Agenda Book
January 10, 2023

Location:

Library of Virginia
800 East Broad Street
Richmond, VA 23219

**STATE COUNCIL OF HIGHER
EDUCATION FOR VIRGINIA**

State Council of Higher Education for Virginia

January 10, 2023, Council Meeting
Schedule of Events
Library of Virginia
800 East Broad Street
Richmond, VA 23219

<u>January 10, 2023</u>

10:00 – 11:00	**Academic Affairs Committee (Conference Room C)** Section I on the agenda Committee members: Alvin Schexnider (chair); Jeffrey Smith (vice chair); Mirza Baig; Jason El Koubi; William Harvey; Cheryl Oldham.
10:00 – 11:30	**Resources and Planning Committee (Conference Room A & B)** Section II on the agenda Committee members: Victoria Harker (chair); John Broderick (vice chair); Katharine Webb; Thaddeus Holloman; Jennie O'Holleran; Walter Curt.
11:30 – 12:05	Lunch
12:10 – 3:15	**Council Meeting (Conference Room B & C)** Section III on the agenda

<u>NEXT MEETING</u>: March 20 – 21, 2023 – Radford University

State Council of Higher Education for Virginia

Council Meetings – January 10, 2023
Agenda
Library of Virginia

Item	Time		Page
Cover Page			1
Schedule of Events			2
Agenda			3
I. Academic Affairs Committee (Library of Virginia) Tuesday, January 10, 2023 Conference Room C	10:00 a.m.		
I.A. Call to Order	10:00 a.m.	Dr. Schexnider	
I.B. Approval of Minutes from the October 24, 2022, Academic Affairs Committee	10:05 a.m.	Dr. Schexnider	5
I.C. Action on Proposed Degree Program at a Public Institution	10:10 a.m.	Dr. DeFilippo	8
I.D. Action on a Proposed Organizational Changes at Public Institutions	10:25 a.m.	Dr. DeFilippo	14
I.E. Action on Guidelines on Award of Academic Credit for Military Education, Training and Experience	10:40 a.m.	Dr. DeFilippo	20
I.F Action on Proposed New Framework for Transfer Associate Degree Programs at Virginia's Community Colleges	10:55 a.m.	Dr. DeFilippo	29
I.G. Discussion of the Current State of Transfer in Virginia	11:10 a.m.	Dr. Smith, Dr. Hutchison	34
I.H. Receipt of Report of the Staff Liaison to the Academic Affairs Committee	11:25 a.m.	Dr. DeFilippo	36
I.I. Motion to Adjourn	11:30 a.m.	Dr. Schexnider	
II. Resources and Planning Committee (Library of Virginia) Tuesday, January 10, 2023 Conference Rooms A and B	10:00 a.m.		
II.A. Call to Order	10:00 a.m.	Ms. Harker	
II.B. Approval of Minutes from the October 24, 2022, Resources and Planning Committee	10:05 a.m.	Ms. Harker	39
II.C. Discussion of the Governor's Introduced Budget Amendments	10:10 a.m.	Ms. Kang	44
II.D. Discussion of Low-Income/Pell Enrollment and Completion Initiative	10:30 a.m.	Mr. Andes	56

II.E. Report on the Status of Full-Cost Requirement for Out-of-State Students	10:50 a.m.	Ms. Kang	59
II.F. Discussion of 2022 Degrees and Certificates Awarded	11:10 a.m.	Mr. Massa	65
II.G. Motion to Adjourn	11:30 a.m.	Ms. Harker	
LUNCH	**11:30 a.m.**		
III. Council Meeting (Library of Virginia) **Tuesday, January 10, 2023** **Conference Rooms A and B**			
III.A. Call to Order	12:10 p.m.	Mr. Ampy	
III.B. Approval of Minutes from October 25, 2022, Council Meeting	12:15 p.m.	Mr. Ampy	81
III.C. Welcome from Sandra Gioia Treadway, Librarian of Virginia	12:20 p.m.	Ms. Treadway	90
III.D. Remarks from Tim Sands, President of Virginia Tech	12:25 p.m.	Dr. Sands	91
III.E. Discussion of the Online Virginia Network	12:45 p.m.	Dr. Burge, Dr. Casiello, Dr. Linder, Dr. Whistler	93
III.F. Discussion of the 2023 General Assembly Session	1:05 p.m.	Ms. Kang/Ms. Covello	95
III.G. Receipt of Report from Agency Director	1:25 p.m.	Mr. Blake	97
Break	1:35 p.m.		
III.H. Discussion of Enrollment Trends in 2023 and Beyond	1:45 p.m.	Mr. Blake	100
III.I. Discussion of Virginia Talent + Opportunity Partnership (V-TOP)	2:05 p.m.	Dr. Edwards/Dr. Bazemore	109
III.J. Discussion of the Annual Report on the Statewide Strategic Plan: *Pathways to Opportunity*	2:20 p.m.	Ms. Salmon	112
III.K. Report of the Academic Affairs Committee	2:35 p.m.	Dr. Schexnider	
III.L. Report of the Resources and Planning Committee	2:45 p.m.	Ms. Harker	
III.M. Receipt of Items Delegated to Staff	2:55 p.m.	Mr. Blake	146
III.N. Old Business	3:00 p.m.	Mr. Ampy	
III.O. New Business	3:05 p.m.	Mr. Ampy	
III.P. Receipt of Public Comment	3:10 p.m.	Mr. Ampy	
III.Q. Motion to Adjourn	3:15 p.m.	Mr. Ampy	
__NEXT MEETING__: March 20-21, 2023, Radford University			

*Use of courtesy titles is based on the expressed preference of the individual

SCHEV values honesty, quality, diversity, inclusion, growth-orientation, personal well-being, equity, transparency and accountability. Through these values, we create a welcoming work environment that represents the best of who we are as an agency and as individuals.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
OCTOBER 24, 2022

<u>**DRAFT MINUTES**</u>

Dr. Schexnider called the meeting to order at 3 p.m., at the Virginia Community College System office in Richmond, Virginia. Committee members present: Alvin Schexnider, Jeff Smith, Jason El Koubi, Cheryl Oldham and Mirza Baig.

Committee member absent: William Harvey.

Staff members present: Joseph G. DeFilippo, Sandra Freeman, Monica Osei, Beverly Rebar and Paula Robinson. Ramona Taylor, Senior Assistant Attorney General, was also present.

<u>**APPROVAL OF MINUTES FROM THE SEPTEMBER 19, 2022, ACADEMIC AFFAIRS COMMITTEE MEETING**</u>

On a motion by Dr. Smith and seconded by Mr. El Koubi, the minutes were approved unanimously (4-0).

Dr. Schexnider introduced and invited staff to present information on the following topics:

<u>**ACTION ON PROPOSED ORGANIZATIONAL CHANGES AT PUBLIC INSTITUTIONS**</u>

Dr. DeFilippo described the background of the proposed organizational changes, two of which were presented as action items and one which the Chair reserved for discussion. The changes are all brought under SCHEV's duty to approve or disapprove proposed organizational changes, which has levels of potential action depending on the nature of the proposed change. Some changes are categorized as "simple" and others are "complex." Simple changes involved little to no money, while complex changes involve such things as establishing a new department with its own budget.

The organizational change at George Mason University is being presented as a name change because the university has a fully developed college that already has all of the elements needed to be accredited as a college of public health. The public health accreditor (CEPH) has given permission to use the term "public health" in the name. Dr. DeFilippo referred to the rationale presented on page 12 of the agenda materials. Dr. Bob Weiler, Senior Associate Dean of the College and Dr. Susan B. Woodruff, Director, Academic Program Development, were present and responded to questions from the Chair.

The following resolution was unanimously approved (4-0) to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the name change of the College of Health and Human Services to the Department of Public Health at George Mason University, effective November 1, 2022.

Dr. DeFilippo introduced the background for the organizational change proposed by Virginia Tech. The Blackwood Department of Real Estate would administer a bachelor of science in real estate and a real estate minor. Some new hiring will occur, but it will not be extensive. The department has a detailed budget, which is provided on page 18 of the agenda materials.

Dr. Kevin D. Carlson, Associate Dean for Research and Faculty Affairs, Pamplin College of Business, was present and responded to questions from committee members.

The following resolution was unanimously approved 4-0 to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the establishment of the Blackwood Department of Real Estate at Virginia Polytechnic and State Institute and State University, effective November 1, 2022.

Dr. Augustin Agho, Provost and Dr. Brian Payne, Vice Provost of Old Dominion University, presented the institution's proposal for the establishment of the School of Data Science. Dr. Agho spoke about the advantages of establishing the new school, given the level of investment ODU has made. Dr. Payne said they want a school that will coordinate, not control, data science. As the institution develops new data science programs, they want to be sure that they are collaborating. He said that the new school would ensure strategic distribution of resources.

Dr. Schexnider said that the committee wanted to take more time to work on the issues. Dr. Monica Osei said staff are more than willing to continue working with them, but currently the proposal does not answer many questions. Dr. DeFilippo agreed and said he would prefer that the institution start anew with a new rationale. Dr. Osei said that there are other options that do not require SCHEV approval, for instance, a center. The committee took no action on the proposal.

DISCUSSION OF STATE AUTHORIZATION RECIPROCITY AGREEMENT

Dr. DeFilippo provided a presentation regarding state authorization reciprocity agreements, found on page 22 of the agenda materials. He reviewed the history of the state authorization compliance issue and of Virginia's participation in the National Council for State Authorization Reciprocity Agreements (NC-SARA). He further presented the list of requirements for institutions and states to participate in SARA. SARA membership provides multiple benefits and cost savings for institutions. Dr. DeFilippo acknowledged staff responsible for administering the program, Darlene Derricott and Emily Hils.

RECEIPT OF REPORT FROM ACADEMIC AFFAIRS COMMITTEE STAFF LIAISON

Dr. DeFilippo commented on the recent activities and accomplishments of Academic Affairs staff.

ADJOURNMENT

Dr. Schexnider adjourned the meeting at 4:11 p.m.

_____
Alvin Schexnider
Chair, Academic Affairs Committee

_____
Beverly Rebar
Staff, Academic Affairs

State Council of Higher Education for Virginia
Agenda Item

Item: #I.C – Academic Affairs – Action on Proposed Degree Program at a Public Institution

Date of Meeting: January 10, 2023

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 item is to present for review and action one proposed new degree program, 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).

Background Information/Summary of Major Elements:

Program Presented for Approval
- Christopher Newport University, Bachelor of Arts (B.A.) in Art and Art History (CIP: 50.0701)

Financial Impact: See program summary below.

Timetable for Further Review/Action: N/A

Relationship to the 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*:
- Strategy 5: Cultivate affordable postsecondary education pathways for traditional, non- traditional and returning students.
- Strategy 7: Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Strategy 9: Improve the alignment between post-secondary academic programs and labor market outcomes.

<u>Resolution</u>:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Christopher Newport University to initiate a Bachelor of Arts (B.A.) degree program in Art and Art History (CIP code: 50.0701), effective fall 2023.

Christopher Newport University
Bachelor of Arts (B.A.) in Art and Art History
(CIP: 50.0701)

Program Description

Christopher Newport University seeks the creation of a Bachelor of Arts (BA) degree program in Art and Art History, to be initiated in fall 2023. The proposed program would be located in the College of Arts and Humanities, Department of Fine Art and Art History.

The purpose of the proposed program is to provide students with "both the skills needed for the creation of art as well as the knowledge of its cultural significance." The program will provide students with a foundation in visual art concepts, techniques, and theories. The core curriculum will include courses in design, digital media, world art, modern or contemporary art, and topics in art history.

Two concentration areas would be offered: 1) art history and 2) studio art. Coursework in the art history concentration will provide students with knowledge of the history and cultural impact of visual art and skills to interpret and preserve works of art. Students selecting the studio art concentration will "learn creative problem solving, and artistic conceptualization." Students will also learn "technical skills" in specific art and art-related areas via a track area. Students will be required to select a track area in which to focus and prepare for a career. Three track areas will be offered in the studio art concentration: 2D and 3D media; graphic design; and photography and video art.

All graduates will possess knowledge and skills to: 1) analyze the stylistic characteristics of art historical eras and movements; 2) create artwork using two-dimensional (2D) and three-dimensional (3D) techniques; 3) evaluate artwork; and 4) design visual concepts using computer software.

The proposed program would require 120 credit hours: 24 credit hours of core coursework including a three-credit hour capstone course; 27 credit hours in a concentration area; 40 credit hours of general education coursework; and 29 credits of electives. CNU intends to seek accreditation for the program from the National Association of Schools of Art and Design (NASAD).

Justification for the Proposed Program

CNU asserts that the proposed degree program is needed to ensure the university "remains competitive in recruiting students in the future." CNU wrote: At the heart of every liberal arts institution is a vibrant visual arts program. A standalone baccalaureate degree in art and art history is fundamental to institutions that focus on liberal arts. It is a vital part of the liberal arts mission and a common degree among institutions that CNU competes with for students."

In fact, a review of CNU's State Council of Higher Education for Virginia peer institutions shows that of the 25 peer institutions, 23 offer bachelor degree programs in the arts.

Eighteen institutions offer bachelor degree programs in art or fine art; seven institutions offer a bachelor's degree program in art history; and three offer bachelor degree programs in graphic design or studio art. Of the 15 four-year, public institutions in Virginia, 12 offer standalone degree programs in art, art history, fine arts, graphic design, studio art, and/or visual arts.

Further, "according the *Chronicle of Higher Education*, the number of public high-school graduates is "expected to peak in about 2025 or 2026, and then fall off." Data from both the Western Interstate Commission for Higher Education (WICHE) and the federal government agree regarding a "steady decline as far out as the projections go" (https://www.chronicle.com/article/will-your-college-survive-the-demographic-cliff).
With the number of students entering higher education shrinking, CNU affirms that the proposed degree program responds to the university's need "to remain competitive with peer institutions and [other Virginia public institutions] vying for the same pool of students." CNU notes that the university's student population is primarily traditional, college age students.

CNU stresses that "as a liberal arts institution, the mission and focus of Christopher Newport University is to provide a broad intellectual education in the humanistic disciplines of the arts and humanities as well as the natural and social sciences. At the heart of every liberal arts institution is a vibrant visual arts program, [and] a standalone baccalaureate degree in art and art history is fundamental to institutions that focus on liberal arts." The proposed combined degree program in Art and Art History would "create an opportunity for CNU to attract students" who seek bachelor level academic education and "training in both disciplines, diversifying their professional skillset for future careers."

CNU affirms that the proposed program responds to the current need for "baccalaureate trained entry-level artists to create and analyze visual content." Academically trained visual arts professionals are needed to work in commercial, educational, cultural, and museum settings. For example, art historians often work as museum archivists, curators, or museum workers. These positions require a bachelor's degree to ensure the expertise required to authenticate, appraise, preserve, and maintain historical objects, and appropriately document, handle and store works of art. The proposed bachelor's degree in art and art history will provide the skills and knowledge that entry-level professionals need to be successful in traditional and contemporary art and art-related industries. The knowledge and skills that students receive will ensure their competence and proficiency needed for professional success.

Student Demand
Evidence of student demand for the proposed degree program derives from enrollment in the existing art history major and studio art major within the Bachelor of Arts (BA) in Fine and Performing Arts degree program. In the 2019-2020 academic year, 85 students were enrolled in the majors; in 2020-2021 and in 2021-2022, 90 students were enrolled majors.

Enrollment projections show a full-time equated student enrollment (FTES) of 90 in the program's first year (2023-24). The projections continue as follows: FTES 2024-25, 90.0; 2025-26, 90.0; and 2026-27, 90. CNU anticipates 26 graduates per year beginning in 2025-26. If projections are met, then this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand
CNU notes that graduates of the proposed BA in Art and Art History will be prepared to work as museum technicians, museum experiences managers, graphic designers, professional visual artists, and art historians. Graduates are expected to seek employment in museums, private K-12 schools, cultural institutions (e.g., Jamestown Foundation), and organizations and companies that need graphic designers. In Virginia and nationally, employment advertisements indicate a need for bachelor-level graduates to fill entry-level positions as art handlers, graphic designers, and community engagement coordinators at museums.

The U. S. Bureau of Labor Statistics (BLS) projects that between 2021 and 2031 employment of archivists, curators, and museum workers is expected to grow 12% or "much faster than average for all occupations" (https://www.bls.gov/ooh/education-training-and-library/curators-museum-technicians-and-conservators.htm#tab-6); employment of museum technicians is expected to grow 13%. The BLS notes that museum technicians "typically need a bachelor's degree in museum studies or a related field, such as archaeology, art history, or history" (https://www.bls.gov/ooh/education-training-and-library/curators-museum-technicians-and-conservators.htm#tab-4). The Virginia Employment Commission (VEC), Labor Market Information projects between 2020 and 2030, employment of museum technicians and conservators will increase 6.981% or four (4) positions annually (https://virginiaworks.com/Occupational-Projections).

Issues of Duplication
Twelve public institutions in Virginia (CWM, GMU, JMU, LU, NSU, ODU, RU, UMW, UVA, VCU, Virginia Tech, and VSU) offer similar or related degree programs. Five of the 11 institutions (JMU, RU, VCU, VSU, and Virginia Tech) offer degree programs accredited by the National Association for Schools of Art and Design (NASAD). Given the standards set forth by NASAD, similarities exist among the degree programs in terms of course offerings, including CNU's proposed degree program.

CNU's BA in Art and Art History degree program would require similar coursework to other degree programs in the discipline and offer sub-areas offered by other degree programs. However, CNU's proposed BA in Art and Art History would in some respects be distinct from other degree programs – the curriculum is unique in that the core coursework includes foundational studies in studio art, art history, and digital media.

Resource Needs

The "Cost and Funding Sources to Initiate and Operate" the proposed degree program was reviewed by SCHEV finance staff. The institution will possess adequate faculty resources to support projected student enrollment in the degree program. Projected revenue from tuition and educational and general fees (E&G) will support the proposed program. CNU affirms the institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval
The CNU Board of Visitors approved the proposed program on September 24, 2021.

Staff Recommendation
Based on a review of the application, staff presents the **Bachelor of Arts (B.A.) degree program in Art and Art History (CIP: 50.0701)** 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 grants approval to Christopher Newport University to initiate a Bachelor of Arts (B.A.) degree program in Art and Art History (CIP code: 50.0701), effective fall 2023.

State Council of Higher Education for Virginia
Agenda Item

Item: #I.D – Academic Affairs Committee – Action on Proposed Organizational Change at a Public Institution

Date of Meeting: January 10, 2023

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 item is to present information for review and action on one proposed organizational change at a public institution. The information is presented in fulfillment of Council's statutory duty to:

> review and approve or disapprove the establishment of any department, school, college, branch, division, or extension of any public institution of higher education that such institution proposes to establish, whether located on or off the main campus of such institution (*Code of Virginia*, §23.1-203 (7)).

Background Information/Summary of Major Elements:

Organizational Changes Presented for Approval
- Old Dominion University (ODU) is proposing to establish a School of Data Science.

Financial Impact: See summary information on each item.

Timetable for Further Review/Action: N/A

Relationship to the Goals of *The Virginia Plan for Higher Education*:
Council's consideration of the establishment of new organizational units supports the following strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:
- Strategy 5: Cultivate affordable postsecondary education pathways for traditional, non- traditional and returning students.

- Strategy 7: Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Strategy 9: Improve the alignment between post-secondary academic programs and labor market outcomes.

<u>Resolutions:</u>

<u>Old Dominion University</u>
Based on a review of the application, staff presents the proposed establishment of the **School of Data Science** 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 approves the establishment of the School of Data Science at Old Dominion University, effective February 1, 2023.

Old Dominion University
Proposed Establishment of the School of Data Science
(selections from proposal)

Background
In Spring 2021, Old Dominion University's Provost and Vice President for Academic Affairs appointed a provost's fellow to review existing data science efforts and identify possible strategies for enhancing data science at the university. The fellow produced a report titled "Decision Support for a School of Data Science in Spring 2022."

Building on the efforts of the provost's fellow, in January 2022, the Provost and Vice President for Academic Affairs and the Vice President for Research established three data science committees to review strategies for improving ODU's administration and coordination of data science education and research: (1) a data science executive committee that focused on organizational structure; (2) a group of administrators and faculty that focused on the collaboration of data science faculty from different academic colleges and research centers across the university; and (3) a group of faculty members that focused on developing potential data science academic programs.

The data science executive committee met weekly between February 1 and May 31, 2022. On March 17th, after detailed discussions focused on internal data, reports from the provost's fellow, workforce demand, and feedback from colleagues, the data science executive committee recommended by consensus a new school of data science. On March 31st, 2022, the Provost and the Vice President for Research met with members of the three committees and faculty interested in data science. More than 100 faculty members were in attendance at the meeting. During the meeting, the provost, as result of the feedback from each committee and reports created by the provost's fellow for data science, expressed support for developing a proposal for a school of data science. All committees endorsed the proposed new school.

This process differed from the normal process for establishing new academic units at ODU. Typically, a dean makes a recommendation to the provost and, if the provost agrees with the recommendation, the provost forwards the recommendation to the Board of Visitors. In this case, rather than coming from an individual dean, the initial recommendation came from a committee charged by the provost to review the coordination of data science programming. The provost concurred with the recommendation of his own committee and forwarded it to the Board of Visitors for their review. The Board of Visitors unanimously approved the creation of the school of data science on June 3, 2022.

Purpose of Proposed Change
The purpose of the proposed organizational change is to establish an academic unit to provide oversight and administration for the Master of Science in Data Science and Analytics degree program as well as coordination of multi-disciplinary research efforts.

Rationale for the Proposed Change
The proposed school is needed to (1) establish a central administrative unit for the Masters of Science degree in Data Science and Analytics, Joint Institute with JLAB on

Advanced Computational Methods for Health and Science, Joint Institute with NASA Langley Research Center on Advanced Computational Approaches for Climate and Health, and the ODU Virginia Beach Institute of Data Science, (2) coordinate internal partnerships, and (3) support external partnerships.

Administrative Unit

The proposed school is necessary to provide the administrative structure required to facilitate resource allocations, enhance enrollment growth, improve student engagement and support, and centralize large-scale data research initiatives. Regarding resource allocations, because budgets at ODU are developed at the academic unit level (rather than the degree program level), the resource allocation model for the Master of Science in Data Science and Analytics degree program is decentralized and no resources are currently assigned to the program, which is currently administered by the graduate school. Upon initiation of the school of data science, resources including be allocated to the school, and the director of the school will be able to advocate for additional resources as the school grows. Funds from research projects conducted by data science faculty assigned to the school can also be returned to the school to support the programming it offers. In addition, with enrollment growth, revenue from the program can be returned to the unit for investment.

Coordinating Internal Partnerships

The proposed school of data science is also needed to coordinate internal partnerships. Internal partnerships will be promoted through developing a "data science collaborative" and awarding research funds for pilot data science projects. (Up to $80,000 will be made available for the pilot studies.) The director of the proposed school will create opportunities to bring together faculty interested in data science on a regular basis. Specific events will include research presentations, luncheons, funding updates, school-wide faculty meetings, and other events.

The director of the proposed School of Data Science will convene a data science executive committee and a research convergence committee. The executive committee will include the deans of the colleges of sciences, engineering and technology, business, arts and letters, and the graduate school, as well as the associate vice president for research and vice provost for academic affairs. The executive committee will work together to create an overall vision for data science at Old Dominion University. The research convergence committee will bring together faculty from the academic colleges, researchers from the research centers, and members of the executive committee to identify specific research directions for data science.

The director will create a strategic plan for the proposed School of Data Science by bringing together data science faculty and researchers from across campus. Involving stakeholders from across campus in developing a plan for data science increases the likelihood that those stakeholders will be involved in the activities required to make the plan successful. In addition, with research revenue returning to the school, the director will have funds to support activities identified in the strategic plan.

Supporting External Partnerships

In the Fall of 2021, when university administrators met with economic development and city leaders from Hampton Roads, they indicated that the institution's data science efforts were insufficient to meet regional workforce, research, and economic development demands. Specific feedback was provided about the need for additional graduates in data science programs as well as more applied research that would promote economic and workforce development. The director of the proposed school will convene an external advisory group. Bringing together representatives from regional businesses, economic development entities, and research labs, the external advisory group will help assess the proposed school's progress and provide insight into opportunities for research and enrollment growth.

Academic Programs

The proposed organizational change will not alter existing academic programs at ODU. There will be no changes to academic programs as a result of the establishment of the proposed school of data science. One degree program, currently offered in the Graduate School, will be relocated to the proposed school:

Master of Science (M.S.) in Data Science and Analytics.

Administration

Four new positions will be created: school director, research director, graduate program director, and undergraduate program director. The school director will report to the Vice Provost, and will be responsible for administration of the school generally, as described above. It is anticipated that these administrative positions will be appointed from faculty at ODU, whose lines will then be moved from their current home departments to the new school.

Resources

Resources to support the proposed school will be reallocated from the university, primarily by moving faculty lines from other academic units, but also from ODU's research and continuing education divisions. The reallocations will go toward supporting four administrative positions, 22 faculty, nine Graduate Research Assistants, and the budgeted expenses of three institutes and one center. According to the budget table below, school expenditures will grow from approximately $2.5M in 2023-24 to approximately $4.3M in 2025-26.

New ODU Academic Unit - Proposed Name: School of Data Science

Expenditure Category	HDCT	Proposed Budget 2023 - 2024	2024 - 2025	2025 - 2026
Personnel Salary				
Position Title Director	1	$170,000	$200,000	$210,000
Fringe Benefits		$48,735	$58,500	$96,000
Position Title Research Director	1	$123,500	$129,675	$136,159
Fringe Benefits		$40,132	$42,138	$44,245
Position Title Undergraduate & Graduate Program Directors	2	$264,000	$277,200	$291,060
Fringe Benefits		$84,682	$88,916	$93,361
Position Title All Other Personnel	2	$100,000	$105,000	$110,250
Fringe Benefits		$64,000	$67,200	$70,560
Faculty	22	$727,500	$1,395,000	$1,742,500
Fringe Benefits		$173,549	$573,124	$690,780
Personnel Subtotal	28	$1,796,098	$2,936,753	$3,484,915
Student Support				
Student Workers				
Graduate Teaching Assistant				
Graduate Research Assistant	9	$180,000	$180,000	$180,000
Student Support Subtotal	9	$180,000	$180,000	$180,000
Operating Expenses				
Office Supplies		$3,000	$3,000	$3,000
Instructional Supplies		$1,000	$1,000	$1,000
Travel			$20,000	$25,000
Marketing		$10,000	$10,000	$10,000
Conference/Professional Development			$10,000	$10,000
Virginia Beach Institute		$250,000	$250,000	$250,000
Joint Institute - NASA		$100,000	$100,000	$100,000
Joint Institute - Langley		$100,000	$100,000	$100,000
Quantum Research Center			$50,000	$50,000
Other Costs		$107,500	$100,000	$100,000
Operating Expenses Subtotal		$121,500	$144,000	$149,000
Total	**37**	**$2,547,598**	**$3,760,753**	**$4,313,915**

<div style="border:1px solid black; padding:10px;">

State Council of Higher Education for Virginia
Agenda Item

Item: #I.E – Academic Affairs Committee – Action on *Guidelines on Award of Academic Credit for Military Education, Training and Experience by Virginia Public Higher Education Institutions*

Date of Meeting: January 10, 2023

</div>

Presenter: Dr. Paul A. Smith
Senior Associate for Student Mobility Policy and Research
paulsmith@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
   Date: July 13, 2013
   Action: Council adopted its *Guidelines on Award of Academic Credit for Military Education, Training and Experience by Virginia Public Higher Education Institutions*, in response to legislation from the 2012 session (HB195) that added the following provision to (then) § 23-9.2:3.7 of the *Code of Virginia*:

   B. The governing boards of each public institution of higher education shall, in accordance with guidelines developed by the State Council of Higher Education for Virginia, implement policies for the purpose of awarding academic credit to students for educational experience gained from service in the armed forces of the United States.

Purpose of the Agenda Item:
Via this item, staff seeks Council approval of updates to the *Guidelines on Award of Academic Credit for Military Education, Training and Experience by Virginia Public Higher Education Institutions.* These updates are prompted by passage of HB 1277 in the 2022 legislative session; see below and in "Materials Provided" for details.

Background Information/Summary of Major Elements:
Offered here for Council review and action is an update to the *Guidelines on Award of Academic Credit for Military Education, Training and Experience by Virginia Public Higher Education Institutions* (henceforth referred to as "*Guidelines*"). The first iteration of these Guidelines was adopted by Council in 2013 and has functioned since then as the Commonwealth's operational guidelines for the awarding of academic credit for military education and training. This update is the first since the policy's inception.

Via HB 1277, the 2022 Virginia General Assembly amended the statute, which post-recodification is § 23.1-904, by expanding "educational experience" to include

"**education, experience, training, and credentials**." The bill also includes an enactment clause that charges SCHEV and governing boards as follows:

> The State Council of Higher Education shall update its guidelines developed pursuant to subsection B of § 23.1-904 of the *Code of Virginia*, as amended by this act, no later than February 1, 2023, and the governing board of each public institution of higher education shall update its policies implemented pursuant to subsection B of § 23.1-904 of the *Code of Virginia*, as amended by this act, no later than the beginning of the 2023-2024 academic year.

The full text of HB 1277 is appended below.

Following passage of HB 1277, staff worked through the agency's relevant standing committees to update the *Guidelines*, specifically, the Military Education Advisory Committee (MEAC), the State Committee on Transfer (SCT) and the Instructional Programs Advisory Committee (IPAC). Review of the Guidelines by the SCT began in April 2022. The feedback proposed by the SCT was subsequently presented to the MEAC in May. Based on the feedback from the two committees, a joint subcommittee of MEAC and SCT representatives was formed. The subcommittee developed a draft that was presented to the SCT and MEAC at their September 2022 meetings. Edits to the policy followed with final approval from the SCT and MEAC in October 2022. IPAC reviewed and approved the updated *Guidelines* in November 2022.

Significant updates to the *Guidelines* include:
- addition of language to reflect new phrasing introduced by HB1277;
- addition of language that requires institutions to have a transparent process for evaluating the awarding of academic credit that takes into account what is most beneficial for the student;
- addition of references to other SCHEV policies regarding awarding of credit for prior learning;
- removal of references to outdated policies and initiatives; and
- addition of an implementation requirement to upload information about transferability to the Transfer Virginia portal.

Materials Provided:
- Text of HB1277 (2022): *An Act to amend and reenact § 23.1-904 of the Code of Virginia, relating to public institutions of higher education; academic credit; education, experience, training, and credentials in Armed Forces of the United States.*
- Updated *Guidelines on Award of Academic Credit for Military Education, Training and Experience by Virginia Public Higher Education Institutions.*

Financial Impact:
None for the agency. The updated *Guidelines* will enhance the ability of current military personnel and veteran students to complete a credential with greater efficiency and/or reduced cost.

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

- Strategy 5: Cultivate affordable postsecondary education pathways for traditional, non- traditional and returning students.
- Strategy 7: Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Strategy 9: Improve the alignment between post-secondary academic programs and labor market outcomes.

Timetable for Further Review/Action:
If approved by Council, the updated *Guidelines* will go into effect immediately. Institutional governing boards are charged to update their policies in time for the 2023-24 academic year.

Staff Recommendation:
Staff presents to the Academic Affairs Committee for approval the updated *Guidelines on Award of Academic Credit for Military Education, Training and Experience by Virginia Public Higher Education Institutions*.

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:

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia, in accord with enactment clause 2 of HB1277 and *Code of Virginia* § 23.1-904, approves the updated *Guidelines on Award of Academic Credit for Military Education, Training and Experience by Virginia Public Higher Education Institutions*, effective immediately.

HB1277

An Act to amend and reenact § 23.1-904 of the Code of Virginia, relating to public institutions of higher education; academic credit; education, experience, training, and credentials in Armed Forces of the United States.

Approved April 11, 2022

1. That § 23.1-904 of the Code of Virginia is amended and reenacted as follows:
§ 23.1-904. Course credit; veterans; active duty military students.

A. The governing board of each public institution of higher education shall implement policies that provide students called to active military duty during an academic semester with the opportunity to earn full course credit. Such policies shall provide, as one option, that such students who have completed 75 percent of the course requirements at the time of activation and who meet other specified requirements receive full course credit.

B. The governing board of each public institution of higher education shall, in accordance with guidelines developed by the Council, implement policies for the purpose of awarding academic credit to students for ~~educational~~ *education,* experience*, training, and credentials* gained from service in the Armed Forces of the United States.

C. The governing board of each public institution of higher education shall, in accordance with guidelines developed by the Council, implement policies that recognize the scheduling difficulties and obligations encountered by active duty members of the Armed Forces of the United States.

2. That the governing board of each public institution of higher education shall map the existing opportunities to earn education, experience, training, and credentials in the Armed Forces of the United States to the award of academic credit in its programs. The State Council of Higher Education shall update its guidelines developed pursuant to subsection B of § 23.1-904 of the Code of Virginia, as amended by this act, no later than February 1, 2023, and the governing board of each public institution of higher education shall update its policies implemented pursuant to subsection B of § 23.1-904 of the Code of Virginia, as amended by this act, no later than the beginning of the 2023-2024 academic year.

[Note: additions are underlined and deletions are stricken through.]

Guidelines on Award of Academic Credit for Military Education, Training and Experience by Virginia Public Higher Education Institutions
Approved by Council: July 16, 2013
Updated: Pending

The Commonwealth of Virginia is committed to fostering an educated and skilled workforce, which is essential for economic prosperity and meaningful work for its citizens. Increased enrollment in – and successful completion of – postsecondary education programs is critical to achieving that goal. The Commonwealth of Virginia is also committed to serving the needs of its military and veteran population. ~~Virginia's public institutions of higher education are subject to an Executive Order from the Governor to expand services to meet the educational needs of veterans. In addition,~~ Virginia Code §23.1-904, established by the 2012 General Assembly and amended in 2022, states:

> *The governing boards of each public institution of higher education shall, in accordance with guidelines developed by the State Council of Higher Education for Virginia, implement policies for the purpose of awarding academic credit to students for education, experience, training and credentials gained from service in the armed forces of the United States.*

This document (henceforth referred to as the "Guidelines") was developed in fulfillment of the General Assembly's charge to SCHEV and the public institutions of higher education. It is intended to promote the goal of having a military-friendly system of higher education while preserving the unique missions and autonomy of the institutions.

Statement of Principles

The following principles form the foundation of these Guidelines:

1. ~~The Virginia Higher Education Opportunity Act of 2011 or Top Jobs 21 (Virginia Code, Title 23.1, Chapter 3) established a goal for statewide college completion, providing that Virginia's public institutions are committed to "conferring approximately 100,000 cumulative additional undergraduate degrees on Virginians" by 2025. (Virginia Code § 23.1-301). An important strategy in~~
   ~~meeting this goal is to increase completion by non-traditional students, a category that includes military-related students.~~

2. ~~Executive Order No. 29, "Serving Virginia's Veterans," issued by Governor McDonnell in 2010, articulated a goal of "making Virginia our nation's most veteran-friendly state." EO 29 directed all state agencies "to identify new, expanded, or customized services that meet the educational, health care, and social services needs of Virginia's veterans." As state agencies, Virginia's public two- and four-year institutions of higher education should ensure that academic policies help Virginia's veterans to achieve their educational goals.~~

3. ~~In December 2011, the Governor's Commission on Higher Education Reform, Innovation and Investment endorsed the Virginia Higher Education Military Friendly Policy, calling for the public institutions of higher education to incorporate certain practices into their operating plans to ensure that they are providing a high-level of service to military-related students.~~

~~4.~~   1. The implementation of policies that provide flexibility and clarity to students in regard to the award of credit for military education, experience, ~~and~~ training, and credentials will help to increase degree and certification completion among this population, thus contributing to attainment goals of Virginia's strategic plan for higher education: https://www.schev.edu/research-publications/strategic-plan.

~~5.~~   2. Students who have served in the armed forces, or who continue to serve while enrolled in a higher education program, are particularly reliant upon the flexible transfer of credits, because many of those completing a degree or certificate do not do so at the institution at which they first enrolled. Such students are entitled to transparency, consistency, and clarity with regard to institutions' program requirements and the availability of credit for prior learning and experience.

~~6.~~   3. Virginia's system of public higher education has a duty to ensure that military related students are able to access the full range of federal and state educational benefits to which they are entitled according to their military status. Institutions should preserve their overall eligibility for participation in federal programs. Institutional credit transfer policies should not cause students to repeat coursework unnecessarily and thus jeopardize their ability to complete a program prior to the expiration of their individual eligibility for military education benefits.

Guidelines for Institutional Policies

A. **Elements of Guidelines:**

Each two- and four-year public institution of higher education shall develop and implement processes for awarding credit to students for military education and training through prior learning assessment (the award of credit for learning that occurs outside of the academic setting).

1. Each institution shall develop a process for academic record evaluation and the awarding of directly equivalent transfer credit, and elective credit as beneficial to the student, for military education, experience, training, and credentials. This review process should be transparent and may include, but not be limited to: ~~Each institution shall exercise care in evaluating and determining its acceptance or rejection of each of the following methods as elements of these processes:~~

   a. Awarding credit for appropriate learning acquired in military service at levels consistent with the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services and/or those transcripted by the Community College of the Air Force (CCAF).

   b. Awarding credit for a qualifying score on a national for-credit examination. Four-year review of prior learning is in accordance with the Virginia Public Higher Education Policy on Course Credit for AP, Cambridge, CLEP, and IB (https://www.schev.edu/home/showpublisheddocument/1624/63782604956 4400000). Prior learning includes, but is not limited to, course credit for Advanced Placement, Cambridge, CLEP, IB, or DSST exams. Credit awarded for prior learning is not guaranteed and subject to review upon enrollment at the four-year institution. ~~Awarding credit for successful performance on national for-credit examination programs such as The College Board College Level Examination Program (CLEP), DSST exams, or the Excelsior College examination.~~

   c. Awarding credit based upon individualized portfolio evaluation, which may be conducted by faculty at the individual colleges. ~~or by using the Council for Adult and Experiential Learning (CAEL) guidelines or CAEL's LearningCounts.org, a national online prior learning assessment service~~.

   ~~3.~~4.   ~~Nothing in these guidelines shall be construed to require institutions to award credit for coursework that is not offered, or is not reasonably comparable to coursework offered, by the institution. Neither should these~~

~~guidelines be construed to limit awarding of credit solely to the three methods referenced above.~~

2. Institutional policies shall provide for disclosure to students of any academic residency requirements pertaining to the student's program of study, including total and any final year or final semester residency requirement, at or before the time the student enrolls in the program. <u>If an institution has a residency requirement</u> ~~The policies of an institution with a residency requirement~~ that exceeds the minimum required by SACS-COC, there should <u>also be</u> ~~establish~~ a process for waiver, on a case-by-case basis—e.g., when ~~that policy compels~~ a student <u>would be compelled</u> to continue enrollment past the expiration of his or her military education benefits.

3. Awarding of credit is ultimately the purview of each individual institution. Institutional policies should (i) respect credit awarded by other accredited institutions to the greatest extent possible; (ii) describe the process by which the institution evaluates such credit; and (iii) provide that any denials of credit will include documentation of an educationally grounded rationale.

4. <u>Nothing in these Guidelines shall be construed to require institutions to award credit for coursework that is not offered, or is not reasonably comparable to coursework offered, by the institution.</u>

B. **Implementation**:
1. Following adoption of policies addressing the Guidelines listed above, each institution shall provide a transparent method of disclosing its policies to current and prospective students, including posting on its website whether methods of prior learning assessment listed in Guideline 1 are or are not utilized by the institution.

2. Each institution shall designate a staff member or office who will serve as the responsible party in matters regarding transfer credit for military education and training. The contact information for this function shall be made available to students, ~~preferably~~ through posting on an appropriate page on the institution's website.

3. <u>Beginning immediately, each institution shall upload to the Transfer Virginia Portal, and map to programs, any currently established course equivalents; going forward, new course equivalents shall be uploaded as they are established.</u>

4. ~~Following adoption by its governing board, e~~ <u>E</u>ach institution shall ~~submit its policies to SCHEV, using a form developed by SCHEV staff, by~~ <u>review its policies and processes and make any changes necessary for compliance with the January 2023 update to these Guidelines.</u> ~~by June 30, 2014~~.

5. ~~In the future, institutions shall notify SCHEV of any amendments to policies enacted pursuant to these guidelines.~~ SCHEV staff will perform a periodic review of these Guidelines and of institutional compliance with the assistance of the Military Education Advisory Committee <u>and the State Committee on Transfer</u>.

```
┌─────────────────────────────────────────────────────────────┐
│         State Council of Higher Education for Virginia        │
│                        Agenda Item                            │
│                                                               │
│ Item:  #I.F – Academic Affairs Committee – Action on Proposed │
│ New Framework for Transfer Associate Degree Programs at       │
│ Virginia's Community Colleges                                 │
│                                                               │
│ Date of Meeting: January 10, 2023                             │
└─────────────────────────────────────────────────────────────┘
```

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

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
   Date: September 19, 2022
   Action: The Academic Affairs Committee received a briefing and discussed the proposed new framework for transfer associate degree programs at Virginia's community colleges.

Purpose of the Agenda Item:
The purpose of this item is to present to the Academic Affairs Committee a proposed new framework for transfer associate degree programs at Virginia's community colleges. If approved by Council, the new framework would be implemented from fall 2023 through fall 2025.

Background Information/Summary of Major Elements:
Code of Virginia § 23.1-203 assigns to Council a duty to "review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes." Council also possesses several duties related to coordinating institutional cooperation related to two-year to four-year transfer.

For many years a common practice among Virginia's community colleges has been to offer a wide variety of two-year transfer curricula under general purpose "liberal studies" Classification of Instructional Programs (CIP) codes, which has contributed to a lack of uniformity across the community-college system, as well as inaccuracies in publicly-available data about enrollment in, and degree production from, transfer degree programs.

The proposed new framework for transfer associate degree programs at community colleges has been developed by SCHEV and VCCS staff to correct both the data inaccuracies and to support Transfer Virginia's student-centered emphasis on transparency and consistency. The proposed framework will accomplish these aims

by (i) authorizing all community colleges to offer a specific roster of transfer associate degree programs and (ii) removing the Associate of Arts & Sciences (AA&S) degree type by fall 2025.

Following the briefing that was provided to the Academic Affairs Committee in September 2022, the proposed new framework has been presented to the following bodies for final vetting: Instructional Programs Advisory Committee, State Committee on Transfer, the community college system's Academic and Student Affairs Council, and Advisory Council of [Community College] Presidents, and the State Board for Community Colleges.

Materials Provided:

- "Proposed New Framework for Transfer Associate Degree Programs at Virginia Community Colleges"

Financial Impact:
Direct costs associated with making the transition to the proposed new framework have not been directly estimated. Significant investments of staff time by SCHEV, VCCS, and community colleges have been made and will continue if the framework is approved by Council. Once the new framework has been implemented, it will improve transparency and efficiency for transfer students and therefore holds significant potential for reducing the cost of pursuing a transfer pathway to the baccalaureate. It is worth noting that even the process of making the transition to the new framework should enable cost reductions for students because as colleges prepare to transition to the new framework they are revising their transfer curricula to align with the Transfer VA common curricula. This enhanced alignment should increase the likelihood that most or all of the associate degree credits will be applied to their baccalaureate program.

Timetable for Further Review/Action:
If approved by Council, SCHEV staff would begin work immediately with VCCS staff on implementing the framework for those colleges prepared to start in fall 2023. The remaining colleges would implement the framework in fall 2024 and fall 2025.

Relationship to the Goals of _The Virginia Plan for Higher Education_:
Council's consideration of this agenda item supports three strategies outlined in _Pathways to Opportunity: The Virginia Plan for Higher Education_:
- Strategy 5: Cultivate affordable postsecondary education pathways for traditional, non- traditional and returning students.
- Strategy 7: Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Strategy 9: Improve the alignment between post-secondary academic programs and labor market outcomes.

Resolution:

Staff presents the proposed new framework for transfer associate degree programs 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 approves Virginia's community colleges to offer associate degree programs included in the proposed new framework for transfer associate degree programs, as follows:

<u>Associate of Arts (AA)</u>
Liberal Arts (CIP 24.0103)

<u>Associate of Science (AS)</u>
General Studies (CIP 24.0102)
Business Administration (CIP 52.0201)
Computer Science (CIP 11.0701)
Education (CIP 13.0101)
Engineering (CIP 14.0101)
Health Sciences (CIP 51.000)
Information Technology (CIP 11.0103)
Science (CIP 30.0101)
Social Sciences (CIP 45.0101)

BE IT FURTHER RESOLVED that Virginia's community colleges shall discontinue placing students in Associate of Arts and Sciences degree programs, effective no later than fall 2025.

BE IT FURTHER RESOLVED that Council authorizes its staff to work with the Virginia Community College System to implement the new framework on a timetable to begin with the fall 2023 semester and conclude by the fall 2025 semester.

New Framework for Transfer Associate Degree Programs at Virginia Community Colleges

The intense work on Transfer Virginia has resulted in the identification of some common policies and practices that could be revised to promote smooth transfer. One such issue is the confusion caused by the use of the Associate of Arts & Sciences (AA&S) degree at some colleges, as well as the use of AA&S, Associate of Arts (AA), and Associate of Science (AS) specializations at most colleges. The practice of offering many associate degree transfer curricula under a single liberal studies CIP code means that data reporting to SCHEV and IPEDS conceals the actual curricula in which students are enrolled and from which they graduate. Moreover, the fact that Virginia community colleges engage in this practice to varying degrees means that the resulting data inaccuracies are not even consistent from one community college to the other. The new framework proposed here would remove these inaccuracies and establish in their place a much more uniform structure of transfer associate degrees at community colleges that would overnight improve the accuracy of Virginia's data. It is also anticipated that the new framework would improve *both* the ability of four-year institutions to align their curricula with multiple community colleges at once, *and* the ability of prospective students to review multiple transfer options simultaneously and with transparency.

By Fall 2025, all VCCS AA&S degree programs and all specializations of AA&S, AA, and AS degrees will transition either to an AA or AS degree program, or to a pathway within such a program. Pathways will be assigned to each college's most closely related degree program; no pathways will be assigned to General Studies. The 10 AA and AS degree programs that would be approved for use by all VCCS colleges are:

> **Associate of Arts (AA)**
> **Liberal Arts (CIP 24.0103)**
>
> **Associate of Science (AS)**
> **General Studies (CIP 24.0102)**
> **Business Administration (CIP 52.0201)**
> **Computer Science (CIP 11.0701)**
> **Education (CIP 13.0101)**
> **Engineering (CIP 14.0101)**
> **Health Sciences (CIP 51.000)**
> **Information Technology (CIP 11.0103)**
> **Science (CIP 30.0101)**
> **Social Sciences (CIP 45.0101)**

Colleges that already have other SCHEV-approved AA and AS degrees beyond those listed above (such as Brightpoint's Mass Communications AS or NOVA's Biology AS) may continue to offer those degrees. Going forward, colleges that want to offer new transfer associate degree programs beyond those listed above, including any new Associate of Fine Arts (AFA) program, would have to follow the standard proposal process. It is anticipated that the new framework would provide

sufficient flexibility that community colleges would not need to propose new transfer associate degree programs for several years or more.

When the VCCS reports transfer degree program data to SCHEV or IPEDS, it will report on each of the 10 degree programs listed above, in addition to any other already SCHEV-approved degree program (such as Brightpoint's Mass Communications AS or Northern Virginia's Biology AS) a community college chooses to maintain.

VCCS staff will work with the colleges to determine when each will transition its programs; it is intended that all 23 colleges will implement the new framework no later than Fall 2025. Implementation information will be reported to SCHEV. A batch process for transitioning the AA&S degrees and transfer specializations will be developed with SCHEV input and SCHEV approval of the final process.

VCCS staff will work with SCHEV to determine how, if new degree programs are added to the Transfer Virginia portfolio (the 10 programs listed above), the programs may be added to the list of SCHEV-approved programs.

For the purpose of automatic inclusion in guaranteed admission agreements, the General Studies AS will only be considered a transfer degree if the college offering it has had its General Studies curriculum approved by the State Committee on Transfer.

State Council of Higher Education for Virginia
Agenda Item

Item: #I.G – Academic Affairs Committee – Discussion of the Current State of Transfer in Virginia

Date of Meeting: January 10, 2023

Presenters: Dr. Paul A. Smith
Senior Associate for Student Mobility Policy and Research
paulsmith@schev.edu

Dr. Micol Hutchison
Director of Transfer, VCCS

Most Recent Review/Action:

☒ No previous Council review/action
☐ Previous review/action
    Date:
    Action:

Purpose of the Agenda Item:
The purpose of this item is to provide the Academic Affairs Committee with an overview of the current state of transfer in Virginia, with emphasis on SCHEV's responsibilities for overseeing state transfer policy and issues for potential future action.

Background Information/Summary of Major Elements:
The *Code of Virginia* assigns SCHEV responsibility to develop and implement policies on a range of transfer-related topics, including: articulation agreements; dual-admission agreements; dual-enrollment transferability; pathway maps; military-education transferability; and Passport and Uniform Certificate of General Studies credentials. As a supplement to its specific statutory duties, SCHEV also has played a leading role in the Transfer Virginia initiative, which has the overarching goal of promoting effective practices among Virginia's two- and four-year institutions in order to benefit students maximally as they pursue a transfer pathway to the baccalaureate. Drs. Hutchison and Smith will review the current state of transfer and identify issues and challenges that remain to be addressed.

Materials Provided:
None enclosed. At the meeting, staff will provide a presentation.

Financial Impact: N/A

Timetable for Further Review: N/A

Relationship to the 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_:
- Strategy 5: Cultivate affordable postsecondary education pathways for traditional, non- traditional and returning students.
- Strategy 7: Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Strategy 9: Improve the alignment between post-secondary academic programs and labor market outcomes.

Resolution: N/A

State Council of Higher Education for Virginia
Agenda Item

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

Date of Meeting: January 10, 2023

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, January 10, 2023

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

======================================

Private Postsecondary Education (PPE): Orientation Session for Schools Seeking Certification

- PPE staff virtually convened a group of prospective school owners on November 15, 2022. 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 six participants from degree-granting and six vocational school representatives in attendance.

State Committee on Transfer

- The State Committee on Transfer (SCT) met November 17, 2022. The SCT includes representatives from all public two- and four-year institutions. The agenda included an update on Transfer Virginia as well as a discussion on lab schools and dual enrollment career and technical education programs. The SCT is scheduled to meet again in January 2023.

Staff Activities and Recognition

Jodi Fisler
- Attended the Virginia Assessment Group's annual conference in Richmond on November 16-18, 2022; presented an educational session on facilitating an assignment design charrette and delivered an update to the attendees on happenings at SCHEV;
- Attended the annual meeting of Cambridge International's Council of State Higher Education Leaders on December 1-2, 2022 in Tampa, FL;
- Attended the College Board's annual AP State Agency Roundtable on December 8-9, 2022 in New York City;
- Attended a virtual forum organized by the Civic Learning and Democracy Engagement (CLDE) Coalition on December 13-14, 2022; participated in a panel on how state systems can help bring equity to the civic learning movement.

Paul Smith
- Dr. Smith presented at the annual Virginia College Access Network's (VCAN) annual conference in Harrisonburg, November 30 to December 2. VCAN's mission is to support and enhance post-secondary education access and attainment for residents of Virginia. Dr. Smith presented with colleagues from

both James Madison University and Blue Ridge Community College on the progress of the state's Transfer BOOST initiative. Transfer BOOST is a pilot program between several two- and four-year institutions with the goal of reducing the cost of a bachelor's degree for transfer students from underrepresented populations.

Academic Affairs Staff:

Public Sector Academic Affairs
Ms. Karen Banks, Academic Affairs Support Specialist
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
Dr. Monica Osei, Associate Director for Academic Programs & Instructional Sites
Ms. Kirstin Pantazis, Associate for Academic 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. Angela Menjivar, Certification Specialist
Ms. Monica Lewis, Fiscal Specialist
Ms. Sylvia Rosa-Casanova, Senior Associate for Private Postsecondary Education
Ms. Stephanie Shelton, Administrative Assistant
Mr. Alfonso Wells, Compliance Investigator

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
RESOURCES AND PLANNING COMMITTEE
October 24 2022
MINUTES

Ms. Harker called the meeting to order at 3:04 p.m. on the third floor of the Virginia Community College System office. Committee members present: Victoria Harker, Katharine Webb, John Broderick,Thaddeus Holloman and Jennie O'Holleran.

The following Committee member was unable to attend: Walter Curt

Staff members present: Tom Allison, Lee Andes, Peter Blake, Celeste Chalkley, Grace Covello, Alan Edwards, Wendy Kang, Tod Massa, Laura Osberger, Evan Price, Yan Zheng.

Others present: Ramona Taylor, Office of the Attorney General

APPROVAL OF MINUTES

On a motion by Victoria Harker and seconded by Ken Ampy, the minutes from the September 19, 2022, meeting were approved unanimously.

ACTION ON BUDGET AND POLICY RECOMMENDATIONS FOR FY24

Ms. Kang provided an overview of the budget and policy recommendations including system-wide cost increases and impact on tuition and fees, institution-specific services and activities, capital investments and planning, and other considerations based on current activities related to higher education.

Ms. Kang noted a $1 billion dollar investment in higher education operations and student financial aid in the 2022 and over $1 billion in capital investments from the 2022 General Assembly session. For this year, SCHEV staff decided to look for gaps in items that were not previously funded. Staff decided to recommend costs related to the 5 percent salary increases, inflation related to nonpersonal services, operations and maintenance of new facilities, and the military survivors program.

Ms. Kang highlighted other statewide priority areas and initiatives, including additional potential investments in the state internship program, financial aid, workforce alignment, mental health services and freedom of expression on campuses, and efforts to mitigate system-wide cost increases.

Committee members expressed interest in an award related to a contractor helping small business with internships. President Broderick brought to Council's attention co-op programs in Northeastern and Drexel that the Commonwealth might want to look at for ideas. Ms. Webb indicated the value of the work to date and collaboration with the Virginia Office of Education Economics (VOEE), where there is a continuing interest in aligning educational programs with labor market needs. She said that universities and colleges are the places where this can happen best.

Members discussed a mental health pilot program initiative funded in the budget. Staff noted that it received 10 responses to the request for proposals. Ms. Kang said that institutions have identified mental health issues as a high priority. She also discussed faculty training related to addressing mental health needs.

Ms. Kang said there is funding in the second year of the budget of $25 million to increase efforts on access and retention among low-income students. SCHEV is currently reviewing RFPs to hire a national contractor to support the effort per the budget language. SCHEV staff noted that there will be a briefing in December by JLARC on the dual-enrollment report.

Ms. Kang discussed capital investments and SCHEV's review, including factors to be considered as capital planning advisory committee (sometimes referred to as "Six-Pac") discusses capital projects. SCHEV staff noted that while the state has invested significantly in capital over the years, there remains a significant backlog in maintenance reserve.

Ms. Kang presented information on expenditures from federal stimulus funding. She said that institutions have until next year to spend funds. Council members discussed how institutions can use the federal stimulus funds and the multiple types of federal stimulus funding that institutions received.

Ms. Kang introduced Robert Lambeth, president of the Council of Independent Colleges in Virginia (CICV), to discuss funding at Virginia's private colleges. Mr. Lambeth noted that the private sector enrolls 40% of the nursing students in Virginia. He said that the Commonwealth provided strong support to public and private institutions at the last General Assembly session. He said that CICV encouraged policy makers to support Pell-eligible students across the board including those enrolled at private colleges.

On a motion by Ms. Harker and seconded by Ms. Webb, the following resolution was unanimously approved forwarded to the full Council:

> **WHEREAS, Pathways to Opportunity, the statewide strategic plan for higher education in the Commonwealth, seeks to place Virginia as the best state for education by 2030; and**
>
> **WHEREAS, Virginia's higher education system ranks as one of the best in the nation when considering factors such as graduation rates, average net price, low loan default rates and high return on investment, which is a status that must be preserved and nurtured; and**
>
> **WHEREAS, Virginia's system of public higher education is a shared responsibility of the state, institutions and students and parents to reach the highest level of performance and accountability; and**
>
> **WHEREAS, Council's budget recommendations for FY 2024 address the needs of affordability, equity and transformation; now, therefore**

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the Budget and Policy Recommendations for system operations and financial aid for FY 2024 and directs its staff to transmit the recommendations to the Governor and the General Assembly.

ACTION ON INSTITUTIONAL PERFORMANCE STANDARDS

Ms. Kang provided an update on the institutional performance standards. She said that that the financial and administrative standards have been met by all institutions as evaluated by the Department of Planning and Budget and the Secretary of Finance. Not all institutions met the education related measures, which SCHEV assesses. The institutions that failed to meet education related measures include: Christopher Newport University, Longwood University, Norfolk State University, University of Virginia – Wise, Virginia Commonwealth University, Virginia State University and Richard Bland College.

Council members discussed the input SCHEV staff should provide to institutions on remediation plans to ensure that they meet the standards in the future. Council suggested partnering institutions with other institutions to help in this area. Tod Massa indicated that in January of 2023 SCHEV will begin work on enrollment projections, a key feature of the education-related performance standards, and that Council can offer guidance on how to improve the process.

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

BE IT RESOLVED that, consistent with § 23.1-206, Code of Virginia, the State Council of Higher Education for Virginia certifies for FY 2023 and FY 2024 that William & Mary, George Mason University, James Madison University, William and Mary, Old Dominion University, Radford University, University of Mary Washington, University of Virginia, Virginia Military Institute, Virginia Tech, and Virginia Community College System public institutions have satisfactorily met the performance standards of the Virginia Higher Education Opportunity Act and the Appropriation Act. The Council certifies Christopher Newport University, Longwood University, Norfolk State University, University of Virginia at Wise, Virginia Commonwealth University, Virginia State University, and Richard Bland College for FY 2023. The Council will review the institutions' updated data and remediation plans in May 2023 to determine certification for FY 2024.

DISCUSSION ON THEMES FROM THE SIX-YEAR PLANS

Mr. Allison discussed the themes of the six-year plans including support for the institutional costs related to the 5% salary increases, financial aid, operations and maintenance for new facilities coming online, information technology costs, student affairs and educational programs. Mr. Allison said that staff has met with the Secretary of Finance, the Secretary of Education, the Director of the Department of Planning ad Budget, the staff directors of the Senate Finance and Appropriations Committee and

the House Appropriations Committee and the Director of SCHEV (a group also knows as "Op-Six") to review the plans.

The general fund amounts included in the six-year plans summed to $421 million. They included items related to financial aid, general operations, operation and maintenance of new buildings, salaries, workforce tuition moderation, mental health services, free speech and new academic programs.

Mr. Allison noted that the SCHEV Student Advisory Committee met last week. SAC members discussed mental health issues on college campuses. They said that the wait time for mental health resources is a part of the challenge, indicating that students may wait until the last minute to receive help.

SCHEV staff is currently working with members of the Op-Six to respond to institutions.

Ms. Harker asked for the general themes that Mr. Allison presented be compared to last year.

REPORT ON THE STATUS OF FULL COST REQUIREMENT FOR OUT-OF-STATE STUDENTS

Ms. Kang presented information on the requirement that institutions charge out-of-state students at least 100% of the cost of instruction. The policy's objective is to ensure that state funds are not used to support nonresident students. Council delegated this responsibility to staff in 2019 following several consecutive years of all institutions meeting this requirement. Now, however, due to recent funding increases and a slowdown in enrollment growth, two institutions' charges to nonresident students are below this requirement.

SCHEV staff provided background for why Norfolk State University and Virginia State University did not meet the requirement. Over the last several years, these two institutions had minimal tuition increases for both in-state and out-of-state students. They also received additional general fund appropriations and experienced a decline in enrollment. As a result, these institutions are below the full-cost requirement.

SCHEV staff received feedback from staff of the Department of Planning and Budget, the secretaries of Finance and Education and the staff of the legislative money committees that we should request the institutions review the data and identify options to meet this expectation. SCHEV staff met with staff from NSU and VSU to review their data. Both institutions intend to submit a response this month. SCHEV staff will review with the group identified above and provide an update to Council.

Council members discussed the options institutions have to meet the requirement and whether the Commonwealth might want to revisit the policy. They also said that the topic is related to broader issues around enrollment and asked staff to prepare additional information for a longer discussion at a future meeting.

MOTION TO ADJOURN

The Chair adjourned the meeting at 4:30 pm moved by Ms. Webb, seconded by Mr. Ampy and approved by the committee.

_____
Victoria Harker
Committee Chair

_____
Grace Covello
SCHEV Staff

State Council of Higher Education for Virginia
Agenda Item

Item: #II.C – Resources and Planning Committee – Discussion of the Governor's Introduced Budget Amendments

Date of Meeting: January 10, 2023

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 24, 2022
    Action: Council approved budget and policy recommendations for the 2023 legislative session.

Purpose of the Agenda Item:
The purposes of this agenda item are to: (i) provide an overview of the Governor's proposed budget amendments; (ii) identify alignment to Council's budget and policy recommendations; and (iii) afford opportunity for Council to provide input to staff regarding areas of primary focus during the 2023 session of the General Assembly.

Background Information/Summary of Major Elements:
On December 15, 2022, Governor Youngkin proposed his amendments to the state budget for Fiscal Years 2023 and 2024.

For the introduced budget bill, the next step is legislators' submission of their own budget amendments, which are due January 13. In February, the Senate and House will develop their committee reports and then form a conference committee, which will develop a conference report for review and approval by the General Assembly. The approved budget then will go to Governor Youngkin for his review. Throughout this process, SCHEV staff will use Council's budget and policy recommendations from October as a guide in monitoring amendments and reports and will work with legislators, legislative staff and institutions to provide input.

Materials Provided:
- "Summary of the Governor's Proposed Budget Amendments in 2023-24," which provides staff's overview of the Governor's proposed amendments, as well as insights into how postsecondary-related items in the introduced budget align with Council's budget and policy recommendations from October 2022.

Financial Impact:
This agenda item has no financial impact. Impacts of the budget amendments from the 2023 legislative session are to be determined.

Relationship to Goals of *The Virginia Plan for Higher Education*:
The summary of the Governor's budget amendments relates to all three goals of the statewide strategic plan - equitable, affordable and transformative.

Timetable for Further Review/Action:
At Council's March and/or May meetings, staff will review the budget amendments that have been signed into law.

Resolution: NA

Summary of the Governor's Proposed Budget Amendments in 2023-24

On December 15, 2022, Governor Youngkin proposed his amendments to the state budget for Fiscal Years 2023 and 2024.

The Governor's budget amendments propose adding $108.8 million in general fund for higher education related initiatives in FY 2024 and reducing the FY 2023 general fund appropriations by $5.5 million, for a total addition of $103.3 million in the biennium.

Overall, the major investments are targeted toward workforce initiatives, internships, mental health and the nursing shortage. Funding for these areas accounts for 86% of the total additional funding ($93.8 million) in FY 2024. Direct funding to higher education is proposed at $47.4 million (44% of the total addition).

Specific major funding items are depicted below (* indicates that the initiative aligns to [Council's budget and policy recommendations](#)).

- **Credentials and career services at community colleges*:** Provides $21 million to Virginia Community College System. This includes: $15 million for five pilot programs to increase industry credentials for high school students ($5 million is one-time), $3 million and 23 position to establish or expand career placement centers and $3 million in one-time funds to promote awareness of the G3 program and the Workforce Credential Grant Program, which the VCCS has branded FastForward. It also increases the maximum GF reimbursement for the Workforce Credential Grant from $3,000 to $4,000.
- **Internships*:** Adds $5 million to the Virginia Talent + Opportunity Partnership (V-TOP), which is administered by SCHEV.
- **Mental health*:** Adds $9 million to support primarily virtual mental health services in elementary schools, secondary schools, and institutions of higher education.
- **Healthcare shortage*:** For nursing, the amendments provide an additional $1 million for the nursing scholarship loan repayment program, $10 million to enhance the nurse preceptor incentive program and $30 million to establish an "Earn to Learn Nursing Education Acceleration" program in the Department of Health. This is targeted to help form collaborative arrangements between high schools, colleges, hospitals and care providers to increase the number clinical opportunities for nursing students. For behavioral health, the amendments establish a psychiatric nursing graduate education loan repayment program ($5 million) and increases funding for the Behavioral Health Loan Repayment Program ($2.5 million).
- **Tuition Assistance Grant:** Increases the TAG award for online learning in the 2023-24 from 50% to 75% of the on-campus award for the second-year students.
- **Teaching*:** Provides $300,000 to UVA-Wise to expand its Center for Teaching Excellence.
- **Old Dominion University/Eastern Virginia Medical School:** Provides $10 million in one-time planning and integration costs to create an Eastern Virginia Health Sciences Center at Old Dominion University. Language requires

reporting metrics and fiscal plans by August 2023 as a condition of a merger of the two entities.

- **Research:** Provides $5 million to Virginia Commonwealth University for the Massey Cancer Center. UVA-Wise receives $500,000 to explore research university status.
- **Other workforce development items:** Provides funding to several other workforce initiatives, including $10 million for GO Virginia. The GO Virginia funds include $2.5 million each to the following initiatives: a Middle College Program in region 4; nursing and commercial driver license programs in Southwest Virginia; Great Opportunities in Technology and Engineering Careers (GOTEC) at the Institute for Advanced Learning and Research; and shipbuilding, offshore wind and tunnel construction in Hampton Roads.
- **Capital investments:** Provides limited capital funding. Three projects are authorized for planning at Virginia State University, Virginia Tech, and Virginia Commonwealth University. Five projects receive funding to improve buildings – primarily related to health and safety concerns at Virginia Institute for Marine Science, Longwood, William & Mary, Virginia Tech, and Virginia Community College System. Virginia State University and Norfolk State University receive $8 million each in one-time funding for capital maintenance reserve.
- **Other SCHEV assignments:** Includes language directing SCHEV, in consultation with the Department of Accounts, to collect and report additional fiscal data from public institutions.
- **Bonuses:** Provides funding for one-time bonuses to state employees of $1,500 in December 2023 and up to 10% of salary for one-time, merit bonuses for full-time staff. Cost estimates for these bonuses were not available at the time this document was prepared.
- **Office of the Secretary of Education support:** Adds three additional full-time equivalent (FTE) staff to the secretariat. The $438,000 for these positions are not included in the total estimates above.

One primary area that is not addressed relates to the impacts of the estimated cost increases that SCHEV calculated related to inflation, salary increases, operation and maintenance of new facilities and the military-survivor waiver. Conversely, the introduced budget places no restrictions on institutions that would limit increases in tuition and fee, which presumably leaves room for institutions to use tuition revenue to address unavoidable cost increases.

Below are tables containing item summaries of funding for operations, capital outlay and language.

Governor's Proposed 2022-24 Budget Amendments for Operations

Category	Agency	Item	Initiative	FY2023	FY2024	Note	Language
Workforce Development							
	VCCS	215.P	Increase industry credentials for high school students		$15,000,000	$5 million one-time	P. Out of this appropriation, $15,000,000 the second year from the general fund, including $5,000,000 in one-time funding, is designated to increase the availability and attainment of industry-recognized certifications or credentials for high school students. The Virginia Community College System, in consultation with the Secretary of Education and the Secretary of Labor, shall establish and implement five pilot programs that partner community colleges with local school divisions to teach courses that lead to attainment of industry-recognized certifications or credentials that are in demand by regional employers. Identification of regional in-demand credentials shall be performed in collaboration with the Virginia Office of Education Economics. These pilot programs shall begin enrolling students in the 2023-2024 school year. No later than June 30, 2024, and annually thereafter, the Virginia Community College System shall report to the Secretary of Education, the Secretary of Labor, and the Chairs of the House Appropriations and Senate Finance and Appropriations Committees on program metrics including, but not limited to, student enrollment, certifications or credentials earned, and employment.
	VCCS	212.DD	Establish/expand career replacement centers		$3,000,000		DD. Out of this appropriation, $3,000,000 the second year from the general fund is designated for career placement centers on community college campuses.
	VCCS	212.V	Promote awareness of G3 and FastForward		$3,000,000	one-time funding	V. Out of this appropriation, $4,000,000 the first year and $4,000,000 $7,000,000 the second year from the general fund is designated for advising, marketing, outreach and public awareness efforts for the G3 program in Item 213 and the FastForward program. This includes $3,000,000 of one-time funding in the second year.
	SCHEV	487.50.B	Expand paid or credit-bearing student internships		$5,000,000		B. 1. Out of the above appropriation, $3,000,000 the first year and $10,000,000 $15,000,000 the second year from the general fund supports the Innovative Internship Fund and Program, § 23.1-903.4, Code of Virginia. This funding is designated to expand paid or credit-bearing student internships and other work-based learning experiences in collaboration with Virginia employers so that, over time, every Virginia undergraduate student who wants such an opportunity may access it without extending time to completion of undergraduate study.
	DHCD	115.W	Agriculture Technology (AgTech) grants		$1,300,000	Includes VSU&VT extensions and IALR	W. Out of the amounts in this Item, $1,300,000 the second year from the general fund is provided for the department to award grants to certified regional councils established by § 2.2-2488, Code of Virginia to identify and address workforce needs in agricultural technology industries. The department shall work with the Virginia Initiative for Growth and Opportunity Board established by § 2.2-2485, Code of Virginia, the Department of Agriculture and Consumer Services (VDACS), and the Secretary of Agriculture and Forestry to distribute these funds. Grant awards must be recommended by staff of the department and VDACS with final approval by the GO Virginia Board.

Governor's Proposed 2022-24 Budget Amendments for Operations

Category	Agency	Item	Initiative	FY2023	FY2024	Note	Language
	DHCD	115.X	Regional workforce development (4 regions)		$10,000,000		X. ...The department, in coordination with the Virginia Initiative for Growth and Opportunity Board (the Board) established by § 2.2-2485, Code of Virginia, shall focus these allocations on business-education collaboration, aligning educational and training curricula with existing or projected workforce needs, incorporating work-based learning in curricula to the fullest extent practicable, and providing students with opportunities for fulltime employment in the industry cluster in the region or with another Virginia-based employer. This GO Virginia funding includes $2.5 million each to the following initiatives: a Middle College Program in region 4; nursing and commercial driver license programs in Southwest Virginia; Great Opportunities in Technology and Engineering Careers (GOTEC) at the Institute for Advanced Learning and Research; and shipbuilding, offshore wind and tunnel construction in Hampton Roads.
Higher Education Operating							
	UVAW	202.H	Contract a study to explore research university status	$500,000			H. Out of this appropriation, $500,000 the first year from the general fund is designated for a study on the feasibility of becoming a research university. The University of Virginia's College at Wise shall report on any results of the study to the Governor and Chairs of the House Appropriations Committee and Senate Finance and Appropriations Committee by June 30, 2024.
	UVAW	202	Support expansion of the Center for Teacher Excellence		$300,000		N/A
	SCHEV	144.W	Coordinate with DOE and SOE to pursue contracts for mental health services for K12 and colleges students in Virginia		$9,000,000	one-time funding with mandatory carryforward	W. Out of this appropriation, $9,000,000 the second year from the general fund is designated as one-time appropriation to support student mental health services in elementary schools, secondary schools, and institutions of higher education. The State Council of Higher Education for Virginia, in consultation with the Virginia Department of Education and the Secretary of Education, shall coordinate efforts to pursue a common vendor and statewide contract, if appropriate, to provide mental health services to students at institutions of higher education and in local school divisions. Such services may include virtual care. Any balances remaining from this appropriation shall not revert to the general fund at the end of the fiscal year, but shall be brought forward and made available to support student mental health services in the subsequent fiscal year.
	EVMS	247.I	Planning and initial integration to launch Virginia Health Science Center at ODU		$10,000,000	one-time	I. 1. Out of this appropriation, $10,000,000 the second year from the general fund is appropriated to support the one-time costs associated with planning and initial integration activities necessary to ensure a successful launch of the Eastern Virginia Health Sciences Center at Old Dominion University. 2.No later than August 31, 2023, shall provide 5 deliverables to the Governor and General Assembly. 3. Upon the approval of the Governor and General Assembly, EVMS and ODU shall complete a merger to create the Eastern Virginia Health Sciences Center at Old Dominion University at the earliest date possible, but no later than July 1, 2024.

Governor's Proposed 2022-24 Budget Amendments for Operations

Category	Agency	Item	Initiative	FY2023	FY2024	Note	Language
	DOH	287.C	Establish a Nursing Preceptor Incentive Program		$10,000,000		The program shall seek to reduce the shortage of registered nurse and APRN clinical education opportunities and establish new preceptor rotations for advanced practice nursing students, especially in high demand fields such as psychiatry.
	DOH	287.G	Establish the Earn to Learn Nursing Education Acceleration program		$30,000,000		Grants shall be awarded for the purpose of forming collaborative clinical training arrangements between high schools, colleges and universities, hospitals, and health providers, increasing the number of nursing students receiving necessary clinical training to achieve certification, and creating and ensuring employment opportunities for nursing students.
Research							
	VCU	208.B	Pursue Massey cancer center comprehensive status		$5,000,000		B. Out of this appropriation, $25,000,000 the first year and $20,000,000$25,000,000 the second year from the general fund is designated for the support of cancer research. Virginia Commonwealth University shall submit an annual report to the Governor and the Chairs of the House Appropriations and Senate Finance and Appropriations Committees on its use of state funds in cancer research.
Central Appropriations impacting higher education							
	Tech Talent	487.A	Align Tech Talent operating appropriations with MOU	($2,869,549)	($2,869,549)		
	Interest earnings & credit card rebates	480.C	Reflects one-time savings in higher education credit card rebates and interest earnings	($4,772,723)			
Nursing							
	Department of Health	287.B1	Virginia Behavioral Health Loan Repayment Program	$1,600,000	$4,100,000		B.1. Out of this appropriation, $1,600,000 the first year and $4,100,000 the second year from the general fund shall be provided to theThe Virginia Department of Health shall establish for the Virginia Behavioral Health Loan Repayment Program. Eligible practitioners include: psychiatrists, licensed clinical psychologists, licensed clinical social workers, licensed professional counselors, child and adolescent psychiatrists, psychiatric physician assistants, psychiatric pharmacists, and psychiatric nurse practitioners. The program shall include a tiered incentive system as follows: (i) Tier I providers: child and adolescent psychiatrists, psychiatric nurse practitioners, and psychiatrists; and (ii) Tier II providers: licensed clinical psychologists, licensed clinical social workers, and licensed professional counselors.

Governor's Proposed 2022-24 Budget Amendments for Operations

Category	Agency	Item	Initiative	FY2023	FY2024	Note	Language
	Department of Health	287.E	Nursing scholarship and loan repayment programs		$1,000,000		E.1. Out of this appropriation, $1,000,000 the first year and ~~$1,000,000~~ $2,000,000 the second year from the general fund shall be used to fund nursing scholarship and loan repayment programs to recruit and retain nurses and nurse faculty, consistent with § 32.1-122.6:01 of the Code of Virginia, the Nursing Preceptor Incentive Program established in Chapter 552, 2021 Special Session I, Acts of Assembly, the Virginia Nurse Practitioner/Nurse Midwife scholarship program, the Nurse Educator Scholarship Program pursuant to 12VAC5-545-10, the Nurse Loan Repayment Program authorized in § 32.1-122.6:04, Code of Virginia, and the Long-Term Facility Nursing Scholarship Program, authorized in § 54.1-3011.2, Code of Virginia.
	Department of Health	287.H	Loan repayments for psychiatric registered nurses and psychiatric nurse practitioners		$5,000,000		H. Out of this appropriation, $5,000,000 the second year from the general fund shall be provided to the Virginia Department of Health for loan repayments for psychiatric registered nurses and psychiatric nurse practitioners who work in Virginia over four years. The psychiatric nursing graduate education loan repayment schedule shall provide repayment of 25 percent of the eligible loan at the end of each year for four completed years of service. In no instance shall the loan repayment exceed the total student loan debt. The appropriation identified in this paragraph is intended to be one time. Any unexpended balance in this paragraph at the close of business on June 30 each year shall not revert to the general fund, but shall be carried forward and reappropriated.
Total Additional Funding				**($5,542,272)**	**$108,830,451**		
	Health premiums	483.G.1	State health increase fund is projected to support a portion of the premium increase in the second year	`			
	Line of Duty Act premiums	483.O					FY2024 rate increase to $830 per eligible employees
	State employee bonuses	483.AA	Bonus			one-time	Provide "all classified employees of the Executive Branch and other full-time employees of the Commonwealth" that receive a rating at least of "Contributor" with a bonus of $1,500 effective 12/1/2023.
		483.BB	Merit bonus			one-time	Merit bonus up to 10% of base pay for employees receiving "Extraordinary Contributor" rating, effective 12/1/23 (revenue contingent).

Governor's Proposed 2022-24 Budget Amendments for Capital Projects

Capital Outlay Central Appropriations

Category	Institution	Item	Project Type	Project	FY2023	FY2024	Note
Maintenance reserve							
	NSU	C-72	Maintenance			8,000,000	one-time
	VSU	C-72	Maintenance			8,000,000	one-time
Capital pool							
	LU	C-76.50	Construction	Replace chillers in four campus buildings			
	VIMS	C-76.50	Construction	Replace Andrews Hall roof			
	VSU	C-73.50.B	Detailed planning	Renovate Virginia Hall			
Equipment of previously approved projects							
	UVA	C-73	Equipment	Renovate Physics Building			
	UVA	C-73	Equipment	Alderman Library Renewal			
	UVAW	C-73	Equipment	Renovate/Convert Wyllie Library			
	VCCS	C-73	Equipment	Construct Advanced Technical Training Center, Piedmont CC			
	VT	C-73	Equipment	Construct Undergraduate Lab Building			
	WM	C-73	Equipment	Construct Integrated Science Center, Phase IV			

Governor's Proposed 2022-24 Budget Amendments for Capital Projects

Category	Institution	Item	Project Type	Project	GF	NGF/Private	9(d)	Note
					Funding Source			
Stand-alone projects								
	ODU	C-15.60	Renovation	Baseball stadium		$10,726,126	$10,000,000	
	ODU	C-15.70	Maintenance	Deferred maintenance		$20,000,000		$10M HEO, $10M auxiliary
	VT	C-24.70	Expansion	VT-Carilion School of Medicine and Fralin Biomedical Research Institute		$6,047,360		
	VT	C-24.50	Improvement	Building envelopes		$13,580,000	$33,620,000	
	WM	C-6.70	Renovation	Historic campus	$8,000,000			
	WM	C-6.50	Improvement	Auxiliary facilities			$20,000,000	
	VCCS	C-19.80	Upgrade	Tidewater CC - ADA accessibility	$4,006,002	$4,006,002		
Pre-planning authorization								
	VCU	C-73.50.F	Pre-planning authorization	School of Dentistry		$250,000		
Scope change authorization								
	VMI	C-78.50	Renovation/expansion	Engineering and laboratory facilities				From previously authorized demolition of the Cocke Hall Annex Swimming Pool.

Governor's Proposed 2022-24 Budget Amendments for Operations

Language			
SCHEV	142.G5	maximum reimbursement amount in Workforce Credential Grant	Notwithstanding § 23.1-627.4, Code of Virginia, the Council shall reimburse any eligible institution a maximum of $4,000 per completed noncredit workforce training program per eligible student.
SCHEV	142.C11.a &b	TAG online award amount	Increase TAG online award to $3,750 in FY2024. New incoming students shall be calculated and granted at 50 percent of the undergraduate residential level in the first year and 75 percent of the undergraduate residential level in the second year.
SCHEV	144.X	financial reporting	X. The State Council of Higher Education for Virginia, in consultation with the Department of Accounts, shall develop a process and standardized format for institutions of higher education to report annual financial data for all state and local funds that are not recorded in the state's central financial reporting system. Such data shall include fiscal year-end revenues, expenditures, and cash balances by fund detail code and title or other similar identifiers. The State Council of Higher Education for Virginia shall collect this data from each institution of higher education by September 30, 2023, and annually thereafter.
VCU	209.B	Health System Authority appointments	B. Notwithstanding § 23.1-2403, Code of Virginia, or any other provision of the law to the contrary, the president of Virginia Commonwealth University may appoint joint or separate officers to serve in the roles of vice president for health sciences of Virginia Commonwealth University and chief executive officer of the Virginia Commonwealth University Health System Authority. The president shall report any such appointment to the board or boards of the university and the authority at the appropriate board meeting following such appointment. The board of visitors of the university may confirm, respectively, the appointment of the senior vice president and of the chief executive officer by a majority vote of the members of the board of visitors present. The board of the authority may confirm the appointment of the chief executive officer by majority vote of the members present. Confirmation of any such appointment shall not require a joint meeting of the boards. The president of the university shall have the authority to appoint one or more individuals to these offices effective upon passage of this Act.

Governor's Proposed 2022-24 Budget Amendments for Operations

Language			
General Provision	4-4.01.V	Alternative Financing Requirements	Clarifies requirement for Treasury Board approval of contain financing arrangements for capital projects executed by private foundations when an institution has agreed to provide financial or non-financial types of support related to the project (Section 4-4.01)
Capital Project Expenses	2-0 & 4-4.01.V		Requires approval of the responsible Cabinet Secretary, the Secretary of Finance, and the Secretary of Administration for alternative financing arrangements (Section 2-0 and 4-4.01.V)

State Council of Higher Education for Virginia
Agenda Item

Item: #II.D – Resources and Planning Committee – Discussion of Low-Income/Pell Enrollment and Completion Initiative

Date of Meeting: January 10, 2023

Presenter: Lee Andes
Director of Financial Aid
leeandes@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 item is to inform Council of a new SCHEV-coordinated initiative to improve Pell-recipient enrollments and completion and to provide the first update on the initiative.

Background Information/Summary of Major Elements:
During the 2022 session, the General Assembly added funding and budget language to foster improvement of enrollments and completions by recipients of Pell Grants (federal, need-based, grant aid for low-income students).

Public and legislative interest in this topic had arisen from concerns raised in a 2021 report from EdReform Now that criticized several Virginia public institutions for their comparably-low enrollment of Pell students. In January 2022, SCHEV staff provided a presentation on Pell enrollments to the Senate Finance and Appropriations Higher Education Subcommittee regarding these concerns; staff advised that both enrollments and completions should be considered.

As a result, the General Assembly and Governor included in the state budget $250,000 in FY 2023 for SCHEV to hire a consultant to work specifically with those institutions where enrollments of low-income students fall below the state average, as well as $25 million in FY 2024 to support activities to improve both enrollment and retention of low-income students.

Enrollment of and completion by Pell and low-income students aligns with *Pathways to Opportunity,* the statewide strategic plan. To achieve the plan's target of 70% of the Virginia population having either a college degree or other post-secondary credential,

the Commonwealth will need to support more low-income students. Virginia can assess progress toward this target by measuring how successful it and its institutions are in providing both access to higher education (percent of enrollment) and retention and graduation of low-income students (graduation rate).

As of 2020-21, among Virginia's public four-year institutions, Pell-eligible students comprised 26.2% of undergraduate enrollment. Additionally, these institutions' six-year graduation rate for Pell-eligible students (2012-13 entering class) was 56.8%. Although wide variation of success exists within these metrics for these institutions, the data behind the plots in the chart below indicate that success in one measure – enrollment or graduation – has a consistent, inverse relationship with the other measure. (Ideally, institutions would progress toward the top-right hand quadrant of the chart.)

PERCENT OF PELL ENROLLMENTS AND GRADUATION RATES
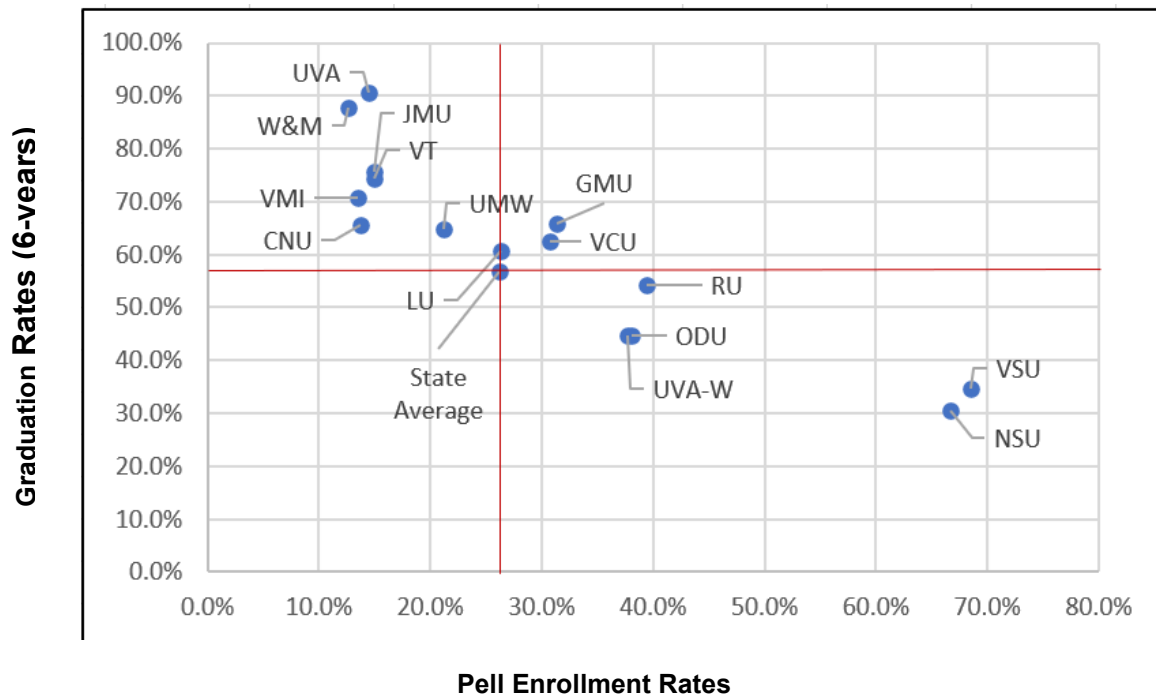
- Graduation Rates for cohort beginning 2012-13 from SCHEV report.
- Pell Enrollment Rates for 2020-21 from SCHEV report FA09.
- Reports reflect all undergraduate students receiving a Pell grant.

In November 2022, staff completed a procurement process and secured the services of HCM Strategists (HCM) to serve as the appropriation-required "national consultant" to work with the institutions that have below-average Pell enrollments.

Over the coming months, HCM will engage with the seven public four-year institutions listed below to develop initiatives to increase the levels of enrollment of low-income and Pell-eligible students.

Through June 30, 2023, HCM will complete the following deliverables:

Deliverable 1: Conduct an overview of the higher education pipeline and identify barriers to the enrollment of Pell-eligible and low-income students.

Deliverable 2: Scan activities that have a demonstrable or potential impact on improving recruitment and retention of Pell-eligible or low-income students and develop a matrix of activities that are demonstrated to improve recruitment and retention of low-income students and which institutions have engaged in each of these activities.

Deliverable 3: Work with institutions that have below-average Pell-eligible enrollments to assess their current recruitment and retention practices and support their development of individualized recruitment and retention plans for low-income students. These institutions are:
- Christopher Newport University (13.8%);
- James Madison University (15%);
- University of Mary Washington (21.2%);
- University of Virginia (14.5%);
- Virginia Military Institute (13.5%);
- Virginia Tech (15%); and
- William & Mary (12.7%).

Deliverable 4: Deliver final report.

In addition, SCHEV staff also will work with HCM, institutions and other stakeholders to identify a process to award to institutions the $25 million for FY 2024 to increase either the enrollment or retention of low-income students. Under the current project schedule, institutions will submit their proposals to increase either Pell-student enrollments or Pell-student retention rates in March 2023, with award notifications released by the end of April 2023.

Materials Provided: See the Background/Summary section immediately above.

Financial Impact: None beyond the appropriated funds.

Relationship to Goals of _The Virginia Plan for Higher Education_:
This initiative supports the plan's three goals – equitable, affordable and transformative – as well as two of its 10 strategies (S1: Expand postsecondary opportunities and awareness to Virginians who may not view higher education as an option; and S4: Align tuition and fees, financial aid and state appropriations such that students have broader access to postsecondary education opportunities regardless of their ability to pay).

Timetable for Further Review/Action: None

Resolution: NA

State Council of Higher Education for Virginia
Agenda Item

Item: #II.E. – Resources and Planning Committee – Report on the Status of Full-Cost Requirement for Out-of-State Students

Date of Meeting: January 10, 2023

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 24, 2022
>   **Review:** Staff briefed the committee regarding the status of the full-cost requirement and reported that Norfolk State University and Virginia State University did not meet the requirement in 2022-23. Staff agreed to work with the two institutions on action plans and to update the committee at the next meeting.

Purpose of the Agenda Item:
The purposes of this item are to review: (i) updated information and data on two institutions – Norfolk State University (NSU) and Virginia State University (VSU) – that did not meet the full-cost requirement for 2022-23; and (ii) staff's conclusion that a remediation plan need not be required from either institution, as the increase to tuition that would be necessary to meet the full-cost requirement could negatively impact each institution's enrollment via potential students' considerations of the resultant charges in relation to peer-institution charges. Staff intends to reassess the full-cost charges next year when such figures are recalculated.

Background Information/Summary of Major Elements:
Council is responsible for annually reviewing public institutions' compliance with a state policy that requires nonresident (out-of-state) students to pay 100 percent (or the "full cost") of education. The policy's objective is to ensure that state funds are not used to support nonresident students.

Council delegated this responsibility to staff in 2019 following several consecutive years of all institutions meeting the "full cost" requirement.

As reported by staff in October 2022, recent increases in state funding and slowdowns in enrollment growth led to the charges to nonresident students at NSU and VSU in 2022-23 that are estimated to be below the requirement.

Since October 2022, staff has worked with the two institutions to identify potential remediation plans and provides the information, data and analyses herein, which staff believes support a revisiting of the full-cost calculations this fall over the imposition of remediation plans at this time.

Materials Provided:
- "Additional Information and Conclusions Regarding Full-Cost Requirement at NSU and VSU" appears behind this cover sheet.

Financial Impact: None

Relationship to Goals of *The Virginia Plan for Higher Education*:
The full cost report relates to all three goals of the statewide strategic plan - equitable, affordable, and transformative.

Timetable for Further Review/Action: None

Resolution: NA

Additional Information and Conclusions Regarding Full-Cost Requirement at NSU and VSU

The Appropriation Act sets forth a tuition policy regarding nonresident (out-of-state) students (Item 4-2.01.b.2). This policy was first established in 1990, and its current version directs SCHEV to calculate the average cost of education by institutions and monitor whether institutions' tuition charges to out-of-state students meet the requirement to "cover at least 100 percent of the average cost of their education" annually.

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

The Appropriation Act provides guidance on the methodology to calculate the cost of education. To determine the full cost, staff calculates an average cost to educate a student and compares that cost to the average nonresident tuition rate.

Starting in 2007-08, all institutions met the full-cost requirements annually. Since the Appropriation Act only requires SCHEV to monitor this compliance, staff requested that Council shift this responsibility to be an item delegated to staff for future reporting, starting in 2019-2020.

Due to recent larger state investments in Norfolk State University (NSU) and Virginia State University (VSU) and moderate enrollment increases, their calculated average costs per student for 2022-23 grew. Because of ongoing concerns of increasing tuition and fees, particularly for low-income students, NSU froze tuition increases for all students (in-state and out-of-state) and VSU had minimal tuition increases for both in-state and out-of-state students in the last four years.

As a result, NSU and VSU fell below the full-cost requirement in 2022-23; see Table 1. Without a subsequent increase in tuition and fees to out-of-state students or a comparable growth in enrollments to lower the total average cost, these institutions are below the full cost requirement.

Table 1
Estimated Tuition and E&G Fee Charges As a Percent of Calculated Cost Per FTE Student, 2022-23

	Estimated per FTE Cost			Calculated Tuition As a Percent of Cost					
	Est. E&G	Projected	per FTE	Out-of State Undergraduate		Out-of State Graduate		Inst. Weighted	
Inst.	Resources	FTE	Cost	Tuition	% of Cost	Tuition	% of Cost	Tuition	% of Cost
NSU	$129,457,555	4,709	$27,492	$17,680	64%	$21,632	79%	$17,930	65%
VSU	$98,700,471	4,761	$20,731	$18,024	87%	$20,109	97%	$18,119	87%

Staff reported this information to staff of the Department of Planning and Budget and of the legislative money committees, and to the secretaries of Finance and Education.

These constituents' collective feedback was that SCHEV should request that the institutions review the data and identify options to meet this expectation.

SCHEV staff met with staff from NSU and VSU to review their data. Both institutions submitted a response respectively.

Norfolk State University

NSU provided data related to tuition competitiveness with 25 HBCU peers nationally, including VSU and its student enrollment trends. NSU froze tuition increases for both in-state and out-of-state students for four years due to pandemic impacts and affordability concerns.

In terms of tuition charges, Table 2 compares NSU's undergraduate charges with top-25 HBCU institutions (including private institutions) in 2021-22. NSU ranked 6th highest out-of-state tuition and all fees among top-25 HBCU institutions in 2021-22. NSU staff stated, "For FY 2021-22, NSU's out-of-state tuition, $20,790, was $3,006 greater than the average, $17,794, of the group. It is clearly no room to increase out-of-state tuition."

Table 2
Top 25 HBCU's Tuition and Fees in 2021-22

Institution	Type	Tuition and Fees*	
		In State	Out of State
Howard University	Private	$28,916	$28,916
Spelman College	Private	$28,181	$28,181
Xavier University of Louisiana	Private	$26,398	$26,398
Tuskegee University	Private	$22,614	$22,614
South Carolina State University	Public	$11,060	$21,750
Virginia State University	Public	$9,154	$20,909
Norfolk State University	Public	$9,622	$20,790
North Carolina A&T State University	Public	$6,723	$20,243
Oakwood University	Private	$19,990	$19,990
North Carolina Central University	Public	$6,644	$19,351
Florida Agricultural and Mechanical University	Public	$5,785	$17,725
Southern University and A&M College	Public	$9,842	$17,192
Fayetteville State University	Public	$5,379	$16,987
Winston-Salem State University	Public	$6,247	$16,903
Grambling State University	Public	$7,683	$16,706
Fort Valley State University	Public	$5,832	$16,554
University of Arkansas at Pine Bluff	Public	$8,398	$15,268
West Virginia State University	Public	$8,437	$14,125
Langston University	Public	$6,509	$13,889
Philander Smith College	Private	$13,014	$13,014
University of the District of Columbia	Public	$6,152	$13,004
Miles College	Private	$12,714	$12,714
Savannah State University	Public	$5,902	$11,079
Tougaloo College	Private	$10,861	$10,861
Jackson State University	Public	$8,445	$9,445
Average Tuition and Fees			$17,784
Norfolk State University			$20,790
Amount Difference			$3,006
Percent Difference			16.90%

Note: *Tuition and Fees include tuition and non-E&G mandatory fees.
Source :   https://www.collegeconsensus.com/rankings/best-hbcu/

In addition, NSU experienced a steady decline in in-state undergraduate enrollment (see Table 3) because of the impact of a Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation warning placed in 2013. Out-of-state enrollment had slight increases annually but account for only 26% of the total FTE enrollment. To meet the full cost requirement, NSU estimates that it would need to increase enrollment by 2,078 (41%) to 7,200 FTE by Fall 2027. NSU staff stated, "NSU's enrollment growth is trending in a positive direction; it is unlikely that the University will grow as rapidly as required to reach the breakeven of 7,200 FTE by Fall 2027."

Table 3
NSU Trend of Undergraduate Enrollment

Fall Term	In-State Undergraduate		Out-of-State Undergraduate		Total Undergraduate	
	Headcount	Cumulative Change	Headcount	Cumulative Change	Headcount	Cumulative Change
Fall 2012	6,014		1,086		7,100	
Fall 2013	5,773	(241)	955	(131)	6,728	(372)
Fall 2014	5,238	(776)	789	(297)	6,027	(1,073)
Fall 2015	4,436	(1,578)	671	(415)	5,107	(1,993)
Fall 2016	4,523	(1,491)	898	(188)	5,421	(1,679)
Fall 2017	4,298	(1,716)	1,007	(79)	5,305	(1,795)
Fall 2018	4,059	(1,955)	1,145	59	5,204	(1,896)
Fall 2019	4,284	(1,730)	1,317	231	5,601	(1,499)
Fall 2020	4,107	(1,907)	1,350	264	5,457	(1,643)
Fall 2021	4,026	(1,988)	1,432	346	5,458	(1,642)

For its remediation plan, NSU proposed "exemptions have been given legislatively to other institutions for their out of state students, e.g., UVA-Wise's [out-of-state students who live in a defined Appalachian region] are charged in-state rates. A similar approach would prove beneficial to Norfolk State University and the Commonwealth of Virginia."

Virginia State University
VSU submitted a remediation plan to meet the full-cost requirement by increasing out-of-state undergraduate tuition annually over five years. Such would require the university to increase out-of-state undergraduate tuition by 3% annually; see Table 4.

However, in relation to the data provided by Norfolk State, such an increase for VSU may have a similar negative impact on enrollments and would increase its out-of-state tuition.

Table 4

Virginia State University
Proposed Plan to Meet the Full Cost Requirement
for Out-of-State Undergraduate Students over Five Years

	Actual 2022-2023	Required Total Increase	Annual % Increase over 5 yrs
Out-of-State Undergraduate Students			
Tuition	$16,542	$2,737	
Technology and Infrastructure Fee	$729	$0	
State Capital Outlay Fee	$753	$0	
Total	**$18,024**	**$2,737**	**3.0%**

Staff's Conclusions and Intended Approach

Based on the reviews above, staff concludes that increasing the tuition and fees that NSU and VSU charge to out-of-state students could have the impact of "discouraging their enrollment" into these two institutions, as cautioned in the budget language. In addition, initial feedback from members of Governor Youngkin's administration and staff of the legislative money committees indicates interest in allowing tuition exceptions for out-of-state enrollments, if-and-when such exceptions will assist in bringing more "talent" into the state. This topic is covered in more detail in Item III.H of this agenda book.

As a result, staff intends to refrain from requiring remediation plans for NSU and VSU and will revisit the topic in September 2023 using comparison data that indicates that the institutions' enrollments may be negatively impacted by an increase in tuition. Staff will review these issues again in the fall when "full cost" is recalculated. Staff also plans in the coming year to monitor the impact of a broader policy approach for out-of-state enrollments in order to identify how the full-cost requirement impacts NSU and VSU.

State Council of Higher Education for Virginia
Agenda Item

Item: #II.F. – Resources and Planning Committee – Discussion of 2022 Degrees and Certificates Awarded

Date of Meeting: January 10, 2023

Presenter: Tod Massa, Director of Policy Analytics
todmassa@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
Date: March 21, 2022
Action: Council received a report on degree and certificate awards for 2020-21.

Purpose of the Agenda Item:
The purpose of this item is to provide an update on degree and certificate awards, including progress toward the Commonwealth's goals.

Background Information/Summary of Major Elements:
Virginia's public and private nonprofit colleges and universities awarded **56,371 bachelor's degrees** in 2021-22.

Virginia public four-year universities conferred 39,102 bachelor's degrees, which was 1,237 fewer than in 2020-21. Private nonprofit institutions conferred 17,269 bachelor's degrees, 979 fewer than the previous year.

Virginia's community colleges and Richard Bland College conferred **18,053 associate degrees** in 2021-22, which compares to 18,731 in the previous year. Together, the two-year institutions also produced **14,881 sub-baccalaureate certificates**.

In total, Virginia's public and private nonprofit colleges and universities awarded **128,587 undergraduate and graduate degrees and certificates** in 2021-22, a new record and slightly above last year's then-record 127,048 awards.

The top four bachelor's degree programs at public institutions are psychology, biology, liberal arts and sciences and registered nursing, the latter of which moved business administration from fourth in 2020-21 to fifth in 2021-22. Computer and information sciences, political science, and speech communication rounded out the top eight programs**.** Seven of the eight programs had at least 1,000 graduates in 2021-22 (speech communication had 976); together these programs represent about 31% of all bachelor-degree awards at public institutions.

The proportion of degrees in STEM-H fields (science, technology, engineering, math and health professions) achieved another all-time high, due to the publics. Public institutions awarded 27,865 STEM-H degrees, or 37.2% of all degrees – the highest percentage ever. While private nonprofit colleges and universities awarded 8,780 STEM-H degrees, or 24% of all degrees, down slightly from 2020-21 (24.5%).

The *Top Jobs Act* (TJ21) calls for the awarding, by 2025, of an additional 100,000 degrees to in-state undergraduates at public institutions and a "comparable increase" in degree awards at private nonprofit institutions. These awards represent an important intermediate step toward the statewide strategic plan's target of 1.5 million degrees and workforce credentials between 2014 and 2030.

The Commonwealth does not appear to be on-track to meet TJ21's degree-award goals. Staff analysis indicates that, unless significant gains are made in degree completion over the three years remaining until 2025, Virginia will fall short by more than 14,000 degrees at public institutions (assuming no growth and no further losses). This projected shortfall is predominantly the result of a slow-down in the number of associate degrees. The COVID-19 pandemic has exacerbated the situation. A rebound in associate degrees and growth among non-credit credentials are critical to meeting statewide goals.

While challenges remain for the Commonwealth to meet goals around student access and completion, this year's degree report indicates that Virginia remains on pace to meet *The Virginia Plan* target of having 70% of working-age Virginians holding a degree or workforce credential by 2030. To date, 719,987 undergraduate credentials have been awarded since 2014-15.

Materials Provided:
Enclosed is a briefing on 2021-22 degree awards, with a focus on completions by in-state undergraduates at public and private nonprofit institutions. These data, as well as those on completions of non-degree credentials, are accessible on the Research section of the SCHEV website (https://research.schev.edu/info/Reports.Guide-to-the-Degrees-Awarded-Reports).

Financial Impact: None

Timetable for Further Review/Action: None

Resolution: None

Degree Completions and Other Awards in 2021-22

Overview
The information below details degree completions and other awards in 2021-22, with particular focus on in-state undergraduates at public and private nonprofit institutions. Presented are the following items: summaries of degree- and certificate-award totals in the public and private sectors; comparisons of 2021-22 in-state undergraduate degree awards to past years and to current estimates; and analyses of progress toward the degree goals of the *Top Jobs Act* (TJ21), which is a step toward becoming the best state for education by 2030.

Data on individual institutions are shown in an appendix. These data, as well as those on completions of non-degree credentials, are accessible on the Research section of the SCHEV website (https://research.schev.edu/info/Reports.Guide-to-the-Degrees-Awarded-Reports).

In 2021-22, Virginia public and private nonprofit institutions awarded a total of 128,587 degrees and certificates, compared to 127,048 in the previous year, representing an increase of 1,539 awards.

Virginia's public and private nonprofit colleges and universities awarded 56,371 bachelor's degrees in 2021-22, a decrease of 2,216 from the previous year (58,587).

TABLE 1: Degree Awards, 2021–22				
Degree	**Public Two–years**	**Public Four–years**	**Private Four–years**	**Total**
Certificates	14,881	631	484	15,996
Associate's	18,053	105	1,175	19,333
Bachelor's	0	39,102	17,269	56,371
First Professional's	0	1,418	1,865	3,283
Master's	0	11,970	12,791	24,761
Doctor's	0	1,916	2,776	4,692
Post–grad Certificates	0	2,378	1,773	4,151
Total Degrees	18,053	54,511	35,876	108,440
Total Awards	**32,934**	**57,520**	**38,133**	**128,587**

Who Graduated?
In 2021-22, 54% of the total number of graduates were white, non-Hispanic (compared to 60% in 2012-13). Awards to Black, Non-Hispanic students have decreased from 14% of the total to 13%; for awards to Asian students, the increase is from 6% to 7%; and for Hispanic/Latinx students, the increase is from 5% to 8%.

Overall, women represent 59% of the degree and certificate awardees (compared to 41% for men). Women represent most credential recipients in all categories except Non-Resident Alien (i.e., International Students).

TABLE 2: Change in Total Awards by Race/Ethnicity				
	2012–13		**2021–22**	
American Indian or Alaska Native (Non–Hispanic)	387	0.3%	391	0.3%
Asian (Non–Hispanic)	6,217	6%	8,989	7%
Black or African American (Non–Hispanic)	15,901	14%	16,662	13%
Hispanic/Latinx	5,350	5%	10,704	8%
Multi-Race (Non–Hispanic)	1,656	1%	4,781	4%
Native Hawaiian or Other Pacific Islander (Non–Hispanic)	280	0.3%	214	0.2%
Non-Resident Alien	3,557	3%	4,777	4%
Unknown/Unreported (Non–Hispanic)	11,496	10%	12,944	10%
White (Non–Hispanic)	66,898	60%	69,125	54%
Overall	**111,742**		**128,587**	

TABLE 3: Distribution of Total Awards by Race/Ethnicity and Gender, 2021–22				
	Men		**Women**	
American Indian or Alaska Native (Non–Hispanic)	166	43%	224	57%
Asian (Non–Hispanic)	3,959	44%	5,023	56%
Black or African American (Non–Hispanic)	5,553	33%	11,101	67%
Hispanic/Latinx	4,202	39%	6,498	61%
Multi-Race (Non–Hispanic)	1,889	40%	2,891	60%
Native Hawaiian or Other Pacific Islander (Non–Hispanic)	100	47%	114	53%
Non-Resident Alien	2,487	53%	2,228	47%
Unknown/Unreported (Non–Hispanic)	5,456	42%	7,424	58%
White (Non–Hispanic)	29,071	42%	39,995	58%
Overall	**52,883**	**41%**	**75,498**	**59%**

<u>All Degree Awards to In-State Undergraduates at Public Institutions</u>
TJ21 set a goal for public institutions of awarding a cumulative additional 100,000 undergraduate degrees to in-state students between 2010-11 and 2024-25. Through the 2021-22 academic year, public two- and four-year institutions awarded a cumulative additional 64,993 qualifying associate and baccalaureate degrees. Awards last year were 6,738 above TJ21's baseline (42,825 in 2010-11).

In 2021-22, in-state students completed 49,563 undergraduate degrees (associate and bachelor) at public institutions. This total is 1,688 (-3.3%) below the prior year's count. In the spring of 2021, public institutions had estimated a total 49,642 degree awards to

in-state undergraduate students in 2021-22. Thus, the degree-award total is below the estimate for the year by 79 (-0.2%).

TABLE 4: Degree Completions by In–State Undergraduates at Public Institutions				
Academic Year	Associate	Bachelor	Total	*Projections*
2010–11	15,606	27,219	42,825	
2011–12	17,534	28,870	46,404	
2012–13	18,135	29,366	47,501	
2013–14	17,835	29,548	47,383	
2014–15[1]	17,918	30,077	47,995	*47,026*
2015–16[1]	18,55*	31,141	49,726*	*47,100*
2016–17[2]	18,063	31,128	49,191	*49,407*
2017–18[2]	17,829	31,026	48,855	*50,145*
2018–19[3]	17,633	31,503	49,136	*50,093*
2019–20[3]	17,401	31,633	49,034	*50,577*
2020–21[4]	18,353	32,898*	51,251	*50,061*
2021–22[4]	17,732	31,831	49,563	*49,642*

*Denotes an all-time high.
[1] Projections approved in October 2015; [2] Projections approved in October 2017; [3] Projections approved in January 2020; [4]Projections approved in October 2021.

Associate-Degree Completions by In-State Undergraduate Students at Public Institutions

In 2021-22, in-state students completed 17,732 associate degrees at public institutions – 17,630 at two-year institutions and 102 at four-years. The total is 621 (-3.4%) lower than the prior year's count.

While decreases in associate degrees occurred at more than half of the community colleges between 2020-21 and 2021-22, the 647-award decrease in associate degrees from the prior year count at the public two-year colleges is primarily due to a 324 degree-award decrease at Northern Virginia Community College and nine other colleges with at least a 5% decrease from last year.

TABLE 5: Decrease in Associate Degree Awards over Prior Year (Community Colleges)	Net Decrease	Percentage
Northern Virginia Community College	–324	–6%
Tidewater Community College	–180	–8%
Laurel Ridge Community College	–93	–11%
Blue Ridge Community College	–44	–9%
Mountain Empire Community College	–34	-12%
Southwest Virginia Community College	–34	–11%
Virginia Highlands Community College	–33	–11%
Central Virginia Community College	–29	–7%
Wytheville Community College	–27	–9%
New River Community College	–25	–5%

Bachelor-Degree Completions by In-State Undergraduate Students at Public Institutions

In 2021-22, in-state students completed 31,831 baccalaureate degrees at public institutions. This total is 1,067 (-3.2%) lower than the 2020-21 count.

The 1,067-award decrease in bachelor's degrees between 2020-21 and 2021-22 was attributable to a decline in completions at several public four-year institutions, with the largest percentage-wise year-to-year decrease at Radford University, while Old Dominion, Virginia Commonwealth University and James Madison University had greater decreases in the raw number of graduates.

TABLE 6: Bachelor–Degree Awards over Prior Year (Public Four–year Colleges)	2020–21	2021–22	Difference
Radford University	1,609	1,447	–10%
Virginia State University	460	420	–9%
University of Virginia's College at Wise	214	198	–7%
Old Dominion University	3,470	3,231	–7%
James Madison University	3,742	3,521	–6%
Virginia Commonwealth University	4,932	4,667	–5%
Christopher Newport University	1,011	965	–5%
University of Mary Washington	932	891	–4%
Norfolk State University	558	536	–4%
Virginia Military Institute	242	234	–3%
William & Mary	1,047	1,019	–3%
Virginia Tech	5,428	5,370	–1%
University of Virginia	3,161	3,136	–1%
George Mason University	5,376	5,379	0.1%
Longwood University	716	817	14%

The only increases were from Longwood University (101; +14%) and George Mason University (3, +0.1%).

(See Appendix C for data on in-state undergraduate completions and degree estimates for all bachelor-awarding public institutions.)

Toward 100,000 Additional In-State Undergraduate-Degree Awards by 2025
The 49,563 degree completions by in-state undergraduates at public institutions in 2021-22 are 6,738 more than in 2010-11, the baseline year for the *Top Jobs Act* goal of 100,000 cumulative additional in-state undergraduate awards by 2025. In the eleven academic years since TJ21 was enacted, public institutions have awarded a total of 64,993 additional in-state undergraduate degrees toward the goal. These awards are important components of the statewide strategic plan's target of 1.5 million degrees and workforce credentials between 2014 and 2030.

The 6,738 increase in awards since 2010-11 represents an overall increase of 16%, which averages to 1.4% per year, ranging from – 3% to 8% in annual changes. At this point, given the trend in the last four years, Virginia appears likely to fall short of 100,000 cumulative additional degrees by 2025. If awards remain flat, then staff now estimates (with three years of degree awards remaining) that 85,372 cumulative additional undergraduate degrees will be awarded to in-state students. Given where enrollments have been the last few years, staff are of the opinion that very little will change, especially since the awarding nearly 4,000 additional degrees would be necessary in

each of the next three years in order to total about 62,000 undergraduate degrees to in-state students in 2025.

<u>Undergraduate-Degree Completions by In-State Undergraduate Students at Private Nonprofit Institutions</u>

In 2021-22, in-state students completed 6,713 undergraduate degrees (195 associates and 6,518 bachelors) at private nonprofit institutions. This total represents a decrease in undergraduate-degree awards of 486 from the prior year's count.

TABLE 7: Degree Completions by In–State Undergraduates at Private Nonprofit Institutions				
Academic Year	Associate	Bachelor	Total	*Projections*
2010–11	172	5,858	6,030	
2011–12	228	6,368	6,596	
2012–13	232	6,583	6,815	
2013–14	222	6,683	6,905	
2014–15[1]	314*	6,659	6,973	*6,953*
2015–16[1]	304	6,875	7,179	*7,088*
2016–17[2]	294	6,799	7,093	*7,212*
2017–18[2]	268	6,950	7,218	*7,475*
2018–19[3]	253	7,076*	7,329*	*6,772*
2019–20[3]	211	6,982	7,193	*6,757*
2020–21[4]	205	6,994	7,199	*7,049*
2021–22[4]	195	6,518	6,713	*7,119*

*Denotes an all-time high.
[1] *Projections approved in October 2015;* [2] *Projections approved in October 2017;* [3] *Projections approved in January 2020;* [4]*Projections approved in October 2021.*

Only seven of the private nonprofit colleges increased in degree awards over the prior year, while eighteen experienced a decrease. The largest year-to-year decreases are shown on in Table 8 below:

TABLE 8: Decrease in Bachelor–Degree Awards over Prior Year (Private Four–year Colleges)		
	Net Decrease	Percentage
Liberty University	–267	–10%
Hampton University	–60	–35%
Marymount University	–59	–18%
Virginia Wesleyan University	–43	–20%
Virginia Union University	–35	–29%
Randolph–Macon College	–26	–10%
Bluefield University	–20	–12%
Southern Virginia University	–17	–46%
University of Richmond	–17	–9%
Christendom College	–15	–29%
George Washington University	–10	–5%

The increases were at Mary Baldwin University (69; 40%), Averett University (32; 30%), Hampden-Sydney College (23; 16%), Eastern Mennonite University (19; 13%),

Roanoke College (17, 7%), Washington and Lee University (14; 21%), and Emory & Henry College (6; 5%).

Toward a "Comparable Increase" in In-State Undergraduate Degree Awards by Private Nonprofit Institutions

The 6,713 degree completions by in-state undergraduates at private nonprofit institutions in 2021-22 are 683 more than in 2010-11, the baseline year for TJ21's goal for these institutions to produce an increase in awards by 2025 that is "comparable" to the TJ21's target for public institutions. This increase occurred despite the closure of two institutions – Saint Paul's and Virginia Intermont – during the period.

SCHEV staff has estimated that a comparable increase in private nonprofits' undergraduate awards to in-state students would be at least an additional 15,000 awards by 2025. In the years since TJ21 was enacted, private nonprofit institutions have awarded 10,887 additional undergraduate degrees. If no growth occurs in the next three years, the sector will fall short by 749 degrees. Nonetheless, it is possible that the target of 15,000 can still be achieved with only modest increases in the sector.

TABLE 9: Degree Awards to In-State Undergraduates by Private Nonprofit Institutions			
Year	Degrees	% Change	Annual Degree Growth
2000–01	4,305		
2001–02	3,899	–9.4%	–406
2002–03	3,505	–10.1%	–394
2003–04	3,869	10.4%	364
2004–05	4,934	28.4%	1,100
2005–06	5,167	4.7%	233
2006–07	5,579	8.0%	412
2007–08	5,654	1.3%	75
2008–09	5,622	–0.6%	–32
2009–10	5,587	–1.0%	–55
2010–11	6,030	7.9%	443
2011–12	6,596	9.4%	566
2012–13	6,815	3.3%	219
2013–14	6,905	1.3%	90
2014–15	6,973	1.0%	68
2015–16	7,179	3.2%	213
2016–17	7,093	–1.2%	–86
2017–18	7,218	1.8%	125
2018–19	7,329	1.5%	111
2019–20	7,193	–1.8%	–136
2020–21	7,199	0%	6
2021–22	6,713	–6.8%	–486

Becoming the Best State for Education by 2030

To achieve the Commonwealth's goal of becoming the best state for education by 2030, SCHEV has estimated that Virginia colleges and universities need to award 1.5 million undergraduate degrees, certificates and workforce credentials between 2014-15 and 2029-30. Staff estimates that such will place Virginia above other states in terms of the percentage of working-age adults with a degree or workforce credential. At this point, 719,987 undergraduate degrees and certificates have been awarded to all students, by all institutions, public and nonprofit private. Estimates based on zero growth or loss between now and 2030 will result in 1,461,157 awards. This number alone likely will not be adequate to achieve the "best state for education" goal, as other states are making the same attempt to increase educational attainment. Further, any number of factors, such as decreases in net in-state migration and a slowing in the growth in the number of high-school graduates until 2027 followed by a slight decline, will create challenges to meeting this goal.

Although *The Virginia Plan* does not include degrees from for-profit institutions in the 1.5 million target, Virginia residents with degrees from this sector do contribute to the overall level of educational attainment in the state. Based on federal data, these institutions awarded approximately 11,211 certificates or degrees in 2018-19, with 6,953 of these awards being associates or bachelor's degrees. Since 2013-14, the total awards in this sector are approximately 112,000 when adding an estimate of 11,000 for the 2020-21 academic year. We would expect this total to almost double by 2030; thus, staff assume that 200,000 credentials can be added to the projected totals from public and nonprofit institutions, creating a total 1,661,157 undergraduate credentials.

Finally, students earn other valuable credentials not included in this report through the New Economy Workforce Credential program and the registered apprenticeship program, both of which contribute to the prosperity of the Commonwealth. In FY 2022, the New Economy Workforce Credential Grant program awarded over 8,600 credentials in high-demand workforce programs. Since its implementation in fiscal year 2017, the program has tallied a total of nearly 46,000 students enrolled, 43,000 program completions and more than 32,000 credentials earned. Even assuming no annual growth here, which seems unlikely, staff estimates another 56,000 workforce credentials, for roughly 74,000 by 2030, resulting in a grand total of 1,737,585 undergraduate and workforce credentials by 2030.

APPENDIX A:
Institutions' Average Time-to-Degree, Average Attempted Credits, and Top Majors in 2021-22

Typically, institutional efficiency and effectiveness are discussed in terms of graduation rates, which are based on the number and percentage of an entering cohort of students finishing in a specified number of years. Measuring "Average Time-to-Degree," specified in elapsed years, provides insight to how long students take to complete a degree. The companion metric, "Average Credits-to-Degree," provides insight into the effort students make to complete on time. It also could be an indication of student preparation and as well the impact of federal policy on student behavior. In all cases, we see that new first-time in college (FTIC) students who enroll as full-time in their first semester attempt more credits than required for the degree, while part-time students tend to be closer to "just enough."

TABLE A.1: Public two–year colleges		
	Ave. Time-to-Degree (Elapsed Years)	Ave. Credits-to-Degree
FTIC, Full–Time at Entry	3.65	77
FTIC, Part–Time at Entry	6.03	81
Top Five Most Popular Majors	Number Grads	Percentage of Total
Liberal Arts and Sciences/Liberal Studies (24.0101)	3,639	20%
General Studies (24.0102)	2,284	13%
Business Administration and Management, General (52.0201)	1,623	9%
Registered Nursing/Registered Nurse (51.3801)	1,424	8%
Social Sciences, General (45.0101)	1,203	7%

TABLE A.2: Public four–year colleges, Bachelor's Degrees		
	Ave. Time-to-Degree (Elapsed Years)	Ave. Credits-to-Degree
FTIC, Full–Time at Entry	4.46	126
FTIC, Part–Time at Entry	5.98	118
New Transfer, Full–Time at Entry	3.45	83
New Transfer, Part–Time at Entry	4.24	70
Top Five Most Popular Majors	Number Grads	Percentage of Total
Psychology, General (42.0101)	2,767	7%
Biology/Biological Sciences, General (26.0101)	2,231	5%
Liberal Arts and Sciences/Liberal Studies (24.0101)	1,785	4%
Registered Nursing/Registered Nurse (51.3801)	1,470	4%
Business Administration and Management, General (52.0201)	1,469	4%

TABLE A.3: Private four-year nonprofit colleges, Bachelor's Degrees		
	Ave. Time-to-Degree (Elapsed Years)	Ave. Credits-to-Degree
FTIC, Full-Time at Entry	4.41	124
FTIC, Part-Time at Entry	5.40	110
New Transfer, Full-Time at Entry	3.45	76
New Transfer, Part-Time at Entry	4.55	69
Top Five Most Popular Majors	Number Grads	Percentage of Total
Business Administration and Management, General (52.0201)	2,482	14%
Psychology, General (42.0101)	1,734	10%
Multi-/Interdisciplinary Studies, Other (30.9999)	1,460	8%
Registered Nursing/Registered Nurse (51.3801)	924	5%
Criminal Justice/Safety Studies (43.0104)	677	4%

APPENDIX B: Public Institutions' Associate–Degree Awards to In–State Students, 2021–22

Institution	Awards in 2021–22			Estimates for 2021–22 (Approved Oct. 2021)		
	N	Change from 2020–21		N	Difference between Awards and Estimates*	
		N	%		N	%
Total Public Four–Year Institutions	102	26	34%	91	11	12%
Norfolk State University	2	1	100%	1	1	100%
Radford University	66	19	40%	25	41	164%
Virginia Tech	34	6	21%	65	–31	–48%
Total Public Two–Year Institutions	17,630	–647	–4%	17,641	–11	–0.1%
Richard Bland College	133	–39	–23%	170	170	–22%
Virginia Community College System	17,497	–608	–3%	17,471	26	0.1%
Blue Ridge CC	428	–44	–9%			
Brightpoint CC	973	–4	–0.4%			
Central Virginia CC	402	–29	–7%			
Danville CC	197	4	2%			
Eastern Shore CC	57	22	63%			
Germanna CC	1,102	115	12%			
J Sargeant Reynolds CC	1,082	–22	–2%			
Laurel Ridge CC	775	–93	–11%			
Mountain Empire CC	258	–34	–12%			
Mountain Gateway CC	141	25	22%			
New River CC	475	–25	–5%			
Northern Virginia CC	5,541	–324	–6%			
Patrick & Henry CC	352	–7	–2%			
Paul D Camp CC	133	24	22%			
Piedmont Virginia CC	477	29	6%			
Rappahannock CC	279	14	5%			
Southside Virginia CC	455	22	5%			
Southwest Virginia CC	285	–34	–11%			
Tidewater CC	2,142	–180	–8%			
Virginia Highlands CC	254	–33	–11%			
Virginia Peninsula CC	786	8	1%			
Virginia Western CC	642	–15	–2%			
Wytheville CC	261	–27	–9%			
Total Public Institutions	17,732	–621	–3%	17,732	0	0%

*Enrollment Projections and Degree Estimates are not provided for individual community colleges.

APPENDIX C: Public Institutions' Bachelor-Degree Awards to In-State Students, 2021-22						
Institution	Awards in 2021–22			Estimates for 2021–22 (Approved Oct. 2021)		
	Total	Change from 2020–21		N	Difference between Awards and Estimates	
		N	%		N	%
Total Public Four–Year Institutions	31,831	–1,067	–3%	31,910	–79	–0.2%
Christopher Newport University	965	–46	–5%	1,012	–47	–5%
George Mason University	5,379	3	0.1%	5,572	–193	–3%
James Madison University	3,521	–221	–6%	3,456	65	2%
Longwood University	817	101	14%	697	120	17%
Norfolk State University	536	–22	–4%	564	–28	–5%
Old Dominion University	3,231	–239	–7%	3,256	–25	–1%
Radford University	1,447	–162	–10%	1,455	–8	–1%
University of Mary Washington	891	–41	–4%	863	28	3%
University of Virginia	3,136	–25	–1%	2,974	162	5%
University of Virginia's College at Wise	198	–16	–7%	216	–18	–8%
Virginia Commonwealth University	4,667	–265	–5%	4,575	92	2%
Virginia Military Institute	234	–8	–3%	232	2	1%
Virginia State University	420	–40	–9%	543	–123	–23%
Virginia Tech	5,370	–58	–1%	5,396	–26	–0.5%
William & Mary	1,019	–28	–3%	1,099	–80	–7%

APPENDIX D: Private Nonprofit Institutions' Bachelor–Degree Awards to In–State Students, 2021–22

Institution	Awards in 2021–22			Estimates for 2021–22 (Approved Oct. 2021)		
	N	Change from 2020–21		N	Difference between Awards and Estimates	
		N	%		N	%
Total Private, Nonprofit, Four-Year Institutions	6,518	–476	–7%	6,884	–366	–5%
Averett University	139	32	30%	97	42	43%
Bluefield University	143	–20	–12%	139	4	3%
Bridgewater College	237	–5	–2%	228	9	4%
Christendom College	37	–15	–29%	45	–8	–18%
Eastern Mennonite University	163	19	13%	180	–17	–9%
Emory & Henry College	132	6	5%	145	–13	–9%
Ferrum College	126	0	0%	160	–34	–21%
George Washington University	212	–10	–5%	224	–12	–5%
Hampden–Sydney College	169	23	16%	176	–7	–4%
Hampton University	113	–60	–35%	53	60	113%
Hollins University	63	–8	–11%	83	–20	–24%
Liberty University	2,429	–267	–10%	2,778	–349	–13%
Mary Baldwin University	241	69	40%	210	31	15%
Marymount University	261	–59	–18%	289	–28	–10%
Randolph College	83	–6	–7%	128	–45	–35%
Randolph–Macon College	240	–26	–10%	255	–15	–6%
Regent University	271	–6	–2%	353	–82	–23%
Roanoke College	258	17	7%	245	13	5%
Shenandoah University	339	–6	–2%	280	59	21%
Southern Virginia University	20	–17	–46%	35	–15	–43%
Sweet Briar College	42	–5	–11%	42	0	0%
University of Lynchburg	295	–5	–2%	105	190	181%
University of Richmond	164	–17	–9%	186	–22	–12%
Virginia Union University	86	–35	–29%	109	–23	–21%
Virginia Wesleyan University	173	–43	–20%	190	–17	–9%
Washington and Lee University	82	14	21%	59	23	39%

APPENDIX E:
Top 10 Degrees by Degree, Major and Gender in 2021-22

TABLE E.1: Total Public Two-Year Institutions' Top 10 Associate-Degree Awards by Major to Men, 2021-22

Major	Total Degrees	Percent
Liberal Arts and Sciences/Liberal Studies (24.0101)	1,233	7%
Business Administration and Management, General (52.0201)	799	4%
General Studies (24.0102)	772	4%
Biological and Physical Sciences (30.0101)	451	2%
Computer and Information Systems Security/Auditing/Information Assurance. (11.1003)	379	2%
Engineering, General (14.0101)	359	2%
Social Sciences, General (45.0101)	331	2%
Computer and Information Sciences, General (11.0101)	314	2%
Computer Science (11.0701)	306	2%
Information Technology (11.0103)	302	2%

TABLE E.2: Total Public Two-Year Institutions' Top 10 Associate-Degree Awards by Major to Women, 2021-22

Major	Total Degrees	Percent
Liberal Arts and Sciences/Liberal Studies (24.0101)	2,399	13%
General Studies (24.0102)	1,509	8%
Registered Nursing/Registered Nurse (51.3801)	1,278	7%
Social Sciences, General (45.0101)	870	5%
Business Administration and Management, General (52.0201)	820	5%
Biological and Physical Sciences (30.0101)	642	4%
Humanities/Humanistic Studies (24.0103)	275	2%
Child Care Provider/Assistant (19.0709)	226	1%
Business Administration, Management and Operations, Other (52.0299)	221	1%
Mental and Social Health Services and Allied Professions, Other (51.1599)	164	1%

TABLE E.3: Total Public Four-Year Institutions' Top 10 Bachelor-Degree Awards by Major to Men, 2021-22

Major	Total Degrees	Percent
Computer and Information Sciences, General (11.0101)	1,093	3%
Business Administration and Management, General (52.0201)	790	2%
Biology/Biological Sciences, General (26.0101)	689	2%
Liberal Arts and Sciences/Liberal Studies (24.0101)	605	1%
Mechanical Engineering (14.1901)	588	1%
Finance, General (52.0801)	542	1%
Psychology, General (42.0101)	528	1%
Political Science and Government, General (45.1001)	469	1%
History, General (54.0101)	433	1%
Management Sciences and Quantitative Methods, Other (52.1399)	401	1%

TABLE E.4: Total Public Four-Year Institutions' Top 10 Bachelor-Degree Awards by Major to Women, 2021-22

Major	Total Degrees	Percent
Psychology, General (42.0101)	2,239	5%
Biology/Biological Sciences, General (26.0101)	1,541	4%
Registered Nursing/Registered Nurse (51.3801)	1,314	3%
Liberal Arts and Sciences/Liberal Studies (24.0101)	1,180	3%
Business Administration and Management, General (52.0201)	679	2%
Speech Communication and Rhetoric (09.0101)	636	2%
English Language and Literature, General (23.0101)	601	1%
Multi–/Interdisciplinary Studies, Other (30.9999)	564	1%
Sociology, General. (45.1101)	556	1%
Political Science and Government, General (45.1001)	548	1%

TABLE E.5: Total Private Nonprofit Institutions' Top 10 Bachelor–Degree Awards by Major to Men, 2021–22

Major	Total Degrees	Percent
Business Administration and Management, General (52.0201)	1,288	7%
Multi–/Interdisciplinary Studies, Other (30.9999)	655	4%
Religion/Religious Studies (38.0201)	411	2%
Criminal Justice/Safety Studies (43.0104)	368	2%
Aeronautics/Aviation/Aerospace Science and Technology, General (49.0101)	368	2%
Psychology, General (42.0101)	300	2%
History, General (54.0101)	239	1%
Political Science and Government, General (45.1001)	224	1%
Information Technology (11.0103)	175	1%
Sport and Fitness Administration/Management (31.0504)	140	1%

TABLE E.6: Total Private Nonprofit Institutions' Top 10 Bachelor–Degree Awards by Major to Women, 2021–22

Major	Total Degrees	Percent
Psychology, General (42.0101)	1,434	8%
Business Administration and Management, General (52.0201)	1,193	7%
Registered Nursing/Registered Nurse (51.3801)	805	4%
Multi–/Interdisciplinary Studies, Other (30.9999)	802	4%
Biology/Biological Sciences, General (26.0101)	351	2%
Criminal Justice/Safety Studies (43.0104)	309	2%
Social Work (44.0701)	287	2%
Elementary Education and Teaching (13.1202)	270	2%
Religion/Religious Studies (38.0201)	251	1%
Political Science and Government, General (45.1001)	229	1%

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
October 25, 2022
DRAFT MINUTES

Mr. Ampy called the meeting to order at 9:11 a.m. in the Board room at the Virginia Community College System.

Council members present: Ken Ampy, Katharine Webb, Victoria Harker, Alvin J. Schexnider, Jennie O'Holleran, John Broderick, Cheryl Oldham, Jeff Smith, Jason El Koubi, William Harvey, and Thaddeus Holloman.

Council member absent: Walter Curt

Staff members present: Tom Allison, Peter Blake, Grace Covello, Joe DeFilippo, Alan Edwards, Wendy Kang, Tod Massa, Laura Osberger, Beverly Rebar, and Yan Zheng, Paula Robinson, Lee Andes.

Notable Guests: Deputy Secretary of Education, Sarah Spota, and Ramona Taylor from the Office of the Attorney General, Alan Burns from Edge Research, Terrell Dunn from HCM Strategists and Heather McKay from the Virginia Office of Education Economics.

APPROVAL OF MINUTES

Ms. Harker made a motion to approve the minutes from the September 20 Council minutes, which were seconded Katharine Webb. All of the minutes were approved unanimously.

REMARKS FROM TED RASPILLER, PRESIDENT, BRIGHTPOINT COMMUNITY COLLEGE

Dr. Raspiller president of Brightpoint Community College, welcomed Council and discussed workforce education, specifically credentialing that helps meet critical need in each area. He described various student populations Brightpoint serves. Dr. Raspiller noted that the biggest financial challenge for Brightpoint is the cost of the programs they offer, specifically nursing.

Dr. Raspiller highlighted the college's commitment to advanced manufacturing, noting that 350 students have completed G3 programming. He also highlighted a $1.1 million dollar awarding for students through G3 (an initiative of "free" college for eligible students in high-demand programs). He thanked Jason El Koubi for the help with the pharmaceutical manufacturing program at Brightpoint and highlighted a $53 million dollar federal grant to grow pharmaceutical manufacturing in the region.

Brightpoint also has a partnership with Petersburg offering workforce credentials on advanced manufacturing and healthcare. He said that the college is also working on a submission for a lab school with Virginia State University.

HCM STRATEGISTS/EDGE RESEARCH "WHERE ARE THE STUDENTS?" STUDY

Mr. Ampy welcomed Ms. Dunn and Mr. Burns to Council. They presented information from a report completed by Edge Research and HCM Strategists on *Exploring the Exodus from Higher Education*. Ms. Dunn discussed enrollment in higher education and said that enrollment at community colleges nationally has been declining. She said that the research study was designed to understand why arguments for the benefits of college are not resonating with students today. Students are concerned about their return on investment, opportunity cost, investment of money and time and investment of resources did not pay off. People are finding learning opportunities outside of higher education that are faster, cheaper and more targeted on specific jobs. The issues of mental health and racial unrest and the pandemic are real challenges for students. Navigating higher education is challenging for individuals who have not had someone go through higher education.

Mr. Burns reviewed the study design and methodology, which was a survey of 1700 members as well as some in-depth interviews of a subset of this target audience across seven states. The study found that financial barriers are significant, but addressing these burdens alone will not alleviate the other challenges students face. The report also found that individuals questioned the value of a college degree noting that other educational opportunities are impacting decision making. The report concludes with the observation that the pandemic brought about new concerns of going to college.

When the survey asked individuals on their future plan regarding college, 46% indicated they "definitely plan on going." Of the individuals who plan "definitely" to go back to college, 37% claim they will go back in one to three years. The study also found that students felt a mix of feelings – including hopeful, uncertain and stressed – about their future. Students mostly are concerned with stability not only financially but mentally and emotionally. Regarding the value of additional education and training, individuals chose on-the-job training as the highest value out of the options presented. Half of the participants said they believe that high school taught them how to get into college but few believe it prepared them for life.

Mr. Burns reviewed key insights and implications for the field including: (1) those moving away from college is not solely one of demographics, (2) the education marketplace has fundamentally shifted, (3) the language and pathways associated with higher education do not resonate, and (4) obtaining a college degree may be "off the table" for much of this audience but they desire a guarantee that it will be worth their time and money both during school and after graduation.

RECEIPT OF REPORT FROM AGENCY DIRECTOR

Enrollment news: Staff recently released early enrollment estimates for public and private colleges and universities and prepared a brief report on the preliminary numbers. Overall enrollment at public institutions is down 0.4% from last year and 4.3% from 2019. First-time-in-college enrollment, however, is up 5.2% from last year, a promising "leading indicator." Also last month, the Virginia Department of Education released a report on college-going by recent high school graduates. The report tracks the number of students who enroll in any postsecondary education program within 16 months of high school graduation. In 2020, 57,082 (65%) of recent high school graduates were enrolled in a public or private four-year or two-year institution. This percentage is down from 72% in 2010. Staff is pursuing two opportunities to gain addition insight into enrollment – or lack

thereof – in higher education. We are preparing for focus group meetings with high schools in three Virginia school localities. We also are working with the Organization of Economic Co-operation and Development to include questions on an upcoming survey of young adults about their college decision-making.

ACICS recognition terminated: On August 19, 2022, the U.S. Department of Education announced that it had denied the appeal of the Accrediting Council for Independent Colleges and Schools to retain its recognition as an accreditor. This decision means, unless ACICS-accredited institutions become accredited by another recognized accreditor within 18 months, these institutions will lose their eligibility for federal financial aid programs, including guaranteed student loans and Pell Grants. During this period, these institutions will remain eligible for federal financial aid programs, but with the proviso that they cannot take new students. Currently, four institutions operating in Virginia that are currently accredited by ACICS. Three of these institutions – California University of Management and Science, Fairfax University of America and University of North America – are certified by SCHEV.

Stratford University closure: Stratford University, which has campuses in both Woodbridge and Alexandria, also had been accredited by ACICS. In accordance with §23.1- 219(D) of the Code of Virginia, private institutions are no longer required to be certified by SCHEV if and when they have maintained their main campus continuously in the Commonwealth for at least 20 years and are accredited by an agency recognized by the U.S. Department of Education. Such schools, including Stratford University, have full institutional autonomy and no formal legal relationship with SCHEV. Stratford announced on September 23 the cessation of its operations in Virginia, effective October 9, 2022. More than 900 students in the Commonwealth will be impacted by this closure. SCHEV staff members have offered guidance to Stratford administrators and seek to assist students in any way the agency is able. A notice has been placed on the SCHEV website to advise Stratford students of resources available to them, including contact information for other institutions that have expressed a willingness to take Stratford students as transfers. The notice is available here: https://ppe.schev.edu/closed-schools

Board of visitors orientation program planning: The 2022 new board member educational program, which is required by law, occurred October 18-19 in Richmond. More than 50 recent new board appointees attended. Governor Youngkin spoke at the beginning of the program. Thanks to the many Council members who participated in the planning and implementation of this year's orientation.

Meeting regarding the Tech Talent Investment Program: In late September, the "designated reviewers" for the Tech Talent Investment Program (TTIP), which include the Education and Finance secretaries, Department of Planning and Budget director, the staff directors for the legislative money-committees, president of the Virginia Economic Development Partnership and the SCHEV director, held their first FY 2023 meeting to discuss institutions' degree awards and whether/how the quantity and quality of those awards compare to that which each institution agreed in its Memorandum of Understanding with the state.

Mental health workforce pilot grants: Earlier this month, staff received 10 proposals from public institutions for grants from an FY 2023-appropriated, SCHEV-administered, Virginia Healthcare Foundation-collaborated pilot project intended to address both the

immediate mental-health needs of students and the long-term behavioral health workforce-development needs of institutions. Up to six institutions will be awarded grants of up to $100,000 each in FY 2023 and FY 2024 to support (salary and benefits) a graduate of a Master of Social Work or Master of Counseling program as they seek licensure. Each awarded institution will hire, train and supervise the LCSW/LPC candidate until licensed. Staff anticipates making the award announcements on or before November 7.

Pell initiative: The 2022 Act of Assembly, Chapter 2, Item 142 M, directs SCHEV to partner with a national consultant as it works with institutions having below average enrollment of Pell-eligible students. The budget provides $250,000 in the first year for the administration of this initiative and $25 million in the second year to fund institutional proposals to improve either recruitment or retention of Pell-eligible and low-income students. In September, after posting a Request for Proposal to secure a private consultant, SCHEV received five responses. A committee is reviewing these proposals with a goal to secure a consultant by late October. The consultant will then begin work on the four deliverables detailed in the RFP, which ultimately will guide the allocation of second-year funds to improve the overall institutional success rate of Pell students.

Access and outreach activities: SCHEV staff, in cooperation with school divisions and other partners, has been involved in many activities designed to smooth the path between secondary and postsecondary education:
• Virginia College Application Week is from October 24-28. High school seniors at approximately 100 high-need schools will have time and support during the school day to complete college applications. Forty colleges and universities will offer support and waive application fees during the week.
• From October 26-27, Hampton City Public Schools, Ford Next Generation Learning Center, SCHEV and GEAR UP Virginia will host a study visit at the Academies of Hampton. School divisions across Virginia will send teams to learn more about the career academy model that transformed Hampton high schools into personalized learning communities that prepare their students for college and career success. We are grateful to Council member Jeffrey Smith, superintendent in Hampton, for his support of these initiatives.
• As of October 1, eight school divisions across Virginia are now participating in a FAFSA completion pilot program. The Free Application for Federal Student Aid – or FAFSA - is used by institutions to determine a student's financial need and the amount and type of aid for which they are eligible. During the 2022-23 academic year, SCHEV will share (in a highly secure way) student-level FAFSA completion data with high school staff so that these staff members can better direct FAFSA assistance efforts. The goal is to provide school staff with more data to ensure that students complete their FAFSA, which is one of several key steps to going to college.

Student Advisory Committee: The 2022-23 Student Advisory Committee, which consists of students from public four-year and two-year institutions and select private institutions, held its first meeting (virtually) on September 30 and its second meeting (in-person) on October 21. At the first meeting, students were asked to say one thing they would like changed about their institution. Although each student had a different idea, staff summarized those ideas into the following categories:
•   Campus safety and increased Title IX effectiveness
•   Increased funding for institutions overall

- More financial aid and Pell access
- Mental health access
- Increased diversity of faculty and staff
- Better quality or quantity of advisors for students
- More student engagement and involvement in their local communities
- Support groups for returning students and single parents
- Classes in financial literacy and life skills

SNAP: During the 2022 Session the General Assembly passed legislation (HB 582) requiring public institutions to inform students of their potential eligibility for SNAP benefits. Formerly known as food stamps, the Supplemental Nutrition Assistance Program (SNAP) is a federally funded monthly benefit available to individuals and households meeting predetermined asset and income criteria. The Consolidated Appropriations Act, 2021, temporarily expanded limitations to SNAP eligibility access, opening possibilities for college students enrolled in higher education at least half-time. Staff members from SCHEV and the Department of Social Services are collaborating to provide a webinar that will cover resources and tools to better assist institutions in helping students navigate the possibilities of SNAP. SCHEV also has drafted emails and flyers as examples of outreach efforts for institutions to model.

Meeting with Strada President Stephen Moret: Secretary Guidera and Council member Cheryl Oldham and I recently met with Strada Education Network President Dr. Stephen Moret about potential partnership opportunities. Dr. Moret is the former president of the Virginia Economic Development Partnership and, as such, was an ex officio member of Council.

Agency Risk Management and Internal Control Standards: SCHEV recently completed this annual process. The process includes documenting the agency's assessment of internal control strengths, weaknesses and risks related to financial transactions, compliance with the financial reporting requirements, laws and regulations, and stewardship over the Commonwealth's assets. Finance and budget manager Ellie Boyd led the team effort.

New staff: Kirstin Pantazis is the new Associate for Academic Affairs. Her duties include evaluating proposals for academic program actions and organizational changes. Kirstin was the transfer coach at Brightpoint Community College and an academic advisor at Reynolds Community College. She currently teaches sociology as an adjunct faculty member at Reynolds Community College. She has degrees from Old Dominion University and Arizona State University and is completing a doctoral degree at Virginia Commonwealth University.

Staff meeting: In September, the agency held its fourth all-staff meeting of the year. The agenda included reflections from two staff members, updates on activities from the different units and a summary of a staff survey. The year's fifth and final all-staff meeting is scheduled for December.

Out and about: I participated in the annual retreat of the Virginia 529 board; Virginia Chamber events on early childhood education and workforce and education; a symposium on the new Stravitz-Sanyal Institute for Liver Disease and Metabolic Health

at Virginia Commonwealth University; and an exhibit of the history of Virginia higher education at the Library of Virginia.

ACTION ON RECOMMENDATIONS FROM STUDY ON STUDENT SUPPORT SERVICES

Dr. Edwards summarized staff's months-long review of student issues and support services, which culminated in the forthcoming report, "What Matters Most: Critical Student Issues Impacting Their Higher Education Experience, Persistence and Completion." Council members discussed the report and reviewed the recommendations. On a motion by Dr. Schexnider and seconded by Ms. Harker, Council unanimously approved the following resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the recommendations as discussed and agreed upon on October 25, 2022, for inclusion in the forthcoming report, "What Matters Most: Critical Student Issues Impacting their Higher Education Experience, Persistence and Completion;" and

BE IT FURTHER RESOLVED that the State Council of Higher Education directs agency staff to submit the report to state leaders and policy makers upon its completion and release.

ACTIONS ON BYLAWS CHANGES AND POLICY FOR ALL-VIRTUAL MEETINGS

Ms. Rebar informed Council's consideration of an action on: (1) proposed changes to its Bylaws (regarding remote participation in meetings); and (2) a separate policy governing all-virtual meetings. Staff's proposed amendments to the bylaws provide more-detailed procedures for Council to grant permission to an individual member to participate in a meeting remotely. Reasons for remote participation include the following: personal matters; a member's medical condition or disability; the need to provide medical care for a family member; and the member's principal residence being 60 miles or more from the meeting location (this reason had been available only to regional public bodies prior to September 1).

On motion by Dr. Smith and seconded by Dr. Schexnider, the Council approved the following resolutions:

Resolution 1:

BE IT RESOLVED, that the State Council of Higher Education for Virginia, pursuant to the SCHEV Bylaws, Section Eight, following presentation in writing and discussion at its meeting on September 20, 2022, and following a three-quarters vote of the total Council membership, adopts the amended version of the SCHEV Bylaws dated October 25, 2022.

Resolution 2:

BE IT RESOLVED, that the State Council of Higher Education for Virginia adopts the "SCHEV Policies for All Virtual Meetings and Electronic Meetings Conducted During State of Emergency Declarations."

Staff is hereby directed to distribute both the amended bylaws and the new policy to Council members and to post the documents on the SCHEV website.

REPORT FROM THE COMMITTEES

Report from Academic Affairs Committee

The committee discussed three agenda topics with action on one including: (1) action on proposed organizational changes at public institutions, (2) discussion of the state authorization reciprocity agreement (SARA), and (3) receipt of report of staff liaison to the academic affairs committee. The committee unanimously approved the action item on proposed organizational changes at public institutions. Three institutions had proposed organizational changes including George Mason University, Virginia Tech, and Old Dominion. With recommendation for Old Dominion University staff the committee has decided to hold off on reviewing the organizational changes request. The request from George Mason University and Virginia Tech were approved by the committee.

The actions regarding proposed organizational changes at public institutions including George Mason University and Virginia Tech were passed by the full council.

Report from the Resources & Planning Committee

The committee discussed four agenda topics with action on two items including: (1) action on budget and policy recommendations for FY 2024, (2) action on institutional performance standards, (3) a discussion of themes from the six-year plans, and (4) the full-cost requirement for nonresident students. The committee unanimously approved both action on items on budget and policy recommendations and institutional performance standards.

The actions regarding budget and policy recommendations for FY24 and institutional performance standards were passed unanimously by Council.

RESOLUTION FOR DONALD FINLEY, RETIRING PRESIDENT OF THE VIRGINIA BUSINESS HIGHER EDUCATION COUNCIL (VBHEC)

Mr. Blake introduced Don Finley highlighting his service to VBHEC from 1997 until 2022, working with over 50 college presidents, chancellors and superintendents of Virginia's public institutions of higher education. He also advances Virginia higher education over the last 25 years through the Restructuring Act, the Top Jobs Act, the Workforce Credential Grant program, and the Tech Talent investment program. The Council for Virginia expresses its sincere gratitude and appreciation to Donald J. "Don" Finley for his distinguished service and commitment and extends to him best wishes for continued success in all future endeavors.

Katie Webb made a motion to approve the resolution, and Dr. Harvey seconded the motion. The Council approved the resolution unanimously.

RESOLUTION FOR ROBERT LAMBETH, RETIRING PRESIDENT COUNCIL OF INDEPENDENT COLLEGES IN VIRGINIA (CICV)

Mr. Blake recognized Robert Lambeth highlighting his service to the Commonwealth including working with over 100 presidents of Virginia private, nonprofit colleges and universities, promoting institutional collaboration, collective marketing, government relations and other topics and innovations. Mr. Lambeth is a champion of CICV institutions leading creation of a self-insured health insurance program for member institutions, the nation's first multi-employer retirement plan for independent, nonprofit colleges and universities. The Council expresses its sincere gratitude and appreciation to Robert B. Lambeth, Jr. for his distinguished service and commitment, and extends to him best wishes for continued success in all future endeavors.

Katie Webb made a motion to approve the resolution, and Dr. Harvey seconded the motion. The Council approved the resolution unanimously.

RECEIPT OF ITEMS DELEGATED TO STAFF

Mr. Blake confirmed no new items delegated to staff

OLD BUSINESS

No old business.

NEW BUSINESS

No new business.

RECEIPT OF PUBLIC COMMENT

No public comment.

MOTION TO ADJOURN

The meeting adjourned at 11:46 a.m with a motion by Dr. Harvey, seconded by Dr. Schexnider.

_____
Ken Ampy
Council Chair

_____
Grace Covello

SCHEV Staff

Sandra Treadway has served as is the Librarian of Virginia since 2007, overseeing the Library of Virginia's comprehensive collection of print and manuscript materials documenting the history, culture, and government of the Commonwealth over the past 400 years. As state librarian, she also works closely with public and academic libraries as well as historical organizations across the state to support their important work.

She is a graduate of Manhattanville College and holds a doctoral degree in American History from the University of Virginia and a master's degree in Library and Information Science from the University of Tennessee. She is the author of *Women of Mark: A History of the Woman's Club of Richmond, Virginia, 1894-1994* (1995) and coeditor of the two-volume set *Virginia Women: Their Lives and Times* (2015 and 2016), among other works. She serves on several commissions and state advisory groups, including the Virginia Freedom of Information Advisory Council and the Virginia Women's Monument Commission.

Timothy D. Sands is the 16th president of Virginia Polytechnic Institute and State University, and a professor in the College of Engineering. Since joining Virginia Tech in 2014, he has worked collaboratively with the provost and university leadership to set the university on track to become a leading modern, global, land-grant institution. Virginia Tech's strategic plan and vision, The Virginia Tech Difference: Advancing Beyond Boundaries, aligns the university with the emerging needs and opportunities of a rapidly changing world in the context of the evolving higher education landscape. Under President Sands' leadership, undergraduate enrollment has been increased by 5,000 to achieve the benefits of scale while preserving the strong sense of community, rooted in the institution's motto, Ut Prosim (That I May Serve). Student interest in Virginia Tech has grown continuously and student success is a priority, with four-year graduation rates increasing from 61% to 70%. President Sands initiated InclusiveVT in 2015, leading an effort that has increased the enrollment of underrepresented minority (URM) students by 64% while closing the 4-year graduation rate gap to 2 percentage points. URM and underserved students (Pell-eligible. first-generation and veterans) now make up nearly 40% of the entering class, including transfers. Virginia Tech remains a leader in research and innovation with over $500M in annual expenditures, but with a renewed focus on moving into the upper tier of land-grant research universities in terms of impact and extramural research expenditures. Expansion of the human health sciences in the Fralin Biomedical Research Institute at the Virginia Tech Carilion Health Sciences and Technology campus in Roanoke, the Virginia Tech Carilion School of Medicine, and a partnership with Children's National Hospital's Research and Innovation Campus in Washington D.C. are central to enhancing Virginia Tech's research and innovation profile, and its impact on the communities we serve. The university's residential campus in Blacksburg is being transformed with an emphasis on livinglearning experiences, transdisciplinary collaboration, and sustainability. Recent developments include the creation of the Virginia Tech Center for Quantum Information Science and Engineering, a Creativity and Innovation District, the launch of a Global Business and Analytics Complex, and expanded facilities for the Virginia Tech Corps of Cadets. A new Multi-modal Transit Facility and upgraded environmental infrastructure are part of the university's Climate Action Commitment to reduce transportation greenhouse gasses by 40% and achieve carbon neutrality by 2030. Virginia Tech's 3.5-acre Innovation Campus in the greater Washington D.C. area is the centerpiece of a technology education strategy that helped bring Amazon's east coast headquarters to Arlington, VA. The campus is part of a bold new vision for graduate education in computer science and computer engineering, preparing leaders and pursuing research to take on big problems amid a digital revolution that is changing the way we live, work, and think. A partnership with Northrop Grumman will establish a new Center of Quantum Architecture and Software Development, and the university recently announced a partnership with Boeing and

the Commonwealth to create the Boeing Center for Veteran Transition and Military Families. Virginia Tech is also leading the Commonwealth Cyber Initiative to establish a "global center of excellence at the intersection of security, autonomous systems, and data." President Sands' vision is supported by a global community of alumni, friends, and partners. Virginia Tech's Advancement division continues to see record-breaking generosity and engagement, keeping the university on track to raise $1.872 billion and engage 100,000 Hokies as part of Boundless Impact: The Campaign for Virginia Tech. President Sands' recent awards and honors include The Edward Bouchet Legacy Award, the National GEM Consortium's Academic Leadership Award, the Virginia Latino Higher Education Network's Leadership Impact Award, and the Roanoke-Blacksburg Technology Council's Regional Leadership Award. He has published more than 250 refereed papers and conference proceedings and has been granted 21 patents in electronic and optoelectronic materials and devices. His recent research efforts have been directed toward the design and development of novel nanocomposite materials for environmentally friendly and cost-effective solid-state lighting, direct conversion of heat to electrical power and thermoelectric refrigeration. He holds faculty appointments in the Bradley Department of Electrical and Computer Engineering and the Department of Materials Science and Engineering in the College of Engineering, with research interests in microelectronics, optoelectronics, and nanotechnology. He is a fellow of the Institute of Electrical and Electronics Engineers, the Materials Research Society, and the National Academy of Inventors. As part of his civic engagement and community leadership, President Sands chairs the Board of Directors of Jefferson Science Associates (JSA) and the Virginia Space Grant Consortium. He serves on the Executive Committee of the Board of Directors of the Northern Virginia Technology Council (NVTC), and is a member of the Boards of the Atlantic Coast Conference (ACC), the Business Higher Education Forum (BHEF), the University Research Alliance (URA), and is an ex-officio member of the Board of the Northern Virginia Chamber of Commerce. He is also Vice Chair of the Virginia Council of Presidents, and a member of the Board of Visitors of the National Intelligence University. Before coming to Virginia Tech, President Sands was executive vice president for academic affairs and provost of Purdue University in West Lafayette, Indiana, serving as acting president in 2012. Throughout his career, he has participated in and led research teams and academic programs that have been characterized by open collaboration across a wide array of disciplines. Prior to becoming provost, he served as the Mary Jo and Robert L. Kirk Director of the Birck Nanotechnology Center in Purdue's Discovery Park. He was a professor of materials science and engineering at the University of California, Berkeley, and also directed research groups at Bell Communications Research (Bellcore) in Red Bank, New Jersey. President Sands earned a bachelor's degree with highest honors in engineering physics and a master's degree and doctorate in materials science from the University of California, Berkeley. He joined the Purdue faculty in 2002 as the Basil S. Turner Professor of Engineering in the schools of Materials Engineering and Electrical and Computer Engineering. President Sands is joined at Virginia Tech by his wife, Dr. Laura Sands[link], a professor of gerontology in the Department of Human Development at Virginia Tech. All four of their children are proud members of the Virginia Tech community.

State Council of Higher Education for Virginia
Agenda Item

Item: #III.E. – Discussion of the Online Virginia Network

Date of Meeting: January 10, 2023

Presenter: Dr. David Burge, George Mason University
Dr. Fletcher Linder, James Madison University
Dr. Andy Casiello, Old Dominion University
Dr. Holly Whistler, Virginia Community College System

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 provide Council an overview of the mission and activities of the Online Virginia Network (https://onlinevirginia.net).

Background Information/Summary of Major Elements:
The Online Virginia Network (OVN) has been created by the General Assembly to constitute a consortium of public institutions of higher education with substantial online offerings of degree and certificate programs. Current OVN partner institutions are George Mason University, James Madison University, Old Dominion University, and Virginia's Community Colleges. The OVN was established to expand access to online degree and credential programs that benefit Virginia's citizens, public institutions of higher education, and employers. The OVN is overseen by the Board of the Online Virginia Network Authority, which consists of 17 members, as below:

Dr. Susan Acevedo-Moyer

Peter Blake
Director, State Council of Higher Education for Virginia

Jane Dane
Vice President for Enrollment Management, Old Dominion University

Adam P. Ebbin
Senator, Virginia General Assembly

Eileen Filler-Corn
Delegate, Virginia House of Delegates

Ghazala F. Hashmi

Senator, Virginia General Assembly

James W. Hazel
Board of Visitors Member, George Mason University

Janette Kenner Muir
Vice Provost for Academic Affairs, George Mason University

Karen Jackson
President, Apogee Strategic Partners

Mark Keam
Former Delegate, Virginia House of Delegates

Fletcher Linder
Associate Vice Provost, James Madison University

Sharon E. Morrissey
Interim Chancellor, Virginia Community College System

Steve Newman
Senator, Virginia General Assembly

Susan Patrick
President and CEO of Aurora Institute & Co-Founder of Competency Works

P Murry Pitts
Board of Visitors Member, Old Dominion University

John Rothenberger
Board of Visitors Member, James Madison University

Materials Provided:
None enclosed. At the meeting, the institutional representatives will provide a presentation.

Financial Impact: N/A

Timetable for Further Review: 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: N/A

State Council of Higher Education for Virginia
Agenda Item

Item: #III.F – Discussion of the 2023 General Assembly Session

Date of Meeting: January 10, 2023

Presenters: Grace Covello
Associate for Finance Policy and Innovation
gracecovello@schev.edu

Wendy Kang
Director, Finance Policy and Innovation
wendykang@schev.edu

Most Recent Review/Action:
☒ No previous Council review/action
☐ Previous review/action
     Date:

Purpose of the Agenda Item:
The purpose of this item is to provide Council with an overview of legislation pertaining to and/or likely to affect higher education in the 2023 session of the General Assembly and the potential impacts of that legislation on higher education. Ms. Covello will provide an overview of bills filed to date, and Ms. Kang will give a summary of the Governor's introduced budget.

Background Information/Summary of Major Elements:
The legislature will begin its short session on January 11, 2023. The following are important session dates (note that dates are tentative until the General Assembly votes to confirm the calendar based on a 45-day session and whether legislators agree to a budget by the end of the session):

January 11: General Assembly convenes; committee assignments announced
January 13: Budget amendment deadline
January 20: Bill filing deadline
February 5: Money committees report out respective versions of the budget
February 7: Crossover Day (the date on which each chamber may consider only that legislation and amendments introduced in the other chamber, except the budget bill and revenue bills)
February 15: Budget bills reported-out of each chamber; budget conferees appointed
February 23: Conference report
February 25: Adjournment

During session, staff will review all bills and budget amendments related to higher education and work with members as needed to address concerns. Staff will use as a framework for decision-making the budget and policy recommendations approved by Council in October. Via the agency director, staff will provide updates to Council at various points throughout the process.

Relationship to the Goals of *The Virginia Plan for Higher Education*:
The work of staff during the legislative session is guided by the goals and strategies of the statewide strategic plan.

Materials Provided:
Staff will present a list of legislation related to higher education at the meeting. Details of the Governor's introduced budget are provided in Item II.C of the materials herein for the Resources and Planning Committee.

Financial Impact: None

Timetable for Further Review/Action:
Staff will review successful legislation with Council following the re-convened session.

Resolution: N/A

State Council of Higher Education for Virginia
Agenda Item

Item: #III.E. - Council – Report of the Agency Director

Date of Meeting: January 10, 2023

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
January 10, 2023

Op-Six/TTIP meeting: On November 2, SCHEV staff convened a joint meeting of Op-Six (Secretary of Education, Secretary of Finance, money committee staff directors, Department of Planning and Budget director, SCHEV director) and the Tech Talent Investment Program reviewers (Op-Six plus the CEO of the Virginia Economic Development Partnership). The first half of the meeting focused on TTIP and was led by Pam Harder from VEDP. In the second half, attendees received updates on central-account funds, institutions' six-year plans and enrollment. At a subsequent meeting on October 1, the group reviewed central-account funds. As a result of discussions at these meetings, the Department of Planning and Budget released funds that had been appropriated in support of certain education and training programs.

Mental health workforce pilot grants: In November, in consultation with the Virginia Health Care Foundation, SCHEV awarded Higher Education Mental Health Workforce Pilot Grants to six universities: Christopher Newport, George Mason, James Madison, Longwood, Radford and Virginia Tech. The General Assembly appropriated $500,000 annually for the next two years to support the pilot program. Each grant award will underwrite the salary and benefits of an onsite licensed clinical social worker (LCSW) or licensed professional counselor (LPC) candidate for two years. The hosting universities will hire, train and supervise the LCSW/LPC candidates to work at on-campus mental health care facilities until licensed. The awarded institutions are currently in the process of hiring and on-boarding the candidates.

Virginia Talent + Opportunity Partnership: As part of the Virginia Talent + Opportunity Partnership (V-TOP), SCHEV awarded a $250,000 grant to the University of Virginia's College at Wise to lead a regional effort that will increase the number of high-quality paid internships and other work-based learning opportunities for students in Southwest Virginia. UVa-Wise will use the funds to connect employers to students and to ensure the readiness of employers, students and higher-ed institutions to increase significantly the number of high-quality paid internships and other work-based learning opportunities in the region. In addition to regional higher-ed institutions, UVA-Wise's partners will include the Southwest Virginia Alliance for Manufacturing, the Southwest Virginia Society for Human Resources Management and the United Way of Southwest Virginia.

Foster-care single point of contact: The 2022 Acts of Appropriation (Item 144 S.) tasks SCHEV to "examine the feasibility of having a point of contact at each public institution of higher education for students who have been involved in the foster care system." A single point of contact (SPOC) is an individual designated by an institution to support students in need, connecting students to resources and services on- and off-campus. SCHEV's report concludes that it is feasible to have

SPOCs at public institutions in Virginia, as it would help streamline existing efforts to support these students and help them navigate systems of academic, physical, and emotional support, financial aid and other on- and off-campus resources. Implementing a SPOC initiative would require funding, coordination, and support from various stakeholders, including state government, colleges and universities and community-based organizations.

JLARC reports: The Joint Legislative Audit and Review Commission released three reports that are relevant to SCHEV's work: student financial aid, Virginia529 actuarial surplus, and dual enrollment. Staff will be following activities in the General Assembly to see if any related budget or legislative items ensue.

Staff departures: I don't always recognize staff who have taken new positions, but Beverly Rebar, Senior Associate for Academic and Legislative Affairs, and Wendy Kang, Director of Finance Policy and Innovation have been especially valuable long-time team members who are departing at a critical time (the start of the legislative session!). They contributed in visible and not-so-visible ways in their years of service at SCHEV. Beverly has moved to the staff of the Middle States Commission, a regional accrediting agency. Wendy is moving to the Senate Finance and Appropriations Committee staff. We wish them the best!

New staff: We welcome Alisha Bazemore as the Assistant Director for Innovative Work-Based Learning Initiatives, and Ashley Crute as Associate for Innovative Work-Based Learning Initiatives. They complement current staff work to support the Virginia Talent + Opportunity Partnership, SCHEV's internship initiative. Alisha joins us from Norfolk State University. Ashley most recently worked at Longwood University. They both have relevant experience in student career services.

Other staff activities: Congratulations to Associate Director of Equity and Engagement, Paula Robinson, on completing the year-long Minority Political Leadership Institute program. We hosted a lunch for all new staff – nearly 20 of them – who had been hired since March 2020. We held our end of year celebration of service awards luncheon in December. Thanks to Council members Ken Ampy and Katie Webb, who attended and brought greetings from Council.

Out and about: On October 27 and 28, I attended the General Assembly's "Education Summit" in Roanoke, where I moderated panel on connecting postsecondary goals with funding. Agency staff attended the retreats of the House Appropriations Committee and the Senate Finance and Appropriations Committee. I attended a reception (along with former Council chair Gil Minor) in Norfolk at which another former Council chair, Gil Bland, received the Darden Award for community leadership. While in Norfolk, I met with Norfolk State University President Javaune Adams-Gaston. The board of Virginia529, on which I sit, met in both November and December. I attended the Education Commission of the States Winter Commissioners meeting in San Diego.

State Council of Higher Education for Virginia
Agenda Item

Item: #III.H. - Council – Discussion of Enrollment Trends for 2023 and Beyond

Date of Meeting: January 10, 2023

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 continue providing information to Council regarding college and university enrollments.

Background Information/Summary of Major Elements:
The *Code of Virginia* vests the State Council of Higher Education with responsibility for reviewing and approving or disapproving public institutions' enrollment projections. To inform Council's considerations of forthcoming institutional projections and to provide context regarding current and future state-level enrollment trends, staff provides the enclosed materials, which provide: (i) an overview of demographic factors affecting enrollment planning; (ii) recent legislative and institutional considerations; and (iii) Council's responsibility and means for affecting these issues.

Materials Provided:

- "Enrollment Considerations for 2023 and Beyond," begins on the next page.

Financial Impact: N/A

Timetable for Further Review/Action:
At the March meeting, staff will provide additional information based on feedback from Council at today's meeting.

Relationship to Goals of *The Virginia Plan for Higher Education*:
College and university enrollment is central to the goal to make Virginia the best state for education.

Resolution: N/A

Enrollment Considerations for 2023 and Beyond

Introduction

Pathways to Opportunity: The Virginia Plan for Higher Education sets a vision of making Virginia the best state for education by 2030. To reach this goal, SCHEV has estimated that 70% of the state's working-age population should have a degree or other credential of value. The plan includes strategies to close gaps in access, retention, and attainment.

The last three years, however, have demonstrated that closing the gaps – while essential – will not be enough to reach the Commonwealth's big goal. The combined currents of a pandemic, social justice transformations, labor market upheaval and questions about the value of higher education have depressed demand for higher education. As a result, undergraduate enrollment at Virginia's public and private nonprofit institutions is about 4.5% lower in fall 2022 than it was in fall 2019, with significant differences between the four-year and two-year sectors.

Institutions will continue to do what they can to retain students and graduate them – which, ultimately, translates into degrees and credentials of value. Also, students who graduate from Virginia's public colleges and universities (as is true for any state) will continue to elect to settle and work in Virginia or in other states, depending on a variety of factors.

In the end, however, if all else is held constant, lower enrollments will result in lower educational attainment in Virginia. Unless we change course, we will not meet our goal to be the best state for education by 2030.

Factors contributing to declining enrollment

A number of factors are contributing to the decline in enrollment. Community college enrollment, which has been declining steadily since a peak in 2011 and coinciding with the highest unemployment rates of the recession, dropped 8%. (At the same time, the number of students enrolled in the noncredit New Economy Workforce Credential Grant program increased 64%, leading to 3,600 more industry recognized credentials in 2022 compared to 2019.)

Negative changes in enrollment also have not been universal. Eight public four-year institutions had smaller enrollment in fall 2022 than they did in fall 2019; seven of them saw an increase, including an 8% increase at Virginia State University and a 9.4% increase at the College of William & Mary. More private colleges (19) experienced enrollment declines than enrollment increases (10 institutions).

At public four-year institutions, fall 2022 total undergraduate enrollment is back to about where the system was in fall 2017 (see the following table). Of some concern, however, is that in-state enrollment at public four-year institutions in fall

2022 is the lowest it has been since fall 2013. has been pushed back to the 2013 level. Out-of-state students, who are subject to some of the same demographic and competitive pressures as Virginia students, will continue to be an important factor in enrollment planning.

<u>Total four-year public institutions, undergraduate headcount enrollment</u>

	In State	Out of State	Total
Fall 2010	131,161	29,896	161,057
Fall 2011	133,970	30,165	164,135
Fall 2012	135,833	30,546	166,379
Fall 2013	137,054	30,859	167,913
Fall 2014	138,089	30,725	168,814
Fall 2015	138,229	32,066	170,295
Fall 2016	139,143	31,525	170,668
Fall 2017	141,411	32,352	173,763
Fall 2018	141,394	33,180	174,574
Fall 2019	142,014	33,320	175,334
Fall 2020	142,388	32,451	174,839
Fall 2021	138,494	33,309	171,803
Fall 2022	137,385	34,617	172,002

The pandemic undoubtedly contributed to a decline in enrollment. It was not the only factor, however. Virginia has seen a decline in the college participation rate of high school graduates since 2017. Based on information from the Virginia Department of Education and the National Student Clearinghouse, the number of high school graduates in Virginia has increased in the last 10 years, but the number of those who continue their education within 16 months of graduation has stayed approximately flat. Thus, the percentage of students who enrolled in postsecondary education has declined from 72% in 2017 to 65% for the most recent cohort for which we have data.

In addition to lower college participation, Virginia – like many states – is facing a future with fewer high school graduates. In the short term (between now and 2026) the number of high school graduates will increase slightly – about 4% – to 100,210, according to data from the <u>Western Interstate Commission on Higher Education</u>. It then drops back to 95,930, just slightly below today's level. With numbers going in this direction, Virginia will need to cast a wider net for recent high school graduates (and be successful in attracting them and retaining them) to meet its

degree goals. Colleges and universities also will demonstrate to more adult student with some or no college experience that a degree or credential will improve their lives.

(NOTE: Figures for participation rates and projections of high school graduates are not exactly comparable, notably due to the inclusion or exclusion of private high school graduates and of postsecondary enrollment both in and outside of Virginia. Still, the general direction is clear: the number of high school graduates in 2033 will be approximately the same as or lower than it is today, and the college participation of those graduates is lower today than it was just six years ago.)

In addition to changes in the number of in-state high school graduates and college participation, Virginia is facing other headwinds. Undergraduate enrollment of out-of-state students at Virginia's four-year institutions has increased modestly over the last 10 years. That might change, however, as some states from which Virginia's institutions have recruited – New Jersey, New York, Pennsylvania – are facing stiffer declines in high school graduates than Virginia. (Maryland and North Carolina send the most students to Virginia's institutions.)

Meanwhile, other states are enrolling more students not only from New Jersey, New York and Pennsylvania but also from larger, growing states, such as Texas, Florida and California. As Virginia looks to other out-of-state markets for students, it might find that competition from other states will make recruiting those students more challenging.

In addition to basic demographic trends noted above, college enrollment is now seen by many as a less certain path to social mobility and future success than it once was. At least two factors are contributing to this change: college affordability and the increasing viability of alternative pathways to education and training.

Concerns about college affordability are amply documented. Tuition at all types of institutions is higher, family incomes are not keeping up with the rising costs of attending college and student debt has increased. Virginia has seen some recent moderation in tuition and debt, but institutions, states, the federal government and families need continually to be vigilant about their roles in making sure that college is affordable.

Some recent evidence suggests that the educational marketplace is changing. Many young adults are getting the education and training they need through nontraditional means: often on the job, online and "just in time." Also, a still-strong job market is giving people more options. The current demand for workers and increased employment opportunities at wages greater than federal minimum wage appear to deflect many high school graduates off the path of immediate post-secondary education or training. Rather than taking time and spending money on a formal program of study (at either a community college or a university), many Americans are getting free or lower-cost educational resources or are not

participating at all in the more traditional ways to "signal" educational attainment or workforce readiness.

The [New Economy Workforce Credential Grant](#) program (mentioned above) has seen an increase in enrollment and completion. This grant program, the first of its kind in the nation, provides a pay-for-performance model for funding noncredit workforce training that leads to a credential in a high-demand field. Most students who earned their credential saw an increase in earnings. Median annual wages increased approximately $7,000 or 31%. Students in the bottom quartile (with wages less than $8,200 before completing their credential) saw the highest median wage increase.

Whether the shift is great or small, changes in preference and questions about the economic and social return on a college investment will have an impact on college going and college completion. Combined with nearly inevitable trends in demographics, Virginia's colleges and universities will need new tools and strategies to remain strong and meet the educational needs across the Commonwealth.

Recent institutional and legislative considerations

Virginia's colleges and universities, as well as [policy makers](#) around Capitol Square and across the state, have observed trends in enrollment and have been pursuing specific actions to mitigate the trends. While the following topics have not yet resulted in specific legislative proposals, they could attract attention in the 2023 General Assembly session or otherwise come to the Council's attention this year.

One matter that has come before Council is the legislative requirement that out-of-state students pay the full cost of their education. The General Assembly put this policy in place in the 1990s as a way to ensure that no state general fund appropriations supported non-Virginia students. Such a policy may have been right for the time, but the Council might want to revisit it and consider recommending a change. As a result of funding increases and enrollment decreases, two institutions – Norfolk State University and Virginia State University – now charge out-of-state students less than full cost. A separate agenda item describes this phenomenon in more detail.

A related matter that some institutions have raised is the potential to charge some out-of-state students lower or in-state tuition. The University of Virginia's College at Wise has [legislative authority](#) to offer a lower tuition rate to some students in Kentucky and Tennessee and to students who reside in the Appalachian Region as defined in 40 U.S.C. § 14102. Other institutions might seek similar legislative provisions based on factors that are uniquely relevant to them.

Another policy option related to out-of-state students that might get legislative interest relates to the percentage of out-of-state undergraduate students Virginia institutions are authorized to enroll. Current Appropriation Act language limits

enrollment of out-of-state undergraduate students to 25% of total undergraduate enrollment or at its current percentage, if higher. The language, which follows, allows limited exceptions:

> The Boards of Visitors or other governing bodies of institutions of higher education shall not increase the current proportion of nonresident undergraduate students if the institution's nonresident undergraduate enrollment exceeds 25 percent, unless: i) such enrollment is intended to support workforce development needs within the Commonwealth of Virginia as identified in consultation with the Virginia Economic Development Partnership, and ii) the number of in-state undergraduate students does not drop below fall 2018 full-time equivalent census levels as certified by the State Council of Higher Education for Virginia. Norfolk State University, Virginia Military Institute, Virginia State University, and two-year public institutions are exempt from this restriction. Any such increases shall be limited to no more than a one percentage point increase over the prior year.

In effect, only three institutions – University of Virginia, William & Mary and Virginia Tech – are limited by this language. James Madison University is close (21%) but is below the 25% threshold. If these three institutions were authorized to enroll more out-of-state students, it is conceivable that more Virginia students would enroll in other Virginia institutions. Any attempt to modify the current limitations could be accompanied by strategies to retain more out-of-state students in Virginia after they graduate.

Other potential legislative initiatives that might arise in the 2023 General Assembly session relate to college affordability. These initiatives could take many forms, including limiting public college and university tuition and fee increases, providing larger Tuition Assistance Grant awards at private nonprofit institutions and supporting low-income students (notably students eligible for federal Pell grant funding).

Finally, the General Assembly might consider proposals in 2023 that recognize changes in the education marketplace mentioned previously. Proposals that have been mentioned include having a single "e-rate" for students taking online courses, whether they are in-state or out-of-state, and providing financial aid for students in nontraditional educational settings.

Any General Assembly session is rich with creative approaches to address complex issues. Those mentioned here are just a handful of items that might be discussed in 2023. More likely is that institutions and policy makers will consider many options over a longer period of time before making significant legislative or budget changes.

2023 enrollment projection and six-year plan processes
Two processes that have a direct impact on these issues will occur over several months in 2023. Both are statutory duties of SCHEV and play an important role in systemwide higher education planning.

Section 23.1-203.4 of the Code of Virginia establishes the Council's duty to approve or disapprove enrollment projections and to develop degree estimates for public colleges and universities. (A different section of the Code requires Tuition Assistance Grant-eligible institutions to submit enrollment projections to SCHEV.) The Code language makes clear that the admissions policies remain the purview of the individual governing boards. The Council shall:

> **Review and approve or disapprove all enrollment projections proposed by each public institution of higher education. The Council's projections shall be in numerical terms by level of enrollment and shall be used for budgetary and fiscal planning purposes only. The Council shall develop estimates of the number of degrees to be awarded by each institution and include those estimates in its reports of enrollment projections.** The student admissions policies for the institutions and their specific programs shall remain the sole responsibility of the individual boards of visitors; however, all four-year institutions shall adopt dual admissions policies with the community colleges, as required by § 23-9.2:3.02. **(Emphasis added.)**

Enrollment projections and degree estimates serve as a statement of intent to offer higher education opportunities to students. Their accuracy is influenced by many factors, such as the selectivity of the institution and economic conditions. While they reflect intent, they are based on past behavior of students in an evolving market. Further, the entering student cohort of first-time in college, particularly those coming directly from high school and entering four-year institutions, is the most stable group. All other groups may have wide ranges of variance (with the exception of first-professional programs which are generally much smaller in comparison and much more restricted to entry).

The enrollment projections also serve as the point of comparison for some of the institutional performance standards, which are required by § 23.1-206 of the Code. SCHEV staff reports biennially on institutional performance relative to the standards.

SCHEV staff will send institutions instructions in February. Institutions will submit enrollment projections and degree estimates in May. Council will have opportunities to review the projections and estimates prior to approval, which is scheduled for October 2023. The projections and estimates cover a six-year period ending in fiscal year 2030. They will be developed in cooperation with the six-year plan process, described below.

The six-year plan process also will kick off in 2023. In cooperation with the Secretary of Finance, the Secretary of Education, 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, SCHEV staff will develop materials that public colleges and universities will use to submit their plans for review. The entities listed above, commonly called "op-six," will review the plans and meet with the leadership of the institutions over the summer. The plans and meetings will include sections related to enrollment, at which time institutions and op-six members can discuss current and future plans for enrollment.

Conclusion and next steps
Colleges and universities in Virginia and the nation face pressing challenges resulting from demographic realities and changes in the higher education marketplace. Institutions and policy makers have observed these conditions, and some have begun to take steps to mitigate the potential loss of students. They also are considering other options and seeking additional strategies to keep Virginia on track to meet its goals for higher education. SCHEV will monitor and inform legislative deliberations in 2023, to the extent practicable, and take these issues into account as it embarks on the enrollment projection and degree estimation process as well as the six-year plan process.

At the March meeting, based on the feedback from Council and issues that arise during the 2023 General Assembly session, SCHEV staff will present additional information on this topic. Notably, staff will describe institutional strategies to address fluctuations in enrollments and continue to seek Council member input on potential priority initiatives to keep the Commonwealth in a strong position to meet its economic, cultural and societal needs.

State Council of Higher Education for Virginia
Agenda Item

Item: #III.I – Discussion of the Virginia Talent + Opportunity Partnership (V-TOP)

Date of Meeting: January 10, 2023

Presenters: Dr. Alan Edwards
Director of Strategic Planning and Policy Studies
AlanEdwards@schev.edu

Dr. Alisha Bazemore
Assistant Director for Innovative Work-Based Learning Initiatives
AlishaBazemore@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
> **Date:** July 13, 2021 and May 16, 2022
> **Review:** In 2021, Council discussed information contained in a staff update. In 2022, members were present for a staff briefing to presidents of private non-profit institutions at Council's joint meeting with the Private College Advisory Board (PCAB).

Purpose of the Agenda Item:
The purpose of this item is to inform Council of recent activities related to the Innovative Internship Fund and Program, known externally as the "Virginia Talent + Opportunity Partnership" (V-TOP), and to afford an opportunity for members to discuss current and planned V-TOP activities.

Background Information/Summary of Major Elements:
The 2018 General Assembly appropriated funding to SCHEV to encourage public institutions' development of partnerships that would provide innovative, paid internship opportunities for students. The legislature expanded and enacted the effort into law in 2019 as the Innovative Internship Fund and Program (§ 23.1-903.4). In 2020, in partnership with the Virginia Chamber Foundation, SCHEV rebranded the program's public-facing components as the Virginia Talent + Opportunity Partnership, or V-TOP.

The statutory purpose of the program is to expand paid and/or credit-bearing student internships and other work-based learning opportunities in collaboration with Virginia employers. The program comprises: (i) institutional grants; and (ii) a statewide initiative to facilitate "readiness" – the readiness of students to participate in all types of work-based learning; the readiness of employers to offer these learning opportunities; and the readiness of institutions to coordinate and facilitate more and better internships and other work-based learning opportunities.

V-TOP's readiness resources include:

For Employers	An employer toolkit and online modules for guidance on starting an internship	
	Year One and Year Two experiences offering employers the opportunity to engage earlier with students and facilitating more flexibility in the types of tasks that interns perform	
	Support services for employers delivered by regional grantees	
	A staffing agency providing human-resource support for small employers	
	Matching funds for small employers	
For Students	Online modules for career-ready competencies	
	Online modules on seeking work-based learning	
	First-year and second-year experience (iGROW with V-TOP)	
For Institutions	Vision grants (up to $25,000 per grant)	
	Professional development scholarships (up to $2,500 per scholarship)	
	Assistance with transforming Federal Work-Study into internships, on and off campus	
	Assistance with data governance	

V-TOP highlights and accomplishments include:
- https://virginiatop.org, a freestanding website for students, employers and institutions maintained externally by the Virginia Chamber Foundation;
- Vision: "Every student enrolled at a Virginia institution of higher education has the opportunity to graduate with a paid, employment-based, authentic, applied learning experience," developed in coordination with the Council of Presidents (COP) via an employment-based applied learning workgroup;
- Regional Collaborative Grants, awarded to/for six of the nine regions (up to $250,000 over two years to a regional collaborative led by a public institution);
- Vision Grants, awarded to eight institutions (seven public, one private);
- Virginia Intern Day (Governor Youngkin's proclamation of July 28, 2022, as Virginia Intern Day was the first such official proclamation for the Commonwealth);
- Creation of two V-TOP-dedicated positions and hiring to fill the positions:
  - Assistant Director for Innovative Work-based Learning Initiatives (informally, V-TOP Director): Dr. Alisha Bazemore; and
  - Associate for Innovative Work-based Learning Initiatives: Ashley Crute;
- Procurement of a contract for development of online training/modules and roll out of two free online courses (https://virginia.atomiclms.com/courses):
  - "Developing an Internship Program" for employers; and
  - "Developing Career Readiness Skills" for students;
- Procurement of a contract for staffing-agency services to small employers;
- Development of an "FWS Toolkit" to assist institutions with transforming students' Federal Work-study jobs (on campus and off) into internships; and
- Coordination with the COP on an academic workgroup on data governance related to work-based learning opportunities/experiences.

Major activities planned for 2023 include:
- Develop and roll out a statewide outreach and awareness plan;
- Allocate first round of matching funds to small employers (summer internships);
- Celebrate a second, even-bigger Virginia Intern Day;
- Launch "iGrow with V-TOP" (for 1st- and 2nd-year student experiences);
- Award Regional Collaboration Grants to/for the three remaining regions;

- Award more Visions Grants to institutions (ideally, 10 additional grants in 2023);
- Award first round of institutional grants for transforming Federal Work-study to internships; and
- Evaluate V-TOP's outcomes and progress.

In his introduced budget, Gov. Youngkin proposes to add $5 million to V-TOP's current $12 million funding for FY 2024. The Youngkin administration also has developed a proposal to consolidate various workforce-development programs into a new state agency. As of late-December 2022, the proposal included the movement of V-TOP from the Education Secretariat (SCHEV) to the Labor Secretariat (new agency), and the administration was drafting a bill to establish and authorize the new agency and define its duties and responsibilities.

Materials Provided: None beyond the summary above.

- At the meeting, staff will provide an overview of V-TOP's recent, ongoing and planned activities via a slideshow presentation.

Financial Impact: None

Timetable for Further Review/Action:
Staff will provide updates at future meetings as/when requested by Council.

Relationship to the Goals of _The Virginia Plan for Higher Education_:
V-TOP supports the plan's first goal (equitable) and third strategy (strengthen career services), as well as its third goal (transformative) and eighth strategy (support experiences that improve students' employment outcomes). To the extent that more paid internships become available, V-TOP also supports the second goal (affordable).

Resolution: NA

State Council of Higher Education for Virginia
Agenda Item

Item: #III.J: Discussion of the Annual Report on the Statewide Strategic Plan: *Pathways to Opportunity*

Date of Meeting: January 10, 2023

Presenter: Emily Salmon
Senior Associate for Strategic Planning and Policy Studies
emilysalmon@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review:
   Council reviews each plan's annual report in the following January.

Purpose of the Agenda Item:
This agenda item summarizes activities and initiatives undertaken during 2022 in support of the goals and strategies of *Pathways to Opportunity: The Virginia Plan for Higher Education (The Plan)*. The annual report also identifies key findings – namely, progress toward *The Plan*'s three goals (equitable, affordable and transformative higher education) as assessed via five measures (attainment, enrollment, awards, borrowing and wages).

Background Information/Summary of Major Elements:
The *Code of Virginia* vests the State Council of Higher Education with responsibility to develop a statewide strategic plan that: reflects statutory goals for higher education; identifies a coordinated approach to such state and regional goals; and emphasizes the future needs for postsecondary education in the Commonwealth. Approved in January 2021, *Pathways to Opportunity: The Virginia Plan for Higher Education*, identifies trends that the state must address if it is to continue to prosper and succeed.

Statutes also require SCHEV to submit a report annually on the state's progress toward the statutory goals. As drafted by staff, the 2022 annual report (due January 11, 2023) summarizes key findings from an assessment of data from academic year 2020-2021 regarding Virginia's progress relative to the statutory goals; it also includes upcoming and recent activities that directly support *The Plan*.

Organized into three sections, the report addresses: (i) key findings; (ii) supporting activities; and (iii) appendices with detailed data tables. The key-findings section

identifies progress toward the five measures – attainment, enrollment, awards, borrowing and wages – relative to the baseline data (i.e., the 2019-2020 academic year). The supporting-activities section summarizes various state, institutional and SCHEV activities and initiatives that serve to implement *The Plan*'s 10 strategies. The appendices include data tables to visualize the key findings in more detail.

Materials Provided:
The "*Pathways to Opportunity* 2022 Annual Report" is provided below. At the meeting, staff will provide a presentation.

Financial Impact: None

Timetable for Further Review/Action:
- March: Council will begin discussion regarding the next set of biennial priority initiatives in support of *The Plan*.
- July: Staff will provide input on Council's draft priority initiatives for the upcoming biennium.
- September: Staff will seek Council endorsement of a final version of priority initiatives to align with any biennial budget and policy recommendations.

Relationship to the Goals of *The Virginia Plan for Higher Education*:
This agenda item identifies progress made toward achieving all the goals and strategies of the statewide strategic plan.

Resolution: NA

EQUITABLE
Close access and completion gaps.

$ AFFORDABLE
Lower costs for students.

BEST STATE
FOR
EDUCATION

TRANSFORMATIVE
Expand prosperity.
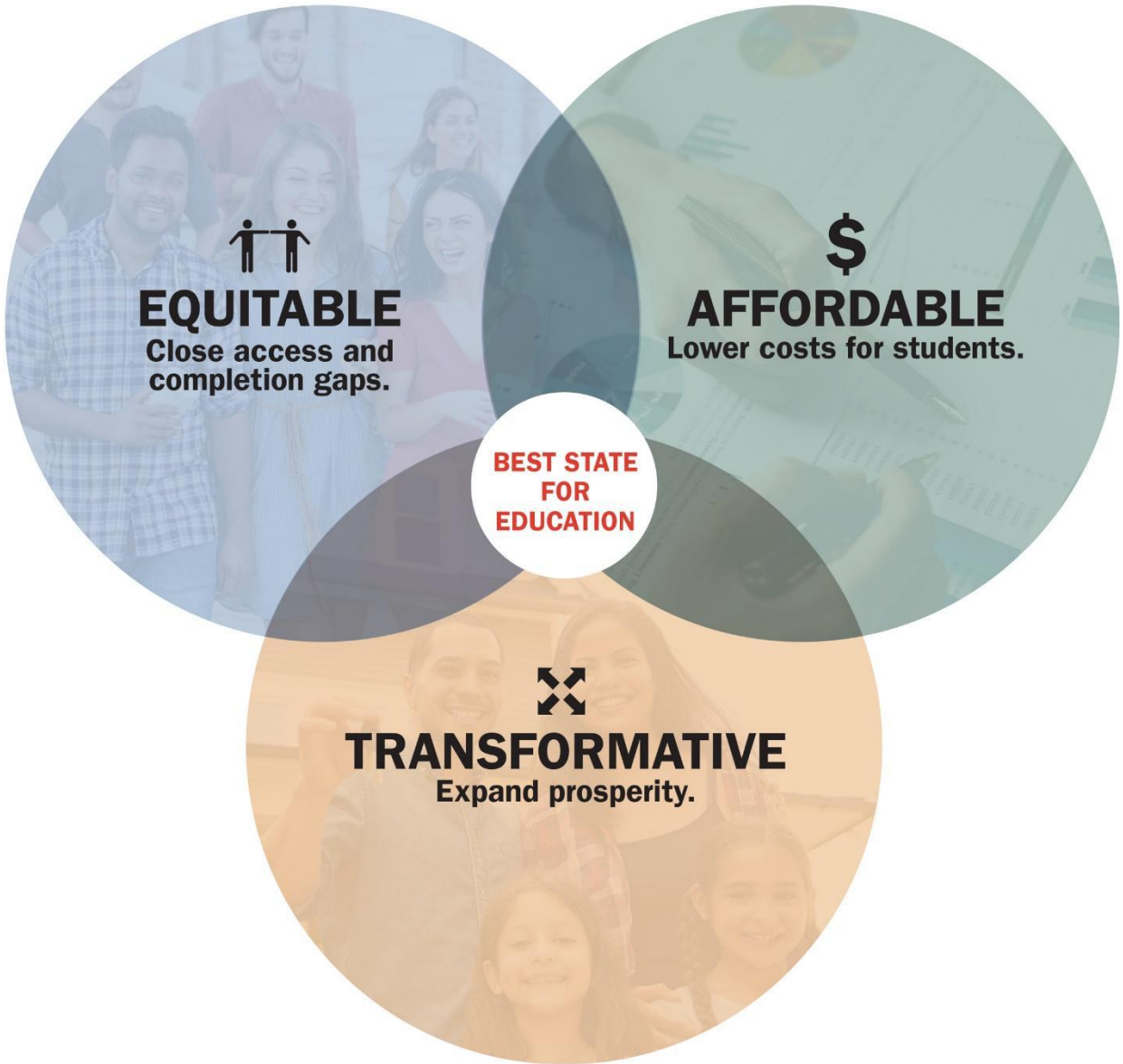
Pathways to Opportunity:
The Virginia Plan
for Higher Education
2022 Annual Report

December 2022

TABLE OF CONTENTS

OVERVIEW

The *Code of Virginia* vests the State Council of Higher Education for Virginia (SCHEV) with the responsibility to develop a statewide strategic plan that reflects statutory goals for higher education in the Commonwealth, identifies a coordinated approach to such state and regional goals, and emphasizes the future needs for higher education in Virginia. Approved in January 2021, *[Pathways to Opportunity: The Virginia Plan for Higher Education](#)* (*The Plan*), identifies trends that the Commonwealth must address if it is to continue to prosper and succeed.

SCHEV is required by statute to submit an annual report on progress toward the statutory goals. The 2022 Annual Report summarizes the three statutory goals, key findings from an assessment of where Virginia stands relative to the statutory goals, as well as upcoming and recent activities that directly support *Pathways to Opportunity.*
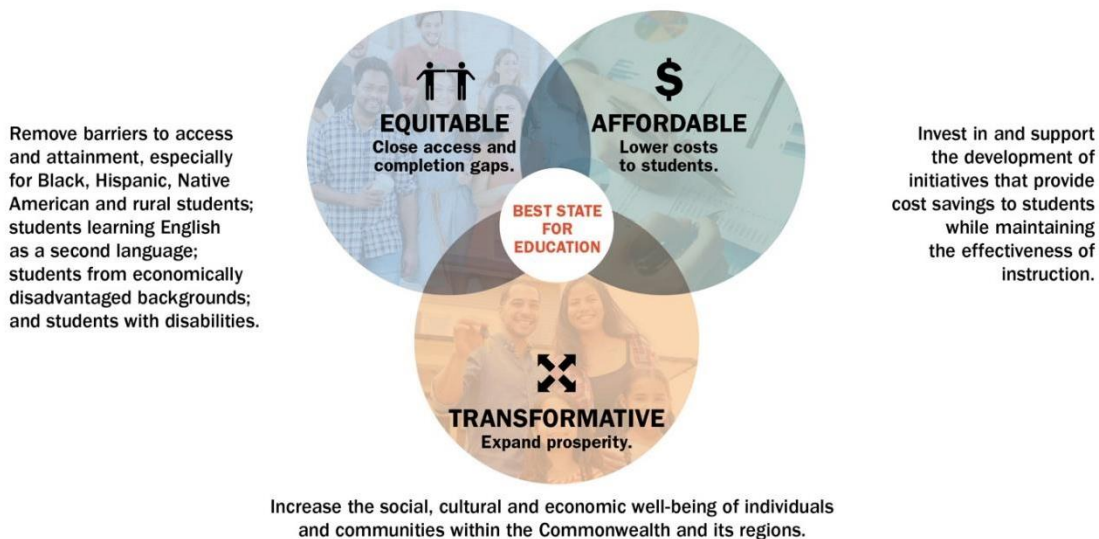
BACKGROUND AND PURPOSE OF REPORT

Background

The *Code of Virginia* vests the State Council of Higher Education (SCHEV) with the responsibility to develop a statewide strategic plan that reflects statutory goals for higher education in the Commonwealth, identifies a coordinated approach to such state and regional goals, and emphasizes the future needs for higher education in Virginia. Approved in January 2021, *Pathways to Opportunity: The Virginia Plan for Higher Education* (*The Plan*), identifies trends that the Commonwealth must address if it is to continue to prosper and succeed.

Through input from higher education partners, *The Plan* is intended to help guide a vision for Virginia's future through a common framework. The framework is built on the premise that all partners in higher education must work together to help Virginia, its citizens and its regions. In essence, higher education serves as a critical nexus, transforming learners, cultivating talent and offering pathways to opportunity.

Goals

The framework, derived through a strategic planning process, includes three intrinsically connected goals of equitable, affordable and transformative higher education. When achieved, the three goals will result in Virginia being the "Best State for Education" by 2030 and will mean a 70% educational attainment rate for all 25- to -64 year-old working-aged Virginians.

Remove barriers to access and attainment, especially for Black, Hispanic, Native American and rural students; students learning English as a second language; students from economically disadvantaged backgrounds; and students with disabilities.

EQUITABLE
Close access and completion gaps.

AFFORDABLE
Lower costs to students.

Invest in and support the development of initiatives that provide cost savings to students while maintaining the effectiveness of instruction.

BEST STATE FOR EDUCATION

TRANSFORMATIVE
Expand prosperity.

Increase the social, cultural and economic well-being of individuals and communities within the Commonwealth and its regions.

Ten strategies serve as broad methods to achieve *The Plan*'s goals and the bases for the biennial initiatives. Five measures assess progress toward achieving the three goals.

Purpose of Report

The Plan's 70% attainment target focuses on a 2030 timeline. However, achieving the goals and vision will require innovation, collaboration and long-term work to resolve complex and persistent issues. The higher education community is one of many stakeholders that must step up to address these complex issues. To that end, this annual report summarizes key findings, recent activities and upcoming initiatives that support *Pathways to Opportunity*.

2022 FINDINGS

In order to effectively identify and address barriers to achieving the three goals, SCHEV disaggregated data pertaining to the five measures (attainment, enrollment, awards, borrowing and wages) for the following subgroups: race/ethnicity, income, GO Virginia regions and gender. SCHEV does not have access to all subgroup data (e.g., data pertaining to English language learners and students with disabilities). SCHEV is working to address these data limitations.

Data from the 2019-2020 academic year served as the baseline from which to measure progress toward achieving *The Plan's* three goals. With the two-year time lapse of data, as well as barriers that have persisted for many years, it will take more than six years to close these gaps. But, if the Commonwealth is actively working on these goals, improvement should be evident over time. Progress will be tracked, identifying improvements as well as where work needs to continue.

The following summarizes key findings from the most recent measures data for the 2020-2021 academic year. The key findings identify data relative to the baseline and whether the data indicate improvements, movement in the wrong direction or no change. Here it is worth acknowledging that year-over-year changes will not likely be significant but gradual, ideally in a positive trajectory.

With the exception of the attainment data, the four other measures reference data for <u>all undergraduate</u> students in Virginia. Refer to Appendix B for further explanation and detailed charts illustrating the key findings.

Key findings from the most recent data (2020-2021):

Attainment: The percentage of 25- to 64-year-olds with an associate degree or higher. Attainment gaps exist in every subgroup (race/ethnicity, income, region and gender). The gaps highlight the breadth and complexity of this issue. Those with the lowest attainment within each subgroup:

- By race/ethnicity - Black (unchanged from 2019-2020).
- By region of origin - Southside and Southwest Virginia (unchanged from 2019-2020).
- By income - Lower income (unchanged from 2019-2020).
- By gender – Men. However, the male attainment rate increased by two percentage points over the 2019-2020 academic year.

Total attainment increased two percentage points compared to the 2019-2020 baseline academic year.

Enrollment: Fall headcount of public and private undergraduates. The following undergraduate enrollment gaps exist:

- By race/ethnicity – Black, Hawaiian Islander/Pacific Islander, Non-Resident Alien and White (unchanged from 2019-2020).
- By region of origin – Hampton Roads, Richmond (new this year) and Shenandoah Valley.
- By income – Middle income (unchanged).
- By gender – Men (unchanged).

Awards: Undergraduate degrees and credentials produced each year. Success gaps may exist when the percentage of total awards is less than the percentage of enrolled students. Identified success gaps may include:

- By race/ethnicity – Asian (new this reporting period), Black, Multi-Race (unchanged). Hispanic/Latinx exhibited a success gap in 2019-2020 but not for the 2020-2021 academic year.
- By region of origin – Greater Richmond, Hampton Roads and Northern Virginia (unchanged).
- By income – Lower income (unchanged).
- By gender – Men (unchanged).

Borrowing: Average debt of graduates. Those groups with the largest percentage of undergraduates who are borrowing include:

- By race/ethnicity – Black and Race/Ethnicity unknown.
- By region of origin – Hampton Roads.
- By income – Middle income.
- By gender – Women.

The above groups with the largest percentage of undergraduates who are borrowing remained unchanged from 2019-20 to 2020-21. However, the average loan amount decreased across the board for each group with the exception of Greater Charlottesville which shows an increased average annual loan amount.

Wages: Graduates' wages 10 years after graduation. Those groups with the widest wage gaps include:

- By race/ethnicity – Black and American Indian/Native Alaskan (unchanged) and Non-Resident Alien (new this reporting period).
- By region of origin – Southwest and Southside (unchanged).
- By income – Lower income (unchanged).
- By gender – Women (unchanged).

Compared to the prior reporting period, median wages increased across most groups despite the persisting gaps identified above. Those groups that experienced decreased median wages this reporting period include: Non-Resident Alien, Hispanic, Southwest, Roanoke/New River/Lynchburg, Greater Richmond, Shenandoah and Middle Income.

SUPPORTING ACTIVITIES

Biennial Initiatives

The biennial initiatives derive from a combination of stakeholder input during the strategic planning process and throughout 2021. Each initiative supports one or more of *The Plan*'s goals and strategies. The identified initiatives strike a balance, reflecting broad themes of *Pathways to Opportunity,* while being specific enough for SCHEV to implement. The following table references the biennial initiatives approved by Council in 2021 along with broad biennial budget recommendation themes.

Biennial Initiatives	Budget Recommendation Themes

Goal 1: Equitable – Close Gaps

- 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.

- Identify and assess hybrid learning access gaps and quality issues, as well as potential solutions, and define SCHEV's role in addressing these findings.

- Identify critical student-support-services issues and formulate recommendations that will positively affect the student experience, persistence and completion.

- Increase aid to institutions with a focus on institutions with the largest gaps in unmet need for low- and middle-income groups.

- Support institution efforts focused on increased student success initiatives that close gaps in completion.

Goal 2: Affordable – Lower Cost to Students

- 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.

- 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.

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

- Fund an initiative focusing on institutional collaboration and innovations to improve equitable student persistence and completion.

- Set aside funding to support outcomes from the cost and funding need.

- Support increases to financial aid.

- Continue one-time funding provided in FY 2022 as part of ongoing support to the institutions.

- Provide state support for increased costs at institutions to help offset tuition increases, including maintenance reserves.

- Support collaborative initiatives, such as the Virginia Virtual Library (VIVA) and other initiatives to improve efficiencies.

Goal 3: Transformative – Expand Prosperity

- 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.

- 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."

- Provide funding for talent development through new programs in high-demand fields, internships and work-based learning opportunities.

- Support institutional initiatives targeted to improve the campus culture/equity, grow research and support outreach.

- Identify additional policies that could be enhanced/removed to support institutions while ensuring state needs are met.

Recent Activities

SCHEV has engaged in various activities that directly support *Pathways to Opportunity*. The following summarizes some of these efforts as they relate to *The Plan* and its three goals.

Three such activities support all three goals.

SCHEV Website Redesign: SCHEV launched its new [website](#) to improve information access and ease of use with a particular focus on student users. In addition, the site includes research data dashboards.

Higher Education Data Disaggregation: SCHEV has started to improve data disaggregation with the development of a [progress tracker](#) for *The Plan's* three goals via five measures. SCHEV also is identifying existing gaps in data and working to remedy such gaps to the extent possible.

Ongoing Collaboration With Other Organizations: SCHEV continues to strengthen and expand collaboration with other organizations in ways that relate to cost, quality and access. Some of the examples below illustrate innovative and enhanced partnerships and collaboration.

Goal 1 - Equitable higher education

S1. Expand postsecondary opportunities and awareness to Virginians who may not view higher education as an option.

College Access and PK-12 Outreach: SCHEV and the Virginia Department of Education's (VDOE) combined College Access and PK-12 Outreach team initiated a statewide college access campaign entitled "Level Up Virginia" in partnership with VA529 and the Virginia College Access Network (VirginiaCAN). The Access team worked with Vantage Point Consulting to research best practices in other states and create an action plan for Virginia's access efforts. SCHEV staff are currently working with Granicus to launch a student- and family-facing website to spread the word.

Over 100 Virginia public high schools with 50% or more free/reduced priced lunch participated in 1-2-3 Go! Campaign activities (College Nights in Virginia, Virginia College Application Week, Super FAFSA Project and Decision Day VA). SCHEV and Educational Credit Management Corporation (ECMC) sponsor these events to help students and families prepare, apply and pay for postsecondary education. SCHEV continues to target higher FAFSA completion rates through statewide FAFSA completion training, simultaneous FAFSA and tax filing assistance and one-on-one FAFSA completion assistance (both in-person and virtual).

State Council of Higher Education for Virginia
The State Council of Higher Education for Virginia
9
124

In addition, to boost early exposure to postsecondary pathways, SCHEV's Access team is working with 12 postsecondary institutions in Virginia to bring about 6,500 middle school students from low-income communities onto 12 college campuses this academic year.

GEAR UP Virginia**:** As part of its statewide college access initiative, SCHEV launched its fourth GEAR UP Virginia program, serving a cohort of 8,119 students in 40 middle and high schools within 13 high-need school divisions. This $24.7 million federal college access grant provides college preparatory services and skills development to students and supports them through their first year of college. Student services include college campus visits, tutoring, mentoring, STEM-themed summer camps, financial aid workshops, career planning, college advising and the GEAR UP Virginia scholarship. GEAR UP Virginia also offers professional development for educators in computer science teaching strategies, social emotional learning, data-driven instruction, family engagement and virtual instruction.

S2. Advance digital access, adoption and literacy, as well as high-quality, effective remote-learning programs.

Virtual Library of Virginia's (VIVA) Open and Affordable Community Forum**:** In October, members of SCHEV's Open Virginia Advisory Committee (OVAC) presented a panel discussion regarding open education and learning technology solutions that can address (COVID) learning loss. VIVA is a consortium of the nonprofit academic libraries within the Commonwealth of Virginia, including all of Virginia's public colleges and universities, as well as 32 private institutions and the Library of Virginia. OVAC makes recommendations to SCHEV regarding initiatives and policies that may facilitate the adoption of open educational resources by the public institutions. OVAC also organizes events such as workshops and conferences to facilitate inter-institutional networking and the sharing of best practices.

Open educational resources (OER) and practices are often used in courses with the goal of improving learning outcomes for new students, setting the stage for success in their later academic careers. In the hands of skilled teachers, OER has the potential to transform the classroom experience by: promoting representational diversity, helping to create for all new students a sense of belonging, which can enhance their well-being and academic achievement; engaging new students in active and authentic learning through the inclusion of rich media and interactive assignments; encouraging new students to think of themselves as scholars and researchers, contributing to rather than simply consuming from the knowledge commons.

In this panel, faculty described their own recent experiences in using OER to enhance the learning experience for new students, especially in light of reported learning gaps due

to COVID disruptions in K-12 education. Panelists addressed a number of questions relating to this topic, including the following: have faculty noticed such gaps with incoming students in the past year and if so, what open educational or open learning strategies have helped bridge these gaps? Do faculty anticipate lasting changes in learner preparedness or expectations due to COVID-19 disruptions? What overall strategies or practices have proven most effective in setting new students on the path to academic success?

S3. Strengthen student support services for persistence and completion: mental health, mentoring, career services, social, student basic needs, information technology, disability support and other services.

GEAR UP Single Point of Contact**:** In partnership with Project Hope Virginia and ECMC, SCHEV's Access team is working with 20 postsecondary institutions to promote Single Points of Contact (SPOCs) on college campuses. SPOCs are supportive campus administrators who are committed to helping students from foster care or experiencing homelessness to address and overcome challenges associated with foster care, housing insecurity and other basic needs.

Disabilities Access to Higher Education Advisory Committee**:** SCHEV's Disabilities Access to Higher Education Advisory Committee released an action plan endorsed by SCHEV Council. "The Action Plan To Address Higher Education Barriers Faced by Students with Disabilities" identified a series of goals and work that the committee will undertake over the next few years pertaining to: data collection, access and success in higher education for students with disabilities. Work is currently underway to collect student-level data on self-identified disabilities to understand barriers to higher education access and success for this student group.

Additional near-term work includes developing and implementing guidelines for accommodation practices for: standardized testing; enhanced consistency across and within institutions; regulatory relief for students' utilization of accommodations thereby reducing barriers to access and success; and systematized information about accommodations.

SCHEV/Virginia Mental Health Access Program (VMAP) Webinar**:** SCHEV partnered with VMAP to deliver a webinar for continuing medical education (CME) credit on "Managing Anxiety in College-Aged Youth." More than 60 on-campus health center practitioners from over 20 Virginia higher education institutions (public and private) registered to attend the training. The training enabled the participants (e.g., physicians, nurse practitioners, physician assistants) to better diagnose, treat and manage common mental health disorders to serve as a relief valve for counseling centers and mental health professionals to handle the most

urgent, complex and ongoing needs. Participants expressed interest in additional training webinars on ADHD, multiple medication management and other topics.

Virginia Mental Health Workforce Pilot**:** SCHEV in consultation with the Virginia Health Care Foundation, awarded Higher Education Mental Health Workforce Pilot Grants to six universities: Christopher Newport, George Mason, James Madison, Longwood, Radford and Virginia Tech. The General Assembly appropriated $500,000 annually for the next two years to support the Virginia Mental Health Pilot. The pilot serves the dual purposes of: 1) expanding mental health services to students on an institution's campus while 2) increasing the mental health workforce pipeline overall by offering supervised clinical hours for candidates who seek to become licensed clinical social workers (LCSWs) or licensed professional counselors (LPCs).

Each grant award will underwrite the salary and benefits of an onsite LCSW or LPC candidate for two years. The hosting universities will hire, training and supervise the LCSW/LPC candidates to work at on-campus mental health care facilities until licensed.

"What Matters Most" (Student Issues and Support Services) Report**:** One of Council's biennial initiatives aims to strengthen student support services by identifying critical student issues and formulating recommendations that will positively affect the student experience, persistence and completion. The initiative is referred to as "What Matters Most." The report, a culmination of a year-long study, identified four issues critical to ensuring an educational and personal experience conducive to students staying enrolled and completing their degrees: (1) college/life preparedness, i.e. expectation setting; (2) basic needs, i.e. food and housing; (3) sense of belonging, i.e., engaging in campus life; and (4) mental health and well-being, i.e. access to mental-health services.

With these issues as a baseline, the report details the challenges faced by institutions of higher education when addressing the issues, and offers recommendations for the institutions and the state that could improve students' curricular and extracurricular experiences, as well as their overall success in college.

At the state/system level, the report's cross-cutting recommendations provide necessary structure for ongoing implementation, collaboration and innovation across the four student-issue areas via a statewide consortium of student affairs vice presidents.

At the institution level, issue-specific recommendations include actions such as expanding eligible student usage of supplemental nutrition assistance program (SNAP) benefits and providing additional mental health resources to students, faculty and staff.

Goal 2 - Affordable higher education

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.

Cost and Funding Need Study**:** In July, SCHEV published a report on the [Higher Education Cost and Funding Needs Study](), concluding Phase 1, the planning phase, of the work. The report achieved a number of accomplishments, including providing more context for trends of higher education funding in Virginia, surveying the other states' base funding methods, identifying efficiency and effectiveness strategies, as well as establishing a conceptual framework for a new model of costs and funding needs.

Now in Phase 2, the design phase, SCHEV and Op-Six staff (Six-Person Operating Advisory Committee that reviews/provides feedback on institutions' six-year operating plans) have been working on two concurrent tracks: Refining the selection and use of sets of comparison institutions and defining the model's parameters. This work will continue through May 2023. Phase 3 should start in June 2023 in hopes that the model can inform, at least directionally, budget decisions for the 2025-26 biennial budget. The comparison institutions will be using a stress test of the model's results. SCHEV staff are working with the Governor's office to incorporate their priorities for the incentives and performance component of the model, as well as relevant aspects of the six-year plan process, such as enrollment projections and capacity building.

Pell Initiative: The Virginia General Assembly has assigned SCHEV to work with public institutions to improve the enrollment and retention rates of low-income and Pell-eligible students. SCHEV was provided $250,000 in the first year to secure a consultant who will work with institutions with below average Pell enrollments and $25 million in the second year to fund initiatives that will improve overall success for low-income students. Awarding of the initial grant to the institutions will take place in spring 2023.

Financial Aid Simplification: Following SCHEV's review of financial aid program administration, the Joint Legislative Audit and Review Committee (JLARC) conducted its own review of state financial aid programs. JLARC's recommendations closely mirror those of SCHEV with the primary goal to reduce the number of state programs and simplify the student awarding process. If implemented, these changes promise to make state financial aid easier for students to understand and reduce administrative burden on the institutions. Both outcomes will make state financial aid more effective and efficient.

Expanded Financial Aid for Undocumented Students: The 2021 General Assembly session expanded prior legislation to allow certain previously ineligible students to

have access to state financial aid programs beginning in 2022- 23. This legislative change promises to greatly improve access and affordability for more students residing in Virginia. SCHEV contracted with a vendor, Regent Education, Inc., to create a state-based student financial aid application (the Virginia Alternative State Aid Application) that, like the FAFSA, produced an expected family contribution (EFC) equivalent. The EFC is used to calculate need so students can be considered for state need-based aid. Over 1,000 students completed the 2022-23 application.

Education Loan Ombudsman: Since the creation of the Office of the Education Loan Ombudsman (2018), more than 500 Virginians received assistance with student loans, ranging from general questions about the types of loans to assistance with loan repayment options to settling discrepancies with a loan servicer. Data collected on borrower cases identified three main issues for Virginia education loan borrowers: (1) understanding the complexity of the loans; (2) troubleshooting eligibility issues with the Public Service Loan Forgiveness Program and the Limited Waiver that expired in October; and (3) applying for the president's Debt Cancellation program (which is now paused).

With funding from the General Assembly, the Loan Ombudsman's office partnered with a vendor to create an online loan education course called [Virginia Student Loan Help](). The site is organized based on the three primary audiences: high school students exploring funding options; college students preparing for repayment; and loan borrowers in repayment. Federally held loans have been in administrative forbearance since March 2020, with a return to repayment contingent on litigation aimed at halting the debt cancellation program. The Student Loan Advocate will spend the next year preparing borrowers for the payment restart, along with helping many borrowers become acclimated to a new loan servicer as a result of changes at the federal level.

S5. Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.

Transfer BOOST: SCHEV is working with several two- and four-year institutions to pilot a new initiative, Transfer BOOST. The initiative develops affordability guarantees for transfer students, with an emphasis on reaching students from underrepresented groups. Institutions anticipate these guarantees will be available to students starting fall 2023.

Common curricula in engineering, education, computer science and business have been implemented at community colleges statewide, and common curriculum development is underway in 18 additional transfer disciples, engaging faculty and deans from every two-year and four-year public college and most four-year private colleges.

Over 100 discipline-specific transfer guides, applicable to all 23 community colleges and to 12 different four-year colleges, are part of the Transfer Virginia fall 2022 portal update. The transfer guides incorporate the common curricula and provide students with a curricular and extracurricular path from community colleges to specific majors at each four-year school.

TransferVA: The Transfer Virginia Portal has been accessed almost half a million times by students, advisors, and others seeking information about transfer opportunities within Virginia.

A new website was created to provide context and resources for two-year and four-year administrators and faculty working on Transfer Virginia courses, curriculum and portal files. This central location facilitates collaboration among public and private two- and four-year colleges.

Get Skilled, Get a Job, Get Ahead: In summer 2021, the G3 – Get Skilled, Get a Job, Get Ahead program went into effect. G3 makes tuition-free community college available for low- and middle-income students who pursue jobs in high-demand fields. SCHEV was involved in the design and funding of this program which supports The Plan's equitable and affordable goals.

During the 2021-2022 academic year, 11,084 VCCS students received $14.9 million in G3 tuition assistance. The support resulted in 1,719 G3 students earning 2,320 associate degrees, certifications and diplomas. During the same timeframe, 2,020 G3 Workforce Credential Grant (WCG) students completed 2,592 WCG programs and 1,160 earned 1,500 credentials. Nearly 70 percent of the G3 program completions were in healthcare, manufacturing and skilled trades.

S6. Update and reform funding models and policies to improve equity, affirm return on investment and encourage increased and consistent levels of state funding.

SCHEV hired the National Center for Higher Education Management Systems (NCHEMS) to assist with a review of cost and funding needs in Virginia. SCHEV created a web page to track the status of the program and submitted the final report for the planning phase of the cost study on July 1, 2022. Phase 2 work will continue through spring 2023.

S7. Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.

Fund for Excellence and Innovation: SCHEV's Fund for Excellence and Innovation (FFEI) was established during the 2016 General Assembly session to focus on two primary activities: (1) to stimulate collaborations among public school divisions, community colleges and

universities and to expand affordable student pathways and (2) to pursue shared services and other efficiency initiatives at colleges and universities that lead to measurable cost reductions.

In spring 2022, the first FFEI competition under *The Pathways to Opportunity Plan* focused on one part of the equitable goal: to remove barriers to attainment, especially for Black, Hispanic, Native American and rural students; students learning English as a second language; students from economically disadvantaged backgrounds; and students with disabilities. The competition was inspired by the [University Innovation Alliance](), a national consortium committed to increasing the number and diversity of college graduates. That grant competition yielded three awards: (1) Patrick & Henry Community College and Ferrum College; (2) Radford University and New River Community College; and (3) UVA-Wise and Mountain Empire Community College.

The 2023 competition will share the same focus. Teams awarded a "Collaborative Equitable Attainment Grant" are expected to take a deep dive into the student data for at least two Virginia institutions of higher education (at least one of which must be public); identify gaps in attainment for some or all of the populations targeted by *The Plan*; use the resulting analysis and a methodology of their choice to find out what is and what is not serving students; conduct literature searches; design and conduct a pilot intervention to address a chosen gap in attainment; and assess the impact of the pilot intervention and share the results.

Miscellaneous Activities/Programs**:** Additionally, multiple programs and activities referenced throughout this report foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency. These are summarized/cross-referenced below.

- College Access – FAFSA Completion Training (page 8)
- Disabilities Access in Higher Education Advisory Committee Guidelines for Accommodation Practices (page 10)
- Recommendations from "What Matters Most" Report (page 11)
- Financial Aid Simplification (page 13)
- TransferVA and Transfer Admin Portal Resources (page 14)
- Constructive Dialogue Institute Community of Practice Cohort (page 18)
- SCHEV/VOEE Collaboration (page 18)

Goal 3 - Transformative higher education

S8. Support experiences that improve students' employment outcomes, income and community engagement.

Innovative Internship Fund and Program**:** In 2018, the Virginia General Assembly appropriated funding to SCHEV to stimulate public colleges and universities to develop partnerships to provide innovative paid internship opportunities for their students. In 2019, the effort expanded and enacted into law as the Innovative Internship Fund and Program (Va. Code § 23.1-903.4). In 2020, through a partnership with the Virginia Chamber Foundation, the program was rebranded as the Virginia Talent + Opportunity Partnership (V-TOP).

The purpose of the program is to expand paid and/or credit-bearing student internships and other work-based learning opportunities in collaboration with Virginia employers. The program comprises institutional grants and a statewide initiative to facilitate the readiness of students, employers and institutions of higher education to participate in internship and other work-based learning opportunities.

The FY2023 program budget is $5 million, which will increase to $12 million in FY2024. The first two full-time, dedicated V-TOP staff were hired in November 2022.

Highlights of recent activities include progress on the following readiness resources for employers, students and educational institutions.

Employer Readiness and Supportive Services (in collaboration with the Chamber of Commerce)

- Virginia Intern Day (inaugurated on July 28, 2022), Top Employers for Interns Awards and social media recognition event celebrating interns, employers and educational partners.
- Employer toolkit and online modules for guidance on starting an internship (published November 2022).
- 1st and 2nd year experience offers employers the opportunity to engage with students earlier and offers flexibility in the type of tasks interns can perform (under development, will launch summer 2023).
- Support services for employers delivered by regional grantees (ongoing in five regions); all nine regions will be funded by summer 2023.
- Staffing agency provides human resource support for small employers (contract signed December 1, 2022).
- Matching funds for small employers (eligibility criteria under development).

Student Readiness

- [Student modules for career-ready competencies](#) (published November 2022).
- Student modules for seeking work-based learning (in progress, estimated completion date June 30, 2023).
- 1st and 2nd year experience (iGROW with V-TOP) (will launch summer 2023).

Institutional Readiness

- Vision grants to institutions (eight grants awarded to date).
- Professional development (15 individuals supported; multiple conference presentations conducted).
- Transformation of Federal Work-Study into internships, on and off campus (toolkit published December 2022, grant competition scheduled for spring 2023).

Virginia is the first state to combine all these elements together into a cohesive program. With the participation of over 250 people on various working groups and advisory panels, V-TOP addresses barriers to work-based learning faced by employers, students and educational institutions. V-TOP will support the creation of 100,000 new internship slots by 2023. Virginia will be known as the top state for talent, with the most internship-ready students, employers and institutions of higher education.

Day of Dialogue: SCHEV staff organized a "Day of Dialogue" on civic learning and engagement, held at James Madison University on June 2. More than 100 people from at least 30 Virginia colleges and universities attended in person; dozens more attended via livestream. Attendees heard from a variety of speakers and shared their own experiences, ideas and resources in facilitated breakout discussions. Data generated at the event is being used to inform decisions about future activities to support the development of students' civic knowledge and skills.

One initiative that emerged from the Day of Dialogue is a partnership with the Constructive Dialogue Institute (CDI) involving a cohort (to be determined) of public two- and four-year institutions. With the support of CDI staff, students at participating institutions will complete a series of research-based learning modules designed to improve their ability to interact productively with people whose opinions differ from their own. Planning is underway in spring 2023 for implementation in the 2023-24 academic year.

S9. Improve the alignment between post-secondary academic programs and labor market outcomes.

Virginia Educated Graduate Outcomes Survey: A yearlong effort with VCU researchers culminated in the release of [survey findings](#) which include satisfaction of college graduates, student debt, mobility, employment and recommendations from graduates on ways to

improve the student experience. This year, SCHEV developed an action plan that identified priority survey data to further analyze over the next year, including those pertaining to experiential learning and internships.

Virginia Office of Education Economics: During the 2021 General Assembly session, the passage of SB 1314 created an office of education and labor market alignment (Virginia Office of Education Economics, or VOEE) to provide a unified, consistent source of analysis for policy development and implementation related to talent development. This legislation served to implement a core recommendation of SCHEV's Higher Education and Workforce Alignment Project.

SCHEV participates in a VOEE work group to identify efficiencies and formalize collaboration such as data sharing and report production. VOEE continues to have regular discussions with SCHEV and other stakeholders as it develops its supply/demand modeling tool.

S10. Cultivate a climate of inclusion and innovation through scholarship, research, a diverse faculty and other programming.

SCHEV continues to host dialogues with communication officers at Virginia's institutions regarding interest in gathering and sharing stories that celebrate the transformation of individuals, families and communities through higher education.

COVES Policy Fellowship**:** SCHEV received a Commonwealth of Virginia Engineering and Science (COVES) Policy Fellow. The fellowship, supported by the Virginia Academy of Science, Engineering and Medicine (VASEM), selects a graduate student or postdoctoral fellow to serve as a science adviser over a 12-week period. This summer, the COVES Fellow, a clinical psychology doctoral student, assisted with the literature review and various stakeholder interviews for "What Matters Most," SCHEV's report of student issues impacting their higher education experience, persistence and completion.

APPENDIX A: VIRGINIA'S PROGRESS TOWARD 70% EDUCATIONAL ATTAINMENT BY 2030

The overarching target of *Pathways to Opportunity: The Virginia Plan for Higher Education* is 70% post-secondary educational attainment by 2030.

Virginia Education Attainment incl. certificates (25-64)

Year	Lumina Stronger Nation	SCHEV Estimates
2013	46.1%	53.2%
2014*	50.6%	54.2%
2015	51.1%	54.4%
2016	52.2%	55.3%
2017	53.9%	56.0%
2018**	57.0%	56.5%
2019	57.4%	56.9%
2020***	X	58.3%

- Points needed to reach 70%: 12%
- Years left: 10
- Points needed per year to reach 70%: 1.2%
- Historic points per year: 0.7%
- With 10 years remaining until 2030, Virginia needs to add 1.2 points per year.
- Virginia has averaged .07 points per year since 2015.
- Projected Rate by 2030: 65.7%

*First year Stronger Nation included certificates.

**First year Stronger Nation included certifications.

***Experimental weights; Lumina did not release attainment data for this year due to experimental weights. For details on those weights refer to Appendix B.

APPENDIX B: ASSESSING PROGRESS

The following charts derive from SCHEV and American Community Survey (ACS) data. Each of the five measures include data disaggregated by race/ethnicity, income, GO Virginia regions and gender.

Data from the 2019-2020 academic year serve as a baseline from which to measure progress toward achieving *The Plan's* three goals. With the two-year time lapse of data, as well as an ongoing pandemic and inequities that have persisted for much of Virginia's history, it will take more than six years to close these gaps. However, if the Commonwealth actively works on these goals, improvement should be evident over time. *The Plan's* progress tracker will identify those improvements, as well as where work needs to continue.

The charts below summarize key findings from the 2020-2021 data in the progress tracker. The key findings identify the gaps as the first step in the work to close them over time. With the exception of the attainment data, the four other measures reference data for all undergraduate students in Virginia. Additional analysis by program area can be performed using the tracker.

Here it is important to note the challenges of the 2020 ACS data. The ACS Census survey data collected during this time aligned with the Covid-19 pandemic. Accurate estimates rely on a representative sample with weights to project the sample to the population. Typically, the sample is collected throughout the calendar year. However, starting in mid-March 2020, the pandemic limited the ability to reach households and caused higher nonresponse bias than usual. As a result, the U.S. Census did not release standard one-year estimates and instead released "experimental data." The experimental data represents an unstable sample with experimental weights. Details about the data collection modifications and data implications can be found at https://www.youtube.com/watch?v=kzg_-WnQLqA&t=418s. ACS data are used to calculate the attainment, enrollment and awards measures.

2020-2021 Academic Year Key Findings

Attainment

The Plan includes an overarching attainment objective (Appendix A) as well as an attainment measure. The 70% overarching attainment objective includes the percentage of 25- to 64-year-olds with a postsecondary certificate, certification or higher.

The Plan's attainment measure is defined as the percentage of 25- to 64- year-olds with an associate degree or higher. The target for this measure is to close gaps in attainment of selected groups. Currently, attainment is at 52% for all 25- to 64- year olds in Virginia with an associate degree or higher; this marks an increase over the previous reporting period attainment rate of 50% (2019-2020). While the increase marks movement in the right direction, disaggregated data reveal persistent attainment gaps.

Attainment gaps continue to occur in every subgroup (race/ethnicity, income, region and gender). The gaps highlight the breadth and complexity of this issue. Data indicate additional solutions are needed to address specific subgroup barriers and needs.

Those who have the lowest attainment within each subgroup are:

- By race/ethnicity - Black (36%) - unchanged from 2019-2020.
- By region of origin - Southside (25%) and Southwest Virginia (26%) - unchanged from 2019-2020.
- By income – Lower income (25%) – unchanged.
- By gender - Men (48%) – Still a lower rate than for women. However, the male attainment rate increased by two percentage points over the 2019-2020 academic year.

Those who have attainment gains compared to the 2019-2020 baseline academic year within each subgroup are:

- By race/ethnicity - Total attainment (52%) increased two percentage points from 2019-2020.
- By gender - Men (48%) increased by two percentage points over the 2019-2020 academic year.

Attainment by Race/Ethnicity

All	52%
Am Ind/AK Nat (NH)	47%
Asian (NH)	82%
Black (NH)	36%
HI'an/PI (NH)	71%
Hispanic/Latinx	48%
International	42%
Multiracial	54%
R/E Unk. (NH)	55%
White (NH)	54%
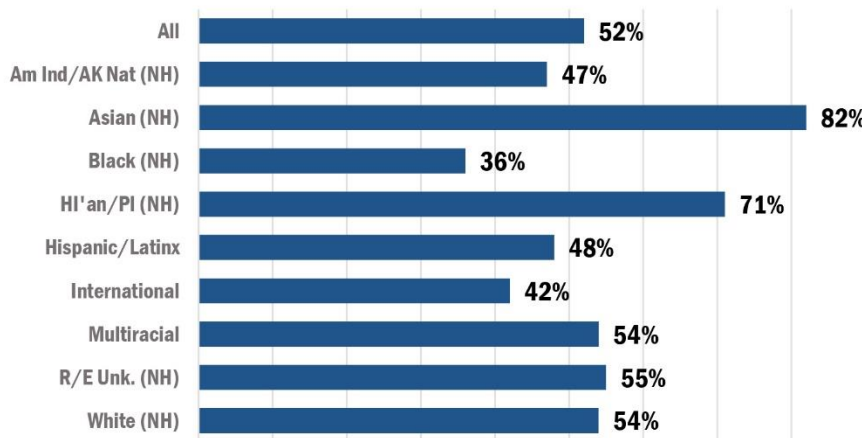
Attainment by Region of Origin

Region	Attainment
Greater Charlottesville	40%
Greater Fredericksburg	34%
Greater Richmond	33%
Hampton Roads	41%
Northern Virginia	60%
Roanoke/New River/Lynchburg	37%
Shenandoah Valley	34%
Southside	25%
Southwest Virginia	26%
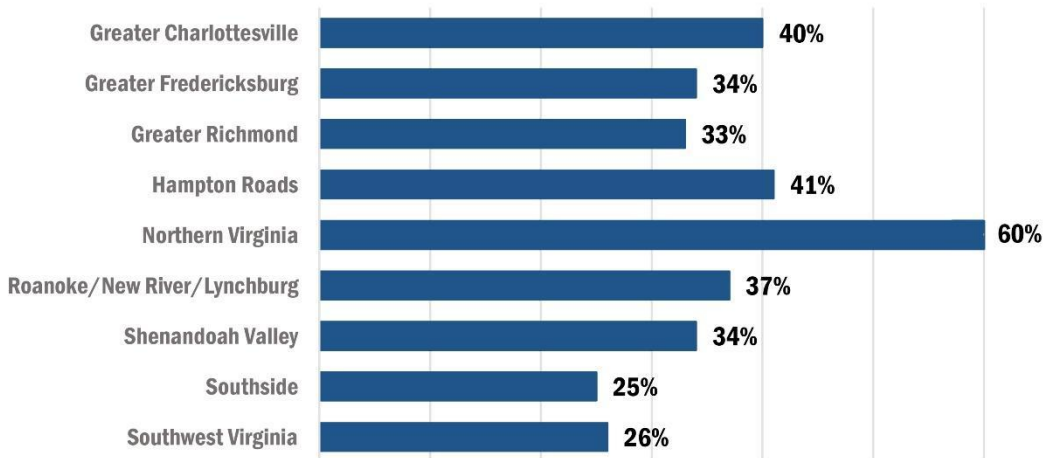
Attainment by Income Level

Income Level	Attainment Rate
Lower Income	25%
Middle Income	41%
Upper Income	68%

Attainment by Gender

Gender	Attainment Rate
Men	48%
Women	56%
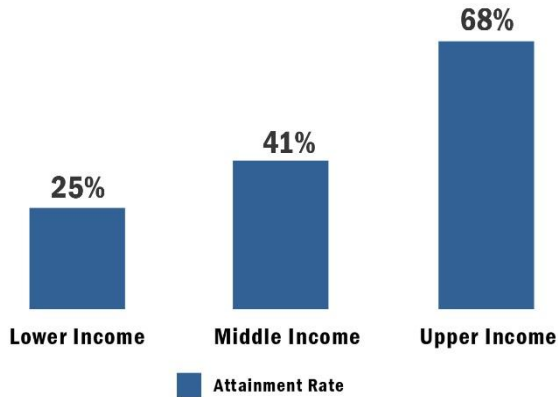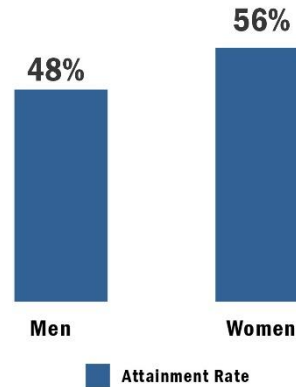
Enrollment

The Plan's enrollment measure is defined as the fall headcount of public and private undergraduates. The target is to close enrollment gaps of selected groups to reflect the population; in visual terms of the below charts, the gray bars should be at least as long as the blue bars.

The following undergraduate enrollment gaps continue to persist in comparison to the 2019-2020 academic year baseline data:

- By race/ethnicity – Black, Hawaiian Islander/Pacific Islander, Non-Resident Alien and White (unchanged from 2019-2020).
- By region of origin – Hampton Roads , Richmond (new this year) and Shenandoah Valley.

- By income – Middle income (unchanged). Upper income has not been included as a gap with the assumption that a portion of those in unknown income levels are actually upper income. Students are classified with unknown income if they did not complete a FAFSA. This could be due to a lack of need for financial aid, students who are undocumented or those who exclusively pursue private loans or alternate ways of financing higher education costs.
- By gender – Men (unchanged).

Here it is worth noting that in some instances the differences between the percentage of enrolled students and percentage of the population bars are diminishing (suggestive of "closing gaps"). However, the changes are minor (one to two percentage points) and in some cases the result of declining population versus increased enrollment. These subtle changes could potentially be attributed to (or artifacts of) the 2020 ACS experimental survey data as explained previously.

Enrollment by Race/Ethnicity

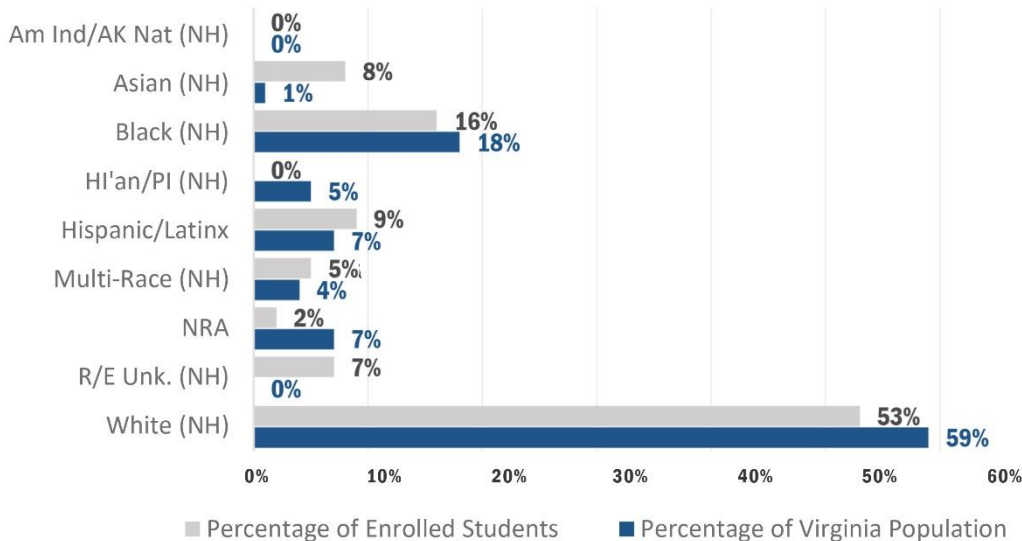| Race/Ethnicity	Percentage of Enrolled Students	Percentage of Virginia Population
Am Ind/AK Nat (NH)	0%	0%
Asian (NH)	8%	1%
Black (NH)	16%	18%
HI'an/PI (NH)	0%	5%
Hispanic/Latinx	9%	7%
Multi-Race (NH)	5%	4%
NRA	2%	7%
R/E Unk. (NH)	7%	0%
White (NH)	53%	59%

Note: Total undergraduate enrollment for American Indian/Alaska natives in Virginia is 1,120; Native Hawaiian/other Pacific Islander is 802.Total population of American Indian/Alaska Natives is 7,103. Total population Unknown/non-Hispanic is 19,891.

Enrollment by Region of Origin

Region	Percentage of Enrolled Students	Percentage of Virginia Population
Greater Charlottesville	5%	5%
Greater Fredericksburg	6%	6%
Greater Richmond	14%	15%
Hampton Roads	18%	20%
Northern Virginia	35%	30%
Roanoke/New River/Lynchburg	9%	9%
Shenandoah Valley	5%	6%
Southside	4%	4%
Southwest Virginia	4%	4%

■ Percentage of Enrolled Students ■ Percentage of Virginia Population
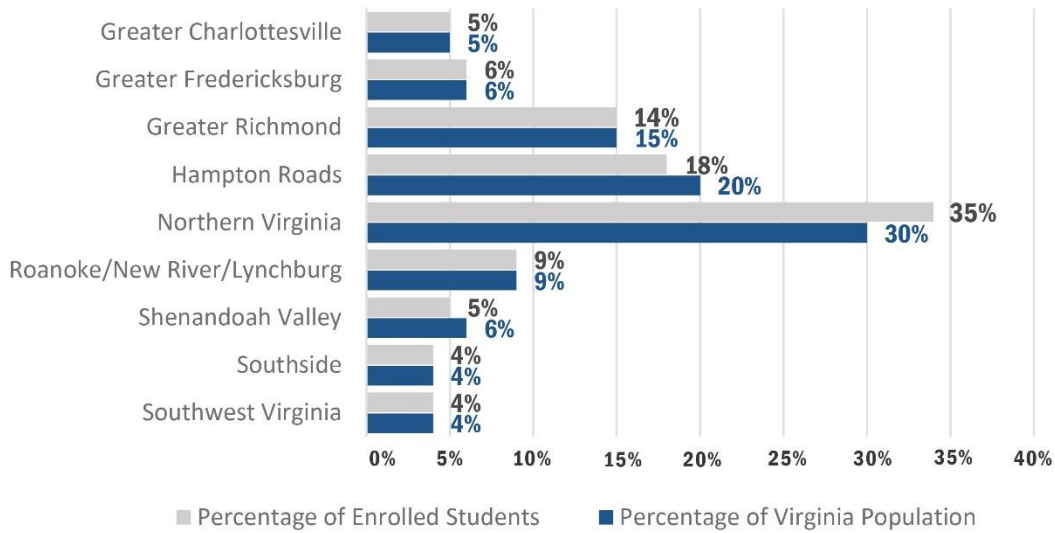
Enrollment by Income Level

Income Level	Percentage of Enrolled Students	Percentage of Virginia Population
Unknown Income	44%	
Upper Income	18%	54%
Middle Income	15%	26%
Lower Income	23%	20%

■ Percentage of Enrolled Students ■ Percentage of Virginia Population

Enrollment by Gender

Gender	Percentage of Enrolled Students	Percentage of Virginia Population
Men	43%	50%
Women	57%	51%

■ Percentage of Enrolled Students ■ Percentage of Virginia Population

Awards

The Plan's awards measure is defined as the undergraduate degrees and credentials produced each year. The target is to close award gaps of selected groups to reflect enrollment. In visual terms of the below charts, the blue bars should be at least as long as the gray bars.

Success gaps may exist when the percentage of total awards is less than the percentage of enrolled students; e.g., when the blue bars are shorter than the gray bars.

Identified success gaps may include:

- By race/ethnicity – Asian (new this reporting period), Black, Multi-Race (unchanged). Hispanic/Latinx exhibited a success gap in 2019-2020 but not for the 2020-2021 academic year. This could be attributed to the ACS experimental data and potentially being under-sampled.
- By region of origin – Greater Richmond, Hampton Roads and Northern Virginia (unchanged).
- By income – Lower income (unchanged).
- By gender – Men (unchanged).

Degree/Certificate Awards by Race/Ethnicity

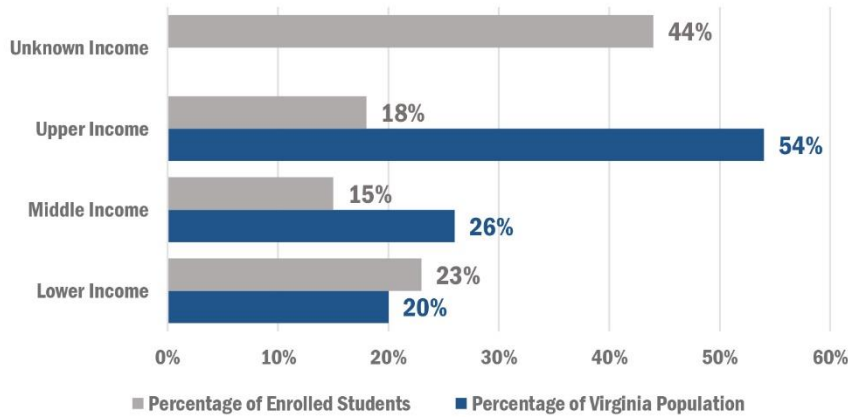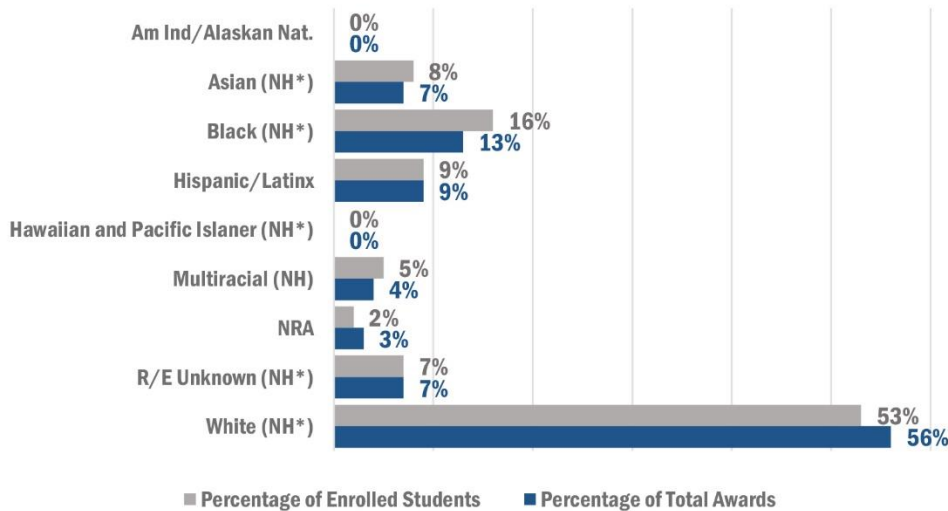| Race/Ethnicity	Percentage of Enrolled Students	Percentage of Total Awards
Am Ind/Alaskan Nat.	0%	0%
Asian (NH*)	8%	7%
Black (NH*)	16%	13%
Hispanic/Latinx	9%	9%
Hawaiian and Pacific Islaner (NH*)	0%	0%
Multiracial (NH)	5%	4%
NRA	2%	3%
R/E Unknown (NH*)	7%	7%
White (NH*)	53%	56%

Note: Total undergraduate awards for American Indian/Alaska natives in Virginia is 200; Native Hawaiian/other Pacific Islander is 161.

(NH*) = Non-Hispanic

Degree/Certificate Awards by Region of Origin

Region	Percentage of Enrolled Students	Percentage of Total Awards
Greater Charlottesville	4%	5%
Greater Fredericksburg	6%	7%
Greater Richmond	14%	13%
Hampton Roads	18%	16%
Northern Virginia	35%	32%
Roanoke/New River/Lynchburg	9%	10%
Shenandoah Valley	5%	6%
Southside	4%	5%
Southwest Virginia	4%	5%
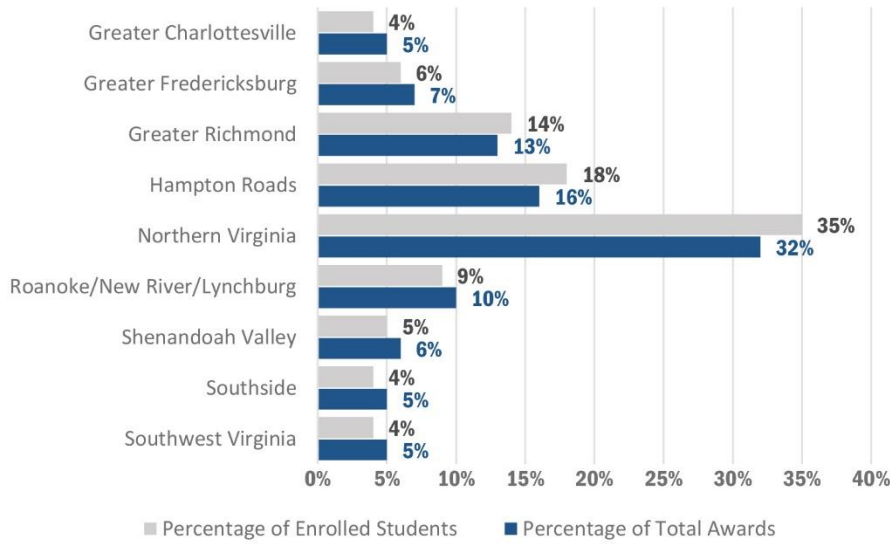
Degree/Certificate Awards by Income Level

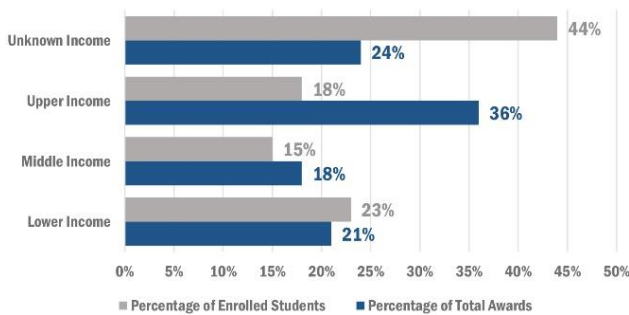| Income Level	Percentage of Enrolled Students	Percentage of Total Awards
Unknown Income	44%	24%
Upper Income	18%	36%
Middle Income	15%	18%
Lower Income	23%	21%

Degree/Certificate Awards by Gender

Gender	Percentage of Enrolled Students	Percentage of Total Awards
Men	43%	41%
Women	57%	58%
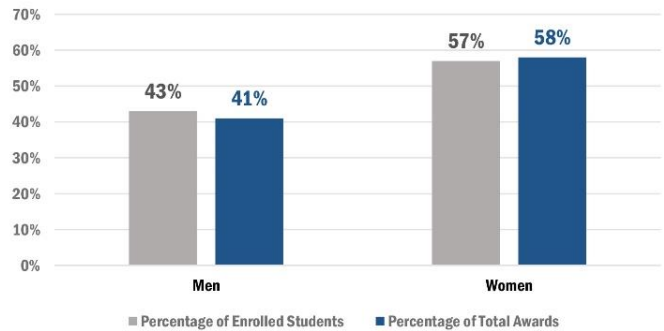
Borrowing

The Plan's borrowing measure is defined as the average debt of graduates. The target is to close gaps in borrowing of selected groups.

Borrowing is a barometer of affordability which is complex (e.g., not all debt is bad). Average borrowing is shown on an annual basis and includes students who borrowed $0 and that used federal or private loans for higher education.

Those groups with the largest percentage of undergraduates who are borrowing include:

- By race/ethnicity – Black (41%) and Race/Ethnicity unknown (36%).
- By region of origin – Hampton Roads (32%).
- By income – Middle income (59%).
- By gender – Women (32%).

The above groups with the largest percentage of undergraduates who are borrowing remained unchanged from 2019-20 to 2020-21. However, the average loan amount decreased across the board for each group with the exception of Greater Charlottesville which shows an increased average annual loan amount. The decrease in borrowing could possibly be attributed to: Virginia's moderated tuition and fees; SCHEV's student loan advocate work; more generous Pell grants; national trends and increased awareness. Data for four-year bachelor's degree students trend similarly this reporting period.

Student Borrowing by Race/Ethnicity

	Average Loans	Percentage Borrowing
Am Ind/AK Nat (NH)	$7,237	31%
Asian (NH)	$7,330	24%
Black (NH)	$7,169	41%
HI'an/PI (NH)	$7,437	28%
Hispanic/Latinx	$7,618	29%
Multi-Race (NH)	$8,200	31%
NRA	$17,217	1%
R/E Unk. (NH)	$7,204	36%
White (NH)	$8,642	28%
All	$7,994	30%

(NH) = Non-Hispanic
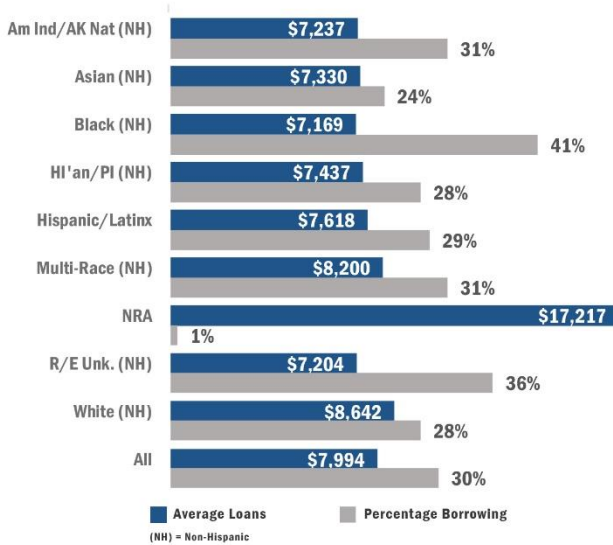
Student Borrowing by Region of Origin

	Average Loans	Percentage Borrowing
Southwest Virginia	$7,143	15%
Southside	$7,445	24%
Shenandoah Valley	$8,098	26%
Roanoke/New River/Lynchburg	$7,756	28%
Northern Virginia	$7,629	23%
Hampton Roads	$7,428	32%
Greater Richmond	$7,848	30%
Greater Fredericksburg	$8,295	28%
Greater Charlottesville	$8,163	23%

Student Borrowing by Income Level

	Average Loans	Percentage Borrowing
Unknown Income	$16,474	2%
Upper Income	$9,121	60%
Middle Income	$7,432	59%
Lower Income	$6,871	47%

Student Borrowing by Gender

	Average Loans	Percentage Borrowing
Men	$8,168	28%
Women	$7,881	32%
Unreported	$6,961	5%

Wages

The Plan's wages measure is defined as graduates' wages 10 years after graduation. The target is to close gaps in earnings of selected groups.
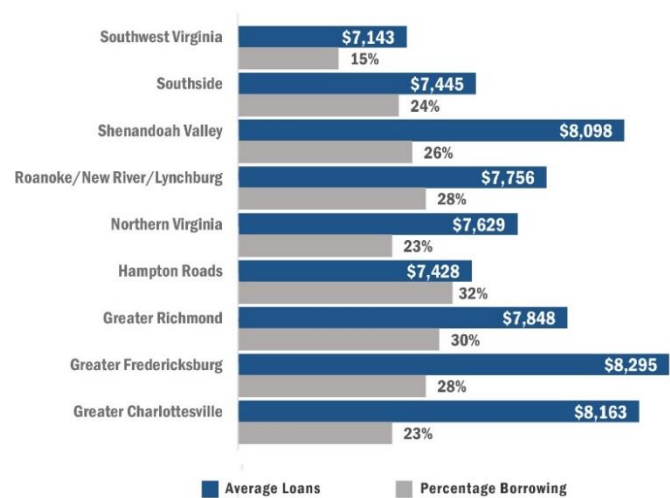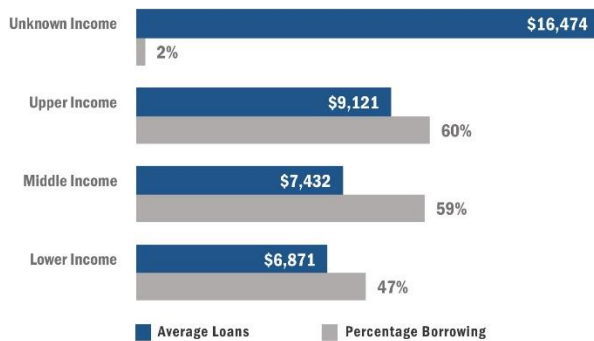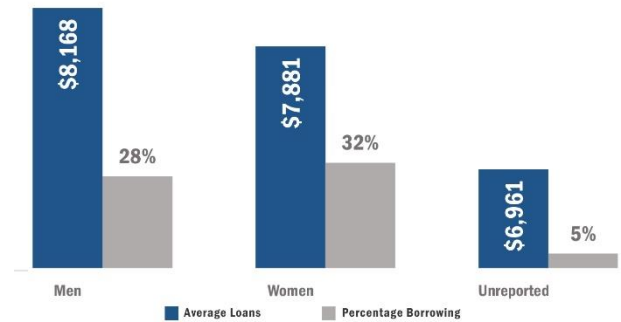
Wages are the individual earnings of graduates, not household earnings, 10-years post completion. While wages signal prosperity in a financial sense, other aspects of prosperity (civic engagement, happiness, etc.) also exist; however, such data are less reliable or are more difficult to access and measure.
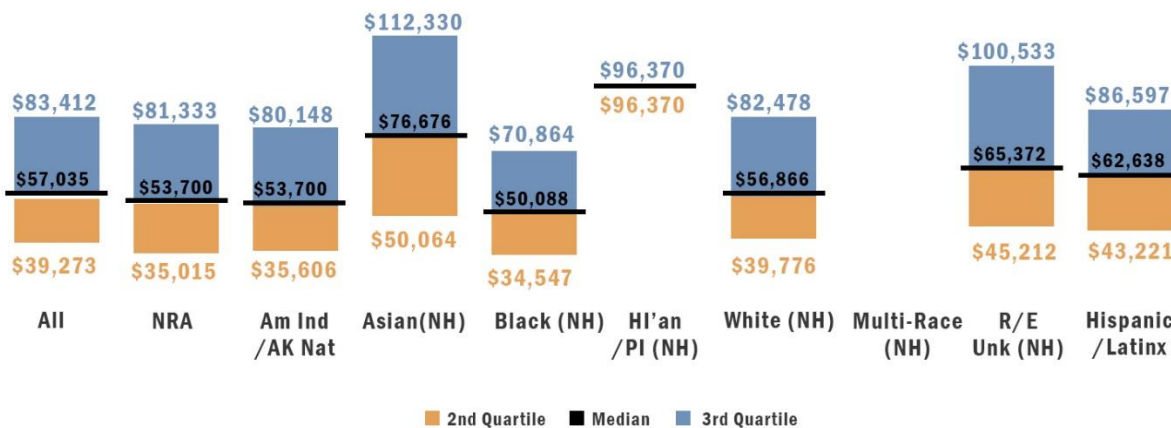
Even though wide gaps in wages are not "levers" that higher education can control in terms of long-term outcomes, such gaps are worthy of attention because they persist within each subgroup. These gaps signal that some groups are not experiencing the same social mobility benefits of higher education as other groups.

Those groups with the widest wage gaps include:

- By race/ethnicity – Black and American Indian/Native Alaskan (unchanged) and Non-Resident Alien (new this reporting period).
- By region of origin – Southwest and Southside (unchanged). There appears to be a strong connection between region of origin and earnings.
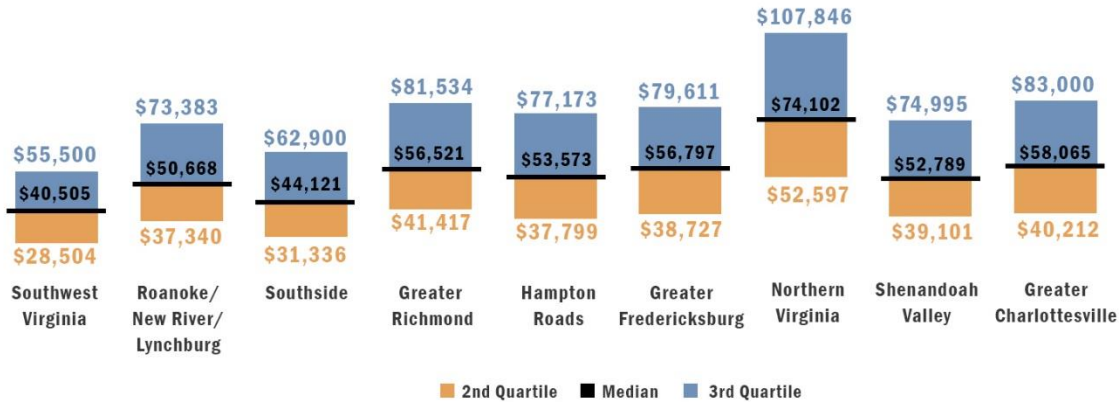- By income – Lower income (unchanged).
- By gender – Women (unchanged).

Compared to the prior reporting period, median wages increased across most groups despite the persisting gaps identified above. Those groups that experienced decreased median wages this reporting period include: Non-Resident Alien, Hispanic, Southwest, Roanoke/New River/Lynchburg, Greater Richmond, Shenandoah and Middle Income.

Graduate Wage Outcomes by Race/Ethnicity, 10 years Post-completion

	All	NRA	Am Ind /AK Nat	Asian(NH)	Black (NH)	Hl'an /PI (NH)	White (NH)	Multi-Race (NH)	R/E Unk (NH)	Hispanic /Latinx
3rd Quartile	$83,412	$81,333	$80,148	$112,330	$70,864	$96,370	$82,478		$100,533	$86,597
Median	$57,035	$53,700	$53,700	$76,676	$50,088	$96,370	$56,866		$65,372	$62,638
2nd Quartile	$39,273	$35,015	$35,606	$50,064	$34,547		$39,776		$45,212	$43,221

■ 2nd Quartile ■ Median ■ 3rd Quartile

Graduate Wage Outcomes by Region of Origin, 10 years Post-completion

Southwest Virginia	**Roanoke/ New River/ Lynchburg**	**Southside**	**Greater Richmond**	**Hampton Roads**	**Greater Fredericksburg**	**Northern Virginia**	**Shenandoah Valley**	**Greater Charlottesville**
$55,500	$73,383	$62,900	$81,534	$77,173	$79,611	$107,846	$74,995	$83,000
$40,505	$50,668	$44,121	$56,521	$53,573	$56,797	$74,102	$52,789	$58,065
$28,504	$37,340	$31,336	$41,417	$37,799	$38,727	$52,597	$39,101	$40,212

■ 2nd Quartile   ■ Median   ■ 3rd Quartile

Graduate Wage Outcomes by Income Level, 10 years Post-completion

Lower Income	**Middle Income**	**Upper Income**	**Unknown Income**
$68,741	$77,492	$92,596	$89,329
$47,491	$54,165	$62,876	$61,445
$31,904	$39,337	$45,182	$41,726

■ 2nd Quartile   ■ Median   ■ 3rd Quartile
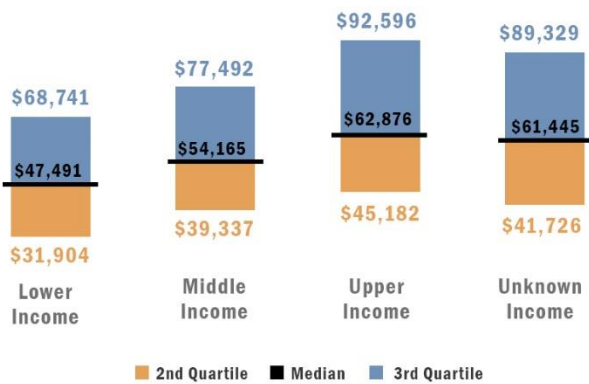
Graduate Wage Outcomes by Gender, 10 years Post-completion

Men	**Women**	**Unreported**
$100,269	$72,832	$123,461
$67,22	$52,108	$72,443
$45,270	$35,842	$30,898

■ 2nd Quartile   ■ Median   ■ 3rd Quartile
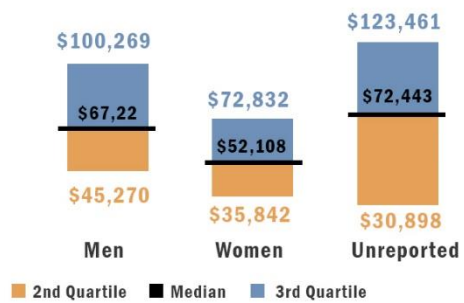
State Council of Higher Education for Virginia
Agenda Item

Item: #III.M.- Council – Receipt of Items Delegated to Staff

Date of Meeting: January, 10, 2023

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:

Materials include listings related to the following items:
- Academic Program Actions
- Discontinued Programs
- Internal and Off-Campus Organizational Changes:
- National Council for State Authorization Agreements (NC-SARA) Renewal and
- Postsecondary, Non-Degree Institutions Certified to Operate in the Commonwealth of Virginia
- Out-of-State Institutions of Higher Education Providing Distance Education to Residents of Virginia – Expedited Certification Approval

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 approved/not approved as delegated to staff:

Academic Program Actions

Institution	Degree/Program/CIP	Effective Date
College of William and Mary in Virginia	**Program Name Change Not Approved:** Change the name of the Bachelor of Arts degree program in Spanish (16.0905) to Hispanic Studies (16.0905)	October 14, 2021
College of William and Mary in Virginia	**Program Name Change Approved:** Change the name of the Bachelor of Arts degree program in Theatre and Speech (50.0501) to Theatre (50.0501)	Spring 2022
James Madison University	**Program Name Change Approved:** Change the name of the Bachelor of Arts and Bachelor of Science degree programs in Communications (09.0101) to Communication Studies (09.0101)	Spring 2022
James Madison University	**Program Name Change Not Approved:** Change the name of the Bachelor of Arts and Bachelor of Science in Geography (45.0701) to Geographic Science (45.0701)	October 12, 2021
James Madison University	**Program Name Change Not Approved:** Change the name of the Bachelor of Science degree program in Public Administration (44.0401) to Public Policy and Administration (44.0401)	October 14, 2021
James Madison University	**Program Name Change Approved:** Change the name of the Master of Science in Speech Pathology (51.0203) to Speech Language Pathology (51.0203)	Spring 2022
Old Dominion University	**Certificate Program Approved:** Graduate Certificate in Music Performance (50.9999)	Spring 2022
Radford University	**Certificate Program Approved:** Post-Professional Certificate in Special Education, General Curriculum (13.1099)	Spring 2022
Southwest Virginia Community College	**Facilitated Staff Approval:** Associate of Applied Science degree program in Culinary Arts (12.0500)	Fall 2022
University of Virginia	**Certificate Programs Approved:** • Undergraduate Certificate in Cloud Computing (11.0902)	Spring 2022

Institution	Degree/Program/CIP	Effective Date
	• Graduate Certificate in Premodern Cultures and Communities (30.1301)	
Virginia Polytechnic Institute and State University	**Program Merger Approved:** Merge the Bachelor of Science degree program in Crop and Soil Environmental Sciences (01.1102) and the Bachelor of Science degree program in Horticulture (01.1103) to create the new **Bachelor of Science degree program in Plant Science (01.1101)**	Spring 2022
Virginia Western Community College	**Facilitated Staff Approval:** Associate of Applied Science degree program in Occupational Therapy Assistant (51.0803)	Fall 2025

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

Discontinued Programs

Institution	Degree/Program/CIP	Effective Date
The College of William and Mary in Virginia	**Program Discontinuance:** Discontinue the Graduate Certificate in College Teaching (13.1299)	Spring 2022
Virginia Polytechnic Institute and State University	**Program Discontinuances:** Discontinue the following degree programs: • Bachelor of Science in Crop and Soil Environmental Sciences (01.1102)[Council Approval Date: BCHE] • Bachelor of Science in Horticulture (01.1103) [Council Approval Date: BCHE]	Spring 2022

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 approved as delegated to staff:

Internal and Off-Campus Organizational Changes

Institution	Change/Site	Effective Date
College of William and Mary in Virginia	Establish and officially-recognize the **William & Mary Washington Center** at 901 4th Street, NW, Suite 700, Washington, D.C. 20001.	February 1, 2022

Pursuant to the Code of Virginia, Section § 23.1-211 and Council's *"Commonwealth of Virginia Policy on the Reciprocal Authorization of Distance Education and Related Activities,"* the following action was taken as delegated to staff:

National Council for State Authorization Reciprocity Agreements (NC-SARA) Renewal

Institution	Action	Effective Date
Hampton University	Renewal Not Approved	November 4, 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 approved as delegated to staff:

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

Institution	Location	Effective Date
Aveda Arts & Sciences Institute, Arlington Name	Arlington City, VA	12/13/21
Inova Phlebotomy School	Fairfax, VA	12/09/21
Learning Tree USA	Herndon, VA	11/17/21
T & D Phlebotomy	Norfolk, VA	12/13/21
Vital Phlebotomy, LLC	Fredericksburg ,VA	12/09/21

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

Postsecondary Schools with Change from In-State to Out-of-State Designation

Institution	Location	Effective Date
Saint Michael College of Allied Health	Washington, DC	11/9/2021

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 approved/not approved as delegated to staff:

Academic Program Actions

Institution	Degree/Program/CIP	Effective Date
Central Virginia Community College	**Certificate Program Approved:** Certificate in Heating, Ventilation, and Air Conditioning (HVAC) (47.0201)	Spring 2023
George Mason University	**CIP Code Change Approved:** Change the CIP code of the Master of Science degree program in Operations Research from 14.3501 to 14.3701	Spring 2023
James Madison University	**Degree Designation Addition Approved:** Add the degree designation Bachelor of Arts (B.A.) to the existing Bachelor of Music (B.M.) degree program in Music to create a **Bachelor of Music and Bachelor of Arts (B.M/B.A.) degree program in Music (50.0903)**	Spring 2023
Norfolk State University	**Facilitated Staff Approval:** Master of Health Informatics (M.H.I.) degree program in Health Informatics (51.2706)	Fall 2023

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

Discontinued Programs

Institution	Degree/Program/CIP	Effective Date
The College of William and Mary in Virginia	**Program Discontinuance Approved:** Graduate Certificate in Addictions Counseling (51.1501)	Spring 2023

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 approved as delegated to staff:

Internal and Off-Campus Organizational Changes

Institution	Change/Site	Effective Date
Virginia Polytechnic Institute and State University	Rename the Center for European Studies and Architecture, an off-campus site located at Villa Maderni, Via Settala 8, 6826 Riva San Vitale, Switzerland to the **Steger Center for International Scholarship**. The off-campus site has been re-named to honor Dr. Charles Steger's "leadership as Virginia Tech's fifteenth president." Through his leadership efforts, "the site became a regional destination for Virginia Tech students and faculty to engage in a comprehensive portfolio of international learning and scholarship."	December 15, 2022

Pursuant to the Code of Virginia, Section § 23.1-211 and Council's *"Commonwealth of Virginia Policy on the Reciprocal Authorization of Distance Education and Related Activities,"* the following item approved as delegated to staff:

National Council for State Authorization Reciprocity Agreements (NC-SARA) Approvals

Institution	Effective Date
Christendom College	December 8, 2022

Pursuant to the Code of Virginia § 23.1-213 to 230 and 8VAC-40-31-90 of the Virginia Administrative Code, the following items 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	Vienna, VA	9/27/2022
Accelerated Dental Assisting Academy	Bridgewater, VA	11/15/2022
Bright Path Institute of Science and Technology	Arlington, VA	11/15/2022
Capital Healthcare Institute	Vienna, VA	11/15/2022
Montessori Institute of McLean	McLean, VA	12/1/2022
V Salon & Academy	Leesburg, VA	12/1/2022

Institutions of Higher Education Certified to Operate in the Commonwealth of Virginia—Approval of Additional Location

Institution	Location	Effective Date
Galen College of Nursing (Provisional)	Roanoke, VA	8/29/2022

Out-of-State Institutions of Higher Education Providing Distance Education to Residents of Virginia—Expedited Certification Approval

Institution	City, State	Effective Date
American University	Washington, DC	10/6/2022 `