

SCHEV Program Evaluation Processes

Dr. Joseph G. DeFilippo
Academic Affairs Committee
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**STATE COUNCIL OF HIGHER
EDUCATION FOR VIRGINIA**

§ 23.1-203. Duties of Council.

5. Review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes.
6. Review and require the discontinuance of any undergraduate or graduate academic program that is presently offered by any public institution of higher education when the Council determines that such academic program is (i) nonproductive in terms of the number of degrees granted, the number of students served by the program, the program's effectiveness, and budgetary considerations or (ii) supported by state funds and unnecessarily duplicative of academic programs offered at other public institutions of higher education.

First, Program Approval

SCHEV Policy (updated 2020)

Program Justification:

- **Response to Current Needs (Specific Demand)**
- **Employment Demand**
- **Student Demand**
- **SCHEV Student Projected Enrollment Chart**
- **Duplication**
- **Projected resources for the proposed program**
- **Resource Needs: explain resource needs to initiate and operate the program**
- **Resource Needs: Forms and Certification Statements**

Program Approval, Justification – 1

- **Response to Current Needs (Specific Demand)**
 - The purpose of this section is for the proposing institution to articulate the case, with objective evidence, for the need for a new standalone academic degree program **in the discipline and at the level** being proposed.
 - Objective research supporting state and/or national need.
 - ***Bottom line: who is saying that we need graduates with the degree in that subject at that level***

Program Approval, Justification – 2

- **Employment Demand**

- Labor market info (BLS, Va. Workforce Connection)
- Job ads (specific to degree subject and level)
- Curriculum has to match workplace competencies
- Testimony of potential employers (looking for something stronger than generic letters of support)

Program Approval, Justification – 3

- **Student Demand (one kind, down from two)**
 - Surveys
 - Expressions of interest
 - Enrollment in relevant course/tracks

Program Approval, Justification – 4

Duplication

- Existence of similar programs at other public institutions
- Changes:
 - Other institutions can respond to the Program Announcement, and those responses must be addressed in the proposal
 - Boards of Visitors must be informed of duplication
 - SCHEV evaluation now focused on information rather than judging whether the degree of duplication is warranted

Program Approval, Justification – 5

Integration

- The different parts of the proposal must reinforce each other, i.e., no internal inconsistencies or gaps.
- Examples of problems:
 - Employment data for an occupation that is not reflected in the learning outcomes of the program
 - Claims of local/regional demand, but all job ads are from out of region
 - Quantitative data actually show that current state needs are already being met

Other Relevant Policy Factors

- **Institutional autonomy to revise programs (e.g., add options, tracks, majors)**
- **“Facilitated Approval” for specific kinds of programs**
 - **Community Colleges: applied associate degrees**
 - **Four-year Institutions: high need, low duplication programs**
 - **(These don’t make it onto Council agendas)**
- **Program Productivity Review (every 5 years).**
 - **2021-22: 149 programs reviewed; 41 closed; 2 continued with conditions.**

Now, Program Productivity

Productivity *Process*

- **Four-year institutions and RBC every five years; VCCS reviews its colleges every 2-3 years and reports to SCHEV as part of the five-year review.**
- **Two-stage process:**
 - **Quantitative: 5-year averages of enrollment and degrees granted**
 - **”Targeted” programs can be defended, on grounds of mission, quality, efficiency**

Productivity Stage 1 – Quantitative

Productivity GROUP 1

Most Recent Five-Year Averages	Bachelor's Programs		Master's Programs		Doctoral Programs	
	FTE Majors	Grads	FTE Majors	Grads	FTE Majors	Grads
GROUP 1 Standards	48	12	22	7	18	4
430104 M Criminal Justice (BCHE)			<u>12.8</u>	<u>6.0</u>		
451201 M Urban Affairs (1981)			<u>10.3</u>	<u>5.4</u>		
520301 B Accountancy (BCHE)	66.2	16.2				
520101 B Business (BCHE)	433.7	76.2				
540101 B History (BCHE)	51.3	<u>9.4</u>				
309999 B Interdisciplinary Studies (BCHE)	152.0	54.6				

Productivity Stage 2 – Defenses

- **Central to the institution’s mission. (Provide justification.)**
- **Courses support general education and/or professional programs. (Provide five-year average of FTE enrollments for lower and upper division courses taught by faculty dedicated to the program.)**
- **Program provides access to an underserved population or geographical area. (Provide justification.)**
- **Program has performed well in objective external qualitative reviews. (Provide excerpts from recent review(s) attesting to program quality.)**
- **Institution has specific plans to bolster program performance and increase enrollment and graduates per year. (Explain.)**

Staff Review is Holistic

- Looks at the totality of program circumstances and grounds for defense offered by the institution
- “Centrality to mission” is presumed for undergraduate programs more than for graduate programs
- Trends are taken into account—e.g., is program enrollment on an “upswing” or a “downswing”?
- Does the institution or program serve an historically under-represented population?

Questions?