



State Council of
Higher Education for Virginia

Agenda Book

July 19, 2016

Location:

Blue Ridge Community College
Plecker Workforce Center
Weyers Cave, VA



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



State Council of
Higher Education for Virginia

THE VIRGINIA PLAN FOR HIGHER EDUCATION

**UPDATE ON ACTIVITIES RELATED TO THE SIX INITIATIVES
JULY 2016**

**| AFFORDABLE ACCESS | STUDENT SUCCESS |
| INNOVATION AND INVESTMENT | ECONOMIC AND CULTURAL PROSPERITY |**

**Initiatives Update
JULY 2016**

As part of an ongoing effort to update Council members and higher education stakeholders of progress made in the six initiative areas, the following document includes an update on related activities and an expected completion date.

In addition, as part of the 2016 General Assembly session, staff identified additional activities that align with these initiatives. These are included in the work matrix that illustrates how the SCHEV initiatives align with the session requirements, the efforts of the Joint Subcommittee on the Future Competitiveness of Higher Education in Virginia and the recent JLARC related to higher education. Detailed descriptions and activities will be incorporated into the initiatives for the next update in July.

A full background for each initiative is available on The Virginia Plan for Higher Education website. <http://www.schev.edu/schev/StrategicPlan.asp>

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Work Matrix
2016 Priority Initiatives in Implementation of *The Virginia Plan for Higher Education*

	1 Ensure affordable, efficient and effective pathways for students	2 Seek stable & sustainable public funding	3 Enhance institutional and administrative flexibility and improve quality & efficiency	4 Measure the quality of undergraduate education	5 Launch a communications strategy of the value of higher ed	6 Promote economic development via a long-term research plan
SCHEV Assignments in 2016 Legislation & Budget	<p>HB66 Administer Workforce Credential Grant program</p> <p>Item 146M Provide grants for affordable pathways, shared services & efficiency initiatives.</p> <p>HB400/SB52 Report on Loan refinance authority.</p> <p>Item 146.O Va Degree Completion Network.</p> <p>Item 144J Cybersecurity Scholarships for Pub Serv</p> <p>Item 144H Allocate \$24M in aid per Joint Subcommittee.</p> <p>SJ96 Align K-12 & higher education</p>	<p>HB961 Alternative tuition and fee structures.</p> <p>Various – Analyze BOV’s tuition and fee decisions.</p> <p>4-9.04 Expand factors in faculty-salary goals.</p>	<p>Item 146K Study regional sex-assault investigate center.</p> <p>Item 146M Provide grants for affordable pathways, shared services & efficiency initiatives.</p> <p>4-9.04 Lower costs and enhance learning thru tech.</p>	<p>SB338 Study-abroad guidelines.</p> <p>HB46 School-readiness committee.</p> <p>HB842 Teacher licensure re dyslexia.</p> <p>Item 146L Administer VLDS.</p>	<p>Item 146L Administer VLDS.</p>	<p>HB1343 Va Research Investment Committee (and Item 478.1 - VRIC act on incentive-package requests)</p> <p>Item 255 Va Research Investment Fund.</p> <p>HB834/SB449 GO VA.</p> <p>HB515 Econ Dev in 6-yr Plans</p>
SCHEV activities in support of The Virginia Plan	<p>Hold forum on college access, success & completion.</p> <p>Improve transparency of exams accepted for undergraduate credit.</p> <p>Update the State Policy on College Transfer</p> <p>Increase opportunities for transfer through Interstate Passport Initiative.</p> <p>Support math pathways transfer initiative.</p> <p>Research efficiency of VA’s transfer system</p>	<p>Hold discussions with experts in higher education regarding the feasibility and approach of a long-term funding strategy</p> <p>Use outcomes of discussions to inform Councils 2017 budget recommendations.</p>	<p>Monitor activities of institution APA reviews regarding progress on JLARC Recommendations</p> <p>Implement Work with institutions through the Finance Advisory Committee</p> <p>Use outcomes of discussions to inform Councils 2017 budget recommendations.</p>	<p>Revise SCHEV Assessment guidelines</p> <p>Work with state experts to determine methods to measure gaps in supply & demand</p> <p>Revise SCHEV program productivity policy to incorporate elements related to program alignment with job demand</p>	<p>Create structure for input and engagement b institutions and other stakeholders</p> <p>Determine audience, message and desired outcomes of initiative</p> <p>Build awareness of The Virginia Plan and progress in the goals, initiatives, measures and targets</p>	

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
2016 Priority Initiatives in Implementation of *The Virginia Plan for Higher Education*

	1 Ensure affordable, efficient and effective pathways for students	2 Seek stable & sustainable public funding	3 Enhance institutional and administrative flexibility and improve quality & efficiency	4 Measure the quality of undergraduate education	5 Launch a communications strategy of the value of higher ed	6 Promote economic development via a long-term research plan
Joint Subcommittee on the Future Competitiveness of Virginia Higher Education	<ul style="list-style-type: none"> a) Review quality, provide access and affordability c) Identify practices for greater efficiencies d) Evaluate distance ed and online instruction e) Review need-based aid and alternative models g) Study transfer students h) evaluate dual enrollment as cost reducer i) Study teacher prep 	<ul style="list-style-type: none"> b) Examine sustainability of institutions and system e) Review need-based aid and alternative models j) Review alternative tuition and fee structures 	<ul style="list-style-type: none"> b) Examine sustainability of institutions and system c) Identify practices for greater efficiencies d) Evaluate distance ed and online instruction f) Review JLARC cost-efficiency recommendations h) Evaluate dual enrollment as cost reducer j) Review alternative tuition and fee structures 	<ul style="list-style-type: none"> a) Review quality, provide access and affordability g) Study transfer students h) Evaluate dual enrollment as cost reducer i) Study teacher prep 		
JLARC RECOMMENDATIONS (Recs b and c)	<ul style="list-style-type: none"> b.1) Standardize mandatory non-E&G fees b.2) Update Chart of Accounts b.4 & b.6) Lower costs & enhance learning thru tech 	<ul style="list-style-type: none"> b.2) Update Chart of Accounts b.5) Expand factors in faculty-salary goals e) Use SCHEV capital-project prioritization 	<ul style="list-style-type: none"> b.3) Revise guidelines for research & instruct space b.4 & b.6) Lower costs & enhance learning thru tech c) Train BOV members 	<ul style="list-style-type: none"> b.4 & b.6) Lower costs & enhance learning thru tech 	<ul style="list-style-type: none"> c) Train BOV members 	<ul style="list-style-type: none"> b.3) revise guidelines for research & instructional space



Initiative: Coordinate the development and implementation of programs that align resources from PK12, colleges, universities and other public sources to ensure affordable, efficient and effective pathways for students in all parts of the state.

Council Committee: Academic Affairs

Advisory groups: Instructional Programs Advisory Committee (IPAC)
State Committee on Transfer

Lead staff members: Joe DeFilippo

Activity	Description	July 2016 Update	Expected Completion
<p>Support approval of funds in the upcoming 2016 session to stimulate collaborations among public school divisions, community colleges, and universities to create and expand affordable pathways.</p>	<p>In October 2015, the Council approved recommendations to support for affordable pathways programs. The Governor’s introduced budget includes \$2.5 million in funds that would be awarded on a competitive basis by SCHEV. SCHEV staff will continue to support these initiatives in the upcoming session.</p>	<p>SCHEV staff have met with the provosts and talked to several state and national leaders regarding how to support greater collaborations between public schools divisions and higher education. Institutions indicated that summer is a difficult time to plan and respond to RFPs so the expected release will be the end of July with a return at the end of September. The award determination would be by in October 2016 with awards lasting through June 2018.</p>	<p>October 2016 (for awards)</p>
<p>Hold a forum on access and student success.</p>	<p>In partnership with the Governor’s office and as part of the Lumina initiative, SCHEV staff plan to work with institutions in the spring of 2016 to identify and map promising practices related to access and student success and a statewide forum spotlighting this initiatives and national trends. SCHEV also will work with partners from Lumina and Complete College America to coordinate the event.</p>	<p>Over 280 participants attended the one-day event held in Richmond on June 8th. Attendees included K12, higher education, policy makers, Governor’s staff and general assembly members. The day included awareness regarding Virginia’s goal to be the best-educated by 2030, the gaps the states to close to achieve the goal, presentations by Lumina foundation and Complete College America; college presidents; and parent, student, and principal perspectives; Presentations from the event can be found here.</p>	<p>June 2016</p>

Activity	Description	July 2016 Update	Expected Completion
<p>Improve transparency of exams accepted for undergraduate course credits.</p>	<p>State code requires SCHEV to develop and implement the <i>Virginia Public Higher Education Policy on Course Credit for AP, Cambridge, CLEP, and IB</i>. This effort is underway and will be effective July 2016.</p>	<p>Council adopted the “<i>Virginia Public Higher Education Policy on Course Credit for AP, Cambridge, CLEP, and IB</i>” at its March 2016 meeting. Staff has conducted meetings with institutional representatives on logistics of the policy and formally distributed it.</p>	<p>Fall 2017</p>
<p>Update the Virginia State Policy on College Transfer.</p>	<p>The goal of the update is to improve transfer for Virginia’s students by enhancing cooperation and consistency among institutions of higher education. The updated policy will include new provisions relating to: admission of students not completing an associate degree; admission of high school students completing college credit prior to high school graduation; acceptance and application of credits earned through prior learning assessment (may include credit earned through advanced high school programs or extra-institutional learning).</p>	<p>The updated policy is on the July 2016 Council meeting for approval.</p>	<p>July 2016</p>
<p>Increase opportunities for transfer of general education courses in participating states through the <i>Interstate Passport</i> initiative.</p>	<p>Via invitation from SREB, Virginia is participating as a Phase 2 state in the <i>Interstate Passport</i> initiative. Information is available here: http://www.wiche.edu/passport/home. The initiative is designed to improve graduation rates, shorten time to degrees, and save students money.</p>	<p>Throughout March and April SCHEV staff visited the 13 participating institutions to discuss the requirements necessary for developing the institutional Passport. Over the next couple of months SCHEV staff will continue work with the institutional faculty teams charged with developing their Passport. To date, one institution has completed their Passport.</p>	<p>September 2017</p>

Activity	Description	July 2016 Update	Expected Completion
Support a math transfer pathways initiative.	The community college system and SCHEV plan to hold an event between community colleges and four-year institutions to improve the transfer of math courses and increase efficiencies in the math courses offered by community colleges.	The VCCS continues their work on the Math pathways. It has assembled a 24-member team in partnership with the four-year institutions to refine the courses to improve transfer rates and reduce remediation.	September 2016
Research the efficiency of Virginia's transfer system.	SCHEV provided a preliminary report on the transfer system and will continue to research this initiative in the coming year.	SCHEV issued the report on transfer in March 2016. A second report is expected in May 2017	May 2017
Continue to inform members and staff of the Joint Subcommittee on the Future Competitiveness of Virginia Higher Education on strategies to support efficient and effective pathways.	The committee is required to develop a two-year work plan, an interim report by November 1, 2016, and a final report by November 1, 2017. SCHEV staff will continue to work with staff and members related to this effort.	SCHEV will inform the committee of activities under this initiative and provide updates on activities related to SCHEV and the institutions that support efficient and effective pathways.	November 2016 <i>(initial report by Sub-committee)</i> November 2017 <i>(final report by Sub-committee)</i>

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Initiative: *Seek legislative changes that support stable and sustainable public funding for higher education, such as a constitutional amendment, a dedicated funding source, and a revenue stabilization fund.*

Council Committee: Resource and planning
Advisory groups: Finance Advisory Committee
Lead staff members: Peter Blake/Dan Hix

Activity	Description	July 2016 Update	Expected Completion
Hold discussions with experts in higher education regarding the feasibility and approach of a long-term funding strategy.	Meet with individuals that have both Virginia legislative and tax experience to review the funding history, state revenue projections, state tax characteristics, and other legislative factors with the expectation that they offer a recommendation for the most appropriate course of action.	Given the strong support by the Governor and General Assembly in the 2016 session, staff plans to postpone a proposed panel on funding and will seek to work with the Joint Subcommittee on long-term funding strategies through its work in the Fall. In addition, with the strong support from the last session by the general assembly and Governor, SCHEV staff will work to identify best practices and determine methods to incorporate these into future budget processes.	September 2016
Use outcomes of discussions to inform the Council's 2017 session budget recommendations and additional steps.	Upon meeting with these experts and through regular Resources and Planning Committee discussions, determine the best course of action for seeking a more permanent funding option.	No activities to report for this time period.	October 2017
Inform members and staff of the Joint Subcommittee on the Future Competitiveness of Virginia Higher Education on strategies to sustain long-term planning and responsiveness.	The committee is required to develop a two-year work plan, an interim report by November 1, 2016, and a final report by November 1, 2017. SCHEV staff will continue to work with staff and members related to this effort.	SCHEV will inform members and staff of the Joint Subcommittee of the listening panel discussion and continue to inform members of ongoing activities related to funding.	November 2016 <i>(initial report by Subcommittee)</i> November 2017 <i>(final report by Subcommittee)</i>



Initiative: *Review and recommend potential initiatives for further restructuring and shared services that enhance institutional and administrative flexibility and improve quality and efficiency.*

Council Committee: Resource and Planning
Advisory groups: Finance Advisory Committee
Lead staff members: Peter Blake/Dan Hix

Activity	Description	July 2016 Update	Expected Completion
<p>Continue to monitor activities of the Auditor of Public Accounts regarding institutional progress on the JLARC recommendations.</p>	<p>Audits are expected to begin in late summer/early fall of 2016. Staff will receive feedback on these reports and share with the Council.</p>	<p>APA presented its work plan to JLARC at the May 2016 meeting. Visits are scheduled to begin in May with VCU, UVA, and VT.</p>	<p>July 2017</p>
<p>Work with institutions through the Finance Advisory Committee (FAC) to further identify areas for operational efficiencies.</p>	<p>Staff meet regularly with FAC members and can work to identify other opportunities for operational efficiencies.</p>	<p>A workgroup consisting of representatives from 7 institutions and SCHEV met on June 28. The group has compiled efficiencies and innovations undertaken by institutions in recent years and it will disseminate it more broadly through the Council of State Senior Business Officers for review and additions. The group decided to solicit ideas for efficiencies and innovations that could be pursued collaboratively through this initiative from representatives of other campus services, (e.g., IT, Procurement, Financial Aid, Admissions); recommended holding a statewide meeting in Fall, 2017 to share work to date and facilitate ideas; reviewed options for streamlining activities/reports between institutions and central state agencies. The group will work toward a more formal business plan once responses to early inquiries have been received.</p>	<p>Fall 2016</p>

Activity	Description	July 2016 Update	Expected Completion
<p>Use outcomes of discussions to inform the Council’s 2017 session budget recommendations and additional steps.</p>	<p>Through regular discussions with the Resources and Planning Committee, use input to inform the Council budget recommendations for the following session.</p>	<p>No activities to report for this time period.</p>	<p>October 2017</p>
<p>Inform members and staff of the Joint Subcommittee on the Future Competitiveness of Virginia Higher Education on strategies to sustain long-term planning and responsiveness.</p>	<p>The committee is required to develop a two-year work plan, an interim report by November 1, 2016, and a final report by November 1, 2017. SCHEV staff will continue to work with staff and members related to this effort.</p>	<p>SCHEV will inform members and staff of the Joint Subcommittee of ongoing activities related to this topic.</p>	<p>November 2016 <i>(initial report by Subcommittee)</i></p> <p>November 2017 <i>(final report by Subcommittee)</i></p>

Completed Activities:

Support funding for innovation and efficiencies during the 2016 session.



Initiative: Collaborate with institutions to measure the quality of undergraduate education, including civic engagement of graduates and relevance to demand occupations across regions of the state.

Council Committee: Academic Affairs
Advisory groups: Instructional Programs Advisory Committee (IPAC)
Lead staff members: Joe DeFilippo/Wendy Kang

Activity	Description	July 2016 Update	Expected Completion
<p>Revise the SCHEV assessment guidelines.</p>	<p>The guidelines will incorporate elements of (a) quality measurement and (b) civic engagement based on the input of the Task Force input. SCHEV also will consult with national experts/organizations and other states with expertise in assessment and/or civic engagement in undergraduate education. Discussions have been held with Association of American Colleges and Universities (AAC&U), the Virginia Assessment Group (VAG), and Massachusetts Department of Higher Education.</p>	<p>An ad hoc committee of institutional staff has been formed and held its first meeting in May. A second meeting will be held in July. SCHEV held an informational meeting in late May on the SHEEO/AACU Multi-State Collaborative (MSC) to assess student learning. Institutions are still determining whether they would like to join. While these two efforts are not formally connected, staff expects to explore with institutions the possibility of incorporating the MSC into the revised SCHEV assessment policy.</p>	<p>May 2017</p>
<p>Work with state experts to determine methods to measure gaps in supply and demand.</p>	<p>SCHEV staff will work with the Governor’s office, the Virginia Employment Commission, and the Virginia Economic Development Partnership to determine methods to measure gaps in supply based on current and expected demand.</p>	<p>The Governor’s office developed a framework for High Priority Demand Occupations categorized by education level that will be used as criteria for the workforce credential grant. In addition, the Governor’s office met with several key stakeholders on the development of a dash board to develop supply in May. This dashboard is delayed and expected for August.</p>	<p>August 2016 for initial occupations July 2017 for a broader analysis</p>

Activity	Description	July 2016 Update	Expected Completion
<p>Revise the SCHEV program productivity policy to incorporate elements related to program alignment with employment demand.</p>	<p>Once a model and measurement for employment demand is developed, SCHEV staff will review and update the program productivity policy and align as appropriate.</p>	<p>Productivity reviews are conducted every five years. The next program review is planned for 2018-19. SCHEV will review and update the policy in fall 2017.</p>	<p>Fall 2017</p>

Completed activities:

Hire an associate for assessment policy and analysis.

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Initiative: *Launch a communications strategy to address public knowledge and benefits of higher education, through Council reports, traditional media, social media and other means.*

Council Committee: Executive Committee

Advisory groups: Instructional Programs Advisory Committee (IPAC) and other groups as appropriate

Lead staff members: Peter Blake/Wendy Kang

Activity	Description	July 2016 Update	Expected Completion
<p>Create a structure for input and engagement by institutions and other stakeholders.</p>	<p>Invite higher-education stakeholders to participate in a discussion about audience, message, and desired outcome. This will include institutional leadership (public and private), policy makers, advisory groups, students, and other key stakeholders. Regular meetings with specific groups will be developed based on the specific message and target audience.</p>	<p>SCHEV scheduled a facilitated brainstorming session for July 21st with a working group 25-30 participants representing K12, higher education, economic development, policy makers and other stakeholders to identify goals, strategies and priorities.</p>	<p>July 2016</p>
<p>Determine audience, message and desired outcomes of communications initiative.</p>	<p>Develop a message to support the objective to be the best-educated state by 2030 that appeals to a broad stakeholder base. The message should complement and not compete with secondary education and economic development, and should convey not just the economic value of education but also the general message of talent development for all its values (“economic and cultural prosperity”). The desired outcomes will determine priority areas and the audiences that need to be addressed. The broad message or theme will need to have value propositions that have meaning for each segment (business, students, parents, legislators).</p>	<p>Desired outcomes will be developed based on information generated in the facilitated session, input from institutions, and other listening sessions with economic development, access providers, K-12 and education leaders.</p>	<p>July 2016</p>

Activity	Description	July 2016 Update	Expected Completion
<p>Build awareness of The Virginia Plan and progress made in the goals, initiatives, measures and targets.</p>	<p>Launch a communications strategy that provides an introduction of the goals of the plan and provides ongoing updates through regular communications through a website, newsletter, social media, presentations and media coverage. In the next 3-6 months, SCHEV plans to develop a website, initiate an online newsletter, and highlight success of the plan through article features; in addition, staff will seek opportunities to engage the media related to The Plan. SCHEV staff will continue to seek endorsement or formal support from selected groups such as the Virginia Chamber of Commerce, the State Board of Education, and the Virginia Business Council.</p>	<p>SCHEV continues to raise awareness of the plan through the following activities:</p> <ul style="list-style-type: none"> - Launched a redesigned and reorganized website with additional capabilities for sharing messaging and information about the Virginia Plan and higher education. These include methods for social-media sharing; sections for students and families; and sections to highlight data, reports, news and other information regarding the Virginia Plan. - Communicated goals and progress of the Virginia Plan via news releases, social media and interviews with news media. - Scheduled and planned outreach activities including visits from members of Council and SCHEV leadership with editorial sections of influential news organizations. 	<p>Ongoing</p>

Completed Activities:

- Launched the SCHEV website
- Distributed 500 copies of SCHEV update to raise awareness of the Virginia Plan and its goals
- Hired an associate for communications and outreach



Initiative: *Promote economic development for the Commonwealth by implementing a long-term plan that supports recruitment and retention of research faculty, provides matches to federal and private research grants and enhances commercialization of higher education research.*

Council Committee: Resource and planning
Advisory groups: Finance Advisory Committee
Lead staff members: Alan Edwards

Activity	Description	July 2016 Update	Expected Completion
<p>Convene the new Virginia Research Investment Committee (VRIC).</p>	<p>Enactment of HB1343 creates a nine-member committee, chaired by the SCHEV director, to administer a major new research-funding vehicle, the Virginia Research Investment Fund (VRIF; see below).</p> <p>(GO Virginia’s board is authorized to invest a portion of the VRIF assets.)</p>	<p>The VRIC members (less the awaiting GO Virginia appointees) have met twice. The two meetings were focused on reviewing the legislation and hearing presentations from complementary fund, including the Commonwealth Health Research Fund, the Virginia Biosciences Health Research Corporations and the Commonwealth Research Commercialization Fund.</p>	<p>Report to Governor and money committees due by November 1 annually.</p>
<p>Assist VRIC with administration of the new Virginia Research Investment Fund (VRIF).</p>	<p>Enactment of HB1343 amends Council duties to include assisting the VRIC with administration of the new Virginia Research Investment Fund (VRIF), a special non-reverting revolving fund for promoting R&D, commercialization, researcher recruitment/retention, cooperation and collaboration between research universities & with the private sector, and economic development.</p>	<p>Pending appointment of the four non-ex officio VRIC members and convening of the first official VRIC meeting:</p> <ul style="list-style-type: none"> -held a conference call with VPs of the research of the major research universities to identify priorities, strengths and federal opportunities. -provided an updated to major research presidents regarding the status of VRIC and the call with the VPs of research. -will create a webpage on the SCHEV website to serve a resource for VRIC and institutions. -will advertise a position to assist as lead staff for VRIC. 	<p>Ongoing.</p>

Activity	Description	July 2016 Update	Expected Completion
<p>Create, with VRIC, the process for soliciting and reviewing VRIF proposals and the criteria for awarding VRIF funds.</p>	<p>Enactment of HB1343 requires Council, in consultation with VRIC, to “establish guidelines, procedures, and objective criteria” for application and award of VRIF funds.</p>	<p>In April, SCHEV staff initiated: -a review of policies and processes of various relevant grantors; and -an outline to inform preliminary development of guidelines, procedures and criteria.</p>	<p>TBD in consultation with VRIC (target = RFP issued in Fall '16; awards in January '17)</p>

Completed activities: Support approval of funds related to research through the HEETF and pooled bond initiative in the 2016 General Assembly session.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

**Blue Ridge Community College
Plecker Workforce Center
Room P124
Weyers Cave, VA
July 19, 2016
9:45 a.m. – 10:15 a.m.**

Executive Committee

1. Call to Order
2. Approval of Minutes (May 16, 2016) Page 1
3. Action on Meeting Schedule and Locations for
Calendar Year 2017 Page 6
4. Update on Results of Board Software Trial Page 8
5. Update on Initiative 5 of The Virginia Plan Page 10
6. Motion to Adjourn

Committee members:
Gil Minor, Chair
Heywood Fralin, Vice Chair
Marge Connelly, Secretary
Gene Lockhart

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
EXECUTIVE COMMITTEE
MAY 16, 2016
MINUTES**

Mr. Minor called the meeting to order at 12:00 p.m. in in Elwood Commons, Chavis Board Room, Washington and Lee University, Lexington, Virginia. Committee members present: Gil Bland, Marge Connelly, Heywood Fralin, Gene Lockhart, and G. Gilmer Minor, III.

Other Council members present: Henry Light, William Murray, Carlyle Ramsey, Minnis Ridenour, and Katharine Webb.

Staff members present: Peter Blake, Beverly Covington, Alan Edwards, Wendy Kang, Lee Ann Rung, and Greg Weatherford.

APPROVAL OF MINUTES

On motion by Mr. Bland and seconded by Ms. Connelly, the minutes from the March 21, 2016, meeting were approved unanimously.

PRELIMINARY DISCUSSION OF CALENDAR YEAR 2017 MEETING SCHEDULE AND LOCATIONS

Mr. Blake reviewed the proposed schedule and distributed a copy of the campuses Council has visited over the last ten years. Members decided to stay with the one-day format for meetings in January and July. Committee members requested that staff contact Norfolk State University about the possibility of hosting the September 2017 meeting. Members also inquired about the possibility of visiting John Tyler Community College in July and staff agreed to explore that option.

ACTION ON DELEGATION OF AUTHORITY: AUTHORIZATION OF STAFF TO UPDATE STATUTE CITATIONS IN COUNCIL DOCUMENTS

Mr. Blake explained the recodification process and indicated that the legislation that will affect all Code reference numbers will take effect October 1. Staff is requesting a delegation of authority to make all necessary changes to SCHEV's policies and documents to streamline the process without the need to bring each change to Council for approval. On a motion by Ms. Web and seconded by Dr. Ramsey, the following resolution was approved unanimously (10-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia delegates to the agency director authority to amend Council-approved policies, regulations, guidelines and all other agency documents to conform with and reflect the changes that will be enacted by Chapter 588 of the 2016 Acts of

Assembly to the current language and numbering of statutes in Title 23 of the Code of Virginia. These revisions shall be completed by September 1, 2016, and shall be communicated via the reporting process for delegated items no later than Council's meeting on September 20, 2016.

UPDATE ON RESULTS OF BOARD SOFTWARE RESEARCH

Ms. Rung provided an update on the results of the Council poll about members' preferred board software features and indicated that staff and a few Council members are currently using three different products on a trial basis. She will provide a report of the results at the July meeting.

UPDATE ON THE VIRGINIA PLAN INITIATIVES

Ms. Kang provided an update and noted that staff is in the process of planning a facilitated meeting following the June 8 summit on access, completion and success that will include representatives from VEDP, the college communication staff and K12. Because they attended the meetings, Ms. Webb and Mr. Minor provided feedback on the first college communicators meeting. Both indicated that the meeting was very helpful and an excellent start to the process. Ms. Kang also informed the Committee of Mr. Weatherford's ongoing efforts to meet informally with communications staff at the institutions. In addition, Mr. Weatherford has reached out to staff at the Department of Education, the Governor's office, and is networking with various stakeholders.

Ms. Kang answered questions from members. Mr. Minor said staff is creating support for and ongoing confidence in SCHEV but stressed that there is always room for improvement.

CLOSED SESSION

At 12:40 p.m., Mr. Minor asked that Mr. Lockhart read the attached motion which stated that in accordance with Virginia Code §2.2-3711(A)(1), the Executive Committee would convene in closed session for the purpose of addressing personnel issues related to the performance of the Director. The motion stated that Al Wilson, legal counsel to SCHEV, should be present in the closed meeting and that Peter Blake would be present in a portion of the closed session. The motion was seconded by Mr. Fralin and approved unanimously (10-0).

The Committee resumed in open session at 1:20 p.m. Mr. Fralin read the Freedom of Information Act Certification which was seconded by Dr. Ramsey, approved unanimously, and signed by all members. A copy of the certification is attached to these minutes.

ADJOURNMENT

The meeting adjourned at 1:20 p.m.

G. Gilmer Minor, III
Council Chair

Lee Ann Rung
Director, Executive & Board Affairs

State Council of Higher Education for Virginia
Closed Meeting Procedures

Personnel Matters

Motion for Closed Meeting:

I move that, pursuant to Virginia Code § 2.2-3711(A)(1), the Executive Committee of the State Council for Higher Education of Virginia convene in a closed meeting for the purposes of addressing the personnel issues:

Performance of the Director

AND

that Al Wilson, legal counsel to SCHEV, as well as staff members:

Peter Blake _____

whose presence will aid in the Council's consideration of this matter, participate in the closed meeting.

Movant: [Signature] Second: [Signature]

Date: 5/16/16

Certification of Closed Meeting

We convened today in a Closed Meeting pursuant to a recorded vote on the motion above and in accordance with the Freedom of Information Act. Section 2.2-3711 of the Code of Virginia requires that SCHEV certify that, to the best of each member's knowledge (i) only public business matters lawfully exempt from open meeting requirements under this chapter and (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed or considered.

Any member who believes there was a departure from these requirements shall so state prior to the vote, indicating the substance of the departure that, in his or her judgment, has taken place. The statement of the departure will be recorded in the minutes.

Vote of certification: Ayes: 10 Nays: 0

*****Written certification attached.**

Freedom of Information Act Certification (Personnel Exception)

We, the members of the State Council for Higher Education of Virginia, do hereby certify that, to the best of our knowledge, (i) only public business matters lawfully exempted from open meeting requirements pursuant to the exception in Virginia Code § 2.2-3711(A)(1) of the Virginia Freedom of Information Act and (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed or considered in the closed meeting.

Date: May 16, 2016

1. *W. Heywood Keah*
2. *Deborah M. Webb*
3. *Shirley S.*
4. *Albert Blum*
5. *Wm T. M.*
6. *M. C. J.*
7. *Thomas Thacker*
8. *H. J. J.*
9. *C. J. J.*
10. *Samuel Mingo*
- 11.
- 12.
- 13.

State Council of Higher Education for Virginia Agenda Item

Item: Executive Committee #3 – Action on Meeting Schedule and Locations for Calendar Year 2017

Date of Meeting: July 19, 2016

Presenter: Peter Blake, Director
peterblake@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: May 16, 2017

Action: The Committee reviewed the proposed dates and requested that staff confirm with the institutions

Background Information/Summary of Major Elements:

- The Council meets regularly in the months of January, March, May, July, September, and October. Additional meetings may be held with reasonable public notice for ad hoc committee meetings and/or retreats at the call of the Council chair.
- Since 2009, the Council has included in its schedule a meeting with the public college presidents. The date of that meeting will need to be coordinated with the Council of Presidents (COP) but likely would coincide with the regular Council meeting in September, as noted below.
- The General Assembly session begins on Wednesday, January 11, 2017.
- The proposed schedule includes holding all meetings (committee meetings and the full Council) in one day in January and July instead of the usual day-and-a-half schedule that is typical when traveling.
- It should be noted that meetings generally are held on the third Monday/Tuesdays except as follows:
 - The January date was changed because the Martin Luther King, Jr. holiday is on the third Monday (January 16, 2017).

- The October date was chosen to allow staff additional time between the September and October meetings to prepare final budget recommendations.
- Staff has confirmed that VMI will host the March 20-21 meetings and that NSU will host the September 18-19 meetings. Once staff confirms with the Council of Independent Colleges in Virginia the location of the May meeting, staff will notify the Council.

Materials Provided: N/A

Financial Impact: None.

Timetable for Further Review/Action: N/A

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following meeting schedule for calendar year 2017 and requests that staff distribute the information to all Council members:

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

- **January 10 – SCHEV Offices (Richmond)**
- **March 20-21 – travel to public institution (VMI)**
- **May 15-16 – travel to private institution (TBD) – May 15 would include a meeting with private college presidents)**
- **July 18 – travel to community college (John Tyler Community College)**
- **September 18-19 – travel to public institution (NSU) – September 18 would include a meeting with public college and university presidents)**
- **October 30-31 – SCHEV Offices (Richmond)**

State Council of Higher Education for Virginia Agenda Item

Item: Executive Committee #4 – Update on Results of Board Software Trial

Date of Meeting: July 19, 2016

Presenters: Peter Blake, Director
peterblake@schev.edu

Lee Rung, Director, Executive and Board Affairs
leeanrung@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action:

Date: May 16, 2016

Action: Council requested that staff participate in a trial of three products

Background Information/Summary of Major Elements:

- At the January 12 meeting, members requested that staff explore options for the use of a paperless document system for Council meetings and suggested that staff poll the institutions to determine if any cost savings could be gained by collaborating on paperless technology currently in use.
- After reporting the results at the March 21, 2016, meeting the Committee requested that staff choose three products and request a 30-day trial.
- After completing demos for three additional products in April, staff narrowed the choices to DirectorPoint, BoardPaq, and Passageways/Onboard.
- At the May meeting, Council requested that staff conduct a trial of the three products. Three Council members and four staff participated in the trial.

Financial Impact: Costs of the three products vary from approximately \$3,000 to \$7,000 per year, depending on number of users.

Timetable for Further Review/Action: Staff anticipates implementation to begin with the September meeting. Once implemented, Council members will receive instructions for online training. Additional training can be arranged on an individual basis as needed. Members will be able to access the September agenda materials using their own tablet. Paper copies will not be distributed to individual members but could be made available upon request.

Staff Recommendation: Based on the features offered, the ease of use, and the price, staff recommends Passageways/Onboard and feels it best fits the needs of the Council.

Resolution: N/A.

State Council of Higher Education for Virginia Agenda Item

Item: Executive Committee #5 – Update on the Virginia Plan Initiative 5

Date of Meeting: July 19, 2016

Presenter: Peter Blake, Director
(peterblake@schev.edu)

Wendy Kang, Higher Education Innovation Director
(wendykang@schev.edu)

Gregory Weatherford, Outreach and Communications Associate
(gregoryweatherford@schev.edu)

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: May 16, 2016, Council meeting

Action: Council discussed proposed activities for the communications initiative

Background Information/Summary of Major Elements:

- The Executive Committee is assigned initiative number five related to communications:
 5. *Launch a communications strategy to address public knowledge and benefits of higher education, through Council reports, traditional media, social media and other means.*
- A status for all of the initiatives is included as part of item #8 on the full Council agenda. Please refer to *The Virginia Plan for Higher Education: July 2016 Initiatives Update* report under that agenda item.

Materials Provided:

- *The Virginia Plan for Higher Education: July 2016 Initiatives Update* (please refer to this report as part of the discussion item #8 on the full Council agenda).

Financial Impact: No financial impact at this time.

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

Resolution: No resolution at this time.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

**Blue Ridge Community College
Plecker Workforce Center
Room P126-B
Weyers Cave, VA
July 19, 2016
10:30 a.m. – 12:00 p.m.**

Academic Affairs Committee

1. Call to Order
2. Approval of Minutes (May 16, 2016) Page 11
3. Action on Degree Programs at Public Institutions Page 16
4. Action on Updated State Policy on College Transfer Page 24
5. Action on Organizational Change – James Madison University Honors College Page 48
6. Review of Outline of Plan Required in § 23-7.4:7 (HB 2320, 2015) for a Cooperative Online Degree Program Page 53
7. Update on Initiatives 1 and 4 of The Virginia Plan Page 59
8. Report of the Staff Liaison to the Committee Page 60
9. Motion to Adjourn

Committee members:

**Gene Lockhart, Chair
Carlyle Ramsey, Vice Chair
Ken Ampy
Heywood Fralin
Dan Gundersen
Bill Murray
Katie Webb**

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
MAY 16, 2016
MINUTES**

Mr. Gene Lockhart (Chair) called the meeting to order at 1:32 p.m. at Washington and Lee University, Leyburn Library, Northern Auditorium, in Lexington, Virginia. Committee members present: Gil Minor, Gene Lockhart, Heywood Fralin, Dan Gundersen, Bill Murray, Carlyle Ramsey and Katie Webb.

Staff members present: Peter Blake, Beverly Covington, Joseph G. DeFilippo, Sylvia Rosa-Casanova, Greg Weatherford.

APPROVAL OF MINUTES

On motion by Ms. Webb and seconded by Mr. Ramsey, minutes from the March 21, 2016, meeting were approved unanimously.

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

In attendance from Southeastern University
Derek Holser, J.D., Site Director

Dr. DeFilippo introduced the agenda item. Southeastern University is a private, out-of-state non-profit that already has a presence in Virginia. Regulations require that each branch campus be certified separately. The facility would offer a B.S. in ministerial leadership and is located in Virginia Beach. Staff reviewed the application and determined that the institution has satisfied all requirements, including provision of a surety instrument and faculty qualifications.

On motion by Mr. Murray and seconded by Ms. Webb, the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Southeastern University to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective May 17, 2016.

In attendance from Ivy Christian College
John Yoo, Advisory Board Member
Youn Sik Lee, Dean of Biblical Studies

Ivy Christian College is a for-profit institution in Fairfax which is already operating under religious/theological institution exemption. It is allowed to operate without certification as long as it is only offering religious/theological degrees. However, once an institution intends to offer programs in non-religious subjects, it must apply for certification. The institution has proposed to offer an A.A. and a B.A. in Business

Administration. Staff has reviewed the application and found it meets all requirements, including financial stability, and provision of a surety instrument.

On motion by Dr. Murray and seconded by Ms. Webb, the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Ivy Christian College to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective May 17, 2016.

In attendance from Clarewood University

Dr. Kingsley Haynes, President

Mr. Patrick Baker, CEO

Dr. Mark Zhong, Administrative Dean

Ms. Mimi Tekle, Compliance Director

Clarewood University is a new, private, in-state institution. Staff has reviewed its application and found it has met all requirements.

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 certifies Clarewood University to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective May 17, 2016.

In attendance from Virginia University of Science and Technology

Dr. Martin Ma, President

Mr. James Wilson, Vice President

Virginia University of Science and Technology is a new institution in McLean, Virginia. It will offer a Master of Science in cybersecurity. Staff has reviewed its application for financial stability and submission of a security instrument.

On motion by Mr. Murray and seconded by Ms. Webb, the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Virginia University of Science & Technology to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective May 17, 2016.

ACTION ON ORGANIZATIONAL CHANGE AT GEORGE MASON UNIVERSITY

In attendance from George Mason University (GMU)

Angel Cabrera, President

Robin Parker, Director of Compliance

Henry Butler, Dean, George Mason University Law School

David Wu, Provost
Renell Wynn, Vice President of Communications & Marketing
Mark Smith, Executive Director of State Government Relations, Government and
Community Relations
Alison Price, Admissions Associate Dean & Director, George Mason University Law
School

Under consideration is a proposal from GMU to rename the law school as *The Antonin Scalia School of Law at George Mason University*. The staff analysis employed the same terms as would apply to any name change of an organizational unit under SCHEV's authority. Partly because of the intense public interest, SCHEV also solicited a review by the Office of the Attorney General and received advisement late last week that the particular circumstances of the name change render SCHEV approval unnecessary. According to regular SCHEV practice, when an instructional unit's name is changed, the renaming is interpreted as a change in identity of the unit, thus requiring SCHEV approval. SCHEV staff had not previously distinguished between "honorific" name changes, such as the one under consideration, and changes that alter the name in a way that is related to the *academic* content of the unit. Counsel has advised, however, that honorific name changes, insofar as they do not affect the academic identity of the unit, should not be construed as falling under Council's approval authority, as nothing different is being "created and established" as a result of the change. Accordingly, staff has now prepared a different resolution, which (i) acknowledges that the name change under consideration does not involve any other SCHEV approval authority, and (ii) affirms that the name change is enacted without need for SCHEV approval.

Dr. DeFilippo answered questions from members.

Mr. Lockhart asked President Cabrera whether, at the time of SCHEV's review, the Board of Visitors had met. He answered that the board approved all the conditions surrounding the name change and voted for it.

In explaining the SCHEV review, Dr. DeFilippo indicated that substantial moneys would be coming in and spent out for scholarships, which would boost enrollment, which would in turn increase revenue. Staff concluded that the totality of those plans seemed academically and fiscally sound and actually meritorious if they come to fruition as planned.

Mr. Lockhart asked if Dr. DeFilippo could clarify information provided by counsel. Dr. DeFilippo explained that counsel advised, essentially, that since SCHEV's authority in Code applies to the "creation and establishment" of instructional units, the mere honorific attaching of a name to the front of the school's existing name would not require SCHEV approval. SCHEV approval *would* be required if the honorific name change also involved a substantial change requiring SCHEV approval; but this is not the case under this proposal.

Dr. Murray asked if the advice was received in writing and Dr. DeFilippo answered that it was, by email.

Public comment was provided by the following individuals:

- Thomas Raneiri—student at George Mason University school of law.
- Marcus Simon—Delegate, Virginia House of Delegates.
- Angel Cabrera—President, George Mason University.
- Henry Butler—Dean, George Mason University school of law.
- J.W. Verret—Associate professor of law at George Mason University school of law.
- David Kuebrich—English professor at George Mason University.
- Thomas Rucker—student at George Mason University school of law

Mr. Fralin reminded attendees that the resolution is a recommendation for the Council's meeting the next day.

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 (SCHEV) endorses the staff analysis of George Mason University's proposed name change of the Law School to *The Antonin Scalia School of Law at George Mason University* as not entailing any mission, programming, or enrollment changes that require SCHEV approval at this time; and

BE IT FURTHER RESOLVED that SCHEV affirms that, according to advice of counsel, the proposed name change is enacted without need of SCHEV's approval.

UPDATE ON VIRGINIA PLAN INITIATIVES

Dr. DeFilippo acknowledged Wendy Kang as the primary staff member for the Virginia Plan, and then briefed the committee on the two initiatives assigned to the Academic Affairs Committee.

Related to the coordination of the development of affordable pathways, the forum on access and student success will be held on June 8th. It has a rich agenda with many institutions and students involved.

Mr. Fralin asked about specific measures for the time for securing jobs for graduates and something that would show the range of compensation for graduates. Dr. DeFilippo answered that this particular forum is more about getting students into higher education, although there may be some comments regarding advisers' interactions with students. Mr. Lockhart suggested that the forum could include that as a topic. Dr. Ramsey said that one initiative has been having career coaches who tend to focus on students from underrepresented populations.

Related to collaborations with institutions on measuring the quality of undergraduate education, a task force has been created to study how to better measure post-

graduate outcomes. Wendy Kang is working with Georgetown Center on Workforce on this initiative.

LIAISON REPORT

Dr. DeFilippo informed members the report is available on page 30 of the agenda book.

ADJOURNMENT

Mr. Lockhart adjourned the meeting at 2:44 p.m.

Gene Lockhart
Chair, Academic Affairs Committee

Beverly Covington
Staff, Academic Affairs

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: July 19, 2016

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: Details of the program approvals are included in the following pages:

- George Mason University, Master of Laws (LL.M.) in Global Antitrust Law and Economics (CIP: 22.0205) Page 17
- Virginia Commonwealth University, Master of Decision Analytics (M.D.A.) in Decision Analytics (CIP: 52.1301) Page 20

Financial Impact: Both programs will be funded through internal reallocations and tuition revenue streams. Both institutions attest that they will not seek appropriations from the General Assembly to initiate or maintain the proposed programs.

Timetable for Further Review/Action: N/A

Resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Laws (LL.M.) degree program in Global Antitrust Law and Economics (CIP: 22.0205), effective fall 2016.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Master of Decision Analytics (M.D.A.) degree program in Decision Analytics (CIP: 52.1301), effective fall 2016.

George Mason University
Master of Laws (LL.M.) in Global Antitrust Law and Economics
(CIP: 22.0205)

Program Description

George Mason University (GMU) is proposing the creation of a Master of Laws (LLM) degree program in Global Antitrust Law and Economics to be initiated in fall 2016. The proposed program would be located in the School of Law, Arlington, Virginia.

The proposed degree program would provide students with in-depth study of global antitrust issues, both established and developing. The core curriculum will include coursework in economic foundations of legal studies, antitrust principles, antitrust economics, and quantitative forensics. Students with a first law degree from an international law school will be required to complete the Introduction to United States Law course. Students will learn economic implications of laws and judicial opinions, and global antitrust laws and how they operate. Through elective coursework, students will be able to study specific areas of competition law including federal antitrust law and operation of antitrust regimes in the world-wide market. Graduates would possess knowledge and skills to: 1) research and write legal memoranda; 2) negotiate legal matters; and 3) identify areas of economic risk to corporate and individual clients. The proposed program would require 24 to 26 credit hours of coursework: 16 to 18 credit hours of coursework in core courses; and eight credit hours of restricted elective coursework.

Justification for the Proposed Program

GMU asserts that “as a result of the proliferation of antitrust laws, every government competition agency needs attorneys; every business involved in antitrust litigation needs attorneys; and, every business expanding nationally or globally needs attorneys to assess and advise as to antitrust risks.” According to the United Nations Conference on Trade and Development, “until the mid 20th century less than 10 competition regimes existed worldwide. After 1975, more precisely with the end of the Cold War, global implementation of competition regimes became the norm. As a result, currently there are over 110 competition regimes with competition laws in place—over 80 of these were created after 1980” (<http://unctad.org/en/Pages/DITC/CompetitionLaw/ResearchPartnership/Benchmarking-Competition.aspx>).

Student Demand

In 2015, GMU used the ACES2 Law School Admissions Council application software to identify potential students for the proposed program. The ACES2 LSAC software is a web-hosted program through which all potential law students (LLM and JD) submit applications to law schools in the United States. GMU selected students who were seeking an on-campus LLM program and seeking a LLM in banking/finance or business/corporate/commercial/governance law. When asked if they would be

interested in applying to the proposed degree program, of the 68 respondents 23 (approximately 34%) indicated "strongly agree" and 18 (approximately 26%) indicated "agree." When asked if accepted, would they be interested in enrolling in the proposed degree program, 22 (approximately 32%) indicated "strongly agree" and 25 (approximately 37%) indicated "agree."

Four emails from potential students show student interest in the proposed program. Students are requesting additional information and one student wrote, "I look forward to hearing from you and hopefully get the opportunity to participate in this program in some way in the near future."

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 8 in the program's first year (2016-17). The projections continue as follows: FTES 2017-18, 14.0; 2018-19, 19.0; and 2019-20, 23.0. GMU anticipates having 12 graduates each year beginning in 2020-21. If these projections are met, this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

GMU contends that graduates of the proposed program would be prepared to work in private industry, law firms with practice areas in regulatory and antitrust law and businesses, and regulatory agencies such as Securities and Exchange Commission, the Federal Trade Commission, and the Department of Justice. Nine letters of support indicate demand for antitrust lawyers. In a letter from Kirkland and Ellis LLP, the author wrote, "this firm, and many other firms I am familiar with, have a high demand for LLM graduates with the capability to provide "borderless" antitrust counsel to our clients – almost all who operate globally." In another letter of support, the author states that, "we at Dechert are constantly on the lookout for and actively seeking candidates who have training in the antitrust and economics fields, particularly on a global level. We find that our need for these graduates has grown over the past several years...."

Employment announcements, in the US and internationally, show demand for attorneys with expertise in competition law. These announcements typically seek attorneys with specified terms of experience rather than an LLM per se.

The Bureau of Labor Statistics (BLS) projects between 2014 and 2024 employment of lawyers is expected to grow "as fast as average" or 6% (<http://www.bls.gov/ooh/Legal/Lawyers.htm>). The Virginia Employment Commission (VEC) projects that between 2012 and 2022 employment of lawyers is expected to increase 12.72% or 1.2% annually (available at: <http://www.vawc.virginia.gov/>).

Issues of Duplication

GMU would be the first institution in Virginia to offer the LLM degree in Global Antitrust and Economics Law; no other institution offers a similar degree program. GMU notes that "the proposed LLM would be only the third of its kind in the country."

Resource Needs

The proposed program will be funded primarily through tuition revenue. None of the reallocations will negatively affect existing programs. GMU affirms it will not seek additional state resources to initiate and sustain the program; the courses and faculty needed to offer the program are already in place.

Board Approval

The GMU Board of Visitors approved the proposed program on September 24, 2015.

Staff Recommendation

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

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Laws (LL.M.) degree program in Global Antitrust Law and Economics (CIP: 22.0205), effective fall 2016.

Virginia Commonwealth University
Master of Decision Analytics (M.D.A.) in Decision Analytics
(CIP: 52.1301)

Program Description

Virginia Commonwealth University (VCU) is proposing the creation of a Master of Decision Analytics (MDA) degree program in Decision Analytics to be initiated fall 2016. The program would be located in the School of Business, Department of Supply Chain Management. The program would be offered in two formats, evening and weekend.

Designed to educate students to the advanced level of data analytics, the proposed program will focus on the application of digital and information technology, decision sciences and statistics to problem-solving within organizations. The program will provide students with the depth of knowledge needed to serve in a managerial capacity involving data based decision-making. The curriculum will include coursework in data mining, information systems for business intelligence, statistical analysis and modeling, management science, and analytics for organizational decision-making. Students will take part in projects that utilize real data sets provided by organizations and be exposed to how data mining, statistics, forecasting methods, and business intelligence can be applied across organizational functions. Students enrolled in the program's weekend format will complete additional coursework in management to learn personal, interpersonal and organizational awareness, presentation strategy and delivery, and communication strategies. Graduates will be prepared to: 1) mine, model, analyze, and evaluate data; 2) present and communicate analytical results to a variety of audiences; 3) develop and monitor testing models including sensitivity analysis, benchmarking, and back testing; and 4) manage cross-functional teams that use data analysis to support business functions.

The proposed degree program will require 30 to 33 credit hours of graduate coursework. The evening format will require 30 credit hours of coursework: 15 credits of core coursework; and 15 credits of elective coursework. Taught in a cohort, lockstep model, the weekend format would require 33 credit hours of coursework: 15 credits of core coursework; 13 credits of elective coursework; three credit hours for managerial professional development; and two credit hours of practicum.

Justification for the Proposed Program

VCU asserts that data analysis is occurring in all industries including manufacturing, government, healthcare, and finance. The increase in data collection has increased the need for “skilled employees who can collect, mine, analyze, and make discoveries with data.” In 2011, the McKinsey Global Institute reported that “there will be a shortage of talent necessary for organizations to take advantage of big data. By 2018, the United States alone could face a shortage of 140,000 to 190,000 people with deep analytical skills as well as 1.5 million managers and analysts with the know-how to use the analysis of big data to make effective decisions.” Moreover, “the amount of data in our world has been exploding, and analyzing large data sets—so-called big

data—will become a key basis of competition, underpinning new waves of productivity growth, innovation, and consumer surplus” (<http://www.mckinsey.com/business-functions/business-technology/our-insights/big-data-the-next-frontier-for-innovation>). In a 2012 article, “Data Scientist: The Sexiest Job of the 21st Century,” it was noted that “the shortage of data scientists is becoming a serious constraint in some sectors. Once [companies] have data,...they really need people who can manage it and find insights in it” (<https://hbr.org/2012/10/data-scientist-the-sexiest-job-of-the-21st-century/>). In the article, “Why Big Data is the new competitive advantage,” the authors wrote that “data are now woven into every sector and function in the global economy.... The use of Big Data — large pools of data that can be brought together and analyzed to discern patterns and make better decisions — will become the basis of competition and growth for individual firms, enhancing productivity and creating significant value for the world economy...” (<http://iveybusinessjournal.com/publication/why-big-data-is-the-new-competitive-advantage/>). VCU contends that graduates of the proposed program will gain exposure to real data sets from real companies that will give them experience in identifying data that are relevant and useful; graduates will understand “how to turn data into actions.”

Student Demand

In fall 2015, VCU surveyed undergraduate seniors enrolled in seven majors: bioinformatics, business, computer science, financial technology, information systems, marketing, and mathematical sciences. Of the 105 respondents, 15 students (approximately 14%) indicated they would “definitely” enroll in the proposed program; 12 students (approximately 11%) indicated they would “very likely” enroll in the proposed program; and 21 (approximately 20%) indicated they would “likely” enroll in the proposed program.

Student enrollment in the MS in Business, Decision Analytics concentration indicates student demand. In fall 2012, 11 students were enrolled in the concentration; in fall 2013, 19 were enrolled; in fall 2014, 48 students were enrolled; and in fall 2015, 82 students were enrolled in the concentration.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 28.0 in the program’s first year (2016-17). The projections continue as follows: FTES 2017-18, 30.0; 2018-2019, 33.0; and 2019-20, 33.0. VCU anticipates 28 graduates per year beginning in 2020-21. If these enrollment and graduation projections are met, this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand

Graduates of the proposed program would be prepared to fill positions as operations planning and performance analyst, clinical data analyst, operations research analyst, data scientist, and business analyst. Employment advertisements show demand for master-level graduates in Virginia and nationally. Data specific to future employment demand were not available as the Bureau of Labor Statistics (BLS) and the Virginia

Employment Commission, Virginia Workforce Connection (VAWC) do not have a job category for positions with “analytics” in the title or data scientist. However, data from the BLS show demand for operations research analysts will be “much faster than average for all occupations.” The BLS projects that between 2014 and 2024 employment of operations research analysts is expected to grow 30% (<http://www.bls.gov/ooh/Math/Operations-research-analysts.htm>). The VAWC projects that between 2012 and 2022 employment of operations research analysts is expected to increase 36.69% or 3.17% annually (available at: <http://www.vawc.virginia.gov/analyzer/default.asp>).

Issues of Duplication

Four public institutions (CWM, GMU, Radford, and UVA) offer similar or related degree programs. CWM offers a MS in Business Analytics. CWM’s program is similar to the proposed program in that courses in business intelligence, statistics, and optimization are required. CWM’s program differs in that it requires six credits in machine learning.

GMU offers a MS in Data Analytics Engineering. GMU's program is similar to the proposed program in that it requires 12 credits of core coursework in data mining, analytics in decision making, and statistics. GMU’s program differs from the proposed program in that it offers seven sub area concentrations (one in business analytics) and does not require coursework in information systems for business intelligence.

Radford offers a MS in Data and Information Management. Radford's program is related to the proposed program in that coursework in information analytics and data mining is required. Radford’s program differs from the proposed program in that the program has an emphasis on information systems and data analysis.

UVA offers a MS in Data Science, which is similar to the proposed program in that coursework in data mining, statistics, and database systems and programming is required. UVA's program differs in that it requires coursework in machine learning and ethics.

The proposed program differs from other existent programs in that it will be delivered in a weekend format that includes a focus on “coaching to enhance the students’ management skills.”

Resource Needs

The proposed program will be funded primarily by reallocations in the Department of Supply Chain Management and Analytics, with support from revenues generated from tuition. Resources from the existing MS in Business, Decision Analytics concentration will be used to support the proposed program. For the evening format program, the institution will charge students (in-state) a per credit hour rate of \$674.00. Students in the weekend format program will be charged a flat premium tuition of \$41,000, which will cover tuition, fees, and all books and materials. VCU affirms that none of the

reallocations will have a negative effect on existing programs. The institution will not seek additional state resources to initiate and sustain the program.

Board Approval

The VCU Board of Visitors approved the proposed program on December 11, 2015.

Staff Recommendation

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

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Master of Decision Analytics (M.D.A.) degree program in Decision Analytics (CIP: 52.1301), effective fall 2016.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee #4 – Action on Updated *State Policy on College Transfer*

Date of Meeting: July 19, 2016

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

Dr. Paul Smith
Associate for Student Mobility Policy and Research
PaulSmith@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

The Virginia State Policy on College Transfer (SPCT) aims to enhance cooperation and consistency among institutions of higher education in Virginia with the goal of improving transfer for Virginia's students. The SPCT facilitates collaboration among Virginia's institutions of higher education while promoting efficiency in the transfer process. Ideally, students should be able to move through Virginia's public education system as if it were a continuum, rather than a system of distinct levels and separate stages.

The SPCT was last updated more than a decade ago, in 2004. Since then, there have been numerous changes in legislation, state policy, accreditation, and practices in higher education. These changes in the higher education landscape prompted SCHEV staff to begin, more than a year ago, working with the State Committee on Transfer (SCT) to bring the SPCT up to date. The SCT designated a subcommittee with equal representation from both two- and four-year institutions as well as representatives from SCHEV and the VCCS. The subcommittee's charge was to make recommendations that would streamline, clarify, and improve consistency within the transfer policy and with other relevant policies and statutes. The subcommittee conferred many times, through face to face meetings and via email, to identify improvements and produce successive drafts of a revised policy. The SCT endorsed its final draft in late 2015 and the updated policy was presented to IPAC in spring

2016. As a result of IPAC discussion, SCHEV staff made a final set of revisions and confirmed institutional acceptance at IPAC's June 2016 teleconference.

Policy topics on which revisions have been incorporated into the updated SPCT:

- Four-year institutions are asked:
 - to develop policies addressing the admission of transfer students not completing a transfer-oriented associate degree;
 - to develop policies addressing the admission of high school students completing a transfer-oriented associate degree concurrent with high school;
 - to develop policies addressing the admission of students completing college credit through prior learning assessment (PLA);
 - to develop guaranteed admission agreements with the VCCS and Richard Bland College; and
 - to track transfer students based on modality of admission.
- All institutions are asked
 - to develop policies for awarding college credit for PLA; and
 - to develop policies for awarding college credit for military training, education, and experience

New or modified statutes integrated into the updated SPCT:

- **§22.1-253.13:1(D)(10) & §23-9.2:3.02(E)**—Require local school districts and community colleges to establish agreements for associate degree pathways for high school students concurrent with high school enrolment;
- **§23-2.4**—Requires institutions to provide a link to postsecondary education and employment data published by SCHEV;
- **§23-9.2:3.02(A)**—Requires public four-year institutions to develop articulation, dual admission and guaranteed admission agreements with public two-year institutions;
- **§23-9.2:3.04**—Requires institutions to publish post-graduation employment rates;
- **§23-9.2:3.7**—Requires institutions to develop policies for the awarding of college credit for military training, education, or experience;
- **§23-9.2:3.10**—Requires institutions to develop uniform policies for the awarding of credit for AP, Cambridge Advanced, CLEP, and IB examinations;
- **§23-38.87.10(7)**—Requests institutions to develop innovative instruction models that improve the rate and pace of degree completion.

Other SCHEV policies integrated into the updated SPCT:

- **Virginia Public Higher Education Policy on Course Credit for AP, Cambridge, CLEP and IB**—Facilitates consistency across institutions in credit granting policies related to the referenced assessments;
- **Guidelines for Transfer, Articulation, and Dual and Guaranteed Admission in the Commonwealth**—Provides a framework for an efficient and effective system of undergraduate transfer in the Commonwealth;

- **Guidelines on Award of Academic Credit for Military Education, Training and Experience by Virginia Public Higher Education Institutions**—Establishes a framework for institutions to develop policies for awarding academic credit for military education, training, and experience.

Materials Provided:

- State Policy on College Transfer (Updated version proposed for approval—July 19,2016)
- Table Comparing *Current* and *Updated* Versions (with summary notation of changes by section)
- State Committee on Transfer Membership

Financial Impact: N/A

Timetable for Further Review/Action: Staff will work with the State Committee on Transfer to review institutional policies and practices for consistency with updated provisions of the State Policy on College Transfer.

Resolution:

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 approves the updated *State Policy on College Transfer*, effective immediately, and directs staff to implement its provisions collaboratively with public institutions of higher education.



State Policy on College Transfer *[Updated version proposed for approval—July 19, 2016]*

Introduction

Two to four-year transfer within the Commonwealth has increased as a popular means for obtaining a bachelor's degree. The State Policy on College Transfer aims to enhance cooperation and consistency among institutions of higher education in Virginia with the intended goal of improving transfer for Virginia's students. The State Policy on College Transfer seeks to improve collaboration among Virginia's institutions of higher education while promoting efficiency in the transfer process as well as recognizing the changing higher education environment. Ideally, students should be able to move through Virginia's public education system as if it were a continuum, rather than a system of distinct levels and separate stages.

The State Policy on Transfer is guided by the following principles:

- All capable students in the Commonwealth should have access to all levels of higher education.
- Senior institutions have a responsibility for enrolling students from public associate degree-granting institutions and expanding college transfer options that lead to confirmation of a baccalaureate degree (Code of Virginia § 23-38.87:10(7)).
- Transfer is a shared responsibility among all of Virginia's public institutions.
- Transfer between institutions should be as seamless as possible and should not increase a student's time to degree completion or result in repeated coursework successfully completed at other regionally accredited institutions of higher education.
- Transfer students should be assured of equitable treatment by each senior institution and afforded the same academic opportunities provided to native students in similar circumstances.
- Students shall be encouraged to progress as far through the higher education continuum as they are able.
- The Commonwealth shall have a coherent statewide policy on transfer that facilitates continued institutional cooperation that can be sustained over time.

- The institutional autonomy and diversity of Virginia's colleges and universities are valuable and must be assured.

Admissions

1. Senior institutions have authority over institutional and programmatic admission decisions. Each senior institution shall have a data-driven policy, approved by appropriate institutional parties and reviewed regularly, on admission of transfer students.
2. Each student who satisfactorily completes a transfer-degree program at a Virginia Community College or Richard Bland College shall be assured the opportunity to transfer to a state supported baccalaureate institution. Senior institutions have a responsibility to provide reasonable access to students graduating from Virginia's associate-degree granting institutions who meet admission requirements.
3. Transfer admissions priority shall be given to students who have completed a transfer degree over those who have not. However, admission to a given institution does not guarantee admission to a particular degree program, major, minor, or concentration of study. Every baccalaureate-degree program shall provide a reasonable avenue for admission of transfer students that is applied equally to native and transfer students.
4. Admission to a specific program, major, minor, or concentration of study may require a minimum grade point average and specific prerequisite courses. Such requirements shall be applied equally to native and transfer students.
5. Virginia's senior institutions shall develop policies addressing the admission of transfer students not completing a transfer oriented associate degree. These policies should consider course completion, earned credit, academic standing, and whether the student possesses an applied associate degree. To the extent possible, the provision should address the contribution of these factors on the admission decision.
6. Senior institutions shall develop policies addressing the admission of high school students completing a transfer associate degree concurrent with high school, in accordance with Code of Virginia § 22.1-253.13:1(D)(10) and §23-9.2:3.02(E).
7. Senior institutions shall develop policies addressing the admission of students completing college credit through prior learning assessment and the contribution of these credits to the admission decision. The policy shall be compliant with Code of Virginia § 23-9.2:3.10 and the Virginia Public Higher Education Policy on Course Credit for AP, Cambridge, CLEP and IB.
8. Pursuant to Code of Virginia § 23-9.2:3.02(A), each senior public institution of higher education shall develop, consistent with SCHEV's Guidelines for Transfer, Articulation, and Dual and Guaranteed Admission in the Commonwealth (further referred to as Guidelines for Transfer), guaranteed admission agreements (GAA) with the Virginia

Community College System and Richard Bland College. The GAA shall guarantee admission to a public senior institution for students earning an approved transfer associate degree and who meet institutional admission requirements.

Acceptance and Application of Credits

1. It is the intention of the State Policy on Transfer that students working toward a baccalaureate degree by enrolling in a transfer program at a Virginia, regionally accredited public associate degree-granting institution will have their university-parallel coursework recognized as legitimate and equivalent to courses offered at the senior Virginia institution, except for those courses deemed as institutional requirements.
2. Public senior institutions have authority over policies addressing acceptance and application of transfer credits. However, VCCS and Richard Bland College transfer students earning an associate degree based upon a baccalaureate-oriented sequence of courses or admitted under a GAA shall be considered to have met the lower division general education requirements of the senior institution and considered to have attained junior standing, regardless of delivery mode. Where students must satisfy additional general-education requirements -- credits in upper-division general education or foreign languages required of native students, for example – senior institutions should specify and publish such requirements.
3. All Virginia public institutions shall develop policies addressing prior learning assessment (PLA) and their application to transfer students. These policies will be as transfer-friendly as possible and in compliance with Code of Virginia § [23-9.2:3.10](#) and the *Virginia Public Higher Education Policy on Course Credit for AP, Cambridge, CLEP and IB*. Policies addressing PLA credit earned through extra-institutional learning (e.g. Massive Open Online Courses, Straighter Line, student portfolio, experiential learning, etc.) should provide a clear description of the PLA review process, address the acceptance of PLA awarded by other institutions prior to transfer, and address student expectation of credit acceptance.
4. Military education, training, and experience shall be accepted for college credit, where applicable, pursuant to Code of Virginia § [23-9.2:3.7](#) and SCHEV's *Guidelines on Award of Academic Credit for Military Education, Training and Experience by Virginia Public Higher Education Institutions*.

Communication and Information

1. In accordance with Code of Virginia § [23-2.4](#), each institution of higher education shall provide a link to the postsecondary education and employment data published by the State Council of Higher Education on its website pursuant to § [23-9.2:3.04](#). SCHEV institutional

profile data can be obtained by accessing the following link:
<http://research.schev.edu/iprofile.asp>.

2. Institutional and program specific articulation agreements between Virginia Community Colleges and Richard Bland College, and senior institutions are beneficial to student transfer and are encouraged by SCHEV. Formal articulation agreements should follow the Guidelines for Transfer.
3. Each institution shall have a communication process established to provide current information to other public institutions in the Commonwealth as well as to students who have expressed interest in transferring. Periodically, the State Committee on Transfer will review the accessibility of the institution's communication process.

Administrative Responsibility for Transfer

1. Transfer is the administrative responsibility of all Virginia public institutions. The Virginia Community Colleges, Richard Bland College, and Virginia's senior institutions have a responsibility to promote a culture of transfer and facilitate a seamless transition for students moving from one institution of higher education to another.
2. Each institution shall designate a chief transfer officer who has responsibility for the following functions:
 - Serves as a point of contact for all transfer-related communications among institutions.
 - Reviews transfer curricula for changes, updates articulation agreements, and the currency of transfer information.
 - Reviews transfer student academic outcome data with the intended purpose of improving institutional transfer policy.
3. In addition, each college, school, or divisions within the senior institutions shall designate an official with final authority on the transferability of courses in the degree programs offered by the institution.

Transfer Student Responsibilities

Students intending to transfer are responsible for planning their course of study to meet the requirements of the institution(s) to which they desire to transfer. The student is responsible for seeking out the information and advice that is necessary to develop such a plan. Students are encouraged to identify as early as possible the senior institution and program into which they would like to transfer. Delays in developing and following an appropriate plan or changes in plan (e.g. changes in major) may reduce the applicability of transfer credit to the baccalaureate degree program a student ultimately selects.

Under-represented Student Populations and Transfer

Biases must not impede the educational goals of students from under-represented populations. Institutions shall systematically review enrollment practices relevant to students from under-represented populations and determine whether these students are being disproportionately steered into non-transfer programs, or subjected to other factors that impede their ability to transfer smoothly into baccalaureate degree programs. Students from under-represented populations shall be encouraged to progress through the levels of higher education, as their abilities allow, regardless of personal characteristics.

Tracking Transfer Students

1. Any VCCS institution or Richard Bland College should be able to request academic success data from the senior institution for transfer students matriculating from their institution.
2. Institutions shall use transfer student progress data and academic outcomes to improve upon or confirm the success of their transfer programs. In analyzing these data, all institutions shall pay particular attention to the performance, retention, time to baccalaureate completion, and graduation rates for the purposes of improving transfer student academic success and completion rates.
3. Senior institutions should track transfer students based on modality of admission (GAA vs. non-GAA vs. lateral), associate degree status (with an associate vs. without), and type of associate degree if transferring with a degree (A.A., A.S., A.A.&S., A.A.A., or A.A.S).

Endnote

Transfer degrees are the Associate of Arts (A.A.), the Associate of Science (A.S.), and the Associate of Arts and Sciences (A.A.&S.). Under specific articulation agreements, some institutions are accepting the Associate of Applied Arts (A.A.A.), and the Associate of Applied Sciences (A.A.S) for identified degree programs.

State Policy on College Transfer
Table Comparing *Current* and *Updated* Versions (with summary notation of changes by section)

Current Transfer Policy – Introduction	Updated Transfer Policy – Introduction	Summary of Changes - Introduction
<p>Virginia's system of public colleges and universities has extended higher education throughout the Commonwealth from Eastern Shore to Big Stone Gap and from Fairfax to Southside. The system gives students ready access to college and enables them to choose from among many two- and four-year institutions. The Commonwealth has created a remarkable system intended to provide an educated, responsible citizenry and well-trained professionals. For Virginia to achieve these goals fully, especially in a time of financial stringency, the system must function as efficiently and effectively as possible. A report issued by the Institute for Higher Education illustrates the importance of strong transfer policy in the efficiency of higher education in the context of state government. The report, <i>State Policy and Community College-Baccalaureate Transfer</i>, links strong transfer policy with reducing state appropriations per degree. Moreover, the report notes that strong transfer policy reduces “achievement disparities that prevent low-income and minority students from obtaining the baccalaureate degree.”</p> <p>Some students begin college at a community college and subsequently transfer to a senior college or university to achieve their educational aspirations. These students must be assured of</p>	<p>Two to four-year transfer within the Commonwealth has increased as a popular means for obtaining a bachelor’s degree. The State Policy on Transfer aims to enhance cooperation and consistency among institutions of higher education in Virginia with the intended goal of improving transfer for Virginia’s students. The State Policy on Transfer seeks to improve collaboration among Virginia’s institutions of higher education while promoting efficiency in the transfer process as well as recognizing the changing higher education environment. Ideally, students should be able to move through Virginia’s public education system as if it were a continuum, rather than a system of distinct levels and separate stages.</p> <p>The State Policy on Transfer is guided by the following principles:</p> <ul style="list-style-type: none"> • All capable students in the Commonwealth should have access to all levels of higher education. • Senior institutions have a responsibility for enrolling students from public associate degree-granting institutions and expanding college transfer options that lead to confirmation of a baccalaureate degree (Code of Virginia § <u>23-38.87:10(7)</u>). 	<ul style="list-style-type: none"> • Introduction was shortened and streamlined. • Reordered: Guiding principles. • Added: <i>Transfer between institutions should be as seamless as possible and should not increase a student’s time to degree completion or result in repeated coursework successfully completed at other regionally accredited institutions of higher education.</i>

Current Transfer Policy – Introduction	Updated Transfer Policy – Introduction	Summary of Changes - Introduction
<p>fair access to a four-year education and reasonable credit toward a bachelor's degree for their community college courses and program. Transfer should be easy and orderly. According to the Commission on the University of the 21st Century, "It should be made as easy as possible for graduates of community colleges to transfer to senior institutions and get full credit for the work they have done."</p> <p>Transfer is also a matter of national interest. The American Council on Education has issued a major policy statement - <i>Setting the National agenda: Academic Achievement and Transfer</i>. The ACE believes that qualified community-college students should be able to "transfer easily and routinely" to senior colleges and universities. "America's community colleges in particular embody our hopes for the future. For millions of students, they are the entry point to higher education and thus serve as the avenue to intellectual and economic growth. Entry to senior colleges or universities by community college students, i.e., transfer, is central to the realization of equal opportunity in education."</p> <p>The State Policy on Transfer aims to enhance cooperation and consistency among institutions of higher education in Virginia with the intended goal of improving transfer for Virginia's students. This goal of smooth and orderly transfer has not been fully achieved, even though a number of community colleges and senior institutions have worked together diligently. Therefore, the State Policy on Transfer seeks to improve collaboration</p>	<ul style="list-style-type: none"> • Transfer is a shared responsibility among all of Virginia's public institutions. • Transfer between institutions should be as seamless as possible and should not increase a student's time to degree completion or result in repeated coursework successfully completed at other regionally accredited institutions of higher education. • Transfer students should be assured of equitable treatment by each senior institution and afforded the same academic opportunities provided to native students in similar circumstances. • Students shall be encouraged to progress as far through the higher education continuum as they are able. • The Commonwealth shall have a coherent statewide policy on transfer that facilitates continued institutional cooperation that can be sustained over time. • The institutional autonomy and diversity of Virginia's colleges and universities are valuable and must be assured. 	

Current Transfer Policy – Introduction	Updated Transfer Policy – Introduction	Summary of Changes - Introduction
<p>among Virginia’s institutions of higher education while promoting efficiency in the transfer process. Ideally, students should be able to move through Virginia's public education system as if it were a continuum, rather than a system of distinct levels and separate stages.</p> <p>The State Policy on Transfer has been guided by numerous assumptions:</p> <ul style="list-style-type: none"> • All capable students in the Commonwealth should have access to all levels of higher education. • The institutional autonomy and diversity of Virginia colleges and universities are valuable and must be assured. • Every senior institution should take significant responsibility for enrolling community college students. • Effective transfer is a joint responsibility of community colleges and senior institutions. • Transfer students and native students should be assured of equitable treatment by each senior college and university. • Students should be encouraged to advance as far through the educational system as they are able. • Students should not have to repeat coursework they have completed satisfactorily at a community college. • The Commonwealth should have a coherent statewide policy on transfer that encourages continuing cooperation and can be sustained over time. 		

Current Transfer Policy – Admission Section	Updated Transfer Policy – Admission Section	Summary of Changes – Admission
<ol style="list-style-type: none"> 1. Senior institutions have authority over admissions decisions to their institutions and to programs within their institutions. However, each senior institution should have a policy, approved by appropriate institutional parties and reviewed regularly, on admission of transfer students. 2. This policy should be based upon sound information about performance of transfer students at the institution and should be consistent from year to year. It should address matters such as the number of Virginia community-college transfer students who will be offered admission, whether students from the local area are given preference, and whether preference is given to students who have been awarded a transfer associate degree. 3. Each student who satisfactorily completes a transfer-degree program at a community college in Virginia should be assured the opportunity to transfer to a state-supported baccalaureate institution. It is the responsibility of all senior institutions to provide reasonable access to community-college graduates who meet the typical admissions criteria of a given institution. Student performance in a transfer-degree program is a strong indicator of success in senior institutions and, therefore, should 	<ol style="list-style-type: none"> 1. Senior institutions have authority over institutional and programmatic admission decisions. Each senior institution shall have a data-driven policy, approved by appropriate institutional parties and reviewed regularly, on admission of transfer students. 2. Each student who satisfactorily completes a transfer-degree program at a Virginia Community College or Richard Bland College shall be assured the opportunity to transfer to a state supported baccalaureate institution. Senior institutions have a responsibility to provide reasonable access to students graduating from Virginia’s associate-degree granting institutions who meet admission requirements. 3. Transfer admissions priority shall be given to students who have completed a transfer degree over those who have not. However, admission to a given institution does not guarantee admission to a particular degree program, major, minor, or concentration of study. Every baccalaureate-degree program shall provide a reasonable avenue for admission of transfer students that is applied equally to native and transfer students. 4. Admission to a specific program, major, 	<ul style="list-style-type: none"> • Item numbers 1 and 2 in old policy were combined to create item #1 in new policy. • Removed: Item #2 in old policy. • Added: <i>Data driven</i> to new policy. • Removed: <i>Student performance in a transfer-degree program is a strong indicator of success in senior institutions and, therefore, should count heavily in the evaluation of transfer applicants</i> from item #3 in old policy to create item #2 in new policy. • Item #3 in the new policy combined item numbers 4 and 5 from old policy. • Added: Item numbers 5 to 8 to the new policy in response to changes in legislation, policy, or higher education practices.

Current Transfer Policy – Admission Section	Updated Transfer Policy – Admission Section	Summary of Changes – Admission
<p>count heavily in the evaluation of transfer applicants.</p> <p>4. Transfer admissions priority should be given to students who have completed a transfer degree over those who have not.</p> <p>5. Admission to a given institution does not guarantee admission to particular degree-granting programs, majors, minors, or fields of concentration. Nevertheless, every baccalaureate degree program should provide reasonable avenues for admission of transfer students.</p> <p>6. Admission to specific programs, majors, minors, and fields of concentration may require, for example, a minimum grade point average and specific prerequisite courses. Such requirements should be applied equally to native and transfer students.</p>	<p>minor, or concentration of study may require a minimum grade point average and specific prerequisite courses. Such requirements shall be applied equally to native and transfer students.</p> <p>5. Virginia’s senior institutions shall develop policies addressing the admission of transfer students not completing a transfer oriented associate degree. These policies should consider course completion, earned credit, academic standing, and whether the student possesses an applied associate degree. To the extent possible, the provision should address the contribution of these factors on the admission decision.</p> <p>6. Senior institutions shall develop policies addressing the admission of high school students completing a transfer associate degree concurrent with high school, in accordance with Code of Virginia § <u>22.1-253.13:1(D)(10)</u> and §<u>23-9.2:3.02(E)</u>.</p> <p>7. Senior institutions shall develop policies addressing the admission of students completing college credit through prior learning assessment and the contribution of these credits to the admission decision. The policy shall be compliant with Code of Virginia § <u>23-9.2:3.10</u> and the <i>Virginia Public Higher</i></p>	

Current Transfer Policy – Admission Section	Updated Transfer Policy – Admission Section	Summary of Changes – Admission
	<p><i>Education Policy on Course Credit for AP, Cambridge, CLEP and IB.</i></p> <p>8. Pursuant to Code of Virginia § <u>23-9.2:3.02(A)</u>, each senior public institution of higher education shall develop, consistent with SCHEV’s <i>Guidelines for Transfer, Articulation, and Dual and Guaranteed Admission in the Commonwealth</i> (further referred to as <i>Guidelines for Transfer</i>), guaranteed admission agreements (GAA) with the Virginia Community College System and Richard Bland College. The GAA shall guarantee admission to a public senior institution for students earning an approved transfer associate degree and who meet institutional admission requirements.</p>	

Current Transfer Policy – Acceptance and Application of Credits	Updated Transfer Policy – Acceptance and Application of Credits	Summary of Changes – Acceptance and Application of Credits
<ol style="list-style-type: none"> 1. It is the intention of the State Policy on Transfer that students who begin their work toward the baccalaureate degree by enrolling in transfer programs in community colleges will have this work recognized as legitimate and equivalent to that offered at senior institutions. 2. Articulation between community colleges and senior institutions is a reciprocal process. Community colleges have the responsibility 	<ol style="list-style-type: none"> 1. It is the intention of the State Policy on Transfer that students working toward a baccalaureate degree by enrolling in a transfer program at a Virginia, regionally accredited public associate degree-granting institution will have their university-parallel coursework recognized as legitimate and equivalent to courses offered at the senior Virginia institution, except for those courses deemed as institutional requirements. 	<ul style="list-style-type: none"> • Added: ...transfer programs at a Virginia, regionally accredited public associate degree-granting institution will have their university-parallel coursework ...Virginia institution, except for those courses deemed as institutional requirements to item # 1 in old policy to create item #1 in new policy. • Removed: Item # 2 in old policy.

Current Transfer Policy – Acceptance and Application of Credits	Updated Transfer Policy – Acceptance and Application of Credits	Summary of Changes – Acceptance and Application of Credits
<p>of ensuring that their programs and courses are equivalent to those offered at senior institutions, and senior institutions have an obligation to recognize such work as equivalent, once the two parties have determined equivalency.</p> <p>3. Students who have earned an associate degree based upon a baccalaureate-oriented sequence of courses should be considered to have met lower-division general-education requirements of senior institutions. These students will be considered to have attained junior standing (typically defined by credits completed at the senior institution). It may, however, take transfer students longer than two years to complete the baccalaureate because of prerequisites in the major or other requirements or circumstances.</p> <p>4. Where students must satisfy additional general-education requirements -- credits in upper-division general education or foreign languages required of native students, for example – senior institutions should specify and publish such requirements.</p> <p>5. Some occupational-technical programs (the Associate of Applied Science and the Associate of Applied Arts) have counterparts in senior institutions (e.g., nursing, engineering technology, hotel and restaurant management). Senior institutions and community colleges should look for ways to</p>	<p>2. Public senior institutions have authority over policies addressing acceptance and application of transfer credits. However, VCCS and Richard Bland College transfer students earning an associate degree based upon a baccalaureate-oriented sequence of courses or admitted under a GAA shall be considered to have met the lower division general education requirements of the senior institution and considered to have attained junior standing, regardless of delivery mode. Where students must satisfy additional general-education requirements -- credits in upper-division general education or foreign languages required of native students, for example – senior institutions should specify and publish such requirements.</p> <p>3. All Virginia public institutions shall develop policies addressing prior learning assessment (PLA) and their application to transfer students. These policies will be as transfer-friendly as possible and in compliance with Code of Virginia § 23-9.2:3.10 and the Virginia Public Higher Education Policy on Course Credit for AP, Cambridge, CLEP and IB. Policies addressing PLA credit earned through extra-institutional learning (e.g. Massive Open Online Courses, Straighter Line, student portfolio, experiential learning, etc.) should provide a clear description of the PLA review process, address the acceptance of PLA awarded by other</p>	<ul style="list-style-type: none"> • Modified wording in item #3 from old policy to create item #2 in new policy. • Added: Statement to item #2 in new policy addressing GAAs. • Removed: Item #4 in old policy and combined with item #1 in new policy. • Added: Item numbers 3 and 4 to new policy. • Removed: Item numbers 5 and 6 in old policy.

Current Transfer Policy – Acceptance and Application of Credits	Updated Transfer Policy – Acceptance and Application of Credits	Summary of Changes – Acceptance and Application of Credits
<p>facilitate student transfer into these programs. Transfer from occupational-technical programs will continue to be worked out through articulation agreements or on a case-by-case basis.</p> <p>6. Community colleges should counsel carefully those occupational/technical students who express an interest in transfer in their choice of appropriate courses. And senior institutions should be well informed about community-college curricula so that students do not need to retake courses that essentially repeat courses from the community college program.</p>	<p>institutions prior to transfer, and address student expectation of credit acceptance.</p> <p>4. Military education, training, and experience shall be accepted for college credit, where applicable, pursuant to Code of Virginia § 23-9.2:3.7 and SCHEV’s <i>Guidelines on Award of Academic Credit for Military Education, Training and Experience by Virginia Public Higher Education Institutions.</i></p>	

Current Transfer Policy – Communication and Information	Updated Transfer Policy – Communication and Information	Summary of Changes – Communication and Information
<p>1. Community colleges and senior institutions — and state agencies as well — share an obligation to facilitate transfer. Good communication is the single most important factor in successful student transfer and articulation. Therefore, all parties should ensure effective communication with one another. Such communication needs to take place statewide as well as on a local or regional basis.</p> <ul style="list-style-type: none"> Faculty in the same disciplines in community colleges and senior institutions should meet periodically to discuss common issues. 	<p>1. In accordance with Code of Virginia § 23-2.4, Each institution of higher education shall provide a link to the postsecondary education and employment data published by the State Council of Higher Education on its website pursuant to § 23-9.2:3.04. SCHEV institutional profile data can be obtained by accessing the following link: http://research.schev.edu/iprofile.asp.</p> <p>2. Institutional and program specific</p>	<ul style="list-style-type: none"> This section was rewritten. The State Committee on Transfer felt the requirements listed in the old policy were more a description of “Best Practices” rather than policy.

Current Transfer Policy – Communication and Information	Updated Transfer Policy – Communication and Information	Summary of Changes – Communication and Information
<ul style="list-style-type: none"> • Community colleges should create opportunities for students who have transferred from their college to meet with current students who are considering transferring. • Senior institutions should provide periodic advising sessions to potential transfer students prior to the time they transfer. • Community-college counselors should meet at least once a year with key transfer decision-makers from senior institutions to discuss program changes. (For example, the associate dean of the business school who handles all transfer students would discuss changes, if any, in program requirements needed to transfer to the business school of that institution.) • Counselors and faculty at community colleges who advise students on transfer should meet periodically to discuss issues such as program changes. • Transfer decision-makers at senior colleges and universities should meet periodically with the faculty in their institutions who advise students on transfer to update them on possible changes. • As soon as possible senior colleges and universities should provide students who transfer with a formal evaluation of their transfer credits 	<p>articulation agreements between Virginia Community Colleges and Richard Bland College, and senior institutions are beneficial to student transfer and are encouraged by SCHEV. Formal articulation agreements should follow the Guidelines for Transfer.</p> <p>3. Each institution shall have a communication process established to provide current information to other public institutions in the Commonwealth as well as to students who have expressed interest in transferring. Periodically, the State Committee on Transfer will review the accessibility of the institution’s communication process.</p>	

Current Transfer Policy – Communication and Information	Updated Transfer Policy – Communication and Information	Summary of Changes – Communication and Information
<p>prior to their initial registration.</p> <p>2. Articulation agreements between community colleges and senior institutions and their individual programs are beneficial to student transfer and should be encouraged. Articulation agreements work only if</p> <ul style="list-style-type: none"> • They are developed and maintained mutually between representatives from community colleges and senior institutions, • They are widely disseminated and clearly stated, • They spell out clearly what, if anything, is guaranteed to students, • Both parties abide by them, and • Community colleges and senior institutions inform one another promptly whenever they change program or degree requirements. Institutions should abide by their original agreements long enough for transfer students to adjust to the changes. <p>3. Consistent with current practice, all senior institutions should provide transfer information in a convenient manner (website or published document). Detailed transfer information is the most important method by which baccalaureate-bound students can plan an appropriate program of study at a community college. Transfer websites or documents work best if:</p>		

Current Transfer Policy – Communication and Information	Updated Transfer Policy – Communication and Information	Summary of Changes – Communication and Information
<ul style="list-style-type: none"> • The information on transferability of credit is current, • The information and format are consistent among senior institutions, • They are easily available to students, faculty, and counselors, and • Program-specific requirements are readily available 		

Current Transfer Policy – Administrative Responsibility	Updated Transfer Policy – Administrative Responsibility	Summary of Changes – Administrative Responsibility
<ol style="list-style-type: none"> 1. One person should be designated as chief transfer officer at each institution or campus 2. Each senior institution should establish a central source of information on transfer. This clearinghouse function should be housed in the admissions office and be served by a central database that can be accessed widely on campus. 3. In addition, a person at each school or college at the senior institution, preferably someone within each dean's office, should be designated as the person with final authority on transferability of courses in the major. A process for students to appeal decisions about transfer of credits should be established and well publicized. 	<ol style="list-style-type: none"> 1. Transfer is the administrative responsibility of all Virginia public institutions. The Virginia Community Colleges, Richard Bland College, and Virginia’s senior institutions have a responsibility to promote a culture of transfer and facilitate a seamless transition for students moving from one institution of higher education to another. 2. Each institution shall designate a chief transfer officer who has responsibility for the following functions: <ul style="list-style-type: none"> • Serves as a point of contact for all transfer-related communications among institutions. • Reviews transfer curricula for changes, updates articulation agreements, and the currency of transfer information. • Reviews transfer student academic 	<ul style="list-style-type: none"> • Added: Item #1 in new policy. • Removed: Item #1 from old policy and combined with numbers 2 and 3 in new policy. • Removed: Item #2 in old policy and added to new policy item #3 within the communications section. • Added: Responsibilities of the Chief Transfer Officer to new policy. • Modified item #3 in old policy to create item #3 in new policy.

Current Transfer Policy – Administrative Responsibility	Updated Transfer Policy – Administrative Responsibility	Summary of Changes – Administrative Responsibility
	<p style="text-align: center;">outcome data with the intended purpose of improving institutional transfer policy.</p> <p>3. In addition, each college, school, or divisions within the senior institutions shall designate an official with final authority on the transferability of courses in the degree programs offered by the institution.</p>	

Current Transfer Policy – Services of Transfer Students	Updated Transfer Policy – Services for Transfer Students	Summary of Changes– Services for Transfer Students
<p>Transfer students to senior institutions should have, to the extent possible, the same opportunities as native students of comparable standing in such areas as course selection, registration, access to campus housing, and financial aid.</p>		<p>Deleted: Section does not appear in new policy. Statement found in “guiding principles” and <i>SCHEV Guidelines for Transfer, Articulation, Dual Admission, and Guaranteed Admission in the Commonwealth.</i></p>

Current Transfer Policy – Transfer Student Responsibilities	Updated Transfer Policy – Transfer Student Responsibilities	Summary of Changes– Transfer Student Responsibilities
<p>Students intending to transfer are responsible for planning their course of study to meet the requirements of the institution(s) to which they desire to transfer. This student is responsible for seeking out the information and advice that is necessary to develop such a plan. Students are encouraged to identify as early as possible the senior institution and program into which they</p>	<p>Students intending to transfer are responsible for planning their course of study to meet the requirements of the institution(s) to which they desire to transfer. The student is responsible for seeking out the information and advice that is necessary to develop such a plan. Students are encouraged to identify as early as possible the senior institution and</p>	<ul style="list-style-type: none"> • No changes in this section.

Current Transfer Policy – Transfer Student Responsibilities	Updated Transfer Policy – Transfer Student Responsibilities	Summary of Changes– Transfer Student Responsibilities
<p>would like to transfer. Delays in developing and following an appropriate plan or changes in plan (e.g. changes in major) may reduce the applicability of transfer credit to the degree program a student ultimately selects.</p>	<p>program into which they would like to transfer. Delays in developing and following an appropriate plan or changes in plan (e.g. changes in major) may reduce the applicability of transfer credit to the baccalaureate degree program a student ultimately selects.</p>	

Current Transfer Policy – Minority Students and Transfer	Updated Transfer Policy – Under-Represented Populations and Transfer	Summary of Changes– Under-Represented Populations and Transfer
<p>In order to ensure that minority students are being encouraged to pursue the bachelor's degree, community colleges should determine whether minority students are being counseled into or otherwise enrolled disproportionately in programs that are not designed to transfer.</p>	<p>Biases must not impede the educational goals of students from under-represented populations. Institutions shall systematically review enrollment practices relevant to students from under-represented populations and determine whether these students are being disproportionately steered into non-transfer programs, or subjected to other factors that impede their ability to transfer smoothly into baccalaureate degree programs. Students from under-represented populations shall be encouraged to progress through the levels of higher education, as their abilities allow, regardless of personal characteristics.</p>	<ul style="list-style-type: none"> • Section was broadened to “under-represented populations.”

Current Transfer Policy – Tracking Transfer Students	Updated Transfer Policy – Tracking Transfer Students	Summary of Changes– Tracking Transfer Students
<p>1. Upon request, senior institutions should be able to report community-college transfer-</p>	<p>1. Any VCCS institution or Richard Bland College should be able to request</p>	<ul style="list-style-type: none"> • Item #1 in old policy was condensed and modified into item #1 in new

Current Transfer Policy – Tracking Transfer Students	Updated Transfer Policy – Tracking Transfer Students	Summary of Changes– Tracking Transfer Students
<p>student progress to the community colleges in a consistent, identifiable form. This information should track students for at least three years or until the student graduates or withdraws from the senior institution, whichever comes first.</p> <p>2. Community colleges should be able to demonstrate how these data are used to improve upon or confirm the success of their transfer programs. In analyzing the data, community colleges should pay particular attention to the performance, retention, and graduation rates of students by race.</p> <p>3. Likewise, senior institutions should track the subsequent progress to the baccalaureate of transfer students by race.</p>	<p>academic success data from the senior institution for transfer students matriculating from their institution.</p> <p>2. Institutions shall use transfer student progress data and academic outcomes to improve upon or confirm the success of their transfer programs. In analyzing these data, all institutions shall pay particular attention to the performance, retention, time to baccalaureate completion, and graduation rates for the purposes of improving transfer student academic success and completion rates.</p> <p>3. Senior institutions should track transfer students based on modality of admission (GAA vs. non-GAA vs. lateral), associate degree status (with an associate vs. without), and type of associate degree if transferring with a degree (A.A., A.S., A.A.&S., A.A.A., or A.A.S).</p>	<p>policy.</p> <ul style="list-style-type: none"> • Item #2 in the new policy was expanded to include all institutions not just community colleges. • Removed: Item #3 in the old policy. • Added: Item #3 in the new policy.

Current Transfer Policy – Endnotes	Updated Transfer Policy – Endnotes	Summary of Changes– Endnotes
<p>1. All references to community colleges also apply to Richard Bland College and its students.</p> <p>2. Transfer degrees are the Associate of Arts (A.A.), the Associate of Science (A.S.), and</p>	<p>1. Transfer degrees are the Associate of Arts (A.A.), the Associate of Science (A.S.), and the Associate of Arts and Sciences (A.A.&S.), (under specific articulation agreements, some institutions are accepting the Associate of</p>	<ul style="list-style-type: none"> • Removed: Item #1 from old policy.

Current Transfer Policy – Endnotes	Updated Transfer Policy – Endnotes	Summary of Changes– Endnotes
<p>the Associate of Arts and Sciences (A.A.&S.), (under specific articulation agreements, some institutions are accepting the Associate of Applied Arts (A.A.A.), and the Associate of Applied Sciences (A.A.S) for identified degree programs).</p>	<p>Applied Arts (A.A.A.), and the Associate of Applied Sciences (A.A.S) for identified degree programs).</p>	

State Committee on Transfer Membership

Names	Institution	Position Title
Janet Roberson	Averett University	Registrar
Rajan Shore	Blue Ridge CC	Assistant Coordinator Of Academic Counseling
Patti Saffioti	Central Virginia CC	Dean of Student Success
Dr. Lisa Duncan Raines	Christopher Newport University	Vice Provost for Enrollment & Student Services
Sara Marchello	College of William and Mary	Assoc. Provost & Univ. Registrar
Dr. Debra Holley	Danville CC	Vice President for Academic and Student Services
Darren Troxler	George Mason University	Associate Dean of Admissions & Chief Transfer Officer
Sheryl Williamson	Germanna CC	Counselor, Transfer Services
Angela Boyd	Hampton University	Dean of Admissions
Robin Beale	J. S. Reynolds CC	Counselor for Career Planning & Transfer
Dr. Marilou Johnson	James Madison University	Vice Provost for Academic Development
Dr. William "Bill" Fiege	John Tyler CC	VP of Learning and Student Success
Jennifer Green	Longwood University	Associate VP for Enrollment Management & Student Success
Dr. Christopher Coutts	Lord Fairfax CC	Provost, Fauquier County
Danielle Williams	Norfolk State University	Director of Transfer Services
Julia Brown	Northern Virginia CC	Coordinator for Transfer Policy
Daniela Cigularova	Old Dominion University	Director, Transfer Advising/Artic.
Dr. Tara Atkins-Brady	Paul D. Camp CC	Vice President of Instruction and Student Development
James Pennix	Radford University	Dean of Admissions & Enrollment Management
Kim Dupre	Richard Bland CC	Assistant Dean of Academic Support
Dr. Barbara Fuller	Southwest Virginia CC	VP of Academic & Student Services
Dr. Kellie Sorey	Tidewater CC	Associate VP for Academics
Tim O'Donnell	University of Mary Washington	Associate Provost for Academic Engagement & Student Success
Olivia Hessing	University of Virginia	Assistant Dean of Admissions
Amelia Harris	University of Virginia at Wise	Academic Dean & Associate Provost
Seth Sykes	Virginia Commonwealth Univ.	Vice Provost of Academic Services
Lt. Col. Neil Whitmore	Virginia Military Institute	Associate Director of Admissions
Rick Sparks	Virginia Polytechnic Institute	Registrar
William Travis	Virginia State University	Director Transfer Admissions

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee #5 – Action on Organizational Change – James Madison University Honors College

Date of Meeting: July 19, 2016

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: Code of Virginia § 23-9.6:1(7) states that Council shall:

Review and approve or disapprove the creation and establishment of any department, school, college, branch, division or extension of any public institution of higher education that such institution proposes to create and establish. This duty and responsibility shall be applicable to the proposed creation and establishment of departments, schools, colleges, branches, divisions and extensions, whether located on or off the main campus of the institution in question.

Council's "Policies and Procedures for Internal and Off-campus Organizational Changes" distinguishes between "simple" and "complex" organizational changes. Complex organizational changes require approval by Council, and are defined in this way:

a structural alteration (establishment, reorganization, or closure/termination), not proposed solely for the purpose of internal management, that may alter the institution's mission or curricular offerings and/or may not be executable within currently authorized funds (e.g., establishing a new unit—college, school, or department—or a "non-exempt" off-campus instructional site.)

Since James Madison University's (JMU) plan to establish an Honors College entails a doubling of the honors program's budget (\$653K to \$1.35M) over the first three

years of the college's existence, staff has determined that it falls under the category of a complex organizational change. Council action is therefore required for approval.

Materials Provided:

- James Madison University: Establishment of the Honors College (selections from proposal)

Financial Impact: JMU's plans for establishing and growing the Honors College would entail an approximate doubling of the budget dedicated to honors programming at JMU (\$653K to \$1.35M) over the first three years of the college's existence. JMU attests that it does not intend to seek state funds to support initiation and maintenance of the Honors College. Funds for the college would be secured through JMU's regular budget development process, including enrollment-related revenue.

Timetable for Further Review/Action: N/A

Resolution:

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 approves the creation of the Honors College at James Madison University, effective fall 2016.

James Madison University
Establishment of the Honors College
(selections from proposal)

Background

James Madison University is requesting permission to establish an Honors College. The college would be housed in University Programs, an area within the Division of Academic Affairs. This college will replace the university's existing Honors Program, which has grown in size, offerings and complexity since its establishment in 1961. This positioning would allow the honors program to benefit from all of the academic offerings of the university and maintain a campus-wide perspective. A 2013 report from the National Collegiate Honors Council identified key differentiating elements of honors colleges and honors programs. This included looking at enrollment, staffing, curriculum options and planning processes. In many ways, the honors program at JMU is already more typical of an honors college. This is especially true when looking at the operating structure and status of honors colleges at public institutions of comparable size to JMU both within Virginia and regionally

Purpose of Proposed Change

The establishment of the Honors College is the next step in the development of honors education over the past 20 years at James Madison University. The transition to an honors college reflects the growth in size (from 550 in 2003-04 to 900 for 2015-16) that the Honors Program has undergone. While the program does not offer degrees, it has expanded academic offerings to establish three separate honors course pathways to accommodate first, second and third year students.

Rationale for the Proposed Change

An honors college communicates to students, parents, prospective employers and post-graduate programs JMU's commitment to academic excellence. Therefore, the most direct benefit to students will be the increased prestige associated with being a member of the Honors College. This recognition will appear as an enhancement on student transcripts and diplomas. The increased recognition and prestige may lead to improved job placements and increased competitiveness for post-graduate program positions. Finally, JMU contends, the additional prestige associated with an honors college designation should facilitate fund-raising, which would translate into increased financial support for more students through scholarships.

Curriculum

The Honors College will not offer degree programs. The existing 15 courses under the subject identifier HON will be offered by the college. Many of these courses are aligned to create an Area of Emphasis for honors students seeking to supplement their chosen majors. These courses also allow students the opportunity to complete unique multi- and interdisciplinary courses outside of their major to further supplement their education. These courses are taught from faculty across campus. The college will have authority to create and offer courses specifically for Honors students.

Administration

The Honors College will be led by a dean. The Director of the Honors Program would be repurposed as a Dean position. The current Director will be appointed as Dean of the Honors College and would continue to report to the Vice Provost for University Programs. The current Associate Director of the Honors Program will be repurposed as an associate dean position. The current Associate Director will be appointed as Associate Dean. The Associate Dean will report to the Dean of the Honors College and will have responsibilities associated with the overall honors curriculum coordination and supervision.

Over the next three years, the Honors College would plan to fill three new administrative positions: a Director of Honors Student Engagement; a Student Adviser; and an Assistant Director of Prestigious Scholarships.

Resources

Resources for the first three years of the Honors College's existence are set out in the appended budget plan. JMU does not plan to seek a special appropriation from the General Assembly to support the college. Resources would be allocated according to the university's regular development process, subject to approval each year by the Board of Visitors.

Planned Budget

	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19
Personnel (Salary/Benefits)				
Director (renamed Dean)	\$ 187,199.00	\$ 193,935.00	\$ 193,935.00	\$ 193,935.00
Associate Director (Renamed Associate Dean)	\$ 120,384.00	\$ 133,460.00	\$ 133,460.00	\$ 133,460.00
Ass't Director (Renamed Director of Prestigious Scholarships)	\$ 107,692.00	\$ 107,692.00	\$ 107,692.00	\$ 107,692.00
Student Adviser	\$ 79,673.00	\$ 79,673.00	\$ 79,673.00	\$ 79,673.00
Administrative Assistant	\$ 58,667.00	\$ 58,667.00	\$ 58,667.00	\$ 58,667.00
Administrative Assistant	\$ 48,684.00	\$ 48,684.00	\$ 48,684.00	\$ 48,684.00
Director of Honors Student Engagement	-	\$ 85,080.00	\$ 85,080.00	\$ 85,080.00
Student Adviser	-	-	\$ 85,080.00	\$ 85,080.00
Four Faculty Fellows	-	-	\$ 388,700.00	\$ 388,700.00
Ass't Dir, Prestigious Scholarships (.5 FTE)	-	-	-	\$ 60,890.00
SUBTOTALS	\$602,299.00	\$707,191.00	\$1,095,891.00	\$1,241,861.00
Program Expenditures—Operating Budget				
Office Infrastructure Support and Maintenance	\$ 14,000.00	\$ 14,000.00	\$ 14,000.00	\$ 14,000.00
Office Supplies	\$ 6,500.00	\$ 6,500.00	\$ 6,500.00	\$ 6,500.00
Postage/Mailing	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00
Printing	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Advertising/ Marketing	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Memberships, etc	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Travel	\$ 14,000.00	\$ 14,000.00	\$ 14,000.00	\$ 14,000.00
Event Support	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
Enrichment Programming Support	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Other	\$ 572.00	\$ 572.00	\$ 572.00	\$ 572.00
\$5000 NPS PER new FTE	-	\$ 5,000.00	\$ 35,000.00	\$ 35,000.00
Add'l funds for Enrichment Programming	-	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
Add'l Travel for Enrichment Programming	-	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
SUBTOTAL	\$51,272.00	\$76,276.00	\$96,272.00	\$106,272.00
Incidentals	-	\$ 432.00	-	-
Total:	\$ 653,571.00	\$ 783,899.00	\$1,192,163.00	\$1,348,133.00

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs # 6 – Review of Outline of Plan Required in § 23-7.4:7 (HB 2320, 2015) for a Cooperative Online Degree Program

Date of Meeting: July 19, 2016

Presenter: Dr. Alan Edwards
Director of Policy Studies
AlanEdwards@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: July 20, 2015

Action: Review only

Background Information/Summary of Major Elements:

The 2015 Virginia General Assembly passed, and Governor McAuliffe signed, House Bill 2320 proposed by Del. Ben Cline. Codified as § 23-7.4:7, this legislation compels the Education Secretary and SCHEV Director, in consultation with the public and private two- and four-year institutions, to:

develop a plan to establish and advertise a cooperative degree program whereby any undergraduate student enrolled at any two-year or four-year public or private, non-profit institution of higher education in the Commonwealth may complete, through the use of online courses at any such institution, the course credit requirements to receive a degree at a tuition cost not to exceed \$4,000, or such cost that is achievable, per academic year.

The legislation requires a report of plan-development progress by October 1, 2016. See: <http://law.lis.virginia.gov/vacode/title23/chapter1/section23-7.4:7/>

On July 20, 2015, SCHEV staff presented to the Academic Affairs Committee a baseline report that summarized staff's preliminary considerations and initial research in fulfillment of the legislation; see: <http://www.schev.edu/docs/default-source/Reports-and-Studies/2015-reports/hb2320report.pdf?sfvrsn=6>.

At this time, staff offers for Council review and feedback the enclosed outline of a plan in-development to fulfill § 23-7.4:7.

Materials Provided:

- Suggested Outline of Plan [HEADERS ONLY]
- Suggested Outline of Plan [WITH DETAILS]

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Financial Impact: None for this review item.

Timetable for Further Review/Action:

Staff will present a draft of the required plan at Council's September 19-20, 2016 meetings.

Resolution: None for this review item.

Suggested Outline of Plan for a Cooperative Online Degree Program
in Fulfillment of § 23-7.4:7 (HB 2320, 2015) **[HEADERS ONLY]**

I. Introduction

A. Background

1. Legislative Charge
2. Preliminary Research

B. Summary

II. Considerations

A. Issues

1. Known Impediments
2. Unknowns

B. Potentials

III. Options

A. Enact Legislation as Proposed

B. Expand and Improve Promotion of Current Opportunities

C. Expand Current and Future Opportunities

1. Scale Up Capacity in Strategic and/or High-Demand Current Opportunities; Broaden Programmatic Options Strategically
2. Start, then Build on, Virginia Degree Completion Network (VDCN)

IV. Recommendation

Start with Option B and work toward Option C, with the goal that the VDCN eventually evolves into or spawns the cooperative online program envisioned in the legislation.

V. Plan

A. Timeline

B. Projected Costs

Suggested Outline of Plan for a Cooperative Online Degree Program
in Fulfillment of § 23-7.4:7 (HB 2320, 2015) **[WITH DETAILS]**

I. Introduction

A. Background

1. Legislative Charge
2. Preliminary Research

B. Summary

II. Considerations

A. Issues

1. Known Impediments

- a) Legal Issues: private institutions cannot be compelled to participate, nor can the state dictate their tuition charges; public institutions cannot confer degrees in programs that are not approved by SCHEV, and their boards have statutory autonomy in matters of curriculum and infrastructure
- b) Accreditation Issues: no more than 25% of a student's degree credits may be earned: from institutions other than the one awarding the degree; in courses instructed by faculty who hold less than a terminal degree
- c) Financial Issues: "enrolled" students have already been charged tuition and received financial-aid packages; "\$4,000 ... per academic year" would not be feasible for the operation of most institutions, neither financially nor reputationally, especially if out-of-state students are included in "any undergraduate student"
- d) Practical Issues: most institutions lack the infrastructure to offer full degree program online; some degree programs are not compatible with online delivery; policies for transfer and articulation of credits between every institution for every course would be necessary; students in online courses have lower pass rates than in traditional on-campus courses

2. Unknowns

- a) Supply and Demand: demand from future students for such an option is unclear both generally and for individual degree programs; supply of faculty qualified and willing to offer upper-division courses in degree programs is unclear

- b) Form and Function: creation of a freestanding online institution, and/or utilization of competency-based rather than course-based models, might be more practical means of achieving the legislation's desired ends; an institution's recoup of costs would be difficult if tuition is collected elsewhere for courses it offers online; responsibility for advising and other student services would need to be worked out between a student's home institution and course-offering institution(s)

B. Potentials

1. Improved Affordability: while most institutions' tuition for online courses is the same or more than on-campus courses, online study can improve affordability by reducing or eliminating fees and other student costs associated with campus-based study; cost is a major factor for current online students (almost half who choose online options choose the most inexpensive online option they find); competency-based models can reduce time to degree, potentially reducing student costs and improving affordability
2. Improved Completion: community-college students who take at least one online course are up to 25% more likely to earn a degree than those studying only in physical classrooms (however, they are up to 14% more likely to fail an online course than a traditional course); online courses and degree programs increase students' options (render near- and long-term progress more likely)
3. Increased Innovation: as institutions and/or states become more involved in online programming, they tend to become more innovative in: admission policies and practices; credit transfer policies and practices; tuition setting and collection; financial-aid packaging and awarding; technological infrastructure; academic scheduling; curricular development; faculty recruitment and development; support-staff recruitment and development; and website development and informational transparency

III. Options

A. Enact Legislation as Proposed

B. Expand and Improve Promotion of Current Opportunities

The most cost-effective path to a baccalaureate degree in Virginia currently is attendance at a community college and transfer to a lower-cost, public, four-year institution, which can be accomplished for about \$26,000 total (about \$6,500 per academic year, averaged over four years), particularly if dual-enrollment courses and standardized tests (e.g., Advanced Placement; International Baccalaureate) are also used. This same path is possible via online delivery from many community colleges and some four-year institutions.

C. Expand Current and Future Opportunities

1. Scale Up Capacity in Strategic and/or High-Demand Current Opportunities; Broaden Programmatic Options Strategically
2. Start, then Build on, Virginia Degree Completion Network (VDCN)

IV. Recommendation

Start with Option B and work toward Option C, with the goal that the VDCN eventually evolves into or spawns the cooperative online program envisioned in the legislation.

V. Plan

A. Timeline

B. Projected Costs

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee #7 – Update on the Virginia Plan Initiatives 1 and 4

Date of Meeting: July 19, 2016

Presenter: Dr. Joseph DeFilippo, Academic Affairs Director
(joedefilippo@schev.edu)

Wendy Kang, Higher Education Innovation Director
(wendykang@schev.edu)

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: May 16, 2016, Council meeting

Action: Council discussed proposed activities for initiatives one and four

Background Information/Summary of Major Elements:

- The Academic Affairs Committee is assigned to two initiatives. This includes:
 1. *Coordinate the development and implementation of programs that align resources from PK12, colleges, universities and other public sources to ensure affordable, efficient and effective pathways for students in all parts of the state.*
 4. *Collaborate with institutions to measure the quality of undergraduate education, including civic engagement of graduates and relevance to demand occupations across regions of the state.*
- A status for all of the initiatives is included as part of item #8 on the full Council agenda. Please refer to *The Virginia Plan for Higher Education: July 2016 Initiatives Update* report under that agenda item.

Materials Provided:

- *The Virginia Plan for Higher Education: July 2016 Initiatives Update* (please refer to this report as part of the discussion item #8 on the full Council agenda).

Financial Impact: No financial impact at this time.

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

Resolution: No resolution at this time.

State Council of Higher Education for Virginia
Agenda Item

Item: Academic Affairs Committee #8 – Report of the Staff Liaison to the Committee

Date of Meeting: July 19, 2016

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements: N/A

Materials Provided:

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

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A

Report of the Staff Liaison to the Academic Affairs Committee
July 19, 2016

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

GEAR UP Virginia (GUV)

GUV recently returned from two 4-day camps at the University of Virginia. Approximately 125 rising 9th grade students participated in each camp, with each of GEAR UP's 15 school divisions participating. The goal of the summer program was to help students see themselves on a college campus while developing an early awareness of the skills needed for college and career success.

Students and chaperones stayed overnight in the dorms, ate meals in the dining hall, and attended daily workshops in academic buildings around campus. Workshops focused on topics such as teambuilding, networking, advocating for oneself, and creating an inclusive and respectful community.

GUV staff worked with Dr. Marcus Martin with UVa's Office of Diversity and Equity and Carolyn Vallas with UVa's Center for Diversity in Engineering to prepare for the camps. Each camp culminated with an undergraduate student panel, organized by Dr. Martin and Ms. Vallas, where GEAR UP students asked these current college students about academics, college life, sports, scholarships, and what advice they would have given themselves as students preparing to enter high school.

Interstate Passport

Throughout May and June **Dr. Paul Smith** continued to work with the participating institutions on the development of their institutional Passport. To date, two institutions have completed their Passport blocks and another has submitted a partial Passport block. Over the summer SCHEV staff will continue working with the institutional faculty teams charged with developing their Passport.

Military Education Advisory Committee (MEAC)

The MEAC met on June 20 at the SCHEV offices; the meeting was chaired by **Ms. Beverly Covington**. The committee received presentations from the Department of Veterans Services on several programs of interest to the higher education community, including the Virginia Transition Assistance Program (VTAP), Virginia Values Veterans (V3), and the Military Medics and Corpsmen Program (MMAC), which was just signed into law. In addition, the committee received a briefing on the status of VCCS's Demonstration Grant project, the purpose of which is to design, validate, document and implement a process for determining the award of credit for prior learning and experience. Stephen Ross from VCU also presented on his institution's revamped Green Zone Program, which prompted a discussion of the possibility of sponsoring a training conference at VCU in the fall. Staff is currently pursuing this with a select group of MEAC members.

NCLB—Higher Education

On June 23 SCHEV received notice of its final allocation of funds to support teacher professional development under NCLB. \$992,408 will be available for Virginia institutions working in collaboration with school districts during 2016-18. **Ms. Darlene Derricott** is preparing the RFP, which will be released in late summer. This will be the last year of the program nationally, as the federal government makes the transition from NCLB to the Every Student Succeeds Act (ESSA).

NCLB has been a major SCHEV P-20 activity for the last fifteen years. During this time a total of approximately \$20M has been distributed to public and private institutions and school districts through a competitive grant process administered by Academic Affairs.

Task Force on Quality and Assessment

The Task Force convened for the first time on May 24; the meeting was chaired by **Dr. Jodi Fisler**. 20 Virginia institutions are represented on the Task Force. Also participating on the task force is Dr. Terrell Rhodes, Vice President for Quality, Curriculum, and Assessment, of the Association of American Colleges & Universities (AAC&U). The first meeting was concerned with what should be included in a policy on assessment and how “quality” might be defined. A survey was sent to all of the institutions after the meeting to gather information about what institutions are currently doing related to the assessment of student learning outcomes. A summary of the findings will be presented at the next meeting, on July 14. SCHEV staff is also conducting research on employers’ desired skills and competencies; a summary of these findings will be presented at the July meeting pending available time.

Staff Activities/Travel

- **Dr. Joseph G. DeFilippo**
 - Gave an invited presentation at the June 2 meeting of the *Virginia Collaborative for College*, on postsecondary access challenges for students with disabilities and SCHEV’s strategic plan priorities.
 - Represented Virginia at the SREB SARA Advisory Committee in Atlanta on June 9.
 - Attended, at the invitation of the Secretary of Education’s office, the Complete College America “Fifteen to Finish Institute,” in Minneapolis on June 30. Other Virginia team members came from the Secretary’s office, VCCS, and John Tyler Community College
 - Will be attending the Harvard University Graduate School of Education’s *Institute for Educational Management*, in Cambridge, MA, July 17-29.
- **Dr. Paul Smith** traveled to the National Academy of Medicine in Irvine, CA to participate in discussions on the development of educational programs for early childhood educators in Virginia that could lead to a teaching licensure. The Virginia team consists of faculty members from George Mason University, Longwood University, Northern Virginia Community College, and the University of Virginia as well as representatives from SCHEV/Academic Affairs, VCCS, and the Virginia Early Childhood Foundation. The Virginia team will continue

discussions and attend the National Academy of Medicine's next meeting on July 22, 2016 in Washington, DC.

- **Ms. Heather Patterson**, Ph.D. candidate in Strategic Leadership at James Madison University, has been appointed to an internship in Academic Affairs through the summer and fall. Ms. Patterson is an expert in outcomes assessment and will be assisting primarily in the work of the quality task force.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Blue Ridge Community College
Plecker Workforce Center
Room P126-C
Weyers Cave, VA
July 19, 2016
10:30 a.m. – 12:00 p.m.

Resources and Planning Committee

1. Call to Order
2. Approval of Minutes (May 16, 2016) [Page 64](#)
3. Action on Full Cost Report [Page 66](#)
4. Action on Regulations for Workforce Credentials Grant Program [Page 70](#)
5. Action on Guidelines for Cybersecurity Scholarship Program [Page 81](#)
6. Discussion of Measures of Institutional Performance [Page 88](#)
7. Update on Initiatives 2, 3, and 6 of The Virginia Plan [Page 105](#)
8. Report of the Staff Liaison to the Committee
9. Motion to Adjourn

Committee members:

Marge Connelly, Chair
Henry Light
Pam Moran
Minnis Ridenour
Tom Slater

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
RESOURCES AND PLANNING COMMITTEE
MAY 16, 2016
MINUTES**

Ms. Connelly called the meeting to order at 1:25 p.m. in in the Chavis Board Room, Washington and Lee University, Lexington, Virginia. Committee members present: Gil Bland, Marge Connelly, Henry Light, and Minnis Ridenour.

Committee members absent: Pamela Moran and Gary Nakamoto.

Staff members present: Lee Andes, Alan Edwards, Dan Hix, Wendy Kang, Tod Massa, Jean Mottley, and Lee Ann Rung.

APPROVAL OF MINUTES

On a motion by Mr. Bland and seconded by Mr. Light, the minutes from the March 21, 2016, meeting were approved unanimously.

DISCUSSION OF INSTITUTIONAL PERFORMANCE MEASURES

Dr. Mottley provided an overview and reminded members that the biennial assessment is done every other year. The results for the six general education performance measures and the Level II measures will be discussed at the Committee meeting in July. The report from the Department of Planning and Budget on the six Financial and Administrative Measures will be discussed at the September Council meeting, along with an action item regarding certification.

An interim review of the results for 2013-14 was performed in late 2015. The results for 2014-15 were recently sent to the institutions. Some of the institutions have deficiencies, and they have been asked to provide feedback by June 15.

There was some discussion about the projections and performance measures needing to tie into the goals of the Virginia Plan for Higher Education. Mr. Massa will be asked to supply information related to this topic that he had presented at a prior Council meeting. There was a suggestion made that the September Council meeting may be a good time to discuss with the presidents what is needed from the institutions to meet the goals of the Plan.

DISCUSSION OF FUND FOR EXCELLENCE AND INNOVATION

Ms. Kang provided a history of this item and informed members that the final funding amount from the General Assembly resulted in a combined fund that would focus on both affordable pathways and greater efficiencies. She indicated that staff has met with several Council members and although details regarding amounts and criteria for awarding the funds are yet to be determined, staff proposed that the fund be split into

two categories: affordable pathways and shared services/other efficiencies. Mr. Hix reported that the Finance Advisory Committee reviewed the shared services program and has a group of volunteers to study the possibility of creating a pilot program or programs that will include Virginia Commonwealth University, Virginia Tech, University of Virginia, and the Virginia Community College System (with Norfolk State University consulting). A volunteer from Old Dominion University was added subsequently. Student health insurance could be a possible area of focus. Ms. Connelly applauded the involvement of the advisory committee and suggested that the initial focus be small and concrete.

DISCUSSION OF DRAFT REGULATIONS FOR WORKFORCE CREDENTIALS

Ms. Kang reviewed the legislation which established the New Economy Workforce Grant Program. This first of its kind program will provide a pay-for-performance model for funding noncredit workforce training that leads to a credential in a high-demand field. Ms. Kang answered questions from members and indicated that staff will continue to seek input on the draft regulations and prepare a final version for the Council's approval in July.

DISCUSSION OF CYBERSECURITY SCHOLARSHIP PROGRAM

Mr. Andes explained the background of the Governor's initiative and explained that SCHEV will have the responsibility to develop eligibility criteria and administrative processes for this new program, which will begin July 1. Staff will provide final program guidelines to Council at its July meeting.

UPDATE ON THE VIRGINIA PLAN INITIATIVES

Due to the lateness of the hour, this item was tabled.

ADJOURNMENT

The meeting adjourned at 3:00 p.m.

Marge Connelly
Committee Chair

Lee Ann Rung
Director, Executive & Board Affairs

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #3 - Action on the 2016-17 Full Cost Report

Date of Meeting: July 19, 2016

Presenter: Yan Zheng, Assistant Director for Finance Policy, YanZheng@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: 7/20/2015

Action: Approval of the 2015-16 Full Cost Report

Background Information/Summary of Major Elements:

- Commonwealth policy states that nonresident students should pay no less than the full cost of their education and thus receive no general fund support from the state. This policy has been in the General Provisions of the Appropriation Act since 1992-93.
- SCHEV is directed to monitor the institutions' compliance with this policy annually.

Materials Provided: The 2016-17 Full Cost Report

Financial Impact: None.

Timetable for Further Review/Action: None.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the 2016-17 Full Cost Report.

2016-17 Full Cost Report

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

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

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

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

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

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

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

b) “The Boards of Visitors or other governing bodies of institutions of higher education may set tuition and fee charges at levels they deem to be appropriate for all nonresident student groups based on, but not limited to, competitive market rates, provided that: 1) the

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

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

2004-05 became the first year that the full cost study was based on the base adequacy guidelines. That is, the study examines the nonresident tuition and mandatory educational and general (E&G) fee rates as a percent of the guideline calculated cost per-FTE student rather than the E&G appropriations at an institution. At that time, the vast majority of our institutions were funded below guideline levels.

However, the 2016 base adequacy calculation, based on projected 2016 enrollment, showed that all institutions but one are at or above the full funding level. As institutions are setting the tuition charges based on the resources they currently have, it is more appropriate to use appropriations rather than the calculated funding need to determine the per FTE cost. Therefore, SCHEV staff returned to the original methodology of the per FTE cost calculation by using the adjusted 2016-17 E&G appropriations as the resources for all but Old Dominion University that continues to be funded below guideline levels.

Based on institutions' 2016-17 tuition charges, it is estimated that all institutions will have met the requirement that nonresident tuition and mandatory E&G fee rates cover at least 100 percent of the average cost of their education in 2016-17 (Table 1).

Table 1

**2016-17 Average Nonresident Tuition
As a Percent of Average Cost of Education**

Institutions	Average Per Student Cost⁽¹⁾	Average Nonresident Tuition⁽²⁾	% of Cost
GMU	\$16,383	\$29,426	180%
ODU	\$14,131	\$24,209	171%
UVA	\$24,429	\$35,385	145%
VCU	\$17,840	\$27,363	153%
VT	\$17,918	\$27,371	153%
CWM	\$22,297	\$32,544	146%
CNU	\$13,582	\$19,325	142%
UVAW	\$15,308	\$22,079	144%
JMU	\$14,027	\$22,072	157%
LU	\$13,927	\$21,816	157%
UMW	\$17,081	\$22,453	131%
NSU	\$17,094	\$17,774	104%
RU	\$13,098	\$18,681	143%
VMI	\$19,804	\$32,770	165%
VSU	\$15,263	\$15,960	105%
RBC	\$8,858	\$14,304	161%
VCCS	\$8,175	\$10,271	126%
TOTAL⁽³⁾	\$13,945	\$25,981	159%

(1) Derived by dividing 2016-17 appropriations by 2016-17 projected enrollment approved by SCHEV in 2015.

(2) Enrollment-weighted tuition averages of both undergraduate and graduate students.

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

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #4 – Action on Regulations for Workforce Credentials

Date of Meeting: July 19, 2016

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

Lee Andes, Financial Aid Assistant Director
leeandes@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Council reviewed draft regulations at the prior meeting in May.

Background Information/Summary of Major Elements:

- **Regulation changes:** At the prior Council meeting, staff presented the draft regulations. The draft regulations were sent for review to all eligible institutions, the Virginia Workforce Board (including bill patrons), Governor's staff and General Assembly staff for comment. The comments on the following pages are included to indicate changes from the draft to final proposed regulations for Council approval provided in the packet.
- **Resource page:** Staff created a resource page on the SCHEV website for institutions regarding the program:
<http://www.schev.edu/index/institutional/grants/workforce-credential-grant>
- **Briefings:** SCHEV staff worked with the Virginia Community College system regarding data submissions and provided a briefing to higher education centers regarding the program. At this time, the Southern Virginia Higher Education Center has expressed an interest to participate this year.
- **Next steps:** SCHEV staff plan to work closely with the community college system and the Southern Virginia Higher Education Center regarding the data submission and program implementation. SCHEV is hiring a full-time position to support the data processing and reimbursements requests for the grant.

Notes on changes to final regulations for Council approval.

All changes are noted in the regulation section and a rationale is provided along with the work addition or deletion. Additions are noted in underline and all deletions are noted in a ~~striketrough~~. Code citations are in *italics*.

8VAC40-160-20. Definitions

"Eligible institution": Added "Virginia" to community colleges to clarify that only community colleges in Virginia are eligible.

...Virginia community college as an eligible institution

8VAC40-160-30. Council Responsibilities

B. Conduct periodic program assessments: Last sentence added "program" to allow the Council option to remove funding to a program if necessary and not just an institution.

..If an institution does not complete the proposed actions within and agreed upon time period or is found to be noncompliant with a similar finding in a subsequent review, then the Council staff may take action to reduce or eliminate funding to a program or the institution.

C.) 1)

Add regular reporting for SCHEV to institutions regarding the availability of funds if they are expected to be expended prior to the end of the year.

...If monies in the Fund are expected to be expended prior to the end of fiscal year, the Council staff will notify eligible institutions through regular reporting of the remaining amounts in the Fund and work with eligible institutions to manage the remaining disbursements of funds through the end of the fiscal year.

C.) 4)

Added a note that allows the reimbursed funds to be provided to the institution if the student completes the credential but does not complete the program. Add a clarification sentence at the end that funds that are recovered will be added back to the fund and reallocated to eligible students.

Reduced from the initial allocation based on those students who do not complete the eligible program or the workforce training credential. Allocated funds will be reduced by one-third, up to \$1,500 per student, for those who do not successfully complete the eligible training program. Allocated funds will be reduced by one-third of the cost of the training program up to \$1,500 per student, for those who do not complete the workforce training credential and provide satisfactory proof of completion. These recovered funds will be allocated to other eligible students under subsection 1) within this section.

8VAC40-160-40. Virginia Board of Workforce Development Responsibilities

- A. Removed language related to employer identification of demand to allow the Virginia Board to determine the process for identification of additional demand.

In addition, the Board shall establish a procedure for updating the list outside of the annual review process based on ~~employer identification of additional demand~~.

- D. Added a note that eligible institutions should submit their lists to the Virginia Board and aligned code language regarding how the workforce training programs should align with high-demand lists.

Maintain a list of related noncredit workforce training programs and credentials. Each year, by July 1, eligible institutions shall submit their list of governing board approved noncredit workforce training programs and related workforce credentials ~~that considering alignment with the high-demand fields to the Board.~~

8VAC40-160-50. Institution Governing Board Responsibilities

- A. Aligned language with the above changes and added a note for mid-year changes.

Determine a list of noncredit workforce training programs and workforce credentials considering alignment with the Board's list of high-demand fields. For the initial year of the program, this list shall be determined by July 1 and submitted within 15 calendar days to the Board and the Council. For subsequent years, the list shall be approved by June 1. If additional noncredit workforce training programs are identified during the program year are identified, the eligible institution must notify the Board within 15 days.

- B. Clarified that the language in the second part related to a policy to award academic credit applies to higher education centers.

If the eligible institution is a higher education center and does not award academic credit, then the policy should identify how the institution will develop an agreement with at least one institution to articulate the workforce credential aligned with the noncredit training program for academic credit. If the institution is unable to develop an agreement, then it may request assistance from the Council.

8VAC40-160-70. Awards of Student Grants

- C Aligned wording.

Students may use other forms of financial assistance to pay for their responsible cost of the program, which includes the initial one-third cost of the program and an additional one-third cost if it is determine that he or she has not complete the program in accordance with the institution's policies. Forms of financial assistance may include

financial aid, employer assistance, vouchers through other training assistance programs or other third party payers, such as the Workforce Innovation and Opportunity Act (WIOA). If the student does not complete the program, the additional one third of the cost of the program is the sole responsibility of the student to pay to the eligible institution.

Materials Provided:

- Final Proposed Regulations for Workforce Credentials

Financial Impact: Administration of the program is expected to require an additional 1-2 FTE to collect and validate data, assess the program and provide general support to the eligible institutions and key stakeholders.

Timetable for Further Review/Action: The regulations are ready for approval at this time.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the proposed regulations for Workforce Credential Grant Program and directs to staff to incorporate any necessary technical changes that may arise subsequent to further executive or legal review.

**New Economy Workforce Credential Grant Program Regulations
FOR COUNCIL APPROVAL 7/19/2016**

8VAC40-160-10. Purpose

The New Economy Workforce Credential Grant Program is established for the purpose of (i) creating and sustaining a demand-driven supply of credentialed workers for high-demand occupations in the Commonwealth by addressing and closing the gap between the skills needed by workers in the Commonwealth and the skills of the available workforce in the Commonwealth; (ii) expanding the affordability of workforce training and credentialing; and (iii) increasing the interest of current and future Virginia workers in technician, technologist, and trade-level positions to fill the available and emerging jobs in the Commonwealth that require less than a bachelor's degree but more than a high school diploma.

8VAC40-160-20. Definitions

"Board" means the Virginia Board of Workforce Development.

"Competency-based" means awarded on the basis of demonstrated knowledge and skills rather than completion of instructional hours or participation in an instructional course or program.

"Council" means the State Council of Higher Education for Virginia.

"Eligible institution" means a comprehensive Virginia community college, the Institute for Advanced Learning and Research, New College Institute, Richard Bland College, Roanoke Higher Education Center, Southern Virginia Higher Education Center, or Southwest Virginia Higher Education Center.

"Eligible student" means any Virginia student enrolled at an eligible institution who is domiciled in the Commonwealth as provided in § 23-7.4, as determined by the eligible institution.

"Fund" means the New Economy Workforce Credential Grant Fund.

"Grant" means a New Economy Workforce Credential Grant.

"High-demand field" means a discipline or field in which there is a shortage of skilled workers to fill current job vacancies or anticipated additional job openings.

"Industry-recognized" means demonstrating competency or proficiency in the technical and occupational skills identified as necessary for performing functions of an occupation based on standards developed or endorsed by employers and industry organizations.

"Noncredit workforce credential" means a competency-based, industry-recognized, portable, and third-party-validated certification or occupational license in a high-demand field.

"Noncredit workforce training program" means a program at an eligible institution that leads to an occupation or a cluster of occupations in a high-demand field, which may include the attainment of a noncredit workforce credential. A "noncredit workforce training program" may include a program that receives funding pursuant to the Carl D. Perkins Career and Technical

Education Improvement Act of 2006, P.L. 109-270. A "noncredit workforce training program" shall not include certificates of completion.

"Portable" means recognized by multiple employers or educational institutions and, where appropriate, across geographic areas.

"Program" means the New Economy Workforce Credential Grant Program.

"Third-party-validated" means having an external process in place for determining validity and relevance in the workplace and for continuous alignment of demonstrated knowledge and skills with industry workforce needs.

"Cost of the program" refers to the cost of the workforce training program. Costs may include direct and indirect costs of the training program to the student. Institutions that charge additional fees that are not included in the costs of the program, such as books, supplies or the cost of a workforce credential should list these fees with the cost of the program to ensure that students are aware of the full cost of the workforce training program.

"Completion of a noncredit workforce training program" means that the student has satisfactorily completed the instructional program based on the criteria developed by the eligible institution and is prepared to complete a workforce credential.

"Satisfactory proof of completion of a workforce credential" means that an institution validates that an individual received a workforce credential as a result of completing an approved noncredit workforce training program. Validated sources include: (1) a copy of the workforce credential, (2) a credential identification number that can be searched and validated by an individual through a website link or written confirmation from the organization that issues the credential or (3) a record match from the designated entity authorized to issue the workforce credential. Other sources are subject to approval by the Council prior to claiming satisfactory completion of a workforce credential.

8VAC40-160-30. Council Responsibilities

- A. Administer the grant program: The Council is responsible for the overall administration of the Grant Program to ensure alignment with the goals and purpose set forth in sections 23-38.10:14 through 23-38:20 of the Code of Virginia.
- B. Conduct periodic program assessments: The Council staff is responsible for conducting periodic assessments of the overall success of the program and recommending modifications, interventions, and other actions based on such assessments. These assessments will include a review for both adherence to the regulations and legislative intent of the Grant program and the overall success of the program. These assessments can include: an onsite review of records related to the program, interviews with individuals responsible for the administration of the program, surveys of students and staff, and analysis of data.

Upon completion of such assessments, the Council staff will issue a report that provides a summary of findings, recommendations, and appropriate actions to improve the success of the program. Institutions will be asked to submit a corrective action plan within 30 days of receipt of report for any findings that do not comply with existing regulations and recommendations to improve the program. The corrective action plan shall describe

actions the institution will take and included expected completion dates. If an institution does not complete the proposed actions within an agreed upon time period or is found to be noncompliant with a similar finding in a subsequent review, then the Council staff may take action to reduce or eliminate funding to a program or the institution.

C. Allocate and disburse funds: On a monthly basis or agreed upon time with Council staff, eligible institutions shall submit student record data based on the requirements set forth in the Reporting section of these regulations. Upon verification of the data by Council staff, funds will be:

- 1) Allocated to an eligible institution based on the total number of students enrolled and the total cost of the noncredit workforce training program. The maximum amount of allocated funds shall be two-thirds of the cost of the program but shall not exceed \$3,000.

The allocated funds will be retained by the Council until institutions submit data to validate that the students have completed the training program and provided satisfactory proof of completion of a workforce credential as described in items 2) and 3) below.

Funds will be allocated on a first-come, first-served basis as eligible institutions enroll and approve applications of students.

If monies in the Fund are expected to be expended prior to the end of fiscal year, Council staff will notify eligible institutions through regular reporting of the remaining amounts in the Fund and work with eligible institutions to manage the remaining disbursements of funds through the end of the fiscal year. In addition, institutions should provide expected enrollments and cost data when available to allow adequate planning and notification to institutions and students when funds are limited.

- 2) Reimbursed for students who complete the eligible training program. Council staff will reimburse eligible institutions for one-third of the cost of the program up to \$1,500 per eligible program per student.
- 3) Reimbursed for students who complete the workforce credential. Council staff will reimburse eligible institutions for the remaining one-third of the cost of the program up to \$1,500 per eligible program per student.
- 4) Reduced from the initial allocation based on those students who do not complete the eligible program or the workforce training credential. Allocated funds will be reduced by one-third, up to \$1,500 per student, for those who do not successfully complete the eligible training program. Allocated funds will be reduced by one-third of the cost of the training program up to \$1,500 per student, for those who do not complete the workforce training credential and provide satisfactory proof of completion. These recovered funds will be allocated to other eligible students under subsection 1) within this section.

Council staff shall not disburse more than one-quarter of the money in the Fund to any one eligible institution in a fiscal year.

- D. Administer an appeals process. The Council staff shall make final decisions on any dispute between eligible institutions and grant recipients related to the administration of the Program.

8VAC40-160-40. Virginia Board of Workforce Development Responsibilities

- A. Maintain a list of high-demand fields. The Board shall maintain and annually update a list of high-demand occupational fields based on the criteria established by the Board. This list shall be updated annually. For the initial year of the Program, this list shall be approved by June 30, 2016. For subsequent years, the list shall be updated by January 31 for the upcoming fiscal year. In addition, the Board shall establish a procedure for updating the list outside of the annual review process based additional demand.
- B. Upon establishing and updating the list, the Board shall post this list on its website within 15 calendar days.
- C. Provide recommendations to eligible institutions to help determine high-demand fields for which noncredit workforce training programs may be offered. Upon updating the high-demand list, the Board may make recommendations to institutions of the high-demand fields for which noncredit programs may be offered. These recommendations shall be posted along with the updated list.
- D. Maintain a list of related noncredit workforce training programs and credentials. Each year, by July 1, eligible institutions shall submit their list of governing board approved noncredit workforce training programs and related workforce credentials considering alignment with the high-demand fields to the Board. If additional high-demand fields are identified outside of the annual review process by the Board, then eligible institutions may submit approved updates to the Board. The noncredit workforce training programs and credentials list shall be updated within 15 calendar days of receiving the updated list from the eligible institution.

8VAC40-160-50. Institution Governing Board Responsibilities

- A. Determine a list of noncredit workforce training programs and workforce credentials considering alignment with the Board's list of high-demand fields. For the initial year of the program, this list shall be determined by July 1 and submitted within 15 calendar days to the Board and the Council. For subsequent years, the list shall be approved by June 1. If additional noncredit workforce training programs are identified during the program year are identified, the eligible institution must notify the Board within 15 days.
- B. Adopt a policy for the award of academic credit to any eligible student who has earned a noncredit workforce credential that is applicable to the student's certificate or degree program requirements. If the eligible institution is a higher education center and does not award academic credit, then the policy should identify how the institution will develop an agreement with at least one institution to articulate the workforce credential aligned with the noncredit training program for academic credit. If the institution is unable to develop an agreement, then it may request assistance from the Council.

8VAC40-160-60. Eligible Institution Responsibilities

- A. Submit an intent to participate to the State Council of Higher Education and attest that the institution agrees to be in compliance with the requirements and procedures set forth in

program regulations (8VAC40-160) prior to offering the grant program to students enrolled into noncredit workforce training programs.

- B. Develop and implement procedures for determining domicile in Virginia.
- C. Develop and maintain procedures for noncredit workforce training programs that address the following:
 - 1) withdrawal from a program
 - 2) refunds in whole or in part for the cost of the program
 - 3) repeating a program or portion thereof
 - 4) completion and non-completion of a program, including how the student will be notified of satisfactory completion or non-completion of the program
 - 5) expected time period for completion of a workforce training program and workforce credential
 - 6) payment policies including expected time to submit payment if the student does not complete the program and the processes collection of funds if the account is in arrears
 - 7) satisfactory proof of completion of a workforce credential
 - 8) complaint process for students
- D. Develop an agreement and the required procedures for a student to complete for each approved noncredit workforce training program that addresses the following:
 - 1) Consent that the grant is awarded to the eligible student with the condition that the individual must complete the approved workforce training program. If the individual does not complete the approved training program within a specified time period, then the individual is obligated to reimburse the institution for one-third of the cost of the program.
 - 2) Consent that the individual agrees to the withdrawal, refund, repeat, completion and non-completion procedures identified by the eligible institution for the workforce training program.
 - 3) Consent that the individual agrees to provide proof of satisfactory completion of the workforce credential.
 - 4) Procedures for filing a complaint if the student disputes the terms of the agreement.

The procedures for the agreement should identify the application period for which agreements may be accepted and completed for the approved workforce training program.

- E. Submit electronic student level records to the Council staff for those students enrolling in workforce training programs, the completion status of the workforce training program, and the completion status of the workforce credential. These records should be submitted monthly to Council staff unless an alternative schedule and submission is agreed upon by both the eligible institution and the Council staff.
- F. Retain all records regarding the application and award process for at least three years after the last award year for the student unless directed otherwise by the Library of Virginia's Virginia Records Retention and Disposition, Schedule GS-111.

8VAC40-160-70. Awards of Student Grants

- A. In order for an individual to receive a student grant for an eligible noncredit workforce training program, the individual must:
 - 1) be enrolled in an approved noncredit workforce training program at an eligible institution that begins after the fiscal year (July 1-June 30) for which it is approved unless otherwise stated by the eligible institution.
 - 2) be domiciled in the Commonwealth as provided in § 23-7.4. This determination is made by the eligible institution.
 - 3) submit a completed agreement during the eligible institution's published application period for the program based on the criteria outlined in section 8VAC40-160-60 item C.
 - 4) provide initial payment of one-third of the cost of the workforce training program.
- B. Students shall be funded on a first-come / first-served basis, within the institution's published application period, based upon the application receipt date. Students shall be funded in this order until all allocated funds are obligated.
 - 1) If a student fails to provide all requested information necessary for determination of eligibility by the first day of class, the next eligible applicant shall receive the grant.
 - 2) Due to the first-come / first-served nature of this program, the application period must specify both the first and last date an application will be accepted.
- C. Students may use other forms of financial assistance to pay for their responsible cost of the program, which includes the initial one-third cost of the program and an additional one-third cost if it is determine that he or she has not complete the program in accordance with the institution's policies. Forms of financial assistance may include financial aid, employer assistance, vouchers through other training assistance programs or other third party payers, such as the Workforce Innovation and Opportunity Act (WIOA).
- D. Grants may be reduced or eliminated if moneys in the Fund are fully allocated prior to the end of the fiscal year.

8VAC40-160-80. Reporting Requirements

- A. No later than January 1 of each year, each eligible institution shall submit to the Council a report with data from the previous fiscal year on noncredit workforce training program completion and noncredit workforce credential attainment by eligible students participating in the Program that includes:
 - 1) A list of the noncredit workforce credentials offered, by name and certification entity; (even if no student enrolled benefits from this grant)
 - 2) The number of eligible students who enrolled in noncredit workforce credentials programs;
 - 3) The number of eligible students who completed noncredit workforce credentials programs;
 - 4) The number of eligible students who attained noncredit workforce credentials after completing noncredit workforce training programs, by credential name and relevant industry sector;
 - 5) The average cost per noncredit workforce credential attained, by credential name and relevant industry sector.
- B. Eligible institutions also shall submit student record data to the Council based on the data field requirements, submission process and submission timeframes developed by Council

staff to: (1) verify the data submitted in the reports outlined in item A above, (2) to determine the allocation of funds as described in 8VAC40-160-30 item C, and (3) to assess the program as per 8VAC40-160-30 item B.

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #5 - Action on Guidelines for Cybersecurity Scholarship Program

Date of Meeting: July 19, 2016

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: May 16, 2016

Action: Council provided update

Background Information/Summary of Major Elements:

To address the growing need for cybersecurity expertise in public service, Governor McAuliffe included \$1.5 million for cybersecurity public service scholarships in his 2016 Introductory Budget. This budget line item was not adopted during the 2016 regular session of the General Assembly; however, it was reinserted as a Governor's amendment during the veto session. The budget language reads as follows:

"J. Out of this appropriation, \$500,000 the first year and \$500,000 the second year from the general fund is designated for cybersecurity public service scholarships. This award requires a state government employment commitment in the Commonwealth by the recipient equal to the number of years the scholarship is awarded. The State Council of Higher Education for Virginia shall develop eligibility criteria for this program, as well as establish the award amounts."

There are approximately 17,000 cybersecurity jobs currently available in Virginia (public and private sectors). These jobs can offer starting salaries of \$85,000 or more, which places the state at a competitive disadvantage at a time when securing these skillsets is critical. The Cybersecurity Public Service Scholarship is intended to not only secure the services of qualified students post-graduation but also to provide additional exposure of the availability of these public sector positions.

To develop eligibility criteria and the administrative process for this new program, which begins July 1, 2016, staff held discussions with interested parties within state

government to ensure the most efficient and effective use of state funds in support of securing increased cybersecurity expertise in the state workforce.

The proposed policy includes the following program elements:

- All public or private regionally accredited non-profit institutions may participate provided that they can demonstrate that their academic program leads to a career in cybersecurity defense.
- Digital forensics should be part of any approved academic program.
- Applications will be prioritized based on enrollment level.
- Applicants must be a Virginia domiciled resident or eligible for military-related exceptions.
- The applicant must be within two years of program completion, enrolled full-time, and have a GPA of at least 3.0.
- The award amount is \$20,000 annually, split among two semesters. This would allow up to 25 recipients per year; no more than two awards per student.
- The qualifying job must be in “cybersecurity defense.”
- Awardees must gain employment in public service with a state agency (executive, legislative, judicial and branches or independent agencies, including public colleges).
- Teaching in the field of cybersecurity at a public institution of higher education may be considered.

Materials Provided:

The proposed program policies, application, and promissory note are included.

Financial Impact: No additional impact beyond appropriated funds. Scholarships are contingent upon sufficient funding provided by the General Assembly.

Timetable for Further Review/Action: The policies are ready for approval at this time.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the proposed policies, application, and promissory note for the Cybersecurity Public Service Scholarship program and directs staff to incorporate any necessary technical changes that may arise subsequent to further executive or legal review.

Cybersecurity Public Service Scholarship Program

~ Administrative Policies and Procedures ~

Governing language

2016 Act of the Assembly, Chapter 780, Item 144

J. Out of this appropriation, \$500,000 the first year and \$500,000 the second year from the general fund is designated for cybersecurity public service scholarships. This award requires a state government employment commitment in the Commonwealth by the recipient equal to the number of years the scholarship is awarded. The State Council of Higher Education for Virginia shall develop eligibility criteria for this program, as well as establish the award amounts.

Eligible institutions

Virginia public and private regionally accredited non-profit colleges and universities offering an undergraduate or graduate program in computer sciences.

Eligible programs

Accredited programs specifically designed for a career in cybersecurity defense; such programs should include digital forensics or a comparable knowledge. Note that not all computer science or information systems programs will qualify.

Student eligibility

The eligible student must:

1. Be a Virginia domiciled resident or eligible for a military-related exception for in-state tuition,
2. Enroll full-time into an eligible program at an eligible institution,
3. Be within two years of graduation from an undergraduate program or enrolled into a graduate program, and
4. Have and maintain a cumulative grade point average of at least 3.0.

Process

The application period for the upcoming award year will be published on the SCHEV webpages and the program application. Approved applications will be prioritized based on enrollment level – graduate, baccalaureate, associate - then by application receipt date.

Applicant:

1. Submits a completed Cybersecurity Public Service Scholarship Application,
2. Submits a completed Cybersecurity Public Service Scholarship Promissory Note, and
3. Provides verification from institution that all of the student eligibility criteria are met.

SCHEV:

1. Reviews the application, determines eligibility, and sends response to applicant,
2. Contacts institution to verify enrollment as of the end of the term's add/drop period, and
3. Disburses funds to the institution approximately four weeks into the term.

Institution:

1. Applies the funds to the student's account, first to direct charges, such as tuition, fees, room, and board, and
2. Disburses excess funds, if any, to the student, subject to institutional policy.

Award amount

A \$20,000 annual award will be divided into two \$10,000 awards, one for each of the fall and spring terms. Fall-only awards of \$10,000 will be considered if the student is scheduled to graduate by December.

Impact on other financial aid

The Cybersecurity Public Service Scholarship is not based upon need but since this program is a form of educational assistance, receipt of these funds may impact the student's eligibility for other forms of aid, subject to individual program criteria.

Student withdrawal

If the student withdraws or drops below full-time enrollment at any time during the term, the award may be fully refundable back to the Commonwealth.

Renewability

Renewal awards are not guaranteed and interested students must complete the application process in its entirety each year. An individual may receive an award for no more than two years, pending availability of funds.

Post enrollment responsibility

Award recipients are obligated to work in Virginia within the cybersecurity field with a Virginia state government agency for one year for each year a scholarship is received. If the recipient fails to fulfill the work agreement, the obligation converts to a loan. Further details on loan repayment and work requirements are provided within the Cybersecurity Public Service Scholarship Promissory Note.

Circumstances not covered by these policies will be resolved by Council staff in a manner that is consistent with the authorizing language, best use of state funds, and meeting the program's purpose of securing cybersecurity expertise in public service.

Cybersecurity Public Service Scholarship Promissory Note

Current Award Year

Expected Graduation Date

Applicant's Full Name (First, Middle, Last)		Social Security Number		Telephone Number
Street Address	City	State	Zip Code	E-mail
Contact Person's Full Name (First, Middle, Last)		Relationship		Telephone Number
Street Address	City	State	Zip Code	E-mail

I promise to repay, in accordance with the terms of this note, the Commonwealth of Virginia through the State Council of Higher Education for Virginia, hereinafter called SCHEV, the sum of **\$20,000** over two academic terms as a Cybersecurity Public Service Scholarship (herein after referred to as the Scholarship), plus the interest which accrues thereon.

The terms and conditions of this note shall be construed consistent with the requirements of the Scholarship.

1. I am a domiciliary resident of the Commonwealth of Virginia or I am eligible for in-state tuition under a military-related exception as described in Section 23-7.4 and 23-7.4:2 of the *Code of Virginia* (1950), as amended, and enrolled in an eligible cybersecurity program.
2. I understand that awards made under this program shall be paid directly to the institution to be applied to my individual student account. Any resulting disbursement of funds to the student is subject to institutional policies.
3. I understand that by accepting this Scholarship, I agree within six months of graduation to secure continuous work in the field of cybersecurity for the Commonwealth of Virginia for a period of one year for each year of Scholarship received. Such employment shall include the Executive, Legislative, and Judicial branches and independent agencies of state government, as verified by SCHEV. Any other state associated agency or organization must be approved by SCHEV in advance. To qualify, the employment must be specifically related to cybersecurity defense, which may include as a faculty member educating students in the field of cybersecurity at a public institution.
4. If I fail to fulfill the above post-graduation work agreement, this note shall immediately become due and payable to SCHEV, or its designee. I shall repay the amount of the grant(s) received prorated according to the fraction of the work obligation not completed, as determined by SCHEV, plus any accrued interest.
5. I specifically agree to repay the above principal plus simple interest on the unpaid balance at four percent (4%) per annum from the date that SCHEV advances the loan funds, with the first payment due to SCHEV, or its designee, no later than the first day of the seventh month following successful completion of an eligible cybersecurity program or no later than first day of the third month following cessation of a qualified employment. The minimum monthly payment shall be one hundred dollars (\$100) or a higher amount consistent to repay the principal and accrued interest within a term of ten years. Should I fail to make any payment by the seventh calendar day following the payment due date, SCHEV or its counsel may immediately accelerate the maturity of the installments thereafter to become due, in which event the unpaid balance of this note shall become immediately due and payable without demand or notice.
6. If I discontinue enrollment in an eligible cybersecurity program, this note shall immediately become due and payable to SCHEV, or its designee subject to the conditions under #5 above.
7. I understand that administration of my repayment may be designated by SCHEV to a qualified third-party.
8. I understand that repayment of the uncanceled note may be postponed under the conditions listed below and that all postponements must be requested in writing.
 - If I am in continuing education in cybersecurity. The postponement shall last for duration of the required time of education plus six months. A copy of supporting documentation along with the request for postponement must be sent to SCHEV, at least ten (10) business days prior to the beginning of such education.
 - If I enter military, VISTA, or Peace Corps service (or accompany my spouse for such service) after successful completion of an eligible cybersecurity program, repayment of the uncanceled note will be postponed until I have completed my original tour of duty for a period not to exceed four years. A copy of orders to report for such service along with the request for postponement must be sent to SCHEV, at least ten (10) business days prior to the beginning of such service.

- A one-year postponement for repayment of this promissory note will be allowed for inability to secure employment by reason of the care required by a disabled child, spouse, or parent. Written postponement requests along with medical certification must be sent SCHEV.
 - A one-year postponement for repayment of this promissory note will be allowed for inability to satisfy the terms of the repayment while seeking and unable to find full-time employment as a cybersecurity professional for a single period not to exceed 12 months. Written postponement requests along with supporting documentation must be sent to SCHEV.
 - If I experience health conditions that may impede my ability to perform requisite service in cybersecurity, I may petition SCHEV to grant me forbearance for a period not to exceed three years. Written forbearance requests along with medical certification must be sent to SCHEV.
9. If it becomes necessary to place a note in the hands of an agency or attorney for collection, I agree to pay a charge for the attorney or collection agency fees, in addition to the amount due on the note at the time of collection. Such charge for court costs and attorney's fees shall be no more than twenty-five percent (25%) of the original amount of this note. In further consideration of SCHEV's forbearance in instituting or continuing suit, I expressly waive any statute of limitations which could be pled by me as a defense to the above collection claim by SCHEV and agree that the venue of any lawsuit brought against me shall be in the City of Richmond, Virginia. I hereby intend to legally bind myself and my heirs, executors, administrators, and assigns.
 10. I am responsible for keeping SCHEV, or its designee, informed of my status including any change of address, graduation date, enrollment in another college, military service, and the location of the cybersecurity employment until the total obligation is satisfied.
 11. I waive presentment, demand, protest and notices of honor and protest and the benefit of homestead exemption and all other exemptions which legally may be waived with regard to the obligation evidenced by this note.
 12. All references herein to SCHEV shall include any subsequent holder or assignee of this note. Virginia law shall govern this note.

I have read and understand all of the above. I am entitled to an exact copy of this note and any agreement I sign in furtherance of same. I have the right at any time to pay in advance the unpaid balance due under this note without penalty. I authorize SCHEV to contact and receive information from any entity or individual it deems necessary for purposes of locating me, if I fail to keep in contact. These entities and individuals include, but are not limited to, the institution's Alumni Association, the Department of Motor Vehicles and other state agencies, family members, and current and prior employers.

Applicant Signature	Date Signed
	SWORN TO AND SUBSCRIBED BEFORE ME THIS _____ DAY OF _____, 20____. WITNESS MY HAND AND OFFICIAL SEAL. Notary Public: _____ Expiration Date: _____

If the student is under 18 years of age at time of signing, the following must also be completed by the student's parent or legal guardian.

Full Name (First, Middle, Last)	E-mail	Telephone Number
Street Address	City	State
Signature	Date Signed	

OFFICE USE ONLY

Name of Authorized State Official _____ Title _____

Authorized Official's Signature _____ Date Signed _____

Mail completed promissory note to: **State Council of Higher Education for Virginia
Financial Aid Office – Cybersecurity Public Service Scholarship
101 N. 14th Street, James Monroe Building 10th Floor
Richmond, Virginia 23219**

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #6 – Discussion of Measures of Institutional Performance

Date of Meeting: July 19, 2016

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: May 16, 2016

Action: Discussed the background for the 2016 Biennial Assessment and certification process.

Background Information:

The purpose of this agenda item is to discuss preliminary findings for the six general (education-related) performance measures and the Level II performance measures included in the 2016 Biennial Assessment. The periods under review for the biennial assessment are 2013-14 and 2014-15.

The State Council of Higher Education has been involved in assessing institutional performance for over a decade, first through the requirements of the 2005 Higher Education Restructuring Act, and then through the Virginia Higher Education Opportunity Act of 2011 (Top Jobs Act or TJ21) and the related Code of Virginia amendments. The General Provisions of the 2014-16 amended Appropriation Act (Chapter 665) and the 2016-18 budget bills outline the assessment process and list the six education-related measures on which the Council shall base its assessment and certification. It should be noted that these six measures complement the goals of the Virginia Plan for Higher Education. Each of the six measures is listed in Appendix A under the “BIENNIAL ASSESSMENTS” heading.

The assessment process also includes financial and administrative standards that are evaluated by the Secretaries of Finance, Administration, and Technology, as appropriate, and communicated to the State Council of Higher Education before October 1 of each even-numbered year. Each of these measures is listed in Appendix A under the “FINANCIAL AND ADMINISTRATIVE STANDARDS” heading. Section ‘d’ contains the financial and administrative standards for most of the institutions.

Section 'e' contains the financial and administrative standards specific to the four Level III institutions. These institutions have the highest level of authority.

Nine institutions have entered into Memorandums of Understanding (MOUs) that provide them with additional operational authority in two operational areas. These institutions are required to have additional performance measures. Each of these measures is listed in Appendix B under the "LEVEL II PERFORMANCE MEASURES" heading. These measures also complement the goals of the Virginia Plan for Higher Education. Level III institutions have no additional education-related measures.

Assessment findings are used to determine certification for the institutions. Each institution that has been certified as having met the performance assessment criteria shall receive the financial benefits listed in Appendix A under the "FINANCIAL BENEFITS OF PERFORMANCE CERTIFICATION" heading. Certification resulting in eligibility for financial benefits pertains to the years 2016-17 and 2017-18.

Appropriation Act language states that, in general, institutions are expected to achieve all performance measures in order to be certified by SCHEV, "but it is understood that there can be circumstances beyond an institution's control that may prevent achieving one or more performance measures." The Council has broad authority to certify the institutions as having met the standards on education-related measures and has the authority to exempt institutions from certification on education-related measures the State Council deems unrelated to an institution's mission or unnecessary given the institution's level of performance. The Council also has the authority to require a remediation plan to address deficiencies.

The Council is required to complete the certification process by forwarding, in writing, the results of the assessments to the Governor and the General Assembly no later than October 1 of each even-numbered year. Certified institutions are eligible to receive financial benefits prescribed in the Code of Virginia and the Appropriation Act, estimated to be \$5 million plus amounts carried over from one fiscal year to the next.

Findings:

Six Education-Related Performance Measures

Systemwide all six measures were achieved. Attachment 1 contains the aggregate information.

Attachment 2 contains the results at the institutional level along with staff recommendations regarding the findings. Attachment 3 contains the results by institution and measure. There are seven institutions that achieved all six measures without any issues. Three additional institutions had deficiencies in 2013-14, the first year of the period under review, but demonstrated improvements by achieving all six measures in 2014-15. Four institutions achieved all measures with the exception of Performance Measure 6 related to transfer students. These institutions have submitted information about their enhanced efforts in this area and the improvements they have begun to see in 2015-16.

Therefore, only three institutions missed the thresholds for multiple measures or continued to experience problems with the measures in 2014-15. For these institutions, staff recommends the following:

- The Virginia Community College System (VCCS): The period under review was a volatile time for enrollment and degree management for the community colleges. While there were deficiencies for two measures in 2013-14, VCCS showed improvements in 2014-15. Staff will continue working with VCCS staff to improve processes related to the enrollment projections and degree estimates.
- Virginia State University (VSU): In 2013-14, VSU had deficiencies with Performance Measures 2 and 4. In 2014-15, VSU improved, but, based on SCHEV's findings, VSU fell short with Performance Measure 3. Also, for the biennium, VSU did not achieve the goal for Performance Measure 5. Staff recommends that a remediation plan be established that would involve institutional staff working with SCHEV to improve VSU's methodology with regard to enrollment projections and degree estimates.
- Richard Bland College (RBC): While RBC achieved all measures in 2013-14, it had deficiencies with Performance Measures 2 and 3 in 2014-15. Based on feedback from RBC, staff believes that RBC has addressed technical issues related to the measures and that no further remediation is needed. RBC has begun using new methods to inform enrollment and degree management and to identify strategies to improve student success.

Level II Performance Measures:

As previously mentioned, nine institutions have Level II authority. These institutions have memorandums of understanding with the secretaries for the operational areas for which they have additional authority. The operational areas are procurement, information technology or capital projects. In exchange for the additional authority, institutions are required to establish at least one education-related performance measure per memorandum of understanding.

Six of the institutions met the thresholds for their Level II measures. The other three institutions have deficiencies and have submitted remediation plans as described below:

- Radford University (RU): Faculty identified that students were not academically prepared for two computer science courses that had been selected for course redesign. Since then, the university has put into place screening measures to identify underprepared students and address their preparation. Additionally, RU has piloted a programming fundamentals course as a prerequisite for the computer science courses. These enhancements were put into place after the period under review for the current biennial assessment. Therefore, RU believes, and SCHEV staff concurs, that a remediation plan is already in place that should result in improvement in student outcomes for these courses.

- University of Mary Washington (UMW): UMW did not meet the threshold in 2014-15 for the performance measure to increase the in-state freshman to sophomore retention rate. However, UMW has put a number of strategies in place since 2014 to improve the first-year experience. These strategies include overhauling the summer orientation program, moving all first year seminars to the fall semester, creating living/learning communities, and restructuring the advising program. UMW reports that the retention rate increased in the fall of 2015. Staff concurs and recommends that a viable remediation plan is already in place.
- Longwood University (LU): LU did not meet some thresholds related to the measures for the teacher licensure program in Emporia and the redesign of the basic statistics course. LU submitted a detailed report containing the background for these measures, past performance data for the measures, and progress made with strategies the university has employed. Staff recommends that LU's report serve as a remediation plan.

Many of the Level II measures were established in 2009, before the Council approved the Virginia Plan for Higher Education and long after the original intent (2005) for education-related measures. After this certification cycle is complete, SCHEV staff believes it would be beneficial to undertake a comprehensive review of the process associated with Level II measures. Such a review would involve discussions with institutions and central agency staff on the use and value of the measures. One potential outcome would be to separate the educational-related measures from the certification process. This would align Level II certification requirements more closely with Level III certification requirements. Another potential outcome would be to establish education-related measures that more directly support the Virginia Plan. This will be a matter of ongoing discussion.

Next Steps:

The Financial and Administrative Standards reviews are underway by the Department of Planning and Budget. SCHEV is scheduled to receive this information in August to include in the September Agenda Book.

At the September Council Meeting, the final results for the 2016 Biennial Assessment will be presented, including a staff recommendation for the certification of the institutions.

Materials Provided:

- Preliminary Results from Six General Institutional Performance Measures (Aggregate Information)
- Biennial Assessment Preliminary Results by Institution
- Biennial Assessment Preliminary Results by Institution and Measure
- Appendix A
- Appendix B
- Appendix C

Financial Impact: Certified institutions are eligible to receive financial benefits listed in Appendix A. Information about financial benefits of restructuring certification from FY2007 through FY2015 is provided in Appendix C.

Timetable for Further Review/Action: Final discussion of assessment information including the review of the Financial and Administrative Standards and Council action/certification in September.

Resolution: None.

ATTACHMENT 1
PRELIMINARY RESULTS FOR SIX GENERAL INSTITUTIONAL PERFORMANCE MEASURES
Aggregate Information
July 2016

PERFORMANCE MEASURE	2013-2014			2014-2015		
	Target	Actual	Result	Target	Actual	Result
1 - Institution meets at least 95 percent of its State Council-approved biennial projections for in-state undergraduate headcount enrollment.	316,527	319,005	101%	315,675	315,381	100%
2 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state associate and bachelor degree awards.	49,079	47,383	97%	47,039	47,995	102%
3 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state STEM-H associate and bachelor degree awards.	15,319	15,291	100%	15,979	15,908	100%
4 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state, upper level – sophomore level for two-year institutions and junior and senior level for four-year institutions – program-placed, full-time equivalent students.	78,394	77,102	98%	78,618	78,786	100%
5 - Maintain or increase the number of in-state associate and bachelor degrees awarded to students from under-represented populations.	28,557	28,832	+275	28,832	29,706	+874
6 - Maintain or increase the number of in-state, two-year transfers to four-year institutions.	11,332	11,351	+19	11,351	11,794	+443

ATTACHMENT 2
BIENNIAL ASSESSMENT PRELIMINARY RESULTS BY INSTITUTION
Performance Measures 1 - 6 and Level II Measures
July 2016

Institution	PMs 1-4		PM 5	PM 6	Level II Measures	Recommendations
	2013-14	2014-15	Biennium	Biennium		
CNU	P	P	P	F	P	Feedback Only
CWM	P	P	P	F	N/A	Feedback Only
GMU	P	P	P	P	P	Passed
JMU	P	P	P	P	P	Passed
LU	P	P	P	P	Missed goals for four submeasures	Remediation Plan
NSU	P	P	P	F	N/A	Feedback Only
ODU	PM 4	P	P	P	P	Feedback Only
RU	P	P	P	P	Missed goals for two submeasures 2014-15	Remediation Plan
UMW	P	P	P	P	Missed goal for one submeasure	Remediation Plan
UVA	PM 4	P	P	P	N/A	Feedback Only
UVA-W	P	P	P	F	N/A	Feedback Only
VCU	PMs 2,3,4	P	P	P	N/A	Feedback Only
VMI	P	P	P	P	P	Passed
VSU	PMs 2, 4	PM 3	F	P	N/A	Remediation Plan
VT	P	P	P	P	N/A	Passed
VCCS	PMs 2,3	PM 3	P	N/A	P	Feedback Only
RBC	P	PMs 2, 3	P	N/A	N/A	Feedback Only

P = Pass

F = Fail

N/A = Not Applicable

ATTACHMENT 3
BIENNIAL ASSESSMENT PRELIMINARY RESULTS BY INSTITUTION AND MEASURE
Using 2014 Projections for 2013-14 and 2015 Projections for 2014-15 for PMs 1-4
July 2016

Institution	PM 1		PM 2		PM 3		PM 4		PM 5	PM 6
	13-14	14-15	13-14	14-15	13-14	14-15	13-14	14-15	Biennium	Biennium
CNU	P	P	P	P	P	P	P	P	P	-34
CWM	P	P	P	P	P	P	P	P	P	-16
GMU	P	P	P	P	P	P	P	P	P	P
JMU	P	P	P	P	P	P	P	P	P	P
LU	P	P	P	P	P	P	P	P	P	P
NSU	P	P	P	P	P	P	P	P	P	-38
ODU	P	P	P	P	P	P	94.3	P	P	P
RU	P	P	P	P	P	P	P	P	P	P
UMW	P	P	P	P	P	P	P	P	P	P
UVA	P	P	P	P	P	P	92.5	P	P	P
UVA-W	P	P	P	P	P	P	P	P	P	-17
VCU	P	P	93.2	P	90.1	P	92.9	P	P	P
VMI	P	P	P	P	P	P	P	P	P	P
VSU	P	P	93.2	P	P	69.0	76.7	P	-40	P
VT	P	P	P	P	P	P	P	P	P	P
VCCS	P	P	88.8	P	87.9	94.1	N/A	N/A	P	N/A
RBC	P	P	P	85.2	P	84.6	N/A	N/A	P	N/A

PERFORMANCE MEASURES:

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

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

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

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

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

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

APPENDIX A

9.01 (language only)

§ 4-9.00 HIGHER EDUCATION RESTRUCTURING

§4-9.01 ASSESSMENT OF INSTITUTIONAL PERFORMANCE

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

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

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

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

a. BIENNIAL ASSESSMENTS

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

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

d. FINANCIAL AND ADMINISTRATIVE STANDARDS

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

1. As specified in § 2.2-5004, Code of Virginia, institution takes all appropriate actions to meet the following financial and administrative standards:
 - a) An unqualified opinion from the Auditor of Public Accounts upon the audit of the public institution's financial statements;
 - b) No significant audit deficiencies attested to by the Auditor of Public Accounts;
 - c) Substantial compliance with all financial reporting standards approved by the State Comptroller;
 - d) Substantial attainment of accounts receivable standards approved by the State Comptroller, including but not limited to, any standards for outstanding receivables and bad debts; and
 - e) Substantial attainment of accounts payable standards approved by the State Comptroller including, but not limited to, any standards for accounts payable past due.
2. Institution complies with a debt management policy approved by its governing board that defines the maximum percent of institutional resources that can be used to pay debt service in a fiscal year, and the maximum amount of debt that can be prudently issued within a specified period.
3. The institution will achieve the classified staff turnover rate goal established by the institution; however, a variance of 15 percent from the established goal will be acceptable.
4. The institution will substantially comply with its annual approved Small, Women and Minority (SWAM) plan as submitted to the Department of Small Business and Supplier Diversity; however, a variance of 15 percent from its SWAM purchase goal, as stated in the plan, will be acceptable.

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

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

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

e. FINANCIAL AND ADMINISTRATIVE STANDARDS

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

1. Financial

- a) An unqualified opinion from the Auditor of Public Accounts upon the audit of the public institution's financial statements;
- b) No significant audit deficiencies attested to by the Auditor of Public Accounts;
- c) Substantial compliance with all financial reporting standards approved by the State Comptroller;
- d) Substantial attainment of accounts receivable standards approved by the State Comptroller, including but not limited to, any standards for outstanding receivables and bad debts; and

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

2. Debt Management

- a) The institution shall maintain a bond rating of AA- or better;
- b) The institution achieves a three-year average rate of return at least equal to the imoney.net money market index fund; and
- c) The institution maintains a debt burden ratio equal to or less than the level approved by the Board of Visitors in its debt management policy.

3. Human Resources

- a) The institution's voluntary turnover rate for classified plus university/college employees will meet the voluntary turnover rate for state classified employees within a variance of 15 percent; and
- b) The institution achieves a rate of internal progression within a range of 40 to 60 percent of the total salaried staff hires for the fiscal year.

4. Procurement

- a) The institution will substantially comply with its annual approved Small, Women and Minority (SWAM) procurement plan as submitted to the Department of Small Business and Supplier Diversity; however, a variance of 15 percent from its SWAM purchase goal, as stated in the plan, will be acceptable; and
- b) The institution will make no less than 80 percent of purchase transactions through the Commonwealth's enterprise-wide internet procurement system (eVA) with no less than 75 percent of dollars to vendor locations in eVA.

5. Capital Outlay

- a) The institution will complete capital projects (with an individual cost of over \$1,000,000) within the budget originally approved by the institution's governing board at the preliminary design state for projects initiated under delegated authority, or the budget set out in the Appropriation Act or other Acts of Assembly which provides construction funding for the project at the preliminary design state. If the institution exceeds the budget for any such project, the Secretaries of Administration and Finance shall review the circumstances causing the cost overrun and the manner in which the institution responded and determine whether the institution shall be considered in compliance with the measure despite the cost overrun;
- b) The institution shall complete capital projects with the dollar amount of owner requested change orders not more than 2 percent of the guaranteed maximum price (GMP) or construction price; and

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

6. Information Technology

a) The institution will complete major information technology projects (with an individual cost of over \$1,000,000) on time and on budget against their managed project baseline. If the institution exceeds the budget and/or time schedule for any such project, the Secretary of Technology shall review the circumstances causing the cost overrun and/or delay and the manner in which the institution responded and determine whether the institution appropriately adhered to Project Management Institute's best management practices and, therefore, shall be considered in compliance with the measure despite the cost overrun and/or delay; and b) The institution will maintain compliance with institutional security standards as evaluated in internal and external audits. The institution will have no significant audit deficiencies unresolved beyond one year.

FINANCIAL BENEFITS OF PERFORMANCE CERTIFICATION

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

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

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

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

1. Interest on the tuition and fees and other nongeneral fund Educational and General Revenues deposited into the State Treasury by the public institution of higher education, as provided in the appropriation act. Such interest shall be paid from the general fund and shall be an appropriate and equitable amount as determined and certified in writing by the Secretary of Finance to the Comptroller by the end of each fiscal year, or as soon thereafter as practicable;
2. Any unexpended appropriations of the public institution of higher education at the close of the fiscal year, which shall be reappropriated and allotted for expenditure by the institution in the immediately following fiscal year; and

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

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

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

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

APPENDIX B

9.02 (language only)

§ 4-9.00 HIGHER EDUCATION RESTRUCTURING

§ 4-9.02 LEVEL II AUTHORITY

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

1. successfully completed at least three years of effectiveness and efficiencies operating under such additional authority granted by an original memorandum of understanding;
2. successfully renewed additional memoranda of understanding for a five year term for each of the original two areas.

The institutions shall meet all criteria and follow policies for negotiating and establishing a memorandum of understanding with the Commonwealth of Virginia as provided in § 2.0 (Information Technology), § 3.0 (Procurement), and § 4.0 (Capital Outlay) of Chapter 824 and 829 of the 2008 Acts of Assembly.

b. As part of the memorandum of understanding, each institution shall be required to adopt at least one new education-related measure for the new area of operational authority. Each education-related measure and its respective target shall be developed in consultation with the Secretary of Finance, Secretary of Education, the appropriate Cabinet Secretary, and the State Council of Higher Education for Virginia. Each education-related measure and its respective target must be approved by the State Council of Higher Education for Virginia and shall become part of the certification required by § 23-9.6:1.01.

c. 1. As part of a five-year pilot program, George Mason University and James Madison University are authorized, for a period of five years, to exercise additional financial and administrative authority as set out in each of the three functional areas of information technology, procurement and capital projects as set forth and subject to all the conditions in §§ 2.0, 3.0 and 4.0 of the second enactment of Chapter 824 and 829 of the Acts of Assembly of 2008 except that (i) any effective dates contained in Chapter 824 and 829 of the Acts of Assembly of 2008 are superseded by the provisions of this item, and (ii) the institution is not required to have a signed memorandum of understanding with the Secretary of Administration regarding participation in the nongeneral fund decentralization program as provided in subsection C of § 2.2-1132 in order to be eligible for the additional capital project authority.

LEVEL II PERFORMANCE MEASURES

Approved May, 2009

- George Mason University
 - Increase the six-year graduation rates of students who enter as in-state, full-time freshmen.
 - Increase the number of graduates in high-need graduate programs.
- James Madison University
 - Increase the number of graduates in STEM programs.
 - Redesign courses in which students receive a high percentage of D, F, and W grades – MATH 205, Calculus I, and MATH 220, Elementary Statistics.
- Old Dominion University
 - Redesign courses in which students receive a high percentage of D, F, and W grades – MATH 102, College Algebra.
 - Increase the number of graduates in nursing programs.
- Radford University
 - Increase the six-year graduation rates of students who enter as in-state, full-time freshmen.
 - Redesign courses in which students receive a high percentage of D, F, and W grades – ITEC 120, Principles of Computer Science I, and ITEC 220, Principles of Computer Science II.
- Virginia Military Institute
 - Increase number of cadets accepting commissions.
 - Minimize loans for first-time in-state freshmen.
- Virginia Community College System
 - Increase the number of students completing community college career pathways programs.
 - Increase the percentage of first-time, program-placed students successfully completing at least 12 hours who complete an award (associate degree, certificate, or diploma) or transfer to a four-year institution within five years of initial enrollment.

Approved January, 2010

- Longwood University
 - Redesign courses in which students receive a high percentage of D, F, and W grades – MATH 261, Calculus I, and MATH 171, Basic Statistics.
 - Cooperative Teacher Licensure Programs in Emporia and Martinsville.

Approved September, 2011

- Christopher Newport University
 - Increase in-state student retention rate.
 - Increase in-state student four-year graduation rate.

Approved October, 2013

- University of Mary Washington
 - Increase the in-state freshman to sophomore year retention rate.
 - Increase the percentage of students successfully (grade C or above) completing CHEM 111 (General Chemistry I) and in MATH 121 (Calculus I).

APPENDIX C

GENERAL FUND FINANCIAL BENEFITS OF RESTRUCTURING CERTIFICATION FY2007 to FY2015

Financial Benefit	FY2007	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
Interest Earnings*	\$8,617,362	\$10,626,335	\$6,291,900	\$6,549,505	\$3,711,459	\$4,425,332	\$3,736,999	N/A	N/A
Credit Card Rebate	\$1,682,600	\$1,239,688	\$1,116,582	\$1,314,485	\$1,272,564	\$1,250,770	\$1,790,159	N/A	N/A
eVA Sole Source Fee	\$225,983	\$187,569	\$320,743	\$189,210	\$201,061	\$215,343	\$170,979	\$271,989	\$134,543
Carry Forward	\$42,371,251	\$24,905,357	\$20,223,245	\$22,098,890	\$12,294,362	\$11,193,047	\$9,228,800	\$16,874,893	\$11,926,103
Total	\$52,897,196	\$36,958,949	\$27,952,470	\$30,152,090	\$17,479,446	\$17,084,492	\$14,926,937	\$17,146,882	\$12,060,646

* Does not include interest earnings of CWM, UVA, UVAW, VCU and VT.

State Council of Higher Education for Virginia Agenda Item

Item: Resource and Planning #7 – Update on the Virginia Plan Initiatives 2, 3 and 6

Date of Meeting: July 19, 2016

Presenter: Peter Blake, Director (peterblake@schev.edu)

Dan Hix, Fiscal Policy Director
(danhix@schev.edu)

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: May 16, 2016, Council meeting

Action: Council discussed proposed activities for the three assigned initiatives

Background Information/Summary of Major Elements:

- The Resource and Planning Committee is assigned to three initiatives. This includes:
 2. *Seek legislative changes that support stable and sustainable public funding for higher education, such as a constitutional amendment, a dedicated funding source, and a revenue stabilization fund.*
 3. *Review and recommend potential initiatives for further restructuring and shared services that enhance institutional and administrative flexibility and improve quality and efficiency.*
 6. *Promote economic development for the Commonwealth by implementing a long-term plan that supports recruitment and retention of research faculty, provides matches to federal and private research grants and enhances commercialization of higher education research.*
- A status for all of the initiatives is included as part of item #8 on the full Council agenda. Please refer to *The Virginia Plan for Higher Education: July 2016 Initiatives Update* report under that agenda item.

Materials Provided:

- *The Virginia Plan for Higher Education: July 2016 Initiatives Update* (please refer to this report as part of the discussion item #8 on the full Council agenda).

Financial Impact: No financial impact at this time.

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

Resolution: No resolution at this time.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Blue Ridge Community College
Plecker Workforce Center
Room P126-A
Weyers Cave, VA
July 19, 2016
12:30 p.m. – 3:30 p.m.

Meeting Agenda

1. Call to Order and Announcements 12:30 p.m.
2. Introduction of New Appointees to Council
3. Nominations/Election of Officers 12:35 p.m.
4. Receipt of Public Comment
5. Approval of Minutes (May 17, 2016) 12:45 p.m. [Page 107](#)
6. Remarks from John Downey, President,
Blue Ridge Community College 12:50 p.m.
7. Report of the Agency Director 1:25 p.m.
- BREAK
8. Update on The Virginia Plan 1:45 p.m. [Page 117](#)
9. Remarks from Christopher D. Lloyd
Director, Infrastructure & Economic
Development, McGuireWoods Consulting LLC
re: GO Virginia: What It Means for Virginia Higher
Education 2:15 p.m.
10. Reports from Committees: 2:45 p.m.
 - Report from Executive Committee
 - a. Action on Meeting Schedule and Locations for
Calendar Year 2017 [Page 6](#)
 - Report from Academic Affairs Committee
 - a. Action on Degree Programs at Public Institutions [Page 16](#)
 - b. Action on Updated State Policy on College Transfer [Page 24](#)
 - c. Action on Organizational Change – James Madison

University Honors College <i>Report from Resources and Planning Committee</i>		Page 48
a. Action on Full Cost Report		Page 66
b. Action on Regulations for Workforce Credentials Grant Program		Page 70
c. Action on Guidelines for Cybersecurity Scholarship Program		Page 81
11. Receipt of Items Delegated to Staff	3:20 p.m.	Page 118
12. Introduction of New Business	3:25 p.m.	
a. Action on Resolution for Departing Council Member		
13. Motion to Adjourn	3:30 p.m.	

NEXT MEETINGS:

September 19-20, 2016 – VCU (September 19 schedule will include joint meeting with public college presidents)

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
MAY 17, 2016
MINUTES**

Mr. Minor called the meeting to order at 9:00 a.m. in the Northen Auditorium, Leyburn Library, Washington and Lee University, Lexington, Virginia. Council members present: Gilbert Bland, Marge Connelly, Heywood Fralin, Dan Gundersen, Henry Light, Gene Lockhart, G. Gilmer Minor, III, William Murray, Gary Nakamoto, Carlyle Ramsey, Minnis Ridenour, and Katharine Webb.

Council member absent: Pamela Moran.

Staff members present: Lee Andes, Peter Blake, Beverly Covington, Joseph DeFilippo, Alan Edwards, Dan Hix, Wendy Kang, Jean Mottley, Lee Ann Rung, and Greg Weatherford. Al Wilson from the Office of the Attorney General was also present.

INTRODUCTION

Mr. Minor introduced Mr. Gundersen as the newest member of the Council. Mr. Gundersen replaced Martin Briley as the Ex officio member from the Virginia Economic Development Partnership.

REMARKS BY KENNETH RUSCIO, PRESIDENT, WASHINGTON AND LEE UNIVERSITY (W&L)

Mr. Minor changed the order of the agenda to allow President Ruscio to address the Council before the public comment period.

Mr. Minor read Mr. Ruscio's bio and thanked him for hosting the Council meetings and the Private College Advisory Board meeting.

President Ruscio welcomed the Council and spoke about accessibility, affordability, college completion, and innovation. He provided information about W&L's capital campaign and strategic planning process and reported that a record 77% of undergraduate alumnae contributed to the campaign. He shared W&L's endowment ranking from 2007-2015 and reported that the institution now ranks 22nd in the country in endowments per student. Although he shared the institutional rankings, Dr. Ruscio indicated that the goal of impacting rankings is never a consideration at the university. W&L's commitment to access and affordability is evidenced by the W&L Promise. The Promise guarantees that students with a combined family income below \$75,000 will not have to take out loans.

Dr. Ruscio said W&L has a high rate of completion for low income students. President Ruscio reviewed W&L's retention and graduation rates from 2013-2017.

He noted that with the exception of the housing village, all buildings and capital improvements are paid from external funds.

Dr. Ruscio mentioned that the current challenge for W&L is understanding the complexity of its history. He answered questions from members.

PUBLIC COMMENT

Mr. Minor reported that staff received requests from a number of people to make public comment about the renaming of the George Mason School of Law. He encouraged speakers to keep their comments to three minutes and requested that speakers consider deferring to other speakers unless they could add something significant to prior comments.

A total of 16 speakers provided comments, both pro and con, about the proposed name change.

Mr. Minor asked if there were others who wished to speak, even if they had not signed up in advance. No one came forward. He related the chronology of the process and explained that it is within Council's role to review name changes, curriculum changes, mission changes, and financial considerations at the institutions. Staff reviewed the matter and received additional input from the university about the plan for future funding of the law school. At that time, staff concluded that Council action was warranted and included the resolution in the agenda book that was made public on May 11. On the morning of May 12, SCHEV staff received information from legal counsel indicating that the name change under consideration did not entail changes to George Mason's mission, programming, or enrollment that would require SCHEV's approval. As a result of legal counsel's determination, a revised resolution was developed and was approved at the May 16 Academic Affairs Committee meeting. The Committee's recommendation will be reviewed by Council as part of the Academic Affairs Committee report.

The chairman called for a break at 10:55 a.m. The meeting resumed at 11:10 a.m.

APPROVAL OF MINUTES

On a motion by Dr. Murray and seconded by Dr. Ramsey, the minutes from the April 20 and March 22, 2016, meetings were approved unanimously.

DIRECTOR'S REPORT

Mr. Blake briefly reviewed the items in the written report which was included in the agenda book. He highlighted the following areas:

Tuition reporting – SCHEV has received reports from 13 institutions providing in-state undergraduate tuition and mandatory E&G fees for the 2016-17 academic year. The average increase is 2.7% over the 2015-16 charge.

Cybersecurity scholarship program - In the reconvened legislative session SCHEV was tasked to administer this new program that includes \$500,000 per year for cybersecurity public service scholarships. Staff is currently working on guidelines for the program.

Research investment committee – The first meeting of the five ex-officio members is scheduled for May 23. The remaining four members are to be designated from the yet-appointed roster of the GO Virginia board.

Lumina “Stronger Nation” report – Virginia ranks 6th in the nation in overall attainment rate (including high-value certificates). Mr. Lockhart suggested that Lumina’s report be highlighted in The Virginia Plan.

June 8 summit – The program will focus on student access, success, and completion. This event will be partially underwritten by Lumina.

Boards of Visitors orientation – The planning committee will meet on May 25 to plan the October orientation. Council members Henry Light and Katie Webb will join the committee.

COMMITTEE REPORTS

Academic Affairs Committee

Mr. Lockhart reported on the following items from the Academic Affairs Committee meeting:

Antonin Scalia School of Law at George Mason University

Mr. Lockhart emphasized that SCHEV staff had done an extensive amount of work to understand the parameters of the proposal. After many active discussions, staff believed that George Mason’s Board of Visitors upheld its fiduciary responsibilities. He stressed that this matter involved a complex set of legal analyses but nothing changes the fact that institutional governance is the purview of the Board of Visitors. Mr. Lockhart reported that the Academic Affairs Committee heard public comment from several speakers. The following revised resolution from the Committee was seconded by Ms. Webb. Hearing no request for discussion Mr. Minor called for a vote. The following resolution was approved unanimously (12-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia (SCHEV) endorses the staff analysis of George Mason University’s proposed name change of the Law School to The Antonin Scalia School of Law at George Mason University as not entailing any mission, programming, or enrollment changes that require SCHEV approval at this time; and

BE IT FURTHER RESOLVED that SCHEV affirms that, according to advice of counsel, the proposed name change is enacted without need of SCHEV's approval.

Action on Private and Out-of-State Post-secondary Education (POPE) Institutional Certifications

Dr. DeFilippo reviewed the application summaries of the four institutions. Dr. Murray seconded the Committee's recommendations in block and the following resolutions were approved unanimously:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Southeastern University to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective May 17, 2016.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Ivy Christian College to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective May 17, 2016.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Clarewood University to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective May 17, 2016.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Virginia University of Science & Technology to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective May 17, 2016.

Mr. Lockhart indicated that the Committee had a robust discussion about The Virginia Plan and will be tackling some issues over the next few months.

Executive Committee

Preliminary Discussion of Calendar Year 2017 Meeting Schedule and Locations

Mr. Minor reported that the Committee reviewed a proposed list of meeting dates and possible locations. The Committee recommended that staff contact Norfolk State University about hosting the September 2017 meeting. The Council will take action on the schedule in July.

Action on Delegating Authority to Staff for Changes to the Code of Virginia

Mr. Blake explained that legislation that resulted from the Virginia Code Commission's work has resulted in a renumbering of certain sections of the *Code of Virginia*. The Committee's recommendation was seconded by Dr. Murray and the following resolution was approved unanimously:

BE IT RESOLVED that the State Council of Higher Education for Virginia delegates to the agency director authority to amend Council-approved policies, regulations, guidelines and all other agency documents to conform with and reflect the changes that will be enacted by Chapter 588 of the 2016 *Acts of Assembly* to the current language and numbering of statutes in Title 23 of the *Code of Virginia*. These revisions shall be completed by September 1, 2016, and shall be communicated via the reporting process for delegated items no later than Council's meeting on September 20, 2016.

Update on Board Software Research

Mr. Minor informed the Council that the Executive Committee received a progress report from staff on the board software process. In addition to staff participation, a few Council members are currently participating in a trial period testing three different products. A final report will be provided in July.

Action from Closed Session

Mr. Minor reported that the Committee met in closed session to discuss personnel matters related to the Director's performance over the last year. He read the following resolution which was seconded by Ms. Webb and approved unanimously (12-0):

I move, pursuant to the terms of Council's Employment Agreement with the Director, that the Director be awarded a performance bonus of 5% to be paid as soon as practicable, which bonus is based on the Director's performance over the past year.

Mr. Minor offered a second resolution requesting that the Council delegate its authority to him to work with the Office of the Attorney General and the Department of Human Resources to examine the Director's contract and extend it for an additional four years. Mr. Minor indicated that the preliminary document is 99% complete but the delegated authority will allow him to work with above agencies to finalize the contract. On a motion by Mr. Ridenour and seconded by Ms. Webb, the following resolution was approved unanimously:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants authority to the Council Chair to work with the Office of the Attorney General and the Department of Human Resources to finalize the terms of the Director's contract and to extend it for an additional four years.

Resources and Planning Committee

Ms. Connelly indicated that there were no action items brought before the Committee. She noted that the Committee suggested adding an item to the September agenda with the public college presidents regarding ways in which current trends could affect the goals of The Virginia Plan. Ms. Connelly informed the Council that the Committee received a report from staff on cybersecurity scholarship program that was approved in the 2016 legislative session. Mr. Lockhart suggested

that the Council consider hosting an event on this topic similar to the research summit hosted by SCHEV in 2014.

UPDATE ON THE VIRGINIA PLAN

This item was tabled until the next meeting.

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 said after serving more than two full terms, Mr. Bland's term on the Council will end as of June 30. He thanked Mr. Bland for his nine years of service to the Council and presented him with a gift for having served as a past Council Chair. Mr. Minor read the following resolution, which was approved unanimously and presented to Mr. Bland:

WHEREAS, Gilbert T. Bland served as an exemplary member of the State Council of Higher Education for Virginia from 2007 to 2016; and

WHEREAS, Mr. Bland also provided strong leadership to the Council and advocacy for the agency in serving as Chair and Vice Chair as well as on various committees and subcommittees; and

WHEREAS, Mr. Bland has earned the respect of his fellow Council members for his diligent efforts and willingness to lead the Council's efforts in developing the statewide strategic plan; and

WHEREAS, Mr. Bland promoted the strength and prosperity of Virginia's public and private institutions, especially those that provide transformative opportunities to students who otherwise might not attend college, and passionately championed the value and tradition of historically black colleges and universities in Virginia, as well as nationally; and

WHEREAS, Mr. Bland quietly and persistently advocated for excellence in institutional governance and leadership; and

WHEREAS, Mr. Bland's vision and extensive business experience helped to advance the Council during a period of considerable change; and

WHEREAS, Mr. Bland has been tireless in his efforts to bring constituencies from across the Commonwealth together to promote and improve higher education; and

WHEREAS, Mr. Bland will continue to work to ensure that Virginia is advanced through higher education and will serve as a valued and knowledgeable advisor to the Council as it continues its important work; now, therefore,

BE IT RESOLVED that the State Council of Higher Education for Virginia expresses its sincere gratitude and appreciation to **Gilbert T. Bland** for his commitment, distinguished service, and numerous contributions to higher education in Virginia, and extends to him best wishes for continued success in all future endeavors.

Mr. Bland said he was honored to serve the Commonwealth. He wished the Council well and asked that it continue its good work for the benefit of students and families in the Commonwealth.

ADJOURNMENT

The meeting adjourned at 12:00 p.m.

Marge Connelly
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/not approved as delegated to staff:

Program Actions

Institution	Degree/Program/CIP	Effective Date
Virginia Commonwealth University	Title Change Approved: Change the title from a Bachelor of Fine Arts in Art Education to a Bachelor of Fine Arts in Arts (13.1302) [Conferral Spring 2017]	Summer 2016
Virginia State University	Title and CIP Code Change Not Approved: Change the title and CIP code of the Bachelor of Science degree program in Management Information Systems (52.1201) to a Bachelor of Science degree program in Computer Information Systems (11.0401)	April 14, 2016

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 Biodefense (26.0599) [Conferral: Summer 2016]	Spring 2016
George Mason University	Initiate Graduate Certificate program in Digital Public Humanities (54.0199) [Conferral: Summer 2017]	Fall 2016
Old Dominion University	Initiate Graduate Certificate program in Adapted Physical Education (13.1098) [Conferral: Fall 2016]	Spring 2016
Radford University	Initiate a Graduate Certificate program in Psychiatric Mental Health Nurse Practitioner (51.3810) [Conferral: Fall 2018]	Fall 2016
University of Virginia	Discontinue the Graduate Certificate program in Technology Leadership (11.1099)	Summer 2017

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:

Institution	Change / Site	Effective Date
Virginia Commonwealth University	Create the Department of Counseling and Special Education from the Department of Counselor Education and the Department of Special Education and Disability Policy. The merger of the two departments will allow for more efficient administration of programs and enhance opportunities for faculty collaboration and research.	June 1, 2016
Virginia Commonwealth University	Create the Department of Political Science . The Department will reside in the College of Humanities and Sciences and will provide infrastructure for the management of the BA degree program in Political Science and three Minor programs. The Department will have direct control over the program’s budget and be better able to support faculty research activities.	June 1, 2016
Virginia Commonwealth University	Create the Department of Sociology . The Department will reside in the College of Humanities and Sciences and will provide infrastructure for the management of the BS and MS in Sociology. The Department will have direct control over the programs’ budget and be better able to support faculty research activities.	June 1, 2016

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 Agreements (NC-SARA)

Institution	Effective Date
Eastern Virginia Medical School	April 26, 2016

Institution	Effective Date
Lord Fairfax Community College	March 9, 2016*
New River Community College	April 18, 2016
Patrick Henry College	March 18, 2016

State Council of Higher Education for Virginia Agenda Item

Item: Council #8 – Update on The Virginia Plan

Date of Meeting: July 19, 2016

Presenter: Peter Blake, Director
(peterblake@schev.edu)

Wendy Kang, Higher Education Innovation Director
(wendykang@schev.edu)

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: May 19, 2016, Council meeting

Review: While Council did not discuss the Plan during the full meeting due to time limitations, initiatives were discussed during the committee meetings.

Background Information/Summary of Major Elements:

- The July Initiatives update demonstrates that several initiatives remain in progress while others are completed or may need to be revised.
- The staff discussed with director scheduling a retreat with Council to review an update of the measures, the initiatives and the status of the plan to determine if additional adjustments should be made since the initiatives were passed almost a year ago.

Materials Provided:

- *The Virginia Plan for Higher Education: May 2016 Initiatives Update*

Financial Impact: No financial impact at this time.

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

Resolution: No resolution at this time.

State Council of Higher Education for Virginia Agenda Item

Item: Council #11 - Receipt of Items Delegated to Staff

Date of Meeting: July 19, 2016

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
- Lord Fairfax Community
- Richard Bland College of William and Mary

Program actions reported:

- Old Dominion University
- Radford University
- University of Virginia
- Virginia State University

Organizational Changes / Off-campus Instructional Sites:

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

Mission Statement Approval:

- Norfolk State University

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

- Bethel College
- Divine Mercy University
- Rappahannock Community College
- Southwest Virginia Community College
- Virginia Highlands Community College
- Virginia Wesleyan College

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

- Aesthetics Institute of Cosmetology
- Inova Fairfax Hospital School of Medical Laboratory Science
- Medical Learning Center
- Tomorrow's Image Barber Academy of Virginia

Postsecondary Institution Name Acknowledgement

- Divine Mercy University

Institutional Student Financial Aid Plans

Items Delegated to Director/Staff

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/not approved as delegated to staff:

Program Actions

Institution	Degree/Program/CIP	Effective Date
George Mason University	Degree Designation Alteration: Add the degree designation Professional Science Master's (PSM) to the existing Master of Science (MS) degree program in Bioinformatics Management (26.1103)	May 12, 2016
George Mason University	Facilitated Staff Approval: Bachelor of Science degree program in Rehabilitation Science (51.2314) [Conferral: Spring 2018]	Fall 2016
George Mason University	Title Change Not Approved: Change the title from a Bachelor of Science degree program in Tourism and Events Management (52.0903) to a Bachelor of Science degree program in Hospitality, Tourism, and Events Management	June 3, 2016
Lord Fairfax Community College	Facilitated Staff Approval: Associate of Applied Science degree program in Cybersecurity (11.1003) [Conferral: Spring 2018]	Fall 2016
Richard Bland College of William and Mary	Facilitated Staff Approval: Spin-off an Associate of Science degree program in Clinical Lab Sciences from the existing General Associate of Science degree program (40.0101) [Conferral: Spring 2017]	Fall 2016

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:

New Certificate Programs

Institution	Degree/Program/CIP	Effective Date
Old Dominion University	Initiate Graduate Certificate program in Advanced Counseling Practice (51.1508) [Conferral: Spring 2017]	Fall 2016
Old Dominion University	Initiate Graduate Certificate program in Mission Analysis and Engineering (14.2799) [Conferral: Spring 2017]	Summer 2016
Radford University	Initiate Undergraduate Certificate program in Accounting (52.0301) [Conferral: Spring 2017]	Fall 2016
University of Virginia	Initiate Graduate Certificate program in Health Sciences Management (51.0701) [Conferral: Spring 2017]	Fall 2016
Virginia State University	Initiate Undergraduate Certificate program in Homefront Readjustment for the Armed Forces (44.9999) [Conferral: Fall 2017]	Spring 2017

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 Change Approvals

Institution	Change / Site	Effective Date
George Mason University	Rename the School of Policy, Government, and International Affairs to the Schar School of Policy and Government . The School has been re-named to honor the naming gift from Dwight C. Schar and to eliminate the redundancy of the terms Government and International Affairs.	August 1, 2016
Old Dominion University	Create the Graduate School . The creation of a Graduate School will provide the infrastructure to centralize resources to support graduate education and students more effectively. The Graduate School will coordinate student recruitment and interdisciplinary planning for graduate programs, oversee	July 1, 2016

Institution	Change / Site	Effective Date
	the marketing of graduate programs, and coordinate and provide support for all graduate students.	
Virginia State University	Rename the Department of Management Information Systems to the Department of Computer Information Systems . The department has been re-named to describe accurately the overall activities and programs located in the department and to enhance recruitment of faculty and students.	July 1, 2016

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "*Policy on Mission Statement Changes at Virginia Public Higher Education Institutions*," the following item was approved as delegated to staff:

Mission Statement Approval

Institution	Modification – New Statement	Date
Norfolk State University	Norfolk State University, a comprehensive urban institution, is committed to transforming students' lives through exemplary teaching, research and service. Offering a supportive academic and culturally diverse environment for all, the University empowers its students to turn their aspirations into reality and achieve their full potential as well rounded, resourceful citizens and leaders for the 21st century.	June 20, 2016

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:

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

Institution	Effective Date
Bethel College	June 2, 2016
Divine Mercy University	May 11, 2016
Rappahannock Community College	May 10, 2016
Southwest Virginia Community College	June 30, 2016

Institution	Effective Date
Virginia Highlands Community College	June 27, 2016
Virginia Wesleyan College	June 27, 2016

Pursuant to the Code of Virginia, Section 23-276 and section 8VAC-40-31-90 of the Virginia Administrative Code, the following items were approved as delegated to staff:

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

Institution	Location	Effective Date
Aesthetics Institute of Cosmetology	Winchester, VA	May 5, 2016
Inova Fairfax Hospital School of Medical Laboratory Science	Falls Church, VA	May 3, 2016
Medical Learning Center	Fairfax, VA	May 31, 2016
Tomorrow's Image Barber Academy of Virginia	Newport News, VA	May 3, 2016

Postsecondary Institution Name Acknowledgement

Institution	Former Name	Date
Devine Mercy University	The Institute of Psychological Sciences	May 10, 2016

Institutional Student Financial Aid Plans

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

