



State Council of
Higher Education for Virginia

Agenda Book

July 20-21, 2015

Location:

SCHEV's Office
Richmond, VA



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

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

**SCHEV Offices
9th floor main conference room
101 N. 14th Street, Richmond, Virginia
July 20, 2015
3:00 – 5:00 p.m.**

Academic Affairs Committee

1. Call to Order
2. Approval of Minutes (May 18, 2015) Page A1
3. Action on Private and Out-of-State Post-secondary
Education Institutional Certifications Page A5
4. Presentation on Accreditation Page A8
5. Online Programming at Public Institutions/Baseline Report
on House Bill 2320 Page A11
6. Liaison Report
7. Adjournment

Committee members:

Gene Lockhart, Chair
Carlyle Ramsey, Vice Chair
Martin Briley
Heywood Fralin
Bill Murray
Katie Webb

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

**SCHEV Offices
10th floor conference room
101 N. 14th Street, Richmond, Virginia
July 20, 2015
3:00 – 5:00 p.m.**

Resource and Planning Committee

1. Call to Order
2. Approval of Minutes (May 18, 2015) [Page RP1](#)
3. Action on 2015-16 Full Cost Report [Page RP3](#)
4. Action to Amend Senior Citizens Tuition Waivers Regulations [Page RP7](#)
5. Action on Guidelines for New Industry-Based Credentials Grant [Page RP11](#)
6. Action to Repeal Outdated Financial Aid Program Regulations [Page RP18](#)
7. Preliminary Report on Enrollment Projection and Degree Estimates [Page RP20](#)
8. Liaison Report
9. Adjournment

Committee members:

Marge Connelly, Chair
Gary Nakamoto, Vice Chair
Gil Bland
Henry Light
Pam Moran
Minnis Ridenour

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SCHEV Offices
9th floor main conference room
101 N. 14th Street, Richmond, Virginia
July 21, 2015
9:00 a.m. – 12:30 p.m.

Meeting Agenda

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

- | | | |
|--|------------|-----------|
| 1. Call to Order and Announcements | 9:00 a.m. | |
| 2. Public Comment Period | | |
| 3. Approval of Minutes: | | |
| Executive Committee (May 18, 2015) | | Page E1 |
| Council meeting (May 19, 2015) | | Page 1 |
| Ad Hoc meeting (June 3, 2015) | | Page AH1 |
| 4. Introduction of New Members | 9:05 a.m. | |
| 5. Nominations/Council Elections | 9:15 a.m. | |
| 6. Remarks by Chancellor DuBois | 9:30 a.m. | |
| 7. Director's Report | 10:15 a.m. | Page 11 |
| 8. Action on Strategic Plan Measures, Targets, and Indicators | 10:30 a.m. | Page 13 |
| 9. BREAK | 10:45 a.m. | |
| 10. Committee Reports: | 11:00 a.m. | |
|
<i><u>Action Item from Academic Affairs Committee:</u></i> | | |
| Action on Private and Out-of-State Post-secondary Education Institutional Certifications | | Page A5 |
|
<i><u>Action Items from Resource and Planning Committee:</u></i> | | |
| a. Action on 2015-16 Full Cost Report | | Page RP3 |
| b. Action to Amend Senior Citizens Tuition Waivers Regulations | | Page RP7 |
| c. Action on Guidelines for New Industry-Based Credentials Grant | | Page RP11 |
| d. Action to Repeal Outdated Financial Aid Program Regulations | | Page RP18 |
| 11. Discussion of Strategic Plan Initiatives and | | |

Communications	11:45 a.m.	Page 22
12. Action on 2016 Meeting Schedule and Locations	12:00 p.m.	Page 24
13. Items Delegated to Staff	12:10 p.m.	Page 26
14. New Business	12:15 p.m.	
a. Action on Resolutions for Departing Council Members		
15. Adjournment	12:30 p.m.	

NEXT MEETINGS:

September 21-22 – Virginia State University (September 21 includes joint meeting with public college presidents)

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.

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Katie Webb

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
MAY 18, 2015
MINUTES**

Gene Lockhart (Chair) called the meeting to order at 2:05 p.m. in Everett Stadium Lounge on the campus of Hampden-Sydney College (H-SC) in Hampden-Sydney, Virginia. Committee members present: Johanna Chase, Heywood Fralin, Gene Lockhart and Carlyle Ramsey.

Committee members absent: Pamela Moran and William Murray.

Staff members present: Beverley Covington, Joseph G. DeFilippo, Darlene Derricott, Alan Edwards, Paula Fisher, Erin McGrath and Sylvia Rosa-Casanova.

APPROVAL OF MINUTES

On motion by Dr. Ramsey and seconded by Mr. Fralin, minutes from the March 16, 2015, meeting were approved unanimously.

ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS

Virginia Commonwealth University
Doctor of Nursing Practice (D.N.P.) in Nursing Practice

Dr. DeFilippo provided a summary of the proposed program and explained Virginia Commonwealth University (VCU) as a leader in nursing education. Members engaged in a brief discussion on student enrollment, program duplication, market and student demand. Dr. Ann B. Hamric, Associate Dean of Academic Programs in the VCU School of Nursing, informed members that VCU's proposed DNP program differs from existing programs because it focuses on safety and health and that nursing education is pushing this profession to keep up with nursing trends. She responded to questions about enrollment, tuition costs in comparable programs, and the number of Virginia DNP programs offered on-line.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Doctor of Nursing Practice (D.N.P.) degree program in Nursing Practice (CIP: 51.3818), effective fall 2015.

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

SOUTHEASTERN UNIVERSITY

Dr. DeFilippo provided an overview of Southeastern University's application to operate as a postsecondary institution in the Commonwealth of Virginia.

On motion by Mr. Fralin and seconded by Dr. Ramsey, the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Southeastern University to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective May 19, 2015.

ACTION ON GUIDELINES FOR PUBLIC-INSTITUTION POLICIES REGARDING CERTAIN CONTRACT EXCEPTIONS FROM THE CONFLICT OF INTEREST ACT

Dr. Alan Edwards, Director of Policy Studies, provided background information on Council's approval of a state employee conflict of interest policy submitted by Virginia Commonwealth University (VCU) in January 2014 and the proposed SCHEV guidance policy, *Guidelines and Approval Process for Policies at Public Institutions Regarding Exceptions for Certain Contracts Under the Conflict of Interest Act*. Dr. Edwards explained the Code of Virginia §2.2-3106(C)(8) requirements and the institutional process for submitting policies to SCHEV for review and approval or disapproval. He noted a date change for the institutions but no substantive change to the policy itself. There was a brief discussion regarding state employees working for private entities and university intellectual property. Dr. DeFilippo mentioned the benefits of the policy and emphasized the importance of institutions having a blueprint to follow to assure exceptions are granted in accord with code.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia, in order to facilitate public institutions' compliance with § 2.2-3106(C)(8) of the Code of Virginia, approves and enacts "Guidelines and Approval Process for Policies at Public Institutions Regarding Exceptions for Certain Contracts Under the Conflict of Interests Act", and in so doing, delegates authority to the SCHEV director to review and approve or disapprove such institutional policies.

UPDATES ON CERTIFICATION STATUS OF THREE INSTITUTIONS

College of Henricopolis School of Medicine

Dr. DeFilippo provided background information on the provisional certification granted by Council on May 20, 2014, and informed members that the College of Henricopolis

School of Medicine (CHSM) has failed to meet Council's required actions, which includes attaining preliminary accreditation from the Liaison Committee on Medical Education (LCME). It was further explained that if the institution is not in compliance by June 1, 2015, certification lapses and no further postsecondary activities are allowable under Virginia regulations. CHSM may re-apply, without prejudice, for certification once it has achieved preliminary accreditation.

Kings Park University (KPU)

Dr. DeFilippo provided background information on Kings Park University (KPU) and staff activities to revoke certification of the institution due to past issues of non-compliance. He informed members that Kings Park University (KPU) was certified to operate in Virginia in 2002 and by 2012, under the current statute, the institution was required to obtain full certification with an accrediting agency recognized by the U.S. Department of Education. Dr. DeFilippo reported that as of March 2015, KPU is still not accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) and staff has issued notice to KPU to revoke its certification.

Security University

Dr. DeFilippo provided background information on the certification status of Security University (SU) and explained SCHEV actions to date, including the consent agreement and terms of revocation for non-compliance. Dr. DeFilippo explained the institution has 60 days to report its actions to SCHEV on addressing non-compliance issues, and will undergo a final full audit in October 2015 to verify compliance.

Due to time constraints, Mr. Lockhart requested the following two agenda items are postponed and added to future agendas:

PRESENTATION ON SCHEV ACTIVITIES TO PROMOTE STUDENT SUCCESS

POLICY DISCUSSION: ONLINE PROGRAMMING AT PUBLIC INSTITUTIONS

LIAISON REPORT

Dr. DeFilippo provided a written report on Academic Affairs activities, as below. Due to time constraints only item IV was reported on:

- I. Events
 - June 9: Summit on Quality and Value in Virginia's System of Higher Education.
 - June 25: College Board briefing on the new SAT. Capitol, 1-4.
- II. HB 1336. State Council of Higher Education for Virginia; policy on course credit at public institutions of higher education for certain examinations.
 - Staff met with College Board representatives on May 14.

- Ms. Ashley Lockhart has been hired as Policy Analyst (part-time) to work on the project.
 - Upcoming: IPAC discussion on June 19, and institutional visits this summer.
- III. State Authorization Reciprocity Agreement (SARA)
- 23 states have now joined.
 - 17 Virginia institutions have been approved, the most in the SREB region; more are in the pipeline.
- IV. St. Paul's College Student Records. SCHEV staff met with St. Paul's College officials in April to inspect the disposition of student academic records since the institution's closure. Staff confirmed that the records have been arranged in accord with requirements of the Library of Virginia. The records will be transferred to SCHEV, catalogued, and then transferred to the Library of Virginia for permanent storage. In future, former students of St. Paul's seeking transcripts will be able to apply for them to SCHEV.
- V. Ms. Sylvia Rosa-Casanova, Director of Private and Out of State Postsecondary Education (POPE) at SCHEV, has been elected President of the National Association of State Administrators and Supervisors of Private Schools (NASASPS). The NASASPS presidency is the leading national position for state administrators responsible for overseeing private postsecondary education. Over the next three years, Ms. Rosa-Casanova will be playing a leadership role in representing states' interests to the federal government on a wide range of issues related to higher education regulation reform.

The committee members extended congratulations to Ms. Rosa-Casanova for her new leadership position with NASASPS.

ADJOURNMENT

Mr. Lockhart adjourned the meeting at 2:48 pm.

Gene Lockhart
Chair, Academic Affairs Committee

Darlene Derricott
Staff, Academic Affairs

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs #3 – Action on Private and Out-of-State Post-secondary Education Institutional Certification

Date of Meeting: July 20, 2015

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

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements: Everest College is seeking certification to operate three campuses in Virginia at the following locations: Newport News, Chesapeake and Woodbridge.

Materials Provided:

- Everest College application summary

Financial Impact: Everest College has submitted the required certification fee to operate a postsecondary institution in Virginia.

Timetable for Further Review/Action: N/A

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Everest College to operate a postsecondary institution with branches in Newport News, Chesapeake and Woodbridge in the Commonwealth of Virginia, effective July 21, 2015.

Everest College **Application Summary**

School Overview

Everest College is an out-of-state, private postsecondary institution of higher education owned by Zenith Education Group Inc., a non-profit affiliate of Education Credit Management Corporation (ECMC). On February 2, 2015, Zenith Education Group acquired over 50 campus locations of Everest and WyoTech from the now defunct Corinthian Colleges, Inc. Three of the Everest College campuses, located in Newport News, Chesapeake and Woodbridge, Virginia are seeking certification under the current ownership. A fourth campus, located in Vienna, Virginia, is completing a teach-out of its students and will close in July.

School Officers

John Andrews – VP of Accreditation and Licensing, Zenith Education Group, Inc.
Erica DeWitt – Manager, Accreditation and Licensing, Zenith Education Group, Inc.
Aaron Morris – Campus President, Newport News
Jake Kassuba – Campus President, Chesapeake
Sheri Delozier – Campus President, Woodbridge

School Mission Statement

The mission statement for Everest College is as follows:

Everest is dedicated to the provision of an interactive learning environment created to support the professional career development of our students. The school was established to provide quality education and training designed to meet the needs of both students and employers. The school serves a diverse student population focusing on adults seeking to acquire the education and skills necessary to enter their chosen career field.

Proposed Educational Programs and Credentials Conferred

Newport News:

AAS – Business
AAS – Criminal Justice
AAS – Accounting
Diploma – Medical Administrative Assistant
Diploma – Medical Assistant

Chesapeake:

AAS – Business
AAS – Criminal Justice
Diploma – Dental Assistant
Diploma – Electrician
Diploma – Medical Administrative Assistant
Diploma – Medical Assistant
Diploma – Medical Insurance Billing and Coding
Diploma – Pharmacy Technician
Diploma – Heating, Ventilation and Air Conditioning (HVAC)

Woodbridge:

- Diploma – Dental Assistant
- Diploma – Medical Administrative Assistant
- Diploma – Medical Assistant
- Diploma – Medical Insurance Billing and Coding
- Diploma – Pharmacy Technician

Proposed Location

Everest College will operate from the following addresses:

- 803 Diligence Dr., Newport News, VA 23606
- 825 Greenbrier Circle, Chesapeake, VA 23320
- 14555 Potomac Mills Road, Woodbridge, VA 22192

Financial Stability Indicator

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

Guaranty Instrument

Everest College submitted a surety instrument which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of the school’s closure, pursuant to 8VAC40-31-160(I).

Evidence of Compliance

Everest College provided the appropriate evidence to demonstrate compliance with each of the following requirements of the Virginia Administrative Code:

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

Resolution

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Everest College to operate a postsecondary institution with branches in Newport News, Chesapeake and Woodbridge in the Commonwealth of Virginia, effective July 21, 2015.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs #4 – Presentation on Accreditation

Date of Meeting: July 20, 2015

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements:

Dr. Linda Birtley Virginia Commonwealth University (VCU) and **Dr. Susan Bosworth** College of William and Mary (CWM) will give a presentation on accreditation requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and points of contact with SCHEV's role and policies.

Materials Provided:

- Handout on SACSCOC functions and activities

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A

**State Council of Higher Education (SCHEV) and
Southern Association of Colleges and Schools Commission on Colleges
(SACSCOC)**

Mission focus

SCHEV: quality, coordinated higher education in Virginia

SACSCOC: quality institutions in region

➤ **SCHEV Mission**

As outlined in the Code of Virginia, "to advocate and promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the Commonwealth of Virginia and to lead state-level strategic planning and policy development and implementation based on research and analysis" (http://www.schev.edu/About_SCHEV.asp)

➤ **SACSCOC Mission**

"...the enhancement of educational quality throughout the region and the improvement of the effectiveness of institutions by the higher education community that address the needs of society and students."

Regulatory Focus

SCHEV: Code of Virginia, Governor's policy priorities, federal regulations for state authorizing agencies

SACSCOC: regional standards, federal regulations

➤ **States in Region (11)**

Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia and Latin America

SACSCOC Accreditation

Accreditation signifies the institution:

- 1) has a mission appropriate to higher education,
- 2) has resources, programs, and services sufficient to accomplish and sustain the mission, and
- 3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that indicate whether it is successful in achieving its stated objectives.

(<http://www.sacscoc.org/pdf/081705/Handbook%20for%20Institutions%20seeking%200reaffirmation.pdf> page viii.)

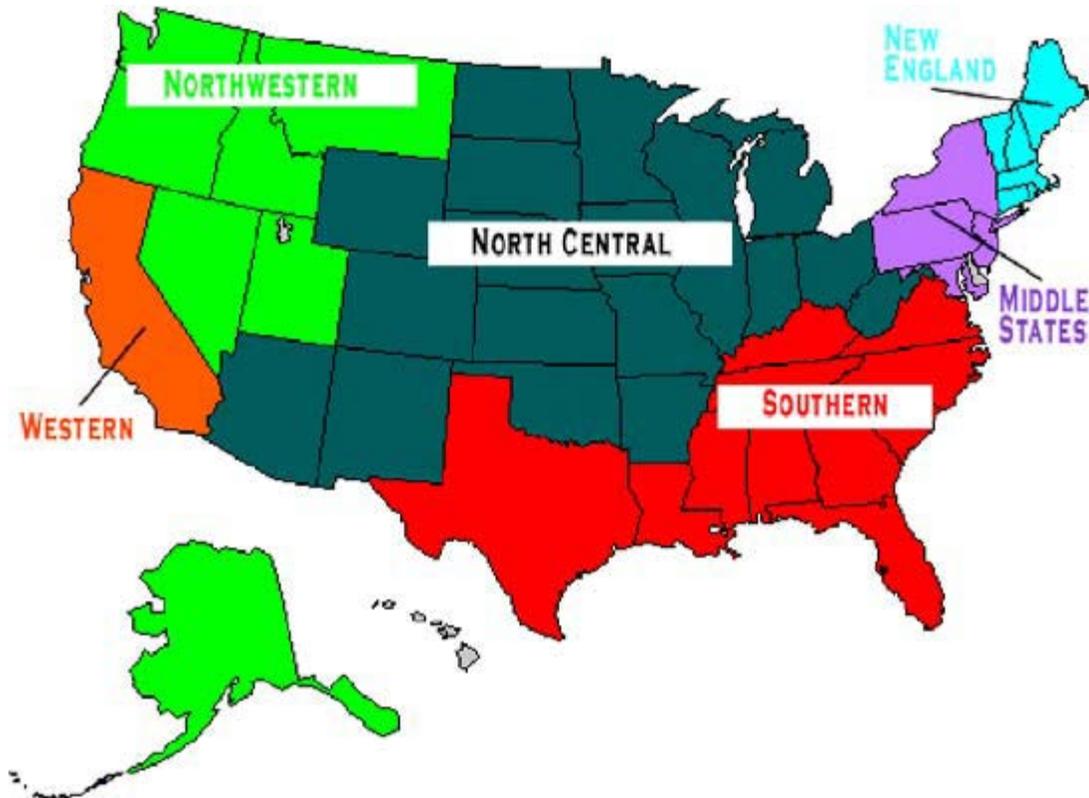
SACSCOC Organization

- College Delegate Assembly: CEO from each member institution (800+)
- Board of Trustees: 77 members elected by College Delegates
- Executive Council: 13 Trustees
- Committees on Compliance & Reports (64 Trustees)

(<http://www.sacscoc.org/pdf/081705/Handbook%20for%20Institutions%20seeking%20Oreaffirmation.pdf> page 5)

Regional Accrediting Agencies

- Independent non-profit entities with separate standards, policies, procedures
- Address all areas of an institution, such as faculty, student achievement, curricula and program length, facilities, equipment, finance, administrative capacity, student support services, recruiting and admissions practices, student complaints, and compliance with federal financial aid regulations.
- Submit their standards, policies, procedures to US DOE for review



- Accreditation establishes eligibility of institution to participate in programs authorized under Title IV of the *Higher Education Act* and other federal programs.
- Federal statute includes mandates that the accrediting agency review an institution in accordance with criteria outlined in the federal regulations developed by the U.S. Department of Education. As part of the review process, institutions are required to document compliance with those criteria and the accrediting agency is obligated to consider such compliance when the institution is reviewed for initial membership or continued accreditation.

(<http://sacscoc.org/pdf/Resource%20Manual.pdf> page 91, 142)

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs #5 – Online Programming at Public Institutions/Baseline Report on House Bill 2320

Date of Meeting: July 20, 2015

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

Dr. 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: The Academic Affairs Committee had requested a briefing from staff on the role of online education in SCHEV policies for its May 2015 meeting. Due to time constraints, that presentation has been postponed to the July 2015 meeting, and is included here as part (a) of the agenda item. Part (b) of the agenda item introduces preliminary, baseline information on online baccalaureate-degree options and possibilities toward fulfillment of § 23-7.4:7 (HB2320 from 2015; <http://law.lis.virginia.gov/vacode/title23/chapter1/section23-7.4:7/>), which requires the Secretary of Education and SCHEV to develop a plan for

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

Materials Provided:

- SCHEV policy extracts related to online programming
- *Interregional Guidelines for the Evaluation of Distance Education*, Council of Regional Accrediting Commissions (C-RAC), 2011
- Baseline Report on HB2320 (\$16,000 Degree)

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A

A. Online Programming at Public Institutions in Relation to SCHEV Policy

1. Program Approval Policy Extracts

a. From “Cover Sheet” Form

12. Location of program within institution (complete for every level, as appropriate). Departments(s) or division of _____ School(s) or college(s) of _____ Campus(es) or off-campus site(s) _____ Distance Delivery (web-based, satellite, etc.) _____
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b. From “Program Description” Section

iii) Description of Proposed Program

Institutions are to submit a proposal indicating the purpose and rationale for a proposed degree program. A detailed narrative description of the program must address (at minimum) the key questions below.

[Text omitted]

- Provide a background of the proposed program including the location and initiation date of the program. What is the purpose of the program? What purpose will graduates serve? What prompted the development of the program?
- **If all or part of the curriculum will utilize any variation of on-line/electronic delivery, provide a complete description of the plan, courses, and resources available, if appropriate.**

[Text omitted]

2. Commonwealth of Virginia Policy on the Reciprocal Authorization of Distance Education (SARA)

a. From “Prologue”

The purpose of SARA is to afford an efficient system for institutions offering distance education to receive authorization from states other than their home state, by placing the responsibility for regulation, quality assurance, and student protection on the institution’s home state. To that end, and in accord with its authority under Code of Virginia § 23-9.14:3, SCHEV pledges:

- **to oversee the participation of eligible Virginia institutions in SARA according to all applicable standards of quality and student protection;** and
- to respect the authorization and oversight provided by the home states of out of state members of SARA, and to allow such institutions to operate in Virginia according to the terms of SARA.

b. From Membership Criteria

... in order to be approved for SARA membership, each applicant institution must document to SCHEV in accord with guidelines developed for the purpose by NC-SARA, SREB, and/or SCHEV:

- **that the institution accepts and adheres to the *Interregional***

Guidelines for the Evaluation of Distance Education adopted by the Council of Regional Accrediting Commissions;

- that the institution has an appropriate student complaint resolution process, which includes acceptance of SCHEV oversight in resolving complaints from students taking distance education under the aegis of SARA; and
- that the institution understands and accepts the scope of authorization provided under SARA according to the NC-SARA document *State Authorization Reciprocity Agreements—Policies and Standards*.

Interregional Guidelines for the Evaluation of Distance Education

Council of Regional Accrediting Commissions (C-RAC)
(2011)

1. Online learning is appropriate to the institution's mission and purposes.

*Analysis/Evidence:*¹

- The mission statement explains the role of online learning within the range of the institution's programs and services;
- Institutional and program statements of vision and values inform how the online learning environment is created and supported;
- As appropriate, the institution incorporates into its online learning programs methods of meeting the stated institutional goals for the student experience at the institution;
- The recruitment and admissions programs supporting the online learning courses and programs appropriately target the student populations to be served;
- The students enrolled in the institution's online learning courses and programs fit the admissions requirements for the students the institution intends to serve;
- Senior administrators and staff can articulate how online learning is consonant with the institution's mission and goals.

2. The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.

Analysis/Evidence:

- Development and ownership of plans for online learning extend beyond the administrators directly responsible for it and the programs directly using it;
- Planning documents are explicit about any goals to increase numbers of programs provided through online learning courses and programs and/or numbers of students to be enrolled in them;
- Plans for online learning are linked effectively to budget and technology planning to ensure adequate support for current and future offerings;
- Plans for expanding online learning demonstrate the institution's capacity to assure an appropriate level of quality;
- The institution and its online learning programs have a track record of conducting needs analysis and of supporting programs.

3. Online learning is incorporated into the institution's systems of governance and academic oversight.

Analysis/Evidence:

- The institution's faculty have a designated role in the design and implementation of its online learning offerings;
- The institution ensures the rigor of the offerings and the quality of the instruction;
- Approval of online courses and programs follows standard processes used in the college or university;
- Online learning courses and programs are evaluated on a periodic basis;
- Contractual relationships and arrangements with consortial partners, if any, are clear and guarantee that the institution can exercise appropriate responsibility for the academic quality of all online learning offerings provided under its name.

¹These bulleted points illustrate actions, processes and facts that institutions may use to demonstrate that they meet SARA requirements.

4. Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

Analysis/Evidence:

- The curricular goals and course objectives show that the institution or program has knowledge of the best uses of online learning in different disciplines and settings;
- Curricula delivered through online learning are benchmarked against on-ground courses and programs, if provided by the institution, or those provided by traditional institutions;
- The curriculum is coherent in its content and sequencing of courses and is effectively defined in easily available documents including course syllabi and program descriptions;
- Scheduling of online learning courses and programs provides students with a dependable pathway to ensure timely completion of degrees;
- The institution or program has established and enforces a policy on online learning course enrollments to ensure faculty capacity to work appropriately with students;
- Expectations for any required face-to-face, on-ground work (e.g., internships, specialized laboratory work) are stated clearly;
- Course design and delivery supports student-student and faculty-student interaction;
- Curriculum design and the course management system enable active faculty contribution to the learning environment;
- Course and program structures provide schedule and support known to be effective in helping online learning students persist and succeed.

5. The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.

Analysis/Evidence:

- Assessment of student learning follows processes used in onsite courses or programs and/or reflects good practice in assessment methods;
- Student course evaluations are routinely taken and an analysis of them contributes to strategies for course improvements;
- Evaluation strategies ensure effective communication between faculty members who design curriculum, faculty members who interact with students, and faculty members who evaluate student learning;
- The institution regularly evaluates the effectiveness of the academic and support services provided to students in online courses and uses the results for improvement;
- The institution demonstrates the appropriate use of technology to support its assessment strategies;
- The institution documents its successes in implementing changes informed by its programs of assessment and evaluation;
- The institution provides examples of student work and student interactions among themselves and with faculty;
- The institution sets appropriate goals for the retention/persistence of students using online learning, assesses its achievement of these goals, and uses the results for improvement.

6. Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.

Analysis/Evidence:

- Online learning faculties are carefully selected, appropriately trained, frequently evaluated, and are marked by an acceptable level of turnover;

- The institution's training program for online learning faculty is periodic, incorporates tested good practices in online learning pedagogy, and ensures competency with the range of software products used by the institution;
- Faculty are proficient and effectively supported in using the course management system;
- The office or persons responsible for online learning training programs are clearly identified and have the competencies to accomplish the tasks, including knowledge of the specialized resources and technical support available to support course development and delivery;
- Faculty members engaged in online learning share in the mission and goals of the institution and its programs and are provided the opportunities to contribute to the broader activities of the institution;
- Students express satisfaction with the quality of the instruction provided by online learning faculty members.

7. The institution provides effective student and academic services to support students enrolled in online learning offerings.

Analysis/Evidence:

- The institution's admissions program for online learning provides good web-based information to students about the nature of the online learning environment, and assists them in determining if they possess the skills important to success in online learning;
- The institution provides an online learning orientation program;
- The institution provides support services to students in formats appropriate to the delivery of the online learning program;
- Students in online learning programs have adequate access to student services, including financial aid, course registration, and career and placement counseling;
- Students in online learning programs have ready access to 24/7 tech support;
- Students using online learning have adequate access to learning resources, including library, information resources, laboratories, and equipment and tracking systems;
- Students using online learning demonstrate proficiency in the use of electronic forms of learning resources;
- Student complaint processes are clearly defined and can be used electronically;
- Publications and advertising for online learning programs are accurate and contain necessary information such as program goals, requirements, academic calendar, and faculty;
- Students are provided with reasonable and cost-effective ways to participate in the institution's system of student authentication.

8. The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.

Analysis/Evidence:

- The institution prepares a multi-year budget for online learning that includes resources for assessment of program demand, marketing, appropriate levels of faculty and staff, faculty and staff development, library and information resources, and technology infrastructure;
- The institution provides evidence of a multi-year technology plan that addresses its goals for online learning and includes provision for a robust and scalable technical infrastructure.

9. The institution assures the integrity of its online offerings.

Analysis/Evidence:

- The institution has in place effective procedures through which to ensure that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. The institution makes clear in writing that these processes protect student privacy and notifies students at the time of registration or enrollment of any projected additional costs associated with the verification procedures. (Note: This is a federal requirement. All institutions that offer distance education programs must demonstrate compliance with this requirement.);

- The institution's policies on academic integrity include explicit references to online learning;
- Issues of academic integrity are discussed during the orientation for online students;
- Training for faculty members engaged in online learning includes consideration of issues of academic integrity, including ways to reduce cheating.

B. Baseline Report on HB2320 (\$16,000 Degree)

Introduction

Staff provides this baseline report as a summary of its preliminary considerations and initial research in fulfillment of the requirements of HB2320 from the 2015 session of the General Assembly. Codified as § 23-7.4:7, this legislation compels the Education Secretary and SCHEV Director, in consultation with the public and private two- and four-year institutions, to:

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

The legislation requires a report of plan-development progress by October 1, 2016.

Via this introductory document, SCHEV staff seeks to: (a) inform Council of the legislation and early work to fulfill it; (b) provide reference data of relevance to the work of the new Joint Subcommittee on the Future Competitiveness of Virginia Higher Education, particularly in its evaluation of the use of distance education and online instruction; and (c) complement efforts of George Mason University to satisfy, in consultation with other institutions, state-budget language that requires development of a plan for a comprehensive online, adult-degree-completion program by September 1, 2015.

Online Degree Programs

Increasingly, colleges and universities deliver instruction in part or in whole via technology, ranging from incorporation of electronic content into traditional classroom-based courses to entirely online institutions of higher education. This analysis focuses on online courses and degree programs that allow undergraduate students to complete all degree-credit requirements without in-person attendance at physical campuses. By virtue of the delivery method, students taking online courses and programs can be located anywhere in the state or elsewhere. Old Dominion University, for instance, offers programs to military personnel overseas or on ships.

Institutions offer online courses and degree programs either within the traditional academic structures and processes of American higher education or within new, still-developing alternative models. In the traditional model, a degree program is comprised of a comprehensive slate of courses that carry specified numbers of academic credits and offered at predetermined times for predetermined lengths. In alternative models, course and program start, finish and duration are determined by the student and may or may not be predicated on the completion of credit hours (which are time- and content-based).

In American higher education, online delivery of courses and programs has been shaped by supply and demand. Traditionally, student demand for online offerings has been strongest for applied, technical or vocational subject areas. And in the early years of electronic delivery, demand was most common from mature learners who often possessed previous college experience but lacked the time or opportunity to “go back to school” at bricks-and-mortar campuses.

In terms of the supply of online courses and programs, institutions have found that some subjects are easier to deliver electronically than others, with courses and programs that require lab work, craftsmanship or individual performance being difficult or problematic in the online environment.

As is the case in most states, the majority of online courses and degree programs offered by Virginia’s public and private non-profit two- and four-year institutions are in applied, technical, or vocational subject areas above the undergraduate level and/or in work-related certificate programs.

The Commonwealth’s public and private colleges and universities are more likely to offer individual courses and non-degree certificate programs online than full degree programs. And of the courses and programs available online, the majority is concentrated in the fields of Business, Education and Engineering, most often at the Master’s degree level. While certificate and graduate-degree programs are most common, the majority of Virginia’s online enrollments are in undergraduate-degree (Associate and Bachelor) programs.

Comparatively, Virginia’s public four-year institutions are not major providers of online instruction. Of the 16 state members of the Southern Regional Education Board (SREB), the Commonwealth ranked 15th in 2012 for the percentage of undergraduate instruction provided via the web by public four-year institutions; the percentage was 3.2%. For public two-year institutions, Virginia ranked 3rd among SREB states in 2012 for web-based instruction; the percentage was 24.6%.

A majority (17) of Virginia’s public two-year colleges offer at least one online program leading to the Associate degree, while only six of the 15 public four-year institutions offer any baccalaureate programs online (an additional five offer one or more certificate or graduate programs online). Virginia’s most common online two-year degrees are in Business Administration, Management and Operations and in Liberal Arts and Sciences/Liberal Studies. The most common online four-year degrees are in Health Sciences/Services, Nursing (RN to BNS), Engineering (multiple fields), Information Technology and Individualized or Interdisciplinary Studies.

Within the Virginia Community College System (VCCS), online degree programs are most likely at the larger colleges, from which the largest number and variety of online Associates programs are also available. While the majority of community colleges that offer online degrees do so on a limited basis (one to three programs), Northern Virginia (NVCC), Tidewater (TCC) and Thomas Nelson (TNCC) offer 10, eight and nine online degree programs respectively. NVCC also makes its online offerings available to other colleges for their use.

Among the public four-year institutions, Old Dominion (ODU) offers the most (29), and the most varied, online Bachelor-degree programs. George Mason (GMU) offers five; James Madison (JMU), two; Norfolk State (NSU), two; University of Virginia (UVa), seven; and Virginia Commonwealth (VCU), two. The most common baccalaureate-program types at public institutions are Nursing, Health Sciences and multiple fields of Engineering; see the appendix (p. A25) for a full program listing.

For their online undergraduate-degree programs, Virginia's public institutions generally employ the same admission standards and charge the same tuition rates as for traditional programs. Within the VCCS, tuition for in-state students ranges from \$142.50 to \$166.55 per credit hour, depending on the college (NVCC is at the higher rate) and for out-of-state students, \$337.10 to \$363.90 per credit hour. For the major public online provider, ODU, tuition for undergraduate programs is \$316 per credit hour for in-state students and \$345 per credit hour for out-of-state students, which equate to \$9,480 and \$10,350 respectively per academic year. ODU receives over 8,000 course registrations per semester in its online courses.

Among the private non-profit four-year institutions, Liberty University is by far the major provider of online undergraduate offerings, with 22 programs spanning an impressive diversity of both applied and liberal-arts fields. Four of the university's online baccalaureate programs are in Education-related specialties, targeted at students in states that, unlike Virginia, allow prospective teachers to major in Education at the undergraduate level. Liberty's tuition for online undergraduate programs is \$375 per credit hour for full-time students (about \$11,250 per academic year) and \$435 per credit hour for part-time students.

Considerations from HB2320/§23-7.4:7

Today, the most cost-effective path to a baccalaureate degree is attendance at a community college and transfer to a four-year institution, which can be accomplished for less than \$26,000 total (less than \$6,500 per academic year), particularly if dual-enrollment courses and standardized tests (Advanced Placement/AP; International Baccalaureate/IB) are also used. This same path is possible via online delivery from many community colleges and some four-year institutions.

The legislation seeks a plan for a low-cost, fully-online, institutionally-cooperative undergraduate degree option for students enrolled at the Commonwealth's public and private non-profit institutions. As discussed above, some options are available currently from individual institutions. However: (a) these offerings are somewhat limited in number and variety; (b) none beyond the Associate-degree level are in the \$4,000-per-academic-year cost range contemplated by the legislation; and (c) evidence of undergraduate-student demand for such programs is unclear. Therefore, any plan that is developed must consider: (i) how to increase the number and variety of degree programs available; (ii) how to decrease the costs to both in-state and out-of-state students (as HB2320/§23-7.4:7 refers to "any" enrolled undergraduates); (iii) how to identify a niche that is not currently being met by existing programs; and (iv) how to ensure that student demand will be sufficient to justify the resources invested to create and maintain the new degree option.

To satisfy the legislation, a plan for low-cost, fully-online baccalaureate programs will have to involve some combination of coursework and degree credits from dual enrollment, standardized testing (AP and IB), Associate-degree programs and/or transfer and cooperative arrangements between four-year institutions. Credit for work/life experience and competency-based learning will likely be additional considerations.

Such a plan will also have to involve state and federal student financial aid and assistance. To be eligible for their students to participate in federal financial-aid programs and some Virginia student-assistance programs, the institutions offering the online programs will need to be accredited by bodies recognized by the U.S. Department of Education. While all of Virginia's public and private non-profit institutions are fully accredited, in order to maintain accreditation, these institutions must ensure that their students earn at least 25% of their degree credits from the institution. This requirement limits students' abilities to accumulate credits beyond the college or university in which they are enrolled, and it will impact each institution's ability to award credit for learning that occurs beyond its own curriculum.

The legislation does not require that its mandated plan include an assessment of current and future student demand for a low-cost, online baccalaureate program. Such an assessment would be prudent; it would also be difficult. Interest – and enrollment – in online courses does not equate necessarily with intention to complete a degree. Moreover, planners must consider whether to increase capacity in current subjects/programs or expand the subject areas available. The latter likely would be much more costly to implement, but it might also increase student demand.

HB2320/§23-7.4:7 does not contemplate the creation of a freestanding online college or university. Such would entail significant start-up and maintenance costs for the Commonwealth, as well as potentially high costs for students because, as enrollees at a new unaccredited institution, they would not be eligible for any federal, nor some state, financial aid/assistance programs.

However, Item 162.G. of the new biennial budget contemplates GMU's development, in consultation with other institutions, of a plan for a comprehensive, fully-online, degree-completion program/entity targeted at Virginia adults with academic credits but no degrees. While the intended students (and completion dates) are different for HB2320/§23-7.4:7 and budget Item 162.G., the developers of the two plans will need to share information and work collaboratively on their respective, related efforts.

Current offerings and entities in other states will be potential models for the plan developers above. One such potential model for the HB2320/§23-7.4:7 plan is Western Governors University (WGU), which is an online, competency-based, accredited, non-profit institution founded in 1995 by the governors of 19 western states. Because its offerings are online and competency-based, its students are able to complete their studies and degrees independent of time and place.

Students enrolled at WGU are charged tuition at a flat rate per six-month term. During a term, students may attempt as many “courses” as they desire and are able to complete satisfactorily within the six-month period. In a competency-based model, a “course” can be as simple as a test. In fact, WGU does not offer traditional courses in many areas; rather, it provides tutors who help students prepare for and pass tests, which count as course completions.

Unique in several ways, WGU and its offerings are also similar in some ways to traditional institutions. For example, its undergraduate-degree programs are limited in number and variety; it offers Education (eight programs), Business (six programs), Information Technology (six programs) and Health Professions (three programs). Absent from the WGU undergraduate curriculum are the Humanities, Arts, Social Sciences, Natural/Physical Sciences and Engineering.

Tuition for its Education, Business and Information Technology baccalaureate programs is \$2,890 per six-month term; its undergraduate Health Professions programs are \$3,250 and \$4,250 per term, depending on the program. These rates have not changed in the past eight years.

While WGU’s tuition rates appear comparatively lower than those of traditional four-year (four academic years; i.e., eight-semester) institutions, these rates are cheaper only if the student maintains an adequate pace and quantity of course completion (competency demonstration). If a student completes in eight or fewer terms (four or fewer calendar years), her or his total cost is relatively low; if she or he exceeds eight terms (four calendar years), their total cost is similar to or more than many traditional four-academic-year institutions.

Another non-profit institution, Southern New Hampshire University (which charges about \$1,000 per undergraduate course), and for-profit online institutions such as University of Phoenix may represent additional potential models for the HB2320 project.

Preliminary Conclusions

1. Fully-online undergraduate-degree programs offered by Virginia public and private non-profit colleges and universities are not as common or as low cost within these institutions, nor as numerous or diverse across institutions, as HB2320 may presume.
2. To achieve desired growth in the number of institutions offering fully-online undergraduate-degree programs, and in the number and fields of these programs, additional financial and technological resources and support will be required from the Commonwealth and the institutions. Collaboration will also be necessary between those developing the plan required by HB2320/§23-7.4:7 and those developing the plan required by budget Item 162.G.

3. Policy guidance and assistance from Council, SCHEV staff and the executive and legislative branches will be needed in development and implementation of the HB2320/§23-7.4:7 plan as the state and the institutions work to address issues of accreditation and student aid, credit transfer and equivalency, student status and support services, as well as matters related to institutional missions, programmatic redundancies, inter-institution cooperative agreements, tuition offsets (if out-of-state students are among the “any” enrolled undergraduates who pay the legislation’s lower-cost tuition), and differential tuition (i.e., tuition for an institution’s online courses/programs that is lower than that for the same courses/programs offered traditionally at the same institution).
4. Potential models exist within and beyond Virginia; however, no perfect examples or free-and-easy solutions exist.
5. The plan mandated by HB2320/§23-7.4:7 is both innovative and worthwhile; its developers have considerable and complex work ahead. They will need to think creatively and strategically about a plan that will meet the current and future needs of students, institutions and the cultural and economic prosperity of the Commonwealth.

Online Bachelor-degree Programs Offered by Public Four-year Institutions

	GMU	JMU	NSU	ODU	UVa	VCU
Accounting				X		
Applied Science (Cybersecurity)	X					
Applied Sci (Health, Wellness & Social Servs)	X					
Applied Sci (Technology & Innovation)	X					
Business Administration				X		
Clinical Laboratory Sciences						X
Communication				X		
Communication, Professional				X		
Computer Science				X		
Criminal Justice				X		
Dental Hygiene				X		
Engineering, Chemical					X	
Engineering, Civil				X	X	
Engineering, Electrical (Computer Engineering)				X	X	
Engineering, Electrical (Electrical Systems)				X		
Engineering, General					X	
Engineering, General (Electromechanical Sys)				X		
Engineering, Mechanical (Manufacturing Sys/ Mechanical System Design)				X		
Engineering, Systems					X	
Finance				X		
Health Services				X		
Health Services Management/Administration			X	X	X	
Individualized Study		X				
Information Systems and/or Technology	X			X		
Interdisciplinary Studies			X			
Interdisciplinary Studies (Elementary Ed)				X		
Interdisciplinary Studies (Leadership)				X		
Interdisciplinary Studies (Professional Writing)				X		
Interdisciplinary Studies (Special Ed)				X		
Interdisciplinary Studies (Special Ed, Early Childhood and Adapted Curriculum)				X		
Management				X		
Marketing				X		
Medical Technology				X		
Nursing (RN to BNS)	X	X		X		X
Occupational Studies (Industrial Technology)				X		
Occupational Studies (Training Specialist)				X		
Physics					X	
Psychology				X		

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

**SCHEV Offices
10th floor conference room
101 N. 14th Street, Richmond, Virginia
July 20, 2015
3:00 – 5:00 p.m.**

Resource and Planning Committee

1. Call to Order
2. Approval of Minutes (May 18, 2015) [Page RP1](#)
3. Action on 2015-16 Full Cost Report [Page RP3](#)
4. Action to Amend Senior Citizens Tuition Waivers Regulations [Page RP7](#)
5. Action on Guidelines for New Industry-Based Credentials Grant [Page RP11](#)
6. Action to Repeal Outdated Financial Aid Program Regulations [Page RP18](#)
7. Preliminary Report on Enrollment Projection and Degree Estimates [Page RP20](#)
8. Liaison Report
9. Adjournment

Committee members:

Marge Connelly, Chair
Gary Nakamoto, Vice Chair
Gil Bland
Henry Light
Pam Moran
Minnis Ridenour

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
TJ21 COMMITTEE
MAY 18, 2015
MINUTES**

Mr. Haner called the meeting to order at 2:10 p.m. in Ty Cobb Stadium Lounge, Hampden-Sydney College, Hampden-Sydney, Virginia. Committee members present: Gilbert Bland, Marge Connelly, Steve Haner, Henry Light, and Gary Nakamoto. Council chair, G. Gilmer Minor, III, was also in attendance.

Committee member absent: Martin Briley.

Staff members present: Lee Andes, Peter Blake, Dan Hix, Wendy Kang, Tod Massa, Kirsten Nelson, Lee Ann Rung.

APPROVAL OF MINUTES

On a motion by Mr. Minor and seconded by Mr. Bland, the minutes from the March 16, 2015, meeting were approved unanimously.

PROGRESS REPORT SINCE ENACTMENT OF TJ21 LEGISLATION

Mr. Haner indicated that at his request staff provided an analysis of progress made since enactment of the TJ21 legislation. He reviewed the charts and indicated that there has been some improvement over the last two years but there are still shortfalls. The six-year planning process has improved and this year's efforts will be underway shortly. It was noted that on page TJ11 the numbers at the bottom of the page should be billion rather than million and Virginia's share as a percent of total US research funding increased from 1.96% (not \$1.19%) to 2.12%.

Mr. Hix provided Mr. Haner with the 2016 change in general fund (GF) that showed a 4.9% increase, on average, since 2010. With a couple exceptions (CWM and UVA) each institution received an increase in general fund support over the period. Ms. Connelly suggested that Council explore other opportunities to get the word out about the progress being made, perhaps through an op ed from the chairman stating the facts.

Mr. Haner called specific attention to the table on page TJ18 showing Share of Tuition and Mandatory E&G Fees to the Cost of Education for In-state Undergraduate Students. He noted that the statewide average student contribution was 38% in 2010 but grew to 51% in 2014 and is 53% in 2015. Virginia ranks 44 in terms of GF support per student in the nation and 24 in overall funding per student. Mr. Haner suggested that the Committee review this report again in a year. Mr. Hix answered questions from members and it was noted that funding for higher education is considered *discretionary* in Virginia as there is no dedicated source of revenue to fund it.

Mr. Haner noted that while not huge, there has been some increase in STEM degrees over the last few years. Mr. Bland asked if the health degrees that are part of the STEM degrees (STEM-H) could be broken out. Ms. Connelly agreed and indicated that health degrees serve an existing need but other STEM degrees are more aligned with economic development, which was the impetus of TJ21. Mr. Massa agreed to send the information to members.

Mr. Blake reminded members that as an outcomes document, TJ21 has achieved many positive results, even without the expected state investments. The goal of affordable access has been compromised by the lack of state investment and is not a solid foundation for the future. As a result, tuition increases have become the de facto dedicated source of revenue.

DISCUSSION OF LUMINA PROJECT

Mr. Blake provided background information on the State Policy Academy sponsored by the Lumina Foundation. Virginia is eligible to receive up to \$50,000 by developing a one-year work plan that promotes equity through statewide attainment goals and effective postsecondary policies. Ms. Kang explained the three key areas of focus: analyzing student success and financial aid data; reviewing financial aid policies; and developing and promoting affordable pathways. SCHEV staff will support the work of the Virginia team over the coming year and attempt to find ways to align it with other projects currently underway. The results will support the statewide strategic plan and provide national exposure to Virginia and access to national leaders. The project is referred to as the “Closing the Equity Gap” sponsored by Lumina. The unique aspect of the project is that the unit of measure is the student population rather than the institution.

NEW BUSINESS

There was no new business.

The meeting adjourned at 2:50 p.m.

Steve Haner
Committee Chair

Lee Ann Rung
Director, Executive & Board Affairs

State Council of Higher Education for Virginia Agenda Item

Item: Resource and Planning Committee #3 - Action on the 2015-16 Full Cost Report

Date of Meeting: July 20, 2015

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: 7/21/2014

Action: Approval of the 2014-15 Full Cost Report

Background Information/Summary of Major Elements:

- General Provisions language contained in the 1990 Appropriation Act made institutions aware that the objective of the Commonwealth was that nonresident students should pay no less than the full cost of their education by 1992-93.
- During the 1996 General Assembly session, the Council staff noted that substantial state general fund increases for the 1996-98 biennium would increase average educational costs and would result in large increases in nonresident tuition at some institutions if they were to continue to meet the 100 percent requirement.
- To address this concern, the General Assembly added language to the Appropriation Act that gave the Council the ability to approve exemptions, thus authorizing a phased approach to meeting the 100 percent requirement.
- In 2003, the Joint Subcommittee on Higher Education Funding Policies revised the 2001 funding guidelines and developed a fund-split model to be used in conjunction with the base adequacy guidelines for higher education institutions. This model identifies the cost of an institution's base operation and calculates the fund share of the cost by student level, domicile and program.
- As a result, the 2004 Appropriation Act includes the following revised tuition policy in Item 4-2.01.b.2:

- *b) “The Boards of Visitors or other governing bodies of institutions of higher education may set tuition and fee charges at levels they deem to be appropriate for all nonresident student groups based on, but not limited to, competitive market rates, provided that: 1) the tuition and mandatory educational and general fee rates for nonresident undergraduate and graduate students cover at least 100 percent of the average cost of their education, as calculated through base adequacy guidelines adopted, and periodically amended, by the Joint Subcommittee Studying Higher Education Funding Policies.”*
 - *c) “For institutions charging nonresident students less than 100 percent of the cost of education, the State Council of Higher Education for Virginia may authorize a phased approach to meeting this requirement, when in its judgment, it would result in annual tuition and fee increases for nonresident students that would discourage their enrollment.”*
- Thus 2004-05 became the first year that the full cost study was based on the base adequacy guidelines. That is, the study examines the nonresident tuition and mandatory educational and general (E&G) fee rates as a percent of the guideline calculated cost per-FTE student rather than the E&G appropriations at an institution.
 - Based on institutions’ 2015-16 tuition charges, it is estimated that all institutions will have met the requirement that nonresident tuition and mandatory E&G fee rates cover at least 100 percent of the average cost of their education in 2015-16.
 - Staff recommends that the Council of Higher Education approve the 2015-16 Full Cost Report.

Materials Provided: The 2015-16 Full Cost Report

Financial Impact: None.

Timetable for Further Review/Action: None.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the 2015-16 Full Cost Report.

2015-16 Full Cost Report

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

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

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

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

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

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

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

b) “The Boards of Visitors or other governing bodies of institutions of higher education may set tuition and fee charges at levels they deem to be appropriate for all nonresident student groups based on, but not limited to, competitive market rates, provided that: 1) the tuition and mandatory educational and general fee rates for nonresident undergraduate and graduate students cover at least 100 percent of the

average cost of their education, as calculated through base adequacy guidelines adopted, and periodically amended, by the Joint Subcommittee Studying Higher Education Funding Policies.”

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

Based on institutions’ 2015-16 tuition charges, it is estimated that all institutions will have met the requirement that nonresident tuition and mandatory E&G fee rates cover at least 100 percent of the average cost of their education in 2015-16 (Table 1).

Table 1
2015-16 Average Nonresident Tuition
As a Percent of Average Cost of Education

Institutions	Average Guideline Calc. Cost Per Student ⁽¹⁾	Average Nonresident Tuition ⁽²⁾	% of Cost
GMU	\$16,642	\$28,554	172%
ODU	\$13,810	\$23,856	173%
UVA	\$22,156	\$34,908	158%
VCU	\$16,225	\$26,836	165%
VT	\$16,770	\$26,531	158%
CWM	\$21,234	\$31,622	149%
CNU	\$12,869	\$18,787	146%
UVAW	\$12,918	\$21,444	166%
JMU	\$14,046	\$21,260	151%
LU	\$13,204	\$21,378	162%
UMW	\$13,903	\$21,715	156%
NSU	\$13,571	\$17,797	131%
RU	\$12,453	\$18,760	151%
VMI	\$18,991	\$31,150	164%
VSU	\$12,228	\$15,479	127%
RBC	\$8,370	\$14,079	168%
VCCS	\$7,856	\$10,099	129%
TOTAL ⁽³⁾	\$13,069	\$25,567	165%

⁽¹⁾ Derived by dividing 2015-16 estimated resources by 2015-16 projected enrollment approved by SCHEV in 2013.

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

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

State Council of Higher Education for Virginia Agenda Item

Item: Resource and Planning Item #4 - Action to Amend Senior Citizen Tuition Waivers Regulations

Date of Meeting: July 20, 2015

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: 2004

Action: Updated regulations to reflect changes to the Code of Virginia

Background Information/Summary of Major Elements:

Over 40 years ago, the General Assembly passed into law the Senior Citizens Higher Education Act of 1974, Code of Virginia §§ 23-38.54-60.

This program, commonly known as the Senior Citizens Tuition Waiver, provides a full waiver of tuition and fees for students enrolled into a Virginia public institution who are Virginia residents aged 60 and over. To receive the waiver while enrolled into a program for academic credit, the senior also must have a state taxable income of no more than \$15,000. Students enrolled into a noncredit program or auditing a program have no income restriction.

For 2013-14, Virginia's public institutions reported the following totals:

- Four-year institutions:
 - 598 total undergraduate and graduate students
 - \$1.9 million in tuition waivers granted
- Two-year institutions:
 - 1,932 total undergraduate students
 - \$1.7 million in tuition waivers granted
- System totals:
 - 2,530 total undergraduate and graduate student
 - \$3.6 million in tuition waivers granted

- Institutions reporting the largest usage:
 - George Mason University – 282 students and \$1.1 million
 - Northern Virginia Community College – 990 students and \$930,000
 - Tidewater Community College – 242 students and \$286,000

Effective July 1, 2015, the income restriction for academic credit will rise to \$23,850. In today's action, Council will conform the regulations to this change in statute.

Financial Impact: There is no financial impact resulting from amending the regulations as the change is already established in statute.

Timetable for Further Review/Action: Staff does not anticipate the need for further review of this item and so action can take place at today's meeting.

Recommendations and Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia recommends that the regulations for the Senior Citizens Tuition Waiver – 8VAC40 – 20 – be conformed to the Code of Virginia, § 23-38.56, to reflect the new maximum state taxable income of \$23,850 for senior citizens seeking a waiver of tuition and fees while enrolled into a program for academic credit.

CHAPTER 20
REGULATIONS FOR THE SENIOR CITIZEN HIGHER EDUCATION PROGRAM

8VAC40-20-10. Definitions.

Section [23-38.55](#) of the Senior Citizens Higher Education Act defines several words and terms. Unless otherwise noted, they shall have the following meanings ascribed to them:

"Course" means any course of study offered in any state institution of higher education including the regular curriculum of any department, or school, or subdivision of any such institution or any special course given for any purpose, including but not limited to, adult education.

"Full-time equivalent student (FTES)" means the statistic used for budgetary purposes by the Commonwealth. It is derived by calculating total credit hours generated by students at a particular level and dividing that number by the number of credit hours generally considered a full-time load at that level.

"Senior citizen" means any person who, before the beginning of any term, semester or quarter in which such person claims entitlement to the benefits of this chapter, (i) has reached 60 years of age, and (ii) has had his legal domicile in this Commonwealth for one year.

"Senior Citizens Higher Education Act" is set forth in Chapter 4.5 (§ [23-38.54](#) et seq.) of Title 23 of the Code of Virginia.

8VAC40-20-20. Eligibility.

A senior citizen may take courses without paying tuition or required fees, except for course materials, under certain conditions. If the senior citizen has taxable income of not more than ~~\$15,000~~ [\\$23,850](#) in the preceding year, the individual may take a course for academic credit free of tuition or fees, except for fees established for the purpose of paying for course materials, such as laboratory fees. A senior citizen, regardless of income level, may audit a course that is given for academic credit or take a noncredit course free of tuition or fees, except for fees established for the purpose of paying for course materials, such as laboratory fees.

No limit is placed on the number of terms, quarters or semesters in which a senior citizen who is not enrolled for academic credit may register for courses, but the individual can take no more than three noncredit courses in any one term, quarter or semester. There will be no restriction on the number of courses that may be taken for credit in any term, semester or quarter, or on the number of terms, semesters or quarters in which an eligible senior citizen may take courses for credit.

The two additional conditions listed below shall be met before a senior citizen may take a course under the provisions of this program:

1. The senior citizen shall meet the appropriate admission requirements of the institution in which the student plans to enroll, and

2. The senior citizen may be admitted to a course only on a space-available basis after all tuition-paying students have been accommodated. State institutions of higher education may make individual exceptions to this procedure when the senior citizen has completed 75% of the requirements for the degree.

An institution has no special obligation to offer courses specifically to meet the needs of senior citizens or to continue to provide a particular course for a senior citizen who has registered for the course if the regular enrollment in the course is not adequate to justify the offering.

Nothing in this regulation exempts a senior citizen enrolled in a course from the requirements for attendance and completion of course assignments.

8VAC40-20-30. Application.

A senior citizen who wishes to take courses under the provisions of the Senior Citizens Higher Education Act shall complete an application at the institution in which the person plans to enroll. The institution shall determine all aspects of the person's eligibility. The application process shall include a determination of income eligibility (review of a state income tax form, for example), if the individual makes application to take courses for academic credit.

8VAC40-20-40. Inclusion of the senior citizen in an institution's FTES count.

Senior citizens shall be included in the FTES count effective July 1, 1986.

8VAC40-20-50. Reporting requirement.

Although the council will not require an institution to submit an annual report on the number of eligible students who receive free tuition and fees under the provisions of this Act, it may periodically request such information in order to respond to executive or legislative inquiries.

An institution should, therefore, be prepared to report the head count and FTES number of senior citizens taking courses for academic credit, the head count and student credit hours of senior citizens who are auditing courses, and the head count of those who are taking noncredit courses.

8VAC40-20-60. Notification to senior citizens.

As required in § [23-38.59](#) of the Code of Virginia, each state-supported institution shall prominently include in its catalogue a statement of the benefits available to senior citizens under this program

State Council of Higher Education for Virginia Agenda Item

Item: Resource and Planning Committee Item #5 – Action on Guidelines for New Industry-Based Certifications Grants

Date of Meeting: July 20, 2015

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: October 27, 2014

Action: Approved recommendation to provide \$4 million to support the Two Year College Transfer Grant and

Background Information/Summary of Major Elements:

In fall 2014, Council approved a recommendation to provide a combined \$4 million in support of the transfer grant and a new initiative addressing workforce development needs within the Commonwealth. To date, a student seeking state assistance in post-secondary education must have been enrolled into a for-credit academic program; however, the economy also has need of “middle skills jobs” supported by non-credit programs that are capable of having a student workforce-ready in a far shorter time than traditional academic programs.

The Governor’s office endorsed Council’s recommendation by providing language within the Introductory Budget permitting public institutions to redirect funding from the Virginia Student Financial Assistance Program (“VSFAP” - the state’s primary need-based aid program) to “*industry-based certification and related programs that do not qualify for other sources of student financial assistance.*” The General Assembly agreed to this treatment and then appropriated \$1,075,000 to the Virginia Community College System (VCCS) to be used specifically for this purpose.

The authorizing language for funding awards for non-credit industry-based programs falls within the section governing usage of VSFAP funds. This section of the 2015 Act of Appropriation, Chapter 665, §4-5.01 b., contains requirements referring to “cost of attendance,” “student financial need,” “full-time enrollment,” and “satisfactory academic progress” that are appropriate for traditional for-credit programs but have no real meaning in the context of a non-credit program that may span a matter of weeks and issue a pass/fail rather than a letter grade. For this reason, the General Assembly included the following language:

f) The provisions of this act under the heading "Student Financial Assistance for Higher Education" shall not apply to (1) the soil scientist scholarships authorized under § 23-38.3, Code of Virginia and (2) need-based financial aid programs for industry-based certification and related programs that do not qualify for other sources of student financial assistance, which will be subject to guidelines developed by the State Council of Higher Education for Virginia.

This language permitted the new program to be governed by a unique set of guidelines to be developed by SCHEV. SCHEV staff worked closely with staff from the VCCS to develop the attached guidelines. Major issues addressed in the development of the guidelines include: determination of eligible program, student need, student eligibility, and the student award. Since these guidelines break fresh ground in providing aid for a new kind of program as well as the pilot-like treatment of providing limited new funding, the guidelines are designed to be flexible in permitting the colleges to select specific programs to fund, to create their own award schedules, and in the general administration of the program.

Due to the often short amount of time between a student enrolling into a program and the start of the program as well as the lack of a workable cost of attendance calculation for these programs, student financial need will not be determined by federal methodology as with for-credit academic programs but rather by identifying students/families eligible for federal means-tested programs such as Supplemental Nutrition Assistance Program (SNAP) Employment Training, Temporary Assistance for Needy Families (TANF) or those whose income falls within 200 percent of the national federal poverty level.

SCHEV oversight is preserved by requiring the colleges to report the programs selected for funding, the amount of funding redirected from VSFAP programs, and the program award schedule. SCHEV approval is required for the list of eligible programs. Institutions are also made aware of the types of data that could periodically be requested by SCHEV. As the program matures, staff may identify areas of the guidelines in need of expansion or tightening.

Materials Provided:

- The recommended program guidelines

Financial Impact:

- Approving these guidelines creates no new financial impact as the Act of Appropriation permits redirection of VSFAP funding at the institution's discretion and provides \$1,075,000 to the VCCS. With the exception of the VCCS colleges benefitting from the new funds, all institutions would have the ability to either opt-in or -out of participation. SCHEV staff will have an additional program for which to provide oversight—without additional resources being provided.

Timetable for Further Review/Action:

- The 2015 Act of Appropriation, Chapter 665, became effective on July 1, 2015. Timely approval of the guidelines is needed in order for the institutions to move forward with the new provision and funding.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the guidelines for usage of state need-based financial aid for industry-based certification and related programs that do not qualify for other sources of student financial assistance. Council delegates to staff the review of the list of eligible programs requested by the institutions and to approve as appropriate and Council further delegates to staff to make future non-substantive administrative changes to the program as needed.

Financial Assistance for Industry-Based Certification and Related Programs SCHEV Guidance Document

A. Description

The provision enables funding for students demonstrating financial need and enrolled into an approved noncredit workforce training program leading to the attainment of an industry-based credential (IBC), pursuant to the 2015 Act of Appropriation, Chapter 665, §4-5.01 b. - Student Financial Assistance for Higher Education.

B. Eligible Program

Eligible programs (or stand-alone noncredit courses), as identified by the Virginia public institution and approved by SCHEV, are those that lead to an industry-recognized credential or licensure or that otherwise demonstrably enhance the student's employability. In identifying an eligible program, the institution may 1) select multiple programs or a single program, 2) determine priority of the programs or 3) select only programs supporting local or state-wide high-demand occupations. Programs designed primarily for self-improvement or recreational purposes are ineligible.

C. Student Eligibility Requirements

An eligible student must:

1. Be a U.S. citizen or eligible noncitizen as defined under Addendum A of the SCHEV domicile guidelines:
<http://www.schev.edu/finaid/GuidelinesAddendumA.pdf>
 - o If the student is not a U.S. citizen, the institution shall require proof of current legal status.
2. Be a current Virginia resident for at least one full year prior to enrollment.
 - o Proof of residency may include rent receipts, documentation of a housing purchase, dated preprinted financial or utility statements, etc.
3. a. Have completed high school requirements or
b. No longer be enrolled in high school and be beyond the age of compulsory secondary school attendance.
 - o Proof of age may include a valid state-issued identification card, birth certificate, or passport.
4. Be in compliance with federal selective service registration requirements, unless the requirement to register has terminated or become inapplicable to the student, and the student shows by preponderance of the evidence that failure to register was not a knowing and willful failure to register.
 - o Compliance can be verified at www.ssa.gov/employer/ssnv.htm.
5. Not be concurrently enrolled into an associate or bachelor's degree program, unless the noncredit program provides training related to the degree program and is necessary to meet a job requirement or advance student's employment success.
6. Have submitted a complete application packet.
7. Be accepted and enrolled into an eligible program.

8. Be ineligible for other forms of tuition and/or training assistance - i.e. employer assistance, Workforce Innovation and Opportunity Act (WIOA), Supplemental Nutrition Assistance Program Employment Training (SNAPET), Virginia Initiative for Employment Not Welfare (VIEW), Virginia's work program for Temporary Assistance for Needy Families (TANF), Department for Aging and Rehabilitative Services, federal or state financial aid, etc. - for the noncredit course to which the IBC funds are applied.
 - o Students in receipt of other tuition assistance are not eligible for IBC funds for the same individual course.
9. Demonstrate financial need by:
 - a. Providing proof that the student, or the dependent student's parent, is currently eligible for Supplemental Nutrition Assistance Program (SNAP) and/or Temporary Assistance for Needy Families (TANF); or
 - b. Demonstrating that the student, or the dependent student's parent, has a household adjusted gross income that is 200% or below that of the national federal poverty level, or 300% or below the federal poverty level for localities whose average living wage is above the Virginia statewide average as documented by the Living Wage Calculator (<http://livingwage.mit.edu>), by providing one of the following:
 - i. Most recent copy of Tax Transcript for IRS
 - o As obtained from <http://www.irs.gov/Individuals/Get-Transcript>, or
 - ii. If the student's financial situation has changed within the last year, a letter of appeal may be submitted to the institution to consider the current financial status.
 - o The institution will determine the required documentation, which may include recent pay stubs, proof of job change, bank statements, etc. The college must maintain a record of the appeal including supporting documentation and written justification for the decision to provide funding or to the decision to deny the appeal.

The definition of "dependent student" is as used by the Code of Virginia, §23-7.4.
 Federal poverty rates are updated annually and can be obtained here: <http://aspe.hhs.gov/poverty/index.cfm>

Sample for 2015

2015 POVERTY GUIDELINES FOR THE 48 CONTIGUOUS STATES AND THE DISTRICT OF COLUMBIA		
Persons in Family/Household	Poverty Guideline	200 Percent of Poverty (Poverty Guideline x 2)
For families/households with more than 6 persons, see federal chart and multiply by 200%.		
1	\$11,770	\$23,540
2	15,930	31,860
3	20,090	40,180
4	24,250	48,500
5	28,410	56,820
6	32,570	65,140

D. Administration

1. The Virginia Community College System (VCCS) office shall determine which IBC grant processes and responsibilities are assigned to the system office and which are assigned to the individual community college.
2. Institutions shall determine and report to SCHEV the amount of funds to be transferred from VSFAP appropriations and made available for noncredit program awards annually or per term.
3. Students who have not received assistance may be prioritized over those who have been previously awarded.
4. Students who fail to successfully complete a funded program of study are ineligible for additional awards, subject to an appeal to the institution for unusual or mitigating circumstances.
5. Students may be awarded on a “first-come, first-served” basis in accordance with the institution’s IBC awarding policy.
6. The institution’s IBC awarding policy shall be subject to the following conditions:
 - a. The student award may only be utilized for the identified eligible program.
 - b. Award amounts shall be based solely on institutional charges to the student. Indirect costs cannot be funded.
 - c. No funds will be disbursed directly to the student.
 - d. Award amounts may be set as a percentage of total costs or a tiered-award amount and must be based on either income level or a percent of poverty.
 - e. Individual award amounts should take into consideration each student’s financial circumstances ensuring that students demonstrating greater need – those with lower AGI or income as a percent of poverty level – receive larger awards than students with less need.
 - f. Institutional award schedules must be reported to SCHEV prior to the term in which it will be used.
 - g. Institutions may set annual maximum awards per student and/or expenditures per program.
 - h. If a student does not complete the program, the award may be reduced in accordance with the institution’s tuition refund policy.
7. Institutional data collection requirements. The following information shall be retained by the institution and is subject to reporting to SCHEV.
 - a. For all noncredit programs eligible for assistance:
 - i. Program Name
 - ii. CIP Code (the National Center for Education Statistics Classification of Instructional Programs)
<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55> or
Standard Occupational Classification (SOCC) Code
<http://www.bls.gov/soc/>
If either provides an appropriate match, designate which taxonomy is used.
 - iii. Description of the program
 - iv. Credential Name, if an industry credential can be earned upon completion of the program

- v. Specific related industry codes as set by the North American Industry Classification System (NAICS): <http://www.census.gov/eos/www/naics/>
- vi. Start and End Date of Program
- vii. Program Cost
- viii. Program Funding Source(s)
- ix. Delivery Site
- x. Whether Provided Solely via Distance
- b. For all award recipients:
 - i. Student Name
 - ii. Student Social Security Number
 - iii. Student Date of Birth
 - iv. Student Locality of Residence
 - v. Program Name and Code
 - vi. Program Attendance Start and End Dates
 - vii. Program Completion Date
 - viii. Total Tuition Fees Charged
 - ix. Total Assistance Received

State Council of Higher Education for Virginia Agenda Item

Item: Resource and Planning Item #6 - Action to Repeal Outdated Financial Aid Program Regulations

Date of Meeting: July 20, 2015

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Summary of Major Elements:

Background Information/Summary of Major Elements:

The Code of Virginia authorizes the State Council of Higher Education for Virginia (SCHEV) to promulgate regulations for many of the state financial aid programs. Over time some of these programs will become replaced, defunded, or even repealed from the Code of Virginia. When these events occur, SCHEV should take the appropriate action to repeal the regulations for the program.

The candidates for repeal are:

8VAC40-40 College Scholarship Assistance Program

8VAC40-50 Virginia Work-Study Program

8VAC40-90 Virginia Graduate and Undergraduate Assistance Program

The College Scholarship Assistance Program (CSAP) was created in 1973 as the state match for a federal financial aid program, the State Student Incentive Grant (SSIG, later known as the Leveraging Educational Assistance Program or "LEAP"). LEAP was defunded as part of the federal budget cuts in 2011. With the federal program no longer requiring a state match, CSAP was defunded by the Commonwealth effective July 1, 2013 and the authorizing statute repealed in 2014.

The Virginia Work Study program was created to expand student employment opportunities within Virginia institutions. The program was last funded in 1993-94 and the authorizing statute in the Code of Virginia was repealed in 2006.

The Virginia Graduate and Undergraduate Assistance Program was created to serve as a state match on earnings from institutional endowments dedicated to student financial assistance. Funding for the program was discontinued beginning with the 2002-03 award year and the authorizing statute was repealed in 2014.

In each of the above cases, if a similar program is authorized and funded in the future, a new set of regulations would be drafted in accordance with the unique requirements of the new program.

Financial Impact: There is no financial impact.

Timetable for Further Review/Action: Staff does not anticipate the need for further review of this item and so action can take place at the Council's convenience.

Recommendations and Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia recommends that the following regulations be repealed as the programs are no longer authorized by the Code of Virginia.

- **8VAC40-40 - College Scholarship Assistance Program,**
- **8VAC40-50 - Virginia Work-Study Program, and**
- **8VAC40-90 - Virginia Graduate and Undergraduate Assistance Program**

State Council of Higher Education for Virginia Agenda Item

Item: Resource and Planning Item #7 - Preliminary Report on Enrollment
Projection and Degree Estimates

Date of Meeting: July 20, 2015

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: March 16, 2015

Action: Council adopted staff recommendation to extend the submission dates of the enrollment projections and degree estimates to May 22, 2015.

Background Information/Summary of Major Elements:

The enrollment projections and degree estimates adopted by the Council each odd-numbered year serve as a key planning tool for higher education in the Commonwealth. With passage of TJ21 in 2011 incorporating a goal of awarding 100,000 cumulative additional undergraduate degrees to in-state students at public institutions by 2025, with a like number from private institutions, the degree estimates are a critical component in tracking progress towards this goal. Council's adoption of a statewide target to reach 1.5 million additional degrees and workforce credentials by 2030 causes the enrollment projections and degree estimates to take on additional new meaning.

As of July 7, all public institutions have submitted projections as have all private institutions with the exception of Eastern Virginia Medical School, Hampton University, Southern Virginia University, and Sweet Briar College.

Even apart from the four institutions missing, this is a preliminary report written prior to the initiation of the six-year plan meetings with public institutions and representatives from SCHEV, Senate Finance, House Appropriations, Department of Planning and Budget, the Secretary of Finance, and the Secretary of Education. These meetings could very well result in changes both up and down in the magnitude of these projections. When staff presents the full package of enrollment projections and degree estimates to the Council for action, we will provide full

institutional detail, but for the purposes of this report we will report only on the highest levels of aggregation.

Enrollment Projections

In fall of 2014, total headcount was **442,289** undergraduate students. As currently submitted, these projections represent a total undergraduate headcount **474,842** students in the fall of 2021. If we include estimates for the four missing institutions based on their submitted headcount this past fall, that number increases to **479,741**.

In preparing materials for the Virginia Plan for Higher Education, staff developed a variety of annual checkpoints to gauge progress toward specific goals. One of these is fall enrollment and it assumes no change in current degree production/completion rates. The matching checkpoint for fall 2021 is **497,803** students, a difference of approximately 25,000 or 20,000 with respect to the current projections provided immediately above. On its face, this would generate concern. However, as has been true for a number of years now, the guidance to the institutions, particularly the public institutions, has been to be conservative in these projections. The reason for this is primarily because of the Institutional Performance Standards and the requirement to meet at least 95% of those projections for in-state undergraduates. The difference between the projections and the checkpoint for 2021 is approximately four percent and thus it is quite possible there is no cause for concern at all. Conversely, these projections could very well represent institutional concerns about the availability of institutional funding and the funding of student assistance at the state and federal levels.

There is an area of concern to staff. The enrollment projections submitted to SCHEV include projections of new student enrollments, including first-time in college (FTIC) and the estimated percentage of those that are Virginia residents. When comparing these totals to a combination of the projections of high school graduates produced by the Western Interstate Compact for Higher Education (WICHE), and the recent trend in the proportion of FTIC students that were recent high school graduates, we find that the projections typically exceed our expectations by three to five thousand students. For example, in 2021-22, the last year of the full projection model, the institutions project 68,206 in-state, FTIC students where we project 51,238 recent high school graduates enrolling combined with nearly 12,400 FTIC students that are not recent high school graduates for a total of 63,638 students.

This may not be of great concern as there have always been at 77,000 high school graduates each year in Virginia since 2002 and WICHE projects up to 93,000 in 2024-25. It would seem there are plenty of opportunities to attract new students that have taken a year or five after high school graduation to pursue other opportunities and perhaps mature. There are also opportunities to reach beyond the traditional pools of high school students to expand college access. These steps may be particularly needful if the projections of first-time students are also on the

conservative side as we believe the overall enrollment projections and degree estimates to be.

Degree Estimates

Over the course of the projections, Virginia institutions estimate that in 2021-22, they will award 75,208 associate and bachelor's degrees, as part of 122,818 total awards. This represents approximately, respectively, a 5,000 and 10,000 increase in awards from 2013-14. As with the enrollment projections, we advise the institutions to be conservative and thus we anticipate that these may only be about 95% of what the institutions expect to do. This is an important consideration when addressing the whether or not we are on track to meet the target of 100,000 cumulative additional undergraduate degrees to in-state students.

If we take the degree estimates as submitted, it appears that the public institutions will fall well short of the goal and the number of cumulative additional degrees will be slightly over 75,000. However, if we assume the projections represent only 95% of what will happen, the total will be just over 101,000 degrees. If it seems odd that a five percent difference in annual awards would create such a big difference, keep in mind that the goal represents a sum of marginal increases against a base year. Over the span of the remaining decade, these changes add up, particularly if the earliest years of the projections are the most conservative, which we expect to be that case as the institutions will not have the opportunity to change those after adoption by Council and they become the baseline for IPS measurement in 2016.

The Virginia Plan for Higher Education sets a degree attainment target of 1.5 million additional degrees and workforce credentials by 2030. To achieve this goal will require sustained and increased effort over the next 15 years. As with the enrollment projections, staff has developed annual checkpoints to determine progress in meeting the goal. These checkpoints assume a straight-line growth and are fully integrated with the projected enrollment checkpoints. Also, for the first time we have asked the institutions to provide long-term estimates (an additional seven years out to 2030) of both enrollment and degree awards. These estimates are very simple and less detailed than those that are part of the six-year planning process. They are provided as a range of low and high values. In the attached chart we have provided the most recent actual degree awards, the projections through 2021-22, the long-term estimates of 2023-2030, and the annual checkpoints to achieve the 2030 goal.

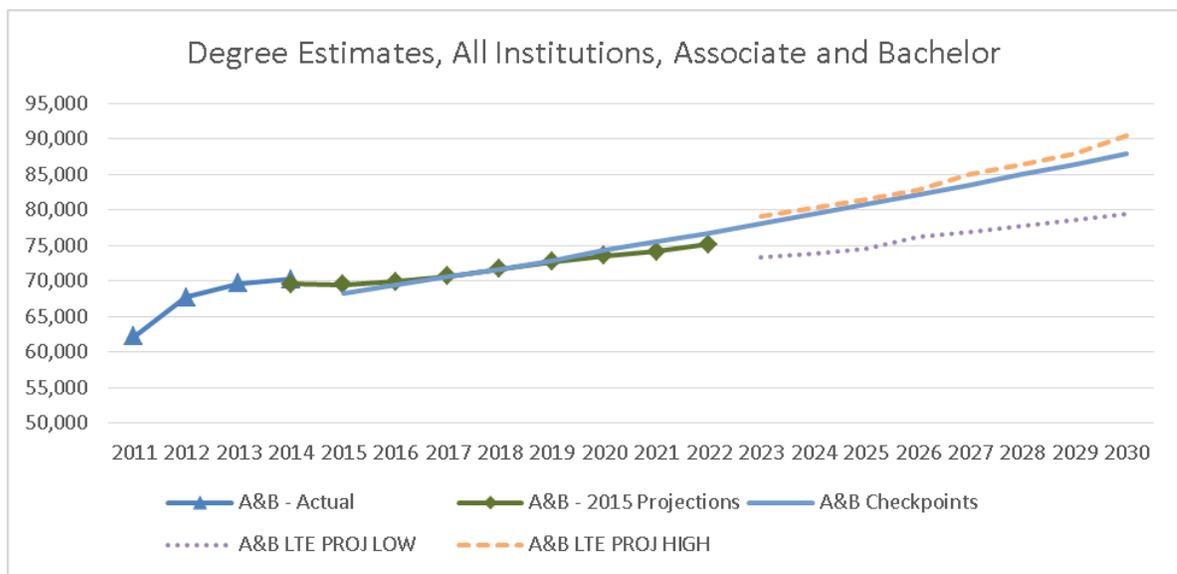
It should be apparent in the chart that the in first years of the projection, the degree estimates track very closely with the checkpoints and then begin to fall off about 2019-20. From 2022-23 through 2029-30 the high value of the long-term estimates slightly exceeds the checkpoints, the low end is well below (5,000 to 8,000 degrees). If we again assume the degree estimates are conservative, then there is no cause concern. Our suggestion is that no decision needs to be made immediately, but the next critical point will during the 2019 projection cycle if there no identifiable concerns in 2017.

Finally, it should be noted that the chart below and previous discussion are based on the data submitted and thus the approximately 800 bachelor's degrees awarded annually by Hampton University, Southern Virginia University, and Sweet Briar College are not included. Our total awards should then be somewhat higher.

Financial Impact: None.

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

Resolution: None.



STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SCHEV Offices
9th floor main conference room
101 N. 14th Street, Richmond, Virginia
July 21, 2015
9:00 a.m. – 12:30 p.m.

Meeting Agenda

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

- | | | |
|--|------------|-----------|
| 1. Call to Order and Announcements | 9:00 a.m. | |
| 2. Public Comment Period | | |
| 3. Approval of Minutes: | | |
| Executive Committee (May 18, 2015) | | Page E1 |
| Council meeting (May 19, 2015) | | Page 1 |
| Ad Hoc meeting (June 3, 2015) | | Page AH1 |
| 4. Introduction of New Members | 9:05 a.m. | |
| 5. Nominations/Council Elections | 9:15 a.m. | |
| 6. Remarks by Chancellor DuBois | 9:30 a.m. | |
| 7. Director's Report | 10:15 a.m. | Page 11 |
| 8. Action on Strategic Plan Measures, Targets, and Indicators | 10:30 a.m. | Page 13 |
| 9. BREAK | 10:45 a.m. | |
| 10. Committee Reports: | 11:00 a.m. | |
|
 | | |
| <u>Action Item from Academic Affairs Committee:</u> | | |
| Action on Private and Out-of-State Post-secondary Education Institutional Certifications | | Page A5 |
|
 | | |
| <u>Action Items from Resource and Planning Committee:</u> | | |
| a. Action on 2015-16 Full Cost Report | | Page RP3 |
| b. Action to Amend Senior Citizens Tuition Waivers Regulations | | Page RP7 |
| c. Action on Guidelines for New Industry-Based Credentials Grant | | Page RP11 |
| d. Action to Repeal Outdated Financial Aid Program Regulations | | Page RP18 |

- | | | |
|---|------------|---------|
| 11. Discussion of Strategic Plan Initiatives and Communications | 11:45 a.m. | Page 22 |
| 12. Action on 2016 Meeting Schedule and Locations | 12:00 p.m. | Page 24 |
| 13. Items Delegated to Staff | 12:10 p.m. | Page 26 |
| 14. New Business | 12:15 p.m. | |
| a. Action on Resolutions for Departing Council Members | | |
| 15. Adjournment | 12:30 p.m. | |

NEXT MEETINGS:

September 21-22 – Virginia State University (September 21 includes joint meeting with public college presidents)

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

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
EXECUTIVE COMMITTEE
MAY 18, 2015
MINUTES**

Mr. Minor called the meeting to order at 12:30 p.m. in Crawley Forum, Hampden-Sydney College, Hampden-Sydney, Virginia. Committee members present: Gilbert Bland, Johanna Chase, Heywood Fralin, Steve Haner, Gene Lockhart, and G. Gilmer Minor, III.

Other Council members present: Marge Connelly, Henry Light, Carlyle Ramsey

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

PRELIMINARY DISCUSSION OF 2016 MEETING SCHEDULE AND LOCATIONS

Mr. Blake opened the discussion and explained staff's recommendations. Members reviewed the list of institutions visited in the last ten years and Mr. Blake informed the members that the University of Virginia's College at Wise (UVA-W) and the College of William and Mary (CWM) both offered to host meetings in 2016. Mr. Minor also suggested that Virginia Military Institute (VMI) be considered. Members agreed to the one-day meeting format for the meetings in January and July since both meetings will be held in Richmond.

Mr. Fralin suggested that the Council consider holding a meeting at a community college in 2016 as workforce development becomes a more prominent issue. With that in mind, the Committee requested that staff contact one of the community college campuses in the central Virginia region about the possibility of holding the one-day meeting in July at one of these locations. John Tyler, Piedmont, and Tidewater were mentioned as possibilities.

Staff will contact UVA-W, VMI, and CWM about the possibility of hosting a meeting in March and September and that one of the Central Virginia community colleges be contacted about hosting the one-day meeting in July. Staff will bring recommendations to the Committee for approval at the July meeting.

PROCESS OF ELECTING OFFICERS

Mr. Minor informed the Committee that Drs. Murray and Ramsey would solicit information from other members and provide a slate of officers at the July meeting. Even though the position of Secretary is an appointed position, Mr. Minor requested that a recommendation for this position be included with the slate of officers.

CLOSED SESSION

At 12:55, Mr. Minor read the attached motion which stated that in accordance with Virginia Code §2.2-3711(A)(1), the Executive Committee would convene in closed session for the purpose of addressing personnel issues related to the Director. The motion stated that Mike Melis should be present in the closed meeting and that Peter Blake would be present in a portion of the closed session. The motion was seconded by Mr. Fralin and approved unanimously (9-0).

The Committee resumed in open session at 1:55 p.m. Mr. Minor read the Freedom of Information Act Certification which was approved unanimously and signed by all members. A copy of the certification is attached to these minutes.

On a motion by Mr. Bland and seconded by Dr. Ramsey, the following resolution was approved unanimously:

BE IT RESOLVED that the State Council of Higher Education for Virginia, in accordance with §4-6.01 of Chapter 665, 2015 Virginia Acts of Assembly, and in recognition of Peter Blake's extraordinary performance and dedication to duty, approves a five percent bonus for the director.

The meeting adjourned at 2:00 p.m.

G. Gilmer Minor, III
Chair

Lee Ann Rung
Director, Executive & Board Affairs

State Council of Higher Education for Virginia
Closed Meeting Procedures

Personnel Matters

Motion for Closed Meeting:

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

RELATED TO THE PERFORMANCE OF THE DIRECTOR

AND

that Mike Melis, legal counsel to SCHEV, as well as staff members:

Peter Blake (Temporary)

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

Movant: Hamer

Second: Fralin

Date: May 18, 2015

Certification of Closed Meeting

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

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

Vote of certification:

Ayes: 9

Nays: 0

*****Written certification attached.**

Freedom of Information Act Certification (Personnel Exception)

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

Date: May 18, 2015

1. *Silmer Mingo*
2. *W. Heywood Kralin*
3. *[Signature]*
4. *B. Cooper*
5. *[Signature]*
6. *[Signature]*
7. *[Signature]*
8. *John D. Hauer*
9. *J. Kanaa Blake*
- 10.
- 11.
- 12.
- 13.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
MAY 19, 2015
MINUTES**

Mr. Minor called the meeting to order at 9:00 a.m. in Crawley Forum, Hampden-Sydney College, Hampden-Sydney, Virginia. Council members present: Gilbert Bland, Martin Briley, Johanna Chase, Marge Connelly, Heywood Fralin, Steve Haner, Henry Light, Gene Lockhart, G. Gilmer Minor, III, Pamela Moran, William Murray, and Gary Nakamoto.

Council member absent: Carlyle Ramsey.

Staff members present: Lee Andes, Peter Blake, Joseph DeFilippo, Alan Edwards, Dan Hix, Wendy Kang, Tod Massa, Kirsten Nelson, Sylvia Rosa-Casanova, and Lee Ann Rung.

PUBLIC COMMENT

Mr. Minor reported that no requests for public comment were received in advance of the meeting. He asked if anyone present would like to make public comment and no one came forward.

APPROVAL OF MINUTES

On a motion by Dr. Murray and seconded by Mr. Bland, the minutes from the March 17, 2015, Council meeting and the Ad Hoc Committee meeting on April 6, 2015, were approved unanimously (11-0). Ms. Moran was not present for the vote. She joined the meeting at 9:30.

REMARKS BY PRESIDENT CHRIS HOWARD

Mr. Minor thanked President Howard and his staff for hosting the Council meetings and tour and read President Howard's bio.

President Howard expressed his appreciation to SCHEV for supporting the Tuition Assistance Grant (TAG).

Hampden-Sydney College (HSC) has been educating young men for 240 years. Adaptation and change is name of the game. Retention is the first priority in HSC's strategic plan. President Howard provided examples of efforts underway at HSC that have had positive results and said by concentrating on goals, the college has seen a correlation between engagement and academic performance. HSC is using athletics to keep students involved and has been an amazing retention tool. In 2013 HSC had the highest retention level since 1990, even though more than twice as many students had Pell grants.

President Howard introduced Brian Collins, Suma cum laude graduate from the class of 2015. Mr. Collins spoke about recent changes in resident life at HSC that stresses accountability. HSC has embraced the mentor role and requires every RA to sign a covenant agreeing to do certain things to encourage student involvement.

President Howard stressed the importance of students “owning” their education. He also answered questions from members.

CONGRATULATIONS

Mr. Minor congratulated Ms. Moran for being awarded Virginia’s Superintendent of the Year. Ms. Moran thanked the Council and credited the work of her team.

DIRECTOR’S REPORT

Governor’s Task Force - The recommendations of the Task Force on Combating Sexual Misconduct on Campus will be forthcoming and will likely include one that requests SCHEV to coordinate efforts to assist institutional boards and senior staff members on matters related to campus sexual assault.

Board professionals - SCHEV convened the first meeting of the public institutions’ board professionals on April 29. Mr. Minor provided a welcome from the Council and the Deputy Secretary of the Commonwealth gave an overview of the board appointment process. SCHEV staff also provided information on recent legislation, the next orientation session for new board appointees, as well as the statewide strategic plan. The event was well attended and participants were grateful for the opportunity to share best practices and seek assistance on particular institutional issues. Another session will be planned for next year.

Summary on quality and value – Mr. Blake encouraged members to inform Ms. Rung if they are interested in attending so that she can register the Council as a group.

Outstanding Faculty Awards – This year’s training session for public and private institutions was videotaped and made available on the SCHEV website to encourage and assist those institutions in submitting a package.

Staff activities - SCHEV’s director of Private and Out-of-State Postsecondary Education programs, Sylvia Rosa-Casanova, recently became president of the National Association of State Administrators and Supervisors of Private Schools.

DISCUSSION OF STRATEGIC PLAN

Mr. Blake informed the Council that staff has met with all of the advisory committees, including the college presidents, provosts, and finance officers and has involved a

small group of four representative presidents as well as Dr. Murray and Ms. Connelly representing the Council to refine the measures and targets.

He requested additional feedback from the entire Council. Mr. Briley stressed the need to identify unfulfilled workforce gaps from the private sector in order to better connect students to jobs in the state and provide economic prosperity. Mr. Haner asked that the Council not rush through the process, noting that the strategic plan is the most important item the Council has addressed in recent years.

Mr. Briley offered to work with SCHEV staff to add factors for the Council to consider. Dr. Murray suggested that if there is a desire to discuss the matter in more detail, that members send comments to staff in advance. Mr. Nakamoto agreed with this suggestion. Ms. Connelly said the Council should be comfortable with the measures but it needs to put a line in the sand. She said the measures can be a living document but not completely fluid. Mr. Fralin expressed his desire for the Council to spend more time on the measures as well as the initiatives.

Mr. Minor decided to schedule an additional meeting of an ad hoc committee (Mr. Minor, Dr. Murray, Mr. Fralin, Mr. Lockhart, Ms. Connelly, and Mr. Haner) in June to continue the discussion. In the meantime, Mr. Minor encouraged all members to send their comments or suggestions to Mr. Blake before the end of next week.

The Chairman called for a break at 11:00 a.m. The meeting resumed at 11:20 a.m.

INTRODUCTIONS

Mr. Minor introduced the representatives from Virginia Commonwealth University who were in attendance. Dr. Michael Davis, Interim Vice Provost for Academic and Faculty Affairs; Dr. Ann Hamric, Associate Dean of Academic Programs in the School of Nursing; and Dr. Juanita Sharpe, Assistant Vice Provost for Academic and Faculty Affairs.

COMMITTEE REPORTS

Academic Affairs Committee

Action on Programs at Public Institutions

Mr. Lockhart asked Dr. DeFilippo to provide the report. Dr. DeFilippo noted that the Committee approved the new program unanimously. Dr. Hamric and Dr. Davis provided a brief overview of the program, stating that it is unique in that its focus is on patient safety and quality. The Committee's recommendation was seconded by Dr. Murray and the following resolution was approved unanimously (10-0). Ms. Connelly and Mr. Bland were not present for the vote:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Doctor of

Nursing Practice (D.N.P.) degree program in Nursing Practice (CIP: 51.3818), effective fall 2015.

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

Two representatives from Southeastern University were recognized and the Committee's recommendation was seconded by Ms. Chase. The following resolution was approved unanimously:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Southeastern University to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective May 19, 2015.

Action on Guidelines for Public-institution Policies Regarding Certain Contract Exemptions from the Conflict of Interest Act

Mr. Lockhart explained that this one of perhaps several clean-up items from the Code of Virginia. The Committee's recommendation was seconded by Mr. Nakamoto and the following resolution was approved unanimously:

BE IT RESOLVED that the State Council of Higher Education for Virginia, in order to facilitate public institutions' compliance with § 2.2-3106(C)(8) of the Code of Virginia, approves and enacts "Guidelines and Approval Process for Policies at Public Institutions Regarding Exceptions for Certain Contracts Under the Conflict of Interests Act", and in so doing, delegates authority to the SCHEV director to review and approve or disapprove such institutional policies.

Mr. Lockhart briefly mentioned the following items that were discussed at the Academic Affairs Committee meeting:

Updates on Certification Status of Three Institutions

Dr. DeFilippo provided a brief update on College of Henricopolis; Kings Park University; and Security University.

Presentation on SCHEV Activities to Promote Student Success

Mr. Lockhart indicated that the Committee postponed discussion of this item until the July meeting.

Policy Discussion: Online Programming at Public Institutions

The Committee postponed discussion of this item until July.

Mr. Haner reported that there were no action items from the TJ21 Committee. He provided a brief explanation of the following items that were discussed:

Progress Report Since Enactment of TJ21 Legislation

Mr. Haner thanked staff for preparing, at his request, information showing the successes and shortfalls of actions related to TJ21. He reviewed some of the charts that the Committee discussed and suggested that future measures be benchmarked against the strategic plan rather than TJ21.

Mr. Fralin expressed concern about the decline in headcount for VCCS. Mr. Blake informed members that the Chancellor has been invited to address the Council at the July meeting and suggested that this be a topic for discussion. Dr. Murray indicated that the report is rich in data and suggested that a list of bullets items be prepared of things being accomplished that could be used for advocacy. Ms. Connelly mentioned that at the Committee meeting she suggested an op-ed article be written by the Council.

Discussion of Lumina Project

Mr. Haner asked that Ms. Kang present the information. She provided a brief update and indicated that the goal of the project is to close the equity gap, which aligns well with the first two goals of the statewide strategic plan. This joint effort will attempt to engage all stakeholders including institutions, the Governor's Office, the Secretary of Education's office, as well as Senate Finance Committee staff. Ms. Kang reported that the work of this group could result in a future policy recommendation.

Executive Committee

Preliminary Discussion of 2016 Meeting Schedule and Locations

Mr. Minor indicated that the Executive Committee discussed the 2016 meeting schedule and once staff confirms which institutions can host, the schedule will be brought to the full Council for approval in July. He noted that the January and July meetings would follow the one-day format.

Process of Electing Officers

Mr. Minor informed the members that he asked Drs. Murray and Ramsey to talk with other Council members about officers for next year. They will report back at the July meeting with their findings.

Discussion of Personnel Matters

Mr. Minor reported that the Committee met in closed session to discuss personnel matters related to the Director's performance over the last year. The following resolution from the Executive Committee was seconded by Dr. Murray and approved

unanimously (10-0). Members thanked Mr. Blake and his staff for their exemplary work:

BE IT RESOLVED that the State Council Of Higher Education For Virginia, in accordance with §4-6.01 of Chapter 665, 2015 Virginia Acts of Assembly, and in recognition of Peter Blake's extraordinary performance and dedication to duty, approves a 5 percent bonus for the director.

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.

Mr. Blake reminded members that the next meeting will be held on July 20-21 at the SCHEV offices.

NEW BUSINESS

Mr. Minor indicated that this could be Ms. Chase and Mr. Haner's last meeting. He asked the Council to join him in thanking them for their service to the Council and indicated that their expertise will be missed. He asked them each to say a few words. Ms. Chase said she has considered her appointment to the Council as a privilege and a pleasure and she has learned much over the last four years. She wished the Council well as it moves forward with the strategic plan and indicated that she will continue to watch its progress. Mr. Haner said he has been very impressed with the talent and energy of the Council. He encouraged each member to be mobile, ask questions, and not accept everything at face value. He said education is the Commonwealth's future and said he would be on the sidelines cheering.

Ms. Connelly requested that staff circulate the technical document related to the strategic plan measures and Mr. Blake agreed to send it to the members.

Mr. Minor informed members that Mr. Blake would be attending an executive management program at The Darden School at the University of Virginia in June. He asked that Mr. Blake share information with the Council on who will cover agency operations in his absence.

Mr. Minor thanked Mr. Lambeth and Ms. Ghidotti for their assistance in hosting the meeting with the private college presidents.

ADJOURNMENT

The meeting adjourned at 12:15 p.m.

Johanna Chase
Secretary

Lee Ann Rung
Director, Executive and Board Affairs

Items Delegated to Director/Staff

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

Program Actions

Institution	Degree/Program/CIP	Effective Date
College of William and Mary	Change the CIP code of the Bachelor of Science in Computer Science from 11.0101 to 11.0701	Spring 2015
George Mason University	Program Merger: Create the Master of Fine Arts degree program in Visual and Performing Arts (50.0101) from the Master of Fine Arts degree program in Art and Visual Technology (50.0101) and the Master of Fine Arts degree program in Dance (50.0301)	Fall 2015
Old Dominion University	Change the CIP code of the Doctor of Nursing Practice in Nursing Practice from (51.3899) to (51.3818)	Fall 2015
Tidewater Community College	New Program Approved: Associate of Applied Science degree program in Diesel Technology (47.0605)	Fall 2015
Virginia Polytechnic Institute and State University	Facilitated Staff Approval: Bachelor of Science degree program in Systems Biology (26.1104)	Spring 2016
Virginia Polytechnic Institute and State University	Facilitated Staff Approval: Doctor of Philosophy degree program in Higher Education (13.0406)	Fall 2015

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

Institution	Degree/Program/CIP	Effective Date
College of William and Mary	Initiate Graduate Certificate program in College Teaching (13.1299)	Summer 2015
George Mason University	Discontinue the Master of Fine Arts degree program in Art and Visual Technology (50.0101). [Program Approved: Fall 2001]	Spring 2021
George Mason University	Discontinue the Master of Fine Arts degree program in Dance (50.0301). [Program Approved: Fall 1992]	Spring 2016

Institution	Degree/Program/CIP	Effective Date
Old Dominion University	Initiate Graduate Certificate program in Business Analytics and Big Data (52.1299)	Fall 2015
Old Dominion University	Initiate Graduate Certificate program in Project Management in Engineering and Technology (52.0211)	Fall 2015

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

Organizational Changes / Off-campus Instructional Sites

Institution	Change / Site	Effective Date
George Mason University	Create the Department of Mechanical Engineering in the Volgenau School of Engineering. The creation of the Department will provide the infrastructure for the management of the BS degree program in Mechanical Engineering and Mechanical Engineering Minor.	June 1, 2015
George Mason University	Reorganize the School of Physics, Astronomy, and Computational Sciences to create two departments: the Department of Physics and Astronomy and the Department of Computational and Data Sciences . The reorganization will allow the institution to establish separate academic communities for physics and astronomy faculty and students and computational and data sciences faculty and students.	July 1, 2015

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

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

Institution	Effective Date
Germanna Community College	March 5, 2015
James Madison University	April 1, 2015

Institution	Effective Date
Lord Fairfax Community College	April 21, 2015
University of Management and Technology	April 21, 2015

Pursuant to the Code of Virginia, Section 23-9.14:3 and section 8VAC-40-31-90(B) of the Virginia Administrative Code, the following items were approved as delegated to staff:

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

Institution	Location	Effective Date
Luckes Beauty Academy	Newport News, VA	April 8, 2015
Paul Mitchell the School – Roanoke	Roanoke, VA	April 20, 2015
Sentara RMH School of Histotechnology	Harrisonburg, VA	April 20, 2015
Sentara RMH School of Medical Laboratory Science	Harrisonburg, VA	April 17, 2015
Staunton School of Cosmetology	Staunton, VA	April 6, 2015

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
AD HOC COMMITTEE MEETING
JUNE 3, 2015
MINUTES**

Mr. Minor called the meeting to order at 4:00 p.m. in the SCHEV main conference room, 101 North 14th Street, Richmond Virginia. Ad hoc committee members present: Steve Haner, Gene Lockhart, G. Gilmer Minor, III, and William Murray. **Marge Connelly and Heywood Fralin participated by phone.**

Staff members present: Peter Blake, Alan Edwards, Wendy Kang, Tod Massa, Kirsten Nelson, and Lee Ann Rung. Susan Wood was also in attendance.

Mr. Minor asked Mr. Blake to provide information on the timeline and the criteria established for the measures and targets. Mr. Blake presented the information and requested input from the members.

Mr. Lockhart indicated that he had no objection to six measures but had questions about the basis for some of the metrics. Ms. Connelly indicated that some of the measures are not intuitive and suggested that a more effective explanation would be useful.

Mr. Blake provided background information on the process and the meetings that have taken place to date. He reminded members that following the March Council meeting, Mr. Minor recommended that Ms. Connelly and Dr. Murray represent the Council in working with staff to refine the measures.

Mr. Haner suggested that draft Measure #3 (M3) include a better explanation for the average layperson to understand the sources of money available to students (loans, third party scholarships, and other forms of scholarship outside of state and federal). Mr. Fralin was concerned that the measure assumes an increase in funding from the legislature, which may not occur; Mr. Haner said the Council should continue to state the needs to the legislature and not give up, even if additional funding is uncertain.

Mr. Minor said it was important to illustrate that the return on the Commonwealth's investment in higher education is large and important. Mr. Fralin said an outpouring of public demand is needed in order for politicians to increase funding for higher education. Mr. Blake indicated that staff would like to have more time to include the Education and General (E&G) numbers in the calculation for M3.

Ms. Connelly said that the sustainable wages mentioned in draft Measure #6 (M6) constituted a low threshold and indicated that this may be a communication challenge. Mr. Massa talked about calculations for livable wages in other states and said there is a wide range of variability. Mr. Haner said that while 75% was an adequate maintenance target for M6, it was not a stretch target.

Mr. Lockhart expressed concern that there was a gap between some of the measures. Mr. Blake mentioned that draft Measure #1 (M1) is not achievable without achieving draft Measure #2 (M2). Ms. Connelly said more articulation on the communication of the measures was needed.

As stated by Mr. Minor, SCHEV is on the right path, but he expressed concern that M1 would not be achievable without gaining the same sense of urgency with the K-12 system. Mr. Minor stated that higher education should be placed on a sustainable path and stressed that the legislature should view it as a pipeline with K-12. Members discussed SCHEV's role, and Mr. Fralin suggested that SCHEV compare the percentage of students that require remedial work in their first year of college in order to highlight the problem.

Mr. Fralin provided his input on each measure and requested feedback from other members.

Mr. Fralin suggested publicizing the amount of debt that students incur, perhaps through an op-ed to clear up any confusion that legislators may have about the issue.

Mr. Blake indicated that staff would take the comments from this meeting and prepare a document that the Council could approve in July. Initiatives will also be highlighted in July.

Mr. Minor indicated that SCHEV may require outside assistance to develop a marketing plan once the final product is complete.

The meeting adjourned at 5:50 p.m.

G. Gilmer Minor, III
Council Chair

Lee Ann Rung
Director, Executive and Board Affairs

**State Council of Higher Education
Director's report
July 21, 2015**

Boards of visitors orientation session: In late June, Governor McAuliffe announced college and university board appointments. The Code of Virginia requires new appointees to participate in a training session offered by SCHEV within two years of appointment. This year's session will take place October 20-21. We have established a planning group, which has met twice, and anticipate having a draft agenda by the end of the July. Council members Marge Connelly and Gil Bland serve on the planning group.

Joint Subcommittee on the Future Competitiveness of Virginia Higher Education: This legislative entity held its first meeting in June and set a broad agenda for future meetings. Topics include affordability, online instruction, demographic change, and student performance, among others. The subcommittee is scheduled to meet three more times before the 2016 General Assembly session.

Tuition and fees: Public colleges and universities set tuition rates this spring for the 2015-16 academic year. Based on preliminary data, average tuition and mandatory fees at four-year institutions will be approximately \$11,600, an increase of about \$650 over last year. Community college prices will increase by \$195 to \$4,275. As we have done annually for decades, SCHEV will produce a detailed tuition and fee report by August 1.

Virginia Longitudinal Data System conference: We continue our leadership role with the VLDS. Nearly 100 people attended the 2015 Insights Conference, held June 30 at the University of Mary Washington. Virginia Secretary of Health Bill Hazel was the keynote speaker. SCHEV Director of Policy Research and Data Warehousing, Tod Massa, led a session entitled, "When is Research and Information Enough to Warrant Change in Policy?" <http://vlids.virginia.gov/>.

Summit on quality and value: On June 9, SCHEV hosted a one-day summit on quality in Virginia's system of higher education: "Our Common Wealth: an Educated Citizenry for the 21st Century." Over 200 participants from every sector of higher education, public and private, two-year and four-year institutions, board members, businesspeople, and leaders from government agencies and advocacy groups attended the event. Presenters included Barry DuVal of the Virginia Chamber, Debra Humphreys of Association of American Colleges & Universities, Presidents Sullivan and Sands, and Delegate Kirk Cox, who led a panel of alumni commenting on their experiences in making the transition from students of our institutions to members of the commonwealth's educated workforce. <http://schev.edu/QualitySummit.asp>

Veteran's Choice Act of 2014 (VCA): On July 7 the federal Veterans Administration officially confirmed that the Commonwealth of Virginia is fully compliant with Section 702 of the Veteran's Choice Act of 2014 (VCA). SCHEV staff played an active role in support of Secretary Harvey's and Secretary Holton's efforts to ensure Virginia's compliance under this new federal law. Staff has also, with support from the Department of Veterans Services and the Office of the Attorney General, developed

guidelines for the administration of this new requirement. As a result, all veterans can be assured that their veteran's education benefits can continue to be utilized at any Virginia public institution without disruption.

State Higher Education Executive Officers: SHEEO held its annual business meeting in Santa Fe, NM, July 6-10, during which the membership elected me chair of the executive committee for 2015-16. This appointment will give SCHEV an opportunity to have a higher profile with other states and on national education policy.

Out and about: Gil Minor and I visited Virginia Tech in late June. We met with President Sands and toured the Virginia-Maryland School of Veterinary Medicine. We are scheduled to meet with University of Mary Washington President Rick Hurley in July.

State Council of Higher Education for Virginia Agenda Item

Item: Item #8 – Action on Strategic Plan Measures, Targets and Indicators

Date of Meeting: July 21, 2015

Presenters: Peter Blake, Director
peterblake@schev.edu

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: May 19, 2015

Review: On May 19, 2015, Council reviewed proposed measures, targets and related indicators aligned with the four goals of the statewide strategic plan. A special committee subsequently met June 3, 2015.

Background Information/Summary of Major Elements: The process of developing measures and targets to track progress toward achieving the goals of The Virginia Plan for Higher Education continues to be rigorous and collaborative, having involved Council as well as SCHEV's Advisory Committees of college presidents, academic vice presidents and finance officers, and a small group of four representative presidents. Dr. Murray and Ms. Connelly have represented Council in various discussions of the measures and targets. At its May meeting, Council provided feedback on the proposed measures, targets and related indicators and Chairman Minor identified members of a Special Committee on Measures and Targets (Mr. Minor, Dr. Murray, Mr. Fralin, Mr. Lockhart, Ms. Connelly, and Mr. Haner). Chairman Minor encouraged all members to send comments or suggestions regarding the measures and targets to Mr. Blake by May 29.

The Special Committee met on June 3, 2015, to review and discuss the measures, targets and related indicators. Mr. Blake has regularly communicated with Council members Connelly and Murray to share revisions to the measures and targets. The measures, targets and related indicators have been revised to reflect comments from Council and the Special Committee. The related indicators, now listed in a separate

document, serve as “building blocks” for the measures and will be used to monitor progress toward the goals and targets.

Materials Provided: Four documents are included:

- Statewide Strategic Plan Framework, approved by Council on September 15 and October 28, 2014
- Proposed Measures and Targets
- Proposed Measures and Targets - Additional Information
- Proposed Related Indicators

Financial Impact: Council action on the measures, targets, and related indicators will have no additional financial impacts.

Timetable for Further Review/Action: Next steps include refining the technical specifications for the measures, targets, and related indicators to document definitions and calculations.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the proposed measures and targets for assessing progress on The Virginia Plan for Higher Education, the statewide strategic plan for higher education.

BE IT FURTHER RESOLVED that the State Council of Higher Education for Virginia endorses the proposed related indicators that inform the measures and targets and directs staff to adjust these indicators as needed for effective monitoring of plan implementation, progress and goal achievement.

FRAMEWORK OF THE STATEWIDE STRATEGIC PLAN FOR HIGHER EDUCATION

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

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

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

GOAL 1: Provide Affordable Access for All

STRATEGIES:

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

GOAL 2: Optimize Student Success for Work and Life

STRATEGIES:

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

GOAL 3: Drive Change and Improvement through Innovation and Investment

STRATEGIES:

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

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

STRATEGIES:

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

The Virginia Plan for Higher Education PROPOSED MEASURES AND TARGETS

The four goals of The Virginia Plan for Higher Education – affordable access, student success, change and improvement, and economic and cultural prosperity – establish a framework to guide higher education in the Commonwealth. Six high-level measures and accompanying targets will guide the Council as it monitors progress toward achievement of the goals and implementation of the strategies. These measures and targets will undergird the Council’s development of initiatives, inform and motivate a broad set of stakeholders, and comprise a portion of an annual report to the Governor and the General Assembly. Accompanying the measures and targets is a set of 15 related progress indicators. Together, the measures, targets and indicators support the plan and create an essential mechanism to assess and report on achievement of the statewide goals.

SUMMARY	
<p>By 2030, more Virginians will graduate with high quality credentials without excessive debt. The Commonwealth, through its public and private colleges and universities, will award 1.5 million degrees and workforce credentials, improve student success, and increase by 30 percent Virginia’s share of research expenditures.</p>	
THE COMMONWEALTH’S TARGETS FOR THE YEAR 2030	
M1 Awards	<p><u>Measure:</u> Undergraduate degrees and workforce credentials awarded to students</p> <p><u>Target:</u> 1.5 million total awards</p>
M2 Student Success	<p><u>Measure:</u> Completion rates of students</p> <p><u>Target:</u> Annual improvement in completion rates of students that closes the success gap between underrepresented populations (URP) and non-URP students by 2030</p> <p><i>(Note: URP students meet one or more of: non-white, Pell grant recipient, age 25 or older, from a Virginia locality with low undergraduate attainment rates.)</i></p>
M3 Affordability	<p><u>Measure:</u> Financial resources available to a student as a percentage of the cost of attendance</p> <p><u>Target:</u> 50 percent for a student from a low- or middle-income family</p> <p><i>(Note: Financial resources represent expected family contribution, federal and state grants and exclude loans, scholarships, work, and institutional aid. The cost of attendance includes transportation, room and board, tuition and fees, supplies, books and other expenses.)</i></p>
M4 Research Activity	<p><u>Measure:</u> Virginia academic-research expenditures as a percentage (share) of the US total</p> <p><u>Target:</u> A share 30 percent larger than in federal FY2013</p>
THE COMMONWEALTH’S ANNUAL COMMITMENTS	
M5 Price	<p><u>Measure:</u> Tuition and fees of in-state undergraduates as a percentage of family income</p> <p><u>Target:</u> Lower than the national average; less than 10 percent of income for low- and middle-income students</p>
M6 Economic Prosperity	<p><u>Measure:</u> Wages of graduates in the workforce</p> <p><u>Target:</u> 75 percent of graduates earn sustainable wages three years after graduation</p> <p><i>(Note: The definition of sustainable wages is consistent with the lower end of the range for middle income, as recommended by the Higher Education Advisory Committee and approved by Council in 2011.)</i></p>

**The Virginia Plan for Higher Education
PROPOSED MEASURES AND TARGETS – ADDITIONAL INFORMATION**

THE COMMONWEALTH'S TARGETS FOR THE YEAR 2030		
Measure	Baseline	If This Target Is Achieved...
M1 Awards	0 for 2013-14 (2013-14 award production totaled 77,547: 12,315 certificates, 18,475 associate; 46,757 bachelor's)	This measure and target address awards from public and private (non-profit) institutions for in- and out-of state students, as well as other workforce credentials not currently counted, pending development of data collection methodology. Virginia will be the top state in educational attainment and reach the 60.5%/10% benchmarks of working adults having a degree/certificate. (In 2013, Virginia had 46.1% of working adults with a degree.) Research shows that adults with higher levels of education are more active citizens than others, are more likely to have health and retirement benefits with their jobs, are far less likely to be unemployed, have healthier habits, live longer and contribute in other positive ways to their communities. While other states may also pursue "top state" status, Virginia's dedicated focus, exemplary collaboration, and shared ownership in implementing the statewide strategic plan will result in its attainment of this target.
M2 Student Success	<p><u>All Institutions (2006-07):</u> Normal Time SSI for URP Students: 55%, 51% for Extended Time Normal Time SSI for non-URP Students: 67%, 67% for Extended Time</p> <p><u>Public Four-years (2006-07):</u> Normal Time SSI for URP Students: 70%, 71% for Extended Time Normal Time SSI for non-URP Students: 77%, 82% for Extended Time</p> <p><u>Private Four Years (2006-07):</u> Normal Time SSI for URP Students: 55%, 52% for Extended Time Normal Time SSI for non-URP Students: 68%, 63% for Extended Time</p> <p><u>Public Two-Years (2008-09):</u> Normal Time SSI for URP Students: 34%, 32% for Extended Time Normal Time SSI for non-URP Students: 43%, 42% for Extended Time</p>	<p>This measure and target use SCHEV's Student Success Index (SSI), which is based on students entering as first-time in college with full-time enrollment at entry and includes part-time and transfer students. The SSI provides varying amounts of time to complete a degree or continue enrollment to be counted as success. Bringing the completion rate of URP students up to that of non-URP students will support achievement of additional awards (measure M1) and eliminate achievement differences for URP students.</p> <p>For purposes of this measure, URP students are defined as follows:</p> <ul style="list-style-type: none"> • Non-white US citizens and permanent residents. • Degree-recipients receiving Pell grants at any time during the five years prior to degree award. • Non-traditional students: age 25 or older at entry. • Students from Virginia localities with low associate and baccalaureate attainment rates.

Measure	Baseline	If This Target Is Achieved...
M3 Affordability	38% of the student's budget (cost of attendance) for low- and middle-income students was met by expected family contribution, state and federal grant aid in 2013-14.	The measure and target address cost of attendance at public institutions. Institutional aid and loans contribute to the remaining 50% of the cost of attendance. Shared responsibility is implied, among families (expected family contribution, institutions (cost containment), state aid, and federal aid (Pell). In addition, in order to meet this target, institutions are expected to demonstrate administrative and academic efficiencies in their operations. Meeting at least half the need of low- and middle-income students through expected family contribution and state and federal grant aid will make college affordable for populations for whom affordability is an obstacle. Achieving this target will require a significant contribution, over time, by the state. It is also noted that Educational and General (E&G) general fund appropriations have a direct impact on cost of attendance.
M4 Research Activity	2.12% of total US academic R&D expenditures in Federal FY 2013 (which was second highest rate for Virginia in past 10 years)	A modest annual increase of 2% per year in Virginia's share of the national total will yield a proportional increase of at least 30% over the next 15 years. In 2030, Virginia's share of the national total will have increased from 2.12% to 2.75%, which will likely represent an additional \$1B+ in economic impact. Funding of academic research, especially federal funding, is increasingly unpredictable and unlikely to grow appreciably, at least in the near term. Therefore, a target that seeks to increase Virginia's share of the total guarantees the target's ongoing meaningfulness regardless of the size of future national totals; so doing also accounts for inflation (or deflation).
THE COMMONWEALTH'S ANNUAL COMMITMENTS		

Measure	Baseline	If This Target Is Achieved...
M5 Price	<p>In-state undergraduate tuition and fees as a percentage of family income is 0.1 percentage points above the national average - 2013</p> <p>(a) in-state undergraduate tuition and fees represented 10.1% of the low family income for students from 31.6% of the Virginia families - 2013</p> <p>(b) in-state undergraduate tuition and fees represented 8.7% of the middle family income for students from 31.8% of the Virginia families - 2013</p>	<p>The target assumes that low-income students will receive the maximum Pell award (\$5,645 in 2013-14) and that middle income students will receive a Pell award equal to the average Pell of all students (\$2,207 in 2013-14). Factoring in differentiated Pell award amounts for low- and middle-income students adjusts for net tuition and fees. Reducing in-state undergraduate tuition and fees as a percentage of family income will serve as a significant affordability strategy. The current trend shows tuition and fees as a percentage of family income is increasing. Reversing this trend and keeping the percent low will improve affordable access to Virginia's colleges and universities.</p>
Measure	Baseline	If This Target Is Achieved...
M6 Economic Prosperity	<p>65% for graduates of 2009-10 (baseline) current year: 45% for one year post-completion of the graduates of 2012-13</p>	<p>The target of 75% of graduates earning sustainable wages three years after graduation exceeds the historic highs of 74% in 2001 and 73% in 2006. While many graduates may choose employment within the first three years after graduation, some graduates will pursue full-time service opportunities upon graduation. Others, while employed, will not have realized their full earning power yet. More individuals earning sustainable wages will improve the economy and the life of the individual. Research shows that "Federal, state, and local governments enjoy increased tax revenues from college graduates and spend less on income support programs for them, providing a direct financial return on investments in postsecondary education."</p>

The Virginia Plan for Higher Education PROPOSED RELATED INDICATORS

In addition to the six top-level measures, a number of related indicators will assist the Council in understanding general progress towards achievement of the goals. Many of these indicators serve as “building blocks” for the measures. The set of indicators is intended to be dynamic, thus creating opportunities to add new and revise existing ones during the years of plan implementation as appropriate.

INDICATORS IN SUPPORT OF GOALS, MEASURES AND TARGETS	
I1 Enrollment	
<i>Description:</i>	Fall headcount undergraduate enrollments
<i>Purpose:</i>	Tracks student enrollments as a primary driver of award attainment
I2 Remediation	
<i>Description:</i>	Number and percentage of first-time students in developmental courses
<i>Purpose:</i>	Provides college readiness information on students entering college for student success and award attainment
I3 Persistence and Retention	
<i>Description:</i>	Number and percentage of students who maintain enrollment
<i>Purpose:</i>	Reflects enrollments needed for student success and award attainment
I4 Average Time-to-Degree	
<i>Description:</i>	Mean undergraduate time-to-degree of graduates and percentage of those completing within the normal time for each degree
<i>Purpose:</i>	Measures the effectiveness of students moving from matriculation to completion
I5 State Funding	
<i>Description:</i>	Percentage of cost of education provided by the state
<i>Purpose:</i>	Contributes to affordable access and student success
I6 Student Debt	
<i>Description:</i>	Number and percentage of undergraduate students with debt; average debt for enrolled students and graduates
<i>Purpose:</i>	Tracks college affordability and students' ability to pay
I7 Default Rates	
<i>Description:</i>	Overall cohort default rate on federal student loans compared with other states
<i>Purpose:</i>	Reflects students' ability to pay upon leaving an institution
I8 Institutions' Internal Reviews of Policies and Processes	
<i>Description:</i>	Number of institutions conducting reviews of their academic, administrative, or organizational policies and processes
<i>Purpose:</i>	Indicates institutional action leading to quality and improvement
I9 Institutional Performance Standards	
<i>Description:</i>	Number of public institutions meeting institutional performance standards
<i>Purpose:</i>	Defines the effectiveness of institutions at achieving state policy goals
I10 Accreditation Status	
<i>Description:</i>	Number of institutions meeting accreditation requirements
<i>Purpose:</i>	Gives external assessment of quality and improvement
I11 Research Expenditures	
<i>Description:</i>	Annual academic-research expenditures
<i>Purpose:</i>	Indicates how research expenditures impact Virginia's share of expenditures compared to other states
I12 Regional Impact	
<i>Description:</i>	Regional performance on various economic development and PK-12 school success measures established by Virginia Performs
<i>Purpose:</i>	Provides leading and lagging indicators for PK-12 and higher education's impact on a region

**The Virginia Plan for Higher Education
PROPOSED RELATED INDICATORS**

(continued)

I13 Cultural Prosperity (“best state” rankings and well-being)	
<u>Description:</u>	Virginia’s rankings on various state rankings/lists
<u>Purpose:</u>	Gives Virginia’s standings as compared with the other 49 states
I14 Credentials To Support In-Demand Occupations	
<u>Description:</u>	Number of degrees, certificates, and related workforce credentials that support identified in-demand occupations
<u>Purpose:</u>	Reflects alignment of higher education to workforce needs of the Commonwealth
I15 Economic Mobility of Graduates	
<u>Description:</u>	Percentage of graduates moving from lower income to middle or upper income within 10 years of completion
<u>Purpose:</u>	Measures economic prosperity and credential value

State Council of Higher Education for Virginia Agenda Item

Item: #11 – Discussion of Strategic Plan Initiatives and Communications

Date of Meeting: July 21, 2015

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements: As part of the plan development, Council emphasized the need for communications as a core element of the plan. This was reflected in the initial plan as a fifth goal entitled *Frame a Compelling Narrative for Higher Education*. The proposed strategies included, creating a message of the value of higher education, mobilizing leadership to support the message, and utilizing multiple communications channels to engage stakeholders. The Council later determined that the proposed goal should instead be an initiative of the plan.

At the June 2015 Council meeting, Council members expressed an interest to discuss initiatives for the plan. Given the time limitations at the Council meetings, a meeting in August is proposed for Council members to provide input on proposed initiatives, the establishment of an annual planning process, and a communications plan.

While this meeting will include a deeper discussion of communications and initiatives, the following are items SCHEV staff have completed to date related to communications.

- *Discussed communications strategies with marketing experts in the Richmond area:* SCHEV staff participated in a meeting with Council Chair, other stakeholders, and a colleague at a Richmond-area advertising agency regarding a higher education communications strategy in April; spoke with the lead communications staff member for the Virginia Community College System; and met with staff who developed the communications plan for the Virginia Longitudinal Data System.

- *Developed concepts for a background story:* Council members and others have suggested the need for a “story” that conveys the importance of the plan. This story should highlight the current status of higher education and its impact on Virginia and its citizens. It should create a call to action for the plan. SCHEV staff members have created several story ideas based on input from Council members and others.
- *Initiated the development of a brochure:* SCHEV staff members are working on a brochure that will convey the mission, vision, goals, strategies, a condensed version of a brochure, and introduction of the measures and targets.
- *Developed a draft communications and launch strategy:* In addition, to the development of the brochure and story, SCHEV staff members developed a communications and launch plan that identifies target audiences and methods and frequency of communications.
- *Created a website framework:* Upon completion of preliminary work, staff will develop a website that will include the information in the brochure and further information on the measures and targets, related indicators, and technical documents. The main purpose of the site will be to support communications that relate to aspects of the plan. Staff also will work through various other media including periodic newsletters, op-ed features, press releases, and social media.

Materials Provided: None

Financial Impact:

Timetable for Further Review/Action:

Hold meeting with selected Council members to discuss initiatives and communications.

Present initiatives, planning process, and communications strategy at the September Council meeting.

Resolution: N/A

State Council of Higher Education for Virginia Agenda Item

Item: #12 – Action on Council 2016 Meeting Schedule and Locations

Date of Meeting: July 20, 2015

Presenter: Peter Blake, peterblake@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: May 18, 2015

Action:

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

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

The General Assembly session begins on Wednesday, January 13, 2016.

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

- The January date was changed because the Martin Luther King, Jr. holiday is on the third Monday (January 18, 2016).
- The October date was chosen to allow staff additional time between the September and October meetings to prepare final budget recommendations.

At the May 18, 2015, meeting, the Committee requested that staff contact The College of William and Mary, Virginia Military Institute, and a central Virginia community college to see if they could host meetings in 2016.

Materials Provided: N/A

Financial Impact: None.

Timetable for Further Review/Action:

Staff Recommendation: At the May 18, 2015, meeting, the Committee agreed to the proposed dates and requested that staff contact The College of William and Mary, Virginia Military Institute (VMI), and a central Virginia community college to see if it could host meetings in 2016. VMI was not able to host in 2016 but indicated that they would host the Council in March 2017. Virginia Commonwealth University agreed to host the September 2016 meeting. Additionally, Blue Ridge Community College has agreed to host the Council's one-day meeting on July 19, 2016. Staff will continue to work with the Council of Independent Colleges in Virginia (CICV) on a location for the May meeting.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following meeting schedule for calendar year 2016 and requests that staff distribute the information to all Council members:

**Committee meetings on Monday Afternoon - meetings on Tuesday
(except where noted)**

- **January 12 – SCHEV Offices (Richmond) – *all meetings the same day***
- **March 21-22 – travel to public institution (College of William & Mary / VIMS)**
- **May 16-17 – travel to private institution TBD – May 16 would include a meeting with private college presidents**
- **July 19 – Blue Ridge Community College – *all meetings the same day***
- **September 19-20 – Virginia Commonwealth University – September 19 would include a meeting with public college and university presidents**
- **October 24-25 – SCHEV Offices (Richmond)**

Additionally, a visit to the University of Virginia's College at Wise is planned for April 20, 2016.

State Council of Higher Education for Virginia Agenda Item

Item: #13 – Items Delegated to Staff

Date of Meeting: July 21, 2015

Presenter: Peter Blake, Director
peterblake@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: March 20, 2002, July, 2002, September 2006

Action: The Council approved delegation of certain items to staff

Background Information/Summary of Major Elements:

Council delegated certain items to staff for approval and reporting to the Council on a regular basis.

Materials Provided:

Program actions approved:

- Radford University
- Thomas Nelson Community College

Program actions reported:

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

Organizational Changes / Off-campus Instructional Sites:

- Longwood University
- Virginia State University

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

- Bluefield College
- Radford University
- Virginia Commonwealth University

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

- Graham Webb International Academy of Hair
- Park West Barber School
- Regency Beauty Institute – Manassas
- Regency Beauty Institute – Newport News
- Regency Beauty Institute – Roanoke
- Rudy and Kelly Academy a Paul Mitchell Partner School
- Springfield Beauty Academy
- Suffolk Beauty Academy

Institutional Student Financial Aid Plans

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
Radford University	Facilitated Staff Approval: Master of Science degree program in Data and Information Management (11.0802)	Fall 2015
Thomas Nelson Community College	New Program Approved: Associate of Applied Science degree program in Advanced Integrated Manufacturing Technology (15.0613)	Spring 2016

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

Institution	Degree/Program/CIP	Effective Date
George Mason University	Initiate Graduate Certificate program in Education Leadership (13.0401)	Fall 2015
Old Dominion University	Initiate Graduate Certificate program in International Development (45.0604)	Fall 2015
Old Dominion University	Initiate Graduate Certificate program in Public Sector Leadership (52.0213)	Summer 2015
Radford University	Initiate Graduate Certificate program in Design Thinking (50.0499)	Fall 2015
Virginia Polytechnic Institute and State University	Discontinue the Master of Science degree program in Dairy Science (01.0905). [Program Initiated: 1959, Before CHE approval process]	Fall 2017
Virginia Polytechnic Institute and State University	Discontinue the Master of Science degree program in Horticulture (01.1103). [Program Initiated: 1959, Before CHE approval process]	Spring 2017
Virginia State University	Initiate Graduate Certificate program in Food and Nutrition Science (51.3101)	Fall 2015

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

Organizational Changes / Off-campus Instructional Sites

Institution	Change / Site	Effective Date
Longwood University	Rename the Department of Accounting, Economics, Finance and Real Estate to the Department of Accounting, Economics, Finance and Information Systems .	August 1, 2015
Longwood University	Rename the Department of Cyber Security, Information Systems, Management, and Marketing to the Department of Management and Marketing .	August 1, 2015
Longwood University	Rename the Department of Theatre, Art and Graphic Design to the Department of Theatre, Art, and Graphic and Animation Design .	August 1, 2015
Virginia State University	Rename the Department of Engineering to the Department of Engineering and Computer Science .	August 7, 2015
Virginia State University	Rename the Department of Mathematics and Computer Science to the Department of Mathematics and Economics .	August 7, 2015
Virginia State University	Rename the Department of Political Science, Public Administration, and Economics to the Department of Political Science and Public Administration .	August 7, 2015
Virginia State University	<ul style="list-style-type: none"> • Create the Department of Social Work. The Department will reside in the College of Humanities and Social Sciences. The creation of the Department will reflect the focus and autonomy of the unit and meet the accreditation requirements of the Council on Social Work Education (CSWE). • Rename the Department of Sociology, Social Work, and Criminal Justice to the Department of Sociology and Criminal Justice to reflect the academic focus of the unit. 	August 7, 2015

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

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

Institution	Effective Date
Bluefield College	June 25, 2015
Radford University	May 14, 2015
Virginia Commonwealth University	June 25, 2015

Pursuant to the Code of Virginia, Section 23-9.14:3 and section 8VAC-40-31-90(B) of the Virginia Administrative Code, the following items were approved as delegated to staff:

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

Institution	Location	Effective Date
Graham Webb International Academy of Hair	Arlington, VA	June 23, 2015
Park West Barber School	Alexandria, VA	June 23, 2015
Regency Beauty Institute - Manassas	Manassas, VA	June 22, 2015
Regency Beauty Institute – Newport News	Newport News, VA	June 22, 2015
Regency Beauty Institute - Roanoke	Roanoke, VA	June 22, 2015
Rudy and Kelly Academy a Paul Mitchell Partner School	Virginia Beach, VA	June 23, 2015
Springfield Beauty Academy	Annandale, VA	June 23, 2015
Suffolk Beauty Academy	Suffolk, VA	June 23, 2015

Institutional Student Financial Aid Plans

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