

Initiatives	Score –
– Coordinate the development and implementation of programs that combine resources from PK 12, community colleges, universities, and other public sources to ensure affordable, efficient, and effective pathways for students in all parts of the state	8.58
– Conduct a statewide survey or other analysis to assess the preparation for life and work of college graduates	3.08
– Review the role of the state and SCHEV in the regulation of private postsecondary education and recommend improvements to address such factors as: economic development, student protections, institutional quality, intersection with federal regulations, and state attainment priorities	5.08
– Seek protection of higher education funding through a constitutional amendment	7.08
– Review and recommend potential initiatives for further restructuring that enhances institutional administrative and operational autonomy and supports improvements in quality and efficiency	7.83
– Identify and recommend models for technology-enhanced instruction that improves the quality of instruction or provides greater cost efficiencies for students or the institutions	5.50
– In collaboration with institutions, identify a method or methods for measuring the quality of undergraduate education, including employment outcomes and community and civic engagement of graduates	6.25
– Undertake a coordinated communications strategy to improve public perception of the value and understanding of higher education, including Council reports, traditional media, and social media	5.92
– To support economic development for the Commonwealth, undertake a long-term initiative that attracts and retains research faculty through infrastructure matches to federal and private research grants	7.67
– Establish a network of work-based learning and internship opportunities in partnership with institutions, the Virginia Chamber of Commerce, the Virginia Economic Development Partnership, and others	4.42
– Determine gaps in occupations requiring post-secondary education and identify initiatives to increase workforce credentials and degrees in these areas and others	4.58

Memorandum
SCHEV Strategic Plan
Additions to Measures, Targets and Indicators

While we have recently approved a very broad reaching and comprehensive strategic plan for higher education in the Commonwealth, we are now tasked with how these objectives can be met. One of the problems with strategic planning in the abstract is that in order for the plan to have any effect on the status quo it needs to be backed up with measurable action steps that take the organization to the new level.

We have many goals and strategies outlined in our plan that if instituted would reshape higher education in Virginia. Our challenge now is to figure out how to address getting them accomplished

There is something to be said in favor of tackling some of them immediately and leaving others for later. We should be happy just to see improvement in higher education in a state where the legislature feels we are already among the elite and don't need much in the way of additional public support.

But it seems to me that our documents need to address as many of the shortfalls as we can so that all in the Commonwealth will come to realize that there are many improvements that are called for and most require substantial and ongoing additional funds.

There are at least parts of five of the Strategies that are not presently covered by Measures, Targets and/or Indicators which we might look at. This is not an exclusive list but covers some issues I have thought important to address. There are no easy solutions to any of them, but I would like to see us discuss how to get started in addressing them.

1. 1.1 – Expand outreach to PK-12 and traditionally underserved populations
2. 1.2 – Improve the college readiness of all students
3. 2.1 – Strengthen curricular options to ensure that graduates are prepared with the competencies necessary for employment and civic engagement
4. 3.4 – Enhance higher education ... governance
5. 4.2 – Become a catalyst for entrepreneurship and a model for business incubation

This memorandum will address possible ways these five Strategies might be included in our working papers.

- 1.1 – Expand Outreach
 - We need to measure how Virginia is doing in making early childhood education available to all of its youth, particularly in its inner cities.
 - There should be data developed to support additional funds for quality early childhood education.
 - There should be an effort to focus children on careers requiring certifications that do not require four year or even two year degrees

and an effort to measure how effective the programs are in numbers and in meeting the needs of business and industry in the state.

- 1.2 – Improve Readiness
 - We need to develop a measure of the number or percentage of students who arrive at colleges and universities needing remedial courses and set a goal of reducing this percentage each year by a certain amount.
 - There should be a measure of how the state is expanding the programs addressing joint relationships between high schools, cc's and 4 years and set goals of increasing the number of students where such programs are available.
 - We should be encouraging an effort to get children in the lower grades thinking about their careers in STEM or liberal arts and measuring how we are doing on this. I was talking to a woman from Huntington Ingalls the other evening who indicated that they have begun a program where women in STEM occupations go into the grade schools in the area to encourage girls to participate in STEM courses and activities. These private initiative programs could be identified throughout the Commonwealth and given recognition in some fashion to encourage more of them.
- 2.1 – Strengthen Curriculum
 - We should set a timetable for the identification of international measures of the success of higher education in preparing our students and for the collection of the statistics to support comparing Virginia to those measures.
 - We should adopt standards for our colleges and universities in providing students in STEM studies with generous proportions of liberal arts and training in solving the softer problems that confront the real world and provide measures for comparing how the various colleges and universities are performing. Writing skills should be emphasized, and students' performance measured against known standards of success in writing.
 - We should ensure that all colleges and universities include required courses in civic engagement and the roles of citizens in their communities.
- 3.4 – Enhance Governance
 - We should identify standards of good governance, ask each of the boards of the colleges and universities to sign on to them and set a goal of 100% adoption by a certain time.
 - We should set a timetable for the implementation of a process for selection and training of BOV members that does not remove the Executive Branch from the process but ensures that those selected have the skills, experience and personality to serve in these important

- positions and are vetted for these characteristics before being placed on a BOV.
- We should explore the benefits of giving the leadership of the colleges and universities a role in the selection, approval and retention of BOV members and if found helpful seek to implement such a program.
 - While the OAG provides legal counsel to the public colleges and universities in Virginia, I believe that these institutions need to have their own in-house legal counsel whose allegiance and attorney/client relationship is narrower than that of the OAG, which represents the Commonwealth at large. This would not exclude the OAG from its work of providing the day to day legal assistance in dealing with the myriad of common legal issues that face our schools; there is certainly reason to want to deal with the similarities in the legal problems faced by our colleges and universities with one experienced hand rather than many different law departments. Providing independent counsel would recognize that our colleges and universities are entities in their own right.
- 4.2 – Become a Catalyst
 - We should set a timetable for gathering data on the numbers of new businesses established by graduates by class year from our colleges and universities and set goals for improvement.
 - We should set a goal for the increases in venture capital in the Commonwealth for new enterprises started by graduates by class year.
 - We should set a timetable for the adoption of measures by which colleges and universities can be compared and graded in their efforts to add entrepreneurship to their curriculum, produce more entrepreneurs and realize the development of more intellectual property from their students and graduates.

As I said, this list is not meant to be complete, but does reflect some of my priorities.

In reading through the above, I am struck first by the question of how we develop the information we need to tackle some of these issues. It is great to seek improvement, but that is only possible when we know what we have now. Maybe the start on all of these is to identify what we know right now and how we would go about gaining more insight into the issues – there may be staffing and additional funding issues involved.

I think a significant part of the overall picture is the recognition by the public of the importance of more consistent and higher levels of funding for higher education in the Commonwealth. While the Business Council on Higher Education has done a great deal of work to demonstrate that investment in Virginia's higher education institutions generates economic returns, there is a role for SCHEV in disseminating this message to the public

and its political representatives. Perhaps one of the more important things we can do is to ask ourselves as we develop the finer details of our plan whether a particular proposed activity provides data/outcomes that can influence the perception in Virginia on this larger question.

Henry Light
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