



Agenda Book

September 13 - 14, 2021

Location:

September 13, Virginia State University, Gateway Dining Event Center;

September 14, Science Museum of Virginia, RF&P Forum



**September 13 - 14, 2021, Council Meetings
Agenda
Virginia State University and the Science Museum of Virginia**

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Agenda			
I. Academic Affairs Committee (VSU) Monday, September 13, 2021	1:00 p.m.		
I.A. Call to Order	1:00 p.m.	Mr. Light	
I.B. Discussion of Academic Affairs Committee Responsibilities	1:05 p.m.	Dr. DeFilippo	4
I.C. Action on Mission Statement Change: University of Virginia's College at Wise	1:25 p.m.	Dr. DeFilippo	7
I.D. Action on Private Postsecondary Institutional Certification	1:35 p.m.	Dr. DeFilippo	10
I.E. Action on Private Postsecondary Institutional Provisional Certification	1:45 p.m.	Dr. DeFilippo	14
I.F. Review of Program Announcements from Public Institutions	1:55 p.m.	Dr. DeFilippo	19
I.G. Discussion of Open Virginia Advisory Committee and SCHEV Strategic Priorities	2:30 p.m.	Ms. Rebar and Mr. Ghaphery, VCU	79
I.H. Receipt of Report of the Staff Liaison to the Academic Affairs Committee	2:55 p.m.	Dr. DeFilippo	81
I.I. Motion to Adjourn	3:00 p.m.	Mr. Light	
II. Resources and Planning Committee (VSU) Monday, September 13, 2021	1:00 p.m.		
II. A. Call to Order	1:00 p.m.	Ms. Harker	
II.B. Discussion of Resources and Planning Committee Responsibilities	1:05 p.m.	Ms. Kang	84
II.C. Discussion of Institutional Performance Standards and Virginia State University Certification	1:25 p.m.	Dr. Huskey	86
II.D. Discussion of Enrollment Projections and Degree Estimates	1:35 p.m.	Mr. Massa	88
II.E. Discussion of Draft Budget and Policy Recommendations for 2022-2024	2:00 p.m.	Ms. Kang	114
II.F. Motion to Adjourn	3:00 p.m.	Ms. Harker	
III. Council Meeting (Science Museum of Virginia) Tuesday, September 14, 2021			
III.A. Call to Order	9:00 a.m.	Ms. Connelly	

III.B. Approval of Minutes from July 13 Council Meeting	9:05 a.m.	Ms. Connelly	134
III.C. Remarks from Makola Abdullah, President Virginia State University	9: 10 a.m.	Dr. Abdullah	151
III.D. Action on Initiatives to Support Pathways to Opportunity: The Virginia Plan for Higher Education,	9:40 a.m.	Ms. Salmon	153
III.E. Action on Meeting Schedule and Locations	10:05 a.m.	Ms. Connelly	158
III.F. Discussion of Outcomes of the Special Session and Federal Funding for Colleges and Universities in Virginia	10:10 a.m.	Ms. Kang, Dr. Huskey	159
Break	10:45 a.m.		
III.G. Discussion of Summary of Institutions' Diversity, Equity and Inclusion Plans	11:00 a.m.	Ms. Robinson	163
III.H. Receipt of Report from Agency Director	11:20 a.m.	Mr. Blake	166
III.I. Report of the Academic Affairs Committee	11:00 a.m.	Mr. Light	
III.J. Report of the Resources and Planning Committee	11:15 a.m.	Ms. Harker	
III.K. Receipt of Items Delegated to Staff	11:30 a.m.	Mr. Blake	171
III.L. Old Business	11:45 a.m.	Ms. Connelly	
III.M. New Business	11:50 a.m.	Ms. Connelly	
III.N. Receipt of Public Comment	11:55 a.m.	Ms. Connelly	
III.O. Motion to Adjourn	12:00 p.m.	Ms. Connelly	

NEXT MEETING: October 25-26, 2021 SCHEV

State Council of Higher Education for Virginia Agenda Item

Item: #I.B – Academic Affairs – Discussion of Academic Affairs Responsibilities

Date of Meeting: September 13, 2021

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of Agenda Item:

The purpose of this agenda item is to review responsibilities of the Academic Affairs Committee and receive input from members of expectations of staff and the committee for the upcoming year.

Background Information/Summary of Major Elements:

The Academic Affairs Committee oversees work of the office of Academic Affairs by taking action on a wide range of items that come to Council for approval, and receiving reports of staff and institutional activities related to higher education policy and the regulation of private postsecondary education. The work of Academic Affairs falls under two main categories, relating to public and private postsecondary education respectively.

Public Sector Academic Affairs

Main SCHEV duties related to academic affairs at public institutions of higher education:

- AP/Cambridge/CLEP/IB policies
- Distance education and state authorization reciprocity (National Council on State Authorization Reciprocity)
- Dual enrollment credit acceptance policy
- Instructional site approval
- Military-friendly policies
- Mission statement change approval
- Program approval
- Student learning assessment policy

- Transfer and related policies, including: State Policy on College Transfer; guidelines on transfer agreements, pathway maps, and Passport/Uniform Certificate of General Studies

Liaisonship:

- Instructional Programs Advisory Committee (IPAC), Chief Academic Officers of public institutions of higher education
- Military Education Advisory Committee (MEAC)
- Open Virginia Advisory Committee (OVAC)
- State Committee on Transfer (SCT)
- Task Force on Quality and Assessment
- Virginia Assessment Group (VAG)
- Virginia Department of Education, Advisory Board on Teacher Education Licensure (ABTEL)

Policy Analyses (examples):

- Access for students with disabilities
- Transfer effectiveness
- Electronic learning capital needs
- Faculty recruitment
- Dental school in Wise
- Community colleges and teacher education pathways

Grant Supported Programs:

- Faculty Collaboratives (Association of American Colleges & Universities)
- Interstate Passport (Western Interstate Commission for Higher Education)
- No Child Left Behind—Higher Education (U.S. Department of Education)
- Transfer Virginia (Aspen Institute), in cooperation with VCCS

Private Postsecondary Education (PPE)

SCHEV duties related to the authorization and regulation of private and out of state institutions certified to operate in Virginia.

Categories of institution subject to regulation:

- Any new private degree-granting institution
- Any vocational postsecondary institution
- Any out of state institution with physical presence in Virginia

Issues:

- PPE provides the regulatory assurance required by the US Department of Education for *all* Virginia institutions to remain eligible for Title IV financial aid programs.
- Non-compliant schools are subject to revocation of certification.
- PPE oversees closures of regulated schools and preservation of student records.
- PPE proposes and supports the analysis of student protection legislation—recent examples: enrollment agreements; out of state distance education authorization.
- Degree granting institutions are freed from the requirement of annual recertification after a 20-year period of regulation.

- PPE is supported by revenue from fees.

Liaisonship:

- Career College Advisory Board (CCAB)
- Regional and national accreditors
- US Department of Education
- Virginia Attorney General
- Virginia Department of Veterans Services
- Virginia licensing boards: Department of Professional and Occupational Regulation, Board of Nursing
- Workforce Investment Boards

Materials Provided: N/A

Financial Impact: N/A

Timetable for Further Review: N/A

Relationship to Goals of The Virginia Plan for Higher Education:

Work overseen by the Academic Affairs Committee supports the following strategies, among others, of *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.
- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Improve the alignment between post-secondary academic programs and labor market outcomes.

Resolutions: N/A

State Council of Higher Education for Virginia Agenda Item

Item: #I.C – Academic Affairs – Mission Statement Change for the University of Virginia’s College at Wise

Date of Meeting: September 13, 2021

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of the Agenda Item:

The purpose of this agenda item is to present a mission statement change for approval by Council, in accord with Code of Virginia §23.1-203(2).

Background Information/Summary of Major Elements:

The Code of Virginia charges Council to “review and approve or disapprove any proposed change in the statement of mission of any presently existing public institution of higher education and to define the mission of all public institutions of higher education created after the effective date of this provision.” Council policy distinguishes three levels of mission statement change – “Modification,” “Expansion,” and “New,” – of which the latter two require action by Council. The category of “Expansion” applies when changes in wording occur that expand the focus of the mission statement without altering the institution’s essential character or curricular offerings.

Presented here for Council consideration is a mission statement change for The University of Virginia’s College at Wise (UVA-W). Staff has determined that the proposed change falls under the category of “Expansion,” insofar as the new statement involves substantially changed wording and refocusing in comparison to the prior mission statement. According to UVA-W, the proposed change is necessary for three reasons: 1) to provide a statement that is more succinct and memorable; 2) to communicate clearly the College’s focus on teaching excellence and student growth; and 3) to clarify that the College’s service area is not limited to Southwest Virginia, but includes the entire Appalachian Region. With regard to #3, the 2019 General Assembly modified Code of Virginia §23.1-507 to allow in-state tuition rates at UVA-W for students from throughout the Appalachian Region, which comprehends parts of Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Virginia, and all of West Virginia. UVA-W

notes that deposits from Appalachian Region applicants have increased from 25 to 43 since 2019, and projects continued increases (to 80) through 2025.

Council's approval of the mission statement change would not imply approval of any specific budgetary action or alteration of the institution's degree program profile.

Materials Provided:

- Current and Proposed Mission Statements (side-by-side comparison)

Financial Impact:

UVA-W attests that the mission statement change will not have a direct effect on College resources. The College anticipates hiring 1-2 additional staff to continue expanding student recruitment in the Appalachian Region, but the cost would be more than covered by the net gain in revenue from increased enrollment.

Timetable for Further Review/Action:

Once approved, SCHEV will report the mission statement change to the Governor and General Assembly. The new mission statement would take effect thirty days following adjournment of the 2022 General Assembly session.

Relationship to Goals of The Virginia Plan for Higher Education:

Council's consideration of this agenda item supports the following strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.
- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Improve the alignment between post-secondary academic programs and labor market outcomes.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following mission statement for The University of Virginia's College at Wise, to take effect thirty (30) days following adjournment of the 2022 General Assembly:

Through excellence in teaching, personalized attention and commitment to individual growth, the University of Virginia's College at Wise prepares students to be engaged citizens. Drawing upon its foundation as a public liberal arts institution in the Appalachian region, the College strives to build a diverse community of learners with the drive to serve and lead in their communities, the nation, and the world.

The University of Virginia's College at Wise
Current and Proposed Mission Statements (side-by-side comparison)

Current Mission Statement	Proposed Mission Statement
<p>The University of Virginia's College at Wise, a public liberal arts institution, provides students with learning experiences that offer opportunities to develop the insight, competence, sensitivity, and integrity necessary for living enriched lives and for enriching the lives of others. Established in 1954 as a college of the University of Virginia, it is guided by the values of citizenship and altruism. Proud of its Appalachian heritage, the College continues to honor its commitment of service to Southwest Virginia, the nation, and the world. The College is guided by a legacy of teaching and scholarly excellence and by a dedication to quality in both the arts and sciences and professional programs. Above all, The University of Virginia's College at Wise is a diverse community of people who believe that information can be transformed into knowledge and that teaching and learning create a foundation for wisdom.</p>	<p>Through excellence in teaching, personalized attention and commitment to individual growth, the University of Virginia's College at Wise prepares students to be engaged citizens. Drawing upon its foundation as a public liberal arts institution in the Appalachian region, the College strives to build a diverse community of learners with the drive to serve and lead in their communities, the nation, and the world.</p>

State Council of Higher Education for Virginia Agenda Item

Item: #I.D – Academic Affairs – Action on Private Postsecondary Institutional Certification

Date of Meeting: September 13, 2021

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of the Agenda Item: The purpose of the agenda item is to present a new postsecondary institution for certification by Council, in accord with Code of Virginia §23.1-219.

Background Information/Summary of Major Elements: Eastern Virginia Career College is a nationally accredited, degree granting proprietary institution located in Fredericksburg, VA. The school has been certified to operate in Virginia since 2000. On August 2, 2021, TML Compliance, LLC, a New York based limited liability corporation, acquired the school. In accordance with the Virginia Administrative Code 8VAC40-31-170(F), this constitutes a change of ownership and the school must obtain a new certificate to operate from Council.

Materials Provided:

- Eastern Virginia Career College application summary.

Financial Impact: Eastern Virginia Career College submitted the required certification fee to operate as a postsecondary institution in Virginia.

Timetable for Further Review/Action: N/A

Relationship to Goals of The Virginia Plan for Higher Education: Council's consideration of this agenda item supports the following strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.
- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.

- Improve the alignment between post-secondary academic programs and labor market outcomes.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Eastern Virginia Career College to operate as a degree-granting postsecondary institution in the Commonwealth of Virginia, effective September 14, 2021.

Eastern Virginia Career College **Application Summary**

School Overview

Eastern Virginia Career College is nationally accredited by the Council on Occupational Education (COE) and has been certified to operate in Virginia since 2000. Originally opened as a non-degree school under the name of Career Training Solutions, the school was granted the authority to offer its first associate degree program in 2008. TML Compliance, a New York based limited liability corporation, purchased the school from TEMACC, LLC, on August 2, 2021. It will continue to operate as Eastern Virginia Career College under the new ownership.

School Officers

President/CEO – Krishna Maddipatla

School Mission Statement

Eastern Virginia Career College's mission statement is as follows:

The mission of Eastern Virginia Career College is to provide exceptional learning opportunities through student-focused instruction in the classroom, online, and through labs, clinics, and work-based experience. This collaborative educational process prepares caring, reflective, and skilled professionals who act with ethical regard and informed awareness as they enter their chosen career field.

Proposed Educational Programs and Credentials

Eastern Virginia Career College will offer a total of nine degree, diploma, and certificate programs in Virginia.

- Associate of Applied Science - Nursing
- Associate of Applied Science - Occupational Therapy Assistant
- Diploma - Practical Nursing
- Diploma - Medical Assisting
- Diploma - Massage Therapy
- Diploma - Esthetics
- Diploma - Master Esthetics
- Certificate - Nail Technician
- Certificate - Wax Technician

Proposed Location

Eastern Virginia Career College will operate at the following address:

10304 Spotsylvania Avenue
Fredericksburg, VA 22408

Financial Stability Indicator

SCHEV staff calculated Eastern Virginia Career College’s financial composite score as 1.5 out of a possible 3.0, which indicates the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

Eastern Virginia Career College has submitted a surety for \$59,525 which is adequate to provide refunds to all Virginia students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of school closure pursuant to Virginia Administrative Code section 8VAC40-31-160(I).

Evidence of Compliance

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

Staff Recommendation

Based on a thorough review of the application, staff presents the certification of **Eastern Virginia Career College** to the Academic Affairs Committee for approval.

The Committee may vote to approve, disapprove, approve with condition, or table for future action. If approved, adopt the following resolution and transmit it to Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Eastern Virginia Career College to operate as a degree-granting postsecondary institution in the Commonwealth of Virginia, effective September 14, 2021.

State Council of Higher Education for Virginia Agenda Item

Item: #I.E – Academic Affairs – Action on Private Postsecondary Provisional Institutional Certification

Date of Meeting: September 13, 2021

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
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Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of the Agenda Item:

The purpose of the agenda item is to present one postsecondary institution for provisional certification by Council, in accord with Code of Virginia §23.1-219.

Background Information/Summary of Major Elements:

This agenda item presents one application from a prospective out-of-state institution of higher education for provisional certification to operate in Virginia. Provisional certification is a specific category of authorization in the Virginia Administrative Code that allows the institution a one-year period within which it may advertise, complete necessary build-outs and renovations, hire staff, recruit students, and fulfill other requirements of certification. The terms of provisional certification, and conditions for achieving full certification, are detailed in the resolution below regarding **Galen College of Nursing**. The institution will be prohibited from enrolling students until it meets the requirements for full certification, and authority is delegated to the SCHEV Director to confer full certification upon his determination that all necessary conditions have been met. The one-year period of provisional certification is mandated by the Virginia Administrative Code. Any school failing to secure full certification within the one-year period must reapply for certification (i.e., an existing provisional certification may not be “extended”).

Materials Provided:

- Galen College of Nursing application summary.

Financial Impact:

Galen College of Nursing submitted the required certification fee to operate as a postsecondary institution in Virginia.

Timetable for Further Review/Action: N/A

Relationship to Goals of The Virginia Plan for Higher Education:

Council's consideration of this agenda item supports the following strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.
- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Improve the alignment between post-secondary academic programs and labor market outcomes.

Resolution: See the attached Application Summary.

Galen College of Nursing **Application Summary**

School Overview

Galen College of Nursing is an out-of-state proprietary postsecondary institution of higher education seeking provisional certification to operate from a location in northern Virginia. The school is owned and operated by the Galen Health Institute, Inc., and is accredited by the Southern Association of Colleges and Schools Commission on Colleges. Galen College is headquartered in Louisville, KY and has locations in Florida, Ohio, Texas and Tennessee. This location would be the institution's first Virginia location.

School Officers

Chief Executive Officer – Mark A. Vogt

School Mission Statement

Galen College of Nursing's mission statement is as follows:

Galen College of Nursing, driven by a culture dedicated to expanding access to nursing education, prepares diverse learners to demonstrate excellence and compassion in nursing through an educational approach immersed in innovation, technology, and student support.

Proposed Educational Programs and Credentials

- Associate Degree in Nursing: Two-Year Option
- Associate Degree in Nursing: LPN/LVN to RN Bridge Option

Proposed Location

The campus will operate from:

Boulders VIII, 7300 Beaufont Springs Drive
Richmond, VA 23225

Financial Stability Indicator

Galen College of Nursing submitted a projected accounting budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 2.5 out of a possible 3.0, which indicates the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

Galen College of Nursing will not be permitted to charge tuition or educational fees to students during the period of provisional certification and is therefore not required to secure a surety instrument at the present time. Submission of a surety instrument in the appropriate amount will be required as a condition of full certification.

Evidence of Compliance

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

Staff Recommendation

Based on a thorough review of the application, staff presents the provisional certification of **Galen College of Nursing** to the Academic Affairs Committee for approval with conditions as described in the resolution.

The Committee may vote to approve, disapprove, approve with condition, or table for future action. If approved, adopt the following resolution and transmit to Council:

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

1. that, during the period of provisional certification, Galen College of Nursing shall be allowed to advertise and receive student applications, but not actually enroll or instruct students;
2. that, during the period of provisional certification, Galen College of Nursing shall be allowed to recruit and hire faculty and staff;
3. that, during the period of provisional certification, Galen College of Nursing may not collect tuition from prospective students, though it may collect initial non-refundable fees of no more than \$100, as per 8VAC40-31-130(E) of the Virginia Administrative Code;
4. that, during the period of provisional certification, all publicity, advertisement, and promotional material must include a statement that the school is provisionally certified to operate in Virginia by SCHEV;
5. that, prior to the expiration of the period of provisional certification, SCHEV staff shall conduct a final review of faculty and administrator credentials hired during the provisional certification period;
6. that, prior to the expiration of the period of provisional certification, SCHEV staff (or an assigned expert) shall conduct a review of Galen College of

Nursing's online platform and content as a condition to authorizing the school to offer distance education;

- 7. that, prior to the expiration of the period of provisional certification, Galen College of Nursing shall satisfy a site review conducted by SCHEV staff demonstrating that the facility conforms to federal, state and local building codes and that it is equipped with classrooms, instructional and resource facilities, and laboratories adequate for the size of the faculty and student body and adequate to support the educational programs to be offered by the school;**
- 8. that, prior to the expiration of the period of provisional certification, Galen College of Nursing shall submit a surety instrument in an amount adequate to provide refunds to students in the event of school closure during the first year of operation; and**
- 9. that Galen College of Nursing's provisional certification shall lapse if conditions 5-8 are not fulfilled prior to September 14, 2022.**

BE IT FURTHER RESOLVED that Council delegates to the SCHEV Director authority to confer full certification on Galen College of Nursing upon his determination, at a point in time prior to September 14, 2022, that Galen College of Nursing has satisfied all Virginia Administrative Code requirements, including, but not limited to, conditions specifically enumerated above.

State Council of Higher Education for Virginia Agenda Item

Item: #II.F – Academic Affairs – Review of Program Announcements from Public Institutions

Date of Meeting: September 13, 2021

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of the Agenda Item:

The purpose of this agenda item is to present “Program Announcements” for new degree programs that public institutions plan to submit for SCHEV approval. The Program Announcement is a feature of the SCHEV program approval process in accord with Council’s duty to “review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes,” Code of Virginia § 23.1-203 (5).

Background Information/Summary of Major Elements:

Following Council approval in May 2019, SCHEV instituted a set of modifications to its program approval process. These modifications included the creation of a two-stage system—first a Program Announcement, then the Program Proposal—for new degree programs.

The Program Announcement stage is intended to serve three primary purposes:

- to alert the Academic Affairs Committee of new degree programs well before they are presented by staff for Council action;
- to give Committee members the opportunity to raise questions and requests for further information that can be incorporated into the full proposal; and
- to provide advance notice to other institutions of higher education so they can comment on issues related to program duplication.

Materials Provided:

Table of Program Announcements

Appendix: Program Announcements from Public Institutions, September 2021

Financial Impact: N/A

Timetable for Further Review/Action:

For programs announced here, proposals may be submitted after a one month period to allow for feedback from other institutions.

Relationship to Goals of the Virginia Plan for Higher Education:

Council's consideration of new degree programs supports the following strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.
- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Improve the alignment between post-secondary academic programs and labor market outcomes.

Resolution: N/A

Table of Program Announcements

The table lists the Program Announcements included in this agenda item, by institution and degree name; institutions with similar existent programs are also indicated.

	Insti-tution	Program	CIP	Institutions with Similar Programs	Page
1	CNU	BA, Art and Art History	50.0701	GMU, JMU, LU, NSU, ODU, RU, UMW, UVA, VCU, VSU, VT, W&M	1
2	GMU	MS, Business Analytics	30.7102	W&M, VCU, UVA	7
3	GMU	BA, International Security and Law	45.0999	JMU, VCU, VT	11
4	GMU	MS, Marketing	52.1401	W&M	16
5	NSU	BA, African American Studies	05.0201	ODU, VCU	20
6	NSU	MA, African American Studies	05.0201	—	25
7	NSU	PhD, Computer Science	11.0101	GMU, ODU, UVA, VCU, VT, W&M	29
8	NSU	BS, Engineering	14.0101	JMU, UVA	33
9	NSU	MS, Mathematics and Data Analysis	27.0101	GMU, VCU, VSU, VT, UVA	37
10	NSU	MS, Photonics Engineering	14.1003	—	41
11	UVA	PhD, Computational Biology	26.1104	GMU, VCU, VT	45
12	VCU	PhD, Electrical and Computer Engineering	14.1001	GMU, UVA, VT	49
13	VCU	BFA, Emerging Media and Technology	50.0102	—	55

I. Basic Program Information

Institution (official name)	Christopher Newport University
Degree Program Designation	Bachelor of Arts
Degree Program Name	Art and Art History
CIP code	50.0701
Anticipated Initiation Date	Fall 2022
Governing Board Approval	September 24, 2021

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

General Education Requirements – 40 credit hours

Core Courses – 12 credit hours

- FNAR 117, 3D Design (3)
- FNAR 118, 2D Design (3)
- FNAR 201, World Art in Context I (3)
- FNAR 202, World Art in Context II (3)

Art History Major Additional Requirements – 27 credit hours

FNAR 371, Modern Art or 377, Contemporary Art (3)

FNAR 373, Italian Renaissance Art or 379, Modern Renaissance Art (3)

One studio art course (3)

One non-western art history elective from the following (3):

- FNAR 374, Asian Art (3)
- FNAR 375, Pre-Columbian Art (3)
- FNAR 380, Caribbean Art (3)
- FNAR 381, African Art (3)

Five additional art history courses from the following (15):

- FNAR 371, Modern Art (3)
- FNAR 372, Arts in the United States (3)
- FNAR 373, Italian Renaissance Art (3)
- FNAR 374, Asian Art (3)
- FNAR 375, Pre-Columbian Art (3)
- FNAR 376, Medieval Art (3)
- FNAR 377, Contemporary Art (3)
- FNAR 378, Baroque Art (3)
- FNAR 379, Northern Renaissance Art (3)
- FNAR 380, Caribbean Art (3)
- FNAR 381, African Art (3)
- FNAR 490W, Senior Seminar in Art History (3)

Studio Art Major Requirements – 21 credit hours

FNAR 121, Drawing I (3)

FNAR 128, Introduction to Digital Media (3)

FNAR 371, Modern Art or FNAR 377, Contemporary Art (3)
FNAR 388, Artist's Portfolio (3)
FNAR 488, Senior Seminar in Studio Art (3)
Two courses in art history at the 300 or 400-level (6)
Sophomore Portfolio Review (0)

Studio Art Required Concentrations – 18 credit hours

Studio Art majors select one concentration.

2D and 3D Media Concentration

Six courses from the following:

- FNAR 224, Painting I (3)
- FNAR 227, Darkroom Photography (3)
- FNAR 241, Ceramics I (3)
- FNAR 251, Sculpture I (3)
- FNAR 252, Printmaking I (3)
- FNAR 322, Figure Drawing (3)
- FNAR 324, Advanced Painting (3)
- FNAR 327, Advanced Darkroom Photography (3)
- FNAR 341, Advanced Ceramics (3)
- FNAR 351, Advanced Sculpture (3)
- FNAR 352, Advanced Printmaking (3)
- FNAR 401, Individual Problems in Studio (3)
- FNAR 402, Advanced Studio Topics (3)

Graphic Design Concentration

Six courses from the following:

- FNAR 205, Digital Photography (3)
- FNAR 252, Printmaking I (3)
- FNAR 334, Graphic Design Concepts (3)
- FNAR 335, Graphic Design Processes (3)
- FNAR 336, Typography (3)
- FNAR 401, Individual Problems in Studio (3)
- FNAR 402, Advanced Studio Topics (3)

Photography and Video Art Concentration

Six courses from the following:

- FNAR 205, Digital Photography (3)
- FNAR 227, Darkroom Photography (3)
- FNAR 327, Advanced Darkroom Photography (3)
- FNAR 331, Advanced Digital Photography (3)
- FNAR 333, Video Art (3)
- FNAR 401, Individual Problems in Studio (3)
- FNAR 402, Advanced Studio Topics (3)

Electives – 29-41 credit hours

Total credit hours: 120

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

All Art majors will learn to:

- Critically evaluate artwork using appropriate terminology.
- Identify the stylistic characteristics of art historical eras and movements and recall their chronological evolution.
- Be able to identify and evaluate works of art according to the basic principles of design.

Studio Art majors will learn to:

- Develop a body of artwork that demonstrates conceptual intent.
- Create a body of artwork that demonstrates technical skill.
- Produce a portfolio that includes an artist's statement, artist resume, and professional slides/documentation of their work.

Art History majors will learn to:

- Place works of art within their socio-cultural context.
- Create a product of original art historical research.
- Communicate effectively about art in written form.
- Communicate effectively about art orally.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

All Graduates

- Apply innovative and creative thinking processes to generate new and unique ideas and solutions.
- Demonstrate an appreciation for the processes associated with creating art.

Art History Concentration

- Possess an in-depth knowledge of the history and cultural impact of visual art.
- Plan and deliver oral, written and visual communications in order to interpret, teach, or help preserve works of art.

2D and 3D Media Concentration

- Demonstrate depth of knowledge and skill in the creation, conceptual design, and production of works of Two-Dimensional Art (drawing, painting, printmaking) and Three-Dimensional Art (sculpture, ceramics).
- Effectively apply technical knowledge to create works of 2D and 3D art.
- Teach courses in art demonstrating technique such as drawing, painting, printmaking, ceramics, and sculpture.

Graphic Design Concentration

- Develop compelling creative designs that include emails, homepages, website, social media, print publication material, and additional marketing projects.
- Explore multiple design solutions, work collaboratively and incorporate feedback to enhance design aesthetic.

Photography and Video Art Concentration

- Knowledge of the function of digital and film cameras and lenses, the physics of light as it pertains to studio photography, portrait photography and online and social photography.
- Expert knowledge of Adobe Creative Cloud as used to manipulate, edit, and optimize digital images.

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
GMU	BA/BFA, Art and Visual Technology, 50.0101	0
GMU	BA, Art History, 50.0703	12
JMU	BA/BFA/BS, Art, 50.0701	104
JMU	BA, Art History, 50.0703	8
LU	BFA, Graphic and Animation Design, 50.0409	14
LU	BA/BM/BFA, Visual and Performing Arts, 50.0101	39
NSU	BA, Fine Arts and Graphic Design, 50.0701	16
ODU	BA, Art, 50.0703	21
ODU	BFA, Fine Arts, 50.0701	51
RU	BA/BS/BFA, Art, 50.0701	52
UMW	BA, Art History, 50.0703	10
UMW	BA, Studio Art, 50.0799	22
UVA	BA, Art, 50.0701	74
VT	BFA/BA, Art, 50.0701	51
VCU	BA, Art History, 50.0703	27
VCU	BFA, Craft and Material Studies, 50.0201	34
VCU	BFA, Graphic Design, 50.0409	69
VSU	BFA, Visual Arts, 50.0701	11
W&M	BA, Fine Arts, General, 50.0701	25

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2019-2029 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Graphic Designers	281,500	270,800	-10,700 (-4%)	Bachelor's degree
Special Effects Artists	67,500	70,300	2,800 (4%)	Bachelor's degree
HS Teacher	1,050,800	1,091,000	40,200 (4%)	Bachelor's degree

Labor Market Information: Virginia Employment Commission, 2018-2028 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Graphic Designers	6477	6775	298 (4.6%)	30	Bachelor's degree
Museum Conserv.	447	484	37 (8.3%)	4	Bachelor's degree
HS Teachers	26099	26883	784 (3%)	78	Bachelor's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2022- 2023	Program Full Enrollment Year 2026- 2027
1	Projected Enrollment (Headcount)	90	90
2	Projected Enrollment (FTE)	90	90
3	Estimated Tuition and E&G Fees	\$7,462 (in-state) \$13,895 (out-of-state)	\$7,462 (in-state) \$13,895 (out of state)
4	Projected Revenue from Tuition and E&G Fees	\$671,760 (assumes 90 in-state)	\$671,760 (assumes 90 in-state)
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0	\$0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

The proposed BA degree program in Art and Art History responds to a vital societal need in the Commonwealth of Virginia to promote visual literacy. According to the National Art Education Association, “When surveyed, CEOs identify creativity as the number one trait sought when hiring. Visual Arts education develops skills of deeper understanding and divergent thinking while also playing a vital role in cultivating collaboration, communication, critical thinking, curiosity, innovation, and problem-solving, additional key competencies desired by employers.” Understanding how to create and interpret visual images is a highly regarded skill in our technologically advancing society. Whether working in marketing, teaching, or in a museum, our graduates are highly qualified visual art professionals contributing to local communities throughout the Commonwealth.

Christopher Newport University is fully committed to the 90 students currently enrolled in the proposed degree program, ensuring that as professionals they are prepared and trained to meet industry standards and cultural needs. Christopher Newport has provided artists and art educators for the Virginia Peninsula since 2005-2006, coinciding with the opening of the Ferguson Center for the Arts in Newport News. In 2021, the Mary M. Torggler Fine Art Center became the new home of the Department of Fine Art and Art History and will provide state-of-the-art instructional facilities to Christopher Newport’s 90 art history and studio art students.

I. Basic Program Information

Institution (official name)	George Mason University
Degree Program Designation	Master of Science (MS)
Degree Program Name	Business Analytics
CIP code	30.7102
Anticipated Initiation Date	Fall 2022
Governing Board Approval Date (actual or anticipated)	May 6, 2021

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

Core Courses (21 credits)

- MSBA 601: Statistics and Software for Business Analytics Bootcamp (0 credits) *
- MSBA 610: Essentials for Business Analytics: From Data Ethics to Data Driven Decision-making (3 credits) *
- MSBA 615: Databases and Database Management for Business Analytics (3 credits) *
- MSBA 618: Programming for Business Analytics (3 credits) *
- MSBA 625: Exploratory Data Analysis and Visualization (3 credits) *
- MSBA 738: Data Mining for Business Analytics (3 credits) *
- MSBA 757: Prescriptive Analytics (3 credits) *
- MSBA 795: Business Analytics Applied Capstone (3 credits) *

Restricted Elective Courses (9 Credits)

Students select from the following analytics courses. With approval from the Program Director, students may select other analytics coursework offered in other academic units (e.g., engineering analytics courses).

- ACCT 665: Advanced Accounting Analytics (3 credits)
- ACCT 771: Audit Analytics (3 credits)
- ACCT 781: Tax Analytics (3 credits)
- GBUS 720: Marketing Research (3 credits)
- GBUS 721: Marketing Analytics (3 credits)
- GBUS 739: Advanced Data Mining for Business Analytics (3 credits)
- GBUS 740: People Analytics (3 credits)
- MKTG 652: Customer Analytics (3 credits)
- MSBA 639: Operations and Supply Chain Analytics (3 credits)*
- MSBA 655: Retailing Analytics (3 credits) *
- MSBA 663: Pricing Analytics (3 credits) *
- MSBA 697: Special Topics in Business Analytics (3 credits) *
- MSBA 692: Practicum in Business Analytics (3 credits) *
- MSBA 743: Business Forecasting (3 credits) *

Total Credit Hours: 30 credit hours

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Demonstrate ethical accountabilities to ensure ethical professional practices in collecting and analyzing data and in executing business strategies.
- Diagnose the essential relationships between analytics and the functional areas of business when making business decisions.
- Analyze ambiguous, complex business issues using analytic methods and techniques with sound theoretical foundations.
- Evaluate and present appropriate data and information necessary for problem solving through various communication tools.
- Apply interpersonal and leadership skills needed to work effectively with diverse organizational teams.
- Effectively interact with clients and respond to feedback when developing solutions to business problems.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Evaluate the legal, ethical, moral, and social issues surrounding data privacy and ethics.
- Design and utilize practical databases to organize company, operational, and customer data (business data).
- Demonstrate proficiency in programming languages for data management and data analysis (e.g., SQL, Python)
- Connect the business analytics techniques to fundamental business problems to diagnose when to apply exploratory, descriptive, predictive, and prescriptive business analytic techniques for business problems.
- Develop data visualizations using a variety of business data.
- Apply supervised and unsupervised learning methods in data mining to business data.
- Apply optimization tools and techniques to develop models for tactical and strategic business decisions.
- Apply machine learning techniques to analyze business data.
- Demonstrate proficiency in a variety of software and technology used for business analytics (e.g., Tableau, Excel, R, Stata, SAS, SPSS).
- Design and present an actionable plan based on business analytics to the top management team.

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
W&M	MS, Business Analytics, CIP code: 52.1301	74 (4-yr average)
VCU	MDA, Decision Analytics, CIP code: 52.1301	48.5 (4-yr average)
UVA	MS, Business Analytics, CIP Code: 52.1301	39 (1-yr average)

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2019-2029 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Operations Research Analysts	105,100	131,300	25	Bachelor's degree
Market Research Analysts	738,100	868,400	18	Bachelor's degree
Management Analysts	876,300	970,200	11	Bachelor's degree
Database Administrators	132,500	145,300	10	Bachelor's degree
Statisticians	42,700	57,500	35	Master's degree

Labor Market Information: Virginia Employment Commission, 2018-2028 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Operations Research Analysts	9,324	12,036	29.09	271	Bachelor's degree
Market Research Analysts	20,924	25,487	21.81	456	Bachelor's degree
Management Analysts	61,910	70,811	14.38	890	Bachelor's degree
Database Administrators	5,632	6,481	15.07	85	Bachelor's degree
Statisticians	1,256	1,663	32.40	41	Master's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2022-2023	Program Full Enrollment Year 2024-2025
1	Projected Enrollment (Headcount)	20	25
2	Projected Enrollment (FTE)	15	18
3	Estimated Tuition and E&G Fees	\$1,050 (in-state) \$1,600 (out-of-state)	\$1,071 (in-state) \$1,632 (out-of-state)
4	Projected Revenue from Tuition and E&G Fees	\$555,000	\$842,250
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0	\$0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

Virginia needs this program due to the increased student interest in graduate coursework in business analytics, the growth of business analytics-related jobs, and the limited number of graduate business analytics programs in the Commonwealth to meet demand.

- **Student Needs:** To keep up with data-driven changes in business, there has been an increased interest and demand from students for graduate-level coursework in business analytics. Although a relatively new degree, an MS in Business Analytics was the second most considered specialized business master's programs by prospective graduate business students according to a survey by the Graduate Management Admission Council.
- **Employer Needs:** According to a 2018 Forbes report, a majority of executives at large enterprises in the U.S. and Europe said that "analytics will only continue to grow in importance for maintaining and growing market share," leading their companies to invest in analytics professionals. A study identified 21,041 regional job postings for business analytics related occupations over a period of 180 days in 2020. Due to the growing use of customer and operations data and analytics, business analytics graduates are attractive employees to major businesses and will be equipped with marketable skills.
- **State Needs:** Employment growth for business analytics professionals is projected to be particularly strong in Virginia, with a projected increase of 13.4%, higher than the 10.2% forecast for all other jobs in the state. Given the fast growth trends in business analytics careers, these needs have not fully been met by educational institutions in Virginia.

I. Basic Program Information

Institution (official name)	George Mason University
Degree Program Designation	Bachelor of Arts (BA)
Degree Program Name	International Security and Law
CIP code	45.0999
Anticipated Initiation Date	Fall 2022
Governing Board Approval Date (actual or anticipated)	May 6, 2021

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

Mason Core (General Education) Requirements: 41 credits

Core Courses: 27 credits

GOVT 133: Introduction to Comparative Politics (3 credits)

GOVT 134: Grand Challenges to Human Security (3 credits)*

Or GLOA 101: Introduction to Global Affairs (3 credits)

GLOA 450: Topics in Global Affairs: Human Security and Development (3 credits)

GOVT 441: Grand Strategy (3 credits)*

GOVT 342: Diplomacy (3 credits)

GOVT 346: American Security Policy (3 credits)

GOVT 347: International Security (3 credits)

GOVT 443: Law and Ethics of War (3 credits)

GOVT 446: International Law and Organization (3 credits)

Professional Skills Requirement: 6-7 credits

All students take the following course.

GOVT 435: Data Analysis for Comparative and International Relations (3 credits)*

Students select 3-4 credits from the following courses.

GOVT 400: Issues in Political Analysis (1-3 credits) Topic sections must be approved by the program director.

CDS 101: Introduction to Computational and Data Sciences (3 credits)

And CDS 102: Introduction to Computational and Data Sciences Lab (1 credit)

CDS 230: Modeling and Simulation I (3 credits)

CDS 292: Introduction to Social Network Analysis (3 credits)

CDS 301: Scientific Information and Data Visualization (3 credits)

CDS 302: Scientific Data and Databases (3 credits)

CDS 303: Scientific Data Mining (3 credits)

COMM 204: Introduction to Public Relations (3 credits)

COMM 350: Mass Communication and Public Policy (3 credits)

COMM 362: Argument and Public Policy (3 credits)

STAT 350: Introductory Statistics II (3 credits)

STAT 463: Introduction to Exploratory Data Analysis (3 credits)

Restricted Electives (12 credits)

Students select at least six credits from Government (GOVT) courses.

GOVT 319: Issues in Government and Politics (1-3 credits) with program director approval

GOVT 331: Government and Politics of Latin America (3 credits)

GOVT 332: Government and Politics of the Middle East and North Africa (3 credits)

GOVT 333: Government and Politics of Asia (3 credits)

GOVT 334: Government and Politics of Europe (3 credits)

GOVT 338: Government and Politics of Russia (3 credits)

GOVT 340: Central Asian Politics (3 credits)

GOVT 341: Chinese Foreign Policy (3 credits)

GOVT 344: American Foreign Policy (3 credits)

GOVT 345: Islam and Politics (3 credits)

GOVT 348: Political Violence and Civil War*

GOVT 361/EVPP 361: Introduction to Environmental Policy (3 credits)

GOVT 362/EVPP 362: *Intermediate Environmental Policy* (3 credits)

GOVT 444: Issues in International Studies (1-3 credits) with program director approval

GOVT 445: Human Rights (3 credits)

GOVT 447: Revolution and International Politics (3 credits)

GOVT 448: Ethics and International Politics

Students may select six credits from the following courses.

CONF 335: Justice and Reconciliation (3 credits)

CONF 394: Human Rights and Inequality (3 credits)

CONF 340: Global Conflict Analysis and Resolution (3 credits)

CONF 345: Social Dynamics of Terrorism, Security, and Justice (3 credits)

CRIM 230: Intro to Homeland Security (3 credits)

CRIM 309: Human Rights and Justice (3 credits)

CRIM 310: Introduction to the Intelligence Community (3 credits)

CRIM 350: Counterintelligence (3 credits)

CRIM 405: Law and Justice Around the World (3 credits)

CRIM 475: *Theory and Politics of Terrorism* (3 credits)

GCH 205: Global Health (3 credits)

GLOA 101: Introduction to Global Affairs (3 credits)

GLOA 450: Topics in Global Affairs (1-3 credits)

INTS 210: Sustainable World (4 credits)

INTS 314: Conflict, Trauma and Healing (6 credits)

INTS 362: Social Justice and Human Rights (3 credits)

INTS 417 Human Trafficking and Smuggling (3 credits)

PHIL 112: Ethics and the Cybersociety (1 credit)

PHIL 243: Global Environmental Ethics (3 credits)

Foreign Language Requirement

Students must demonstrate proficiency in a foreign language by completing coursework at the intermediate (202/209/210) level or higher.

Applied Skills Requirement: 6 credits

Students must complete 6 credits of competence-based coursework, chosen in consultation with the program director. Coursework may be any combination of the following.

300- and 400-level language courses

GOVT 480 Internship

Study abroad coursework

Electives: 27-28 credits

Total: 120 credit hours

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Recognize enduring and developing security problems (e.g., military, economic, demographic, humanitarian, environmental and technological change; sustainable development; and forced migration), and the effects of the international system on defense policies of states, particularly the tension between national demands and international interdependence;
- Appraise the policy tools available to address security challenges, and the likely costs and consequences of these tools;
- Identify and assess the relationship between war, peacetime settlements, politics, and strategy, particularly the issues of morality in armed conflict, and implications of such ideas for international relations;
- Explain the relationship between law, diplomacy, and security and how law and diplomacy can be used to pursue international security and foreign policy;
- Synthesize contextual theories of politics and government relevant for security professionals operating domestically and/or in multilateral settings;
- Apply statistical inference and causal reasoning to analyze social scientific and policy issues; and
- Critically apply the fundamentals and theories of international security to evaluate the quality, credibility, and limitations of an international security policy solution.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Research and synthesize information regarding issues and threats related to intelligence, international relations, terrorism, national security, migration and human security to analyze problems, evaluate policies, and brief others.
- Research, analyze, and communicate regulatory information related to international law, treaties, and domestic legislation relating to national security and personal privacy.
- Collect, analyze, and evaluate data from a variety of resources.
- Interpret and communicate quantitative and qualitative data clearly using visualization and analysis tools such as Tableau, Python, and R.
- Apply contextual theories of politics and government to identify problems, assess their impact, and evaluate options.
- Present information clearly and concisely in both written and verbal form.

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
JMU	BS, Intelligence Analysis, 30.0601	54
VCU	BA, Political Science, 45.1001 (concentration in Human Security is related to the proposed program)	172 (all graduates, not only Human Security concentration)
VT	BA, International Studies, 45.0901 (major in National Security and Foreign Affairs is related to the proposed program)	109 (all graduates, not only National Security major)

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2019 -2029 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Operations Research Analysts	105,000	131,000	25%	Bachelor’s Degree
Management Analysts	876,000	970,000	11%	Bachelor’s Degree
Market Research Analysts	738,000	868,000	18%	Bachelor’s Degree

Labor Market Information: Virginia Employment Commission, 2018 -2028 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Operations Research Analysts	9,324	12,036	29%	271	Bachelor’s Degree
Management Analysts	61,910	70,811	14%	890	Bachelor’s Degree
Market Research Analysts	20,924	25,487	22%	456	Bachelor’s Degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program				
Informational Category		Program Initiation Year 2023-2024	Program Full Enrollment Year 2026-2027	
1	Projected Enrollment (Headcount)	75	225	
2	Projected Enrollment (FTE)	70	209	
3	Estimated Tuition and E&G Fees	\$13,014 (in-state); \$36,474 (out-state)	\$13,014 (in-state); \$36,474 (out-state)	
4	Projected Revenue from Tuition and E&G Fees	\$1,398,627	\$5,645,996	

Cost and Funding Sources to Initiate and Operate the Program			
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

This program builds on existing instructional strengths in international security and addresses student demand as evidenced by both the six-fold growth in graduate-level security studies enrollment and consistent and growing interest in both the international security minor and the courses included in the core curriculum. This program can be launched without additional resources, capitalizes efficiently on Mason’s current strengths to educate students in an area of employment demand in northern Virginia, and will provide graduates the quantitative and data management training essential for analyst positions in government and industry.

The Bureau of Labor Statistics (BLS) and the Virginia Employment Commission (VEC) do not track job counts for the occupation “intelligence analyst,” the most relevant single occupation description for graduates of the proposed program. While recognized in the O*Net database, intelligence analysts are typically government workers and these occupational definitions are updated infrequently. The best match of knowledge and skills taught in the proposed program including public and private sector employment opportunities is “operations research analysts.” Other relevant occupation categories are “market research analysts” and “management analysts,” both which emphasize data analytics as required workplace skills.

According to the BLS and the VEC, employment opportunities for “operations research analysts,” “market research analysts,” and “management analysts” will exceed the most recent 10-year percentage growth projections for all occupations. Between 2019 and 2029, employment of operations research analysts is expected to grow 25% nationally and 29% in Virginia between 2018 and 2028.

I. Basic Program Information

Institution (official name)	George Mason University
Degree Program Designation	Master of Science (MS)
Degree Program Name	Marketing
CIP code	52.1401
Anticipated Initiation Date	Fall 2022
Governing Board Approval Date (actual or anticipated)	May 6, 2021

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

All courses are new.

Primer Courses (0 credits)

Students entering the MS in Marketing degree program with no prior exposure to marketing and/or basic statistics coursework will be required to take zero-credit primer course(s) in these area(s). These primer courses will be self-guided online courses that students will take prior to program initiation.

MKTG 601: Marketing Essentials (0 credits)

MKTG 602: Basic Statistics for Marketing (0 credits)

Core Courses (12 credits)

MKTG 612: Consumer Behavior (3 credits)

MKTG 623: Marketing Strategy (3 credits)

MKTG 637: Marketing for a Better World (3 credits)

MKTG 651: Marketing Research (3 credits)

Restricted Elective Courses (12 credits)

Students choose from the following courses.

MKTG 610: Consultative Sales (3 credits)

MKTG 615: Digital Marketing Strategy (3 credits)

MKTG 625: Marketing Data Visualization & Analysis (3 credits)

MKTG 633: Business-to-Business Marketing (3 credits)

MKTG 652: Customer Analytics (3 credits)

MKTG 653: Retailing & Pricing Analytics (3 credits)

Capstone Course (6 credits)

MKTG 690: MS in Marketing Capstone: Applied Client Project (6 credits)

Total Credit Hours: 30 credit hours

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Employ ethical professional practices in collecting and analyzing marketing information and in formulating marketing strategies.
- Analyze complex marketing issues using quantitative and qualitative methods, sound theoretical foundations, and an understanding of relationships between marketing and other functional areas of organizations.
- Apply interpersonal and leadership skills needed to form, lead, and work effectively with diverse teams to formulate and communicate marketing strategies.
- Distinguish between characteristics of different international markets, appraise diversity of consumers and organizational stakeholders across the globe, and utilize a variety of marketing tactics and strategies to solve current and emerging issues in the global economy.
- Diagnose client marketing problems and break these down into meaningful questions. Construct and present an actionable marketing plan to the client top management team.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Execute marketing strategies for both Business-to-Consumer (B2C) and Business to Business (B2B) organizations, which drive growth in national and international markets.
- Apply frameworks to understand how external trends and psychological factors affect consumer behavior, well-being, and societal welfare.
- Diagnose the information needs of marketing managers and theorize questions that can be addressed through research.
- Analyze relationships in data, predict outcomes, and prescribe marketing actions with the help of visualization and statistical analysis.
- Test data science solutions to common customer insight and retail problems and sketch effective pricing strategies.
- Apply the concepts, theories, and issues in digital marketing and effectively use digital marketing channels.
- Employ consultative sales communication skills and follow-on, and execute prospecting methods and client dialogue.
- Perform complicated research and consulting exercises in teams and present findings to a managerial audience in the form of research reports and marketing plans.
- Demonstrate how marketing can be used to create a better world.

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
W&M	MS, Marketing, CIP Code: 52.1401	Program Approved to Confer Degrees Summer 2021-22

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2019 -2029 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Marketing managers	286,300	305,400	7%, 19,100	Bachelor’s Degree
Market Research Analysts	738,100	868,400	18%, 130,300	Bachelor’s Degree

Labor Market Information: Virginia Employment Commission, 2018 -2028 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Marketing Managers	5,259	5,798	10.25%, 539	54	Bachelor’s Degree
Marketing Research Analysts	20,924	25,487	21.81%, 4,563	456	Bachelor’s Degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2022-2023	Program Full Enrollment Year 2024-2025
1	Projected Enrollment (Headcount)	20	40
2	Projected Enrollment (FTE)	15	30
3	Estimated Tuition and E&G Fees	\$33,000 (in-state); \$33,000 (out-state)	\$34,500 (in-state); \$34,500 (out-state)
4	Projected Revenue from Tuition and E&G Fees	\$ 495,000	\$ 1,035,000
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

The proposed MS in Marketing degree program is needed due to the increased interest in graduate coursework in marketing, the growth of marketing-related jobs, and the limited number of graduate marketing focused program in Virginia to meet the demand.

Student Needs. With the growing importance of customer data and marketing research, increased customer interactions with digital technologies, and heightened interest in sustainability, there has been an increased interest and demand from students for graduate-level coursework in marketing. Although a relatively new degree, a Masters in Marketing was considered by 12% of prospective students indicating their preferences for a specialized business master's programs according to a survey by the Graduate Management Admission Council (GMAC) in 2019.¹

Employer Needs. A survey of corporate recruiters in 2018 indicated 30% of respondents plan to recruit from specialized programs in marketing.² Another survey of global employers by GMAC in 2019 revealed 21% of respondents planning to hire a MS in Marketing.³ These statistics along with reports from BLS showing the premium master's degrees in marketing provide over bachelor's degrees indicate strong demand from employers for students with advanced skills in marketing.

State Needs. Employment growth for marketing professionals is projected to be strong in Virginia, with a projected increase of 13% for Marketing Managers and 27% increase of Marketing Research Analysts and Marketing Specialists, higher than the forecast for all other jobs in the state. Given the fast growth trends in marketing careers, these needs have not fully been met by educational institutions in Virginia.

I. Basic Program Information

Institution (official name)	Norfolk State University
Degree Program Designation	Bachelor of Arts
Degree Program Name	African American Studies
CIP code	05.0201
Anticipated Initiation Date	Fall 2022
Governing Board Approval	December 9, 2021 (Anticipated)

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

Core Requirements (24 Credit Hours)

AAS 100 Introduction to AAS	3 credit hours
MCM 111 Media and Society	3 credit hours
INT 290 Principles of Africana Studies	3 credit hours
AAS 3XX AAS Theory	3 credit hours*
AAS 3XX AAS Research Methods	3 credit hours*
AAS 3XX Advanced AAS	3 credit hours
INT 322 Approaches to Critical Analysis	3 credit hours
AAS 400 AAS Capstone	3 credit hours*

Restricted Electives (approx. 18 credit hours)

Students must select a minor, excluding the Africana Studies Minor, and complete all of the requirements for the minor program. Students must select the internship course for the minor.

Discipline and Special Topics Electives

(Course can be added or removed as necessary.)

Language Electives (3 credit hours)

(Topics for the Language Elective: sociolinguistics, foreign language, computer coding, musical training, creative writing, etc.)

Students must choose one of the following courses:

ENG 420/520 Black English, Dialects & Linguistic Universals

INT 376 African American Language and Culture

SWA 111 Elementary Swahili

SWA 112 Elementary Swahili

SWA 211 Intermediate Swahili 3 credit hours

SWA 212 Intermediate Swahili II 3 credit hours

FRN 111 Elementary French I 3 credit hours

FRN112 Elementary French II 3 Credit hours

SPN 111 Elementary Spanish 3 credit hours

SPN 112 Elementary Spanish 3 credit hours

HINTS Electives (6 credit hours)

Students must choose two of the following courses:

GEO 130 Principles of Geography

GEO 450 Cultural Geography
HIS 315 The Civil War and Reconstruction, 1850 -1877
HIS 335 African American History to 1865
HIS 418 Southern History
HIS 420/520 Comparative History of Minorities in the US.
INT 399A The Black Women
REL 330 History and Theology of the Black Church

Social and Behavioral Sciences (6 credit hours)

Students must choose two of the following courses:

CJS 220 Juvenile Delinquency
CJS 200 Introduction to Criminal Justice
CJS 225 Law Enforcement
CJS 492 - Special Topics: Women in the Criminal Justice System
POS 315 African American Politics
PSY 340 Psychology of Afro-American
PSY 391D Psychology of Racism
SOC 234 Urban Studies
SOC 237 Racial and Ethnic Minorities

Communications and Fine Arts Electives (6 credit hours)

Students must choose two of the following courses:

DRM 219 African American Drama
FIA 370 African/ African American Art
ENG 283 African American Literature to 1940
ENG 383 African American Literature 1940 to the Present
ENG 384 African American Literature: Poetry
ENG 385 African American Literature: Fiction
ENG 432 African/ African American Novel
ENG 433 African/African American Biography and Autobiography
ENG 420/520 Black English, Dialects & Linguistic Universals
ENG 440 Seminar in African/ African American Literature
ENG 457 Multi-Ethnic Fiction
ENG 458 Southern Black Female Aesthetic
JRN 299 Multiculturalism and Mass Media
MCM 420 Intercultural Communications
MCM 460 Contemporary Issues in Media
MUS 234 African American Music

STEM and Professional Electives (6 credit hours)

Students must choose two of the following courses:

* AAS 3XX Internship
BUS 175 Introduction to Business and Entrepreneurship
CHM at levels 100, 200, 300 or 400
ECN 200 Basic Principles of Economics
HRP 320 African American Health

INS 492/402 Theory of International Relations
PHY at levels 100, 200, 300 or 400

African and African Diaspora Electives (6 Credit hours)

Students must choose two of the following courses:

GEO 337 Geography of Africa
GEO 338 Caribbean Geography
GEO-430 (Geography of Slavery)
HIS 350 Borders and Moving Peoples
HIS 365 Caribbean History
HIS-370 Early African History to 1600
HIS-371 African History post-1600
HIS-372 African Diaspora History and Culture
HIS 448 Slavery in the Black Atlantic
POS 464 African Crisis

Civil and Human Rights Electives (6 Credit hours)

Students must choose two of the following courses:

HIS 490 Black Lives Matter
HIS 336 African American History since 1865
HIS 377 Black Leaders, Then and Now

Total Credit Hours:120

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Understand the diversity of people of African descent.
- Demonstrate familiarity with theories, concepts, racial perspectives, historical periods in the history and culture of African descended people in the United States.
- Evaluate the variety of African American experiences and the rich traditions of African culture in the United States.
- Develop as scholars and researchers in African American Studies through effective oral, written, and aesthetic forms of communication.
- Demonstrate an awareness of current social justice initiatives (i.e., Diversity, Equity, and Inclusion) involving African descended people in the United States.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Understanding and appreciation of social and cultural differences.
- Ability to adapt concepts and behaviors to changing norms and conventions.
- Analyze the interrelationship of ideas and events from various perspectives.
- Develop critical and analytical approaches to issues.
- Communicate effectively about the social, economic, and political issues impacting ideas about race and culture.

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
ODU	05.0201	1.6
VCU	05.0201	16.8
VCU	05.0201	27

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2019-2029(10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Community Service Manager	175,500	205,400	17% 29,800	Bachelor’s degree
Community Health Workers	64,900	74,800	15% 9,900	Bachelor’s degree

Labor Market Information: Virginia Employment Commission, 2018-2028(10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Chnge and #s	Annual Change #	Education
Community service manager	2920	3237	11% 317	32	Bachelor’s degree
Community Health Worker	847	939	11% 92	9	Not Applicable

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2022- 2023	Program Full Enrollment Year 2025- 2026
1	Projected Enrollment (Headcount)	10	15
2	Projected Enrollment (FTE)	10	15
3	Estimated Tuition and E&G Fees	\$9,622 (in-state) \$21,500 (out-of-state)	\$9,622 (in-state) \$21,500 (out-of-state)
4	Projected Revenue from Tuition and E&G Fees	\$155,610	\$203,700

Cost and Funding Sources to Initiate and Operate the Program			
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

The proposed program will be the only African American Studies program offered by a Historically Black College or University in the Commonwealth of Virginia and the only program in Virginia to pull courses from across disciplines – from Cyber-Security to Social Work – that fit the changing needs in employment and advocacy. The program will offer a five-year bachelor’s to master’s degree option.

This proposal supports Governor Ralph Northam’s African American History Education Commission recommendations and aligns with Virginia’s Education Equity Framework. The Commission’s recommendations were supported with the 2021 General Assembly’s legislation (House Bill 1904 and Senate Bill 1196) requiring that teacher evaluations include an evaluation of cultural competency. As such, a new standard was added to the Uniform Performance Standards and Evaluation Criteria for Teachers:

Standard 6: “The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.”

According to Glassdoor chief economist Andrew Chamberlain “In 2020 and beyond, as companies continue to usher in a new era of hiring action-oriented diversity and inclusion teams, we expect to see a wave of hiring for leaders and managers that will help carry forward the mission of building a more diverse and inclusive workforce.” NSU stands poised to provide learning opportunities in which the realities of African American students, faculty, and community activists can create inclusive environments for minorities.

I. Basic Program Information

Institution (official name)	Norfolk State University
Degree Program Designation	Master of Arts
Degree Program Name	African American Studies
CIP code	05.0201
Anticipated Initiation Date	Fall 2022
Governing Board Approval	December 9, 2021 (anticipated)

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

The proposed degree program will teach the African American experience in its historical and current evolution to include the social, economic, political, and religious dimensions of the African American experience within the United States. Students will be exposed to a body of knowledge that contributes to their intellectual, economic, and political empowerment and the communities they serve and represent. The two concentrations for the M.A. program are "Equity and Justice" and "Data Analytics, Race and Ethnicity."

Core Coursework (27 credit hours)

AAS 490/495	Pro-Seminar	3 credit hours*	
AAS 495/595	Data Analytics and Race	3 credit hours*	
AAS 600	Critical Race Theory	3 credit hours*	
AAS 601	Theory and Research Methods	3 credit hours*	
AAS 602	Writing While Black	(3 credit hours)*	
AAS 700	Graduate Internship	(3 credit hours)*	
AAS 701	Advanced Historiography: African American		(3 credit hours)*
AAS 702	Capstone	(6 credit hours)*	

Concentration Elective (9 credit hours)

Electives for the Equity and Justice Concentration

AAS 603	Women, Gender and Justice	(3 credit hours)*
AAS 604	Race and LGBTQ Civil Rights	(3 credit hours)*
AAS 496/596	Sociolinguistics Justice	(3 credit hours)*
AAS 605	Equity vs. Equality: Historical, Social and Cultural Perspectives	(3 credit hours)*
AAS 606	Black Independence Movements/Black Nationalism	(3 credit hours)*
AAS 497/597	Black Religion	(3 credit hours)*
AAS 607	Health Equity	(3 credit hours)*
AAS 608	Spatial Justice	(3 credit hours)*
AAS 609	Media and Representation	(3 credit hours)*
AAS 498/598	BLM	(3 credit hours)*
AAS 610	The Black Aesthetic	(3 credit hours)*

Electives for Data Analytics, Race and Ethnicity Concentration

AAS 611	Data, Methods, Ideology and Race	(3 credit hours)*
AAS 612	Oral History and Folklore	(3 credit hours)*
AAS 613	Race and Sites of Memory	(3 credit hours)*

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Demonstrate broad and critical knowledge of theories, concepts, racial perspectives, and historical periods in the history and culture of African descended people in the United States.
- Analyze critically the variety of African American experiences and the rich traditions of African culture in the United States.
- Demonstrate an awareness of current social justice initiatives (i.e., Diversity, Equity, and Inclusion) involving African descended people in the United States.
- Synthesize knowledge from several disciplinary perspectives.
- Design and complete original scholarship

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Employ an African centered perspective to interpret, analyze, and critique ideas, texts, social, historical, and cultural phenomenon.
- Apply a multidisciplinary approach to the study and discussion of national divisions of race as they pertain to persons of African descent in the United States.
- Contribute to the effectiveness of a team-oriented work environment by suggesting best practices for a diverse workplace and client population.
- Discuss, analyze, and effectively present ideas about race, cultural differences, and issues impacting marginalized populations orally and in writing.
- Produce critical analysis and research about the complex and historically specific experiences of African descended people in America.
- Identify critical social issues and employing appropriate empirical methods to understand causes, recognize effects, and provide strategic solutions.
- Manage and complete multiple projects in a timely and efficient manner.

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
No existing degree programs		

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2019 -2029 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Postsecondary Administrators	195,500	197,600	4% 7,100	Master’s Degree
Marriage/Fam Therapist	66,200	80,900	22% 14,800	Master’s Degree

Labor Market Information: Virginia Employment Commission, 2018-2028 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Ed Admin, Postsec	2805	2990	7% 185	18	Master's Degree
Marriage/Fam Therap.	884	1015	15% 131	13	Master's Degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2022- 2023	Program Full Enrollment Year 2024 - 2025
1	Projected Enrollment (Headcount)	10	15
2	Projected Enrollment (FTE)	10	15
3	Estimated Tuition and E&G Fees	\$12,690 in-state \$25,502 out-of-state	\$12,690 in-state \$25,502 out-of-state
4	Projected Revenue from Tuition and E&G Fees	\$190,960	\$241,598
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

The proposed program will be the only Master of Arts in African American Studies program in Virginia. The program is an interdisciplinary program to prepare graduates for careers in health, business, social and community services, technology, politics, education, and big data to fit the changing needs in employment and advocacy. Students will be exposed to a body of knowledge that contributes to their intellectual, economic, and political empowerment to promote cultural competence in Virginia and nationally.

Governor Northam signed Executive Order Thirty-Nine establishing the Commission on African American History Education in the Commonwealth in 2019. The Governor tasked the Commission to examine Virginia's history standards and professional development practices to improve the way African American history is taught in Virginia. The Commission's recommendations included professional development that mandated African American history certification and incentivizing universities and colleges to offer courses and professional development on Black history, teaching Black history and cultural competency. Therefore, credit in African American History is a new requirement for graduation in Virginia.

The proposed program will respond to public demand and employment trends for a program with interdisciplinary coursework and historical/cultural studies to produce culturally sensitive

individuals ready to work in diversified workplaces. According to a hiring trends report, “The Black Lives Matter movement cast new light on racial inequality in 2020, and companies are being pushed to make tangible progress on diversity and inclusion like never before.” Hiring for diversity, equity and inclusion are expected to accelerate sharply in 2021.

I. Basic Program Information

Institution (official name)	Norfolk State University
Degree Program Designation	Doctor of Philosophy (PhD)
Degree Program Name	Computer Science
CIP code	11.0101
Anticipated Initiation Date	Spring 2023
Governing Board Approval Date (actual or anticipated)	May 4, 2018 (actual)

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

The proposed Ph.D. in Computer Science will require a minimum of 45 credit hours. The degree program has two entrance pathways based on degree level: post-bachelor and post master's degree. Students with a B.S. degree will be required to take a minimum of 72 credit hours. Students with an M.S. degree will be required to take a minimum of 45 credit hours. Students earning their degree in a discipline outside of computer science might be required to take courses beyond the minimum requirements to address deficiencies.

Ph.D. Core Courses – 12 credit hours

All students will take the following courses [*New courses are denoted with an asterisk (*)*]:

CSC 535 Computer Security I 3 credits
CSC 630 Computer Networks 3 credits
CSC 640 Introduction to Data Science* 3 credits
CSC 760 Secure Software Development 3 credits

Required Courses – 9 credit hours

CSC 625 Analysis of Algorithms 3 credits
CSC 668 Advanced Computer Architecture 3 credits
CSC 564 Operating Systems 3 credits

Professional Development – 3 credit hours

CSC 810 Professional Development Seminar* 3 credits

Research Seminar Requirements – 3 credit hours

CSC 670 Research Seminar* 3 credits

Dissertation Requirements – 18 credit hours

All students will take 18 credit hours from the following courses:

CSC 901 Dissertation I* 1-12 credits
CSC 902 Dissertation II* 1-12 credits
CSC 903 Dissertation III* 1-12 credits

Total credit hours: 45 credit hours

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Demonstrate advanced mastery of the fundamentals of machine learning, data analytics, computer security, computer networking, and secure software development.
- Apply computing fundamentals in several application areas.
- Demonstrate mastery of a significant body of advanced topics in computing, computational science, communication networks, cybersecurity, or data science.
- demonstrate knowledge of recent advances in an area of computing that is likely to be of great concern in the near future and be able to identify research problems of immediate concern.
- Demonstrate the ability to conduct in-depth research in a specific topic in computing, including finding, evaluating, and integrating relevant research results of others.
- Develop algorithms to solve complex problems in computing.
- Demonstrate key competencies that lie at the heart of graduate education in a computer science career, including writing, communication, teaching, mentoring, research, data analysis, leadership, management, career exploration, and professionalism skills.
- Demonstrate an understanding of the fundamentals of digital forensics for both computers and mobile devices and the use of popular digital forensic software and tools.
- demonstrate knowledge of recent advances in digital forensics that are likely to be of great concern in the near future and be able to identify research problems of immediate concern.
- Analyze and evaluate digital evidence and create a report of their findings.
- Utilize ethical hacking techniques to analyze and assess the security posture of enterprise systems and compile a report of their findings.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Ability to describe findings or how techniques work to both technical and non-technical audiences
- Ability to conduct research to uncover recent advances in data science that is likely to be of great concern in the near future and be able to identify research problems of immediate concern
- Build, test, and deploy new major/minor releases of cybersecurity client and server software
- Assess a problem and determine the most cost-efficient and secure solution
- use relevant digital forensics data acquisition tools
- Maintain configuration development and bug tracking for cybersecurity client and server software
- Ability to conduct penetration testing on an enterprise network
- apply specific statistical techniques or tests and able to help make decisions and design and evaluate experiments
- apply different machine learning methods and techniques, such as k-nearest neighbors, random forests, and ensemble methods
- utilize the computational power inherent in the cloud to tackle a range of computationally intensive problems

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
GMU	Ph.D., Computer Science CIP Code:11.0101	10.6
ODU	Ph.D., Computer Science CIP Code:11.0101	4.8
UVA	Ph.D., Computer Science CIP Code:11.0101	7
VCU	Ph.D., Computer Science CIP Code:11.0101	--
VT	Ph.D., Computer Science and Application CIP Code:11.0101	28

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2019 -2029 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Comp and info research scientists	32,700	37,700	15% 5,000	Master’s Degree
Postsecondary teacher	1,329,900	1,451,400	9% 121,500	Doctoral Degree

Labor Market Information: Virginia Employment Commission, 20 18 -20 28 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Comp and info research scientists	2857	3298	15% 441	44	Doctoral or professional degree
Postsecondary Teacher	41,438	44,888	8% 3450	345	Doctoral or professional degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2022- 2023	Program Full Enrollment Year 2024- 2025
1	Projected Enrollment (Headcount)	14	28
2	Projected Enrollment (FTE)	14	28
3	Estimated Tuition and E&G Fees	\$6,345 in-state	\$6,345 in-state

Cost and Funding Sources to Initiate and Operate the Program			
		\$12,751 out-of-State	\$12,751 out-of-State
4	Projected Revenue from Tuition and E&G Fees	\$203,650	\$318,165
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

There is a strong need for a doctoral program that can produce a well-educated workforce in Norfolk with advanced degrees and who can conduct innovative and influential research in the field of computer science. This will support the growth and development of computer science as a discipline, and Norfolk’s core industries, which have been focused on cybersecurity and big data analytics.

The Commonwealth Research and Technology Strategic Roadmap, created in statute, identifies research areas worthy of economic development and institutional focus. Cybersecurity is a mature area of focus in Virginia but will continue to be of importance. Virginia is home to the highest concentration of cybersecurity jobs across all states, 3.3 times the national concentration level. Development of initiatives to expand the cyber-security talent pipeline focuses on leveraging additional segments of the local Virginia population, such as returning veterans and retraining legacy technical talent bases.

Nick Serfass, Executive Director of the Richmond Technology Council, states, "As the technology industry in the Richmond region and across the Commonwealth continues to grow, so do our workforce needs." Norfolk State University signed on to the Tech Talent Investment Program by Gov. Ralph Northam to help create a talent pool of high-tech graduates. Under this initiative, Norfolk State and ten other universities have agreed to produce 31,000 new computer science graduates over the next 20 years. The Tech Talent Investment Program will benefit students and tech employers in every corner of the Commonwealth.

I. Basic Program Information

Institution (official name)	Norfolk State University
Degree Program Designation	Bachelor of Science
Degree Program Name	Engineering
CIP code	14.0101
Anticipated Initiation Date	Fall 2022
Governing Board Approval	October 14,2021 (anticipated)

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

The purpose of the proposed Bachelor of Science in Engineering (BSE) program is to prepare a diverse technical workforce with knowledge and skills needed for successful careers in the design and analysis of physical systems, especially related to renewable energy systems, advanced materials engineering, and mechanical and thermal analysis.

Core Coursework

EGR 201 Engineering Project I (CAD/CAM) (3 credit)
EGR 220 Static Mechanics (3 credit)
EGR 301 Engineering Project II (Design Engineering) (3 credit)
EGR 302 Mechanics of Materials (3 credit)
EGR 302L Mechanics of Materials Laboratory (1 credit)
EGR 310 Thermodynamics I (3 credit)
EGR 313 Fluid Mechanics (3 credit)
EGR 313L Fluid Mechanics Lab (1 credit)
EGR 320 Dynamics (3 credit)
EGR 380 Emerging Topics in Renewable Energy (3 credit)
EGR 410 Thermodynamics II (3 credit)
EGR 415 Heat and Mass Transfer (3 credits)
EGR 435 Control of Mechanical Systems (3 credit)
EGR 472 Computation Method (3 credit)
EGR 480 Green Energy Technologies (3 credit)
EGR 499 Senior Project II (3 credit)

Engineering Foundations

EEE 100 Introduction to Engineering (3 credit)
EEE 101 Engineering Problem Solving (2 credit)
EEE 201/L Electrical Network Theory I w/Lab (4 credit)
EEE 211 Material Science in Engineering (3 credit)
EEE 311 Engineering Economics (3 credit)
EEE 350 Scientific Instrumentation (3 credit)
EEE 401 Engineering Seminar (1 credit)
EEE 498 Senior Project I (3 credit)

Restricted Engineering Electives (12 credit hours)

300- or 400-level Engineering Courses

Total credit hours:128

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- apply principles of engineering, science, and mathematics to solve complex engineering problems
- design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
- recognize ethical and professional responsibilities in engineering situations and make informed judgments
- communicate effectively with a range of audiences
- ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
- develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Develop relevant criteria and compare data from different sources to draw conclusions.
- Communicate in detailed engineering information and standards to various audiences.
- Coordinate and manage quality control activities, projects, or programs.
- Analyze and develop engineering designs or specifications to meet compliance or standard with engineering principles or regulations.
- Monitor and manage projects to report sufficient resources or coverage to guide the decision-making process.
- Serve as a team member to help develop project solutions.

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
JMU	Bachelor of Science, Engineer, CIP code 14.0101	70
UVA	Bachelor of Science, Engineer Science, CIP code 14.0101	28

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2019-2029 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Software developer	1,469,200	1,785,200	22% 316,000	Bachelor's degree
Arch & Eng managers	198,100	203,200	3% 5,100	Bachelor's degree
Mechanical Engineers	316,300	328,700	4% 12,400	Bachelor's degree
Industrial Engineers	295,800	325,800	10% 30,000	Bachelor's degree
Operations Research Analyst	105,100	131,300	25% 26,100	Bachelor's degree

Labor Market Information: Virginia Employment Commission, 2018 -2028(10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Software Developer	39,400	51,569	31% 12,169	1,217	Bachelor's degree
Arch & Eng managers	4,177	4391	5% 214	21	Bachelor's degree
Mechanical Engineers	7873	8273	5% 400	40	Bachelor's degree
Industrial Engineer	4708	5108	8% 400	40	Bachelor's degree
Operations Research Analyst	9324	12036	29% 2712	271	Bachelor's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2022- 2023	Program Full Enrollment Year¹ 2025- 2026
1	Projected Enrollment (Headcount)	20	61
2	Projected Enrollment (FTE)		
3	Estimated Tuition and E&G Fees	\$9,622 (in-state)	\$9,622 (in-state)

¹ For the “Full Enrollment Year” use: for associate degrees, initiation year plus 1; for baccalaureate degrees, initiation plus 3; for masters degrees, initiation plus 2; for doctoral degrees, initiation plus 3.

Cost and Funding Sources to Initiate and Operate the Program			
		\$21,500 (out-of-state)	\$21,500 (out-of-state)
4	Projected Revenue from Tuition and E&G Fees	\$311,220	\$813,820
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

In the Commonwealth of Virginia, there is a growing need for skilled engineering professionals, and NSU is poised to be an integral part of state-level plans for meeting that need. According to the Council on Virginia's Future 2015 and 2016 reports on maintaining economic stability for the state, Virginia has the highest density of engineering jobs in the U.S., and the density of engineering jobs across the Hampton Roads region is second only to the Northern Virginia corridor. In 2018 significant investment in research and manufacturing facilities by leading technology firms such as Amazon and Micron Corporation emphasize that this trend is not expected to reverse. Micron, in 2020, developed a new partnership with NSU's Department of Engineering to provide students with job placement opportunities.

Beyond the need to focus on meeting workforce demands in engineering fields, Commonwealth officials and SCHEV administrators, in particular, have identified diversity, cultural prosperity, and accessibility as core objectives in higher education. National surveys of baccalaureate engineering degree attainment for African American citizens show the underrepresentation of this group in engineering fields. The American Society for Engineering Education reported that 4.1% of baccalaureate engineering degree recipients were Black or African American. In the same year, African American representation across the entire citizenry was 13.4% nationally and 18.8% in Virginia. Norfolk State University is ideal for such investments as an established HBCU in the Commonwealth of Virginia and strategically located in the Hampton Roads corridor.

I. Basic Program Information

Institution (official name)	Norfolk State University
Degree Program Designation	Master of Science
Degree Program Name	Mathematics and Data Analytics
CIP code	27.0101
Anticipated Initiation Date	Fall 2022
Governing Board Approval	October 14, 2021 (anticipated)

II. Curriculum Requirements.

Coursework and total credit hours:

The coursework for the Master of Mathematics and Data Analytics curriculum consists of a total of 30 credit hours of graduate math/programming/statistics courses covering advanced linear algebra, computational methods, probability, statistics, and machine learning.

(15 credit hours core courses offer a solid mathematical and theoretical basis needed for working applied mathematicians and data scientists. 15 credit hours foundation courses give guidance for more real world applications including but not limited to machine learning, big data analysis, data manipulation, organization, and reporting.)

Core Courses: 15 Credit hours (include course descriptor/designator, name, and credit hour value). Indicate new courses with an asterisk.

MTH 501 Graph Theory in Data Science (3 credits)*

MTH 505 Probability and Statistics for Data Science Analytics (3 credits)*

MTH 510 Mathematical Foundations for Machine Learning (3 credits)*

MTH 520 Applications in Advanced (Numerical) Linear Algebra (3 credits)*

MTH 530 Numerical Analysis for Computational Methods for Analytics (3 credits)*

Foundation Courses: 15 Credit hours

MTH 540 Data Visualization and Technical Reporting (3 credits)*

MTH 600 Modern Applied Statistics: Data Mining (3 credits)*

MTH 620 Mathematical Modeling Projects in Data Science (3 credits)*

MTH 630 Statistical Methods in Big Data Analytics (3 credits)*

MTH 640 Ethics and Communication in Data Science (3 credits)*

Total Credit Hours: 30

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Implement data science statistical modeling pipeline (acquisition, processing, integration, analytic modeling, validating, presenting and reporting)
- Apply graph theory to solve data science problems including clustering, deductive strategies and graph theory for data and text analysis

- Develop statistical modeling skills to solve problems in predictive analytics and applied mathematics
- Demonstrate facility with general principles of numerical analysis and linear algebra in areas of Singular Value Decomposition, QR factorization, LU decomposition, Cholesky factorizations and problems as related to data analysis
- Apply via projects Numerical Analysis topics such as conditioning, stability analysis, eigenvalue and least squares problems, and iterative methods for solutions of linear algebra
- Communicate results of modeling quantitative information to general audience
- Learn how to use probability models including random variables, Markov chains and queuing theory, Bayesian inference, conjugate prior probabilities, variational inference
- Analyze and solve real-world problems using different mathematical and computational approaches and data visualization software
- Demonstrate skills in data analytics and statistical machine learning
- Analyze small and large-scale data sets using mathematical and statistical computational approaches
- Enlist ethics with data science skills to identify patterns in data via pipeline to process information to deliver insight, answer questions, and present with reports containing concise graphics and targeted narrative

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Process information to deliver presentation and reports to uncover patterns and ethical issues with computers and data pipelines
- Communicate analytical reports for broad audiences and key stakeholders
- Evaluate data sources to verify data using the data analytics lifecycle
- Compile and interpret big data to design more effective business systems
- Use technical skills including software to interpret and present data
- Develop and implement statistical analytics to provide skills for current topics with attention to theoretical, methodological in demand aspects
- Enlist ethics with data science skills to identify patterns in data
- Study real world settings through statistical data processing to yield perspective and inform decision making

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
GMU	MS, Mathematics, CIP code: 27.0101	9.8
VCU	MS, Mathematical Sciences, CIP code: 27.0101	15.6
VT	MS, Mathematics, CIP code: 27.0101	14
VSU	MS, Mathematic, CIP code: 27.0101	7.8

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
UVA	MA/MS, Mathematics, CIP code: 27.0101	4.6

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2019-2029 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Data Scientists	33,200	43,400	30.9% 10,300	Bachelor's degree or higher
Statisticians	42,700	57,500	34.6% 14,800	Master's degree

Labor Market Information: Virginia Employment Commission, 2018-2028 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Mathematical Science	11,370	14,640	29% 3,270	327	Not Specified
Statisticians	1,256	1,663	32% 407	41	Master's Degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2022-2023	Program Full Enrollment Year 2024 - 2025
1	Projected Enrollment (Headcount)	20	35
2	Projected Enrollment (FTE)	10	28
3	Estimated Tuition and E&G Fees	\$12,690 in-state \$25,502 out-of-state	\$12,690 in-state \$25,502 out-of-state
4	Projected Revenue from Tuition and E&G Fees	\$190,960	\$534,688
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

The proposed degree program will be the only fully online MS in Mathematics and Data Analytics in the Commonwealth of Virginia. The program aims to provide professionals with advanced knowledge, training and skills needed to engage the diverse modeling and analytical challenges and opportunities in the Commonwealth and beyond. The Core Coursework focuses on graph theory, probability, statistics, and numerical linear algebra with programming in software and data visualization to appeal to working adults. The program combines graduate-level mathematical statistics courses with statistical and computational skills adaptable to any domain.

Over the next decade, Virginia is expected to add 3,270 new Data and Mathematical Science jobs. According to Virginia Employment Commission projections, there will be approximately 327 openings annually for Data and Mathematical Science in Virginia. Virginia public universities do not have enough programs to graduate students to meet the growing demand. The proposed program is designed to address the demand in Virginia and the Hampton Roads region for professionals who can design and lead projects using big data.

This master's program is made up of courses that are on demand, virtual, and accessible from all geographies. The use of technology will appeal to the region's high number of military personnel allowing this population to complete their studies from any location. According to the BLS, the United States will add 14,800 new Statistician jobs. This platform will enable working professional or part-time students, greater versatility, to complete this degree within 24 months part time, or 18 months full time.

I. Basic Program Information

Institution (official name)	Norfolk State University
Degree Program Designation	Master of Science
Degree Program Name	Photonics Engineering
CIP code	14.1003
Anticipated Initiation Date	Fall 2022
Governing Board Approval	October 14, 2021

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

The program prepares students to apply mathematical and scientific principles to the design, development, and operational evaluation of optical systems, lasers, and related electronic devices. Includes instruction in wave theory and mechanics, electromagnetic applications, linear and non-linear optics, photon detecting, laser beam properties, directed energy, harmonic generation, optical systems, shielding, and related systems and equipment design and implementation.

Core Coursework – 15 Credits from the following courses

OEN-520 Optical System Design	3-credits
OEN-540 Lasers and Photonics	3-credits
OEN-561 Optical Communications Systems	3-credits
OEN-562 Semiconductor Processes and Techniques	3-credits
MSE-535 Electronic and Photonic Materials	3-credits
*EEN-610 Advanced Engineering Mathematics	3-credits
*Note: Must include EEN-610	

Required/ Restricted Electives

15-credits in coursework at the 500 or 600 level and from available courses in the following subject areas.

OEN (Optical Engineering), EEN (Electrical Engineering), MSE (Material Science and Engineering), or CSC (Computer Science)

A minimum of 9-credits must be in OEN, EEN, or MSE.

Total credit hours: 30

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Fundamental understanding of light as a medium for energy generation and detection, advanced sensing, communication, imaging, measurement, or advanced computing
- Working knowledge of practical instruments and software applications used in light-based systems, including optoelectronic systems, imaging, fiber-optic communication, and advanced sensing

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Use nature, characteristics, and utility of light radiation for device and system design and design and performance, including testing and characterization based on industry standards and protocols.
- Use practical modeling and simulation tools for optical system design (e.g., Zemax).
- Identify tools needed for the construction and design of fiber-based systems and products.
- Use micro-and nanofabrication tools, including lithography and deposition, and advanced characterization (electron microscopy, x-ray diffraction systems, optical imaging, and ellipsometry).
- Present technical reports in written and oral format to general audiences in team and project management settings.

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
No Duplication		

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 20 19 -2029 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Engineer Managers	198,100	203,200	3% 5,100	Bachelor’s Degree
Mathematical Science/Stats	45,700	60,500	33% 14,900	Master’s Degree
Electrical Engineers	193,100	202,100	5% 9,000	Bachelor’s Degree
Laboratory Technologists	337,800	362,500	7% 24,700	Bachelor’s Degree

Labor Market Information: Virginia Employment Commission, 20 18 -2028 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Engineers	53563	57358	7% 3795	380	Not applicable
Electrical Engineers	7116	7786	9% 670	67	Bachelor’s Degree
Drafters, Engineering Technician	21913	22728	4% 815	82	Not applicable

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Laboratory Technologists	8381	10,034	20% 1653	165	Not applicable

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2022- 2023	Program Full Enrollment Year 2024- 2025
1	Projected Enrollment (Headcount)	20	35
2	Projected Enrollment (FTE)	10	28
3	Estimated Tuition and E&G Fees	\$12,690 in-state \$25,502 out-of-state	\$12,690 in-state \$25,502 out-of-state
4	Projected Revenue from Tuition and E&G Fees	\$384,620	\$636,330
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

A consensus report of the National Academies identified photonics as a key enabling technology in future advances in nanotechnology, quantum science, and renewable energy. In the Commonwealth of Virginia, there is a growing need for skilled engineering professionals, and NSU is poised to be an integral part of state-level plans for meeting that need. According to the Council on Virginia's Future 2015 and 2016 reports on maintaining economic stability for the state, Virginia has the highest density of engineering jobs in the U.S., and the density of engineering jobs across the Hampton Roads region is second only to the Northern Virginia corridor. A skilled workforce with an advanced understanding of photonic systems will help provide the competitive framework for the future success of Virginia companies.

Specific industries critical to Hampton Roads, Virginia, and the U.S. utilize optically, and photonics engineering workers include defense and space agencies, the energy sector, high-speed communications, precision manufacturing and measurement, lighting and display technology, and biotechnology education organizations. The proposed program will produce a workforce poised to implement the latest advances in optical communication, solar power, optical sensing and display, and biophotonics. These emergent industries are compatible with existing industry players across the Commonwealth of Virginia and the high-tech start-up sector. Finally, NSU will be the sole HBCU with dedicated undergraduate and graduate programs in Optical and Photonics Engineering. This establishes a framework that will ensure

diversity and equity for a citizenry that has been traditionally underrepresented within the Engineering field.

0I. Basic Program Information

Institution (official name)	University of Virginia
Degree Program Designation	Doctor of Philosophy (PhD)
Degree Program Name	Computational Biology
CIP code	26.1104
Anticipated Initiation Date	Fall 2022
Governing Board Approval	June 4, 2021

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

Core Courses: 17 credit hours

BIMS 6000 – Core Course in Integrative Biosciences (10 credits)

BIMS 7100 – Research Ethics (1 credit)

COBI 8201 – Topics in Computational Biology I* (2 credits)

COBI 8202 – Topics in Computational Biology II* (2 credits)

COBI 8203 – Advanced Topics in Computational Biology * (2 credits)

Computational Emphasis Requirement: 3 credits

Students will select one of the following:

BME 8315 – Systems Bioengineering and Multi-Scale Models (3 credits)

COBI 8301 – Computational Genomics* (3 credits)

COBI 8302 – Statistical Genetics* (3 credits)

Restricted Electives: 3 credits

Students will complete at least three credits chosen from the following:

BIOC 8145 – Bioinformatics & Functional Analysis of Genomes

BIOL 7230 – Bioinformatics and Functional Genomics

BME 6310 – Computation and Modeling in Biomedical Engineering

BME 7370 – Quantitative Biological Reasoning

BME 7784 – Medical Image Analysis

BME 7806 – Biomedical Applications of Genetic Engineering

BME 8730 – Diagnostic Ultrasound Imaging

BME 8782 – Magnetic Resonance Imaging

BME 8783 – Advanced Magnetic Resonance Imaging

CS 6316 – Machine Learning

PHS 5705 – Recent Advances in Public Health Genomics

PHS 7950 – Statistical Bioinformatics in Medicine

PHS 7000 – Introduction to Biostatistics

PHS 7001 – Introduction to Biostatistics II

PHS 7010 – Fundamentals of Epidemiology

STAT 6021 – Linear Models for Data Science

STAT 6190 – Introduction to Mathematical Statistics

STAT 6440 – Introduction to Bayesian Methods

SYS 6016 – Machine Learning

SYS 6018 – Data Mining

SYS 7016 – Artificial Intelligence

Research Requirements: minimum of 31 credit hours

BIMS 8995 – Topical Research: Research in Biomedical Sciences (2-4 credits per term, students must complete a minimum of 2 semesters)

COBI 9999 – Non-Topical Research in Computational Biology (1-12 credits per term, students must complete a minimum of 27 credits)

Electives: 18 credit hours

All students will complete an additional 18 credit hours of graduate-level research and/or didactic coursework, selected in consultation with their advisor and the Director of Graduate Studies. Students may request and receive approval to complete coursework from elsewhere in the university, in order to gain specific knowledge or skills necessary for their research.

Total Credit Hours: 72

Before admission to candidacy for the Ph.D., students will be required to pass an advancement to candidacy exam in which they prepare and defend a dissertation proposal.

The final Ph.D. examination (dissertation defense) will require the student to write a dissertation based on their original research and defend it in an oral examination.

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Understand broad experimental approaches in biology; read, integrate, and manage scientific literature; communicate scientific results.
- Understand ethical issues and their application to responsible conduct in research.
- Communicate effectively in both biology and computation communities.
- Understand literature of computational biology; critique published computational approaches; interpret biological conclusions of computations.
- Understand and apply computational approaches to specific biological questions.
- Conceptualize, design, organize, and articulate a computational biology research proposal.
- Design, execute, and communicate original research in computational biology.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Synthesize the fundamental concepts underlying computational approaches used for high-dimensional biological data and apply them effectively in real world scenarios.
- Critically analyze and interpret relevant computational biology research and approaches in current literature and integrate information applicable to current experiments and broader research mandate.
- Speak the languages of both biology and computation and effectively engage and collaborate with colleagues in both disciplines.
- Manage large biological datasets in terms of data storage and processing.
- Lead bioinformatics analysis of biological data arising from high-throughput experiments, such as next generation sequencing, proteomics, or microarray platforms.
- Conceptualize, organize, and articulate research results both orally and in writing.

V. Duplication. Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
GMU	PhD Bioinformatics and Computational Biology, 26.1101	4
VCU	PhD, Biostatistics, 26.1102	8
VT	PhD, Genetics, Bioinformatics, and Computational Biology, 26.1103	6

VI. Labor Market Information. Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC). Insert correct years (20XX and 20YY) to reflect the most recent 10-year projections. Add rows as necessary.

Labor Market Information: Bureau of Labor Statistics, 2019-29 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Medical Scientists, except Epidemiologists	138,300	146,700	6%	Doctoral or professional degree
Statisticians	42,700	57,500	35%	Master's degree
Comp & Information Research Scientists	32,700	37,700	15%	Master's degree

Labor Market Information: Virginia Employment Commission, 2018-28 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Medical Scientists, except Epidemiologists	1,809	1,954	8.02%	14	Doctoral or professional degree
Statisticians	1,256	1,663	32.40%	41	Master's degree
Comp & Information Research Scientists	2,857	3,298	15.44%	44	Master's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2022-2023	Program Full Enrollment Year 2025-2026
1	Projected Enrollment (Headcount)	3	12
2	Projected Enrollment (FTE)	3	12
3	Estimated Tuition and E&G Fees	\$36,311	\$27,054
4	Projected Revenue from Tuition and E&G Fees	\$108,933	\$324,646
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0	\$0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

Computational biology focuses on computational approaches to understanding biological systems, including computational models of biological processes, genomic data management, high-performance computing, and algorithms and statistical data analyses. The past decade has seen a shift across biology toward more quantitative approaches to experimentation, driving demand for expert computational biologists who can manage, analyze and interpret large sets of biological data:

The collaborative work espoused by 21st-century biology relies increasingly on large and multidimensional data sets that require the close collaboration of experimental biologists and computational scientists. The U.S. Bureau of Labor Statistics projects additional job growth in the life and physical sciences, and biomedical engineers and statisticians are two of the faster-growing occupations. Because both the biological systems under study and the novel technologies used to analyze them are exceedingly complex, a new type of biologist is needed, who has an active knowledge of both biological as well as computational techniques, and who can communicate effectively with scientists whose expertise is more restricted to either wet-lab or dry-lab environments. (von Arnim & Missra, 2017: *CBE—Life Sciences Education*).

UVA's proposed PhD in Computational Biology responds to current needs in the Commonwealth and the nation for highly-trained computational biologists. While the VEC does not have an exact job title match, employment projections for the related occupations of *Medical Scientist* (8%), *Statistician* (32%), and *Computer and Information Research Scientists* (15%) show the viability for employment of graduates of the proposed degree.

I. Basic Program Information

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Doctor of Philosophy (Ph.D.)
Degree Program Name	Electrical and Computer Engineering
CIP code	14.1001
Anticipated Initiation Date	Fall 2022
Governing Board Approval	December 9, 2021

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

The proposed Ph.D. degree program in Electrical and Computer program is based on a curriculum that requires completion of a minimum of 36 credit hours for students entering with a M.S. degree; students entering the program with a B.S. degree will be required to complete a minimum of 60 credit hours.

All students must prepare and successfully defend a doctoral dissertation.

Program Requirements

Curriculum for students enter with a B.S. degree (60 credit hours)

Core Courses (12 credit hours)

All students will take the following core courses:

- EGRE 510. Internet of Things Devices and Networks. (3)
- EGRE 535. Digital Signal Processing. (3)
- EGRE 536. Introduction to Cyber-Physical Systems. (3)
- EGRE 610. Graduate Research Practice in ECE. (3)

Required Courses (9 credit hours)

All students will select an area of emphasis. Students will take 6 credit hours from their area of emphasis and 3 credit hours from outside their area of emphasis. The areas of emphasis include:

- Micro-/Nano-electronics & Photonics
- Computer & Cyber-Physical Systems
- Communications, Signal Processing, Power & Controls

Restricted Electives (12 credit hours)

The elective courses allows the students to expand their education in areas related to their dissertation research. The program will include several elective courses related to computer and cyber-physical systems; communications, signal processing, power and controls; and micro/nano-electronics and photonics. Students may choose from the list below or select other engineering/science courses approved by the advisory committee.

Micro-/Nano-electronics & Photonics

EGRE 521. Advanced Semiconductor Devices (3)

EGRE 525. Fundamentals of Photonics Engineering (3)
EGRE 540. RF Communications and Antennas (3)
EGRE 620. Electron Theory of Solids (3)
EGRE 621. Spintronics (3)
EGRE 624. Nonlinear Optical Materials & Devices (3)
EGRE 625. Cleanroom Lab Practicum (1)
EGRE 626. Advanced Characteristics. of Electronic Materials & Devices (3)
EGRE 627. Nanophotonics (3)
EGRE 640. Semiconductor Optoelectronics (3)

Computer & Cyber-Physical Systems

EGRE 526. Computer Networks and Communications (3)
EGRE 531. Multicore and Multithreaded Programming (3)
EGRE 532. GPU Computing (3)
EGRE 553. Industrial Automation. 3 credit hours
EGRE 631. Real-time and Embedded Systems (3)
EGRE 632. Dependable Embedded Systems (3)
EGRE 635. Advanced Computer Architecture (3)
EGRE 636. Advanced Cyber-Physical Systems (3)

Communications, Signal Processing, Power & Controls

EGRE 540. RF Communications and Antennas (3)
EGRE 553. Industrial Automation (3)
EGRE 555. Dynamics and Multivariable Control I (3)
EGRE 573. Sustainable and Efficient Power Systems. 3 credit hours
EGRE 644. Wireless Communications (3)
EGRE 651. Intelligent Linear Systems (3)
EGRE 656. Estimation and Optimal Filtering (3)
EGRE 671. Power System Operations and Controls (3)

Dissertation Research Requirement (27 credit hours)

- EGRE 697. Directed Research (1-15)

Total credit hour for students entering with a B.S. degree: 60 credit hours minimum

Curriculum for students entering with a M.S. degree (36 credit hours)

Core Courses (12 credit hours)

All students will take the following core courses:

- EGRE 510. Internet of Things Devices and Networks. (3)
- EGRE 535. Digital Signal Processing. (3)
- EGRE 536. Introduction to Cyber-Physical Systems. (3)
- EGRE 610. Graduate Research Practice in ECE. (3)

Required Courses (9 credit hours)

All students will select an area of emphasis. Students will take 6 credit hours from their area of emphasis and 3 credit hours from outside their area of emphasis. The areas of emphasis include:

- Micro-/Nano-electronics & Photonics
- Computer & Cyber-Physical Systems
- Communications, Signal Processing, Power & Controls

Dissertation Research Requirement (21 credit hours up to 6 credit hours can be waived)

- EGRE 697. Directed Research (1-15)

Total credit hour for students entering with a M.S. degree: 36 credit hours minimum

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Demonstrate an ability to apply advanced knowledge of mathematics, science or engineering to solve engineering problems in at least one broad area of electrical and computer engineering disciplines (three major themes include: computer and cyber-physical systems; communications, signal processing power and controls; and micro/nano-electronics and photonics)
- Demonstrate the ability to identify pertinent research problems through original research, formulate and execute a research plan, generate and analyze research results, and communicate those results through oral presentations and written publications in peer review.
- Solve problems in the fields of electrical and computer engineering.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Use the necessary advanced analytical, technical, and research skills in engineering and the sciences – and respond directly to the higher goal of fulfilling the needs of industry, academe, and research laboratories for effective, productive engineers, professors and researchers.
- Effectively communicate and be able to interact and share ideas with others in industry and in the community, and at a higher level, be capable of creative self-expression, conveying knowledge, and leadership in the areas of new integrated systems, technologies, and platforms.
- Demonstrate creativity and innovation in solving electrical engineering and computer engineering related problems – stemming from the realization that new knowledge, new hardware and software-oriented solutions to existing problems are necessary to meet the needs of our changing society and to advance the quality of human life and our ability to communicate in a digital world.

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV's degree/certificate inventory and institutions' websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
GMU	Ph.D., Electrical Engineering, 14.1001	9
GMU	Ph.D., Electrical Engineering, 14.1001	14
University of Virginia	Ph.D., Computer Engineering, 14.0901	2
Virginia Tech	Ph.D., Computer Engineering, 14.0901	12
Virginia Tech	Ph.D., Electrical Engineering, 14.1001	36

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2019 -2029 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Electrical Engineers	193,100	202,100	5%, 9000	Bachelor's
Comp & Info Research Scientists	37,000	37,700	15%, 5,000	Doctoral
Engineering teachers, postsecondary	44,600	48,400	9%, 3,000	Doctoral
Computer Science teachers, postsecondary	38,500	39,500	3%, 1,000	Doctoral
Computer Hardware Engineers	160,100	168,100	5%, 8,000	Master's

Labor Market Information: Virginia Employment Commission, 2018 -2028 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Electrical Engineer	7,116	7,786	9.4%, 670	67	Bachelor's
Comp & Info Research Scientists	2,857	3,298	15.4%, 441	44	Doctoral
Engineering teachers, postsec	828	916	10.6%, 88	9	Not available
Comp Sci teachers, postsec	1,481	1,535	3.6%, 54	3	Not available

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Computer Hardware Engineers	1,463	1,666	13.9%, 203	20	Bachelor's

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2022-2023	Program Full Enrollment Year 2025-2026
1.	Projected Enrollment (Headcount)	31	31
2.	Projected Enrollment (FTE)	23.17	23.17
3.	Projected Enrollment Headcount of In-State Students	15.00	15.00
4.	Projected Enrollment Headcount of Out-of-State Students	16.00	16.00
5.	Estimated Annual Tuition and E&G Fees for In-state Students in the Proposed Program	\$96,186	\$96,186
6.	Estimated Annual Tuition and E&G Fees for Out-of-State Students in the Proposed Program	\$102,598	\$102,598
7.	Projected Total Revenue from Tuition and E&G Fees Due to the Proposed Program	\$198,783	\$198,783
8.	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$634,865	\$634,865

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

Virginia has a dire need for Ph.D. in Electrical and Computer Engineering degrees with training at the intersection of hardware and software systems. Virginia has the most cybersecurity companies per capita in the nation and is home to an estimated 36,000 open jobs in the cybersecurity sector. A significant portion of these jobs require a Ph.D. degree in ECE or a related field. Further, a recent \$3 Billion investment by Micron Technology Inc. will create 1,100 jobs in the next nine years. This investment includes the creation of a global research and development center that will employ 100 product engineers to apply research in advanced technologies such as unmanned and autonomous vehicles and the Internet of Things — technologies connecting a vast array of interconnected wireless devices. These particular fields are at the core of the proposed Ph.D. in ECE program. Micron Technology Inc. has been consistently hiring VCU ECE graduates for their operations in Manassas, VA. We expect this trend to apply also for our Ph.D. graduates, who will be trained in the areas that are critical to Micron’s mission. In addition to the job market growth projections from the Virginia Employment Commission (Labor Market Information), the immediate need for Ph.D. in ECE degrees in VA is reflected by the current supply and demand information, which reflects that the number of available candidates is much smaller than advertised job openings in the relevant job categories indicated.

I. Basic Program Information

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Bachelor of Fine Arts (BFA)
Degree Program Name	Emerging Media and Technology
CIP code	50.0102
Anticipated Initiation Date	Fall 2022
Governing Board Approval	December 9, 2021

II. Curriculum Requirements.

General Education Requirements (31 credits)

Art Foundations (20 credit hours)

ARTF 131: Drawing Studio (3)
ARTF 132: Surface Research (3)
ARTF 133: Space Research (3)
ARTF 134: Time Studio (3)
ARTF 138: Project Seminar (1)
ARTF 139: Project Studio (1)
ARTH 103: Survey of Art I (3)
ARTH 104: Survey of Art II (3)

Core Courses (54 credit hours)

MTEC 211: Principles of Motion Design (3)
MTEC 212: Principles of Sound Design (3)
MTEC 313: Computational Art and Design (3)
MTEC 314: Interaction Design Principles (3)
MTEC 301: Synthesis Studio I (3)
MTEC 301: Synthesis Studio II (3)
MTEC 301: Synthesis Studio III (3)
MTEC 301: Synthesis Studio IV (3)
MTEC 315: Emergent Systems & Game Design* (3)
MTEC 493: Practicum
MTEC 401 Thesis Studio I (6)
MTEC 401 Thesis Studio II (6)
MTEC 221: Precedent, Context & Futures* (3)
MTEC 222: Process & Content* (3)
MTEC 323: Emerging Practices* (3)
MTEC 324: Criticality* (3)

Open Electives (15 credit hours)

Total: 120 credit hours

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Apply software and technology knowledge relative to emerging media arts and design including motion, sound, interaction, and computation.
- Identify the potential of emerging media and new technology in creative experimentation and the design and production of creative artifacts.
- Produce creative works within the combined areas of video and animation, sound, and computational and interactive media that are relevant to contemporary discourse in the arts and design.
- Articulate orally and in writing form the significance of their one's own work and its relevance in the emerging trends in motion, sound, interaction, and computational design.
- Analyze and predict the impact of social, cultural, and economic developments and the field of emerging media in arts and design.
- Identify career trajectories in the realm of emerging media arts and design by applying core competencies in business practice and entrepreneurship.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Produce special effects or animations using film, video, computers, or other electronic tools and media for use in products, such as computer games, movies, music videos, and commercials.
- Innovate creative solutions by applying Virtual Reality (VR), Augmented Reality (AR), Extended Reality (XR) and Mixed Reality (MR) methods to a range of design problems.
- Use computer programs and illustrations to create graphics and animations (images that appear to move).
- Create computer generated images and 3-D animation for architectural walkthrough.
- Combine artistic skills with competencies in advanced digital technology to create immersive and interactive environments.
- Consult with clients, creative directors, animators, games designers, graphic designer, and other staff to review design process and product.
- Edit films, videos, animation and effects based on the basis of feedback from directors, animators, game designers, or other clients.
- Design and develop visual and audio content for computer games, movies, music videos, art installations, and commercials.
- Create sound effects to help establish a sense of place or time to help create a mood or atmosphere.

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV's degree/certificate inventory and institutions' websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
None	None	None

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2019-2029(10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Special Effects artists and animators	67,500	70,300	4% / 2,800	Bachelor's degree

Labor Market Information: Virginia Employment Commission, 2018 -2028 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Multimedia Artists and Animators	1,157	1,207	4.3% / 50	5	Bachelor's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2022 - 2023	Program Full Enrollment Year 2025 - 2026
1.	Projected Enrollment (Headcount)	20	80
2.	Projected Enrollment (FTE)	20	80
3.	Projected Enrollment Headcount of In-State Students	N/A	N/A
4.	Projected Enrollment Headcount of Out-of-State Students	20	80
5.	Estimated Annual Tuition and E&G Fees for In-state Students in the Proposed Program	N/A	N/A

6.	Estimated Annual Tuition and E&G Fees for Out-of-State Students in the Proposed Program	\$654,017	\$2,852,007
7.	Projected Total Revenue from Tuition and E&G Fees Due to the Proposed Program	\$654,017	\$2,852,007
8.	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$1,596,086	\$3,788,290

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

Virginia has been experiencing increasing employment opportunities with in-demand emerging media arts and design skills, with a high volume of need across broad technology skills in government and private sectors. Specifically, there is a high demand for educated visualization specialists who work in artificial intelligence, extended reality, game and application design, and data capturing/processing platforms. Specific job areas include user experience and user interface web design, data visualization, information architecture, among a large number of governmental and non-governmental agencies, and large corporations moving in the area such as Amazon. In Richmond, the larger advertising/marketing agencies, as well as mobile application developers, often seek talent outside of Virginia to fill certain emerging media technology jobs.

The Austin, Texas-based company, Vytal Studios, is relocating to Richmond. Vytal Studios is an advanced digital production studio that creates transformative experiences that improve people’s lives through video, short and feature length film, simulation, gaming, and extended reality. They are in the process of building out a 24,000 square foot facility, and hiring 100+ into a wide range of emerging media technology positions including video producers, game developers, game asset designers, extended reality (artificial, augmented, and mixed reality) experience and scene designers, among others.

With the establishment of Vytal Studios in Richmond, it is anticipated that the region will rapidly emerge as an extended reality (XR) industry cluster, in high demand for talent. Extended Reality and is an umbrella term that refers to Augmented Reality (AR), Virtual Reality (VR), and Mixed Reality (MR), and is a rapidly expanding industry.

State Council of Higher Education for Virginia Agenda Item

Item: #I.G - Academic Affairs – Discussion of Open Virginia Advisory Committee and SCHEV Strategic Priorities

Date of Meeting: September 13, 2021

Presenters: Ms. Beverly Rebar
Senior Associate for Academic & Legislative Affairs
beverlyrebar@schev.edu

Mr. Jimmy Ghaphery
Associate Dean for Scholarly Communications and Publishing
Virginia Commonwealth University

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of Agenda Item: The purpose of this agenda item is to provide the Academic Affairs Committee with information about the work of the Open Virginia Advisory Committee (OVAC), and receive input about how OVAC can best contribute to SCHEV priorities as expressed in *Pathways to Opportunity: The Virginia Plan for Higher Education*.

Background Information/Summary of Major Elements: OVAC is SCHEV's main advisory committee on issues related to learning technology in general and open education resources in particular. OVAC consists of open education experts from all public institutions. It has been active in developing guidelines for institutions and sponsoring well attended professional development webinars throughout the period of the pandemic.

Materials Provided: A PowerPoint presentation will be provided.

Financial Impact: N/A

Timetable for Further Review: N/A

Relationship to Goals of The Virginia Plan for Higher Education: The work of OVAC supports the following goals of *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.
- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Improve the alignment between post-secondary academic programs and labor market outcomes.

Resolutions: N/A

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs #I.H – Report of the Staff Liaison to the Academic Affairs Committee

Date of Meeting: September 13, 2021

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of Agenda Item:

Staff activities report.

Background Information/Summary of Major Elements:

N/A

Materials Provided:

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

Financial Impact: N/A

Relationship to Goals of The Virginia Plan for Higher Education: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A

Report of the Staff Liaison to the Academic Affairs Committee, September 13, 2021

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

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Orientation Session for Schools Seeking Certification

- PPE staff virtually convened a group of prospective school owners (July 27). This orientation is the first step in the application process for entities seeking certification to operate a postsecondary school in Virginia. Staff presented participants with an overview of the laws and regulations pertaining to the operation of a private postsecondary school and a summary of the certification process. The orientation also included detailed instructions on how to complete the certification application. There were four participants from degree-granting schools and twelve from vocational schools in attendance.

Instructional Programs Advisory Committee (IPAC)

- IPAC was convened virtually on August 27. The agenda included:
 - Presentation by SCHEV staff of proposed procedural modifications to the program proposal process.
 - Presentation on Virginia Plan initiatives by **Emily Salmon**.
 - Review of a proposed change to the SCHEV Passport/Uniform certificate policy, which would restrict the awarding of these credentials to students who have earned at least a “C” in all constituent coursework.
 - Presentation by **Tom Allison** on the process and timeline for the SCHEV Cost/Funding Study. Going forward, a sub-group of chief academic officers will be created to advise on Study outcomes.

Staff Activities and Recognition

Ashley Lockhart

- Participated in the Virginia Health Workforce Development Authority’s workgroup to develop the process for the consideration of requests for funding from the Nursing Preceptor Incentive Program (July 19 and August 30). The program seeks to reduce the shortage of APRN clinical education opportunities and establish new preceptor rotations for advanced practice nursing students, especially in high demand fields.
- Solicited nominations from institutions and organized the peer and final review panels for the 2022 Outstanding Faculty Awards. The nominations are due via SCHEV’s online portal by September 24.

Beverly Rebar

- Assisted in the six-year plan process by reviewing plans, providing overview summaries to the Op 6 and taking notes during institutional meetings.
- Convened a workgroup to advise on board transparency issues related to implementation of HB 2120 (Keam) from the 2021 General Assembly session.

- The workgroup will develop a minimal uniform standard, to the extent practicable, for providing the public with real-time electronic access to meetings of the governing boards of public institutions of higher education.
- Prepared SCHEV's legislative proposals for the 2022 session to submit to the Secretary and the Governor.

Academic Affairs Staff:

Public Sector Academic Affairs

Dr. Joseph G. DeFilippo, Director, Academic Affairs & Planning
Ms. Darlene Derricott, Senior Coordinator, Academic Services
Dr. Jodi Fisler, Senior Associate for Assessment Policy & Analysis
Ms. Emily Hils, Academic Programs and Services Specialist
Ms. Ashley Lockhart, Associate for Academic Initiatives
Dr. Monica Osei, Associate Director for Academic Programs & Instructional Sites
Ms. Beverly Rebar, Senior Associate for Academic & Legislative Affairs
Dr. Paul Smith, Senior Associate for Student Mobility Policy & Research

Private Postsecondary Education

Mr. Richard Cole, Certification Specialist
Ms. Sandra Freeman, Director, Private Postsecondary Education
Ms. Kathleen Kincheloe, Compliance Specialist
Ms. Monica Lewis, Fiscal Specialist
Ms. Jacqueline Noggins, Administrative Assistant
Ms. Sylvia Rosa-Casanova, Senior Associate for Private Postsecondary Education
Mr. Jack Sadler, Compliance Specialist
Ms. Stephanie Shelton, Administrative Assistant
Mr. Alfonso Wells, Compliance Investigator

State Council of Higher Education for Virginia Agenda Item

Item: #II.B. - Resources and Planning Committee – Discussion of Resources and Planning Responsibilities

Date of Meeting: September 13, 2021

Presenters: Wendy Kang
Director of Innovation and Finance
wendykang@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of Agenda Item:

The purpose of this agenda item is to review the responsibilities of the resources and planning committee and receive input from members of expectations of staff and the committee for the upcoming year.

Background Information/Summary of Major Elements:

The resources and planning committee has several responsibilities related to the Council responsibilities and to act on at different times throughout the year.

Action items include the following areas:

- Budget and policy recommendations related to operations, financial aid and capital (every year in October).
- Domicile guidelines (updated as necessary).
- SCHEV administered financial aid program regulations and guidelines, including undergraduate aid, tuition assistance grant, workforce credential grant, Virginia Military Survivors Program, etc. (updated as necessary).
- Institutional Performance Standards: A review occurs every two years (during the even year) but if institutions do not meet standards, then an interim review may be requested.
- Enrollment estimates and degree projections (every two years during the odd year).
- Other items as assigned by the Governor or General Assembly.

In addition to the above responsibilities, the committee will receive periodic updates on the following current activities over the next year (to appear as discussion items and for action if needed):

- Cost and funding [need study](#).
- Launch system to support aid for undocumented students.
- Rollout of statewide internship [program](#) (added funding in FY 2022).
- Launch of loan ombudsman [course](#).
- Expanded access partnerships with VDOE and VA 529; new GEAR UP grant.
- Award letter [standardization](#).
- Fall and annual enrollment updates.
- Six-year planning with institutions.
- Review and update to Institutional Performance Standards (delayed during cost study).
- Review of capital outlay processes (delayed during cost study).
- Fiscal sustainability reviews (awaiting reports from APA).
- Ongoing rollout of [Insights](#).
- Ongoing data updates on the SCHEV [data research](#) website.

Finally, SCHEV issues several [reports](#) throughout the year that relate to topics covered by the resources and planning committee. These include the following:

- Tuition and fees report.
- Budget and policy recommendations.
- Higher Education Funding: Trends and Baselines.
- Workforce Credential Grant Annual Report.
- Office of the Qualified Loan Ombudsman Annual Report.
- Insights (shorter write ups on current topics).

Materials Provided: None

Financial Impact: None

Timetable for Further Review: None

Relationship to Goals of The Virginia Plan for Higher Education:

At each meeting, staff will discuss how topic items related to the goals of the Virginia Plan.

Resolutions: None

State Council of Higher Education for Virginia Agenda Item

Item: #II C. - Resources and Planning Committee – Discussion of Institutional Performance Standards and Virginia State University Certification

Date of Meeting: September 13, 2021

Presenters: Dr. Jean Huskey
Assistant Director of Planning and Finance
jeanhuskey@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: October 27, 2020

Action: Council certified institutions to receive financial benefits associated with the Institutional Performance Standards (IPS).

Purpose of Agenda Item:

The purpose of this agenda item is to discuss a situation related to the Institutional Performance Standards (IPS) and the certification of Virginia State University to receive financial benefits associated with IPS for 2021-22.

Background Information/Summary of Major Elements:

SCHEV has assessed institutional performance for over a decade beginning with the 2005 restructuring legislation and continuing with the Virginia Higher Education Opportunity Act of 2011. Council reviews institutional performance in two areas of focus - education-related measures and financial and administrative standards. Council uses the results of these assessments to determine the certification of institutions. Institutions must be certified to receive certain financial benefits, such as credit card rebates and interest earnings. The education-related measures are assessed by SCHEV. The financial and administrative measures are assessed by the Secretary of Finance.

The biennial assessment usually takes place in the even-numbered years, with the Council determining certification for a two-year period. However, last year Council issued a certification for one year to Virginia State University (VSU) that requires attention this year.

During the biennial assessment in 2020, SCHEV took action regarding the certification of the institutions for the two-year period of 2020-21 and 2021-22. However, VSU received certification for only 2020-21 because it did not achieve a passing rate on the financial and administrative standards. Council decided to request an interim review of the standards this summer to determine certification for 2021-22. That review is

underway. Staff anticipates receiving the results of the review and a recommendation from the Secretary of Finance's office for consideration by the Council in October.

On a related note, Council also requested, at its October 2020 meeting, that staff undertake a review of the measures and standards used in the IPS assessment process. Staff recommends that this review take place after the completion of the Cost and Funding Need Study to ensure that any changes align with that project related to performance and funding.

Staff indicated at the October meeting that it would undertake an annual review of the results for the six general education-related measures to provide more timely communications to the institutions. That review is underway at this time.

Materials Provided: None

Financial Impact:

Financial benefits Virginia State University may receive for 2021-22.

Timetable for Further Review:

Results of the interim review and an action item will be brought before the Council in October.

Relationship to Goals of The Virginia Plan for Higher Education:

The assessment of Institutional Performance Standards by SCHEV is aligned to the Affordable goal in The Virginia Plan through Strategy S7: Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.

Resolutions: None

State Council of Higher Education for Virginia Agenda Item

Item: #II.D. - Resources & Planning - Discussion of Enrollment Projections and Degree Projections

Date of Meeting: September 13, 2021

Presenter: Tod Massa
Policy Analytics Director
TodMassa@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of Agenda Item:

Discussion of Enrollment Projections and Degree Estimates of Public and Tuition Assistant Grant-Eligible Virginia Institutions.

Background Information/Summary of Major Elements:

The enrollment projections and degree estimates are the fourth of the Council general duties:

4. Review and approve or disapprove all enrollment projections proposed by each public institution of higher education. The Council's projections shall be organized numerically by level of enrollment and shall be used solely for budgetary, fiscal, and strategic planning purposes. The Council shall develop estimates of the number of degrees to be awarded by each public institution of higher education and include those estimates in its reports of enrollment projections. The student admissions policies for such institutions and their specific programs shall remain the sole responsibility of the individual governing boards but all baccalaureate public institutions of higher education shall adopt dual admissions policies with comprehensive community colleges as required by § 23.1-907.

During the 2011 legislative session, The Virginia Higher Education Opportunity Act of 2011, also known as “Top Jobs for the 21st Century” added requirements for the nonprofit private institutions participating in the Tuition Assistance Grant program in § 23.1-304:

C. To assist the General Assembly in determining the per student amount provided for in subsection A and its relation to the per student amount provided to nonprofit private institutions of higher education pursuant to the Tuition Assistance

Grant Act (§ 23.1-628 et seq.), each nonprofit private institution of higher education eligible to participate in the Tuition Assistance Grant Program shall submit to the Council its Virginia student enrollment projections for that fiscal year and its actual Virginia student enrollment for the prior fiscal year in a manner determined by the Council. The student admissions policies for such private institutions and their specific programs shall remain the sole responsibility of the governing boards of such individual institutions.

The projections and estimates for 2021 cover the period of 2020-21 through 2027-28. As submitted, they include the intended and estimated impacts of the Tech Talent Initiative Program and the new community college G3 initiative. These projections will take Virginia from 520,314 students in the fall of 2019 to 544,258 in the fall of 2027. As of this date, we have not received projections from Appalachian College of Pharmacy and Eastern Virginia Medical School.

Estimates of degree completions for undergraduate certificates and associate and bachelor's degrees will increase from 90,763 in 2019-20 to 96,135 in 2027-28, a 5.9% increase. Focusing only on undergraduate degrees (associate and bachelor's), total awards to in-state students are anticipated to increase 7.9%, from 55,873 to 59,365. The subset of these degrees in STEM (science, technology, engineering, and math) is anticipated to increase by 12.5%, from 13,582 to 15,301. Similarly, awards in health professions to in-state undergraduates are anticipated to increase 8.7%, from 5,678 to 6,070.

[Projections of high school graduates](#) from the Western Interstate Commission for Higher Education (WICHE) and their likely participation in college appears adequate to meet institutional enrollment targets and goals. WICHE projects a 6% decrease between 2018-19 and 2036-37, despite significant growth over the next five years, followed by a leveling off over the next six or seven years. SCHEV's estimates of high school graduates, using student-level data from the Virginia Longitudinal Data System, assumptions of birthrate data and movement in and out of the Commonwealth, are slightly higher, as shown on the following chart.

Perhaps the larger threat to Virginia enrollment of its high school graduates in Virginia colleges and universities comes from states facing projected decreases in the numbers of high school graduates, in some cases by up to 22%.

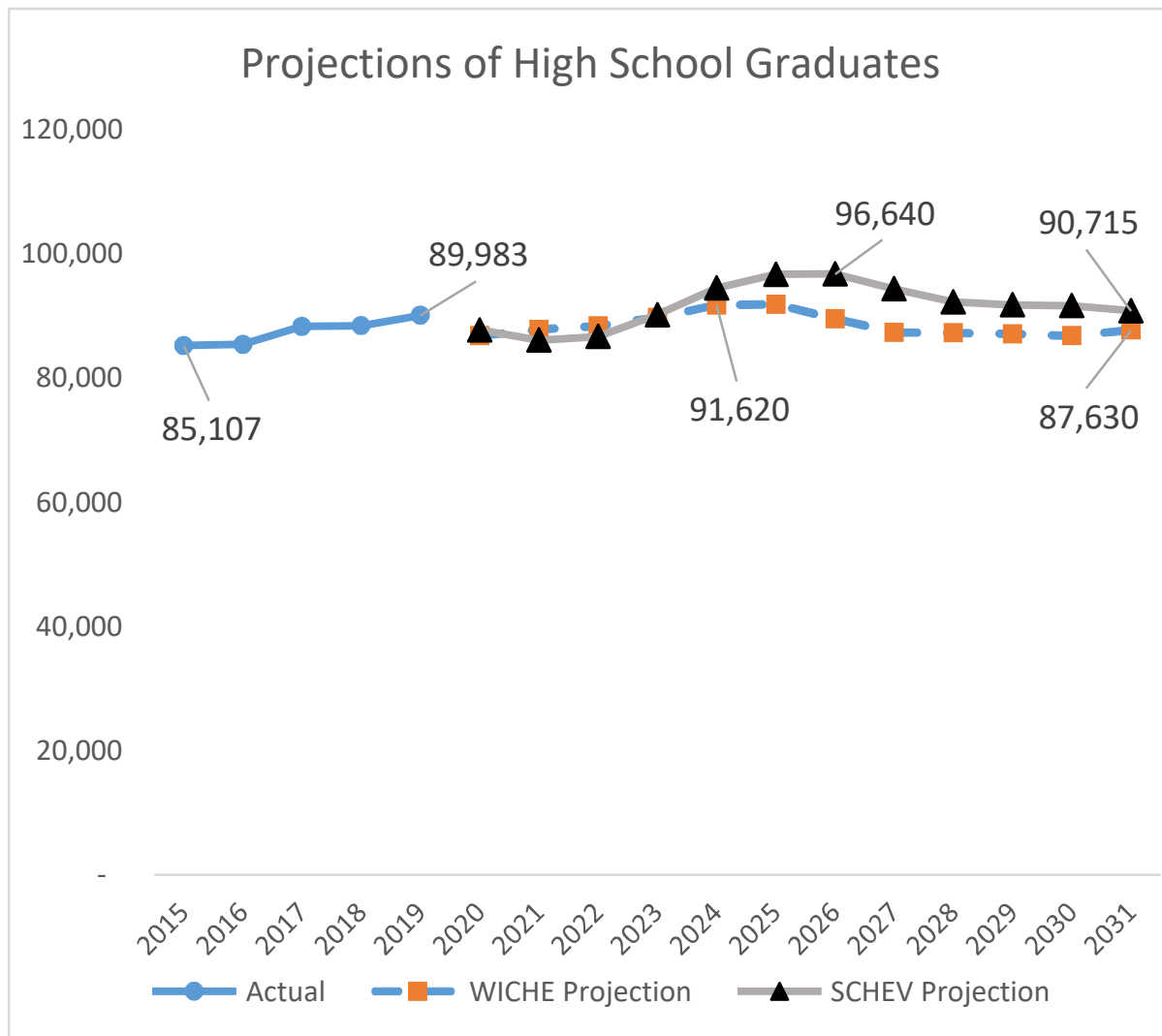


Figure 1: Projections of Virginia High School Graduates, Standard and Advanced Diplomas

Both models demonstrate a contraction in the number of graduates. In a typical year, approximately 72% of Virginia high school graduates (public and private) attend college within two years of graduation, or roughly 60,000 students. About nine to ten thousand will attend college outside Virginia, leaving about 50,000 to attend Virginia institutions. The 2021 projections anticipate between 57,567 in fall 2021 and 61,342 and fall 2027, with about 8,000 new first-time in college students that are not recent high school graduates (about 5,000 of which will start at the community colleges). In short, the projections indicate there will be about 52,000 seats available for a likely number of 50,000 or so recent high school graduates. This assumes patterns of attendance prior to fall 2020, which may not be the case, but the projected number of high school graduates are adequate to meet institutional plans.

The pandemic and economic conditions of the last 18 months have left marks on enrollment across the nation and in Virginia. Enrollment decreases were specifically noted in communities of color, low income and those attending programs that are predominantly hands-on in nature, requiring physical presence. Recent [analysis](#) of

submissions of the Free Application for Federal Student Aid (FAFSA) shows that applications are down, particularly among high schools that enroll more low-income students and minority students. Institutions that serve these students may face more challenges in meeting their enrollment projections than others.

A further challenge is competition for students from outside Virginia. WICHE projects a 6% decrease in Virginia high school graduates. California is facing a 15% decline, down 18% for Connecticut, down 10% for Massachusetts, down 11% for Ohio, down 15% for New Jersey, down 7% for Pennsylvania, and down 24% for West Virginia. These states represent over 4,000 first-time-in-college students in a typical year, and these decreases suggest a potential loss of 858 students. Not all states will have declines, but the largest of those that are not declining (Florida and Texas) are sources of fewer students. Further, the states with declines have institutions that are already aggressively recruiting many of the same students recruited by Virginia institutions.

The tables below provide an overview of the planned growth of new first-time-in-college students.

Table 1: Public Institutions New First-time in College Enrollment

	In-State		Out-of-State	
	2019 Enrollment	2027 Change	2019 Enrollment	2027 Change
Public Institutions				
Christopher Newport University	1,154	-11%	85	-9%
George Mason University	3,223	20%	994	34%
James Madison University	3,357	4%	1,158	7%
Longwood University	766	-11%	120	70%
Norfolk State University	837	0%	408	-14%
Old Dominion University	2,907	0%	379	-10%
Radford University	1,499	21%	154	19%
University of Mary Washington	791	-17%	102	47%
University of Virginia	2,698	-6%	1,431	-3%
University of Virginia's College at Wise	263	2%	38	24%
Virginia Commonwealth University	4,114	-10%	440	177%
Virginia Military Institute	274	-1%	173	-3%
Virginia State University	726	0%	345	11%
Virginia Tech	5,117	-10%	2,617	-26%
William & Mary	947	8%	583	3%
Total Public Four-Year Institutions	28,673	-1%	9,027	7%
Richard Bland College	416	6%	32	56%
Virginia Community College System	25,678	3%	2,047	-28%
Total Public Institutions	54,767	1%	11,106	0%

Table 2: Private Institutions New First-time in College Enrollment

	In-State		Out-of-State	
	2019 Enrollment	2027 Change	2019 Enrollment	2027 Change
Public Institutions				

Appalachian College of Pharmacy	-	0%	-	0%
Averett University	128	18%	104	24%
Averett University Non-Traditional	3	-67%	-	
Bluefield University	113	33%	86	31%
Bridgewater College	365	12%	125	17%
Christendom College	52	8%	93	12%
Eastern Mennonite University	131	10%	73	34%
Eastern Virginia Medical School	-	0%	-	0%
Edward Via College of Osteopathic Medicine	-	0%	-	0%
Emory & Henry College	180	-7%	95	45%
Ferrum College	264	12%	90	-18%
George Washington University	-	0%	-	0%
Hampden-Sydney College	158	37%	70	76%
Hampton University	223	-54%	761	-31%
Hollins University	83	58%	103	26%
Liberty University	1,430	-52%	4,066	-39%
Mary Baldwin University	161	9%	153	14%
Marymount University	186	14%	214	-3%
Randolph College	118	20%	33	73%
Randolph-Macon College	349	11%	88	33%
Regent University	184	292%	238	340%
Roanoke College	290	-2%	292	-2%
Shenandoah University	301	28%	203	11%
Southern Virginia University	53	9%	265	16%
Sweet Briar College	47	149%	57	89%
University of Lynchburg	367	-13%	138	-25%
University of Richmond	142	-9%	690	0%
Virginia Union University	156	33%	133	65%
Virginia Wesleyan University	257	5%	86	14%
Washington and Lee University	101	-31%	370	7%
Total Private, Nonprofit, Four-Year Institutions	5,842	3%	8,626	-4%

The projections, current events and common wisdom suggest that very few institutions will see significant growth, even if intended. Some institutions clearly expect decreased enrollment over the next six years. As stated earlier, there will likely be adequate numbers of high school graduates to meet these projections. Further, as also stated, only about 72% of Virginia high school graduates attend college within two years, leaving 20,000 to 25,000 graduates left to recruit, including approximately 5,000 high school graduates with advanced diplomas.

Overall, institutions expect to increase the number of in-state undergraduate transfers by 2.2% from 18,596 to 19,714 students. As a measure of transfer to a four-year

program, this is a poor measure as it includes over 6,000 lateral transfers in the Virginia Community College System. Transfers to public four-year institutions are planned to increase 9,867 to 10,707 for an 8.5% increase. Transfers of in-state students to the private nonprofit colleges are expected to decrease from 2,557 to 2,486, or -2.8%, compared to an expected 4.5% increase of out-of-state transfers 5,332 to 5,594.

Finally, overall graduate school enrollment is projected to increase by 12.4% from 90,339 to 101,508 students, with most of the increase in part-time enrollments. Minor increases are projected in first-professional students of 2.3%, from 9,537 to 9,759 students.

These projections represent a mixture of institutional intent and cautious expectations. They are conservative targets for institutional enrollment. The Commonwealth's institutions are competing among each other and those in 49 other states for students and recognition in a changing market. COVID-19 has created disruptions in institutional schedules, recruitment and the provision of instruction. Staff would not be surprised if these projections have greater variance from what actually occurs than previous projections, which are normally within 2% to 3% of the actuals in the second year. The environment seems to be much more dynamic than in the past.

Materials Provided:

Institutional details of the enrollment projections and degree estimates are available at: <https://research.schev.edu/Projections/Summary/XXXALL/Grand-Total,-All-Reporting-Institutions>

Financial Impact:

The projections and estimates are used as one the yardsticks for measuring progress within the Virginia plan, specifically for achieving goals in college participation and degree attainment.

Relationship to Goals of The Virginia Plan for Higher Education:

The projections and estimates

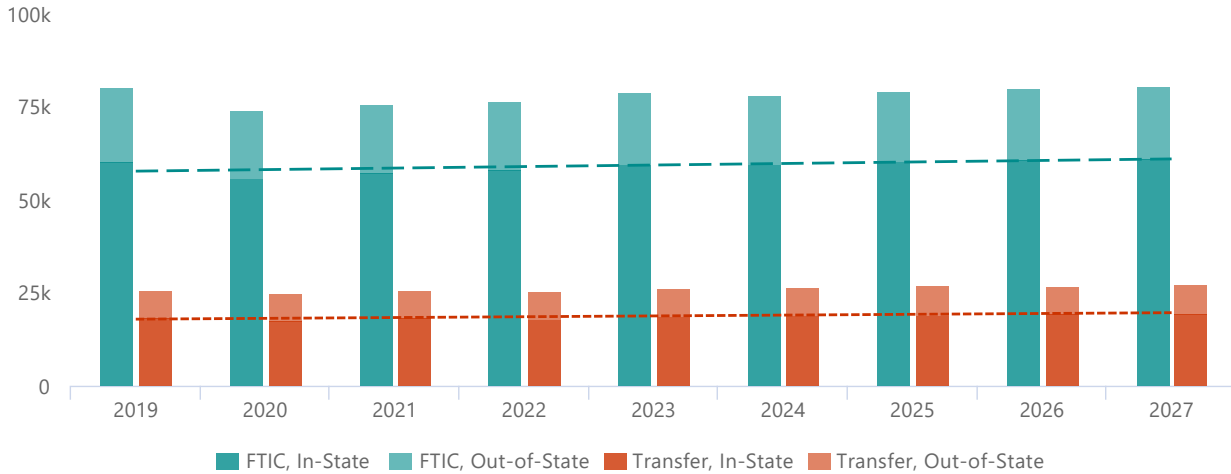
Timetable for Further Review/Action:

These projections and estimates will be presented for action in October.

Resolution: None at this time.

2021 Enrollment Projection and Degree Estimates Grand Total, All Reporting Institutions

New Student Enrollment



Headcount Enrollment - First-Time-in-College and New Transfer										
	First-Time in College					New Transfer				
	In-State HC		Out-of-State HC		Total	In-State HC		Out-of-State HC		Total
Fall	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2019	60,609	75.4%	19,732	24.6%	80,341	18,596	71.3%	7,476	28.7%	26,072
2020	55,947	75.6%	18,066	24.4%	74,013	17,604	69.8%	7,610	30.2%	25,214
2021	57,567	75.8%	18,335	24.2%	75,902	18,334	70.4%	7,706	29.6%	26,040
2022	58,225	75.9%	18,487	24.1%	76,712	18,225	70.8%	7,505	29.2%	25,730
2023	59,767	75.9%	19,007	24.1%	78,774	18,720	71.3%	7,548	28.7%	26,268
2024	59,823	76.4%	18,500	23.6%	78,323	18,989	71.4%	7,611	28.6%	26,600
2025	60,440	76.2%	18,901	23.8%	79,341	19,360	71.7%	7,627	28.3%	26,987
2026	60,741	75.9%	19,301	24.1%	80,042	19,528	72.1%	7,572	27.9%	27,100
2027	61,342	76.0%	19,400	24.0%	80,742	19,714	72.1%	7,639	27.9%	27,353
Percentage Change										
Overall Change	1.2%		-1.7%		0.5%	6.0%		2.2%		4.9%

Fall Headcount Enrollment, Campus-Based/Non-Distance

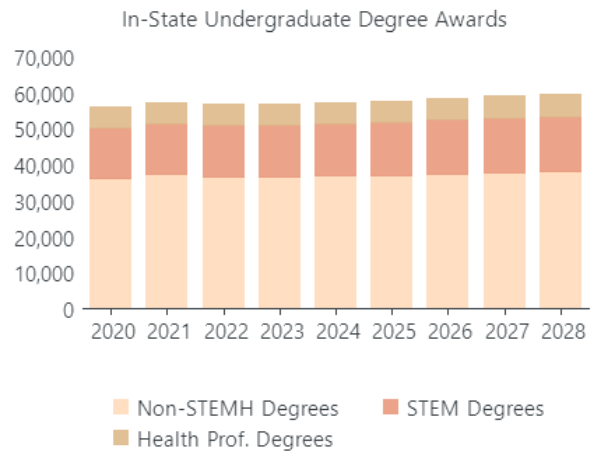
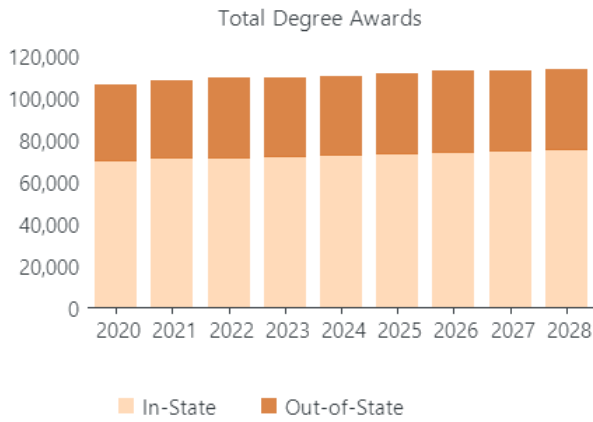
	Undergraduate			First Professional			Graduate			All Students
Fall	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Total
2019	241,204	71,246	312,450	8,630	166	8,796	25,725	14,317	40,042	361,288
2020	193,043	31,589	224,633	8,479	120	8,599	24,436	12,943	37,379	270,611
2021	230,997	68,538	299,537	8,523	190	8,714	25,499	13,650	39,150	347,404
2022	231,062	68,470	299,532	8,453	189	8,642	26,072	13,772	39,845	348,022
2023	232,814	68,953	301,769	8,486	190	8,676	26,730	14,130	40,862	351,309
2024	235,270	69,580	304,850	8,515	190	8,705	27,165	14,446	41,611	355,171
2025	237,899	70,369	308,269	8,528	190	8,718	27,554	14,723	42,279	359,269
2026	240,293	71,149	311,444	8,542	190	8,732	27,804	14,910	42,715	362,893
2027	242,052	71,867	313,920	8,555	190	8,745	28,022	15,074	43,098	365,766
Percentage Change										
Overall Change	0.4%	0.9%	0.5%	-0.9%	14.5%	-0.6%	8.9%	5.3%	7.6%	1.2%

Fall Headcount Enrollment, Distance

	Undergraduate			First Professional			Graduate			All Students
Fall	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Total
2019	27,941	80,047	107,988	194	547	741	17,730	32,567	50,297	159,026
2020	70,426	117,874	188,300	207	604	811	20,236	35,682	55,918	245,029
2021	33,180	81,842	115,023	214	622	836	20,139	36,447	56,587	172,448
2022	33,500	82,301	115,802	221	642	863	20,318	37,642	57,962	174,630
2023	33,508	82,649	116,159	228	662	890	20,228	37,977	58,206	175,257
2024	33,456	82,903	116,359	237	683	920	19,962	38,048	58,012	175,293
2025	33,602	83,402	117,006	245	704	950	19,823	38,143	57,967	175,925
2026	33,566	83,763	117,330	253	727	981	19,504	37,948	57,454	175,767
2027	34,138	84,926	119,066	263	751	1,014	19,855	38,554	58,410	178,492
Percentage Change										
Overall Change	22.2%	6.1%	10.3%	35.6%	37.3%	36.8%	12.0%	18.4%	16.1%	12.2%

Fall Headcount Enrollment, Total										
	Undergraduate			First Professional			Graduate			All Students
Fall	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Total
2019	269,145	151,293	420,438	8,824	713	9,537	43,455	46,884	90,339	520,314
2020	263,469	149,464	412,933	8,686	724	9,410	44,672	48,625	93,297	515,640
2021	264,177	150,383	414,560	8,737	813	9,550	45,638	50,099	95,737	519,852
2022	264,562	150,772	415,334	8,674	831	9,505	46,390	51,417	97,807	522,652
2023	266,322	151,606	417,928	8,714	852	9,566	46,958	52,110	99,068	526,566
2024	268,726	152,483	421,209	8,752	873	9,625	47,127	52,496	99,623	530,464
2025	271,501	153,774	425,275	8,773	895	9,668	47,377	52,869	100,246	535,194
2026	273,859	154,915	428,774	8,795	918	9,713	47,308	52,861	100,169	538,660
2027	276,190	156,796	432,986	8,818	941	9,759	47,877	53,631	101,508	544,258
Percentage Change										
Overall Change	2.6%	3.6%	3.0%	-0.1%	32.0%	2.3%	10.2%	14.4%	12.4%	4.6%

Full-Time Equivalent Enrollment, Total									
	Regular Session FTE						Annual FTE		
	Undergraduate		First Professional		Graduate		All Students		
Fiscal Year	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total
2020	256,047	95,931	4,451	5,298	31,940	51,774	292,964	153,326	446,291
2021	256,756	95,505	4,329	5,282	33,942	57,178	296,461	158,332	454,794
2022	255,214	98,439	4,266	5,584	34,666	58,172	294,622	162,488	457,110
2023	255,343	99,484	4,249	5,551	35,594	58,648	295,658	163,981	459,639
2024	257,742	99,978	4,265	5,591	36,287	59,061	298,766	164,929	463,695
2025	259,177	100,463	4,280	5,643	36,603	58,847	300,533	165,250	465,783
2026	261,806	101,212	4,299	5,686	36,619	59,197	303,193	166,395	469,588
2027	264,350	101,238	4,319	5,730	37,206	58,335	306,349	165,598	471,947
2028	265,845	101,798	4,339	5,776	37,381	57,864	308,040	165,730	473,770
Percentage Change									
Overall Change	3.8%	6.1%	-2.5%	9.0%	17.0%	11.8%	5.1%	8.1%	6.2%



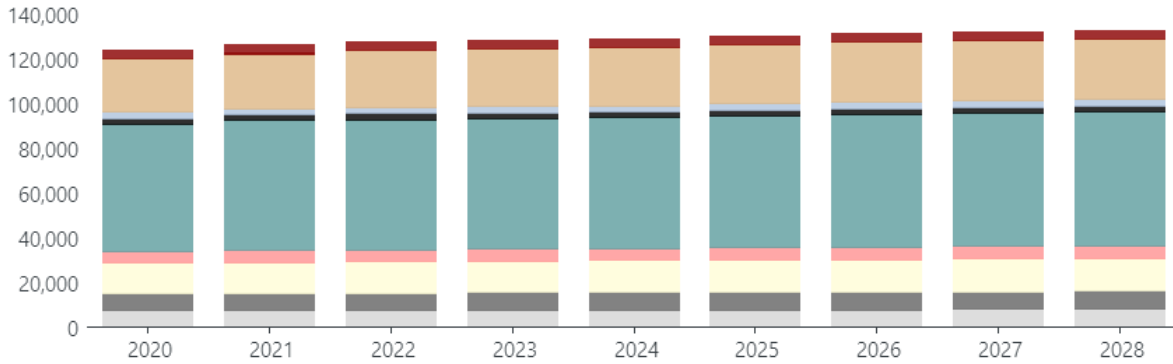
Total Awards					
Fiscal Year	In-State		Out-of-State		(n)
	(n)	(%)	(n)	(%)	
2020	69,902	66.0%	36,008	34.0%	105,910
2021	71,265	66.0%	36,690	34.0%	107,955
2022	71,514	65.5%	37,641	34.5%	109,155
2023	71,946	65.6%	37,697	34.4%	109,643
2024	72,457	65.7%	37,815	34.3%	110,272
2025	73,040	65.7%	38,132	34.3%	111,172
2026	74,103	66.0%	38,243	34.0%	112,346
2027	74,724	66.2%	38,179	33.8%	112,903
2028	75,260	66.4%	38,156	33.6%	113,416

Percentage Change				
Overall Change	7.9%		6.0%	7.3%

Degree Estimates				
Fiscal Year	In-State Undergraduates			Total
	STEM	Health	Non-STEM	
2020	13,852	5,678	36,343	55,873
2021	14,137	5,718	37,255	57,110
2022	14,288	5,749	36,724	56,761
2023	14,442	5,815	36,618	56,875
2024	14,626	5,826	36,842	57,294
2025	14,764	5,870	37,009	57,643
2026	15,024	5,935	37,493	58,452
2027	15,161	6,010	37,749	58,920
2028	15,301	6,070	37,994	59,365

Percentage Change				
Overall Change	12.5%	8.7%	6.3%	7.9%

Projected Awards (Degrees & Certificates), All Levels



Certificates, < 1yr
 Transfer Associate
 Applied Science Associate
 Diploma (>2yr and <4yr)
 Bachelor
 First Professional
 Post-Bach Certificate
 Master
 Post-Master's Certificate
 Doctoral

Degree Estimates

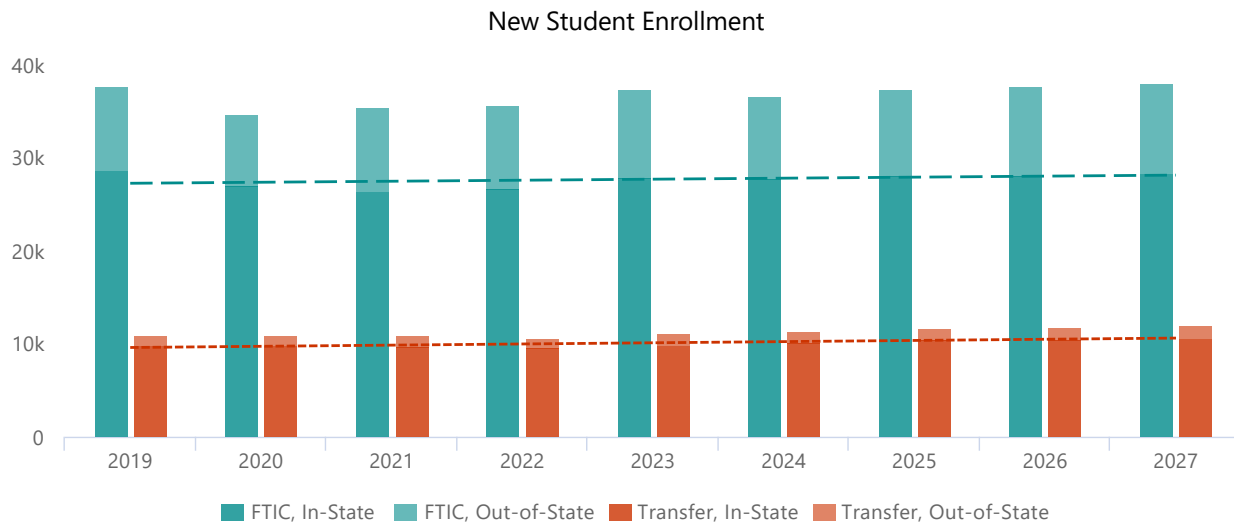
Fiscal Year	Assoc, Transfer	Assoc, Applied	Bachelor	Total Undergraduate	First Prof.	Master	Doctor	Total Degrees	Total Awards
2020	13,716	5,218	56,821	90,763	2,638	23,955	3,562	105,910	123,747
2021	13,847	5,297	58,349	92,486	2,549	24,340	3,573	107,955	125,942
2022	14,004	5,328	58,278	92,782	2,624	25,309	3,612	109,155	127,456
2023	14,131	5,368	58,255	93,090	2,573	25,579	3,737	109,643	128,152
2024	14,249	5,409	58,386	93,534	2,562	25,853	3,813	110,272	128,976
2025	14,364	5,464	58,753	94,228	2,555	26,217	3,819	111,172	130,060
2026	14,483	5,518	59,314	95,101	2,564	26,598	3,869	112,346	131,412
2027	14,597	5,572	59,525	95,618	2,571	26,740	3,898	112,903	132,136
2028	14,712	5,627	59,731	96,135	2,578	26,847	3,921	113,416	132,801

Percentage Change

Overall Change	7.3%	7.8%	5.1%	5.9%	-2.3%	12.1%	10.1%	7.1%	7.3%
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2021 Enrollment Projection and Degree Estimates

Total Public Four-Year Institutions



Headcount Enrollment - First-Time-in-College and New Transfer										
	First-Time in College					New Transfer				
	In-State HC		Out-of-State HC		Total	In-State HC		Out-of-State HC		Total
Fall	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2019	28,673	76.1%	9,027	23.9%	37,700	9,867	89.9%	1,114	10.1%	10,981
2020	27,093	78.1%	7,580	21.9%	34,673	9,872	90.2%	1,077	9.8%	10,949
2021	26,465	74.5%	9,056	25.5%	35,521	9,746	88.2%	1,305	11.8%	11,051
2022	26,779	74.7%	9,076	25.3%	35,855	9,585	90.0%	1,066	10.0%	10,651
2023	27,917	74.7%	9,457	25.3%	37,374	9,968	90.0%	1,112	10.0%	11,080
2024	27,824	75.7%	8,928	24.3%	36,752	10,186	89.2%	1,232	10.8%	11,418
2025	28,144	75.3%	9,255	24.7%	37,399	10,485	89.2%	1,269	10.8%	11,754
2026	28,128	74.5%	9,639	25.5%	37,767	10,588	89.2%	1,277	10.8%	11,865
2027	28,440	74.7%	9,626	25.3%	38,066	10,707	89.2%	1,303	10.8%	12,010
Percentage Change										
Overall Change	-0.8%		6.6%		1.0%	8.5%		17.0%		9.4%

Fall Headcount Enrollment, Campus-Based/Non-Distance

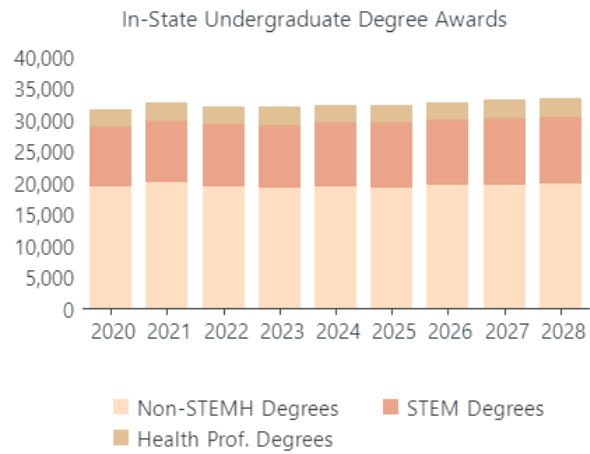
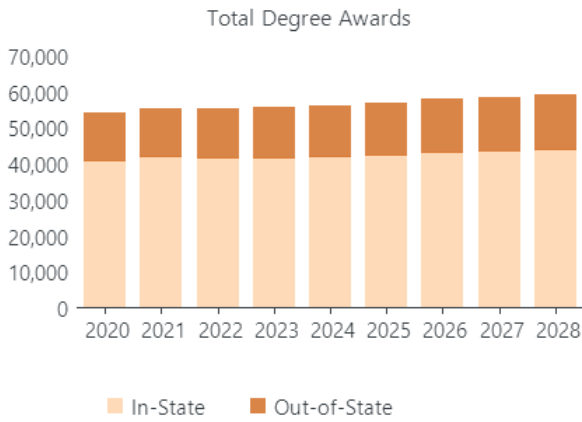
Fall	Undergraduate			First Professional			Graduate			All Students
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Total
2019	155,591	13,351	168,942	4,861	134	4,995	21,331	12,138	33,469	207,406
2020	137,551	12,322	149,873	4,848	104	4,952	20,153	10,975	31,128	185,953
2021	148,973	12,411	161,386	4,884	174	5,058	21,035	11,651	32,688	199,135
2022	148,594	12,197	160,793	4,786	173	4,959	21,461	11,728	33,190	198,945
2023	149,544	12,384	161,930	4,791	174	4,965	21,985	12,008	33,995	200,893
2024	151,193	12,635	163,830	4,800	174	4,974	22,356	12,279	34,637	203,444
2025	153,045	12,886	165,934	4,800	174	4,974	22,693	12,547	35,242	206,152
2026	154,865	13,122	167,989	4,800	174	4,974	22,916	12,725	35,643	208,608
2027	156,029	13,297	169,328	4,800	174	4,974	23,107	12,881	35,990	210,294
Percentage Change										
Overall Change	0.3%	-0.4%	0.2%	-1.3%	29.9%	-0.4%	8.3%	6.1%	7.5%	1.4%

Fall Headcount Enrollment, Distance

Fall	Undergraduate			First Professional			Graduate			All Students
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Total
2019	1,722	4,883	6,605	0	0	0	742	8,686	9,428	16,033
2020	17,253	7,966	25,219	0	0	0	2,025	10,563	12,588	37,807
2021	5,883	6,868	12,752	0	0	0	1,370	10,818	12,188	24,943
2022	6,146	7,208	13,354	0	0	0	1,519	11,950	13,471	26,826
2023	6,259	7,412	13,672	0	0	0	1,565	12,458	14,025	27,698
2024	6,446	7,589	14,036	0	0	0	1,604	12,862	14,467	28,505
2025	6,714	7,778	14,492	0	0	0	1,634	13,150	14,786	29,280
2026	6,977	7,995	14,972	0	0	0	1,654	13,328	14,984	29,958
2027	7,133	8,218	15,351	0	0	0	1,670	13,454	15,126	30,479
Percentage Change										
Overall Change	314.2%	68.3%	132.4%	0.0%	0.0%	0.0%	125.1%	54.9%	60.4%	90.1%

Fall Headcount Enrollment, Total										
	Undergraduate			First Professional			Graduate			All Students
Fall	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Total
2019	157,313	18,234	175,547	4,861	134	4,995	22,073	20,824	42,897	223,439
2020	154,804	20,288	175,092	4,848	104	4,952	22,178	21,538	43,716	223,760
2021	154,856	19,282	174,138	4,884	174	5,058	22,405	22,471	44,876	224,078
2022	154,740	19,407	174,147	4,786	173	4,959	22,980	23,681	46,661	225,771
2023	155,803	19,799	175,602	4,791	174	4,965	23,550	24,470	48,020	228,591
2024	157,639	20,227	177,866	4,800	174	4,974	23,960	25,144	49,104	231,949
2025	159,759	20,667	180,426	4,800	174	4,974	24,327	25,701	50,028	235,432
2026	161,842	21,119	182,961	4,800	174	4,974	24,570	26,057	50,627	238,566
2027	163,162	21,517	184,679	4,800	174	4,974	24,777	26,339	51,116	240,773
Percentage Change										
Overall Change	3.7%	18.0%	5.2%	-1.3%	29.9%	-0.4%	12.3%	26.5%	19.2%	7.8%

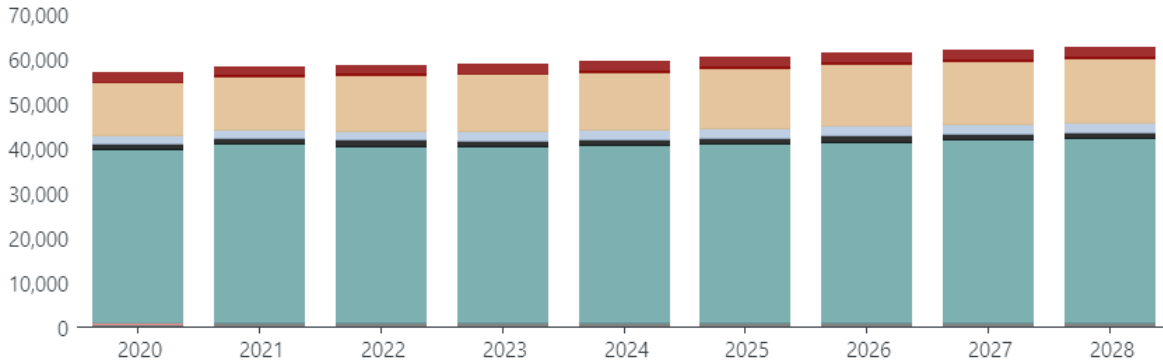
Full-Time Equivalent Enrollment, Total									
	Regular Session FTE						Annual FTE		
	Undergraduate		First Professional		Graduate		All Students		
Fiscal Year	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total
2020	131,518	32,594	2,676	2,767	17,857	14,461	152,475	49,994	202,469
2021	133,896	32,758	2,600	2,771	19,674	14,820	156,564	50,499	207,063
2022	132,594	34,163	2,605	2,846	19,592	15,123	155,176	52,291	207,467
2023	132,132	35,033	2,577	2,777	20,098	15,714	155,190	53,687	208,877
2024	133,842	35,738	2,579	2,781	20,660	16,380	157,463	55,064	212,527
2025	134,188	36,599	2,582	2,787	20,975	16,715	158,128	56,266	214,394
2026	135,771	37,516	2,582	2,787	20,956	17,391	159,688	57,863	217,551
2027	137,397	38,167	2,582	2,787	21,590	17,182	161,955	58,300	220,254
2028	138,753	38,415	2,582	2,787	21,811	17,314	163,532	58,680	222,212
Percentage Change									
Overall Change	5.5%	17.9%	-3.5%	0.7%	22.1%	19.7%	7.3%	17.4%	9.8%



Total Awards					
Fiscal Year	In-State		Out-of-State		(n)
	(n)	(%)	(n)	(%)	
2020	40,729	75.5%	13,214	24.5%	53,943
2021	41,826	75.8%	13,364	24.2%	55,190
2022	41,682	75.3%	13,688	24.7%	55,370
2023	41,748	75.1%	13,870	24.9%	55,618
2024	42,082	75.0%	14,043	25.0%	56,125
2025	42,389	74.4%	14,562	25.6%	56,951
2026	43,126	74.5%	14,779	25.5%	57,905
2027	43,539	74.4%	14,984	25.6%	58,523
2028	43,919	74.3%	15,170	25.7%	59,089
Percentage Change					
Overall Change	8.2%		14.3%		9.8%

Degree Estimates				
Fiscal Year	In-State Undergraduates			Total
	STEM	Health	Non-STEM	
2020	9,357	2,728	19,456	31,541
2021	9,658	2,750	20,190	32,598
2022	9,710	2,711	19,580	32,001
2023	9,811	2,699	19,400	31,910
2024	9,952	2,680	19,511	32,143
2025	10,076	2,717	19,421	32,214
2026	10,264	2,751	19,711	32,726
2027	10,350	2,806	19,851	33,007
2028	10,442	2,839	20,001	33,282
Percentage Change				
Overall Change	15.1%	6.5%	5.6%	8.2%

Projected Awards (Degrees & Certificates), All Levels

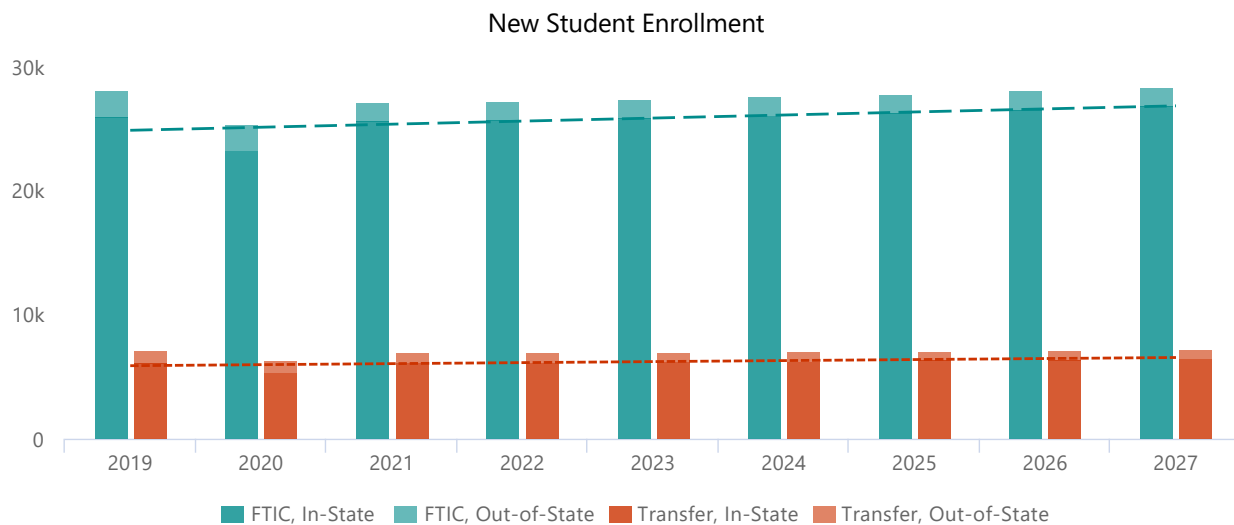


■ Certificates, < 1yr
 ■ Transfer Associate
 ■ Applied Science Associate
 ■ Diploma (>2yr and <4yr)
■ Bachelor
 ■ First Professional
 ■ Post-Bach Certificate
 ■ Master
 ■ Post-Master's Certificate
■ Doctoral

Degree Estimates

Fiscal Year	Assoc, Transfer	Assoc, Applied	Bachelor	Total Undergraduate	First Prof.	Master	Doctor	Total Degrees	Total Awards
2020	0	87	38,560	39,630	1,428	11,881	1,987	53,943	56,856
2021	0	114	39,845	40,784	1,394	11,894	1,943	55,190	58,087
2022	0	93	39,323	40,279	1,449	12,537	1,968	55,370	58,397
2023	0	81	39,302	40,270	1,404	12,795	2,036	55,618	58,699
2024	0	69	39,531	40,509	1,388	13,079	2,058	56,125	59,280
2025	0	70	39,891	40,892	1,379	13,518	2,093	56,951	60,170
2026	0	70	40,403	41,406	1,381	13,925	2,126	57,905	61,174
2027	0	70	40,719	41,724	1,383	14,190	2,161	58,523	61,837
2028	0	70	41,050	42,057	1,383	14,395	2,191	59,089	62,428
Percentage Change									
Overall Change	0.0%	-19.5%	6.5%	6.1%	-3.2%	21.2%	10.3%	9.5%	9.8%

2021 Enrollment Projection and Degree Estimates Total Public Two-Year Institutions



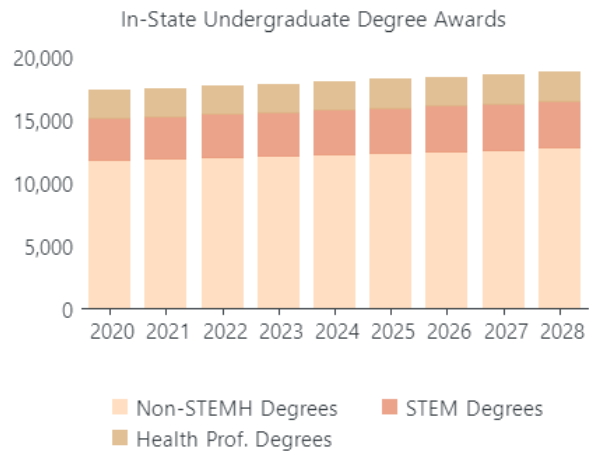
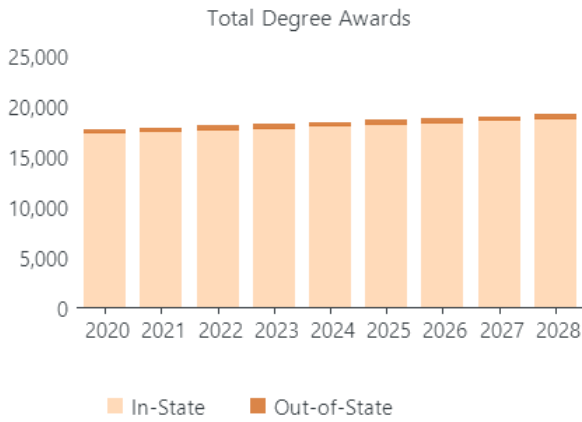
Headcount Enrollment - First-Time-in-College and New Transfer										
	First-Time in College					New Transfer				
	In-State HC		Out-of-State HC		Total	In-State HC		Out-of-State HC		Total
Fall	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2019	26,094	92.6%	2,079	7.4%	28,173	6,172	85.7%	1,030	14.3%	7,202
2020	23,326	91.9%	2,063	8.1%	25,389	5,400	85.7%	898	14.3%	6,298
2021	25,737	94.6%	1,467	5.4%	27,204	6,236	89.8%	710	10.2%	6,946
2022	25,808	94.6%	1,472	5.4%	27,280	6,249	89.8%	712	10.2%	6,961
2023	25,937	94.6%	1,479	5.4%	27,416	6,282	89.8%	716	10.2%	6,998
2024	26,127	94.6%	1,490	5.4%	27,617	6,329	89.8%	721	10.2%	7,050
2025	26,384	94.6%	1,504	5.4%	27,888	6,393	89.8%	728	10.2%	7,121
2026	26,641	94.6%	1,518	5.4%	28,159	6,455	89.8%	736	10.2%	7,191
2027	26,904	94.6%	1,533	5.4%	28,437	6,520	89.8%	743	10.2%	7,263
Percentage Change										
Overall Change	3.1%		-26.3%		0.9%	5.6%		-27.9%		0.8%

Fall Headcount Enrollment, Campus-Based/Non-Distance										
	Undergraduate			First Professional			Graduate			All Students
Fall	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Total
2019	42,228	55,686	97,914	0	0	0	0	0	0	97,914
2020	15,904	17,326	33,230	0	0	0	0	0	0	33,230
2021	40,634	53,736	94,370	0	0	0	0	0	0	94,370
2022	40,749	53,897	94,645	0	0	0	0	0	0	94,646
2023	40,966	54,191	95,157	0	0	0	0	0	0	95,157
2024	41,266	54,586	95,851	0	0	0	0	0	0	95,852
2025	41,671	55,115	96,786	0	0	0	0	0	0	96,786
2026	42,079	55,651	97,730	0	0	0	0	0	0	97,730
2027	42,493	56,192	98,685	0	0	0	0	0	0	98,684
Percentage Change										
Overall Change	0.6%	0.9%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%

Fall Headcount Enrollment, Distance										
	Undergraduate			First Professional			Graduate			All Students
Fall	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Total
2019	8,127	54,386	62,513	0	0	0	0	0	0	62,513
2020	31,868	87,956	119,824	0	0	0	0	0	0	119,824
2021	7,850	52,463	60,313	0	0	0	0	0	0	60,313
2022	7,871	52,595	60,466	0	0	0	0	0	0	60,466
2023	7,911	52,858	60,769	0	0	0	0	0	0	60,769
2024	7,970	53,254	61,224	0	0	0	0	0	0	61,224
2025	8,049	53,786	61,835	0	0	0	0	0	0	61,835
2026	8,129	54,324	62,453	0	0	0	0	0	0	62,453
2027	8,211	54,866	63,077	0	0	0	0	0	0	63,077
Percentage Change										
Overall Change	1.0%	0.9%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%

Fall Headcount Enrollment, Total										
	Undergraduate			First Professional			Graduate			All Students
Fall	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Total
2019	50,355	110,072	160,427	0	0	0	0	0	0	160,427
2020	47,772	105,282	153,054	0	0	0	0	0	0	153,054
2021	48,484	106,199	154,683	0	0	0	0	0	0	154,683
2022	48,620	106,491	155,111	0	0	0	0	0	0	155,112
2023	48,877	107,049	155,926	0	0	0	0	0	0	155,926
2024	49,236	107,839	157,075	0	0	0	0	0	0	157,076
2025	49,720	108,901	158,621	0	0	0	0	0	0	158,621
2026	50,208	109,975	160,183	0	0	0	0	0	0	160,183
2027	50,704	111,058	161,762	0	0	0	0	0	0	161,761
Percentage Change										
Overall Change	0.7%	0.9%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%

Full-Time Equivalent Enrollment, Total										
	Regular Session FTE						Annual FTE			
	Undergraduate		First Professional		Graduate		All Students			
Fiscal Year	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total	Total
2020	92,434	4,583	0	0	0	0	92,434	4,583	97,017	
2021	91,301	2,005	0	0	0	0	92,252	2,087	94,339	
2022	90,610	2,967	0	0	0	0	90,610	2,967	93,577	
2023	90,858	2,976	0	0	0	0	90,858	2,976	93,834	
2024	91,328	2,992	0	0	0	0	91,328	2,992	94,320	
2025	92,003	3,014	0	0	0	0	92,003	3,014	95,017	
2026	92,915	3,039	0	0	0	0	92,915	3,039	95,954	
2027	93,831	3,068	0	0	0	0	93,831	3,068	96,899	
2028	94,756	3,098	0	0	0	0	94,756	3,098	97,854	
Percentage Change										
Overall Change	2.5%	-32.4%	0.0%	0.0%	0.0%	0.0%	2.5%	-32.4%	0.9%	



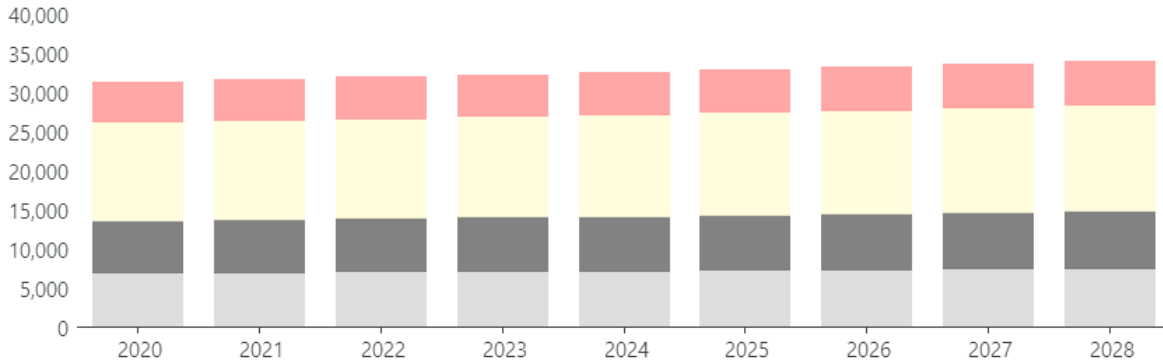
Total Awards					
Fiscal Year	In-State		Out-of-State		(n)
	(n)	(%)	(n)	(%)	
2020	17,319	98.0%	350	2.0%	17,669
2021	17,463	98.0%	356	2.0%	17,819
2022	17,641	98.0%	361	2.0%	18,002
2023	17,821	98.0%	364	2.0%	18,185
2024	18,003	98.0%	368	2.0%	18,371
2025	18,187	98.0%	373	2.0%	18,560
2026	18,372	98.0%	377	2.0%	18,749
2027	18,559	98.0%	382	2.0%	18,941
2028	18,749	98.0%	386	2.0%	19,135

Degree Estimates				
Fiscal Year	In-State Undergraduates			Total
	STEM	Health	Non-STEM	
2020	3,373	2,178	11,768	17,319
2021	3,386	2,199	11,878	17,463
2022	3,423	2,222	11,996	17,641
2023	3,460	2,244	12,117	17,821
2024	3,498	2,267	12,238	18,003
2025	3,535	2,289	12,363	18,187
2026	3,574	2,312	12,486	18,372
2027	3,614	2,335	12,610	18,559
2028	3,653	2,359	12,737	18,749

Percentage Change				
Overall Change	8.2%		9.5%	8.3%

Percentage Change				
Overall Change	8.3%	8.3%	8.2%	8.2%

Projected Awards (Degrees & Certificates), All Levels



■ Certificates, < 1yr
 ■ Transfer Associate
 ■ Applied Science Associate
 ■ Diploma (>2yr and <4yr)
■ Bachelor
 ■ First Professional
 ■ Post-Bach Certificate
 ■ Master
 ■ Post-Master's Certificate
■ Doctoral

Degree Estimates

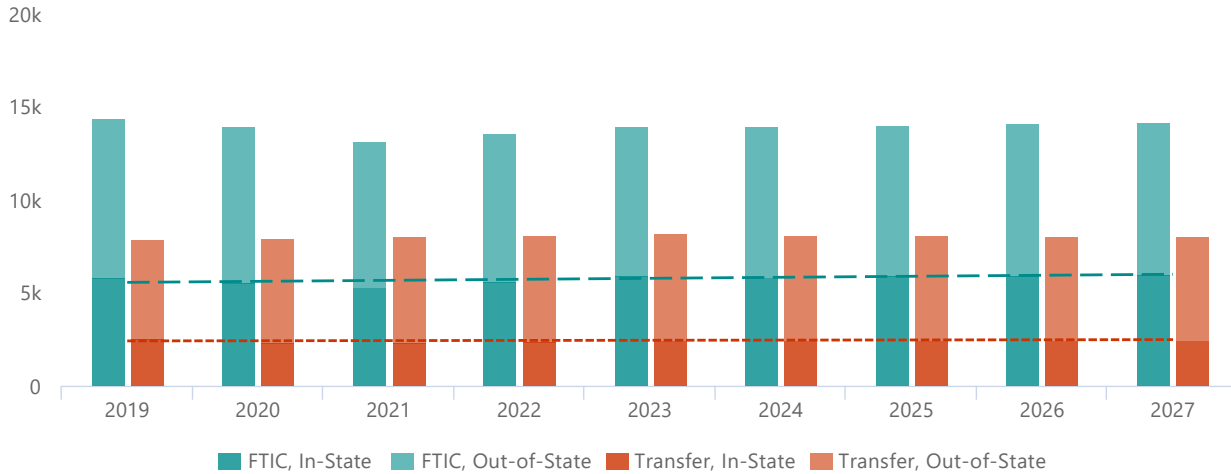
Fiscal Year	Assoc, Transfer	Assoc, Applied	Bachelor	Total Undergraduate	First Prof.	Master	Doctor	Total Degrees	Total Awards
2020	12,538	5,131	0	31,300	0	0	0	17,669	31,300
2021	12,637	5,182	0	31,583	0	0	0	17,819	31,583
2022	12,768	5,234	0	31,901	0	0	0	18,002	31,901
2023	12,899	5,286	0	32,226	0	0	0	18,185	32,226
2024	13,032	5,339	0	32,549	0	0	0	18,371	32,549
2025	13,167	5,393	0	32,880	0	0	0	18,560	32,880
2026	13,302	5,447	0	33,212	0	0	0	18,749	33,212
2027	13,440	5,501	0	33,549	0	0	0	18,941	33,549
2028	13,579	5,556	0	33,889	0	0	0	19,135	33,889

Percentage Change

Overall Change	8.3%	8.3%	0.0%	8.3%	0.0%	0.0%	0.0%	8.3%	8.3%
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2021 Enrollment Projection and Degree Estimates Total Private, Nonprofit, Four-Year Institutions

New Student Enrollment



Headcount Enrollment - First-Time-in-College and New Transfer										
Fall	First-Time in College					New Transfer				
	In-State HC		Out-of-State HC		Total	In-State HC		Out-of-State HC		Total
	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2019	5,842	40.4%	8,626	59.6%	14,468	2,557	32.4%	5,332	67.6%	7,889
2020	5,528	39.6%	8,423	60.4%	13,951	2,332	29.3%	5,635	70.7%	7,967
2021	5,364	40.7%	7,812	59.3%	13,176	2,351	29.2%	5,691	70.8%	8,042
2022	5,637	41.5%	7,940	58.5%	13,577	2,389	29.4%	5,729	70.6%	8,118
2023	5,911	42.3%	8,073	57.7%	13,984	2,468	30.1%	5,722	69.9%	8,190
2024	5,871	42.1%	8,083	57.9%	13,954	2,473	30.4%	5,659	69.6%	8,132
2025	5,911	42.1%	8,142	57.9%	14,053	2,482	30.6%	5,630	69.4%	8,112
2026	5,971	42.3%	8,145	57.7%	14,116	2,484	30.9%	5,559	69.1%	8,043
2027	5,996	42.1%	8,242	57.9%	14,238	2,486	30.8%	5,594	69.2%	8,080
Percentage Change										
Overall Change	2.6%		-4.5%		-1.6%	-2.8%		4.9%		2.4%

Fall Headcount Enrollment, Campus-Based/Non-Distance

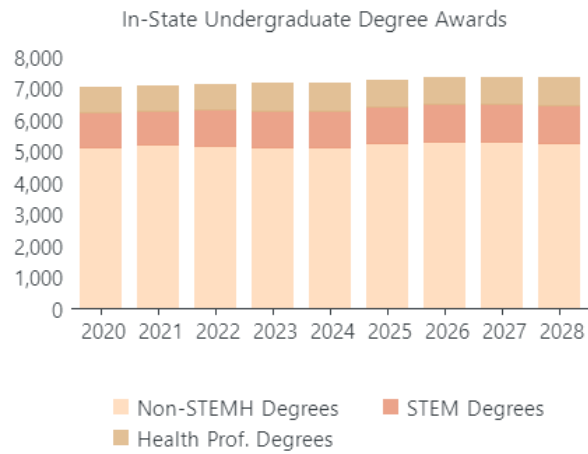
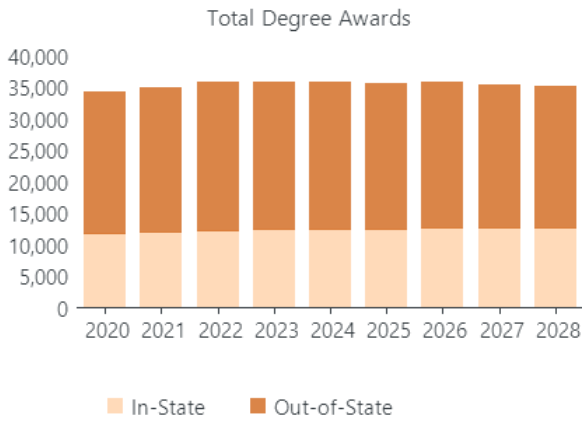
	Undergraduate			First Professional			Graduate			All Students
Fall	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Total
2019	43,385	2,209	45,594	3,769	32	3,801	4,394	2,179	6,573	55,968
2020	39,588	1,941	41,530	3,631	16	3,647	4,283	1,968	6,251	51,428
2021	41,389	2,389	43,778	3,639	16	3,656	4,463	1,998	6,461	53,899
2022	41,717	2,373	44,092	3,667	16	3,683	4,611	2,043	6,654	54,431
2023	42,301	2,377	44,679	3,695	16	3,711	4,744	2,120	6,866	55,259
2024	42,808	2,357	45,168	3,715	16	3,731	4,808	2,165	6,973	55,874
2025	43,180	2,365	45,547	3,728	16	3,744	4,861	2,175	7,036	56,330
2026	43,347	2,375	45,722	3,742	16	3,758	4,888	2,182	7,070	56,555
2027	43,528	2,377	45,906	3,755	16	3,771	4,915	2,190	7,105	56,787
Percentage Change										
Overall Change	0.3%	7.6%	0.7%	-0.4%	-50.0%	-0.8%	11.9%	0.5%	8.1%	1.5%

Fall Headcount Enrollment, Distance

	Undergraduate			First Professional			Graduate			All Students
Fall	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Total
2019	18,092	20,778	38,870	194	547	741	16,988	23,881	40,869	80,480
2020	21,305	21,952	43,257	207	604	811	18,211	25,119	43,330	87,398
2021	19,446	22,509	41,956	214	622	836	18,768	25,628	44,397	87,192
2022	19,483	22,497	41,980	221	642	863	18,799	25,691	44,491	87,337
2023	19,337	22,378	41,716	228	662	890	18,662	25,518	44,181	86,789
2024	19,039	22,058	41,098	237	683	920	18,358	25,186	43,544	85,563
2025	18,839	21,836	40,677	245	704	950	18,188	24,993	43,181	84,809
2026	18,459	21,443	39,904	253	727	981	17,850	24,620	42,470	83,356
2027	18,794	21,840	40,636	263	751	1,014	18,184	25,099	43,284	84,936
Percentage Change										
Overall Change	3.9%	5.1%	4.5%	35.6%	37.3%	36.8%	7.0%	5.1%	5.9%	5.5%

Fall Headcount Enrollment, Total										
	Undergraduate			First Professional			Graduate			All Students
Fall	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Total
2019	61,477	22,987	84,464	3,963	579	4,542	21,382	26,060	47,442	136,448
2020	60,893	23,894	84,787	3,838	620	4,458	22,494	27,087	49,581	138,826
2021	60,835	24,899	85,734	3,853	639	4,492	23,231	27,627	50,858	141,091
2022	61,200	24,872	86,072	3,888	658	4,546	23,410	27,735	51,145	141,768
2023	61,638	24,757	86,395	3,923	678	4,601	23,406	27,641	51,047	142,048
2024	61,847	24,419	86,266	3,952	699	4,651	23,166	27,351	50,517	141,437
2025	62,019	24,205	86,224	3,973	721	4,694	23,049	27,168	50,217	141,139
2026	61,806	23,820	85,626	3,995	744	4,739	22,738	26,802	49,540	139,911
2027	62,322	24,220	86,542	4,018	767	4,785	23,099	27,290	50,389	141,723
Percentage Change										
Overall Change	1.4%	5.4%	2.5%	1.4%	32.5%	5.4%	8.0%	4.7%	6.2%	3.9%

Full-Time Equivalent Enrollment, Total										
	Regular Session FTE						Annual FTE			
	Undergraduate		First Professional		Graduate		All Students			
Fiscal Year	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total	Total
2020	32,095	58,754	1,775	2,531	14,083	37,313	48,055	98,750	146,805	
2021	31,559	60,742	1,729	2,511	14,268	42,359	47,645	105,746	153,391	
2022	32,010	61,309	1,661	2,738	15,074	43,049	48,836	107,230	156,067	
2023	32,353	61,476	1,671	2,774	15,496	42,935	49,609	107,319	156,928	
2024	32,571	61,248	1,686	2,810	15,627	42,681	49,975	106,873	156,847	
2025	32,985	60,850	1,698	2,857	15,628	42,132	50,401	105,971	156,372	
2026	33,120	60,657	1,717	2,899	15,663	41,806	50,590	105,493	156,082	
2027	33,122	60,003	1,737	2,943	15,616	41,153	50,564	104,230	154,793	
2028	32,336	60,285	1,758	2,989	15,570	40,550	49,752	103,951	153,704	
Percentage Change										
Overall Change	0.8%	2.6%	-1.0%	18.1%	10.6%	8.7%	3.5%	5.3%	4.7%	



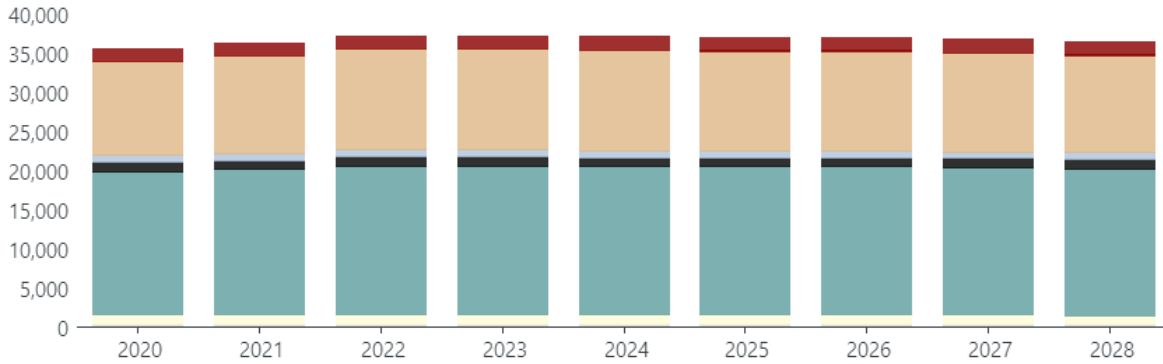
Total Awards					
Fiscal Year	In-State		Out-of-State		(n)
	(n)	(%)	(n)	(%)	
2020	11,854	34.6%	22,444	65.4%	34,298
2021	11,976	34.3%	22,970	65.7%	34,946
2022	12,191	34.1%	23,592	65.9%	35,783
2023	12,377	34.5%	23,463	65.5%	35,840
2024	12,372	34.6%	23,404	65.4%	35,776
2025	12,464	35.0%	23,197	65.0%	35,661
2026	12,605	35.3%	23,087	64.7%	35,692
2027	12,626	35.6%	22,813	64.4%	35,439
2028	12,592	35.8%	22,600	64.2%	35,192

Percentage Change				
Overall Change	6.0%		0.7%	2.5%

Degree Estimates				
Fiscal Year	In-State Undergraduates			Total
	STEM	Health	Non-STEM	
2020	1,122	772	5,119	7,013
2021	1,093	769	5,187	7,049
2022	1,155	816	5,148	7,119
2023	1,171	872	5,101	7,144
2024	1,176	879	5,093	7,148
2025	1,153	864	5,225	7,242
2026	1,186	872	5,296	7,354
2027	1,197	869	5,288	7,354
2028	1,206	872	5,256	7,334

Percentage Change				
Overall Change	6.6%	14.2%	4.0%	6.0%

Projected Awards (Degrees & Certificates), All Levels



■ Certificates, < 1yr
 ■ Transfer Associate
 ■ Applied Science Associate
 ■ Diploma (>2yr and <4yr)
■ Bachelor
 ■ First Professional
 ■ Post-Bach Certificate
 ■ Master
 ■ Post-Master's Certificate
■ Doctoral

Degree Estimates

Fiscal Year	Assoc, Transfer	Assoc, Applied	Bachelor	Total Undergraduate	First Prof.	Master	Doctor	Total Degrees	Total Awards
2020	1,178	0	18,261	19,833	1,210	12,074	1,575	34,298	35,591
2021	1,210	1	18,504	20,119	1,155	12,446	1,630	34,946	36,272
2022	1,236	1	18,955	20,602	1,175	12,772	1,644	35,783	37,158
2023	1,232	1	18,953	20,594	1,169	12,784	1,701	35,840	37,227
2024	1,217	1	18,855	20,476	1,174	12,774	1,755	35,776	37,147
2025	1,197	1	18,862	20,456	1,176	12,699	1,726	35,661	37,010
2026	1,181	1	18,911	20,483	1,183	12,673	1,743	35,692	37,026
2027	1,157	1	18,806	20,345	1,188	12,550	1,737	35,439	36,750
2028	1,133	1	18,681	20,189	1,195	12,452	1,730	35,192	36,484
Percentage Change									
Overall Change	-3.8%	100.0%	2.3%	1.8%	-1.2%	3.1%	9.8%	2.6%	2.5%

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #II. E. – Discussion of Draft Budget and Policy Recommendations: 2022-24

Date of Meeting: September 13, 2021

Presenter: Wendy Kang
Director of Finance Policy and Innovation
wendykang@schev.edu

Most Recent Review/Action:

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

Date: October 27, 2020

Action: The Council made budget amendment recommendations of \$136.6 million in general fund that were passed by the General Assembly in the 2020 regular session but later were unallotted by the Governor due to the pandemic for public higher education in FY 2022. The funding items were prioritized in three groups, depending on the availability of additional state funds in FY 2022.

Purpose of Agenda Item:

The purpose of this agenda item is to review budget and policy considerations that the Council will recommend to the Governor and General Assembly for the 2022-24 biennium. This is a responsibility of the Council as stated in the 23.208 of the [Code of Virginia](#).

A. The Council shall develop policies, formulae, and guidelines for the fair and equitable distribution and use of public funds among the public institutions of higher education, taking into account enrollment projections and recognizing differences and similarities in institutional missions. Such policies, formulae, and guidelines shall include provisions for operating expenses and capital outlay programs and shall be utilized by all public institutions of higher education in preparing requests for appropriations.

Background Information/Summary of Major Elements:

SCHEV develops budget and policy recommendations for higher education in Virginia related to operations, financial aid and capital. The following is a preliminary overview of the general funding areas and potential recommended amounts. Institution specific data will be included in the final recommendations in October 2021.

It also includes policy considerations and a summary of how the recommendations align with the Pathways to Opportunity goals of being equitable, affordable and transformative.

The overview is provided in six sections:

- Section 1: Overview of recent funding, areas of need and summary recommendations
- Section 2: Operations
- Section 3: Financial aid
- Section 4: Capital
- Section 5: Policy considerations
- Section 6: Next steps

Materials Provided:

The following report is an initial draft of funding strategies in each of these areas for Council consideration.

Financial Impact:

SCHEV staff is evaluating Council priorities, the current fiscal environment, budget-related items from institutions' six-year plans and feedback from legislators, legislative staff, executive staff and others to assess the appropriate request for the 2022-24 biennium. In an effort to help institutions plan for at least two years, SCHEV staff will recommend amounts for each year of the biennium.

Relationship to Goals of The Virginia Plan for Higher Education:

The budget and policy recommendations relate to all goals of *Pathways to Opportunity*.

Timetable for Further Review/Action:

This item is for discussion purposes. Action will follow at the October 2021 meeting.

Resolution: None

SCHEV DRAFT BUDGET AND POLICY CONSIDERATIONS FOR THE 2022-24 BIENNIUM

OVERVIEW OF HIGHER EDUCATION AND FUNDING IN VIRGINIA

Advanced education contributes to state and regional prosperity and to individual success and well-being. It is associated with increased earnings, economic growth, greater levels of community engagement and improved health outcomes.

Over the years, Virginia has made significant gains in the capacity and quality of its system of higher education. It now ranks as one of the best in the country when considering factors such as graduation rates, average net price, low loan default rates and high return on investment.

Pathways to Opportunity, Virginia's statewide [strategic plan for higher education](#), sets a vision to make Virginia the best state for education by 2030. This objective focuses on increasing our degree and credential attainment rate from 57% of the working-age population to 70%, thereby meeting workforce demands and improving the well-being of individuals and communities.

To become the best state for education, the *Pathways to Opportunity Plan* has three main goals to be equitable, affordable and transformative. Each year, SCHEV develops budget and policy recommendations for higher education in Virginia related to operations, financial aid and capital, and aligns the recommendations to the plan to better meet state needs. The following is a preliminary overview of the general funding areas, potential recommended amounts and policy considerations. Institution-specific data will be included in the final recommendations in October 2021.

It also includes a summary of how the recommendations align with the *Pathways to Opportunity Plan* goals of being equitable, affordable and transformative.

The overview is provided in six sections:

- Section 1: Overview of recent funding, areas of need and summary of recommendations
- Section 2: Operations
- Section 3: Financial aid
- Section 4: Capital
- Section 5: Policy considerations
- Section 6: Next steps

SECTION 1: OVERVIEW OF RECENT FUNDING, AREAS OF NEED FOR HIGHER EDUCATION AND SUMMARY RECOMMENDATIONS

This section provides an overview of recent state investments in higher education over the last few years, additional funding provided by the federal government as a result of the COVID pandemic, a preliminary review of higher education needs and a summary of budget and policy recommendations to aligned to the goal areas of the *Pathways to Opportunities Plan*.

State Investments to Support Higher Education

In the past two biennium (from FY 2018 to FY 2022), the Commonwealth provided significant investments to public higher education, including funding to mitigate the impact of the COVID-19 pandemic to institutions and students.

The total additional state funding was \$614.1 million during this period. State funding for education and general programs (E&G) - those related to instructional activities increased by \$384.2 million over the FY 2018 amount. Total state support for various financial aid programs increased by \$134.3 million between FY 2018 and FY 2022.

Table 1: Change of General Fund Appropriations to Higher Education from FY 2018 to FY 2022 (in millions)

	General Fund Appropriations		Change over FY 2018 Level		
	FY 2018	FY 2022	Amount	Percent	Avg Annual % Change
E&G	\$1,431.2	\$1,815.3	\$384.2	27%	6%
Financial Aid*	\$293.7	\$423.0	\$134.3	46%	10%
Other Higher Ed.	\$288.7	\$389.3	\$95.6	33%	8%
Total	\$2,013.6	\$2,627.7	\$614.1	30%	7%

Note: *includes Higher Education Student Financial Assistance program; Two-Year College Transfer Grant; Virginia Military Survivors and Dependents program; Tuition Assistance Grant; New Economy Workforce Credential Grant; and Early Awareness and Readiness for Undergraduate program.

A large portion of the state funding increase in E&G programs was for college affordability. In FY 2020, the state created a tuition moderation fund as a set-aside if institutions did not raise in-state undergraduate tuition and fees. In FY 2021 and FY 2022, additional funding was provided to maintain affordability, and many institutions kept tuition and fees low. The cumulative funding totaled \$186 million during this period. As a result, institutions had historic low tuition and fee increases over the last three years.

With the additional funding from the state and low tuition and fee increases, the cost share between the state and in-state undergraduate students shifted from 45 percent

provided by the state in FY 2018 to 50 percent of the cost provided by the state in FY 2022. This results in a decrease of five percentage points of the total cost of education borne by in-state undergraduate students.

Another state investment focused on salaries of faculty and staff in FY 2020 and FY 2022. Each year, institutions submit six-year plans to the state to provide an overview of their goals and funding needs. Many institutions stated in their recent submission that the state salary increases in recent years helped them recruit and retain faculty and staff.

In addition, the state made targeted investments to institutions that serve more low- and middle-income students and students who are Black/African-American or Hispanic. This included additional operational support for Old Dominion University and George Mason University; additional undergraduate financial aid to waive or lower tuition and fee costs at community colleges for students meeting certain income levels and enrolled in high-demand programs (the G3 program); and investments at Norfolk State University and Virginia State University to support tuition and fees for students living within a 25-mile radius of the campus (the Virginia College Affordability Network).

Federal stimulus investments as a result of the COVID-19 pandemic

To better support institutions' increased costs and lost revenues during the pandemic, the federal government provided colleges and universities with unprecedented levels of funding. Congress passed three statutes, the Coronavirus Aid, Relief, and Economic Security (CARES) Act, the Coronavirus Response and Relief Supplemental Appropriations (CRRSAA) Act, 2021, and the American Rescue Plan (ARP) Act, over the course of one year (March 2020 to March 2021). Each law varied in the amount and size, and each subsequent aid package was larger than the previous ones.

Virginia's public institutions received \$1.4 billion, with \$545 million of those funds set aside for student aid through HEERF. Private institutions received \$396 million, with \$147 million set aside for student aid. While this is a significant amount, SCHEV calculated that the \$1.4 billion for public institutions is allowed to be used over three years (FY 2020 to FY 2022). The \$1.4 billion accounts for less than five percent of the total budget for higher education in Virginia when accounting for both general fund and non-general funds over the same time period.

The CARES Act contained two other funding sources: The Coronavirus Relief Fund (CRF) and the Governor's Emergency Education Relief (GEER) Fund. The CRF reimbursed expenses directly connected with addressing COVID-19. Both public and private institutions applied for reimbursement to the state with itemized expenses. GEER funds were applied at the discretion of the Governor, split between higher education and K-12. The CRRSAA funded another round of GEER funds, but not CRF. The ARP funded new state and local recovery funds with broad flexibility for use, but did not fund GEER again.

The General Assembly met in August to determine how the state ARP funds would be used. The budget agreement provided \$111 million for financial aid for low- and moderate-income students attending public and private nonprofit institutions. SCHEV is charged with the distribution of those funds.

Over the last year, SCHEV has tracked the distributions and guidance from all three statutes; discussed their implications with advisory groups at the institutions and with state officials; assisted the General Assembly and the Governor's Office with guidance and calculations for distributing the discretionary funds; and surveyed public institutions on their use of the funds.

Current needs for higher education and Commonwealth

As part of *Pathways to Opportunity*, SCHEV annually assesses the needs of higher education to meet the goals of the plan. The needs are based on a review of measures related to the plan, stakeholder input and needs identified by institutions in their six-year plans.

A preliminary review of the measures related to *Pathways to Opportunity* indicate the following:

- Attainment gaps exist within every subgroup. Race/ethnicity, income, region and gender. Data indicate additional solutions will be needed to address specific subgroup barriers and needs.
- A larger percentage of Black/African-American and Hispanic students are enrolled in an associate degree/transfer pathway vs. a four-year bachelor's degree. The data reinforce the importance of transfer pathway supports and stronger connections between two- and four-year institutions.
- Low-income students enrolled in associate degree programs and four-year bachelor's degree programs make up a greater percentage than Virginia's low-income population overall. While this is promising, low-income students face a variety of barriers to persistence and completion that have likely been exacerbated by the pandemic.
- Four-year bachelor's degree success gaps (enrollment vs. awards) exist for Black/African-American and low-income students.
- Black/African-American and Native American students, as well as students from some of Virginia's most rural regions, borrow at rates higher than other groups and also have wages at 10-years post completion that are lower than peers.
- While not a "lever" higher education can control in terms of long-term outcomes, wide wage gaps persist by gender, income (lower vs. upper) and Native American and Black/African-American (NH) graduates versus other race/ethnic groups. Region of origin wage disparities exist as well. These groups are not experiencing the same social mobility benefits of higher education as the others.

In addition, SCHEV recently concluded preliminary six-year plan meetings with institutions. These plans identify priorities and funding needs over the upcoming

biennium. While each institution has specific initiatives, the following is a summary of initial areas of priority for institutions in their six-year plans:

- **Base operational funding support**, including continuation of one-time funding provided by the GA in FY 2022 (\$40 million), support for salaries, information technology costs, rising costs in non-personal services, enrollment growth and operations and maintenance of new buildings.
- **Financial aid**, including additional aid for undergraduates, graduates and certain affordability focused programs.
- **Student success initiatives**, including advising and counseling, mental health services, transfer support and support to students with disabilities.
- **Talent pathways**, including new academic programs, internships and work-based learning opportunities.
- **Equity initiatives**, including salary adjustments and additional staffing to better support students and staff.
- **Research and community outreach initiatives** to better support the Commonwealth and regions of the state.

SCHEV also recently approved initiatives to support *Pathways to Opportunity* in July of this year that will be a priority area of focus in the coming year. Many of these initiatives are underway, and several received funding support in prior years. Table 2 includes the list of approved initiatives and preliminary budget recommendation themes in the three goal areas of equitable, affordable and transformative.

Table 2: SCHEV initiatives and budget recommendations themes for 2022-24

Initiatives	Budget Recommendation Themes
Equitable	
<ul style="list-style-type: none"> ● Improve secondary to postsecondary partnerships to support increased awareness; ● Identify and assess hybrid learning and gaps in quality; and ● Identify critical student-support - services issues and formulate recommendations that will positively affect the student experience, persistence and completion. 	<ul style="list-style-type: none"> ● Increase aid to institutions with a focus on institutions with the largest gaps in unmet need for low- and middle-income groups. ● Consider a matching endowment fund to increase aid at institution. ● Support institution efforts focused on increased student success initiatives that close gaps in completion.
Affordable	
<ul style="list-style-type: none"> ● Conduct a review of costs and funding needs to better allocate state resources and support the needs of the Commonwealth; ● Identify improvement to the transfer process ● Inform new legislators and administrators of the value, needs and priorities of higher education; and ● Fund an initiative focusing on institutional collaboration/ innovations to improve equitable student completion. 	<ul style="list-style-type: none"> ● Continue one-time funding provided in FY 2022 as part of ongoing support to the institutions (\$40 million). ● Provide state support for increased costs at institution to help offset tuition increases, including maintenance reserve. ● Support increases to financial aid. ● Set aside funding to support outcomes from the cost and funding need study (final report due July 1, 2022).
Transformative	
<ul style="list-style-type: none"> ● Facilitate collaborations with the Virginia Office of Education Economics and institutions to further alignment of educational program with workforce needs; and ● Advance equity in higher education to support a culture of inclusion. 	<ul style="list-style-type: none"> ● Provide funding for talent development through new programs in high demand fields, internships and work-based learning opportunities. ● Support collaborative initiatives, such as the Virginia Virtual Library (VIVA) and other initiatives to improve efficiencies. ● Support institutional initiatives targeted to improve the campus culture/equity, grow research and support community outreach. ● Identify additional policies that could be enhanced/removed to support institutions while ensuring that state needs are met.

The following sections provide details of costs (where appropriate) and funding needs based in the areas of operations, financial aid and capital.

SECTION 2: OPERATIONS

Each year, institutions assess costs, both non-discretionary and discretionary, and prioritize funding needs. These needs are initially conveyed in the institution's six-year plan that is submitted to the state and approved by its board. While the plans can change based on feedback provided during the review process, they serve as a general guide for institutional needs.

In addition, SCHEV is charged to calculate various categories of increased costs based on methodologies outlined in the Top Jobs Act, which the Governor and the General Assembly codified in 2011.

The following section provides estimated growth costs in the areas of non-discretionary and discretionary increases. The costs are provided as a total cost. The state has traditionally provided funding for areas, such as salaries based on a cost share (currently at approximately 50% for the system). If the state were to fully fund the cost estimates, tuition and fees increases could be significantly impacted to further reduce costs to students.

Estimates of non-discretionary cost increases

Growth in non-personal services

With the impacts of the pandemic, changes in the minimum wage and other economic factors, institutions are expected to have additional unavoidable cost increases in the areas of insurance premium rates, contractual services, operations and maintenance of facilities and several other areas. Non-personal services constitute approximately 25% of total costs for the institutions. Based on FY 2022 available resources, if costs in these areas were to increase by 2% each year, it would result in an additional \$26 million in FY 2023 and \$53 million in FY 2024 of funding need.

Operation and maintenance for new facilities coming online

In addition to growth in costs, each year the state supports the development of capital at institutions. As a result, new buildings that are expected to open in the coming year will require additional funding for operation and maintenance of the facilities. SCHEV surveyed institutions for new facilities coming online in 2022-24 and received funding requests for a total of 34 new facilities. The total funding need is approximately \$22.2 million for the biennium.

Approved enrollment growth

The Top Jobs Act includes language that allows for funding for enrollment growth. Institutions submitted enrollment projections earlier this year and the projections were parts of the review and discussion at the recent six-year-plan meetings. Based on these projections, about half of the baccalaureate institutions could be eligible for additional funding – perhaps as much as \$10 million a year, depending on the

calculation – in the next biennium. If the institutions receive funding for enrollment growth, the Governor and the General Assembly might want to adjust to funding to account for other funding the institution receives. They also might want to provide funding only for the first year of enrollment growth, pending the results of the cost and funding study.

Other cost considerations

In addition to the costs considerations above, the state also should consider other costs that could arise as a result of the pandemic. Last year, institutions were allocated approximately \$40 million in funding to support institutional needs, but due to budget limitations, these funds are allocated as one-time funding. Ensuring that these funding amounts remain as recurring funds for the upcoming biennium can help support unexpected costs that may continue to arise.

Table 3: Estimates of total non-discretionary cost increases

Category	FY 2023	FY 2024	Total
Non-personal service cost growth (2%)	\$26 million	\$53 million	\$80 million
Operation and maintenance of new facilities	\$5 million	\$17 million	\$22 million

Estimates of discretionary cost increases

Recruitment and retention of talent

The Commonwealth provided salary increases for state employees in FY 2020 and FY 2022. The funding has helped institutions retain, recruit and diversify faculty and staff. Due to the COVID-19 impact, the current labor market is experiencing a workforce shortage. Based on the FY 2021 salary expenditures, SCHEV estimates that for every 1% salary increase for full-time employees at public institutions, it will cost approximately \$25.5 million. (This estimate is expected to be higher as the state provided a 5% salary increase in FY 2022, and the data for these costs are not yet available.)

The Commonwealth has a funding goal that the average salary of teaching and research faculty (T&R) at a Virginia institution should be at or above the 60th percentile of its national peers. Based on the national faculty salary data for FY 2021, SCHEV estimates that the average salary of Virginia T&R faculty will rank at the 34th percentile at four-year institutions, indicating a need to continue support for salary increases to recruit and retain quality faculty. Some institutions rank closer to their peers than others.

In addition, several institutions prioritized salary increases in their six-year plans and identified a need to use funds to help address issues of salary compression, diversity of faculty and differentials in high-demand program areas where salaries are higher in the private sector, including nursing, information technology and other STEM-H

(science, technology engineering, math and health) fields. Also, in prior years, several institutions indicated a need to improve adjunct faculty pay.

State general fund support for faculty and staff salary increases often depends on whether the state increases salaries for all state employees. The state typically supports the fund share of these costs, currently estimated at about 50%. If the Governor and the General Assembly fund a statewide salary increase, there are several approaches that could be considered to provide flexibility to the institutions to meet the needs identified above. While all options should ensure consistent increases for classified staff, variation by institution and other types of employees could be provided to address the greatest needs whether it is to recruit and diversify staff, address compression concerns, improve adjunct pay or other areas. Institutions could submit plans for how they will use the funds prior to implementation to identify any inconsistencies in approach.

In addition, the state is currently reviewing costs and funding needs and will reassess the peer rankings. Funds could be set aside in the second year to help support institutions that are less competitive than others in relation to their peers.

To continue to remain competitive and support equity in pay, SCHEV recommends a 3% annual increase for all employees. The current estimated costs to fully fund that increase are approximately \$232 million for the biennium.

Table 4: Estimates of required funding for salary increases based on the FY 2021 salary expenditures*

Type of Employees	Assumptions	FY 2023	FY 2024	Total
All full-time employees (including faculty, university staff and classified)	3% increase per year	\$77 million	\$155 million	\$232 million

Note: *The state provided a 5% salary increase for full-time employees and part-time faculty in FY 2022. The cost for the salary adjustments is not yet available. The actual required funding will be higher than the estimates.

Equipment (Higher Education Equipment Trust Fund)

Each year, institutions receive funding for equipment through the higher education equipment trust fund (HEETF). In 2000, the Council established an equipment allocation methodology for the HEETF based on institutional needs for (1) regular inventory replacement and (2) technology upgrades.

A nine-year replacement cycle, issued for instructional and research equipment, is applied to the current institutional equipment inventories in the Educational and General programs of Instruction, Research and Academic Support. The HEETF addresses half of the identified need and institutional operating funds cover the other half. To continue the progress made in the 2020-22 biennium with updating

institutional equipment inventories, the annual replacement need, to be covered by the HEETF, is \$79.8 million per year.

The HEETF model also includes funding for computers for student use. The Council established a goal of providing 7% of full-time equivalent students with a computer. In 2000, this rate was considered adequate to accommodate students' needs for access to computer resources. To continue supporting the 14:1 students-to-computer ratio at a cost of \$1,800 per computer, an additional allocation of \$13.2 million per year is needed. This policy allows for computer replacement approximately once every three years. While SCHEV recognizes that most students may have a personal computer, campus computer labs provide students with software and other options that they may not be able to access on their personal computer. Funding for computers, as designated above, guarantees each student access to the same programs and resources regardless of personal equipment.

In 2015, SCHEV staff recommended that the Commonwealth establish a pooled bond authorization to finance, as needed and over time, new or renovated facilities and equipment for research activities. This year, using the methodology for equipment funding based on research equipment replacement, staff calculates \$22.3 million annually to maintain current funding levels in research. In addition, in the last biennium, SCHEV identified potential gaps in equipment funding based on ratios of equipment to total research expenditures. SCHEV will review gaps again to identify if additional funding may be needed at certain research institutions.

The total annual recommended allocation for the HEETF is \$115.3 million. Estimated debt service payments by institution total \$14.9 million from the general fund for the traditional HEETF calculation and \$2 million from the general fund for the Research HEETF calculation in FY 2024, amounting to an overall total of approximately \$17 million in FY 2024.

Student success initiatives, affordable talent pathways and inclusive excellence

In addition to general operating support, several new initiatives could improve the quality of instruction and improve retention -- particularly for students with the largest gaps in completion. As part of the six-year plan process, SCHEV asked institutions to submit proposals aligned to the *Pathways to Opportunity Plan*. Institutions submitted proposals aligned with the areas of student success, affordable talent pathways and equity initiatives.

Student success initiatives: Ensuring student retention and completion are an increasing need to meet the state attainment goal of 70%. With the changing student demographics to better serve students with traditionally lower completion rates, such as first-generation, low-income, Black/African-American and Hispanic students, institutions have identified a need to better support students. In addition, during the pandemic, students and institutions identified a growing need to address mental health services on campus. Funding to support institutional needs in the areas of advising and mentoring programs, disability support initiatives, mental health support services and transfer could help increase student success and completion.

In addition, the state could support innovative programs that increase partnerships across sectors, particularly in the areas of mental health services. For example, the state could consider expansion of the current Virginia Mental Health Access Program (VMAP) that provides professional development and triage services to individuals ages 21 and under. Services could be expanded to health centers on campus. The state also could consider additional pilot programs, such as one to increase counseling services by supporting increased clinical hours for individuals seeking their licensed clinical social work (LCSW) certification.

Affordable talent pathways: Another approach to increasing student success is the development of affordable pathway programs. This can include new program development in high-demand areas, such as healthcare, information technology, public health and the enhancement of existing programs to include additional work-based learning and increased internships. SCHEV and institutions have identified a growing need to ensure that students have opportunities to incorporate work-based learning to further their academic experience, gain on-the-job skills and increase their opportunities for employment while meeting employer needs.

A significant focus in this area could make Virginia the top state for talent, further attract employers to the area and improve the overall quality of life. Virginia currently funds the statewide innovative internship program, but increased funding to support institutions and students could expand these efforts. Funding could be in the form of increased financial aid, expanded funding to support collaborative curriculum redesign and further outreach to employers and regions of the state to create awareness. The Commonwealth also could consider incentives to employers to businesses to provide internship and work-based learning opportunities, particularly small businesses or others that historically have not participated in such activities.

Inclusive excellence: Many institutions and boards have undertaken efforts to better address equity, diversity and inclusion on campus both in academic programming and support service areas. Increased support for staffing and to effectively retain and recruit faculty also can increase student retention and completion.

Funding to support initiatives in the areas listed above in the amount of \$100 million per year could improve completion, better align programs to state needs and improve the quality of higher education. If funding is provided in these areas, the state should consider methods to evaluate the effectiveness of the initiatives through periodic reporting or staffing support at the state level to increase collaboration and sharing of promising practices.

Equity and funding adjustments based on outcomes of cost and funding need study

During the 2021 session, the General Assembly charged SCHEV to review and update costs and funding needs for higher education and provide recommendations

to allocate state resources. This work is currently underway, but the final report is not due until July 1, 2022.

In many years, institutions request funding to address real or perceived funding disparities. To support the results of this cost review and promote equity and fairness among Virginia's public institutions, SCHEV recommends setting aside funds for distribution based on the outcomes of the report. Funds could be set aside for both fiscal years or for the second year of the biennium.

Research, innovation, economic development and community outreach

In addition to traditional services provided to students, institutions and other entities provide valuable services in the areas of research and community outreach that will have funding needs in the upcoming biennium. The following is a brief overview of initiatives in these areas.

- **Research and innovation:** Virginia historically has provided research support to institutions, research facilities and other initiatives across the Commonwealth. Several institutions indicated in their six-year plans an interest to support research that aligns with the needs of the state, including the areas of health and public health, social mobility/equity, information technology and cybersecurity.
- **Community and economic development outreach:** Higher education centers and some institutions provide outreach and support to their surrounding communities through economic development initiatives, museums and cultural centers, pre-K-12 support and equity initiatives.

Shared services, innovations and system support

While Virginia's successful system of higher education operates in a decentralized model, it also benefits from increases in efficiencies and effectiveness when it also supports initiatives that further collaborations across institutions and at the system level. The following are a sample of initiatives that the state should consider funding in the upcoming biennium.

Virtual Library of Virginia (VIVA): [VIVA](#) is a consortium of non-profit academic libraries within the Commonwealth of Virginia. Members include all of the 39 state-assisted colleges and universities (the six doctoral universities, nine 4-year institutions, and 24 community and two-year branch colleges), as well as 31 of the independent (private, nonprofit) institutions and the Library of Virginia. VIVA supports resource sharing of Virginia's print and microform collection through shared access to online library resources and educational and training opportunities for member libraries. VIVA also leads initiatives related to the use of open educational resources (OER) to help lower text book costs for students.

Funding is provided annually to support several initiatives through VIVA. The following is a list of priority items for the program:

- **Priority 1:** Sustain current collections, expand equity, diversity and inclusion materials and sustain streaming media collection access (\$1 million in FY 2023 and \$1.3 million in FY 2024)
- **Priority 2:** Create a publishing infrastructure for open educational resources in Virginia (\$500,000 in each fiscal year)
- **Priority 3:** Open up Virginia faculty research to the world -- greater infrastructure support to institutions and growth or OER grants (\$400,000 in each fiscal year)

SCHEV: SCHEV provides ongoing support for a variety of tasks charged by the state. Over the last several years, SCHEV has assumed new responsibilities and assignments, sometimes without adequate resources to keep up with the expectations. Consistent with the goals of *Pathways to Opportunity*, SCHEV, staff is assessing its current capacity to address the Commonwealth’s priorities, particularly in human resources, information technology security and program administration and evaluation. SCHEV also has identified the need for additional financial support for a new data system to support changing in financial aid administration and to expand our effectiveness in serving academic and student support services.

Other collaborative innovations: Lastly, to better support innovation, equity and student completion, the state could consider grants to support institutions that implement innovations, such as those implemented through the [University Innovation Alliance](#) or other promising practices aligned with state needs. SCHEV is planning to support grants through the existing Funds for Excellence and Innovation, but an increase to this fund would allow broader implementation.

SECTION 3: FINANCIAL AID

Funding to support operations is one path to maintain affordability as the state funding can help offset growth in tuition and fees. Another path to address affordability is through the use of financial aid.

The following information includes funding recommendations to address affordability while also meeting other priorities of the state.

Undergraduate need-based financial aid

The Commonwealth of Virginia’s primary state financial aid program is the Virginia Student Financial Assistance Program. This program provides direct appropriations to public institutions to be used to award both the Virginia Commonwealth Award and the Virginia Guaranteed Assistance Program to Virginia students demonstrating financial need. SCHEV recently reviewed its model for making funding recommendations and in 2019 adopted changes to that model so that state funding is weighted toward institutions whose enrollment has the highest average need. A stark contrast remains in average financial need among the institutions.

For the FY 2022-24 biennium, SCHEV recommends that the Commonwealth reduce unmet need for tuition – as determined by the funding model - with particular attention

on those institutions with the highest levels of unmet need. Additional funds would enable institutions to mitigate increasing costs, stabilize or reduce unmet need, minimize the need for borrowing, support increased enrollment among low-income students and increase completion rates.

An increase of \$50 million in the first year and \$100 million in the second year could reduce the average unmet need across the system by an average of nearly \$740 per student in the second year. In addition, the six four-year institutions demonstrating the highest levels of need could be reduced by between \$1,400 and \$1,700 per student in the second year. The reduction in need could reduce average debt and improve graduations rates. For perspective, a \$2,000 decrease in unmet need correlates to approximately a three-percentage point increase in graduation rates. The graduation rate for the institutions with the highest levels of need are below the system average. If the state were to increase funding in the second year to \$130 million, these institutions could potentially decrease average unmet need by \$2,000 or more.

In addition, to assist institutions with historically low enrollments of Pell-grant recipients and institutions with smaller endowments (typically those with high low-income enrollments), the state could consider an endowment matching program focused on scholarships to support low-income students. It could be modeled on matching programs that have existed previously in Virginia that have led to greater private giving and more targeted institutional outcomes. Parameters would need to be set to limit the amount of matching funds allocated to an institution using factors such as institution endowment size per student, amount of institutional aid per student and ability of an institution to raise funds.

By providing a match to endowments, this would allow the state to: (1) leverage additional private funding to support low-income students and (2) build an annuity for institutions to leverage and support students.

Virginia Military Survivors and Dependent Education Program (VMSDEP)

The VMSDEP provides assistance to Virginia's veterans who have made significant personal sacrifices, including loss of life, liberty (prisoner of war or missing in action) or "limb" (90% or more disabled as a result of service) by waiving tuition and required fees and providing a stipend to their dependents. Usage of the program is difficult to forecast as it is subject to sudden increases and decreases. Currently there is no reliable early projection indicator as the pool of eligible students is not tied to high school completion rates or other standard measures.

The Department of Veterans Services (DVS) reported in August 2021 that the number of applications are at historic levels with over 2,700 under review with over half, at the time of the report, confirming enrollment at a Virginia institution for fall 2021. New applications continue to be submitted. These numbers indicate participation in FY 2022 is well ahead of previous years with a possible 50% increase following 13% increases in two of the past three years. The increases are reportedly

due to enhanced marketing and advising of families by other state and federal offices providing services to veterans and their families, increased assistance in completing the VMSDEP applications, and increased efficiency in obtaining federal records to verify eligibility.

A 50% increase in participation would result in 2,400 stipend recipients for FY 2022. At this level, staff calculates the maximum award will need to be reduced from \$1,900 to \$1,200 for FY 2022. According to DVS, this rate of increase in participation will continue through FY 2023 requiring, at minimum, an additional \$2 million and \$3 million for FY 2023 and FY 2024 respectively (to return to current maximum award of \$1,900). Staff will continue to monitor this program and refine projections as updated data are available. In addition, for the upcoming biennium, SCHEV will seek flexibility in the use of financial aid funds to avoid reductions in aid to this program if enrollments increase beyond the current funding level.

Graduate Education (Virginia Graduate Commonwealth Award)

While most of the attention on affordability is focused on undergraduate enrollments, graduate programs are also critical to the economic health of the Commonwealth. This program is designed to better position the institutions in attracting the best and most diverse students for their graduate programs. (The institution can decide whether to award based on need or merit criteria.)

Funding for graduate aid has not increased since FY 2018, when the General Assembly increased the appropriation by \$1.3 million, to \$23.3 million. In spring 2020, the General Assembly approved an additional \$1 million and \$1.5 million in FY 2021 and FY 2022 respectively for seven institutions offering research programs; however, these new funds were unallotted at the beginning of the pandemic.

Graduate financial assistance is often associated with economic development. With increasing competition from other states to attract top graduate students, the Commonwealth of Virginia should increase its investment in this program especially for research institutions and STEM programs. With a particular emphasis on the research institutions, SCHEV recommends an additional \$4 million and \$6 million for FY 2023 and FY 2024 respectively.

Targeted affordability, workforce development and diversity programs

Increasing the number of graduates in high-demand fields and growing diversity in the workforce is an important component to helping individuals prosper and employers improve innovation. The state currently supports several aid initiatives in this area, such as:

- New economy workforce credential grant: This program provides noncredit training to individuals at only $\frac{1}{3}$ of the cost of the program in high-demand fields.
- G3 program at community colleges: This newly formed program offers free tuition to low-income students enrolled in certain high-demand programs.

- Virginia College Affordability Network at VSU and NSU: This newly formed program also provides funding for tuition and fees for recent high school students living within a 25-mile radius of the campus.
- SREB doctoral scholars program: This program supports equity by providing funding for underrepresented students in doctoral studies programs. It is a cooperative program with the Southern Regional Education Board. Current state allocations of \$25,000 per student ensures that these students have their tuition and fees covered, provides a modest living stipend and covers professional development and mentoring opportunities.

As part of the six-year plan process, several institutions offering these programs identified potential funding needs. SCHEV plans to identify further funding needs in this area.

Virginia Tuition Assistance Grant Program (TAG)

TAG provides an opportunity for students to consider enrollment in one of Virginia's private, non-profit colleges and universities. While not a need-based program, approximately 80% of recipients are low- and middle-income students. Over the last biennium, the Governor and the General Assembly have increased the maximum undergraduate award from \$3,400 to \$4,000.

Beginning in FY 2021, the availability of TAG was to be phased-out for students enrolled in an online degree program. This policy decision was reversed in 2021 with the restoration of TAG for these students, though at a lower rate. During the pandemic year of FY 2021, TAG usage declined even further suggesting the possibility of a bounce-back year in FY 2022. These factors have made the short-term projection of TAG usage more uncertain than in prior years.

With the restoration of TAG to online students, the number of TAG recipients is expected to increase for FY 2022 and then level off for the FY 2022-24 biennium. Keeping the graduate TAG at \$2,200 and online TAG at half the residential amount, TAG will cost approximately \$1.8 million per \$100 increase to the residential award, which is currently set at \$4,000.

Tuition equity and aid provision

In 2020, the General Assembly created a new path to obtaining in-state tuition for those whose legal status does not permit the establishment of domicile. Instead of undergoing a domicile review, students may now be considered for in-state tuition by meeting certain high school and state tax filing requirements. In 2021, the benefits available to qualifying students was extended to include state financial assistance beginning in FY 2023.

SCHEV is reviewing the expected number of eligible students at both public and participating private, non-profit colleges and universities. Funding for state financial assistance programs will need to be increased in order to accommodate these additional students; otherwise program awards will need to be reduced.

For public institutions, to accommodate an additional 2,000 students eligible for the Virginia Student Financial Assistance Program will require an additional \$10 million and \$13 million for FY 2023 and FY 2024 respectively.

For private, non-profit institutions, to accommodate an annual increase of an additional 100 students eligible for the Virginia Tuition Assistance Grant program will require an additional \$400,000 and \$800,000 for FY 2023 and FY 2024 respectively. To raise the award beyond the current \$4,000, each additional \$100 would cost approximately \$10,000 per \$100 increase in the first year and \$20,000 per \$100 increase in the second year.

SECTION 4: CAPITAL

SCHEV has responsibilities pertaining to the evaluation and budget recommendations of system wide capital outlay requirements of public higher education in Virginia. The enabling legislation can be found, in part, in Sections 23.1-208 A through C, and 23.1-203 (9) and (12) of the Code of Virginia. The review process that SCHEV will employ this year will focus, in particular, on the programmatic justification for projects.

Formal instructions related to capital outlay budget requests have not yet been sent to the institutions. However, institutions indicated in their recently submitted six-year plans, that they have approximately 87 capital outlay projects requests they are considering internally. It should be noted that 34 of these requests are for 22 community colleges. The requests can include projects for new construction, renovation, infrastructure improvements and land acquisition. Based on funding information provided by some of the institutions, the requests could total almost \$2 billion. Staff anticipates having more detailed information about requests for capital outlay projects available for the Council's meeting in October 2021.

Another area that the Council has made recommendations on in the past has been the Maintenance Reserve Program. This program provides funding for facility repairs that are not addressed in the institutions' operating budget and are usually too small to qualify for capital outlay funding. Staff will provide further information about this program at the Council's meeting in October 2021.

SECTION 5: POLICY CONSIDERATIONS

A final area that SCHEV reviews related to the budget are policy considerations that could be incorporated in budget language or adjusted in the Code of Virginia. SCHEV typically reviews requests from institutions to improve efficiencies, particularly as they relate to restructuring. In addition, SCHEV staff is considering policy considerations in the areas of the student support services initiative in *Pathways to Opportunity*, a capital outlay and equipment review (conducting a review similar to the cost and funding need study) and flexibility to move funding designated for financial aid at SCHEV between programs if shortfalls occur and other programs have balances. Additional details will be provided in October 2021 based on input

from the Council, institutional leadership, executive and legislative leadership and other stakeholders.

SECTION 6: NEXT STEPS

The data and information presented provides a general overview of funding needs for higher education. Based on input by the Council, SCHEV staff will work closely with the Governor's staff, money committee staff, institutions and other stakeholder groups to refine the funding amounts and recommendations over the next six to eight weeks. Recommendations in October 2021 will include institution-specific amounts where appropriate as well.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING (VIRTUAL)
JULY 13, 2021
DRAFT MINUTES**

Ms. Connelly called the meeting to order at 10:00 a.m. in the SCHEV main conference room at 101 N. 14th St., Richmond, Virginia. Council members present: Ken Ampy, Alex Arriaga, Mirza Baig, John Broderick, Marge Connelly, Victoria Harker, Thaddeus Holloman, Jennie O'Holloran, Jeff Smith and Katharine Webb.

Council member absent: Henry Light, Marianne Radcliff, Stephen Moret.

Staff members present: Joseph DeFilippo, Alan Edwards, Wendy Kang, Ashley Lockhart, Tod Massa, Paula Robinson, Emily Salmon, Lynn Seuffert and Kristin Whelan.

Deputy Secretary of Education, Fran Bradford was present for the meeting. Ramona Taylor and Deb Love from the Office of the Attorney General were also in attendance.

Ms. Connelly introduced each of the new Council members and shared their biographies. Each current member introduced themselves and shared which committee they serve on and the role they play. Ms. Connelly provided an overview of the activities of the SCHEV director.

Ms. Connelly announced the new committee structures which will take effect in September. The new committee rosters are as follows:

Academic Affairs Committee – Henry Light, Chair, Alex Arriaga, Vice Chair, Ken Ampy, Jennie O'Holloran, Alvin Schexnider, and Jeff Smith.

Resources and Planning Committee– Victoria Harker, Chair, Stephen Moret Vice Chair, Mirza Baig, John Broderick, Thaddeus Holloman and Katharine Webb.

Ms. Connelly read a resolution honoring departing Council member, Marianne Radcliff for her dedication to higher education in the Commonwealth.

APPROVAL OF MINUTES

On a motion by Ms. Connelly and seconded by Ken Ampy, the minutes of the May 17, 2021, Academic Affairs Committee, Resources and Planning Committee and Council meeting as well as the May 18, 2021, Joint SCHEV/PCAB meeting and Council meeting, were approved unanimously (10-0) in block after a roll call vote.

DISCUSSION OF THE VIRGINIA PLAN FOR HIGHER EDUCATION AND THE AMERICAN RESCUE PLAN ACT

Ms. Connelly introduced the item and discussed how The Virginia Plan and American Rescue Plan Act (ARPA) fit together. The funds from ARPA provide an opportunity to further the goals of The Virginia Plan.

Ms. Salmon joined the meeting to discuss the Pathways to Opportunity Plan. She provided the new Council members an introduction and overview of the strategic planning process. Earlier in the year, Council approved the Pathways to Opportunity Plan for Higher Education which creates a framework for action over the next 6 years. On its own, Pathways is not actionable. The work on the Pathways for Opportunity produced the 3 goals of making higher education equitable, affordable and transformative. Meetings with stakeholders have provided the details. The next steps is to look at short-term actions to implement the strategies.

The strategies are the broad framework and the initiatives are the specific short-term actions to support the strategies and fulfill the goals. Ms. Salmon asked for input from Council about which initiatives are most important to Council and how the Council sees itself involved in implementation. With input from Council, staff will modify the initiatives list and presenting the results as an action item in September.

Ms. Salmon walked through each initiative. Ms. Salmon noted that each initiative is at a different stage of development.

I.1. Form an enhanced partnership with the Virginia Department of Education (VDoE). Create a shared position and broaden strategic planning processes with VDoE.

I.2. Expand broadband and device access and affordability. Council suggested adding faculty support to this initiative to support content development in a hybrid environment and to support the development of standards for content in the hybrid environment.

I.3. Create formal student affairs taskforce within SCHEV would be the first step. Council asked if we would have students involved and suggested that the word taskforce sounds temporary. The taskforce could be a means to create something more formal at SCHEV.

I.4. Determine strategies to better assess higher education costs and allocate the limited public resources to institutions through the cost and funding need study. The work is already underway on this initiative.

I.5. Identify improvement in the transfer process, focusing in particular on the Transfer Grant program and dual enrollment. While there are many great dual enrollment partnerships in Virginia, there remain some challenges with funding and difficulty finding qualified teachers.

I.6. Educate new legislators and new administration on the value, needs and priorities of higher education.

I.7. Fund a pilot initiative focusing on institutional collaboration to improve student outcomes. Foster program and administrative innovations and support more sharing of data between institutions.

I.8. Facilitate collaboration between the Virginia Office of Education Economics (VOEE) and higher education institutions. Develop ways to integrate VOEE tools with SCHEV initiatives and processes. This may include the use of the graduate outcomes survey and the development of labor market criteria to evaluate academic programs. These

tools would support building relationships between higher education and business.

I.9. Define SCHEV's leadership role in higher education Diversity, Equity and Inclusion efforts.

Ms. Kang joined the meeting to discuss how the American Rescue Plan Act funding can align with and support the Pathways for Opportunities initiatives. Through input from Council, various stakeholders and the Governor's stated goals for the ARPA monies, staff honed in on the goals to use the funding in a way that is student focused, institution- focused and broader.

Student focused support includes emergency grants with a focus on equity, strengthening mental health services and providing other students supports. Student focused aid could also include startup funds for retraining displaced workers.

Institution focused initiatives includes support of the tuition trust fund, maintenance reserves and continued support for COVID related expenses.

Beyond higher education, support for broadband expansion, public health initiatives, and small business support were all mentioned.

The Higher Education Emergency Relief Fund (HERF) was allocated directly to institutions with about half of the fund earmarked for aid to students. In total, across the 3 rounds of federal dollars and some state funds, the institutions have received about 1.5 billion dollars. The funds represent about 5% of the institutions total operating budget.

The special session begins August 2. Staff have been discussing the priority areas for higher education. The HERF money timeline is shorter than the ARPA and institutions need to spend within 2021-22 fiscal year. With half of the HERF money designated for aid, students will experience a significant financial aid drop once the HERF funds are used. Staff looking to see if ARPA funds can be used to ease the drop off of the financial aid. Another suggested use for the ARPA is to provide career switcher grants to unemployed and underemployed workers. Other ideas for funding student support services to form better partnerships in the mental health area. This could include creating pilot clinical sites to expand capacity on campuses. Another area of consideration is to provide emergency aid assistance for student support services. The pandemic survey from institutions let us know that institutions used the funds on aid, infrastructure, deferred maintenance (health & safety, water, sewer), technology upgrades, accommodate in-person and online learning, support continued losses.

DISCUSSION OF FUTURE ENROLLMENT TRENDS

Mr. Massa joined the meeting to provide a first look at this enrollment cycle. With the 6-year plan meetings ahead of us, we will learn more about enrollment projections and degree estimates from each institution. In September, Council will see all of the data and in October make recommendations. In September we will have a better idea of how accurate the projections are. By November we will have an official headcount. SCHEV has been collecting this data for the past 30 years.

Public institutions do good job projecting student enrollments. Projections for public institutions continue to rise, though lower than staff would like.

Projections are harder for community colleges as the enrollment is tied to the health of the economy. Discussion of enrollment at community colleges will occur at the 6-year planning meeting with the Virginia Community College Systems. Based on the early information, Virginia is falling short on its 2030 degree and certificate estimates. The shortfall is projected to be about 24,000 without including the workforce credential grant certificates. SCHEV will need information from other sources to include non-credit bearing credentials in these numbers.

Virginia is also projected to have a 6% decrease high school graduates – 2010-2037. Many other states are predicting an even further decrease while some states expect a significant increase. Virginia will see increases in higher schools graduates for the next 5 years before a leveling off. Virginia high school graduating classes will continue to become less white. In 10 years, the class will be different than it is now and much different than 20 years ago. Wealth inequities will impact institutions more as the makeup of the student population changes.

DISCUSSION OF THE STATEWIDE INNOVATION INTERNSHIP PROGRAM

Chair Connelly introduced Ms. Seuffert to discuss the statewide internship program. The purpose of the initiative is to provide grants to institutions to expand paid and credit bearing internships and other work-based learning and to facilitate the readiness of students, employers and institutions to participate in work-based learning.

In 2020 SCHEV partnered with the Virginia Chamber of Commerce to address the employer readiness piece of the program. The Chamber assisted with branding the program, naming it Virginia T.O.P. (talent, opportunity and partnership). The Chamber also built the website for the program, VirginiaTOP.org. SCHEV helped the chamber develop the content for the website including contacts for each institution. Through a taskforce with employers who already had internship programs, the chamber developed content for an employer readiness toolkit.

Ms. Seuffert provided an update on the grant process. The first grant-funded internship program, funded in 2019, was at the Micron organization. Micron has welcomed 2 additional cohorts since the first round of grant funds. Round 2 of the grant was awarded in September of 2019 and supported 4 on the development track and 1 on the internship track. Round 3, awarded in April and July of 2020 and June of 2011 supports institutional readiness. Institutions will create a presidential level taskforce to create a vision for the students at their institutions. The taskforce will also determine institutional priorities for the program and design strategies for implementation.

A regional grant pays for 1-2 people to be completely dedicated to the program. The grant will support these staff position in the following:

- Identify and link existing work-based learning activities.
- Present those opportunities to employers.
- Support employers to take action and engage in new ways.

- Support students to develop work-ready competencies.
- Launch regional event for employers to connect with, interview and hire interns.

In the future, the plan is to expand the program in the following ways:

- Transform federal work study into structured internships.
- Design state-funded work-study for internships off campus.
- Incentives for employers and students to complete modules.
- Implement zero credit “transcriptable” experiences at every institution.
- Implement Career Champions/ Influencers at every institution.
- Work-based learning for non-traditional populations, such as adults with disabilities, career-switchers and incarcerated people transitioning back into the community.
- Better data collection and analysis.

DISCUSSION 2022 SCHEDULE

The locations for the 2022 Council meeting locations are still being confirmed. Council suggested that staff should plan a visit to a proprietary schools as a consideration and could occur on a date outside of the regular schedule. The Council discussed the dates for the 2022 schedule and tentatively agreed. Action on the 2022 schedule will be on the agenda in September.

STAFF REPORT

Ms. Robinson reviewed staff activities with Council. She highlighted the following items from the staff report:

Workforce Credential Grant Report: SCHEV issued the [Workforce Credential Grant Annual Report for Fiscal Year 2020](#). The General Assembly and Governor established the “New Economy Workforce Grant” program in 2016. SCHEV serves as the grant administrator and reports annually on the progress of the program. The pay-for-performance model grant is offered by community colleges to students to fund noncredit workforce training that leads to a credential in a high-demand field. The grant includes requirements for students to complete training in order to avoid paying additional costs. If students complete the training, they will only pay 1/3 of the cost of the program, the remaining 2/3 is covered by the state. A summary of findings and the full report with disaggregated enrollment, completion, certification and cost data is on the SCHEV website.

Tuition and Fee Report: With the help of additional state funding and the federal stimulus funds, in-state undergraduate tuition and mandatory educational and general (E&G) fees increased by \$69 (0.8 percent) for academic year 2021-2022. This is the lowest annual increase except in years when the legislature mandated a tuition freeze or tuition rollback. Eleven institutions had zero increase in tuition and mandatory E&G fees in 2021-22. Non-E&G fees increased by \$95 (2.3 percent). The total charges including tuition, non-E&G fees and room and board increased by \$378 (1.6 percent), setting a historical low annual increase. SCHEV will release its annual tuition and fees report by August 1 to the Governor and General Assembly.

Lumina grants progress: In fall 2019, SCHEV received Lumina’s Talent Innovation and Equity grants totaling \$500,000 to SCHEV and \$725,000 to “equity Institutions.” The purpose of both grants is to close achievement gaps and increase attainment of African American, Hispanic and Native American working age adults. Newly collected 2019 data shows significant gains within the Hispanic/Latinx community after a decrease in 2018 in attainment for the working age population. Incremental attainment gains in the African American/Black populations show a slower climb. Pandemic and race tensions over the past year with greater impacts on these communities raise concerns regarding continued gains.

SCHEV remains committed to advancing these attainment goals through culture and policy development, communications and programming. To this end, SCHEV continues to work on shaping the agency culture to create One SCHEV, a more inclusive environment that recognizes the value of diversity and practices equity-mindedness. Consultants, workgroups and trainings support this process. Many of the policy development achievements impacting equity and inclusion during the 2020 General Assembly were reinstated in 2021 with increased financial aid, creation of G3 (tuition-free community college), continued support of the Workforce Credential grant, funding for Guidance to Postsecondary Success and the requirement for all public agencies to have a diversity, equity and inclusion plan. The sharing/training of the Equity-minded Policy Analysis resource adapted by SCHEV will help ensure that leadership continues to promote equity-minded practices, policies and budgets.

The convergence of these equity advancements with the Pathways to Opportunity (The Plan) strategic planning process for higher education also supports sustainability and communication. With equity as both a goal and the underpinning of The Plan, strategies and metrics uniquely align with the purpose and activities of the grant. For example, the dashboard that is in development to track Plan metrics will display data, disaggregated by demographics, to track attainment. This meets dual purposes, as the development of a dashboard to communicate and track attainment progress is also proposed in the TIE grant. The alignment between the strategic planning process and grant efforts at the state level are reinforced by campus-based efforts. Communities of practice and train-the-trainer opportunities to develop culturally competent pedagogy engage our faculty in a way that fosters equity champions on the front lines of campuses. In addition, six institutions and the Virginia Community College System received funds to further promising campus practices, such as surveying student experiences, providing adjunct faculty with DEI training, assessing core curriculum areas for cultural competency and centralizing equity efforts to further engage and increase the impact of cross-campus work.

GEAR UP Virginia submission: In June, SCHEV submitted its Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant application to the U.S. Department of Education. If funded, this will be SCHEV’s fourth GEAR UP grant. GEAR UP’s mission is to significantly increase the number of low-income students who enter and succeed in postsecondary education. This \$24.5 million grant will serve 8,119 students attending public middle and high schools in 13 of Virginia’s highest need school divisions over seven years. For the first time, GEAR UP Virginia will also support a statewide college access initiative, providing services to students and professional development to educators across the state. Focus areas are: FAFSA

completion, social-emotional learning, STEM, data-driven instruction and virtual learning.

Tuition Assistance Grant draft changes: Since 1973, the Virginia Tuition Assistance Grant Program (TAG) has provided state grants, projected to be \$4,000 for undergraduate students in FY 2022, to eligible Virginians enrolled at one of 28 participating private Virginia non-profit colleges or universities. Historically, the program has not differentiated between in-person and online/distance learning degree programs and provided equal grant amounts regardless of the student's education plan.

SCHEV is responsible for administering the program, including the management of the [TAG regulations](#) when program changes are authorized through the Governor and General Assembly. The most recent change to TAG occurred beginning with the 2020 session of the General Assembly. TAG for online and distance learning programs was scheduled to be phased out with grandfathering granted to online students enrolled in FY 2020. Phasing out TAG for online degree students would most impact Bluefield College, Liberty University, Mary Baldwin University and Regent University but have a marginal to no impact on the remaining institutions. The TAG online exclusion was amended in the 2021 session with TAG restored for online programs though at a reduced rate (projected to be half of the standard award). Associate Director of Financial Aid, Lee Andes, discussed the updated TAG regulations.

This update and the attached draft changes to the regulations (located in the agenda materials section of [Council meeting page](#)) marks the beginning of the official regulatory process.

Cost and funding need study status: The 2021 General Assembly [provided](#) \$300,000 in general fund for SCHEV to lead the study of costs and funding needs for Virginia public higher education institutions, which was last updated in 2000. SCHEV released a [request for proposals](#) (RFP) in May. A cross-organization review team from the Department of Planning and Budget, SCHEV and money committee staff selected a contractor that is expected to begin in July. The next steps will include stakeholder engagement, the submission of a work plan by August to the Joint Subcommittee on the Future Competitiveness of Higher Education for Virginia with a preliminary Report in December.

Transfer Virginia capstone event: The Transfer Virginia initiative, charged by legislation in 2018, aims to reform and improve the transfer experience in the state to bring about measurable progress on student success and equity. While efforts will continue on, the grant supported project came to a close on June 8. A culminating event was hosted by Aspen Foundation with SCHEV and Virginia Community College System. Twenty-four institutions shared their transfer goals and celebrated the coalition built and progress made over the two years of activities. A final report will be submitted with recommendations to continue the progress.

Virginia Management Fellow: Claire Mairead is our newest Virginia Management Fellow. The fellowships are two-year commitments of service to the state. Claire will be with us in her first of three eight-month rotations with different state agencies during which Fellows participate in three eight-month rotations with state agencies. Tom

Allison is mentoring the Fellow. Projects will be determined by unit leaders. Chair Connelly asked Ms. Mairead to introduce herself.

ACADEMIC AFFAIRS REPORT

Dr. DeFilippo highlighted the following from the Academic Affairs Liaison Report:

From the Instructional Programs Advisory committee (IPAC) meeting:

- Stephen Moret presented on the new Virginia Office of Economics Education (VOEE)
- Patricia Parker presented on a proposed credit acceptance agreement to support the Passport and Uniform Certificate of General Studies credentials. The aim is to finalize an agreement that would be signed by the chief academic officer of each institution later this summer or fall.

PPE staff virtually convened a group of prospective school owners on June 15. This orientation is the first step in the application process for entities seeking certification to operate a postsecondary school in Virginia. Staff presented participants with an overview of the laws and regulations pertaining to the operation of a private postsecondary school and a summary of the certification process. The orientation also included detailed instructions on how to complete the certification application.

Joseph DeFilippo and Monica Osei Convened a meeting (June 7) of institutional liaisons to review the program approval policy and process since its update in February 2020. Topics raised: enhanced use of electronic submissions; clarification of required information through improved forms; establishment of ongoing periodic meetings with institutional liaisons. A follow-up meeting is scheduled to occur in August.

Jodi Fisler spoke at the Association of American Colleges & Universities (AAC&U) Summer Symposium as part of a panel discussion on "Key Strategies to Improve Quality and Equity in Higher Education" (June 14).

Ashley Lockhart convened a small working group to discuss the collection of data regarding students with disabilities (June 2). This was the first of a series of meetings to explore the possibility of, and best practices for, data collection. Ms. Lockhart also hosted a webinar on the Outstanding Faculty Awards (June 29). The agenda included a presentation on the awards process, a discussion of the Boyer's Principles of Scholarship, and a panel with practitioners, recipients, and reviewers. The presentation will be available on SCHEV's website.

REMARKS FROM GENERAL WINS

The Chair introduced Major General Cedric Wins, Superintendent of the Virginia Military Institute. General Wins shared a presentation titled, The Way Forward. The presentation outlined VMI's plans for progress. He introduced the President of the VMI Board of Visitors, Thomas Watjen, Deputy Superintendent for Finance, Administration and Support, Dallas Clark, Government Relations Officer, Kim Parker, Chief Diversity Officer, Jamica M. Love.

Gen wins distributed a report titled, Diversity, Equity and Inclusion, Review: 30 Day Report.

VMI has identified 3 key tasks, 5 key focus areas and 5 key outcomes to move VMI forward.

Key Tasks:

1. Address any systemic racism and intolerance – immediate actions
2. Upgrade the VMI system for DEI – short-term actions
3. Invest in the future – long-term actions

Focus areas:

1. Health, welfare and resiliency,
2. Facilities and quality of life
3. Leadership, mentorship and talent management
4. Greater academic diversity – faculty and staff
5. Internal and external communications

Outcomes

1. A VMI brand that is honorable and trusted
2. A diverse and inclusive VMI that represents the nation
3. Those who are committed to honor
4. A VMI that competes to win always striving for high achievement
5. One VMI – out of many comes the pursuit of excellence

DISCUSSION OF FINAL REPORT OF THE VMI

Council discussed whether there is something broader or systemwide in the final report that SCHEV can support. There is an opportunity for good training and data collection to create consistency and fill gaps. Interest was expressed in convening stakeholders, particularly folks who specialize in diversity, equity and inclusion, to create a baseline for processes, identify best practices, and to discuss Title IX/assault reporting. Deputy Secretary of Education, Fran Bradford shared that the Office of the State Inspector General has created a questionnaire that was shared with all institutions looking for input to develop best practices. SCHEV is examining its role in terms of SCHEV's mandate to provide an orientation for new boards of visitor members.

ACTION ON PRIVATE POSTSECONDARY INSTITUTIONAL CERTIFICATIONS

Council member Alex Arriaga and Dr. DeFilippo presented the item to the Council. University of Maryland – National Landing is seeking certification to operate an institution of higher education in the Commonwealth of Virginia. The institution will be offering degree programs primarily in computer, data science among others. The staff from PPE have reviewed the application. Application has been found to be in compliance and recommend the certification.

Ms. Arriaga presented the motion, seconded by Mr. Ampy, the resolution was passed

by a unanimous vote, 10-0.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies University of Maryland – National Landing to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective July 13, 2021.

ACTION ON PROGRAM PRODUCTIVITY

Dr. DeFilippo walk the Council through the program productivity duty in code. He also described the evolution of the policy that leads the process.

Ms. Arriaga presented the motion, seconded by Mr. Holloman, the resolution was passed by a unanimous vote, 10-0.

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following degree program actions:

A. Continue the following programs without condition (by level and program name)

- **James Madison University**
 - **Master, Art**
 - **Master, English**
 - **Master, Mathematics**
 - **Doctoral, Counseling and Supervision**
- **Norfolk State University**
 - **Bachelor, Electronics Engineering Technology**
 - **Bachelor, Mathematics**
 - **Bachelor, Optical Engineering**
 - **Bachelor, Physics**
 - **Master, Music**
 - **Master, Urban Affairs**
 - **Master, Visual Studies**
- **Virginia Commonwealth University**
 - **Bachelor, Financial Technology**
 - **Master, Anatomy and Neurobiology**
 - **Master, Art Education**
 - **Master, Art History**
 - **Master, Clinical and Translational Sciences**
 - **Master, Curriculum and Instruction**
 - **Master, Medical Physics**
 - **Master, Sociology**
 - **Doctoral, Rehabilitation and Movement Science**
- **Virginia State University**
 - **Bachelor, Chemistry**
 - **Bachelor, Economics and Finance**

- Bachelor, History
- Master, Criminal Justice
- Master, Mathematics
- Virginia Tech
 - Bachelor, Religion and Culture
 - Master, Creative Technologies
 - Master, Philosophy
 - Master, Sociology
 - Doctoral, Environmental Design and Planning
- William & Mary
 - Bachelor, American Studies
 - Bachelor, German
 - Master, Anthropology
 - Master, Applied Science
 - Doctoral, Anthropology

B. Continue the following programs, subject to conditions (by level and program name)

- Virginia Commonwealth University
 - **Doctoral, Chemical Biology:** Continue program, on condition of satisfactory progress towards SCHEV productivity standards, subject to review following academic year 2023-24. If enrollment is not viable by academic year 2023-24, or if it is determined to be insufficient to restore the program to viability, the program shall be closed.
- Virginia Tech
 - **Master, Material Culture and Public Humanities:** Continue program, on condition of satisfactory progress towards the SCHEV productivity standards, subject to review following academic year 2023-24. If enrollment is not viable by academic year 2023-24, or if it is determined to be insufficient to restore the program to viability, the program shall be closed.

C. Close the following programs (by level and program name)

- James Madison University
 - Master, Health Education
- Norfolk State University
 - Master, Community/Clinical Psychology
 - Master, Pre-Elementary Education
 - Master, Visual Studies
- Virginia Commonwealth University
 - Master, Music
 - Doctoral, Art History
- Virginia State University
 - Bachelor, Social Studies Education
- Virginia Tech

- **Master, Biomedical Technology Development and Management**
- **Doctoral, Career and Technical Education**
- **Doctoral, Educational Research and Evaluation**

RECEIPT OF ITEMS DELEGATED TO STAFF

Ms. Connelly spoke about the items delegated to staff and highlighted the full cost report. Out-of-state students are required to be charged 100% of the total cost of attendance. Staff recommends an exception for Norfolk State University (NSU) because NSU would need to charge their out of state students more than 100% of the total cost to meet the full state funding, impacting enrollment. The cost study results will provide further information.

RECEIPT OF PUBLIC COMMENT

Council acknowledged the emails regarding vaccine mandates on college campuses. The nature of the queries and objections has been varied. Dr. Edwards briefly shared the current policies of the institutions. All institutions have made a statement. Twelve of the 17 public institutions are requiring vaccinations. Many of the private institutions are requiring vaccination but we don't have a 100% of these institutions reporting. Staff knows of 15 private institutions requiring a vaccination. All of the institutions included some exemptions. These decisions are under the purview of each institution's Board of Visitors. Statutorily there are other required vaccinations for students.

OLD BUSINESS

None.

NEW BUSINESS

None.

MOTION TO ADJOURN

Chair Connelly motioned for the 2:50 pm.

Katharine Webb
Council Secretary

Kristin Whelan
Director, Executive and Board Affairs

Items Delegated to Director/Staff

Academic Program Actions

Pursuant to the Code of Virginia, § 23.1-203 and Council’s “*Policies and Procedures for Program Approval and Changes*,” the following items were approved/not approved as delegated to staff:

Institution	Degree/Program/CIP	Effective Date
College of William and Mary in Virginia	Post-Professional Certificate Programs Approved: <ul style="list-style-type: none"> • Educational Leadership (13.0401) • Reading Specialist (13.1315) 	Fall 2021
College of William and Mary in Virginia	Facilitated Staff Approval: Master of Science degree program in Finance (52.0801)	Fall 2021
George Mason University	Certificate Programs Approved: <ul style="list-style-type: none"> • International Baccalaureate (IB) in Teaching and Learning (13.1212) • International School Leadership Practice (13.0412) • Spanish Heritage Language Education (16.0908) • Teaching English to Speakers of Other Languages for PK-12 Practitioners (13.1401) 	Fall 2021
George Mason University	CIP Code Changes Approved: <ul style="list-style-type: none"> • Graduate Certificate Program in Business Analytics from (52.1301) to (30.7102) • Master of Science degree program in Data Analytics Engineering from (11.0802) to (30.7101) 	Fall 2021
George Mason University	Program Modification Approved: Modify the credit hours of the Master of Education degree program in Special Education (13.1001) from 30-36 credit hours to 30-47 credit hours	Fall 2021
George Mason University	Program Name Change Approved: Change the name of the Graduate Certificate from Professional Writing and Editing (23.1303) to Professional and Technical Writing (23.1303)	Fall 2021
George Mason University	Program Name and CIP Code Change Approved: Change the name and CIP code of the Graduate Certificate Program from Teaching English as a Second Language (13.1401) to Linguistics: Teaching English to Speakers of Other	Fall 2021

Institution	Degree/Program/CIP	Effective Date
	Languages (16.0199)	
James Madison University	Certificate Program Approved: Post-Professional Certificate in Educational Leadership (13.0401)	Fall 2021
John Tyler Community College	Certificate Program Approved: Practical Nursing Certificate program (51.3901)	Spring 2022
Norfolk State University	Certificate Program Approved: Undergraduate Certificate in International Studies (45.0901)	Spring 2022
Old Dominion University	CIP Code Changes Approved: <ul style="list-style-type: none"> • Graduate Certificate in Business Analytics and Big Data from (52.1299) to (30.7102) • Master of Science degree program in Data Science and Analytics from (11.0802) to (30.7001) 	Fall 2021
Old Dominion University	Program Name Change Not Approved: Change the name of the Bachelor of Arts and Bachelor of Science degree program from Women's Studies (05.0207) to Women's, Gender, and Sexuality Studies (05.0207)	May 26, 2021
Paul D. Camp Community	Facilitated Staff Approvals: Associate of Applied Science degree programs: <ul style="list-style-type: none"> • Emergency Medical Services - Paramedic (51.0904) • Technical Studies (15.0612) 	Fall 2021
Radford University	CIP Code Change Approved: Change the CIP code of the Graduate Certificate Program in Business Analytics from (52.1301) to (30.7102)	Fall 2021
Thomas Nelson Community College	Program Name and CIP Code Change Approved: Associate of Applied Science degree in Electronics Technology (47.0105) to Electrical Engineering Technology (15.0303)	Fall 2021
Thomas Nelson Community College	Program Name Change Approved: Change the name of the Associate of Applied Science degree program from Nursing to Professional Nursing-Registered Nurse (51.3801)	Fall 2021
University of Virginia	CIP Code Change Approved: Change the CIP code of the Master of Science degree program in Data Science from (11.0802) to (30.7001)	Fall 2021
Virginia Commonwealth	Certificate Programs Approved:	Fall 2021

Institution	Degree/Program/CIP	Effective Date
University	<u>Baccalaureate</u> <ul style="list-style-type: none"> • Outdoor Leadership (31.0601) <u>Graduate</u> <ul style="list-style-type: none"> • Aging Studies (30.1101) • Media and Leadership (09.0102) <u>Post-Professional</u> <ul style="list-style-type: none"> • Adult-Gerontology Acute Care Nurse Practitioner (51.3818) • Family Nurse Practitioner (51.3805) • Psychiatric Mental Health Nurse Practitioner (51.3810) 	
Virginia Commonwealth University	CIP Code Change Approved: Change the CIP code of the Post-Baccalaureate Certificate in Data Science from (11.0802) to (30.7001)	Fall 2021
Virginia Commonwealth University	Program Modification Approved: Modify the credit hours of the Undergraduate Certificate in Spanish-English Translation and Interpretation (16.0103) from 27 credit hours to 18 credit hours	Fall 2021
Virginia Polytechnic Institute and State University	Certificate Programs Approved: Initiate the following new Graduate Certificate Programs: <ul style="list-style-type: none"> • Mission Engineering (14.2701) • Transportation Planning and Policy (44.0403) • Urban Planning Analytics (04.0301) 	Fall 2021
Virginia Polytechnic Institute and State University	CIP Code Change Approved: Bachelor of Science degree program in Computational Modeling and Data Analytics from (27.0304) to (30.7001)	Fall 2021

Pursuant to the Code of Virginia, § 23.1-203 and Council's "*Policies and Procedures for Program Approval and Changes*," the following items were reported:

Discontinued Programs

Institution	Degree/Program/CIP	Effective Date
Radford University	Graduate Certificate programs: <ul style="list-style-type: none"> • Gerontology (30.1101) • Music Pedagogy (50.0912) 	Fall 2021
University of Virginia	Post-Baccalaureate Certificate in Administration and Supervision (13.1401)	Fall 2021
Virginia Commonwealth University	Master of Science in Nurse Anesthesia degree program in Nurse Anesthesia (51.3804) [Council Approval Date: September 1979]	Summer 2021
Virginia Commonwealth University	<ul style="list-style-type: none"> • Undergraduate Certificate in International Management Studies (52.1101) • Post-Baccalaureate Certificate in Teaching (13.0101) 	Fall 2021
Virginia Polytechnic Institute and State University	Graduate Certificate Programs: <ul style="list-style-type: none"> • Air Transportation Systems (49.0199) • Civil Infrastructure Systems (14.0899) • Social, Political, Ethical, and Cultural Thought (45.9999) • Traffic Control and Operations (49.0207) • Transportation Systems Engineering (14.0804) • Urban Hydrology and Stormwater Management (40.0605) 	Fall 2021

Pursuant to the Code of Virginia, § 23.1-203 and Council's "*Policies and Procedures for Internal and Off-Campus Organizational Changes*," the following items were approved as delegated to staff:

Institution	Change/Site	Effective Date
University of Virginia	Close the Northern Virginia Center off-campus site located at 7054 Haycock Road Falls Church, VA 22043	June 15, 2021

Pursuant to the Code of Virginia, § 23.1-203 and Council's "*Policies and Procedures for Internal and Off-Campus Organizational Changes*," the following item was not approved as delegated to staff:

Institution	Change/Site	Effective Date
Virginia Commonwealth	Establish the Center for Biological Data Science	May 5, 2021

Institution	Change/Site	Effective Date
University		

Pursuant to the Code of Virginia § 23.1-213 to 230 and 8VAC-40-31-90 of the Virginia Administrative Code, the following items were approved as delegated to staff:

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

Institution	Location	Effective Date
Accelerated Dental Assisting Academy, Lynchburg	Lynchburg, VA	06/03/2021
Crown Cutz Academy	Bristol, VA	06/09/2021
MD Technical School, Hampton	Hampton, VA	05/10/2021
Phlebotomy Ready Institute	Chesapeake, VA	05/12/2021



On February 1, 2016, Makola M. Abdullah, Ph.D. became the 14th President of Virginia State University (VSU). In his remarks during his introduction to the Trojan family, President Abdullah outlined his four core beliefs: I believe in God. I believe in family. I believe in the transformative nature of education. I believe in Virginia State University.

President Abdullah also emphasized several focus areas to sustain VSU as an 1890 Land-Grant University. The areas of focus include providing a transformative experience for students, strategically investing in academic programs, partnering with others as a university to tell the VSU story, embracing the University's Land Grant Mission and embracing VSU's role as Virginia's Opportunity University.

Under President Abdullah's leadership, the University has experienced some significant achievements.

- Recognized as one of the nation's top 20 "Best Colleges for African Americans" by ESSENCE magazine.
- Established partnerships with local public school systems wherein VSU students tutor students in mathematics and reading.
- Opened the Academic Center of Excellence as a one-stop hub for first-year students to receive career and academic advising and tutorial services.
- In July 2017, the Commonwealth of Virginia Governor Terry McAuliffe presented the inaugural Outstanding State Stewardship Award to VSU for the preservation of Summerseat, an historic house built around 1860 near VSU.
- Established the University's Advisory Board for Lesbian Gay Bisexual Transgender Queer/Questioning Intersex Ally+ (LGBTQIA+) Inclusion to investigate ways for the institution to be a more affirming learning environment for all students, faculty and staff within the LGBTQIA+ community.
- In June of 2018, the University was named the HBCU of the Year and awarded Best Board of Trustees of the Year and Female Student of the Year by HBCU Digest, an online blog. Additionally, in 2017, President Abdullah was named the HBCU Male President of the Year.
- Ranked as the No. 19 historically black college or university (HBCUs) on the 2019 U.S. News & World Report's Best Colleges rankings. This is up 12 spots from the 2018 rankings where the University was ranked No. 31. Also, the University was ranked as the No. 8 public HBCU.

President Abdullah is an academic administrator committed to excellence. He is also an internationally-renowned educator recognized for outstanding research. Prior to his appointment as president of Virginia State University, Dr. Abdullah served as provost and senior vice president at Bethune-Cookman University in Daytona Beach, Fla. (2013-2016), provost and vice president for academic affairs at Florida Memorial University in Miami Gardens, Fla. (2011-2013), and dean and director of 1890 land grant programs at Florida Agricultural and Mechanical University in Tallahassee, Fla (2008-2011).

Dr. Abdullah is a Chicago native. He earned his undergraduate degree from Howard University in civil engineering and his doctorate and master's degrees in civil engineering from Northwestern University. He is the youngest African American to receive a Ph.D. in engineering.

Dr. Abdullah is a very active member with various organizations. In August of 2018, Dr. Abdullah was elected a member of the Board of Trustees for the Virginia Historical Society, which owns and operates the Virginia Museum of History & Culture. He also serves as a member of the executive committee for the Association of Public and Land-grant Universities, as a Board of Trustee member for the Southern Association of Colleges and Schools Commission on Colleges and the 5000 Role Models of Excellence. He is the chair for the Central Intercollegiate Athletic Association Board of Directors. In 2017, he was inducted into the Honda Campus All-Star Challenge Alumni Hall of Fame.

He and his wife, Ahkinyala Cobb-Abdullah, Ph.D., are the proud parents of a son, Mikaili, and a daughter, Sefiyetu, who both are graduates of HBCUs.

State Council of Higher Education for Virginia Agenda Item

Item: #III.D. - Action on Initiatives to Support *Pathways to Opportunity: The Virginia Plan for Higher Education*

Date of Meeting: September 14, 2021

Presenters: Emily Salmon,
Senior Associate for Strategic Planning and Policy Studies

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Purpose of Agenda Item:

This agenda item summarizes the proposed initiatives which support *Pathways to Opportunity: The Virginia Plan for Higher Education*. The agenda item also provides additional details on first steps to implement each of the initiatives. The intent is to seek Council's action on the nine biennial initiatives.

Background Information/Summary of Major Elements:

Pathways to Opportunity: The Virginia Plan for Higher Education creates the framework for statewide action over the next six years. The Pathways to Opportunity Plan defines the vision, overarching target, goals and strategies that will guide efforts. The 10 strategies encompass broad methods to achieve the goals but by themselves are not actionable.

The next phase of the planning process focuses on approving biennial initiatives that support the 10 strategies, 3 goals and The Plan as a whole. The proposed initiatives in the attached document reflect broad themes from the strategic planning process and are actionable. The attached document summarizes the proposed initiatives under consideration by Council and outlines some of the first steps for implementation.

Materials Provided:

Proposed Initiatives Supporting The Pathways to Opportunity Plan.

Financial Impact:

No estimated impact at this time.

Timetable for Further Review/Action:

- Today: Consider proposed modifications to the biennial initiatives.
- October: Align approved biennial initiatives with budget and policy recommendations as appropriate.

Relationship to Goals of Pathways to Opportunity: The Virginia Plan for Higher Education:

The proposed initiatives reflect broad themes from the strategic planning process and include specific (short-term) actions to implement the 10 strategies and achieve the 3 goals.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia adopts the biennial initiatives recommended in support of the three goals of the statewide strategic plan for higher education in the Commonwealth, as discussed and agreed upon on September 14, 2021.

BE IT FURTHER RESOLVED that the State Council of Higher Education directs agency staff to develop workplans and any prerequisite budget or policy recommendations necessary to implement the initiatives as well as provide regular progress updates to Council.

Goal 1 – Equitable: Close Access and Completion Gaps		
Plan Strategy	Pathways to Opportunity Proposed Initiative (Biennial)	Initiative: Initial actions and areas of focus
S1: Expand postsecondary opportunities and awareness to Virginians who may not view higher education as an option.	I.1: Form an enhanced partnership between VDOE and SCHEV through the commitment of a shared goal to increase post-secondary enrollments to include a shared position and strategic planning.	<p>1. Execute a MOU for the enhanced partnership and shared position.</p> <p>2. Identify and secure additional funding needs and resources to support the partnership and strategic planning activities.</p> <p>3. Define the governance structure and advisory board composition to guide the work.</p>
S2: Advance digital access, adoption and literacy as well as high-quality, effective remote-learning programs.	I.2: Identify and assess hybrid learning access gaps and quality issues as well as potential solutions and define SCHEV's role in addressing these findings.	1. Present a series of related topics to Council to identify areas of interest, focus the discussion and discern next steps. Topics include: Open Virginia Advisory Committee (OVAC), Virtual Library of Virginia (VIVA), the Online Virginia Network (OVN) and hybrid learning assessments.
S3: Strengthen student support services for persistence and completion: mental health, career services, social, student basic needs, information technology, disability support and other services.	I.3: Identify critical student-support-services issues and formulate recommendations that will positively affect the student experience, persistence and completion.	<p>1. Use quantitative and qualitative data to assess critical student-support-services issues.</p> <p>2. Examine best practices and obtain subject matter expertise to formulate recommendations for action at the state and institutional level to address the core issues.</p>

Goal 2 – Affordable: Lower Costs to Students		
Plan Strategy	Pathways to Opportunity Proposed Initiative (Biennial)	Initiative: Initial actions and areas of focus
S4: Align tuition and fees, financial aid and state appropriations such that students have broader access to postsecondary opportunities regardless of their ability to pay.	I.4: Determine strategies to better assess higher education costs and implement approaches to allocate limited public resources to institutions through the cost and funding need study.	1. Use findings and final cost and funding need study recommendations to identify strategies and next steps for implementation.
S5: Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.	I.5: Identify improvements in the transfer process (e.g., transfer-grant program; dual enrollment); facilitate formal transfer alliances and coordinate a unified communication campaign to improve two-year community college student connectivity with and transition to four-year institutions.	1. Work with Virginia Community College System to identify dual enrollment gaps and measures to close those gaps. 2. Continue work in support of the Virginia Transfer Portal and other mandates from the 2018 transfer legislation. 3. Launch “Transfer Boost” project in collaboration with HCM Strategists—select 5 (or 6) institutions to improve the transfer-to-bachelor completion rate for underrepresented students through the use of innovative transfer guarantee practices.
S6: Update and reform funding models and policies to improve equity, affirm return on investment and encourage increased and consistent levels of state funding.	I.6: Educate new legislators and administration on the value, needs and priorities of higher education.	1. Identify key data and use infographics and consistent messaging materials to communicate the value, needs and priorities of higher education. 2. Develop an outreach plan to educate new legislators, administration and others new to higher education using the messaging materials and media.
S7: Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.	I.7: Fund an initiative focusing on institutional collaboration and innovations to improve equitable student persistence and completion.	1. Using FFEI funds, draft the call for proposals and develop pilot parameters. Model after University Innovation Alliance and tailor to Virginia institutions. 2. Obtain input on draft RFP. 3. Issue RFP and select FFEI recipients.

Goal 3 – Transformative: Expand Prosperity		
Plan Strategy	Pathways to Opportunity Proposed Initiative (Biennial)	Initiative: Initial actions and areas of focus
<p>S8: Support experiences that improve students' employment outcomes, income and community engagement and S9: Improve the alignment between post-secondary academic programs and labor market outcomes.</p>	<p>I.8: Facilitate collaboration between the Virginia Office of Education Economics (VOEE) and institutions of higher education, and identify new ways to integrate VOEE tools and resources with SCHEV initiatives and processes - these may include: use of graduate outcomes survey results; development of labor market criteria for evaluating academic programs and assessing the need for proposed academic programs; and relationship building between higher education and business.</p>	<ol style="list-style-type: none"> 1. Convene a workgroup composed of SCHEV and VOEE staff to identify efficiencies and formalize collaboration such as data sharing and report production. 2. Coordinate an advisory committee to VOEE including institutions that will inform data analysis and develop more nuanced labor market criteria for academic program review and proposals. 3. Further analyze responses from the Graduate Outcomes Survey for respondents who indicated they took at least one internship during their undergraduate years; for respondents who consented, match to other SCHEV data and VLDS.
<p>S10: Cultivate a climate of inclusion and innovation through scholarship, research, a diverse faculty and other programming.</p>	<p>I.9: Advance equity in higher education by fostering a culture of inclusion that supports DEI efforts on campus and tells the institutional and SCHEV stories of how "Equity Works."</p>	<ol style="list-style-type: none"> 1. Define SCHEV's leadership role in higher education DEI efforts. 2. Develop a statement of work for an external consultant to support the "Equity Works" initiative. 3. Launch a formal statewide higher education DEI communication/outreach campaign - "Equity Works"- that tells the DEI stories and supports the advancement of equity in higher education.

State Council of Higher Education for Virginia Agenda Item

Item: #III.E. - Council – Action on 2020 Meeting Schedule and Locations

Date of Meeting: September 14, 2021

Presenter: Peter Blake, Director
peterblake@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: July 13, 2021

Action: Council reviewed the proposed schedule

Background Information/Summary of Major Elements:

At the July 13 meeting, Council reviewed the proposed dates for the 2022 Council meetings. The action today is the approval of the meeting dates and the locations.

The Council meets regularly in the months of January, March, May, July, September and October. Additional meetings may be held with reasonable public notice for ad hoc committee meetings and/or retreats at the call of the Council chair.

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

The General Assembly session begins on Wednesday, January 12, 2022.

The proposed schedule includes one-day meetings (committee meetings and the full Council) in January and July instead of the usual day-and-a-half schedule in subsequent months.

Staff confirmed that the institutions listed below can host the meetings on the designated dates.

Materials Provided: None.

Financial Impact: None.

Timetable for Further Review/Action: None.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following schedule for calendar year 2022 and requests that staff distribute the dates to the Council:

January 11 – SCHEV

March 21 - 22 – Longwood University

May 16 -17 – Virginia Wesleyan University

July 19 – Germanna Community College

September 19 - 20 – University of Virginia

October 24 - 25 – SCHEV

State Council of Higher Education for Virginia Agenda Item

Item: #III.F. – Council - Discussion of Outcomes of the Special Session and Federal Funding of Colleges and Universities in Virginia

Date of Meeting: September 14, 2021

Presenters: Wendy Kang
Director of Innovation and Finance
wendykang@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of Agenda Item:

The purpose of this agenda item is to provide an update on the recent special session held in August and an overview of federal funding provided to colleges and universities.

Background Information/Summary of Major Elements:

Outcomes from the Special Session

In August, the General Assembly held a special session. The session included approval of a [budget](#) for the use of the American Rescue Plan (ARPA) funds—the third round of stimulus funds approved by Congress.

For higher education, the budget primarily included \$111 million in need-based financial aid -- \$100 million for public institutions and \$11 million for the Tuition Assistance Grant (TAG) eligible institutions. The funds are intended to support low and moderate/middle income students.

SCHEV is responsible for distributing the funds after submitting an allocation methodology to the chairs of the money committees, the secretaries of Finance and Education and the director of the Department of Planning and Budget. SCHEV is planning to meet the members listed in early September to discuss the methodology to be used and guidance for the use of the funds. Initial requests by institutions indicated that the financial aid support was intended to alleviate the lapse of federal student aid provided through the Higher Education Emergency

Relief Fund (HEERF) which can only be used for one year after distribution. The ARPA funds approved during the special session can be used through 2024.

Other higher education funding included \$10 million for the Online Virginia Network (OVN) and construction projects at Northern Virginia Community College. The full text is below. We've also included budget language related to the topic of the use of "name, image and likeness" in athletics. This [article](#) provides background on the topic.

Federal Funding of Colleges and Universities in Virginia

The federal government infused colleges and universities with unprecedented levels of funding. Congress passed three statutes, the Coronavirus Aid, Relief, and Economic Security (CARES) Act, the Coronavirus Response and Relief Supplemental Appropriations (CRRSAA) Act, 2021, and the American Rescue Plan (ARP) Act, over the course of one year (March 2020 to March 2021). Each law varies in amount and size and each subsequent aid package was larger than the previous.

All three contained funds that went directly to institutions, the Higher Education Emergency Relief Fund (HEERF), with a portion set aside for student aid. Within HEERF, there were three main funds. The first was more general for all institutions. It used a formula to distribute the funds which factored each institutions' enrollment of students, weighted for Pell recipients. The second fund was for Historically Black Colleges & Universities, Minority Serving Institutions, and institutions serving high concentrations of low-income students and drove additional funding but did not set aside a portion for student aid. A third fund and the smallest amount allowed for the use of funds at the U.S. Secretary of Education's discretion. Each subsequent bill also loosened the restrictions on how the student aid portion could be used. For instance, in CARES, the student aid portion had to be transferred directly to students. In ARP, the funds can be used for any aspect of students' cost of attendance and applied directly to the students' account.

Virginia's public institutions received \$1.4 billion, with \$545 million set aside for student aid in HEERF. Private institutions received \$396 million, with \$147 million set aside for student aid. While this is a notable amount, it's worth noting the \$1.4 billion for publics is allowed to be spread over three years and accounts for less than five percent of the total budget for higher education in Virginia when accounting for both general fund and non-general fund over the same time period.

The CARES Act contained two other funding sources: The Coronavirus Relief Fund (CRF) and the Governor's Emergency Education Relief (GEER) Fund. The CRF reimbursed expenses directly connected with addressing COVID-19. Both public and private institutions applied for reimbursement to the state with itemized expenses. GEER funds were applied at the discretion of the Governor, split between higher education and K-12. The CRRRSAA funded another round of GEER funds, but not CRF. The ARP funded new state and local recovery funds with broad flexibility for use, but did not fund GEER again.

Materials Provided: None

Financial Impact: None

Timetable for Further Review: None

Relationship to Goals of The Virginia Plan for Higher Education:

The additional aid supports the affordability goal and the 6 year plans are required to be aligned with all goals of the plan.

Resolutions: None

State Council of Higher Education for Virginia Agenda Item

Item: #III.G. – Council – Discussion of Institutions’ Diversity, Equity and Inclusion Plans

Date of Meeting: September 14, 2021

Presenter: Paula Robinson
Associate Director of Equity and Engagement
paularobinson@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of Agenda Item:

The purpose of this agenda item is to provide Council with a general summary of the first submission of Diversity, Equity and Inclusion plans from public institutions in response to HB1993.

Background Information/Summary of Major Elements:

[HB No. 1993](#) amends and reenacts [§ 2.2-602 B of the Code of Virginia](#). The Code now requires state agencies to establish and maintain a comprehensive diversity, equity and inclusion (DE&I) strategic plan in coordination with the [Governor's Director of Diversity, Equity, and Inclusion](#) (Dr. Janice Underwood). The first submission of state agency and college and university plans was due on or before July 1, 2021. Moving forward, each agency/institution shall submit an annual report to the Governor assessing the impact of the strategic plan on the populations served by the agency and on the agency's workforce and budget.

Virginia is leading the country in building a sustainable statewide strategy to advance DE&I through services, systems, operations, partnerships and leadership. First by being the first in the nation to establish an executive cabinet-level Office of Diversity Equity and Inclusion to centralize and coordinate efforts statewide. And now, by establishing legislation requiring public agencies to develop a DE&I plan, based upon the state's [One Virginia](#) DE&I strategic plan.

The intent behind the One Virginia Plan is to create collective impact, sustainable change, innovation and productivity across state government and other sectors of the Commonwealth. Having a state-level plan helps to create commonality around DE&I topics within and between different sectors, including higher education. The One Virginia Plan provides a common structured path to achieve excellence through diversity, equity and inclusion while setting expectations and goals for higher education and other sectors in state government to do the same. This expressed commitment to diversity, equity and inclusion lets businesses, visitors, families and leaders know that Virginia plans to achieve excellence in all sectors of society by engaging more

Virginians.

The One Virginia plan is structured around the Inclusive Excellence framework. As promoted by the Association of American Colleges & Universities (AAC&U), “Inclusive Excellence reflects a striving for excellence in higher education that has been made more inclusive by decades of work to infuse diversity into recruiting, admissions, and hiring; into the curriculum and co-curriculum; and into administrative structures and practices.”

The five dimensions of the Inclusive Excellence framework include 1) access and success, 2) climate and intergroup relations, 3) training and education, 4) infrastructure and accountability and 5) community engagement. The One Virginia Plan goals, listed below, are organized by each dimension of the Inclusive Excellence framework and set a course for achieving excellence on college campuses by advancing diversity, equity and inclusion for students, staff, faculty and administrators:

Access and Success: Goal 1 - Achieve and maintain a more diverse and inclusive undergraduate and graduate/professional student body, faculty and staff, and administration.

Climate and Intergroup Relations: Goal 2 - Create and sustain an organizational environment that affirms and respects diversity and employs inclusive practices throughout its daily operations.

Education and Scholarship: Goal 3 - Engage students, faculty, staff, alumni, and the community in learning varied perspectives of domestic and international diversity, equity, inclusion, and social justice.

Infrastructure and Accountability: Goal 4 - Create and sustain an institutional infrastructure that effectively supports progress and accountability in achieving DE&I goals.

Community Engagement: Goal 5 - Leverage institutional philanthropy and community partnerships to improve outcomes in local and regional communities.

With the above state goals as guideposts, each public institution drafted its own Inclusive Excellence Plan or infused related DE&I objectives, strategies and measures into their institution’s strategic plan. Institutions (and agencies) submitted plans to the Office on Diversity, Equity and Inclusion on or before July 1. Some institutions received extensions resulting from new leadership or major changes in operations that necessitated more time for the completion of the plan.

Review of the plans identified some common themes, strategies and metrics across public higher education institutions, which staff will share with Council members at the meeting. This information will be used by SCHEV to provide support to institutions, identify additional resources and direct data collection.

Materials Provided:

Financial Impact: No estimated financial impact at this time.

Relationship to Goals of The Virginia Plan for Higher Education:

The Diversity, Equity and Inclusion plans directly support Virginia's Pathways to Opportunity goals. College and university plans provide campus-based strategies and metrics that support fulfillment of the strategic Plan's equity, affordability and transformation goals.

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

Resolution: No action is requested at this meeting.

State Council of Higher Education for Virginia Agenda Item

Item: #III.H. - Council – Report of the Agency Director

Date of Meeting: September 14, 2021

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action
Date:
Action:

Purpose of Agenda Item:

The purpose of this agenda item is to inform Council of recent and upcoming work in which staff is involved.

Background Information/Summary of Major Elements: N/A

Materials Provided: Report of the Agency Director.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Relationship to Goals of The Virginia Plan for Higher Education: N/A

Resolution: N/A

**State Council of Higher Education
Director's report
September 14, 2021**

General Professional Advisory Committee/Council of Presidents: We met with the public college and university presidents on August 16 at the SCHEV offices. Secretary of Finance Joe Flores and Secretary of Education Atif Qarni addressed the group on the recent legislative session, the state fiscal outlook and the Governor's education priorities. SCHEV senior associate Emily Salmon presented information on the priority initiatives of [Pathways to Opportunity: The Virginia Plan for Higher Education](#). Representatives of the National Center for Higher Education Management Systems (NCHEMS) discussed the higher education [cost and funding study](#). (NCHEMS staff visited Richmond in early September and met with executive and legislative staff and other stakeholders.)

Six-year-plan overview: SCHEV staff led this year's six-year-plan review process. The submission of institutional six-year plans is included in the Restructured Higher Education Financial and Administrative Operations Act of 2005. Each plan is structured in accordance with objectives and purposes set forth in [§ 23.1-306](#). The plans include information about institutional strategies, projected costs, tuition and fees, financial aid, economic development, and other timely topics. In 2015, joint resolutions approved by the House and Senate require that institutional six-year plans align with The Virginia Plan for Higher Education.

The review group includes the Secretary of Education, the Secretary of Finance, the Director of the Department of Planning and Budget, the staff directors of the Senate Finance and Appropriations Committee and the House Appropriations Committee and the director of SCHEV (known as "op-six"). Staff met (virtually) for approximately 40 hours with each public college and university. We also held a joint meeting with the five higher education centers. Executive teams from all institutions participated in the meetings, resulting in over 150 total attendees. The process provides institutional and Capitol Square leadership the opportunity to share priorities, concerns and opportunities.

SCHEV is in the process of compiling comments and questions, from the Op 6, that we sent to the institutions on September 1. Some summary information regarding budget interest and areas of need are included in the budget and policy recommendation section of this agenda book. Institutions will provide responses and final plans by October 1.

We are grateful to the colleges and universities and the members and staff of the "op-six" group for approaching the process enthusiastically and professionally. SCHEV assistant director for finance policy, Dr. Jean Huskey, expertly led the meetings. Based on input received at the meeting, institutions will submit final plans by October 1.

Agency DEI plan and training: After submitting the agency’s Diversity, Equity and Inclusion plan in July, we have shared it with staff and posted it on the agency website. We are incorporating the [plan](#) into our work and culture. In accordance with new legislation, SCHEV staff members are completing an online, professional learning experience in Diversity, Equity, Inclusion, and Cultural Competence. New staff will complete the training as part of their onboarding.

Boards of visitor orientation session: We are making good progress in the annual new board member orientation session, which will be held October 19-20 in Richmond. Provided there is no significant degradation of the public health conditions, we will meet in person. The agenda includes sessions on best practices of effective boards, responsibility for diversity, equity and inclusion, strategic academic planning, trends in student life, institutional budgeting and more. Council member Dr. Alvin Schexnider is participating in the planning group.

Virginia Military Institute: In July, Superintendent Cedric Wins and board president Thomas Watjen met with Council to discuss its “Unifying Action Plan.” Subsequently, VMI leadership met with the representatives associated with the review of college and university six-year plans. VMI continues to make progress on items associated with the recent audit and investigation. It will submit its first report to state officials, including SCHEV, in January.

FAFSA completion: Recent data show that the number of high school students completing the Free Application for Federal Student Assistance, or FAFSA, is substantially lower than last year, especially for students in low-income and minority schools. A recent [SCHEV Insight](#) featured several strategies underway to ensure that more students apply for and receive federal student aid.

#WhyApply: SCHEV once again will join the American College Application Campaign (ACAC) on September 17 to share with high school students why it is important to apply to a postsecondary institution, whether it is for a certificate program, a two-year degree or a four-year degree. This expansive social media campaign is designed to alleviate student doubts that college is worth it or fears about the application process. If Council members are interested in supplying a message of your own, please contact Erin McGrath at erinmcgrath@schev.edu.

Access initiative and VDOE partnership: This has been an active area of focus over the last several months. First, SCHEV and the Virginia Department of Education recently signed an agreement for the recruitment of a shared position. The purpose of the position is to improve transitions between secondary and postsecondary education. SCHEV also recently secured funding from Virginia529 to match a pending federal Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant. Finally, SCHEV signed a contract with Vantage Point Consulting to develop a statewide college access strategy, action plan and outreach campaign to guide SCHEV’s statewide college access efforts.

Civic engagement: SCHEV recently joined a national effort to expand and improve upon civic learning across the educational spectrum. The effort aligns with SCHEV's learning assessment program as well as our commitment to diversity, equity and inclusion. SCHEV senior associate Dr. Jodi Fidler will participate in the newly formed Civic Learning and Democracy Engagement educational advisory group.

COVES Policy Fellow: In April, SCHEV responded to an invitation from the Virginia Academy of Science, Engineering and Medicine ([VASEM](#)) to submit a proposal to become a host office for the Commonwealth of Virginia Engineering and Science (COVES) Policy Fellows program. We received an excellent match, Nikita Lad, a doctoral student in environmental science and public policy at George Mason University. She conducted a review of basic research efforts in Virginia. The result of her research and interviews with state and institutional leaders can be found [here](#).

Staff events: We held an informal "Coffee Klatsch" in early September to talk about what the office of the future looks like. Staff had great ideas. New Council member John Broderick brought greetings on behalf of new members at our regularly scheduled staff meeting on September 9. We also received a project update from Lee Andes on the new financial aid application system, a presentation on the agency Diversity, Equity and Inclusion plan and a legislative update.

New staff: We are excited to welcome Grace Covello to the SCHEV staff as associate for finance policy. Grace is pursuing a doctorate in higher education from the University of Georgia. She will work primarily with the Higher Education Equipment Trust Fund and capital outlay planning. She already proved her worth during the six-year-plan process.

Out and about: Over the last month, I have met with new Council member Dr. Jeff Smith, superintendent of schools in Hampton. (Other meetings are forthcoming.) I visited Eastern Virginia Medical School and met with Dr. Alfred Abuhamad, interim president, provost and dean, and Dr. Bruce Waldholtz, rector of the board. I also met with Dr. Janet Gullickson, president of Germanna Community College (site of the July 2022 Council meeting). Council member Alex Arriaga, SCHEV assistant director Paula Robinson and I met with Dr. Irma Becerra, president of Marymount University and her leadership staff. I participated in the quarterly board meeting of the Southern Virginia Higher Education Center. As time and community health conditions permit, I will be meeting with others over the coming months.

Educational leave: Thanks to the Council for giving me the opportunity take time off to rest, refresh and gain new perspectives. From all reports, SCHEV staff and Council members stepped in and effectively managed all of the agency operations in my absence, a fact for which I am grateful. I wrote a [preliminary summary](#) of my time away and subsequently met with staff to talk about some highlights. Gordon

Morse, a columnist for the *Virginian-Pilot*, wrote about my leave in a [recent article](#). I met with representatives of more than a dozen colleges and universities, chambers of commerce and other community leaders; discovered history and culture in every locale; and gained appreciation of people and places. I will continue to write and share other perspectives over the coming weeks.

State Council of Higher Education for Virginia Agenda Item

Item: #III.K. - Council – Receipt of Items Delegated to Staff

Date of Meeting: September 14, 2021

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:

Degree Program Actions:

George Mason University
Norfolk State University
University of Virginia
Virginia Commonwealth University

Diploma, Certificate, Discontinued and Modified Programs:

George Mason University
University of Virginia
Virginia Commonwealth University
Virginia Polytechnic Institute and State University

Diploma, Certificate, Discontinued and Modified Programs at Community Colleges:

Central Virginia
Dabney S. Lancaster
New River
Northern Virginia
Paul D. Camp
Piedmont
J. Sargeant Reynolds
Southwest Virginia
Tidewater

Thomas Nelson
Virginia Highlands
Virginia Western
Wytheville

Policies and Procedures for Internal and Off-Campus Organizational Changes:

George Mason University
James Madison University
Longwood University
Virginia Polytechnic Institute and State University

Mission Statement Change:

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

Approvals:

Union Presbyterian Seminary

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

ARA Therapeutic Massage School
Asher Institute of Hampton
Dental Assistant Training Centers
RFK Solutionz Cyber Security Training Center

Institution of Higher Education Certified to Operate in the Commonwealth of Virginia—Provisional Approval of Additional Location:

Arizona College of Nursing

Institution of Higher Education Certified to Operate in the Commonwealth of Virginia— Approval of Additional Location:

University of Maryland Global Campus Quantico

Full Cost Report:

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Relationship to Goals of the Virginia Plan for Higher Education: N/A

Resolution: N/A

Items Delegated to Director/Staff

Pursuant to the Code of Virginia, § 23.1-203 and Council's "*Policies and Procedures for Program Approval and Changes*," the following items were approved/not approved as delegated to staff:

Academic Program Actions

Institution	Degree/Program/CIP	Effective Date
George Mason University	CIP Code Change Approved: Change the CIP code of the Master of Science degree program in Data Analytics Engineering from (30.7101) to (11.0802)	Fall 2021
George Mason University	Program Name Change Approved: Change the name of the Graduate Certificate program from Visual Impairments Licensure PK-12 (13.1009) to Blindness and Visual Impairments PK-12 Licensure (13.1009)	Spring 2022
Norfolk State University	Program Modifications Approved: <ul style="list-style-type: none"> • Modify the curriculum requirements and identity of the Doctor of Philosophy (Ph.D.) degree program in Social Work (44.0701) • Add an online delivery format 	Fall 2021
University of Virginia	Program Modification Approved: Modify the credit hours of the Master of Engineering degree program in Biomedical Engineering (14.0501) from 30 credit hours to 35 credit hours	Fall 2021
University of Virginia	CIP Code Changes Approved: Change the CIP code of the following degree programs: <ul style="list-style-type: none"> • Master of Urban Design in Urban Design from (04.0403) to (30.3301) • Doctor of Philosophy in Psychology from (42.0101) to (42.2704) 	Fall 2021
Virginia Commonwealth University	Program Name Change Approved: Change the name of the Master of Science degree program from Clinical Laboratory Sciences (51.1005) to Medical Laboratory Sciences (51.1005)	Fall 2021
Virginia Commonwealth University	Program Not Approved: Bachelor of Arts degree program in Family Development and Education (19.0701)	August 23, 2021

Pursuant to the Code of Virginia, § 23.1-203 and Council’s “*Policies and Procedures for Program Approval and Changes*,” the following items were reported:

**Four-Year Publics
Discontinued Programs**

Institution	Degree/Program/CIP	Effective Date
George Mason University	Program Discontinuance: Discontinue the Master of Arts degree program in Transportation Policy, Operations, and Logistics (44.9999) [Council Approval Date: March 20, 2002]	Fall 2021
George Mason University	Program Discontinuances: Discontinue the following Graduate Certificate programs: <ul style="list-style-type: none"> • Administration of Justice (43.0107) • Architecture-Based Systems (14.0101) • Assisted Living Administration (51.0702) • Biometry/Biometrics (26.1101) • Child Welfare (44.0701) • Civil and Infrastructure Engineering (14.0801) • Education (13.1299) • Computational Techniques and Applications (30.0801) • Economics Systems Design (45.0601) • International Institutional Policy (44.0501) • Nanotechnology and Nanoscience (41.9999) • Software Systems Engineering (14.2799) • Translation (16.0101) • VLSI Design/Manufacturing (14.0901) 	Spring 2022
University of Virginia	Program Discontinuance: Discontinue the Education Specialist degree program in Administration and Supervision (13.0401) [Council Approval Date: April 2, 1974]	Fall 2021
Virginia Commonwealth University	Program Discontinuances: Discontinue the following Post-Baccalaureate Certificate programs: <ul style="list-style-type: none"> • Instructional Technology (13.0501) • Online Teaching for K-12 Educators (13.1299) 	Fall 2021
Virginia Polytechnic Institute and State University (Virginia Tech)	Program Discontinuances: Discontinue the following degree programs: <ul style="list-style-type: none"> • Master of Science in Biomedical Technology Development and Management (51.2006) [Council Approval Date: January 8, 2008] • Doctor of Education and Doctor of Philosophy in Career and Technical 	Fall 2021

Institution	Degree/Program/CIP	Effective Date
	Education (13.1320) [Council Approval Date: June 4, 1971]	

Pursuant to the Code of Virginia, § 23.1-203 and Council’s “Policies and Procedures for Program Approval and Changes,” the following community college discontinuances were reported, effective Fall 2021:

College	CIP	Award/Program
Central Virginia	19.0709	AAS, Early Childhood Development
Dabney S. Lancaster	1.0601	Certificate, Sustainable Ag. and Horticulture
Dabney S. Lancaster	15.0699	Certificate, Wind Turbine Service Technology
New River	15.0699	Certificate, Industrial Maintenance
Northern Virginia	15.1303	Certificate, Architectural Drafting
Paul D. Camp	52.0499	Certificate, Clerical Studies
Piedmont	52.0499	Certificate, Clerical Studies
J. Sargeant Reynolds	43.0203	AAS, Fire Science Technology
J. Sargeant Reynolds	52.0901	AAS, Hospitality Management
Southwest Virginia	51.0908	AAS, Respiratory Care
Tidewater	50.0401	AAS, Graphic Arts
Tidewater	15.0699	Certificate, Industrial Management
Tidewater	49.0299	Certificate, Truck Driving
Thomas Nelson	50.9999	AAA, Fine Arts
Thomas Nelson	51.1801	AAS, Opticianry
Thomas Nelson	50.0605	AAS, Photography
Virginia Highlands	19.0709	Certificate, Early Childhood Teaching Assistant
Virginia Highlands	52.0901	Certificate, Hospitality and Tourism
Virginia Highlands	47.0201	Certificate, Refrigeration
Virginia Highlands	47.0201	Diploma, AC, Refrigeration and Heating
Virginia Highlands	48.0599	Diploma, Machinist
Virginia Western	14.3801	Certificate, Geographic Information Systems
Wytheville	19.0709	AAS, Early Childhood Development
Virginia Highlands	52.0901	Certificate, Hospitality and Tourism

Pursuant to the Code of Virginia, § 23.1-203 and Council’s “Policies and Procedures for Internal and Off-Campus Organizational Changes,” the following items were approved as delegated to staff:

Internal and Off-Campus Organizational Changes

Institution	Change/Site	Effective Date
James Madison University	<p>Create the School of Professional & Continuing Education. The School of Professional & Continuing Education will operate as a standalone academic unit and the dean will report to the provost. No new departments will be created and no existing departments will be relocated to the School.</p> <p>The establishment of the School of Professional and Continuing Education will “allow the university to acknowledge its commitment to professional and continuing education” and recognize professional and continuing education “as a true academic endeavor at the university.” As a standalone school, the School will be “included in academic considerations...that impact all students” and “ensure one academic unit coordinates all professional and continuing education efforts” for the university.</p>	July 1, 2021
Longwood University	<p>Rename the College of Education and Human Services to the College of Education, Health, and Human Services. The College has been re-named to “accurately reflect the academic units overseen by the college,” and provide recognition at the college level of an important disciplinary area at the university. Longwood indicates the new name “will align with the names of similar structured colleges at Longwood’s SCHEV peer institutions.”</p>	September 1, 2021
Virginia Polytechnic Institute and State University	<p>Establish and officially recognize the Virginia Tech Innovation off-campus site located at Potomac Avenue, Alexandria, Virginia 22305.</p>	January 1, 2024

Pursuant to the Code of Virginia, § 23.1-211 and Council’s “*Commonwealth of Virginia Policy on the Reciprocal Authorization of Distance Education and Related Activities*,” the following item is approved as delegated to staff:

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

Institution	Effective Date
Union Presbyterian Seminary	July 26, 2021

Pursuant to the Code of Virginia § 23.1-213 to 230 and 8VAC-40-31-90 of the Virginia Administrative Code, the following items were approved as delegated to staff:

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

Institution	Location	Effective Date
ARA Therapeutic Massage School	Centreville, VA	8/17/2021
Asher Institute of Hampton	Hampton, VA	7/13/2021
Dental Assistant Training Centers	Fredericksburg, VA	7/28/2021
RFK Solutionz Cyber Security Training Center	Chesapeake, VA	8/11/2021

Institution of Higher Education Certified to Operate in the Commonwealth of Virginia—Provisional Approval of Additional Location

Institution	Location	Effective Date
Arizona College of Nursing	Chesapeake, VA	8/23/2021

Institution of Higher Education Certified to Operate in the Commonwealth of Virginia— Approval of Additional Location

Institution	Location	Effective Date
University of Maryland Global Campus - Quantico	Quantico, VA	9/14/2021