



State Council of
Higher Education for Virginia

Agenda Book

May 20-21, 2013

Location:

Marymount University
Arlington, VA



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

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

**Marymount University
Arlington, Virginia
Gerard Phelan Hall, Zone 2
May 20, 2013
1:30 – 3:00 p.m.**

Academic Affairs Committee

1. Call to Order
2. Approval of Minutes (March 18, 2013) [Page A1](#)
3. Liaison Report
4. Action on Programs at Public Institutions [Page A6](#)
5. Action on Private and Out-of-State Post-secondary
Education Institutional Certifications [Page A20](#)
6. Action on Minor Revisions to SCHEV's Program Approval
Policy [Page A28](#)
7. Action on Minor Revisions to SCHEV's Organizational
Change Policy [Page A30](#)
8. New Business

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
MARCH 18, 2013
MINUTES**

Mr. Julious Smith called the meeting to order at 3:34 p.m. in the Lancaster Hall, Stallard Board Room, on the campus of Longwood University, Farmville, VA.

Committee members present: Gilbert Bland, Julious Smith (acting chair) and Johanna Chase.

Committee members absent: Joann DiGennaro, Mary Haddad and Gene Lockhart.

Staff members present: Joseph DeFilippo, Sandra Freeman, Kirsten Nelson and Sylvia Rosa-Casanova.

APPROVAL OF MINUTES

On motion by Mr. Smith and seconded by Ms. Chase, minutes from the January 14, 2013, meeting were approved unanimously.

LIAISON REPORT

Dr. DeFilippo gave the liaison report, as follows:

The Digital Learning Resources One-Day Conference scheduled for March 7, 2013 at the University of Mary Washington was postponed due to inclement weather. Staff is working on rescheduling, likely in early fall.

The POPE Director search is ongoing, interviews have been scheduled and a decision will be reported to Council at the next meeting in May.

Distance Education Activities.

- In 2011, the US Department of Education proposed changes that would affect schools participating in federal Title IV (financial aid) programs that offer classes via distance education. The major component of the proposed change requires institutions to have authorization from every state into which they are offering distance. SCHEV has been participating in discussions with national and regional groups (SHEEO, SREB, and the President's Forum) to assess the feasibility of a state authorization reciprocity system. Upcoming meetings will be held in Indianapolis on April 16-17 (SHEEO) and in Atlanta on April 30-May 1 (SREB). Locally, SCHEV has convened a Virginia task force made up of representatives

from the public and private institutions to assist in developing legislation and guidelines for Virginia's participation in national and/or regional reciprocity agreements.

- SCHEV staff has identified a need for greater clarity to guide the approval of online institutions seeking certification to operate in Virginia. Staff will propose the development of a guidance document specifying criteria for physical presence and quality assurance to ensure the integrity of Virginia Code is preserved. Ms. Rosa-Casanova will address this topic later when presenting the POPE Annual Report.

ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS

Ms. Robin Parker and Mr. Larry Tan were in attendance from George Mason University. Dr. DeFilippo provided a summary of the proposed M.S. in Biostatistics.

Mr. Smith asked for clarification on Council's productivity/viability standards. Dr. DeFilippo explained briefly that the productivity/viability standards are based on student-faculty ratios used in the Base Adequacy policy, and are specific to degree program discipline and level. Dr. DeFilippo agreed to give a more detailed presentation on the SCHEV productivity/viability policy at the next Academic Affairs Committee meeting.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Science (M.S.) degree program in Biostatistics (CIP: 26.1102), effective fall 2013.

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

Dr. DeFilippo provided a summary of information regarding the proposed application from Dental Assisting Institute of Virginia to be certified to operate in Virginia.

Mr. Bland asked if Council approves mission statements from POPE institutions. Dr. DeFilippo explained that for POPE institutions, beyond a review for basic appropriateness and grammar, SCHEV simply quotes the mission statement provided by the applying school.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Dental Assisting Institute of Virginia to operate a postsecondary institution in the Commonwealth of Virginia, effective March 18, 2013.

Dr. Scott Schatz from Appalachian College of Optometry was present. Dr. DeFilippo provided a summary of the agenda item, which proposes provisional certification for Appalachian College of Optometry.

Mr. Smith pointed out that the resolution omitted the requirement that the institution's provisional certification shall lapse if it does not satisfy condition # 5 in addition to # 4 as outlined in the resolution.

A corrective amendment was made to Item #6, which now reads as follows:

6. that Appalachian College of Optometry's provisional certification shall lapse if the school does not satisfy conditions # 4 and # 5 by March 31, 2014. In the event of such lapse, the school may reapply for certification.

A corrective amendment was made to the final resolved clause, which now reads as follows:

BE IT FURTHER RESOLVED that Council delegates to the Executive Director authority to confer full certification on Appalachian College of Optometry upon the school's successful completion of the site visit and submission of the required surety instrument.

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

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

- 1. that, during the period of provisional certification, Appalachian College of Optometry shall be allowed to advertise and receive student applications, but not actually enroll or instruct students.**
- 2. that, during the period of provisional certification, Appalachian College of Optometry may not collect tuition from prospective students, though it may collect initial non-refundable fees of no more than \$100, as per 8 VAC 40-31-160 (N) (2) of the *Virginia Administrative Code*.**
- 3. that, during the period of provisional certification, all publicity, advertisement, and promotional material must include a statement that the school is provisionally certified to operate in Virginia by SCHEV.**

4. that, prior to the expiration of the period of provisional certification (March 31, 2014), Appalachian College of Optometry shall satisfy a site visit conducted by SCHEV staff demonstrating that the facility conforms to all federal, state and local building codes and that it is equipped with classrooms, instructional and resource facilities, and laboratories adequate for the size of the faculty and student body and adequate to support the educational program to be offered by the school.
5. that prior to the expiration of the period of provisional certification, Appalachian College of Optometry will submit a surety instrument which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure.
6. that Appalachian College of Optometry's provisional certification shall lapse if the school does not satisfy conditions #4 and #5 by March 31, 2014. In the event of such lapse, the school may reapply for certification.

BE IT FURTHER RESOLVED that Council delegates to the Executive Director authority to confer full certification on Appalachian College of Optometry upon the school's successful completion of the site visit and submission of the required surety instrument.

ACTION ON GUIDELINES ON COURSE REGISTRATION POLICIES FOR MILITARY-RELATED STUDENTS AT VIRGINIA PUBLIC HIGHER EDUCATION INSTITUTIONS

Dr. DeFilippo provided a summary of the policy under consideration, which was mandated by Virginia Code §23-9.2:3.7 C, as established by the 2012 General Assembly. The policy under consideration is a good example of SCHEV serving as an objective intermediary on a policy matter at the behest of the General Assembly. The policy has been developed in collaboration with Council's Military Education Advisory Committee, and reviewed with IPAC and GPAC.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the *Guidelines on Course Registration Policies for Military-Related Students at Virginia Public Higher Education Institutions*, and that staff is authorized to promulgate the Guidelines immediately.

ANNUAL REPORT FROM THE OFFICE OF PRIVATE AND OUT-OF-STATE POSTSECONDARY EDUCATION (POPE)

Ms. Rosa-Casanova provided an overview of the 2012 POPE Annual Report. Council asked why the report reflected a large number of school closures in 2012. Ms. Rosa-Casanova explained that a number of institutions consolidated many of their instructional sites in 2012 while still maintaining a presence in Virginia. Examples of this include St. Leo University and the University of Phoenix.

Council also asked about student complaints. Ms. Rosa-Casanova explained that POPE has always had an obligation to handle student complaints from certified institutions. POPE receives complaints via a separate phone line set up for that purpose, by mail, via an on-line process, or by phone. However, to initiate an investigation of a certified school, complaints must be in writing. Since 2011, federal regulations require a state agency to appropriately handle student complaints from all authorized institutions. The change in federal regulations has increased the number of complaints SCHEV receives.

Ms. Rosa-Casanova advised the Committee that staff proposes to place a temporary moratorium on the certification of online institutions, pending development of a guidance document, which would be presented for Council's approval at a future meeting this year. This envisioned guidance document would seek to protect the integrity of Virginia code and regulation, preserve quality standards, and protect the integrity of the Virginia Student Tuition Guaranty Fund. The Committee endorsed Ms. Rosa-Casanova's proposal by consensus.

Mr. Smith adjourned the meeting at 4:45pm.

Julious Smith
Acting Chair, Academic Affairs Committee

Sandra Freeman
Administrative Assistant

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee, Item #4 – Action on Programs at Public Institutions

Date of Meeting: May 20, 2013

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:

Four public four-year institutions (George Mason University, Longwood University, Virginia Tech, and the University of Virginia) are requesting Council action on four proposals for new academic degree programs. Staff's review of the proposals finds that they meet the criteria established by Council for program approval.

Materials Provided:

George Mason University

- Doctor of Philosophy (Ph.D.) in Writing and Rhetoric (CIP: 23.1304)

Longwood University

- Bachelor of Science (B.S.) in Integrated Environmental Sciences (CIP: 03.0104)

Virginia Polytechnic Institute and State University

- Bachelor of Science (B.S.) in Real Estate (CIP: 52.1501)

University of Virginia

- Doctor of Philosophy (Ph.D.) in Constructed Environment CIP code: 04.04101)

Financial Impact:

Each institution affirms that the proposed program will be funded through tuition, internal reallocations and, in some cases, private fundraising, and that additional state resources will not be sought to initiate and sustain the program.

Timetable for Further Review/Action: N/A

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Doctor of Philosophy (Ph.D.) degree program in Writing and Rhetoric (CIP: 23.1304), effective fall 2013.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Longwood University to initiate a Bachelor of Science (B.S.) degree program in Integrated Environmental Sciences (CIP: 03.0104), effective fall 2013.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Bachelor of Science (B.S.) degree program in Real Estate (CIP: 52.1501), effective fall 2013.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to University of Virginia to initiate a Doctor of Philosophy (Ph.D.) degree program in Constructed Environment (CIP: 04.0401), effective fall 2013.

George Mason University
Doctor of Philosophy (Ph.D.) in Writing and Rhetoric
(CIP 23.1304)

Program Description

George Mason University (GMU) is proposing the creation of a Doctor of Philosophy (PhD) degree program in Writing and Rhetoric to be initiated fall 2013. Located in College of Humanities and Sciences, Department of English, the proposed program is designed to prepare students for two growing fields of study—composition and rhetoric and, professional writing. The program will focus on theory and practices designed to support writing learners, writing program administration, and rhetorically skillful planning and production of written texts for a range of media and audiences. The curriculum will provide students with coursework in rhetorical history, composition pedagogy, professional writing, public rhetorics, and research methods. The program would offer three areas of specialization: 1) Composition – theories and practices of writing and writing instruction, curriculum design, program design and administration, and faculty development; 2) Professional Writing – theories and practices of scientific and technical writing and editing, cultures of workplace writing, digital and new media writing, and cross-cultural/global business writing; and 3) Public Rhetorics – theories and practices of rhetoric and rhetorical history, argumentation and persuasion, political and civic rhetorics, and media analysis. Graduates will possess the knowledge, skills, and ability to design and teach graduate and undergraduate writing and rhetoric courses, direct research projects, develop and direct writing programs, and research, design, and produce complex documents. GMU developed 11 new courses for the proposed program. The courses include all five core courses and six courses in the specialization areas.

The program would require 48 credit hours beyond the Master's degree: 12 credit hours of core coursework; three credit hours coursework in research methodology; 12 credit hours of coursework in one of the areas of specialization; nine credit hours of coursework in a secondary concentration; and 12 credit hours of dissertation coursework.

Justification for the Proposed Program

GMU and the external reviewers concur that the proposed program directly addresses a need to meet the demand for "scholars of rhetoric, writing professors, and technical and professional writers" who are trained in "rhetoric, technology, culture, and research." A need exists for professionals who "will teach the next generations of program administrators, composition instructors, professional writers, and producers of new media and social networking communications."

The external reviewer's report notes, "the proposed program's focus on the processes of teaching, program building, and communicating across audiences and contexts" makes it unique and responsive to industry demand. "Practitioners will be able to adjust to any environment (academic, government, or business)." The proposed program "will prepare graduates to teach undergraduates the very skills employers seek." Moreover, GMU's location in northern Virginia/DC "gives access to research

and resources" and opportunities for internships and partnerships "unlike many other parts of the country." "Connection to one of the oldest National Writing Projects (The Northern Virginia Writing Project) provides a student pipeline to the program." The external-reviewers "enthusiastically" endorsed the program proposal.

Student Demand

In fall 2011, GMU surveyed students enrolled in the MA/MFA in English degree program, members of the Society for Technical Communication-DC area, and member-teachers of the Northern Virginia Writing Project. Of the 68 respondents, 14 (approximately 21%) indicated they would "definitely" be interested in enrolling in the proposed program; 14 (approximately 21%) indicated they would "very likely" be interested in enrolling in the proposed program; and 12 indicated they would "likely" be interested in enrolling in the proposed program.

Nine emails from potential students indicate student interest in the proposed program. One student wrote, "I am interested in applying for the upcoming PhD program in Rhetoric/Composition...Please let me know the time line for when applications will be due: I'm eager to start!" Another student wrote, "I am currently researching possible doctoral programs in my field of interest. I am very much interested in learning more about the proposed program."

The summary of projected enrollments for the proposed program shows a headcount (HDCT) of 10 in the program's first year, rising to a HDCT of 37 by the target year. Enrollment projections show a full-time equated student enrollment (FTES) of 6.0 in the program's first year (2013-14). The projections continue as follows: FTES 2014-15, 11.0; 2015-16, 16.0; and 2016-17, 18.0. GMU anticipates 10 graduates per year beginning in 2017-18. If projections are met, then this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

GMU states that jobs in the emerging field of composition/rhetoric are expanding. Employment opportunities are available in colleges and universities, K-12 education, and government. Employment announcements (in Virginia and nationally) for faculty, program director, writing center director, and technical writer-editor indicate demand for doctoral-level trained personnel. Data specific to future employment demand was not available as the Bureau of Labor Statistics (BLS) and the Virginia Employment Commission (VEC) do not have a job category for rhetoric and writing. However, the BLS projects that between 2010 and 2020 employment of postsecondary teachers is expected to grow "about as fast as the average for all occupations" or 17% (<http://www.bls.gov/ooh/Education-Training-and-Library/Postsecondary-teachers.htm>). The Virginia Workforce Connection (VAWC) projects that between 2010 and 2020 employment of English language and literature teachers, postsecondary is expected to increase 22.3% or 2.0% annually (available at: <http://www.vawc.virginia.gov/>).

Issues of Duplication

Three public institutions (ODU, UVA, and VCU) offer a similar or related program.

ODU offers a PhD in English with one of its tracks in Rhetoric, Writing, and Discourse Studies. UVA's program focuses on the study of English language, literature, and research and offers a course in composition. GMU's program differs in that the program will focus on writing and composition. VA Tech's program is similar to the proposed program in that VA Tech requires core courses in rhetoric and writing and offers three tracks: composition, professional writing, and public rhetoric/rhetoric in society. GMU's program differs in that GMU will offer courses in writing program administration. Further, VA Tech receives 30 to 40 applications of which approximately 10 applicants are highly qualified. VA Tech admits four to five students of the qualified applicants (Dr. Paul Heilker, personal communication, January 2013). GMU asserts that the proposed program would be a viable option for students seeking a Rhetoric and Writing PhD degree program in Virginia.

Resource Needs

The proposed program will be funded primarily through departmental reallocations within the College of Humanities and Sciences and the institution. The institution will not seek additional state resources to initiate and sustain the program.

Board Approval

The GMU Board of Visitors approved the proposed program on January 12, 2012.

Staff Recommendation

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

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Doctor of Philosophy (Ph.D.) degree program in Writing and Rhetoric (CIP: 23.1304), effective fall 2013.

Longwood University
Bachelor of Science (B.S.) in Integrated Environmental Sciences
(CIP: 03.0104)

Program Description

Longwood University (Longwood) is proposing the creation of a Bachelor of Science (BS) degree program in Integrated Environmental Sciences to be initiated fall 2013. The program would be located in the Cook-Cole College of Arts and Sciences, Department of Biological and Environmental Sciences. Designed as an integrated, interdisciplinary degree program, the proposed program would provide students with a foundation in the life, physical, earth and social sciences and require students to apply, evaluate, and integrate knowledge to address environmental issues. The curriculum will provide students with experiences in rigorous integrative learning and includes coursework in environmental sciences, global environmental issues, environmental planning and management, environmental decision making, and environmental investigations. Students will understand the connections among physical, biological, and social systems and be prepared to analyze complex environmental issues and formulate solutions using integrative and interdisciplinary approaches. Students would have the opportunity to pursue four concentration areas: 1) Life Sciences, 2) Physical Sciences, 3) Earth Sciences, and 4) Social Sciences. Longwood developed 8 new courses for the proposed program.

The program would require a total of 120 credit hours: 38 credit hours of general education coursework; 49 credit hours of core coursework; 12-16 credit hours in a concentration; seven credits of additional science and math coursework; 10-14 credit hours of general electives.

Justification for the Proposed Program

In 2010, the Director of the National Science Foundation stated that the problems we face today both in science and in society are highly complex and highly interdisciplinary. "Clean water, clean energy, transportation, these not only require interdisciplinary approaches from different branches of science and engineering, they also have to bring in social sciences, political sciences and so forth (Suresh, Subra. Interview. National Public Radio, Talk of the Nation. 12, Nov. 2010). In 2012, the Bureau of Labor of Statistics noted that more businesses are expected to consult with environmental scientists in the future to help them minimize the impact their operations have on the environment. "Environmental consultants help businesses develop practices that minimize waste, prevent pollution, and conserve resources." Moreover, "environmental scientists [will be] needed to help develop and construct... systems that protect natural resources and limit damage to the land" (<http://www.bls.gov/ooh/life-physical-and-social-science/environmental-scientists-and-specialists.htm#tab-6>). In a letter of support, the Executive Director of Clean Virginia Waterways wrote that "current environmental problems present formidable challenges, so expanding environmental education in both the classroom and on campus is critical." Longwood contends that the proposed program is timely and will address industry needs.

In 2010, in a presentation to the Governor's Commission on Higher Education Reform, it was noted that "the percentage of college degrees in STEM areas has been declining in Virginia in recent years despite expert predictions that by 2016 almost three-fourths of the fastest growing jobs in the United States will be in the STEM fields." Moreover, "to meet anticipated demand, according to one respected economist, Virginia will need to prepare 100,000 additional workers with STEM degrees over the next decade." Further, "despite Virginia's relatively high ranking on the percentage of STEM degrees awarded from public and private institutions, that percentage has been declining in recent years, causing STEM degree production in Virginia to remain fairly flat despite significant enrollment increases." The Commission recommends that concerted action be taken specifically to increase the number of students completing degrees in STEM fields, including medicine and other health-related areas of study (<http://www.education.virginia.gov/initiatives/highereducation/docs/finalhecinterimreport-122010.pdf>). Longwood affirms that the proposed degree program is specifically designed to address the "calls to action" for more graduates in the science field.

Student Demand

In spring 2012, Longwood surveyed applicants who had accepted admissions to the institution for the fall 2012 semester and who indicated interest in either science as a major or had not declared a major. Of the 66 respondents, 9 (approximately 14%) indicated "strongly agree" in their interest in attending [the institution] and majoring in environmental science; 10 (approximately 15%) indicated "agree" in their interest in attending [the institution] and majoring in environmental science.

In spring 2012, Longwood surveyed undergraduate students who had not declared a major. Of the 39 respondents, 8 (approximately 21%) indicated "strongly agree" in their interest in majoring in environmental science; 5 (approximately 13%) indicated "agree" in their interest majoring in environmental science.

In spring 2013, Longwood surveyed undergraduate students who as of February 2013 had not declared a major. Of the 18 respondents, 8 (approximately 44%) indicated "strongly agree" in their interest in majoring in environmental science; 7 (approximately 39%) indicated "agree" in their interest majoring in environmental science.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 20.0 in the program's first year (2013-14). The projections continue as follows: FTES 2014-15, 36.0; 2015-16, 51.0; and 2016-17, 67.0. Longwood anticipates producing 16 graduates each year beginning in 2016-17. If these projections are met, this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

Longwood states that the graduates of the proposed program will be qualified for entry-level positions as environmental scientist, conservation specialist, environmental compliance specialist, water conservation coordinator, and energy efficiency researcher. Graduates will possess the knowledge and skills needed to fill positions in

government agencies, non-profit conservation organizations, and private industry. Employment announcements indicate need in Virginia and nationally for bachelor-level graduates to fill positions such as Water Conservation Coordinator, Environmental Scientist, Erosion Control Specialist, and Green Building Research Analyst. Letters from government agencies and private industry indicate demand. One employer wrote "I have been keeping track of the many government agencies, environmental organizations, aquariums, businesses and other organizations that are seeking applicants with knowledge in integrated environmental sciences – I was amazed at the number of job and career openings." The Bureau of Labor Statistics (BLS) projects that between 2010 and 2020 employment of environmental scientists and specialists is expected to grow 19%. The BLS noted that heightened public interest in the hazards facing the environment, as well as the increasing demands placed on the environment by population growth, are expected to spur demand for environmental scientists and specialists (<http://www.bls.gov/ooh/life-physical-and-social-science/environmental-scientists-and-specialists.htm>). The Virginia Workforce Connection (VAWC) projects that between 2010 and 2020 employment of Environmental Scientists and Specialists, including Health is expected to increase 21.8% or 2.0% annually (available at <http://vawc.virginia.gov/analyzer>).

Issues of Duplication

Three public institutions (GMU, UVA, and VA Tech) offer a bachelor's degree in Environmental Sciences. All of the degree programs are similar to the proposed degree program in that the curriculum is multidisciplinary and requires students "to take a breadth of courses across academic disciplines." The proposed program differs from the other programs in that Longwood would offer concentrations in life science, physical science, earth science, and social science. Further, Longwood would be the only public institution in Southside Virginia to offer the proposed degree program.

Resource Needs

The proposed program will be funded primarily through institutional reallocations and other funding sources with support from tuition revenue and state appropriated funding to Science, Technology, Engineering, and Mathematics (STEM) programs. The institution will not seek additional state resources to initiate and sustain the program.

Board Approval

The Longwood Board of Visitors approved the proposed program on June 15, 2012.

Staff Recommendation

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

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Longwood University to initiate a Bachelor of Science (B.S.) degree program in Integrated Environmental Sciences (CIP: 03.0104), effective fall 2013.

Virginia Polytechnic Institute and State University
Bachelor of Science (B.S.) in Real Estate
(CIP: 52.1501)

Program Description

Virginia Polytechnic and State University (Virginia Tech) requests approval for a Bachelor of Science (BS) degree in Real Estate to commence in the fall 2013 semester. The Real Estate BS is designed to be a comprehensive, interdisciplinary program that crosses traditional college boundaries, while building on existing strengths in six colleges: Agriculture and Life Science, Architecture and Urban Studies, Business, Engineering, Liberal Arts and Human Sciences, and Natural Resources and Environment. Virginia Tech contends that the motivation for the program addresses specific 21st century challenges in the real estate and related industries—to restore trust following the great recession and collapse of the real estate market, to provide affordable and environmentally sound housing, to satisfy the needs of a growing national population, and to address a purported lack of employees with a sufficiently broad bachelor's education in the real estate sector.

The proposed degree program would require a core of 35 credits in real estate coursework, broken down into two subsets of courses: a set of five courses (fourteen credits) would aim at integration and practical experience in real estate; a second set of seven courses (21 credits) would cover core business topics in real estate, such as law, property management, finance, and marketing. Students would then take a set of 21 credits in restricted electives in one of four concentrations—planning, project design & construction, market analysis, marketing & management, or sustainability. It is expected that many students would do the real estate BS as a double major, in which case certain specified majors (e.g., building construction or landscape architecture) would be allowed to serve as the student's concentration.

Justification for the Proposed Program

Virginia Tech contends that addressing challenges faced by the commercial real estate industry from diminished public confidence, social and environmental concerns, the anticipated 42% growth in the U.S. population by 2050, and projected retirements of senior executives call for professionals with a broader more interdisciplinary set of skills. According to one recent article, "(f)or decades, universities in the United States tended to regard real estate development as a business enterprise ... but times are changing ... real estate development demands practitioners who possess a broad spectrum of talents and skills..." (Porter, D., "University Real Estate Programs Today Active and Evolving." *Urban Land*, November/December 2012, 55-71). The proposal states that, "adjustments in the real estate industry highlight the need for broadly trained professionals who understand a variety of academic disciplines and can work in a team to solve important and complex issues related to the development and management of real estate and the built environment. Students cannot be focused on just one element of the real estate industry because the demands for housing and commercial real estate will continue to change, and successful real estate professionals will need to be able to respond and adapt to these multifaceted changes."

Student Demand

In fall 2012, Virginia Tech surveyed more than 1,200 students taking classes in subjects related to real estate. Answers to questions indicating student interest are detailed as follows:

If Virginia Tech offered a real estate major and adding it to your current major would not extend your undergraduate program past four years, how likely would you be to add a real estate major as a second major?

1. Very Likely (**213**) 2. Somewhat Likely (**440**) 3. Not Very Likely (**661**)

If Virginia Tech offered a real estate major and changing into it did not extend your undergraduate program past four years, how likely would you be to change your major to real estate?

1. Very Likely (**62**) 2. Somewhat Likely (**223**) 3. Not Very Likely (**1,027**)

Emails/letters from five current, and four prospective students were included with the proposal indicating interest in the proposed program.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 30.0 in the program's first year (2013-14). The projections continue as follows: FTES 2014-15, 70.0; 2015-16, 120.0; and 2016-17, 150.0. Virginia Tech anticipates producing 38 graduates each year beginning in 2016-17. If these projections are met, this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

Virginia Tech asserts that graduates will be qualified for a very broad range of entry level positions upon graduation, depending on the specific concentration pursued and whether the student has completed the program as a double major. The Bureau of Labor Statistics (BLS) projected growth for select relevant disciplines (2010-20) is: appraisers, +7%; property managers, +6%; loan officers, +14%; and marketing analysts, +41%. Virginia Workforce Connection (VAWC) projections over the same period are: appraisers, +6%; property managers, +4%; loan officers, +22%; and marketing analysts, +47%. While the projections of some of the target occupations are relatively low, Virginia Tech contends that the particular breadth of the proposed program has been designed to equip students with a comprehensive knowledge base industry has found wanting in entry level applicants. The Senior Vice President of a real estate services corporation has written in support of the program: "We have a difficult time identifying qualified employees because of the specialty knowledge that is required in the real estate profession. ... The B.S. in Real Estate at Virginia Tech will provide students with the education to successfully compete for employment with [our company], and they will be educated to address this challenging gap in the pool of potential employees." Virginia Tech attests that \$1.2M in donations has been pledged to support the program from the real estate industry; Tech plans to raise an endowment of \$10M to support the program.

Issues of Duplication

Virginia Commonwealth University (VCU) offers a B S in Real Estate. The VCU program has a more focused business curriculum and is, indeed, housed in a school of business. The Virginia Tech program draws its advanced study options from a range of colleges, and envisions that a majority of students pursuing its real estate degree will in fact be double majors from selected programs at the institution.

Resource Needs

The proposed program will be funded primarily through reallocations from six participating colleges and from fundraising. If the fundraising target of \$10M is met, this will generate a \$500,000/year source of funding to support the program on an ongoing basis. The institution will not seek additional state resources to initiate and sustain the program.

Board Approval

The Virginia Tech Board of Visitors approved the proposed program on November 5, 2012.

Staff Recommendation

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

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Bachelor of Science (B.S.) degree program in Real Estate (CIP: 52.1501), effective fall 2013.

University of Virginia
Doctor of Philosophy (Ph.D.) in Constructed Environment
(CIP: 04.0401)

Program Description

The University of Virginia (UVA) is proposing the creation of a Doctor of Philosophy (PhD) degree program in Constructed Environment to be initiated in fall 2013. The proposed program would be located in the School of Architecture. The program is interdisciplinary and would span the four departmental disciplines within the School—architectural history, architecture, landscape architecture, and urban and environmental planning. The primary purpose of the program is to produce university faculty by attracting students interested in pursuing instructional- and research-based careers in the constructed environment. UVA contends that the need for the proposed program stems from changes in architecture and other disciplines related to the constructed environment. Compared to 30 years ago, there is now a much higher expectation in these disciplines that university faculty possess a doctorate; recent publications and job ads bear this out.

The proposed degree program would require a minimum of 72 credit hours of graduate coursework: fourteen credits in core courses; nine credits in research methods; twenty-five credits in the area of the student's research specialization; and twenty-four credits of dissertation research. Student research will fall within one of six "research themes" within the School of Architecture: Design and Health; Adaptive Infrastructures; Regenerate; Design and Community Engagement; Design Representation and Material Practices; and Expanding Canons.

Justification for the Proposed Program

UVA contends that many of the most challenging problems facing global society today relate to disciplines falling under the label "constructed environment." These problems include environmental sustainability, transportation infrastructure, affordable housing, and urban sprawl. Key characteristics of these problems are their multidisciplinary scope and universal presence: people around the world are faced with issues of the constructed environment, ranging from individual buildings, to community, to region, to global concerns such as climate change. The proposed degree program has been designed to combine specialized knowledge informed by the broader perspective provided by the School of Architecture's overall offerings so that graduates will be able to conduct research that takes into account the full range of issues affecting humans' constructed environments. A two-person external review team reviewed the proposal and conducted a site visit at UVA with SCHEV staff. The written review report strongly recommends approval of the program, citing among other things the strength of the faculty and UVA's position among leading schools of architecture nationally (it is alone among peers in not having a doctoral program).

Student Demand

In January 2011, the UVA School of Architecture surveyed applicants to its graduate programs. Of 740 applicants, 262 responded. Of the 262 respondents:

- 81.3% agreed or strongly agreed that “the PhD in Built Environment would be positive for the School and/or the disciplines.”
- 36.3% agreed or strongly agreed that, “if the PhD in the Built Environment were implemented I would be interested in applying for it.”

Seven emails were included with the proposal, all from international students, indicating interest in applying for the program when implemented.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 6 in the program’s first year (2014-15). The projections continue as follows: FTES 2015-16, 11; 2016-17, 15; and 2017-18, 19. UVA anticipates having four graduates each year beginning in 2018-19. If these projections are met, this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand

UVA asserts that graduates of the proposed program will be qualified to enter faculty positions at American and foreign institutions of higher education in disciplines such as architecture, landscape architecture, urban planning, and others related to the scope of “constructed environment.” There is, in addition, some evidence for a growing trend of industry-based research, and therefore graduates will be qualified for private sector employment as well that requires the doctorate. The Bureau of Labor Statistics (BLS) projected growth for relevant disciplines (2010-20) is: architecture, +24%; landscape architecture, +16%; and urban & regional planning, +16%. Virginia Workforce Connection (VAWC) projections over the same period are: architecture, +23%; landscape architecture, +16%; urban & regional planning, +10%; and postsecondary architecture teachers, +29%. There is some cause for concern about employment projections in this sector of the economy, as the employment of architects (BLS: -25%; VAWC: -15%) and landscape architects (BLS: -25%; VAWC: -26%) suffered severe retractions during 2008-11 due to the recession. Thus, even if fully realized, the BLS and VAWC 2010-20 projections will simply bring these professions approximately back to pre-recession levels. In favor of the proposed program as a producer of future faculty members in architecture-related disciplines, the external reviewers estimate that the totality of PhD programs in the US will not for the foreseeable future produce enough graduates to fill all faculty openings.

Issues of Duplication

Virginia Tech offers a PhD in Architecture and Design Research (CIP: 04.0401). Despite overlap in architecture and architectural history, the Virginia Tech program does not have the same kind of multidisciplinary structure as the proposed UVA program. Virginia Tech focuses on at least one area—building construction—that the UVA program does not cover.

Resource Needs

The proposed program will be funded primarily through reallocations within the School of Architecture and fundraising. The institution will not seek additional state resources to initiate and sustain the program.

Board Approval

The UVA Board of Visitors approved the proposed program on June 10, 2011.

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 the University of Virginia to initiate a Doctor of Philosophy (Ph.D.) degree program in Constructed Environment (CIP: 04.0401), effective fall 2013.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee Item #5 – Action on Private and Out-of-State Post-secondary Education Institutional Certifications

Date of Meeting: May 20, 2013

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

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

Three postsecondary institutions, Lancaster Bible College/Capital Bible Seminary; Tepeyac School of Sonography; and Assist to Succeed Dental Assisting School are seeking certification to operate in Virginia.

Materials Provided:

- Lancaster Bible College/Capital Bible Seminary application summary
- Tepeyac School of Sonography application summary
- Assist to Succeed Dental Assisting School application summary

Financial Impact:

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

Timetable for Further Review/Action: N/A

Resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Lancaster Bible College/Capital Bible Seminary to operate a postsecondary institution in the Commonwealth of Virginia, effective May 21, 2013.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Tepeyac School of Sonography to operate a postsecondary institution in the Commonwealth of Virginia, effective May 21, 2013.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Assist to Succeed Dental Assisting School to operate a postsecondary institution in the Commonwealth of Virginia, effective May 21, 2013.

Lancaster Bible College/Capital Bible Seminary **Application Summary**

Institutional Overview

Lancaster Bible College is an out-of-state, non-profit, institution of higher education that obtained permission from its accrediting agency to acquire Washington Bible College/Capital Bible Seminary—a degree granting institution operating in Virginia that began having financial difficulties in late 2012. Thus this application for certification constitutes a change of ownership that allows students to continue programs started at Washington Bible College/Capital Bible Seminary without interruption. Lancaster Bible College/Capital Bible Seminary will operate its Virginia campus at the same location as the former Washington Bible College/Capital Bible Seminary. Lancaster Bible College/Capital Bible Seminary is accredited by both the Middle States Commission on Higher Education (MSCHE) and the Association for Biblical Higher Education (ABHE).

Institutional Officer

Peter W. Teague is the President of Lancaster Bible College and Mr. Gary Bredfeldt is the Vice President and Dean of Capital Bible Seminary.

Mission Statement

The Institution's mission statement is as follows:

Lancaster Bible College exists to educate Christian students to think and live a biblical worldview and proclaim Christ by serving him in the church and society.

Proposed Educational Programs and Credentials Conferred

Certificate: Bible Studies

Certificate: Ministry Studies

Master of Arts: Biblical Studies

Master of Arts: Ministry

Master of Arts: Christian Counseling and Discipleship

Master of Divinity: Ministry

Proposed Location

Lancaster Bible College/Capital Bible Seminary operates at the following address:

8001 Forbes Place
Springfield, VA 22151

Financial Stability Indicator

Lancaster Bible College/Capital Bible Seminary submitted the Projected Accounting Budget developed by SCHEV staff. Using the information provided by the Institution, SCHEV staff calculated the Institution's financial composite score as 2.1 out of a possible 3.0, which indicates that the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

Lancaster Bible College/Capital Bible Seminary of Virginia, Inc submitted a \$72,535.53 Irrevocable Letter of Credit, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the institution’s closure, pursuant to 8 VAC 40-31-160 (I).

Evidence of Compliance

Lancaster Bible College/Capital Bible Seminary of Virginia provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

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

Staff Recommendations

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

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Lancaster Bible College/Capital Bible Seminary to operate a postsecondary institution in the Commonwealth of Virginia, effective May 21, 2013.

Tepeyac School of Sonography **Application Summary**

Institution Overview

Tepeyac School of Sonography is an in-state, career-technical, postsecondary institution that will teach the basic ultrasound skills in obstetrics.

Institutional Officer

The Director of Tepeyac School of Sonography is Susan Gray.

Mission Statement

The Institution's mission statement is as follows:

Tepeyac Family Center's mission is to convey the healing presence of Christ through excellent medical care which respects the consciences of patients and providers; serves the poor; and upholds the sanctity of life at all stages. Tepeyac School of Sonography (TSS) is an integral part of Tepeyac Family Center's mission by training healthcare professionals to provide obstetrics ultrasound services for pregnant women and unborn children with the highest levels of respect and dignity.

Proposed Educational Programs and Credentials Conferred

Certificate: Diagnostic Medical Sonography

Proposed Location

Tepeyac School of Sonography will operate at the following address:

11096-A Lee Highway
Fairfax, VA 22030

Financial Stability Indicator

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

Guaranty Instrument

Tepeyac School of Sonography has submitted a \$5,000 surety instrument, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the institution's closure, pursuant to 8 VAC 40-31-160 (I).

Evidence of Compliance

Tepeyac School of Sonography provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

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

Staff Recommendations

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

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Tepeyac School of Sonography to operate a postsecondary institution in the Commonwealth of Virginia, effective May 21, 2013.

Assist to Succeed Dental Assisting School **Application Summary**

Institutional Overview

The Assist to Succeed Dental Assisting School is an in-state, vocational-technical institution that prepares students for entry level positions as chair side assistants in a dental office.

Institutional Officer

Rebecca McIntyre is the chief administrator of the Assist to Succeed Dental Assisting School.

Mission Statement

The Institution's mission statement is as follows:

Our mission at ATS is to prepare the student for a career in dental assisting. The student will receive a solid academic background in dentistry as well as practical, clinical hands on training in preparation for entering the dental assisting field.

Proposed Educational Programs and Credentials Conferred

Certificate: Dental Assisting

Proposed Location

Assist to Succeed Dental Assisting School will operate from the following address:

115 Oakwood Drive
Bridgewater, VA 22812

Financial Stability Indicator

Assist to Succeed Dental Assisting School submitted the Projected Accounting Budget developed by SCHEV staff. Using the information provided by the institution, SCHEV staff calculated the institution's financial composite score as 2.4 out of a possible 3.0, which indicates that the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

Assist to Succeed Dental Assisting School, Inc submitted a \$5,000.00 Surety Bond, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure, pursuant to 8 VAC 40-31-160 (I).

Evidence of Compliance

Assist to Succeed Dental Assisting School provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

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

Staff Recommendations

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

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Assist to Succeed Dental Assisting School to operate a postsecondary institution in the Commonwealth of Virginia, effective May 21, 2013.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee, Item #6 – Minor Revisions to SCHEV’s Program Approval Policy

Date of Meeting: May 20, 2013

Presenter: Dr. Monica Osei
Assistant Director of Academic Affairs
MonicaOsei@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: March 21, 2011

Action: Approval of minor revisions to the policy “State-Level Requirements for Approval of Various Academic Program Actions at Public Institutions”

Background Information/Summary of Major Elements:

At its March 21, 2011 meeting, Council approved the updated policy "State-Level Requirements for Approval of Various Academic Program Actions at Public Institutions." In a recent review of the policy, SCHEV staff determined that language was needed to clarify certain aspects of the policy, guidelines, and procedures and insure that SCHEV’s records for all program actions are accurate and complete. The attached selected pages of the policy reflect the proposed revisions to address the following items:

1. Definition of a degree designation change;
2. Definition of degree designation discontinuance;
3. Instructions for changes to programs;
4. Instructions to discontinue a degree designation.

The Council is responsible for reviewing any proposed changes to the policy and procedures “State-Level Requirements for Approval of Various Academic Program Actions at Public Institutions” and recommending approval or denial. The Council has established the policy and procedures related to academic programs at public institutions as part of its obligation to promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in Virginia.

Materials Provided: An updated version of “State-Level Requirements for Approval of Various Academic Program Actions at Public Institutions,” with revisions indicated via marginal comments.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves proposed revisions to the policy “State-Level Requirements for Approval of Various Academic Program Actions at Public Institutions,” effective June 1, 2013.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
STATE-LEVEL REQUIREMENTS FOR APPROVAL
OF VARIOUS ACADEMIC PROGRAM ACTIONS
AT PUBLIC INSTITUTIONS**

This process chart was developed by SCHEV staff as a reference guide for public institutions seeking state action on academic programs. **Shaded actions require preparation of program proposals.** Non-shaded actions require submission of designated forms and narrative statements. SCHEV’s “[Policies and Procedures for Program Approvals and Changes](#)” contains definitions of these terms, specific policy statements, detailed instructions, and all requisite forms.

Academic Program Action Sought by Institution	State-Level Requirement			
	Council Approval	SCHEV Staff Approval	Action Reported to SCHEV	No Action Required at State Level
New Degree Program ¹	X			
Spin-Off Degree Program		X		
First Professional Degree ¹	X			
Health Program ^{1,2}	X			
Major, Concentration, Option, Emphasis, Focus, or Track				X
Certificate			X ³	
C.A.G.S. or Ed.S. ¹	X			
Program Merger		X ^{4,6}		
Degree Designation Change ¹		X ⁵		
Program Title Change		X ⁵		
CIP Code Change		X ⁵		
Program Discontinuance		X ⁶	X ⁶	

Comment [m1]: Added text.

¹If a proposed academic program will elevate a public institution to a new degree level then, the institution must also seek approval to change its degree-level authority through the appropriate state procedures.

²§23-9.10:1 The State Council of Higher Education is hereby designated the planning and coordinating agency for all post-secondary educational programs for all health professions and occupations.

³For all certificate programs, submit the “Program Proposal” cover sheet and a requisite narrative statement.

⁴Submit the “Format for Merging Academic Programs” cover sheet and requisite narrative statement.

⁵Submit the “Format for Revising Academic Programs” cover sheet and requisite narrative statement.

⁶Submit the “Intent to Discontinue an Academic Program” cover sheet and requisite narrative. [Action to remove a degree designation must be approved by staff.](#)

Comment [m2]: Added text to specify approval required to remove a degree designation.

Degree designation change: addition or change made in an existing degree designation (as reflected in SCHEV’s program inventory), provided no significant changes have been made to program requirements, content, or emphasis. For example, adding a B.A. degree designation to an existing B.S. degree or changing from a B.A. degree to the B.S. or from the M.A. in Fine Arts to the M.F.A. SCHEV staff approval is required for a change in degree designation. For an institution seeking to remove a degree designation, see Program Discontinuance, below.

Comment [m3]: Text to include adding a degree designation to an authorized degree program.

Program title change: change made in an existing program title (as reflected in SCHEV’s program inventory), provided no significant changes have been made to program requirements, content, or emphasis, and provided that the new program title replaces the current program title (e.g. from the M.F.A. in Arts to the M.F.A. in Visual and Performing Arts). SCHEV staff approval is required for a program-name change.

CIP code change: change made in an existing six-digit CIP code designation (as reflected in SCHEV’s program inventory), provided no significant changes have been made to program requirements, content, or emphasis, and provided that the new CIP code replaces the current code to respond to changes in the field or to better reflect the intent of the program. SCHEV staff approval is required for a CIP code change.

Program discontinuance: action taken to close a program by indicating in SCHEV’s program inventory the dates for which no new enrollments and no new graduates will be reported. Subsequent notification of SCHEV staff is required. The intent to close a program in a Critical Shortage area requires additional information. Institutions must seek Council approval for a new degree program if reactivation of a discontinued program is desired.

Action taken to remove a degree designation from a program (e.g., remove a M.A. from an existing M.A./M.S. degree program) by indicating in SCHEV’s program inventory the dates for which no new enrollments and no new graduates will be reported. The intent to close a degree designation of a program in a Critical Shortage area requires additional information. SCHEV staff approval is required to remove a degree designation from a program.

Comment [m4]: Added text to define discontinuing a degree designation for an authorized degree program.

C. “New” and “Spin-Off” Academic Degree Programs

1. Background

By Council action in March 2002, distinctions were established between “new degree programs” and “spin-off degree programs” within SCHEV’s approval process. The purpose of this action was to clarify and streamline program-approval procedures. As a result of this action, while the Council will continue to formally approve all new programs, SCHEV staff have been delegated the responsibility for approval of spin-off programs that meet the criteria specified in these policies and procedures. New and spin-off degree programs must be proposed to SCHEV using the guidelines, instructions, and forms contained herein.

IV. Procedures for Changes to Existing Degree Programs

A. General Guidelines for Program Changes

- All requests for program changes must be reviewed and approved by Council. Request for program actions must be submitted to SCHEV staff at least sixty days prior to the institution's desired initiation date. Requests for changes to existing programs (i.e., program mergers and changes of programs' names, degree designations, or CIP codes), as well as notifications of program discontinuances, necessitate the submission of information and forms different and separate from those required for new and spin-off programs. All requests must include the information required by SCHEV's policy.
- Proposed modifications to existing programs are eligible for review and approval by SCHEV's staff if such changes will be fully supported through internal reallocation and comprised predominantly of existing courses and existing faculty.
- SCHEV reserves the right to request additional information - including a proposal for a new degree program - in cases where program curriculum has undergone change(s) since approval by Council.

Comment [m5]: Added text for specific instruction.

Comment [m6]: Added text for specific instruction.

B. Specific Instructions for Program Changes

Comment [m7]: All text in this section is added for specific instruction and documentation.

1. Revision of Academic Programs (Title/CIP Code/Degree Designation Changes)

- Documentation to revise an academic degree program must include the following five components: (i) a letter from the chief academic officer containing the information listed below; (ii) the "Format for Revising Academic Program Title, CIP Code or Degree Designation" Cover Sheet; (iii) a narrative and support documentation; (iv) curriculum requirements; and (v) an explanation of resources.

i) Letter from Chief Academic Officer

A letter from the chief academic officer must accompany the request for all revisions of academic degree programs. The letter must:

- indicate the nature of the change and include the degree program title, CIP code, and degree designation;
- describe the institution's commitment to the proposed change (in terms of faculty and physical resources) and describe the resources needed to support the change.
- Include a narrative and support documentation providing justification for the revision/change.
- Include the curriculum for the existing degree program and the revised degree program and explain changes to curricular requirements;
- Submit two hard copies of the documentation. One document must contain an original signature.

3. Intent to Discontinue Academic Programs

- A public institution's chief academic officer must submit the "Intent to Discontinue an Academic Degree Program" Cover Sheet (below) and a narrative statement explaining the reason(s) for the discontinuance and the institution's plans to "teach out" current students. **Note:** Termination date for reporting degrees should not exceed **seven** years beyond the last date for reporting new enrollments.
- An institution seeking to remove a degree designation from a program (e.g., remove a M.A. from an existing M.A./M.S. degree program), must submit documentation that includes the following five components: (i) a letter from the chief academic officer containing the information listed below; (ii) the "Intent to Discontinue an Academic Degree Program" Cover Sheet (below); (iii) a narrative and support documentation; (iv) curriculum requirements; and (v) an explanation of impact on resources. The intent to close a degree designation of a program in a Critical Shortage area requires additional information. SCHEV staff approval is required to remove a degree designation from a program. All requests must be submitted and approved prior to the closure of the degree designation.

Comment [m8]: All text below is added for specific instruction and documentation.

i) Letter from Chief Academic Officer

A letter from the chief academic officer must accompany the request for the intent to discontinue a degree program/degree program designation. The letter must:

- indicate the nature of the change and include the degree program title, CIP code, and degree designation;
- describe the institution's commitment to the proposed change (in terms of faculty and physical resources)
- describe the resources needed to support the change.
- Include a narrative and support documentation providing justification for the discontinuance;
- Include the curriculum for the existing degree program and the revised degree program and explain changes to curricular requirements;
- Include the institution's plans to "teach out" current students and the date the program would no longer be available;
- If program closure is in a critical shortage area, question #9 on the Intent to Discontinue form must be completed. For teacher education programs, institutions can determine if a program is in a critical shortage area by visiting the Virginia Department of Education's (VDOE's) website. For a list of jobs, trades, and professions for which a high demand for qualified workers exists, institutions can visit the Virginia Employment Commission (VEC) and the U. S. Bureau of Labor Statistics (BLS) websites.
- Submit two hard copies of the documentation. One document must contain an original signature.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee, Item #7 – Action on Minor Revisions to SCHEV Organizational Change Policy

Date of Meeting: May 20, 2013

Presenter: Dr. Monica Osei
Assistant Director of Academic Affairs
MonicaOsei@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: July 16, 2012

Action: Approval of minor revisions to the policy, “Organizational Changes at Public Institutions: Policies and Procedures for Internal and Off-campus Organizational Changes”

Background Information/Summary of Major Elements: The Code of Virginia charges Council with responsibility to oversee “organizational changes” at Virginia public institutions of higher education. It specifies, in part, 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. Nothing in this provision shall be construed to authorize the Council to disapprove the creation and establishment of any department, school, college, branch, division or extension of any institution which has been created and established by the General Assembly. (§ 23-9.6:1.7)

As a result of a recent review of SCHEV’s policy— “Organizational Changes at Public Institutions: Policies and Procedures for Internal and Off-campus Organizational Changes” —staff has determined that revisions are needed to address the reporting of “fully exempt” off campus sites. The main reason for requiring such notification from institutions is to ensure that SCHEV has a record of the site and its intended purpose. The proposed revisions do not seek to assert a new approval authority.

The proposed revisions are “tracked” in the appended copy of the policy, with deletions indicated by “strike-through” text and notations via comments in the margin. In substance, the revisions are minor and clarifying in nature, and are intended to facilitate the reporting and approval process for both SCHEV and the institutions.

Proposed revisions include the following:

1. Notification of the establishment of fully-exempt organizational sites;
2. Clarification of components of paperwork that must be submitted to SCHEV.

Materials Provided: The SCHEV policy, “Organizational Changes at Public Institutions: Policies and Procedures for Internal and Off-campus Organizational Changes”

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution:

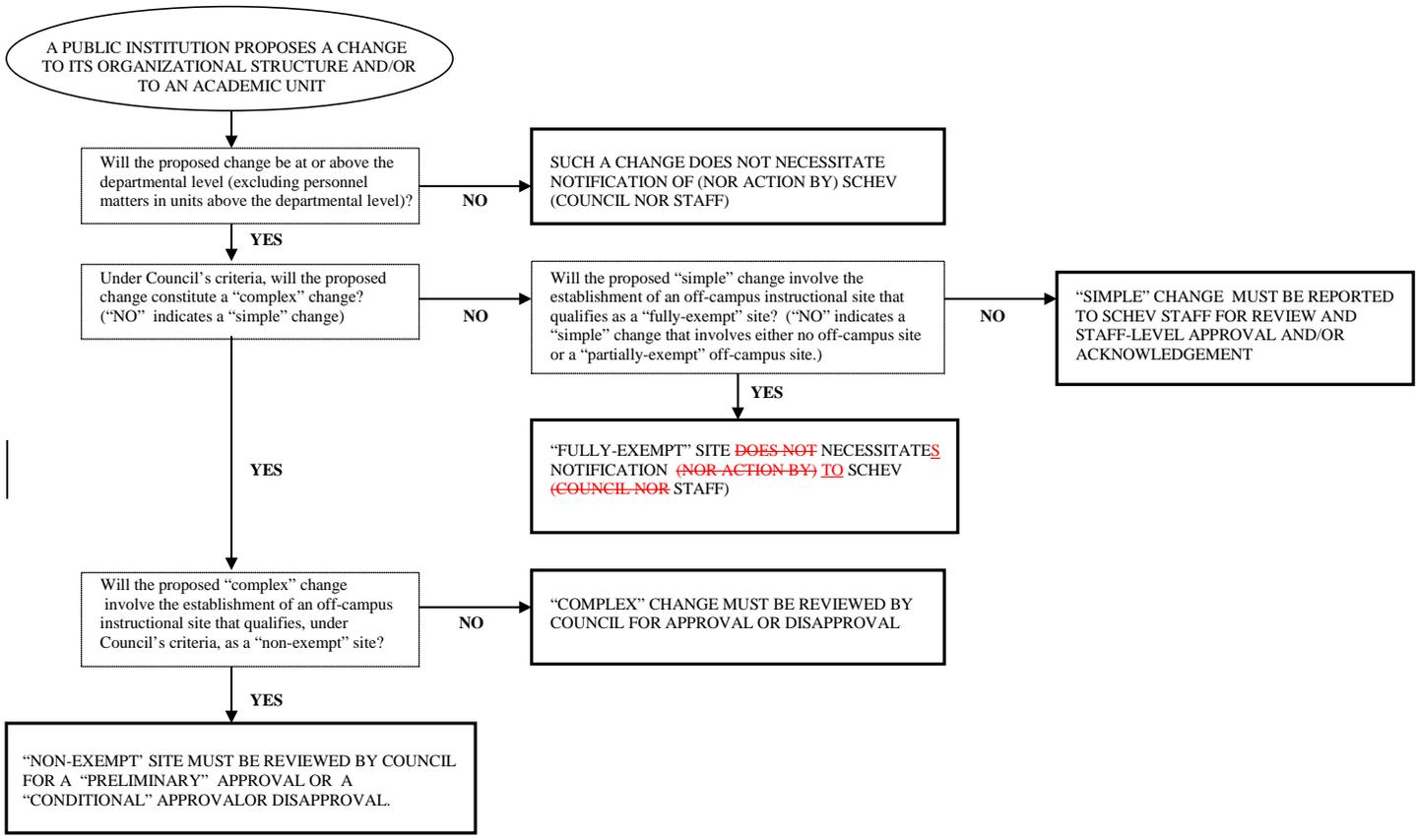
BE IT RESOLVED that the State Council of Higher Education for Virginia adopts proposed revisions to the policy, “Organizational Changes at Public Institutions: Policies and Procedures for Internal and Off-campus Organizational Changes,” to take effect June 1, 2013.

State Council of Higher Education for Virginia
LEVELS OF REQUIRED STATE ACTION
FOR VARIOUS TYPES OF ORGANIZATIONAL CHANGES
AT PUBLIC INSTITUTIONS

This process chart was developed by SCHEV staff as a reference guide for public institutions seeking state action on organizational changes to academic structures. The Council’s “Policies and Procedures for Internal and External Organizational Changes” contains definitions of these terms, specific policy statements, detailed procedures and instructions, and requisite forms.

LEVEL OF REQUIRED STATE ACTION	TYPE OF ORGANIZATIONAL CHANGE	
	“SIMPLE” ACADEMIC-STRUCTURE CHANGE	“COMPLEX” ACADEMIC-STRUCTURE CHANGE
NO STATE ACTION REQUIRED	Any organizational change made below the departmental level or involving only personnel matters within existing organizational units above the departmental level; including the establishment of a “fully exempt” off-campus site	
SCHEV STAFF MUST BE NOTIFIED IN WRITING	Any organizational change at or above the departmental level (excluding personnel matters in units above the departmental level) that is to be made solely for the purposes of internal management, including the establishment of a “partially-exempt” or “fully-exempt” off-campus instructional site	
COUNCIL MUST REVIEW AND APPROVE OR DISAPPROVE		Any organizational change at or above the departmental level (excluding personnel matters in units above the departmental level) that is to be made for reasons other than simple internal management, including the establishment of a “non-exempt” off-campus instructional site

State Council of Higher Education for Virginia
**DECISION POINTS IN THE
 ORGANIZATIONAL-CHANGE APPROVAL PROCESS**



State Council of Higher Education for Virginia
**ORGANIZATIONAL CHANGES AT PUBLIC INSTITUTIONS:
POLICIES AND PROCEDURES FOR INTERNAL AND OFF-CAMPUS
ORGANIZATIONAL CHANGES**

Effective: August 1, 2012

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 - "Proposal for Organizational Change" Form
 - Part I: General Information
 - Part II: Supplemental Information
 - Part III: Non-Exempt Off-Campus Sites

State Council of Higher Education for Virginia
**ORGANIZATIONAL CHANGES AT PUBLIC INSTITUTIONS:
POLICIES AND PROCEDURES FOR INTERNAL AND OFF-CAMPUS
ORGANIZATIONAL CHANGES**

Effective: August 1, 2012

I. Statutory Obligations Related to Organizational Changes at Public Institutions

A. The Council of Higher Education's Responsibility, Authority and Duty

1. Responsibility

"To 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 which 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; provided, however, that if any organizational change is determined by the Council to be proposed solely for the purpose of internal management and the institution's curricula offerings remain constant, the Council shall approve the proposed change. Nothing in this provision shall be construed to authorize the Council to disapprove the creation and establishment of any department, school, college, branch, division or extension of any institution which has been created and established by the General Assembly." (Code of Virginia, §23-9.6:1.7)

2. Authority

"To adopt such rules and regulations as the Council believes necessary to implement all of the Council's duties and responsibilities as set forth in this Code. The various public institutions of higher education shall comply with such rules and regulations." (Code of Virginia, §23-9.6:1.15)

3. Duty

"The Council, insofar as possible, shall preserve the individuality, traditions and sense of responsibility of the respective institutions. The Council, insofar as practicable, shall seek the assistance and advice of the respective institutions in fulfilling all of its duties and responsibilities." (Code of Virginia, §23-9.6:1)

B. Public Institutions' Responsibility and Duty

1. Responsibility

"1. A public college or university seeking to create, establish, or operate an off-campus instructional site, funded directly or indirectly from the general fund or with revenue from tuition and mandatory educational and general fees generated

from credit course offerings, shall first refer the matter to the State Council of Higher Education for Virginia for its consideration and approval. The State Council of Higher Education for Virginia may provide institutions with conditional approval to operate the site for up to one year, after which time the college or university must receive approval from the Governor and General Assembly, through legislation or appropriation, to continue operating the site.

2. For the colleges of the Virginia Community College System, the State Board of Community Colleges shall be responsible for approving off-campus locations. Sites governed by this requirement are those at any locations not contiguous to the main campus of the institution, including locations outside Virginia.

3. a. The provisions of this language shall not apply to credit offerings on the site of a public or private entity if the offerings are supported entirely with private, local, or federal funds or revenue from tuition and mandatory educational and general fees generated entirely by course offerings at the site.

b. Offerings at previously approved off-campus locations shall also not be subject to these provisions.

c. Further, the provisions of this language do not govern the establishment and operations of campus sites with a primary function of carrying out grant and contract research where direct and indirect costs from such research are covered through external funding sources. Such locations may offer limited graduate education as appropriate to support the research mission of the site.

d. Nothing in this language shall prohibit an institution from offering non-credit continuing education programs at sites away from the main campus of a college or university.

4. The State Council of Higher Education shall establish guidelines to implement this provision.” (2003 Revision to the Appropriation Act of 2002-04, Section 4-5.05c)

2. Duty

“The various public institutions of higher education shall comply with such rules and regulations [as the Council believes necessary to implement all of the Council’s duties and responsibilities as set forth in this Code].” (Code of Virginia, §23-9.6:1.15)

The Council has established the following policies and procedures related to organizational changes at public institutions as part of its obligation “to promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the State of Virginia.” (Code of Virginia, §23-9.3[a])

II. Policy Statements on Organizational Changes at Public Institutions

A. Overview

To ensure that the Council is duly apprised of organizational changes in or to academic structures/units at public institutions, and that institutions are not unnecessarily burdened with complex and lengthy procedures, the Council recognizes the following distinctions.

Note: The following distinctions are applicable to establishment, reorganization, and closure/termination of academic structures/units:

1. Types of Organizational Changes

- a. *“Simple” Organizational Change:* a structural alteration (establishment, reorganization, or termination), proposed solely for the purpose of internal management, that would not alter the institution’s mission or curricular offerings and would be executable within currently-authorized funds (e.g., re-naming an academic department or establishing a “fully-exempt” or “partially-exempt” off-campus instructional site—see **Operational Definitions** below).
- b. *“Complex” Organizational Change:* a structural alteration (establishment, reorganization, or 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, department—or a “non-exempt” off-campus site—see **Operational Definitions** below).

2. Levels of Required State Action

- a. *No Required State Action:* any “simple” organizational change made below the departmental level or involving only personnel matters within existing organizational units above the departmental level, ~~including the establishment of a “fully-exempt” off-campus site.~~
- b. *SCHEV Staff Must be Notified in Writing:* any “simple” organizational change that involves the establishment, reorganization, or termination of a subdivision of an institution at or above the departmental level (excluding personnel matters in units above the departmental level), including the establishment of a “fully-exempt” or “partially-exempt” off-campus site (see **Operational Definitions** below).
- c. *Council Must Review and Approve or Disapprove:* any “complex” organizational change that involves the establishment, reorganization, or termination of a subdivision of an institution at or above the departmental level (excluding personnel matters in units above the departmental level), including the establishment of a “non-exempt” off-campus instructional site (see **Operational Definitions** below). For “complex” changes involving “non-exempt” sites, Council review and “preliminary” and/or “conditional” approval is required (see **Operational Definitions** below). “Preliminary” approval is an optional pre-approval step. “Conditional” approval is a mandatory step and is granted for a period of no more than one year. During the conditional period, the institution must seek and receive approval for long-term operation of the site from the Governor and General Assembly.

B. Operational Definitions of Key Terms

Organizational Change: an alteration—**establishment, reorganization, or closure/termination**—in the organization and/or structure of one or more of an institution’s academic units.

“Simple” Organizational Change: a structural alteration (establishment, reorganization, or closure/termination), proposed solely for the purpose of internal management, that would not alter the institution’s mission or curricular offerings and would be executable within currently authorized funds (e.g., re-naming an academic department or establishing a “fully-exempt” or “partially-exempt” off-campus instructional site).

“Complex” Organizational Change: 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.)

Off-Campus Site: any location not contiguous to the approved, main campus(es) of an institution. These policies and procedures apply to **instructional** sites only.

“Fully-Exempt” Off-Campus Instructional Site: an instructional location, not contiguous to an institution’s approved, main campus(es), that is ~~not subject to Council review and is not~~ subject to Council approval or disapproval. As such, an “exempt” off-campus site is one for which either:

- the State Board of Community Colleges provides specific approval to a college of the Virginia Community College System; or
- the General Assembly, the State Board of Community Colleges, or the State Council of Higher Education has previously granted approval; or
- the primary function is the execution of grant and contract research where direct and indirect costs from such research are covered through external funding sources (and where limited graduate-level instruction may be offered); or
- the sole function is the provision of non-credit continuing education instruction.

The establishment of a “fully-exempt” off-campus site constitutes a “simple” organizational change. Council staff **must** be informed using the procedures for such changes (see below), of which Council staff need **not** be informed.

“Partially-Exempt” Off-Campus Instructional Site: an instructional location, not contiguous to an institution’s approved main campus that *is* subject to Council staff review but is **not** subject to Council approval or disapproval. Such locations include all sites where the for-credit courses/programs to be offered are supported *entirely* with private, local, or federal funds **or** with revenue from tuition and mandatory educational and general fees generated *entirely* by course offerings at the site. The establishment of a “partially-exempt” off-campus site constitutes a “simple” organizational change of which Council staff **must** be informed using the procedures for such changes (see below). Final authority

for determining whether a proposed off-campus instructional site is “partially-exempt” rests with the Council.

“Non-Exempt” Off-Campus Instructional Site: an instructional location, not contiguous to an institution’s approved, main campus, that *is* subject to Council approval. Such locations include all sites to be funded directly or indirectly from the general fund *or* with revenue from tuition and mandatory educational and general fees generated from credit course offerings provided at locations (including the main campus and other approved off-campus sites) beyond the sites in question.

“Preliminary” Approval: an action by the Council authorizing a public, four-year institution to continue development of plans for an off-campus instructional site that will ultimately require either the purchase, construction or receipt (as donation) of one or more buildings. A request for such an approval is an *optional* step that allows an institution to seek state (Council) scrutiny, input and permission to continue planning before it expends significant resources or enters into binding contracts/agreements. A request for a “conditional” approval (see below) must follow within one year of the State Council’s granting of a preliminary approval; all requests for extensions of preliminary approvals will be considered at the Council’s discretion. A request for a preliminary approval must address, clearly and completely, *issues of need* and, in at least a general way, *issues of cost*; the required documentation is detailed in Part III of Council’s “Proposal for Organizational Change” form, which appears at the end of this document.

“Conditional” Approval: an action by the Council authorizing a public, four-year institution to operate a non-exempt off-campus instructional site for up to one year, during which time the institution must receive final approval from the Governor and General Assembly—via legislation and/or appropriation—to continue to operate the site. A request for a conditional approval is *mandatory* regardless of whether the institution previously requested a “preliminary” approval (see above). A request for a conditional approval is required to include specific, detailed and/or finalized documentation; the required documentation is detailed in Part III of Council’s “Proposal for Organizational Change” form, which appears at the end of this document.

C. “Simple” and “Complex” Organizational Changes

1. Background

The Council recognizes distinctions between “simple” and “complex” organizational changes (see **Operational Definitions** above). This distinction is intended to clarify and streamline the approval process for public institutions’ organizational changes. As a result, while the Council will continue to formally approve all institutional organizational changes at or above the departmental level, SCHEV staff have been delegated the responsibility and authority to approve “simple” organizational changes that meet the criteria specified in these policies and procedures. “Simple” and “complex” organizational changes must be submitted to SCHEV staff using the guidelines, instructions and forms contained herein.

2. “Simple” Organizational Changes

If SCHEV staff concurs with a public institution’s determination that a proposed organizational change fits the definition of a “simple” change (i.e., would be solely for the purpose of internal management, would not alter the institution’s mission and curricular offerings and would be executable within currently-approved funds), the Council delegates responsibility for the review and approval of such a change to SCHEV staff. Activities subject to such review and approval include institutional changes related to academic units/structures that are solely for the purpose of internal management in or out of Virginia, as well as the establishment of “partially-exempt” off-campus sites (see **Operational Definitions** above). SCHEV staff will respond within 30 calendar days of receipt of written notification of the proposed “simple” organizational change.

3. “Complex” Organizational Changes

If SCHEV staff and/or a public institution determine(s) that a proposed organizational change fits the definition of a “complex” change (see **Operational Definitions** above), the institution shall seek Council approval of the proposed change in accordance with these policies and procedures.

- a. For the purposes of these policies and procedures, “non-exempt” off-campus sites (see **Operational Definitions** above) shall be considered “complex” organizational changes.
- b. Within 60 calendar days of receipt of a proposed “complex” change, SCHEV staff shall prepare a report and recommendation for Council action on the proposed organizational change. The report shall be placed on the Council’s agenda as promptly as possible.
- c. When a proposed “complex” organizational change involves a “non-exempt” off-campus site, Council shall consider the proposal for “preliminary” approval (a pre-approval option for institutions) or “conditional” (required) approval. The granting of preliminary approval shall allow the institution to continue its development of plans for the site for up to one year, during which time the institution must finalize its request for a conditional approval. The granting of conditional approval shall allow the institution to operate the site for up to one year, during which time the institution must receive final approval from the Governor and General Assembly—via legislation and/or appropriation—to continue to operate the site.

D. Policies Relevant to All Organizational Changes

1. Public institutions shall inform SCHEV staff in writing at least 60 days prior to initiation of any proposed organizational changes at or above the departmental level, including the establishment of a school, college, branch, division, or extension, and the proposed creation of an institute or center if such institute or center is at or above the departmental level. **All organizational changes (excluding “fully-exempt” off-campus sites) must be submitted for Council consideration and approval prior to initiation.**

Comment [M1]: Added text for clarification.

2. Public institutions must notify SCHEV staff of the establishment of a "fully-exempt" off-campus site. Institutions must inform SCHEV in writing upon approval from an authorizing agent (see **Operational Definitions** above).
3. Public institutions shall ~~also~~ inform SCHEV staff in writing of any plans to offer a significant level of instruction or services out of the state through electronic delivery or physical presence in another state or country.
4. The Council does not possess the authority to disapprove an organizational change authorized by the General Assembly or an off-campus site authorized by the State Board of Community Colleges.
5. Approval of an organizational change does not obligate the Council to support capital or operating requests in excess of the amounts provided in the institution's current appropriation.
6. Public institutions are prohibited from transforming "simple" organizational changes into "complex" changes and/or transforming "fully-exempt" or "partially-exempt" sites into "non-exempt" sites subsequent to SCHEV staff notification and/or approval. Any and all subsequent organizational changes and sites must be submitted for Council consideration and approval prior to initiation.
7. If an organizational change is intended or implied in a request for a new academic degree program, the Council or its staff must approve the organizational change prior to initiation of the program.
8. In accordance with the criteria of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) as well as specialized and/or professional accrediting bodies, an organizational change may constitute a "substantive change" of which an institution must inform its accreditor(s).

Comment [M2]: Added text.

III. Procedures for Submission of Proposals for Organizational Changes

A. General Guidelines for Organizational Changes (Establishment, Reorganization, Closure/Termination)

1. Proposals for "simple" organizational changes requiring staff approval and "complex" organizational changes must be submitted to Council at least 60 days prior to the date of the proposed change and in accordance with these policies and procedures.
2. Proposals for "simple" changes must be submitted via the attached forms. All requests must include:
 - A letter from the president or chief academic officer outlining the proposed change;
 - SCHEV's Organizational Change Cover Sheet, and Part II and III if the organizational change is "complex";

Comment [m3]: Added text for clarification.

- A narrative explaining the organizational change to include purpose, location, and resources, and how the change fits with the institution's mission and curriculum;
- Organizational charts of existing and proposed organization within the unit and/or institution;
- Additional supplemental documentation as needed.

Regardless of its form, the proposal must include sufficient information, in sufficient detail and quantity, to permit SCHEV staff to readily and adequately determine that the proposed change fits the definition of a “simple” change and, thus, can be certified or approved at the staff level. SCHEV staff reserves the right to request additional information to determine adequate resources are available to support a proposed change.

3. Proposals for “complex” changes must be submitted using the attached forms.

B. Specific Instructions for Organizational-Change Proposals (Establishment, Reorganization, Closure/Termination)

1. Complete all relevant parts of the “Proposal for Organizational Change” form and attach any necessary documents, narratives and/or supplemental information in the order requested on the form.
2. Provide a cover letter that summarizes the proposed organizational change.
3. Complete the SCHEV Cover Sheet. The cover sheet must be signed and dated by the president or chief academic officer.
4. Provide a detailed table of contents. The table of contents should reflect the page numbers of all attached forms, documents, narratives and supplemental information.
5. Submit the proposal to the Director of Academic Affairs and Planning. For a “simple” change, submit two hard copies of the complete proposal. For a “complex” change, submit two hard copies and one electronic copy on CD. One document must have an original signature.
6. “Simple” organizational changes requiring staff approval must be submitted 60 days prior to the date the change is sought. Organizational changes requiring notification must be submitted immediately upon approval from the authorizing agent. SCHEV staff will respond within 30 days of receipt of notification of the change.
- ~~6.7~~ Proposals for “complex” organizational changes must be submitted at least 60 days prior to the Council meeting at which Council action is sought. It is recommended that proposals for “complex” organizational changes be submitted at least 90 days prior to the Council meeting to ensure a timely processing.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
PROPOSAL FOR ORGANIZATIONAL CHANGE COVER SHEET

Part I: General Information

1. Institution:

2. **Nature of Proposed Change** (i.e., to establish, reorganize, or terminate/close an institutional unit). Please summarize the change here and attach a detailed description of the change on a separate page, as well as copies of the institution's current and resultant organizational charts.

3. **Purpose of Proposed Change.** Please summarize the reason(s) for the change here and attach a detailed description of the purpose for the change on a separate page.

4. **Type of Proposed Change** (check one).

SIMPLE _____

COMPLEX _____

If simple, please explain how the change fits with the institution's mission, curriculum, and funding on a separate page. ~~Part II is optional.~~

If complex, please complete and submit Part II and Part III of this form.

5. **Does this proposed change involve the establishment of an off-campus instructional site?**

NO _____ **YES** _____

If yes, does the proposal fit the criteria for a partially-exempt, non-exempt site, or fully-exempt?

PARTIALLY-EXEMPT _____

NON-EXEMPT _____

FULLY-EXEMPT _____

If partially-exempt, please attach documentation to support this status.

If non-exempt, please complete and submit Part II and Part III of this form.

If fully-exempt, please attach documentation to support this status.

Comment [m4]: Added text for instruction and documentation.

6. **Date of Approval by Board of Visitors.**

Check box if BOV approval is not needed.

7. **Proposed Effective-Date of Organizational Change.**

Signed: _____
Title: _____

Date: _____
Phone: _____

Part II: Supplemental Information

1. If a study was conducted to determine the feasibility of the proposed organizational change, please summarize its findings here and attach a copy of the full report. If no such feasibility study was conducted, please summarize a needs assessment (the institution's need for the change, and/or the needs of students, citizens, employers, the local area, the region, the Commonwealth) here and attach a detailed description of the necessity for the proposed organizational change.

2. Summarize here and attach a detailed description of the anticipated effect(s) of the proposed change on the institution's mission, scope, curriculum and budget.

3. If the proposed organizational change will involve the **reorganization** of an existing academic unit, or the **merger** of two or more currently-separate units, please summarize here and attach a detailed description of the impact of this change on operating costs (including salaries, facilities, equipment and supplies).

4. If the proposed change will involve the **establishment of a new academic unit or units**, please summarize here and attach a detailed description of the anticipated operating costs, including costs of and number of FTE personnel in each of the following categories: administrative salaries, faculty salaries, clerical/support salaries, supplies, library, travel, equipment, other (itemized). Please also indicate for which, if any, of the categories above the institution will be requesting new state appropriations.

If the new organizational unit(s) will be funded in part by a source or sources other than state appropriations, please summarize here and attach a detailed description of these anticipated private funds (source, amount, duration, planned use).

Part III: For Non-Exempt Off-Campus Instructional Sites

1. Type of Council Action Sought at this Time (check one):

PRELIMINARY APPROVAL _____

CONDITIONAL APPROVAL _____

If “preliminary”, please provide the information requested in Section A. Then, complete Section C.

If “conditional”, please provide the information requested in Section B. Then, complete Section C.

A. Preliminary Approval

(i) A request for a Preliminary Approval **must** address, clearly and completely, **ISSUES OF “NEED”**, such as:

-- How will the site fit with the institution’s mission; with the institution’s strategic plan (is it discussed in the current plan); and with SCHEV’s Institutional Performance Standards (will it help the institution meet at least one standard, such as the Academic Offerings standard)? How might other public institutions be impacted?

-- Why does this institution need this type of site at this time? Why does the state, region and/or locale need this type of site at this time?

-- What will the site do? What type(s) of academic offerings/programs—generally or specifically—will be available at the site? How many students will be served? How will these students be served? How innovative will the site and its offerings be, in terms of technology, scheduling, space utilization, etc.?

(ii) A request for a Preliminary Approval **must** address, in at least a general way, **ISSUES OF “COST”**, such as:

-- What is the anticipated scope of the project (one building; more? What size, scale, design, infrastructure—basic vs. innovative?)?

-- Based on all of the above information, what is the institution’s general estimate of site development/purchase/construction costs; annual operating costs?

-- How were these determinations made? On what are they based?

(iii) In a request for Preliminary Approval, **“SITE-SPECIFIC” ISSUES** are optional. At its discretion, a public institution may elect to discuss:

-- What specific building(s), for purchases? What specific locations (parcels/tracts, towns, cities, counties)? What specific contractors, terms, agreements?

-- Status of preliminary site plans and/or site analyses.

(REMAINDER OF PAGE LEFT BLANK INTENTIONALLY FOR FORMATTING PURPOSES)

B. Conditional Approval

(i) Nature of the Proposed Site.

Leased
Property or
Space ____

Donated
Property or
Space ____

Purchased
Property or
Space ____

New
Construction ____

New
Campus ____

If the property or space is to be used for a specified time period, please attach detailed descriptions of:

- a. the location;
- b. the lease or use agreement;
- c. the length of the lease or use period;
- d. an estimate of FTE students to be served during the use period;
- e. any support services to be supplied at the site.

If the property or space is to be donated or purchased, please attach detailed descriptions of:

- a. the location;
- b. the donation or purchase agreement
- c. an estimate of FTE students to be served;
- d. support services to be supplied onsite;
- e. projected enrollments for five years, including enrollment source(s);
- f. estimated operating costs, including staffing and separate listings of ongoing and incremental resource requirements when fully operational;
- g. impact of site on other campuses' / institutions' enrollment(s).

If the site is to involve construction of a building, complex or campus, please attach detailed descriptions of:

- a. the site analysis (include maps)
- b. the site plan, including topography, roads, building location(s), traffic & pedestrian circulation/flow, expansion potential, and adjacent land development;
- c. student support services to be supplied onsite;
- d. an academic plan (for new campus only);
- e. projected enrollments for five years, including enrollment source(s);
- f. preliminary estimates of costs for site development and construction;
- g. preliminary space requirements by function and room type;
- h. estimated operating costs, including staffing & separate listings of ongoing and incremental resource requirements when fully operational;
- i. impact on other campuses' / institutions' enrollment(s);
- j. projected calendar for development of site & capital projects, implementation, & operating expenditures;
- k. summary of planning process and board actions.

{form continues on following page}

(ii) Nature of the Use of the Proposed Site (check all that apply).

- | | |
|--|---|
| <input type="checkbox"/> Undergraduate Education | <input type="checkbox"/> Graduate Education |
| <input type="checkbox"/> Traditional-Aged Students | <input type="checkbox"/> Adult Students |
| <input type="checkbox"/> Day Classes | <input type="checkbox"/> Evening/Week-End Classes |
| <input type="checkbox"/> Synchronous Instruction | <input type="checkbox"/> Asynchronous Instruction |
| <input type="checkbox"/> Non-Credit Instruction | <input type="checkbox"/> Credit Instruction |

C. Contact Information

(i) Name(s), title(s), and contact information for institutional personnel who may be contacted to answer questions and/or supply additional information regarding this proposal.

(ii) Printed names(s) and dated signature(s) of person(s) who completed this form.

(iii) Printed name and dated signature of institutional president.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

**Marymount University
Arlington, Virginia
Gerard Phelan Hall, Private Dining Room
May 20, 2013
1:30 p.m. – 3:00 p.m.**

TJ 21 Implementation Task Force

1. Call to Order and Announcements
2. Approval of Minutes (March 18, 2013) [Page TF1](#)
3. Action on Level II Education Related Measures (VSU and UMW) [Page TF3](#)
4. Discussion of Enrollment Projections and Degree Estimates [Page TF13](#)
5. Update on Impacts of Federal Sequestration [Page TF17](#)
6. New Business

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
TJ21 IMPLEMENTATION TASK FORCE
MARCH 18, 2013
MINUTES**

Mr. Haner called the meeting to order at 3:30 p.m. in Room 223 Lancaster Hall, Longwood University, Farmville, Virginia. Council members present: Whittington Clement, Stephen Haner, G. Gilmer Minor, and Katharine Webb.

Council member absent: Gary Nakamoto

Staff members present: Jim Alessio, Peter Blake, Alan Edwards, Dan Hix, Tod Massa, and Lee Ann Rung. Noelle Shaw-Bell from the Office of the Attorney General was also in attendance.

APPROVAL OF MINUTES

On a motion by Mr. Minor and seconded by Mr. Clement, the minutes from the January 14, 2013, meeting were approved unanimously.

UPDATE ON THE ENROLLMENT PROJECTION PROCESS

Mr. Massa provided an update of the process and indicated that the first due date is April 1. He reported that information is available on the web to assist institutions as they work to improve their understanding of the process as well as the accuracy of their projections. He provided a link to the website and demonstrated the format that the institutions use when submitting data. The demonstration of student flow is useful to institutions to show how their admission decisions affect the projection process. Mr. Massa and his staff kept the same format that institutions have always used for the enrollment projection process, but tried to make it more useful.

Mr. Massa said the next step in the process was for staff to update the numbers based on actual submissions. A report will be provided at the May meeting.

Ms. Webb asked that staff provide members with a short summary that explains what the data mean and whether the state is on track to meet the 100,000 additional degrees. Mr. Massa explained that members will see initial data in May, then again in July, and will approve the projections at the September meeting. Mr. Minor asked how the Council will monitor the quality of online degrees and also mentioned that there are costs associated with the 100,000 additional degrees goal.

UPDATE ON SIX-YEAR PLAN PROCESS FOR 2013

Mr. Alessio provided background information and said the process has been enhanced by the TJ21 legislation. He reminded members that 2011 was the first year the plans were completed and all members of the OP6 group (comprised of representatives of six state agencies) participated with every institution in those meetings. He reported that institutions were pleased with the process and that it

was valuable for the OP6 members to hear directly from institutions. A meeting of the review group is scheduled for the week of March 25. After that meeting, forms will be distributed to the institutions with a submission deadline of July 1. Mr. Alessio reminded members that there is nothing in legislation that requires approval of the plans. Institutions are required to respond to questions about the plans, but are not required to change their plans once submitted. Meetings will be held in July and August with the institutions, and the Council will review the final plans in October. Mr. Alessio agreed to keep members informed as the process continues.

UPDATE ON TUITION AND STUDENT FINANCIAL AID REPORTING STUDY

Mr. Blake provided background information about the practice of public institutions dedicating some portion of tuition revenue for student financial aid. Mr. Hix spoke about the meetings that have taken place to date which have centered on the five parameters that the Council recommended in November 2012.

Two staff members from each of six institutions are involved in the process, along with staff from SCHEV, the Department of Planning and Budget, and the money committees. Institutions are interested in as much flexibility as possible in this process. There was some concern about accessibility for middle income students as tuition is raised and financial aid is made available to low income students. Mr. Hix said there is a wide variation among states on policies regarding tuition revenue and financial aid. He agreed to keep the Council apprised on the findings of the study group.

UPDATE ON HIGHER EDUCATION ADVISORY COMMITTEE

Mr. Blake indicated that this committee has not met since November 2012 but said he would distribute information when he receives it.

ADJOURNMENT

The meeting was adjourned at 4:40 p.m.

Stephen Haner
Chair

Lee Ann Rung
Manager for Executive and Council Affairs

State Council of Higher Education for Virginia Agenda Item

Item: TJ21 Implementation Task Force Item #3 - Action on Level II Education Related Measures (VSU and UMW)

Date of Meeting: May 20, 2013

Presenter: James Alessio, jamesalessio@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: May 2009, January 2010, September 2011

Action: Approved Level II Measures for

- George Mason University, James Madison University, Old Dominion University, Radford University, Virginia Military Institute, and Virginia Community College system – May 2009
- Longwood University – January 2010
- Christopher Newport University – September 2011

Background Information/Summary of Major Elements:

The 2008 General Assembly enacted legislation outlining the requirement for institutions seeking Level II authority under the Higher Education Restructuring Act.

§ 23-38.90. Memoranda of understanding.

Effective July 1, 2008, any public institution of higher education may enter into a memorandum of understanding with the appropriate Cabinet Secretary or Secretaries, as designated by the Governor, for additional operational authority in any operational area or areas adopted by the General Assembly in accordance with law provided that the authority granted in the memorandum of understanding is consistent with that institution's ability to manage its operations in the particular area or areas and provided that the following general criteria are met:

1. The institution has received and maintained Council certification pursuant to § 23-9.6:1.01 for the most recent year that the Council has completed certification;

2. An absolute two-thirds or more of the institution's governing body shall have voted in the affirmative for a resolution expressing the sense of the body that the institution is qualified to be, and should be, governed by memoranda of understanding as provided in this chapter; and

3. The institution must adopt at least one new education-related measure for each area of operational authority for which a memorandum of understanding is requested. 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 Council. Each education-related measure and its respective target must be approved by the Council and shall become part of the certification required by § 23-9.6:1.01.

The Council approved measures for George Mason University, James Madison University, Old Dominion University, Radford University, Virginia Military Institute, and the Virginia Community College System in 2009, Longwood University in 2010, and Christopher Newport University in 2011. All these institutions were granted Level II authority through a Memorandum of Understanding with the Governor. The University of Mary Washington and Virginia State University have applied for Level II authority.

The Secretaries of Education and Finance have reviewed the measures. Council staff supports the measures proposed by the University of Mary Washington and Virginia State University and recommend Council approval.

Materials Provided:

- Proposed education-related measures for the University of Mary Washington
- Proposed education-related measures for Virginia State University
- Summary of Level II Measures

Financial Impact:

If the Secretaries and Governor approve the application, the University of Mary Washington and Virginia State University will receive operational authority in the requested areas.

Timetable for Further Review/Action:

The proposed measures will be incorporated in the Memoranda of Understanding for the University of Mary Washington and Virginia State University.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the proposed Level II measures for the University of Mary Washington and Virginia State University.

UNIVERSITY OF MARY WASHINGTON

Level II - Proposed Education Related Measures

Measure 1 -- Increase the in-state freshman to sophomore year retention rate

Objective 1.B. of the University of Mary Washington Strategic Plan is to “recruit, enroll, and retain a high-achieving and diverse student body.” The Virginia Higher Education Opportunity Act (TJ21) also sets “improved retention rates” as an objective for higher education innovation and investment. Hence, this proposed measure fits well within the University’s and the Commonwealth’s strategic agendas.

Since 2003, the freshman to sophomore year retention rate for in-state students at UMW has fluctuated between 83.41% and 90.58% with a noticeable downward trend. The fall 2011 to fall 2012 retention rate, the baseline year, was 85.1%.

The University is implementing a number of measures designed to alter this pattern, such as a reorganization of the Academic and Career Services Office and a revised approach to first-year academic advising. The University’s proposed Quality Enhancement Plan, a requirement of accreditation reaffirmation by SACS-COC (the Southern Association of Colleges and Schools-Commission on Colleges), will focus on improving the first-year seminar, which is a required course for all first-year students. Beyond these initiatives, UMW will develop and implement additional measures designed to increase the in-state freshman to sophomore year retention rate.

Our goal is to raise the freshman to sophomore retention rate by .25 percent each year over the projection period.

Table 1: Freshman to sophomore retention rate

Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Cohort Year	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Goal	85.35%	85.60%	86.85%	86.10%	86.35%	86.60%

Measure 2 – Increase the percentage of students successfully (grade of C or above) completing CHEM 111 (General Chemistry I) and in MATH 121 (Calculus I)

The Virginia Higher Education Opportunity Act (TJ21) articulates the objectives of increased degree completion and increased degree production in STEM fields. A key component to enhanced STEM degree completion is improvement in the grade distributions in foundational STEM courses. In particular, the high number of C minus and below grades in two foundational courses at UMW are the focus of concern – General Chemistry I (CHEM 111) and Calculus I (MATH 121).

Forty-two percent of the students currently taking General Chemistry I (CHEM 111) do not successfully complete it, with successful completion being defined as earning a grade of C or above. For Calculus I (MATH 121), 28% of the students do not successfully complete the course. These grade distributions are a deterrent to increased STEM degree production. A higher than desirable number of students would either have to repeat these courses or they will abandon plans to pursue a STEM degree because of an unsuccessful experience in a foundational course.

Collaborations between the academic departments, the Office of the Academic and career Services, the Center for Teaching Excellence and Innovation, and the Office of the Provost will identify a variety of strategies designed to improve student academic performances in these courses. Among potential approaches that might be employed to help boost student academic performance might involve the use of placement testing, expansion of the peer assisted study sessions (PASS), and the summer “bridge” STEM preparation courses currently being employed in a National Science Foundation grant project that the University is administering.

Our goal is to increase the percentage of students successfully (grade of C or above) completing General Chemistry I (Table 1) and Calculus I (Table 2).

Table 2:– Percentage of students successfully (grade of C or above) completing Chemistry 111, General Chemistry I

Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Goal	57.58%	57.58%	60.46%	62.27%	64.14%	66.06%

Table 3:– Percentage of students successfully (grade of C or above) completing Math 121, Calculus I

Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Goal	71.05%	71.05%	74.60%	76.84%	79.14%	81.52%

VIRGINIA STATE UNIVERSITY

Level II - Proposed Education Related Measures

Virginia State University (VSU) proposes two institutional performance measures as a part of the request for Higher Education Restructuring Level II Authority, Goal 1 which is related to providing access to education and Goal 3 which addresses the Commonwealth's need for sufficient graduates in particular areas. The measures reflect VSU's commitment to building a better world by preparing students for the labor force of the 21st Century.

Goal 1

Consistent with its institutional mission, provide access to higher education for all citizens throughout the Commonwealth, including underrepresented populations, and, consistent with subdivision 4 of § 23-9.6:1 and in accordance with anticipated demand analysis, meet enrollment projections and degree estimates as agreed upon with the State Council of Higher Education for Virginia. Each such institution shall bear a measure of responsibility for ensuring that the statewide demand for enrollment is met;

University Objective

Virginia State University is committed to the goal of providing access to higher education for all citizens. In particular, VSU has a strong commitment to military personnel. The establishment of the Center for Military Affairs and partnering with military instillation at Fort Lee to offer degree programs.

Center for Military Affairs

The Center for Military Affairs is a newly formed department within Academic Affairs. The role of the Center is to provide veterans, active duty, Reserve and National Guard military and other military affiliated students an office dedicated to assist them in reaching their educational goals while attending Virginia State University. In essence, the goal is to provide as much of a "one stop shop" as possible as military affiliated students enroll and matriculate at VSU. Additionally, the Center for Military Affairs serves as a liaison office between Virginia State University and the various armed services and other military affiliated organizations.

In May 2012, 39 students utilizing Veterans benefits graduated from VSU and there are currently 312 students enrolled utilizing benefits, which increased by 84 students from Fall 2011 to Spring 2012. In addition, VSU was selected as a G.I. Jobs Military Friendly School for the 2013 listing. The Military Friendly School list represents 20% of more than 8,000 schools in the nation that provide an environment conducive for veterans, which includes scholarships, tuition discounts, veteran organizations, counseling services, military credit and other services.

Proposed Measure

The proposed measures for the Center for Military Affairs includes enrollment targets for students who are using Veterans Affairs benefits and the number of military veterans graduating.

	Actual 2011	Actual 2012	Projected 2013	Projected 2014	Projected 2015	Projected 2016
Enrollment	228	312	343	384	441	524
Graduation	20	39	54	76	110	163

Goal 2

Offer a broad range of undergraduate and, where appropriate, graduate programs consistent with its mission and assess regularly the extent to which the institution's curricula and degree programs address the Commonwealth's need for sufficient graduates in particular shortage areas, including specific academic disciplines, professions, and geographic regions;

University Objective:

VSU has a long history of preparing educators for the Commonwealth of Virginia. The Professional Education Programs (PEP) Unit is currently working in the Virginia Department of Education's Superintendents Regions 1 and 8. Under the current state regulations pertaining to the preparation of teachers and the operation of approved programs in Virginia, persons are required to complete an academic major in a content area and course work in professional studies. Virginia State University currently has 10 academic programs that prepare teachers. Interdisciplinary Studies is the major for Elementary Education and Special Education, secondary content areas include Agriculture, Family and Consumer Science, English, Health and Physical Education, History and Social Sciences, Mathematics, Instrumental/Vocal & Choral Music, Biology, Chemistry, and Physics. Students must major in a discipline and minor in education for a teaching endorsement, therefore they are connected to most of the academic programs at the University. The Community-Based Education minor in Interdisciplinary Studies prepares candidates to work in a variety of non-public school educational settings and community agencies. These agencies provide educational support programs and extended learning for the community.

The College of Education also has programs at the Masters and Doctoral levels that prepare needed personnel for the Commonwealth of Virginia. The advance level programs are in Educational Administration and Supervision, Organizational Leadership in Administration and Supervision and School and Community Counseling.

Teacher Recruitment Program:

The College of Education has implemented a summer program to recruit academically talented students from around the Commonwealth who are interested in teaching as a profession. "Gaining Real Opportunities With Students" (GROWS), is a program that identifies rising high school seniors who express a desire to teach.

The program provides the opportunity to engage students in an intensive on-campus summer experience that solidifies their desire to become a teacher and encourages them to choose Virginia State University as the program where they can accomplish their goals. The program recruits 10 to 12 students each year and has been successful in increasing enrollment in the Unit's undergraduate teaching programs. Beginning in 2005, the undergraduate minors had less than 40 students admitted to the program; however, currently the College has 149 students who meet requirements for program admission.

Increasing the number of students who wish to teach by recruiting academically talented students has a direct correlation to increasing the University enrollment. The first cohort of G.R.O.W.S students have completed their first year at Virginia State University. One-hundred percent (100%) of those students have been retained for the 2012-2013 academic year. The second cohort of G.R.O.W.S students will be beginning their matriculation this academic year. This past summer participation in G.R.O.W.S. increased to 24. These students will be enrolling at VSU in the fall of 2013.

In addition to recruiting academically talented students into teaching, the College of Education, in alignment with the University mission provides academic support to the students in the teacher education program and those seeking admission into the program. The College of Education has developed the Assessment Resource Center to assist students in the preparation for the numerous assessments required for admission and completion of the teacher Education Program. This two pronged approach of recruitment and support have been vital factors in increasing the number of students in the program. This has helped to fuel growth in the undergraduate programs. The Chart below shows the three year trend data for undergraduate and graduate program implementation for the College of Education.

Three-Year Trend of Program Implementation College of Education

	Actual 2010	Actual 2011	Actual 2012	Projected 2013*	Projected 2014*	Projected 2015*
Enrollment	253	301	356	374	393	412
Graduation	80	86	102	112	119	123
*Projected Change in Admission Requirements from State/CAEP						

Building upon the success of the G.R.O.W.S program and the Assessment Resource Center, the PEP Unit has projected to expand the outreach of the Center by utilizing the G.R.O.W.S. students and other high achieving candidates in a peer-tutoring model to assist students seeking admission into the teacher preparation program to meet assessment requirements. The Unit is also reviewing the curriculum and is in the process of developing a compressed degree program that would utilize the dual degree credits many high school students earn, allowing them to complete the elementary teacher education program in three years. This would

address the commonwealth's need for graduates in particular shortage areas. The Unit will also develop a partnership between Today's Students, Tomorrow's Teachers Program operating in the Prince William County Public Schools to assist in addressing the need for sufficient graduates in the Commonwealth of Virginia.

Summary of Level II 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 – May, 2009
 - 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 complete 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.

State Council of Higher Education for Virginia Agenda Item

Item: TJ21 Implementation Task Force Item #4 - Discussion of Enrollment Projections and Degree Estimates

Date of Meeting: May 20, 2013

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

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: January 14, 2013

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

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

1. Discussion with GPAC – January 27th
2. Kickoff Webinar – February 4th
3. Optional Training Webinars February 5th – 15th
4. Submission Due Dates:
 - a. Public Institutions – April 1
 - b. Private Institutions – May 1
5. Staff Update – May Council Meeting
6. Staff Update – July Council Meeting
7. Meetings with Institutions (as part of six-year plan review) – Summer Council Action – September Council Meeting

Background Information/Summary of Major Elements:

At the January, 2013 Council meeting, staff presented the following benchmarks that indicate if the new projections of enrollment and degree estimates will be on track to meet the goal of 100,000 additional undergraduate degrees awarded to in-state students attending public institutions by 2025.

To achieve the goal of 100,000 additional degrees by 2025, public institutions will need to enroll approximately 353,000 in-state undergraduate students by 2020, the last year of the upcoming enrollment projection cycle. By 2025, in-state undergraduate enrollment at public institutions will have to increase to approximately 368,000. By contrast, in-state undergraduate enrollment in the baseline year of 2010 was 318,933.

TJ 21 also established a goal of a “comparable increase” in degrees for Virginia students attending private, nonprofit institutions. SCHEV estimates that to be at least 15,000 additional degrees by 2025. Based on that goal, private, non-profit institutions will need to enroll approximately 40,000 in-state undergraduate students by 2020. By 2025, in-state undergraduate enrollment at private, nonprofit institutions will have to increase to approximately 44,000. By contrast, in-state undergraduate enrollment in the baseline year of 2010 was 31,691.

The initial submissions of the public institutions indicate a modest trajectory of increased in-state undergraduate enrollment through the fall of 2020 resulting in 320,351 students. On the surface this would indicate a significant problem in achieving the 100,000 degree goal; however, there are at least three things to consider.

First, the enrollments represent the impact of the VCCS actual enrollments for Fall 2012 coming in significantly below what was projected. Unlike four-year institutions, community colleges do not control their enrollments. Instead, they are strictly market responsive. In other words, they enroll whoever shows up. This makes it challenging to develop accurate enrollment projections.

Second, the benchmarks developed by staff in January establishing the interim goal of 320,351 were based primarily on existing rates of degree completion and student progress with minor increases calculated for later years. These did not necessarily represent institutional plans or intent. Both the VCCS and RBC have long term institutional goals to significantly improve student completion rates. Further, VCCS believes the tremendous growth following the recession was out of scale, and that had the system continued on an enrollment growth path seen in the years prior to the recession, enrollments would have ended up closer to these new projections. Despite these fluctuations in enrollment, the VCCS has committed to helping the Commonwealth to the goal of 100,000 new degrees. Thus, the strategies that are being outlined in their new six-year plan focus on efforts that retain and graduate the students rather than enrolling as many new populations of students as in recent years.

Third, and finally, the degree estimates for the public institutions, particularly the VCCS and Richard Bland College, demonstrate an ongoing commitment to increased degree completion. The companion benchmarks for degree production that staff produced in this process indicate that in 2019-20, we need to produce 19,175 in-state associate degrees and 31,572 in-state bachelor degrees. Early submissions have

those totals at 22,094 and 31,412 in-state degrees, respectively. Staff is confident that these represent the accurate intentions of the institutions.

If these new institutional targets for degree estimates are achieved, and even assuming no growth in the years 2021 through 2025, the public institutions would achieve a cumulative total increase undergraduate degree awards to in-state students that exceeds 100,000 degrees. This estimates that the state has adequate room to meet the target and still allow for some aggressive attempts at institutional improvement to not be wholly successful.

Graduate and professional degrees, while not part of the 100,000 target, are important to the educational and economic vitality of the Commonwealth. These preliminary projections indicate stable degree production with very minor growth overall. Future reports will provide additional detail on graduate enrollments and degrees.

Enrollment projections and degree estimates for private institutions are not available at time of preparation of this document.

In later presentations, staff will provide broader review of the enrollment projections and degree estimates and how they may shape higher education in the Commonwealth over the next decade.

Table: Degree Estimates, Public Four-Year Institutions, Preliminary Comparisons

Fall Term	Associate Level Degree Estimates		Bachelor Level Degree Estimates	
	2011	2013	2011	2013
2010	15,606		27,219	
2011	17,534		28,870	
2012	17,709	17,534	29,159	28,870
2013	17,886	19,441	29,450	28,864
2014	18,065	20,021	29,745	29,078
2015	18,246	20,400	30,042	29,695
2016	18,428	20,803	30,343	30,552
2017	18,613	21,133	30,646	30,581
2018	18,892	21,448	31,106	30,899
2019		21,769		31,189
2020		22,094		31,422

Materials Provided: None.

Financial Impact: N/A

Timetable for Further Review/Action:

1. Staff Update – July Council Meeting
2. Meetings with Institutions (as part of six-year plan review) – Summer
3. Council Action – September Council Meeting

Resolution: None.

State Council of Higher Education for Virginia Agenda Item

Item: TJ21 Implementation Task Force, Item 5 – Update on Impacts of Federal Sequestration

Date of Meeting: May 20, 2013

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

At its March 2013 meeting, Council requested an overview of sequestration impacts for discussion at its May 2013 meeting.

Materials Provided:

- Impacts of Federal Sequestration: An Overview

Financial Impact: None

Timetable for Further Review/Action: To be determined by Council

Resolution: None

Impacts of Federal Sequestration: An Overview

The largest impacts of federal sequestration on Virginia higher education will be reductions in funds for: (1) financial assistance to students; (2) grants for academic research; and (3) workforce-development/job-training programs. Selected additional impacts are detailed following the discussion of the three areas below.

1. Financial Assistance to Students

The U.S. Department of Education's (USED's) share of the sequester is about \$2.5 billion. Federal financial aid and assistance will be impacted in the following ways:

- **Supplemental Educational Opportunity Grants (SEOG):** The federal SEOG program, which allocates funds to institutions for distribution to undergraduates with "exceptional financial need" (up to \$4,000 per student) on a first-come, first-served basis, will be reduced by about 5.23% for academic year 2013-14. According to USED guidance issued in late April, **total SEOG funds to Virginia institutions will be reduced by about 4.24% or about \$620,323**; due to "certain components of the statutory formulas used to allocate available campus-based funds to institutions (notably the base or conditional guarantee provision), percentage reductions will not be consistent among institutions." As a result of these formulas – and USED decisions, the SEOG reductions likely will be proportionally larger for for-profit institutions. Among the public and non-profit privates, institutions with the largest numbers of exceptionally-needy students will face the largest reductions; estimates published in February by the National Association of Student Financial Aid Administrators (NASFAA) projected the largest Virginia SEOG reductions for Liberty University, Tidewater Community College (TCC), Northern Virginia Community College (NVCC), George Mason University (GMU), Virginia Commonwealth University (VCU), and Old Dominion University (ODU). A few institutions may experience no reductions in SEOG funds.

- **Federal Work Study (FWS):** The FWS program, which provides funds for part-time employment to help needy students finance their educations (institutions or employers generally must pay up to 50% of students' wages), will be reduced by about 5.24% for academic year 2013-14. According to USED guidance issued in late April, **total FWS funds to Virginia institutions will be reduced by about 2.57% or about \$544,167**; due to "certain components of the statutory formulas used to allocate available campus-based funds to institutions (notably the base or conditional guarantee provision), percentage reductions will not be consistent among institutions." As a result of these formulas – and USED decisions, FWS reductions likely will be proportionally larger for for-profit institutions. Among the public and non-profit privates, those institutions with the largest work-study programs will face the largest reductions; estimates published in February by NASFAA projected the largest Virginia FWS reductions for Liberty, University of Virginia (UVa), TCC, VCU, NVCC, College of William and Mary (CWM), Virginia Tech (VT), and ODU.

- **Teacher Education Assistance for College and Higher Education (TEACH) Grants:** The TEACH Grant program, which provides grants of up to \$4,000 per academic year to students taking coursework in teaching and who agree to teach at least four years in high-need fields in schools serving low-income students, will have

reductions of first disbursements of awards made after March 1, 2013 (second or other subsequent disbursements after March 1, 2013 are not subject to reduction). **TEACH Grant awards that are subject to the sequester are being reduced across-the-board by 7.1% of the award amount for which the student otherwise would have been eligible.**

- Iraq-Afghanistan Service Grants (IASG): The IASG Program, which provides educational grants of up to \$5,550 to certain students whose parent or guardian was a member of the U.S. Armed Forces and died as a result of military service in Iraq or Afghanistan, will have reductions of first disbursements of awards made after March 1, 2013 (second or other subsequent disbursements after March 1, 2013 are not subject to reduction). **IASG awards that are subject to the sequester are being reduced across-the-board by 10.0% of the award amount for which the student otherwise would have been eligible.**

- Direct-loan Loan Fees: Under the terms of the sequester, **the loan fee for Direct Subsidized Loans and for Direct Unsubsidized Loans will increase to 1.051% (from 1.0%); and for Direct PLUS Loans (for both parent and graduate-student borrowers), to 4.204% (from 4.0%) for loans for which the first disbursement will be made on or after July 1, 2013.**

According to the *Chronicle of Higher Education*, many colleges and universities across the country budgeted conservatively for the spring semester, putting off hiring decisions and warning students that their financial-aid awards might be reduced. Some institutions acknowledged that they held back institutional aid in the spring semester to cover potential student aid/assistance shortfalls in the 2013-14 year.

2. Grants for Academic Research

Of the \$65 billion in college/university research spending in calendar year 2011, about \$40 billion came from federal grants; on average, federal grant-makers fund about 60% of all academic research. Under sequestration, funding to the federal entities that award grants for academic research will be reduced by 8-9% (some reductions were restored in the late-March passage of the *Continuing Resolution*). Estimates from various entities project total federal research spending in the next fiscal year to be reduced (as a result of many factors, including sequestration) by \$9.5-\$12 billion, with reductions in academic research in the \$3.0-3.5 billion range.

The budget of the National Institutes of Health (NIH) is being reduced by about \$1.5 billion. **Because about 85% of the NIH budget passes through as grants to external researchers, the reductions in health-related academic-research grants may approach \$1.275 billion over the next year.** In anticipation of the sequester, NIH began last year to scale back the number of grants awarded, as well as grant disbursement amounts and/or schedules. Where previously the top 12% of NIH proposals were likely to be funded, sequestration may reduce the guaranteed grant level to as low as 5%. And many of those that receive awards are likely to receive less funding than proposed in their requested budgets.

The budget of the National Science Foundation (NSF) is being reduced by about \$286 million. NSF has advised that, in terms of its grant-making, it will focus its

sequestration reductions mainly on the number of research grants it awards this year. **The number of new NSF awards this year is likely to be reduced by about 1,000.** Recipients of existing grants should continue to receive their award disbursements as scheduled. (The *Continuing Resolution* approved in late March also restricted NSF's ability to fund research in the political sciences.)

The budgets of the Departments of Defense, Energy, and Agriculture, as well as of NASAA, the National Endowment of the Humanities, and other research-grant-awarding federal entities will also be reduced by sequestration, and will total in the billions of dollars. Research and development (R&D) spending by the Energy Department, for example, will be cut by over \$550 million.

In anticipation of sequestration, many graduate schools and programs – especially those that receive federal research grants – offered admission to fewer applicants for the 2013-14 academic year, as well as fewer and/or smaller research stipends / assistantships. And from the beginning of the 2012-13 academic year, uncertainty over the “fiscal cliff” and sequestration negatively impacted federal-grant-supported hiring of faculty and support staff and purchasing of research equipment.

Moody's Investor Services projected in late March that American universities and nonprofit organizations would “face only minimal effects” (in terms of risks for lenders) from sequestration. The entities projected by Moody's to be at most risk were stand-alone research institutes, which might lose 3% or more of their revenues due to the sequester. That institution-level projection contrasts starkly with a nation-level one offered last fall by the nonpartisan Information Technology and Innovation Foundation (ITIF). The ITIF estimated that a \$9.5 billion reduction in federal R&D financing in FY2013 would reduce the gross domestic product (GDP) by \$154-\$654 billion over the next nine years, resulting in a loss or non-creation of 342,000 jobs by 2016 (a similar analysis by a research-lobby group projects a GDP reduction of at least \$203 billion by 2016 and job loss/non-creation of up to 200,000 annually between 2013 and 2016).

For Virginia colleges and universities, sequester-related research-fund reductions will total in the tens of millions of dollars. VCU president Michael Rao has stated publicly that sequestration could cost the university, which has a medical school and hospital, \$21 million in research funds, resulting in the loss of 100-200 research-related jobs. Media reports have projected federal-research reductions for UVa, which also has a medical school and hospital, as high as \$12 million, with similar numbers of jobs impacted.

3. Workforce Development/Job Training

Federal workforce-development programs, which have been cut by 30% since 2001 (and over \$1 billion in the past two years), will be reduced by another \$460 million in the 2013 fiscal year due to sequestration. Such a reduction will prevent community colleges and other aid-receiving entities from serving as many as 2 million workers and employers nationally. Some local organizations likely will lay off staff, cut back on programming, and/or close programs or centers altogether. According to the National Skills Coalition, if the sequester cuts remain in place for 10 years as specified in the

legislation, the results will be “catastrophic;” sequestration will have “completely dismantled the federal workforce-development system.”

For Virginia community colleges and other job-training entities, sequestration reductions will total about \$348,000 in funding for job-search assistance, referral, and placement; thousands of Virginians will not receive the help and skills they need to find employment.

4. Other Sequestration Impacts on Virginia Higher Education

As a result of sequestration, federally-funded programs that support the preparation of secondary-school students for higher education, such as the numerous programs under the TRIO umbrella, the GEAR UP grant program, and the College Access Challenge Grant (CACG) program, are being reduced by about \$65.9 million nationally (\$42.8 million reduction for TRIO; \$15.4 million for GEAR UP; \$7.65 million for CACG).

- **In Virginia, many institutions participate in the various TRIO programs; for example, at least seven institutions have TRIO-funded Upward Bound programs, which face reductions in the 5% range.**
- **The GEAR UP grant administered by SCHEV has ended; only the disbursement of scholarship funds remains, and these previously-received funds are not subject to sequestration.**
- **The maximum amount of CACG funds for which Virginia may apply for 2013-14 has been reduced by 4.97% (\$105,930) from the amount received and administered by SCHEV for 2012-13 (from \$2,130,318 to \$2,024,388).**

Medical education and university-provided health care face sequestration-induced reductions in Medicare spending, which will be reduced by 2% per year between FY2013 and FY2021, and which will have profound negative impacts on faculty, physicians, researchers, students, patients, institutions, communities, and the Commonwealth as a whole.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Marymount University
Arlington, Virginia
Gerard Phelan Hall, Zone 2
May 21, 2013
9:00 a.m.

Meeting Agenda

(Note: Some items from the May 21 meeting agenda may be addressed before adjournment of the May 20 meetings)

- | | | |
|---|------------|--------------------------|
| Call to Order and Announcements | 9:00 a.m. | |
| 1. Public Comment Period | | |
| 2. Approval of Minutes: | | |
| March 18, 2013 discussion | | Page D1 |
| March 19, 2013 meeting | | Page 1 |
| 3. Remarks by President Shank | 9:10 a.m. | |
| 4. Director's Report | 9:35 a.m. | Page 11 |
| 5. Presentation by Aims McGuinness, National Center for
Higher Education Management Systems (NCHEMS) | 9:45 a.m. | Page 12 |
| 6. Update on Assessment of SCHEV's Roles and
Responsibilities | | Page 13 |
| BREAK | | |
| 7. Committee Reports: | 10:45 a.m. | |
| <u>Academic Affairs Committee:</u> | | |
| a. Action on Programs at Public Institutions | | Page A6 |
| b. Action on Private and Out-of-State Post-
Secondary Education Institutional Certifications | | Page A20 |
| c. Action on Minor Revisions to SCHEV's Program Approval
Policy | | Page A28 |
| d. Action on Minor Revisions to SCHEV's Organizational
Change Policy | | Page A30 |

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|---|------------|------------------------|
| <u>TJ21 Implementation Task Force:</u> | 11:30 a.m. | |
| a. Action on Level II Education Related Measures
(VSU and UMW) | | Page TF3 |
| b. Discussion of Enrollment Projections and Degree
Estimates | | Page TF13
Page TF17 |
| c. Update on Impact of Federal Sequestration | | |
| 8. Items Delegated to Staff | 12:10 p.m. | Page 15 |
| 9. New Business | 12:15 p.m. | |
| a. Action on Resolution for Departing Council
Member | | |
| b. Closed Session | | |
| 10. Adjournment | 12:30 p.m. | |

NEXT MEETING: July 15-16 (Richmond)

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

NOTE:

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

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL DISCUSSION
MARCH 18, 2013
MINUTES**

Mr. Bland called the meeting to order at 2:15 p.m. in the Stallard Board Room, Lancaster Hall, Longwood University, Farmville, Virginia. Council members present: Gilbert Bland, Johanna Chase, Whittington Clement, Stephen Haner, G. Gilmer Minor, Julious Smith, and Katharine Webb

Council members absent: Joann DiGennaro, Mary Haddad, Gene Lockhart, and Gary Nakamoto

Staff members present: Jim Alessio, Peter Blake, Joe DeFilippo, Alan Edwards, Dan Hix, Tod Massa, Kirsten Nelson, and Lee Ann Rung

WELCOME

Mr. Bland introduced Interim President Marge Connelly who welcomed the Council to Longwood. She thanked the members for visiting the campus and indicated that she would provide an update at the March 19 meeting.

ASSESSMENT OF SCHEV ROLES AND RESPONSIBILITIES

Mr. Bland reminded members that the intent of the meeting was to get input from Council members in preparation for an anticipated directive from the Governor for SCHEV to do an internal assessment, to align with TJ21 goals, and to deal effectively with the future items of importance to higher education.

Mr. Bland asked Mr. Blake to provide an update on items from the legislative session, and Mr. Blake reviewed the language in the legislation related to SCHEV. Mr. Bland reminded members of the meetings that he and Council Vice Chair, Gil Minor, have attended over the last several months with various constituents to discuss higher education.

Mr. Bland asked Mr. Minor to provide his views on the meetings that occurred before the legislation was passed by the Governor and General Assembly. Mr. Minor indicated that there were many productive conversations that included legislators, business leaders, and others. Mr. Bland suggested that members consider what the Council is doing today, what the Council should do more of, and what the Council can do to make its role more effective and efficient. Mr. Minor said that the new legislation that includes adding two new members (one representing K12 and one representing economic development) will broaden the Council's outreach.

Mr. Bland said that the Council should present a report to the Secretary of Education and the Governor in the fall that shows that it has been collaborative among all stakeholders. Mr. Smith agreed to coordinate the meetings that will take place as the Council moves forward.

Mr. Blake distributed a document entitled "Review of the Council's Essential Functions," which included some actions that are already in development.

Mr. Clement expressed concern that more statutory duties have been added to SCHEV without any additional resources. Mr. Blake indicated that all of the SCHEV duties need to be reviewed as part of the internal review process.

Mr. Smith will present an update on the review process at the May meeting. He reminded members that as SCHEV's duties increase so will each member's work, which emphasizes the importance of getting input from all Council members.

Ms. Webb asked if input should be sought from a variety of stakeholders first. Mr. Smith thought it was in the Council's best interest to have a draft document based on an internal assessment before requesting feedback from various constituents.

Mr. Clement expressed a concern that the Council may not have the necessary resources required to accomplish the duties once they have been developed.

Mr. Haner suggested that members review the latest strategic plan but also cautioned that it is not possible to develop one document that will be agreeable to all constituents.

Mr. Blake requested input from all members on any duties they feel could be deleted or changed. He also said he would provide members with a schedule of upcoming advisory committee meetings. Mr. Blake informed members that staff is also working collaboratively on forums such the distance learning conference (which was cancelled due to inclement weather earlier in the month).

Mr. Bland invited Robert Lambeth, President of the Council of Independent Colleges in Virginia, to provide his perspective. Mr. Lambeth expressed his appreciation for seeking input from the private institutions and suggested that the Council defer further discussion about the private institutions until it meets in May with the Private College Advisory Board. He said that in SCHEV's purpose statement in the *Code of Virginia*, there is reference to coordinating the system of higher education with no specific limits to public institutions only. Several members expressed a need for SCHEV to look at the big picture and avoid getting bogged down in minor issues.

The meeting adjourned at 3:20 p.m.

Katharine Webb
Council Secretary

Lee Ann Rung
Manager, Executive & Council Affairs

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
MARCH 19, 2013
MINUTES**

Mr. Bland called the meeting to order at 9:03 a.m. in the Stallard Board Room, Lancaster Hall, Longwood University, Farmville, Virginia. Council members present: Gilbert Bland, Johanna Chase, Whittington Clement, Stephen Haner, G. Gilmer Minor, Julious Smith, and Katharine Webb.

Council member absent: Joann DiGennaro, Mary Haddad, Gene Lockhart, and Gary Nakamoto

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

PUBLIC COMMENT

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

APPROVAL OF MINUTES

On a motion by Webb and seconded by Smith, the minutes from the January 15, 2013, meeting were approved unanimously.

REMARKS BY INTERIM PRESIDENT MARGE CONNELLY

President Connelly spoke about the history of Longwood and its unique challenges. Longwood University is the third oldest public institution in the Commonwealth, with 4800 students enrolled (4400 undergraduate; 70% residential). A distinction of the university is the relationship between its students and instructors, which can be attributed to the small class size and the high percentage of residential students.

President Connelly indicated that supporting this particular business model is financially challenging because of Longwood's relatively small student body and endowment; the number of students from modest-income families; and a modest state contribution (6th lowest in the state). She stressed the positive economic and social impact that the university contributes to the community. Ms. Connelly reviewed Longwood's strategic priorities and explained the collaborative efforts that are underway.

DIRECTOR'S REPORT

Mr. Blake distributed a copy of his report as well as the progress being made on the list of SCHEV priorities that was developed at the Council's planning session in 2012. The following items from the report were highlighted:

SCHEV budget for 2013-14: He provided an update on items the SCHEV budget items approved by the General Assembly and reported that the Governor is reviewing the budget and will offer amendments at the April 3 reconvened session.

Outstanding Faculty Awards. The 27th annual Outstanding Faculty Awards ceremony was held February 12 at the Jefferson Hotel, in Richmond. Earlier in the day, the 12 recipients were honored on the floor of the Virginia Senate. The Council recognized Stanley Harrison, a former Council member who conceived the award.

Mellon Foundation: SCHEV staff met recently with researchers working with the Mellon Foundation on a potential project focusing on the impact on student outcomes of state and institutional funding and enrollment decisions.

School Safety Task Force: The Governor's School Safety Task Force completed its initial work January 31. Most of the recommendations centered on K-12 schools rather than on colleges and universities. A final report is due in June.

Digital learning resources conference. A significant winter storm forced the postponement of this conference. Sponsored by the Secretary of Education, SCHEV and the Virginia Community College System, the program will showcase practices at Virginia institutions and identify new innovations for promotion and policy emphasis and will be rescheduled later this year.

JLARC. Staff of the Joint Legislative Audit and Review Commission continues its two-year study of higher education (HJ 103, 2012 General Assembly). SCHEV staff recently met with JLARC staff to discuss auxiliary enterprise programs, funding models, academic program approval, faculty salary calculations, and faculty workload surveys.

Taiwan. Mr. Blake reported that he is scheduled to travel to Taipei to meet with officials from the Taiwan Ministry of Education, the National Science Council, the National Taiwan University, and others. One outcome of the visit will be a memorandum of agreement (MOA) between Virginia and the Taiwan Ministry of Education to promote educational and academic activities. He distributed a draft copy of the MOA.

BRIEFINGS AND DISCUSSION

Update on General Assembly Budget Actions

Mr. Hix distributed a revised copy of the chart on page 18 of the agenda book and explained the final actions that resulted from the budget conference committee.

Overall, there was very positive support for higher education during this short legislative session. Mr. Hix answered questions from members.

Summary of 2013 General Assembly Session

Ms. Nelson discussed the bills passed during the session and answered questions from members. Ms. Webb reminded the Council to be mindful of the financial impact that tuition waivers have on in-state tuition. Mr. Haner felt it would be useful to demonstrate the amount of revenue that could be diverted from the General Fund as a result of certain legislation dealing with in-state and out-of-state students. It was suggested that this could be a future discussion item for the Council's TJ21 Task Force.

Update on Memorandum of Understanding with the Virginia Economic Development Partnership (VEDP)

Mr. Blake introduced Mr. Martin Briley, President and CEO of VEDP, and informed members that as a result of HB2311, Mr. Briley will become a member of the Council, effective July 1, 2013. Mr. Briley presented information about the VEDP, which is a political subdivision established 15 years ago. He discussed Virginia's economic development strategies and provided information about the federal government's impact on Virginia's economy. Mr. Briley indicated that while Virginia enjoys great support from the Governor and General Assembly, the economic climate is extremely competitive among all states and countries. He expressed the need to think differently as we move forward. As a start in this new direction, a Memorandum of Understanding has been signed by all public college presidents and the Virginia Community College System to collaborate and undertake initiatives to market Virginia to businesses that will create jobs. Ms. Liz Povar from VEDP distributed information about the higher education partnership strategy which involves identifying and reaching out to as many groups as possible. Mr. Bland suggested that it might be useful for VEDP to request a list of former alumni from the Boards of Visitors from each institution. Sheri McGuire from the University Based Economic Development (UBED) office was present and distributed a list of UBED contacts from each institution.

BREAK

The chair called for a break at 11:00 a.m. The meeting resumed at 11: 15 a.m.

REPORT FROM ACADEMIC AFFAIRS COMMITTEE

Action on Programs at Public Institutions

Mr. Smith chaired the Academic Affairs Committee in Ms. Haddad's absence and provided a brief report of the Committee actions. He introduced institutional representatives and moved the following resolution from the Committee, which was seconded by Mr. Minor and approved unanimously:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Science (M.S.) degree program in Biostatistics (CIP: 26.1102), effective fall 2013.

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

The following resolution from the Committee was seconded by Mr. Haner and approved unanimously:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies The Dental Assisting Institute of Virginia, Inc. to operate a postsecondary institution in the Commonwealth of Virginia, effective March 19, 2013.

Action on Provisional Certification of Appalachian College of Optometry

Dr. DeFilippo explained the provisional certification process and reported that the Academic Affairs Committee approved an amendment to the resolution to provide more clarification. The following revised resolution from the Committee was seconded by Mr. Haner and approved unanimously:

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

1. that, during the period of provisional certification, Appalachian College of Optometry shall be allowed to advertise and receive student applications, but not actually enroll or instruct students.
2. that, during the period of provisional certification, Appalachian College of Optometry may not collect tuition from prospective students, though it may collect initial non-refundable fees of no more than \$100, as per 8 VAC 40-31-160 (N) (2) of the *Virginia Administrative Code*.
3. that, during the period of provisional certification, all publicity, advertisement, and promotional material must include a statement that the school is provisionally certified to operate in Virginia by SCHEV.
4. that, prior to the expiration of the period of provisional certification (March 31, 2014), Appalachian College of Optometry shall satisfy a site visit conducted by SCHEV staff demonstrating that the facility conforms to all federal, state and local building codes and that it is equipped with classrooms, instructional and resource facilities, and laboratories adequate for the size of the faculty and student body

and adequate to support the educational program to be offered by the school.

5. that prior to the expiration of the period of provisional certification, Appalachian College of Optometry will submit a surety instrument which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school closure.
6. that Appalachian College of Optometry's provisional certification shall lapse if the school does not satisfy conditions #4 and #5 by March 31, 2014. In the event of such lapse, the school may reapply for certification.

BE IT FURTHER RESOLVED that Council delegates to the Executive Director authority to confer full certification on Appalachian College of Optometry upon the school's successful completion of the site visit and submission of the required surety instrument.

Action on Course Registration Policies for Military Related Students

The following resolution was seconded by Mr. Minor and approved unanimously:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the *Guidelines on Course Registration Policies for Military-Related Students at Virginia Public Higher Education Institutions*, and that staff is authorized to promulgate the Guidelines immediately.

Mr. Blake noted that the preparation of military guidelines is an example of the amount of staff time needed to deal with additional duties that result from new legislation. He estimated that staff spent approximately 100 or more hours to develop the guidelines. This should be noted as the Council begins to evaluate its roles and responsibilities.

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

Mr. Smith reported that the Academic Affairs Committee received the POPE annual report and Ms. Rosa-Casanova answered questions from members. She was recognized for taking on additional duties in the POPE section over the last several months.

REPORT FROM TJ21 IMPLEMENTATION TASK FORCE

Update on the Enrollment Projection Process

Mr. Haner indicated that there were no action items from the Task Force but reported that staff provided a report on the enrollment projection process. The information collected from the institutions will be brought to the Council for discussion in May and for approval in the fall.

Update on the Six-Year Plan Process for 2013

Mr. Haner said Mr. Alessio reported on the process and indicated that the six-year plans will be done in conjunction with the enrollment projection process this year. He reminded members that the Boards of Visitors at each institution are the only formal approval required for six-year plans. However, the plans are reviewed by the OP6 group, which includes Mr. Blake, the Secretary of Education, the Secretary of Finance, the Department of Planning and Budget, and staff from the money committees.

Update on Student Financial Aid Reporting Study

Mr. Haner reminded members that Council made a recommendation last year on the ways in which institutions redirect a portion of tuition revenue for student financial aid. Two meetings have occurred with a small representative group of six institutions to work through the process and gain a better understanding of how institutions are handling this redirection of revenue. Mr. Haner stated that middle-income students and families could be adversely affected as tuition increases and financial aid funds are directed to low income students.

Update on Higher Education Advisory Committee

There have been no meetings of the advisory committee since the last meeting. Staff will continue to update Council when the committee meets again.

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. Bland asked that staff prepare a discussion about sequestration for the May meeting.

Mr. Bland asked that the entire Council be involved in the strategic initiative of SCHEV's internal review and informed members that staff will send a copy of any communication with the Governor. He also asked that staff provide members with the calendar of upcoming advisory committee meetings. Mr. Bland indicated that Mr. Smith will be the Council liaison in convening meetings with various constituents related to the SCHEV internal review. Members were encouraged to communicate individually with Mr. Smith if they have suggestions for collaboration. If additional Council meetings are needed to discuss this matter, members will be contacted.

ADJOURNMENT

Mr. Blake reminded members that the next meeting is scheduled for May 20-21, 2013, at Marymount University. The annual meeting with private college presidents will be held on the afternoon of May 20.

The meeting was adjourned at 11:55 p.m.

Katharine Webb
Secretary

Lee Ann Rung
Manager for Executive and Council Affairs

Items Delegated to Director/Staff

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

Institution	Degree/Program/CIP	Effective Date
Norfolk State University	Discontinue the Master of Arts degree program in Applied Sociology (45.1101). [Program Approved: November 3, 1982].	Fall 2012
University of Virginia	Initiate Undergraduate Certificate program in Accounting (52.0301).	Fall 2012
University of Virginia	Initiate Graduate Certificate program in eMarketing (52.0208).	Fall 2012
University of Virginia	Initiate Undergraduate Certificate program in Human Resources Management (52.1001).	Fall 2012
University of Virginia	Initiate Graduate Certificate program in Information Security Management (11.1003).	Fall 2012
University of Virginia	Initiate Undergraduate Certificate program in Information Technology (11.0103).	Fall 2012
University of Virginia	Initiate Graduate Certificate program in Leadership (52.0213).	Fall 2012
University of Virginia	Initiate Graduate Certificate program in Leadership in Human Resources Management (52.1001).	Fall 2012
University of Virginia	Initiate Graduate Certificate program in Project Management (52.0211).	Fall 2012
University of Virginia	Initiate Graduate Certificate program in Public Administration (44.0401).	Fall 2012

University of Virginia	Initiate Graduate Certificate program in Technology Leadership (11.1099).	Fall 2012
Virginia Polytechnic Institute and State University	Discontinue the Doctor of Education and Doctor of Philosophy degree programs in Administration and Supervision of Special Education (13.0402). [Program Approved: 1976].	Fall 2012
Virginia Polytechnic Institute and State University	Discontinue the Education Specialist degree program in Administration and Supervision of Special Education (13.0402). [Program Approved: 1976].	Fall 2012
Virginia Polytechnic Institute and State University	Discontinue the Master of Science in Education degree program in Health and Physical Education (13.1314). [Program Approved: 1972].	Fall 2012
Virginia Polytechnic Institute and State University	Discontinue the Bachelor of Science degree program in Secondary Education (13.1205). [Program Approved: 1971].	Fall 2012

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

Organizational Changes / Off-campus Instructional Sites

Institution	Change / Site	Effective Date
George Mason University	Rename the Department of Civil, Environmental and Infrastructure Engineering to the Sid and Reva Dewberry Department of Civil, Environmental and Infrastructure Engineering.	January 1, 2013
Virginia State University	Reorganize the Department of Agriculture and Human Ecology to create the Department of Agriculture , the Department of Family and Consumer Science , and the Department of Hospitality Management.	November 1, 2012
Virginia State University	Rename the School of Agriculture to the College of Agriculture.	November 1, 2012
Virginia State University	Rename the Department of Chemistry and Physics to the Department of Chemistry.	November 1, 2012
Virginia State University	Reorganize the School of Engineering, Science, and Technology to create the College	November 1, 2012

	<p>of Engineering and Technology and the College of Natural Health Sciences. Three departments will be located in the College of Engineering and Technology: Engineering Technology; Computer and Manufacturing Engineering; and Mathematics and Computer Science. Four departments will be located in the College of Natural and Health Sciences: Biology; Chemistry; Nursing; and Psychology.</p>	
<p>Virginia State University</p>	<p>Reorganize the School of Liberal Arts and Education to create the College of Education and the College of Humanities and Social Sciences. Five departments will be located in the College of Education: Administrative and Organizational Leadership Development; School and Community Counseling; Doctoral Studies; Teaching and Learning; and Health, Physical Education and Recreation. Eight academic departments will be located in the College of Humanities and Social Sciences: Music; Art and Design; Mass Communications; Sociology, Social Work and Criminal Justice; History and Philosophy; Political Science and Public Administration; Languages and Literature; and Military Science.</p>	<p>November 1, 2012</p>

**State Council of Higher Education
Director's report
May 21, 2013**

Center for Excellence in Education: Council chairman Gil Bland and I attended the center's annual Congressional luncheon in Washington. Center president and Council member Joann DiGennaro presided over the celebratory event, which featured alumni of the center's programs.

Governor's Business Plan Challenge. Students from 21 public and private institutions participated in this event, which featured business plans developed by undergraduate students. Council member Gary Nakamoto served as a judge. Staff member Alan Edwards worked assiduously with the Governor's office to make the event a big success.

School Safety Task Force: The Governor's School Safety Task Force is considering recommendations for college and university Community Emergency Response Team training, crime prevention efforts, campus safety programs, and alert notification systems.

Board of visitors training: We have set the next orientation session for October 22. We also are planning an evening reception for October 21.

JLARC: Staff continues to meet with staff from the Joint Legislative Audit and Review Commission on its study of higher education. This has been a resource-rich endeavor. JLARC will present its initial report – a “trends” document – in June.

Linda Woodley Scholarship and Award for Excellence: The Virginia College Access Network recently established the Linda H. Woodley Service Scholarship. Also, National Association of State Administrators and Supervisors of Private Schools announced the creation of an award for state regulator excellence, the “Linda Woodley Award for Regulatory Excellence.” Ms. Woodley is the former director of private and out-of-state postsecondary education for SCHEV. She passed away in January.

Aggregator: Attached is a prototype of a new product featuring SCHEV data. The purpose is to identify a significant issue in higher education, use SCHEV data to examine the issue, and draw conclusions on steps policy makers, students, institutions or others can take to improve performance. Staff proposes publishing a series of the Aggregator reports and making them available in multiple formats.

Republic of China visit: In March, I met with officials from the Taiwan Ministry of Education, the National Science Council, the National Taiwan University, and others, and signed a memorandum of agreement to promote educational and academic activities.

Staff changes: Sylvia Rosa-Casanova is the new director of private and out-of-state postsecondary education. She previously served as a compliance manager. Michael Smith has been hired full-time as a fiscal specialist, a position he previously held in a part-time capacity. Jim Alessio, long-time public servant and director of higher education restructuring, is retiring June 1.

The Need for a New Index

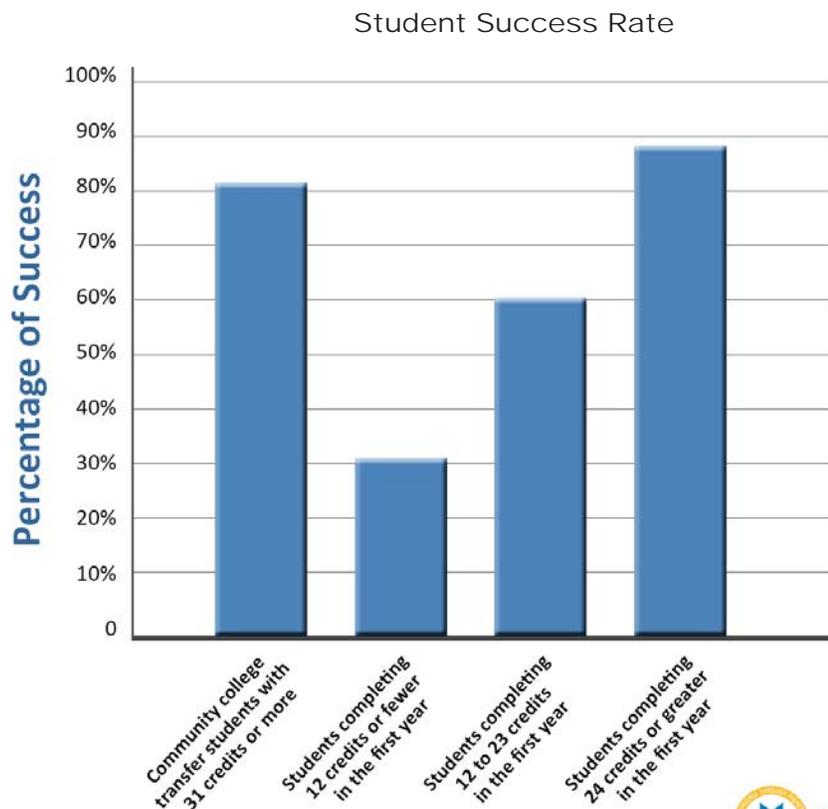
The existing graduation rates used by the U.S. Department of Education and collected in the Graduation Rate Survey (GRS) measures only first-time freshmen beginning college full-time in the fall term. Further, the rate calculations include only those students who go on to graduate from the institution at which they begin their studies. Due to these limitations, the six-year federal graduation rate that is most widely reported can be considered an incomplete, if not questionable, measure for many institutions, especially community colleges. It is in response to these shortcomings that SCHEV developed a more holistic measure of student completion and success.



May 2013

Student Success Revealed

More than 70 percent of undergraduate students entering Virginia's public four-year institutions of higher education in Virginia complete or persist toward a degree. The figure is based on a new Student Success Index, which SCHEV developed to recognize more fully the patterns of student enrollment. Comparison of various cohorts of students based on the new Student Success Index yields the following success rates:



Student Success Understood

Such outcomes align with findings in current literature on college completion, as well as the work of such organizations as Achieving the Dream and Complete College America. These results also help the higher education community better understand the nuances of student success and completion that can be obscured by the older methods of measurement (see box on front page).

Just as the Student Success Index highlights successful student groups, it also clearly identifies student groups warranting greater levels of attention and support. For example, it reinforces the importance of the first year of college in projecting student completion. Students who enroll part-time or pass fewer than 12 credits in the first year, are at significant risk for not completing a degree.

The Student Success Index also reveals that students transferring to public four-year institutions having successfully earned 31 credits or more (regardless of how long it took to earn those credits) demonstrate success at rates almost as high as those students enrolling originally at the four-year institution and successfully completing 24 credits or greater in the first year. This finding reinforces the value of Virginia's community colleges.

Student Success Redefined

These graduation rates are revealed in a new Student Success Index constructed by SCHEV. This index presents a composite measure of student success that allows comparison of all four-year institutions whether they serve primarily traditional or non-traditional students. Unlike previous methods of data collection, SCHEV's Student Success Index counts all students entering a Virginia four-year institution in a given year, including both first-time and transfer students, regardless of the term in which they begin classes. It includes both full- and part-time students, and contains separate standards for completion for each of the four possible combinations of student:

- First-time in College, Full-time at Entry: 6 years to complete
- First-time in College, Part-time at Entry: 8 years to complete
- New Transfer, Full-time at Entry: 5 years to complete
- New Transfer, Part-time at Entry: 7 years to complete

The measure is blind as to which institution awarded the degree, thus accounting for students who transfer before completion. Finally, SCHEV's metric includes students who are still enrolled during the standard completion year for their cohort (as described in the above bullets) since they are clearly still persisting toward a degree.

SCHEV has compiled these and additional measures at the state and institution level to assist decision-makers in pinpointing areas of concern and success as the Commonwealth's institutions pursue the goal of 100,000 additional degrees by 2025.

State Council of Higher Education for Virginia Agenda Item

Item: #5 – Presentation by Aims McGuinness, National Center for Higher Education Management Systems (NCHEMS)

Date of Meeting: May 21, 2013

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

Aims McGuinness is a Senior Associate with the National Center for Higher Education Management Systems (NCHEMS), a private nonprofit policy center in Boulder, Colorado. He is known internationally for his work on higher education policy and university systems.

His presentation will focus on ways to use state structures to influence and guide a coordinated system of colleges and universities. This is a timely topic given the Council's current review of its duties and the development of a statewide strategic plan.

Materials Provided:

- Biography of Aims McGuinness, from the NCHEMS website
- Article by Aims McGuinness and Richard Novak discussing statewide policy leadership in higher education

Financial Impact: None.

Timetable for Further Review/Action:

The presentation is part of an ongoing evaluation of SCHEV's duties and of the development of a new statewide strategic plan. Both items will be addressed by Council at future meetings.

Resolution: None.

Aims McGuinness

Aims McGuinness is a Senior Associate with the National Center for Higher Education Management Systems (NCHEMS), a private nonprofit policy center in Boulder, Colorado. At NCHEMS, he specializes in state governance and coordination of higher education; strategic planning and restructuring higher education systems; roles and responsibilities of public institutional and multi-campus system governing boards; and international comparison of education reform. Prior to joining NCHEMS in 1993, he was director of higher education policy at the Education Commission of the States (ECS). Before joining ECS in 1975, he served as a congressional staff member and was executive assistant to the Chancellor of the University of Maine System.

Over the past thirty-five years, McGuinness has advised many of the states that have conducted major studies of their higher education systems and undertaken higher education reforms. Recent projects (all conducted through NCHEMS) were in Alabama, Arizona, California, Illinois, Indiana, Kentucky, Louisiana, Maine, Mississippi, Missouri, Nevada, New Mexico, New York, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Virginia, Washington State, and West Virginia. Issues addressed in these projects concerned developing a “public agenda” for higher education, changing relationships between the state and higher education, reform of community and technical college systems, and reviews of policy alignment with state priorities.

McGuinness is author of several papers on state higher education policy and university systems. He initiated the *State Postsecondary Education Structures Sourcebook*, a basic reference guide to state coordination and governance in the United States, and was the principal contributor to the December 1997 edition and to an updated web-based version.

McGuinness is an active participant in international forums on education reform and has advised or conducted reviews of several countries, primarily through the Organisation for Economic Co-operation and Development (OECD) and the World Bank. Countries include: Dominican Republic, Egypt, Estonia, Greece, India, Ireland, Israel, Japan, Korea, Latvia, Lithuania, Malaysia, the Russian Federation, and Turkey.

McGuinness earned his undergraduate degree in political science from the University of Pennsylvania, an MBA from The George Washington University, and a Ph.D. in social science from the Maxwell School, Syracuse University.

May 2011



Published on *Association of Governing Boards* (<http://agb.org>)

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The Statewide Public Agenda and Higher Education: Making It Work

 [Trusteeship Magazine Cover image.jpeg](#) [1]

Complex political and economic trends throughout the country are making it difficult to develop effective leadership capacity to guide public universities toward the achievement of statewide goals.

Strong state coordinating boards are essential to shape and gain consensus on a long-term public agenda that links higher education to educational attainment and a better quality of life.

States must explore how to strengthen existing entities or, if necessary, create alternative structures to ensure statewide policy leadership.

March/April

2011

Volume: 19

Number: 2

[Aims McGuinness](#) [2]

[Richard Novak](#) [3]

Recent political and economic trends pose a challenge to developing effective leadership capacity to guide public universities to the achievement of statewide goals. Strong state coordinating boards are essential to shaping a longterm public agenda.

During this time of major societal demands and growing fiscal constraints, effective state higher education leadership is needed to guide public universities toward the achievement of statewide goals. But unfortunately, the increasingly complex political and economic contexts across the nation are making it difficult to develop such leadership capacity. We must rethink the roles, responsibilities, and legal status of the entities charged with keeping higher-education institutions focused on their state's public agenda.

State and national leaders are in solid agreement that America must increase the number of baccalaureate-degree and associate-degree holders among both younger citizens and adults to ensure a productive nation. There is also broad consensus that, for the nation to remain the world's top economic power, enhanced capacity for research and innovation is required—primarily at our universities.

Yet severe fiscal constraints will make addressing such challenges extremely difficult for higher-education institutions. National deficits are expected to be high for years to come and threaten federal investment in education. At the state level, the National Association of State Budget Officers (NASBO) and the National Conference of State Legislatures (NCSL) predict large budget gaps for the next several years, so cuts in appropriations are still in the offing for many colleges and universities. Additional public dollars for higher education may not be forthcoming for years.

Leadership is needed in each of the 50 states, at both the board and executive level, to:

- Shape and gain consensus around a long-term public agenda that links higher education to increasing the state's educational attainment and improving its economy and quality of life;
- Align finance and accountability with this agenda; and
- Lead long-term systemic change to achieve the agenda over political and economic cycles.

Historically, about half the states have handled statewide education issues through "coordinating boards," with responsibility to plan and orchestrate policy for relatively decentralized systems of colleges, universities, and community colleges. The other states have organized most of their public institutions under one or more statewide "governing boards." In those states, the governor and state legislature, along with largely voluntary leaders and with collaboration among system board members and executives, shape a broad agenda and address cross-cutting issues like mission differentiation and student transfer and articulation. Unfortunately, however, many of the entities established to carry out such a leadership role—whether in coordinating-board or governing-board states—no longer seem up to the task. This article will concern itself primarily with coordinating boards.

The Challenges of Statewide Coordination

Most coordinating agencies or entities—by which we mean the citizen board or commission and its executive staff—were established in the 1950s and 1960s. Their original purpose was to manage higher education's expansion and development, promote mission differentiation, curb unnecessary program duplication, referee institutional disputes, and be a "suitably sensitive mechanism" between state government and the academy. Today their common functions include statewide planning and policy leadership, maintaining data and information systems, analyzing policy and resolving problems, reviewing budgets, evaluating and approving academic programs, administering student financial aid, and licensing and authorizing non-public institutions.

Formal authority differs among coordinating agencies. Many have significant authority by statute or state constitution, while a few have only a tangential advisory role to governors and legislatures. Yet no matter the extent of formal authority in law, the agency's "power" depends most on:

- Board and executive leadership;

- A reputation for objectivity, fairness, and timeliness of analysis and advice to legislative and executive branches;
- Capacity to gain the trust and respect (but not always agreement) of both political and institutional leaders; and
- Institutional or university-system leaders who support effective and voluntary coordination to address state and regional policy issues that can only be dealt with through such coordination.

Over the past decade, the most-effective coordinating agencies have shifted from developing inwardly focused master plans to shaping a public agenda that links higher education and increasing educational attainment to the state's quality of life and economic competitiveness. Such agencies have the authority to align fiscal policies—appropriations, tuition policy, and student-aid policy—with that public agenda, incentivizing institutional support of state priorities. They have also recognized the benefits of minimal regulation balanced by accountability for institutional performance and outcomes. They have advanced their state's agenda by supporting and not intruding upon institutional self-governance.

In states with less-effective leadership, the coordinating agencies are falling short in terms of developing and advancing sound policies. Too often statewide strategic plans or master plans lack clear goals and related metrics that gauge whether those goals are being met. They tend to focus on institutional issues, often internal ones, and not state priorities or the public agenda. They are not linked to the budget or fiscal policy or institutional accountability.

Further, in less-effective agencies, administrative and regulatory functions dominate staff workloads, driving out attention to policy leadership. The policy influence of many state coordinating boards and commissions is also hurt by uneven, if not weak, citizen board appointments and by the high turnover of executive leadership. More than three quarters of state coordinating agencies have had at least one change at the top in the past five years. Any candid leader or observer of such agencies will tell you that these jobs are getting harder and harder to fill.

All of that leads to the inability of those agencies to gain the trust and respect of the governor, legislators, and other state officials, as well as college and university leaders. Such trust and respect is needed if an agency is to be viewed as objective and fair in its decisions, and transparent and responsive to requests for data, advice, and policy interpretations.

External realities can also impede effective statewide coordination. Changes in gubernatorial and legislative leaders, in some states a result of term limits, can create a loss of "memory" for the rationale and functions of coordinating agencies. Lobbying of legislative delegations by individual institutions and systems can undercut an agency's policy recommendations, particularly those pertaining to the budget or new programs. Many agencies are understaffed due to budget cuts, so over time an accumulation of legislative mandates saps needed staff time away from the more important responsibilities for strategic planning and policy leadership. Finally, increasing polarization in the policy process, particularly along partisan lines, makes gaining consensus on goals and priorities a daunting challenge.

Characteristics of Effective Coordinating Agencies and Commissions

Strong boards:

- Focus on developing and gaining broad commitment to long-term goals for the state;
- Link finance and accountability to state goals;
- Use data to inform policy development and public accountability;
- Emphasize mission differentiation;
- Insist on quality, objectivity, and fairness in analysis and consultative processes;
- Exhibit consistency and integrity in values, focus, policy development, and communications;
- Focus on core policy functions like planning, resource allocation, evaluation, and accountability;
- Demonstrate willingness to take stands on matters of principle;
- Are nonpartisan in their processes and decision making with both the legislative and executive branches; and
- Make decisions fairly among all higher-education sectors and providers.

Different States, Different Approaches

Some states are working to strengthen the leadership role of their coordinating agencies. In some cases, as in Kentucky, such a move has occurred as a result of reform legislation. In other instances, as in Indiana, the coordinating board and executive staff, with the explicit and sustained support of the governor and state legislature, have taken the lead.

In still other states, governors have been given more authority to appoint state executives and board chairs and to direct the work of state agencies. Those changes have resulted in the coordinating entity having less perceived or actual independence from direct political control. The governor appoints the coordinating-agency executive in Arkansas, Colorado, and Maryland.

In New Mexico and Ohio, the citizen coordinating board was abolished, and the state higher-education executive is now a cabinet-level position appointed directly by the governor. Ohio's actions to establish the Ohio University System, headed by a chancellor who reports directly to the governor, have created the most coherent and strategic statewide agenda in the nation. Yet its sustainability and long-term impact are in question because the chancellor ultimately serves at the pleasure of the governor. While the chancellor's term of office lasts one year into a new governor's term, it is always possible that a new governor will want a change in leadership after that term expires. In all of these states, sustaining a long-term agenda over changes in gubernatorial leadership is a major challenge.

States with two or more statewide governing boards also face difficulties. In most of those states, there is no public entity or formal venue for developing a statewide agenda that cuts across the whole higher-education system. Shaping that agenda and managing cross-sector issues, like mission differentiation or student transfer, often depend on direct intervention of the governor or state legislature and the voluntary collaboration among boards and system leaders. As in coordinating-board states, severe fiscal problems, exacerbated by turnover of board and system leadership, are undermining the capacity of governing boards to sustain attention to a broader public agenda—especially one that requires collaboration across sectors.

Are Integrated Education Systems Possible?

Meanwhile, developing a coordinated strategy across all levels of education, pre-K through graduate school, has become a growing priority in most states. For example, about 48 states are committed to implementing the new Common Core State Standards; they are working to reach agreement on an operational definition of college and career readiness and trying to align assessments with these standards across all levels of education. More states will probably consider creating, by statute or constitution, a single, overarching bureaucratic structure to achieve this coordination, such as recently proposed by Christine Gregoire, governor of Washington.

However, it is still unclear whether creating a P-20 bureaucracy, a "super coordinating agency" for all of education, will necessarily lead to the kind of integrated state strategy and cross-sector coordination that many people are seeking. Only four states—Florida, Idaho, New York and Pennsylvania—have state boards and agencies with formal legal authority for all levels of education. And, in practice, those entities do not provide the kind of strategic leadership across all sectors that the future will require. Florida, which has long had a single state board and agency, attempted to expand the role of the education secretary to lead a comprehensive P-20 entity. But that effort could not be sustained, in part because a constitutional amendment removed the public universities from the secretary's purview.

Nor have many of the state P-20 councils established over the past decade been especially effective as a means for cross-sector coordination. Advisory only, they usually lack authority, staff, and sustained support from the governor and agency leadership.

States that are making progress on P-20 issues tend to be those with, first, a strong leader of an effective state coordinating agency or state university system and, second, a strong chief state school officer, who both commit their authority, time, and the resources of their agencies to making cross-sector coordination work. Indiana, Maryland, and Kentucky are good examples of this collaborative approach.

New Models Required

For the future, states must explore how to strengthen existing entities or, if necessary, create alternative structures to ensure statewide policy leadership. This is true for states having either a coordinating or governing entity. For many states, the best option is to pursue practical strategies that would enable the existing statewide coordinating or governing agency to work better and avoid potentially costly and controversial governance restructuring.

A thorough review and updating of an existing entity's authorizing statutes can be an important step. Many of those statutes include an accumulation of legislative mandates for studies and reports that have long outlived their usefulness. Many statutes still refer to old-time "master plans." They neither make clear the entity's role in shaping and gaining consensus around a public agenda nor authorize the entity to align fiscal policy with that agenda. Engaging the state's political, civic, and business leaders in creating a broad, cross-sector, public agenda can ensure that the focus is on the future educational attainment of the state's population and the competitiveness of the state's economy—and not only on advocacy for higher education.

In other cases, the effectiveness of an entity can be enhanced by strengthening its citizen board by appointing board members charged with a clear sense of what's expected of them and their responsibilities. (See sidebar below)

Expectations of Board Members of State Coordinating Boards and Commissions

1. To seek to be fully informed about higher-education policy and the state's colleges and universities and university systems.
2. To understand the responsibilities of higher education in addressing the public interest by fulfilling the educational needs of the state's citizens.
3. To understand where each institution fits into overall state higher-education policy and what it contributes to the state's future.
4. To understand emerging issues within a national context and their potential effects on state higher-education policy.
5. To be able to articulate cogent arguments for statewide policy positions to advance higher education (for example, for a student-aid policy or policy concerning student learning and success).
6. To understand the breadth of authority of the state entity and how to use it to accomplish state goals: how it can leverage change, use regulation judiciously, serve as a convener, and partner with other education, business, and political leaders.
7. To help advance state goals or a state policy agenda to a broad constituency that includes elected, civic, business, and higher-education leaders.
8. To be able to support positive change in state higher education policy while being cognizant that preserving tradition, culture, and long-term stability is crucial.
9. To understand that the board's responsibility is statewide coordination and policymaking—and not involvement in institutional governance, agency or office administration, or institutional management.

10. To strengthen and sustain the agency staff, particularly the chief executive, while being an active, energetic, and probing board member exercising critical judgment on policy matters.
11. To defend the autonomy and the independence of higher-education institutions while encouraging responsiveness to state needs and priorities.
12. To represent all the people and the broad public interest of the state and no particular interest, institution, community, or geographical constituency.
13. To help enhance the public image of higher education as well as that of the board.
14. To foster openness and trust among board members and the governor's and legislators' offices, as well as the faculty members, students, and administrators from the various colleges and the public.
15. To be able to assess strategies and capacity to accomplish state goals and demonstrate leadership on needed course corrections.
16. To support and buffer agency staff with institutional or state elected leaders during difficult decision-making periods.
17. To participate in the hiring, selection, and performance review of the agency chief executive, holding him or her accountable for implementing strategic plans and agendas.
18. To be willing to forego any partisan political activity that could be disruptive or harmful to the state, board, or agency.

—*"2010 Policies, Practices, and Composition of Higher Education Coordinating Boards and Commissions," Ingram Center for Public Trusteeship and Governance, AGB (July 2010). Adapted from "Statement on the Responsibilities of Individual Rights," by the University of Minnesota Rights Candidate Advisory Council.*

But in states where the existing coordinating agency has lost its credibility, major change may be necessary. Establishing new entities or replacing an existing entity with a new one with a broader leadership charge may be required in states where no capacity exists, either formal or informal, to shape and pursue a broader agenda.

If revitalizing or establishing a new coordinating entity is not appropriate or feasible, state and higher education leadership should consider other alternatives. One possibility is a non-governmental public or private entity charged explicitly in its charter with shaping a public agenda, monitoring progress toward long-term goals, and making recommendations to the governor and state legislature on a finance policy to achieve those goals. Such an entity should include state political, business, and civic leaders.

A non-governmental body, this entity could not regulate or allocate public funds, but it could play a powerful role in shaping and gaining consensus on a public agenda—keeping the state focused on step-by-step progress toward goals across changes in political leadership and ups and downs in the state's economy. It also could serve as a watchdog in the public interest by setting high expectations for performance and highlighting problems that must be addressed (such as ensuring affordability, enhancing degree completion, improving transfer and articulation, and curbing mission drift).

To compete in the global economy, states must have diversified higher-education enterprises with the capacity to educate a highly skilled workforce and contribute to an expanding and innovating economy. Each state should have a broad-based public entity that has the authority to set clear long-term goals, align fiscal policy with those goals, and hold the higher-education enterprise accountable for progress toward those goals. If not, it should be willing to explore other ways to fulfill such crucial leadership roles.

Profile of the Typical Coordinating Board or Commission

Board Size, Gender, and Ethnicity. The typical board has 12 voting members (four women and eight men) of whom nine are Caucasian, one is African American, one is Hispanic or Latino, and one is Asian, American Indian/Alaska Native, or another ethnicity.

Age, Occupation, and Service. Two board members are 49 years old or younger, eight are 50 to 69 years old, and two are 70 or older. The average length of a single term of service is 5.5 years. Two members are retired, and 10 are currently employed. Of those employed, four are in business, two in professional services, two in education, one is an elected official or in a government position, and one is in another occupation.

Selection. The typical member is appointed by the governor, with legislative confirmation.

Board Policies and Practices. The chief executive is not a voting member of the board, but he or she routinely participates in executive-session meetings.

Over half of all board members attend 76 to 90 percent of all board meetings.

The typical board meets eight times each year, for three or more hours each time, and has four standing committees: academic programs/certification/instructional affairs, finance/budget, executive, and other committees.

—*"2010 Policies, Practices, and Composition of Higher Education Coordinating Boards and Commissions," Ingram Center for Public Trusteeship and Governance, AGB (July 2010).*

Aims C. McGuinness is a senior associate with the National Center for Higher Education Management Systems, a private nonprofit policy center in Boulder, Colorado. Richard Novak is senior vice president for programs and research at AGB.

William Kirwan, "Can We Achieve Our National Higher-Education Goals?"
September/October 2009. [4]

Denise Merrill and Geanie Morrison, "Getting By Isn't Good Enough for Higher Education."
July/August 2009. [5]

Cristin Touts, "2010 Policies, Practices, and Composition of Higher Education
Coordinating Boards and Commissions" (AGB 2010) [6]

Cristin, Touts, "February 2011 State Governance Action Report" (AGB 2011) [7]

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State Council of Higher Education for Virginia Agenda Item

Item: #6 – Update on Assessment of SCHEV’s Roles and Responsibilities

Date of Meeting: May 21, 2013

Presenter: Peter Blake; peterblake@schev.edu

Most Recent Review/Action:

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

Date: March 18, 2013

Action: Discussion on SCHEV’s roles and responsibilities

Background Information/Summary of Major Elements:

The 2013 General Assembly approved and the Governor signed HB 2311, which affirms SCHEV’s role in advocacy; planning, research and analysis; policy development and implementation; board development; and institutional collaboration. It also expands the Council membership to include the president of the Virginia Economic Development Partnership, a school superintendent, and a former college or university president.

At the March meeting, Council members discussed SCHEV’s duties relative to the recent legislation and other Council priorities. Chairman Gil Bland said that Joey Smith would lead an internal review of Council’s duties and report periodically to Council. The review includes multiple stakeholders, including representatives from public and private institutions, legislators, Governor’s office, legislative and executive branch staff, business leaders, former Council members, K-12 community and others.

Over the past two months, Mr. Smith and Council staff have held a series of meetings with representatives of many of these stakeholders. They have offered a variety of useful strategies to address emerging higher education needs. Among the priorities we have heard are the following:

1. Expand capacity for research, analysis and reporting on higher education issues.
2. Expand outreach with K-12 to improve transition from secondary to postsecondary education.

3. Increase efforts to coordinate with colleges and universities on economic development.
4. Expand outreach to boards of visitors for training and development.
5. Serve as a catalyst for collaboration among institutions that enhance quality and create operational efficiencies.
6. Promote a statewide strategic plan for higher education, and establish and monitor measurable goals for the plan.
7. Re-engineer and expand SCHEV's comprehensive data system to inform state-level strategic planning, policy development and implementation, and quality and efficiency enhancements.
8. Re-align and enhance staff efforts to advocate and promote higher education in Virginia.

Council members will have an opportunity to hear directly from private college and university presidents in May and public college and university presidents in September. Also, in July, Mr. Smith and Mr. Bland are proposing a session for Council members to hear directly from representatives of several stakeholder groups followed by a facilitated discussion among Council members. Staff has prepared the following preliminary list of questions we would ask presenters to address:

1. How can the Council and its staff best advance the needs and interests of the Commonwealth?
2. How can the Council and its staff best achieve the goals and priorities set forth in the "Top Jobs" Higher Education Opportunity Act of 2011 as well as other statewide needs?
3. At the statutory and regulatory level, does the Council have the proper scope of duties and authority to lead a coordinated system of higher education?
4. At the practical level, how can the Council and its staff best perform the duties and responsibilities and exert the authority derived from the questions above?

Materials Provided: None.

Financial Impact:

None at this time. The review could result in a recommendation for an increase in financial resources commensurate with new duties.

Timetable for Further Review/Action:

This will be an ongoing Council agenda item.

Resolution: None.

State Council of Higher Education for Virginia Agenda Item

Item: #8 – Items Delegated to Staff

Date of Meeting: May 21, 2013

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:

Programs actions approved:

- College of William and Mary
- Longwood University
- Norfolk State University
- Mountain Empire Community College
- Piedmont Community College
- Virginia Western Community College

Organizational Changes / Off-campus Instructional Sites:

- University of Mary Washington
- Radford University

Governor's STEM Academies:

- Governor's Health Sciences Academy - Bruton High School and Warwick High School
- Governor's Health Sciences Academy - Bethel High School

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A

Items Delegated to Director/Staff

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

Program Actions

Institution	Degree/Program/CIP	Effective Date
College of William and Mary	Change the title of a Bachelor of Science degree program in Interdisciplinary Studies - Neuroscience (26.1501) to a Bachelor of Science degree program in Neuroscience (26.1501).	Spring 2013
Longwood University	Discontinue the Bachelor of Science degree program in Community Health Education (51.1504).	Summer 2013
Norfolk State University, Old Dominion University, Eastern Virginia Medical School	Discontinue the Doctor of Psychology degree program in Clinical Psychology (42.2801).	Fall 2012
Norfolk State University, Old Dominion University, Eastern Virginia Medical School	New Spin-off Program Approved: Doctor of Philosophy degree program in Clinical Psychology (42.2801).	Fall 2013
Mountain Empire Community College	New Program Approved: Associate of Applied Science degree program in Health Information Management (51.0707).	Fall 2013
Piedmont Virginia Community College	New Program Approved: Associate of Applied Science degree program in Culinary Arts (12.0500).	Fall 2013
Virginia Western Community College	New Program Approved: Associate of Applied Science degree program in Radiation Oncology (51.0907).	Fall 2013

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

Organizational Changes / Off-campus Instructional Sites

Institution	Change / Site	Effective Date
University of Mary Washington	The College of Business has closed the Department of Accounting and Management Information Systems and the Department of Management and Marketing. The degree programs will be administered by the Dean's office from the College of Business.	July 11, 2013
Radford University	Rename the Department of Exercise, Sport, and Health Education to the Department of Health and Human Performance	August 10, 2013

Governor's STEM Academies

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

Title of Academy	Governor's Health Sciences Academy
Location	Bruton High School (York County) and Warwick High School (Newport News)
Name of Lead Entity	Newport News Public Schools and York County School Division
Date of Approval	April 9, 2013
Academy Initiation	2013-14

Title of Academy	Governor's Health Sciences Academy
Location	Bethel High School (Hampton, VA)
Name of Lead Entity	Hampton City Public Schools
Date of Approval	April 11, 2013
Academy Initiation	2013-14