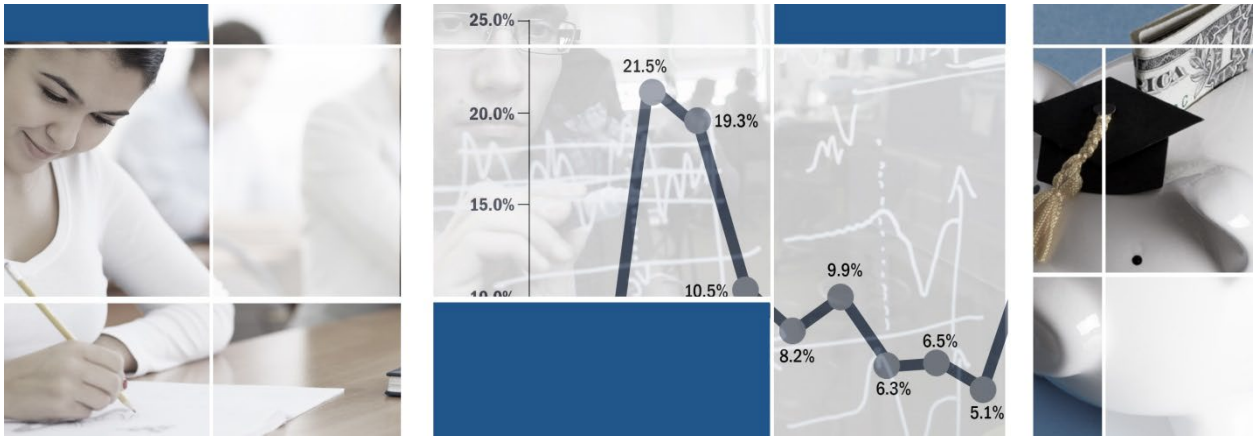

Agenda Book

March 20-21, 2023

Location:

Radford University

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

March 20-21, 2023, Council Meeting
Schedule of Events

Radford University
Kyle Hall

March 20, 2023

2:00 – 3:55	**Academic Affairs Committee (MBA Reading Room, #333)** Section I on the agenda Committee members: Alvin Schexnider (chair); Jeffrey Smith (vice chair); Mirza Baig; Jason El Koubi; William Harvey; Cheryl Oldham.
2:00 – 3:55	**Resources and Planning Committee (Undergraduate Reading Room, #248)** Section II on the agenda Committee members: Victoria Harker (chair); John Broderick (vice chair); Katharine Webb; Thaddeus Holloman; Jennie O'Holleran; Walter Curt.
4:00 – 5:10	**Radford information session, Kayle Hall, room #340**
5:15 – 6:00	**Reception, 1st Floor, Center for the Sciences Lobby**
6:00 – 7:30	**Dinner, Reed Atrium**

March 21, 2023

8:00– 9:00	**Continental breakfast available, Kyle Hall, Room #340**
9:00 – 12:15	**Council meeting, Kyle Hall, room #340**
12:30	**Boxed lunches available for Council and SCHEV staff. Kyle Hall, room #340**

NEXT MEETING: May 15 – 16, 2023 – Virginia Union University

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

March 20-21, 2023, Council Meetings
Agenda

III. Radford Information Session, Monday, March 20, 2023 **Kyle Hall, Multipurpose Room (Room #340)**	4:00 p.m.	Radford University	
IV. Council Meeting **Tuesday, March 21, 2023** **Kyle Hall, Multipurpose Room (Room #340)**			
IV.A. Call to Order	9:00 a.m.	Mr. Ampy	
IV.B. Approval of Minutes from January 10 Council Meeting	9:05 a.m.	Mr. Ampy	**132**
IV.C. Remarks from Bret Danilowicz, President of Radford University	9:10 a.m.	President Danilowicz	**140**
IV.D. Conversation with Students: Critical Issues Impacting Students and Support Services	9:30 a.m.	Mr. Allison, Ms. Salmon, Student Representatives	**141**
IV.E. Report from the Agency Director	9:55 a.m.	Mr. Blake	**143**
IV.F. Discussion of 2023 General Assembly Session and New SCHEV Duties	10:10 a.m.	Mr. Blake, Ms. Khattar	**148**
BREAK	10:30 a.m.		
IV.G. Discussion of Priority Initiatives for the Pathways to Opportunity Plan	10:40 a.m.	Ms. Salmon	**155**
IV.H. Report from the Enrollment Ad Hoc Workgroup	10:55 a.m.	Mr. Blake/Mr. Curt/Ms. Webb	**163**
IV.I. Report of the Academic Affairs Committee	11:30 a.m.	Dr. Schexnider	
IV.J. Report of the Resources and Planning Committee	11:40 p.m.	Ms. Harker	
IV.K. Receipt of Items Delegated to Staff	11:50 p.m.	Mr. Blake	**209**
IV.L. Old Business	12:00 p.m.	Mr. Ampy	
IV.M. New Business	12:05 p.m.	Mr. Ampy	
IV.N. Motion to Adjourn	12:15 p.m.	Mr. Ampy	
NEXT MEETING: May 15-16, 2023, Virginia Union University (Richmond) (Joint Meeting with Private College Advisory Board)			

*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
January 10, 2023

DRAFT MINUTES

Dr. Schexnider called the meeting to order at 10:03 a.m., at the Library of Virginia in Richmond, Virginia. Committee members present: Alvin Schexnider, Ken Ampy, Jeff Smith and William Harvey (arriving at 10:32 am).

Committee members absent: Mirza Baig, Jason El Koubi, and Cheryl Oldham.

Staff members present: Joe DeFilippo, Sandra Freeman, Monica Osei, Kirstin Pantazis and Paul Smith. Jaylin Drewry, co-chair of the student advisory committee, was also present.

APPROVAL OF MINUTES FROM THE OCTOBER 24, 2022, ACADEMIC AFFAIRS COMMITTEE MEETING

On motion by Dr. Smith and seconded by Mr. Ampy, the minutes were approved unanimously (3-0).

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

ACTION ON PROPOSED DEGREE PROGRAM AT A PUBLIC INSTITUTION

Dr. DeFilippo described the background of the proposed Art and Art History degree program at Christopher Newport University as well as its curriculum, including two concentrations. This program will succeed a major that currently exists; this move is to distinguish art and art history from the performing arts. Student demand is demonstrated via current enrollment. No other institutions objected to this program. Dr. DeFilippo acknowledged the Christopher Newport University representatives present and thanked them and Dr. Osei for their work on the proposal.

Dr. Jana Adamitis, Dean of the College of Arts and Humanities, Dr. Michelle Erhardt, Department Chair of the Department of Fine Art and Art History and Associate Dean of the College of Arts and Humanities, and Ms. Lorraine K. Hall, SCHEV Liaison, were present and responded to questions from committee members.

The following resolution was approved unanimously (3-0) to be forwarded to the full 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.

ACTION ON PROPOSED ORGANIZATIONAL CHANGE AT A PUBLIC INSTITUTION

Dr. DeFilippo introduced the background for the organizational change proposed by Old Dominion University (ODU). The School of Data Science would administer a Master of Science in Data Science and Analytics program, as well as coordinate internal and external partnerships and multi-disciplinary research efforts.

Dr. DeFilippo acknowledged the previous attempt for approval that was tabled and gave background on the changes made to the proposal. A new director will run the school and award research funds, convene university wide committees, and administer three institutes dedicated to data science. Several positions will be reallocated from other departments. This change will be a non-trivial investment with rationale and details presented on page 16 of the addenda materials.

Dr. Brian Payne, Vice Provost, was present and responded to questions from the committee. Further, he thanked Dr. DeFilippo for his feedback and partnership. Dr. Smith and Dr. Schexnider expressed appreciation for this process and their belief that the process has benefited both ODU and the Council.

The following resolution was unanimously approved (3-0) to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the establishment of the School of Data Science at Old Dominion University, effective February 1, 2023.

ACTION ON GUIDELINES ON AWARD OF ACADEMIC CREDIT FOR MILITARY EDUCATION, TRAINING AND EXPERIENCE

Dr. Smith provided a presentation regarding updating guidelines on awarding academic credit for military education, training and experience. He reviewed the guidelines that require institutions to map training to academic pathways. The State Committee on Transfer, military advisory committee and IPAC were consulted on the proposed changes. The policy modifications are designed to benefit students by bringing more transparency about how credits are accepted and applied to programs. Further, institutions must establish course equivalents and then incorporate these into program maps to satisfy legislation/code.

Dr. DeFilippo acknowledged Dr. Smith's work on this policy and added that item two of the enactment clause requires the policy be updated by February 2023. The proposed updates meet the requirement and give institutions time to implement.

The following resolution was unanimously approved (3-0) to be forwarded to the full Council:

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.

ACTION ON PROPOSED NEW FRAMEWORK FOR TRANSFER ASSOCIATE DEGREE PROGRAMS AT VIRGINIA'S COMMUNITY COLLEGES

Dr. DeFilippo described the background of the proposed new framework which was created as a joint venture between SCHEV and VCCS. This is a follow up from discussion in the fall and brought under Council's duty to approve or disapprove new degree programs.

The proposed resolution will: authorize all Virginia community colleges to offer 10 degree programs (listed below), and "de-authorize" them from offering the Associate of Arts & Sciences (AA&S) degree. Implementation dates will vary across the community college system with all colleges beginning the process by fall of 2025. It is anticipated that the new framework will translate into cost savings when students have a better understanding of efficient course progression no matter where they take classes in the state.

Dr. Sheri Robertson from VCCS was present to answer questions from the committee and noted the process has motivated the community colleges to think productively about curriculum.

The following resolutions were unanimously approved (4-0) to be forwarded to the full 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:

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)

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.

DISCUSSION OF THE CURRENT STATE OF TRANSFER IN VIRGNIA

Dr. Paul Smith and Dr. Hutchison provided a presentation regarding the state of transfer in Virginia and the remaining issues and challenges to be addressed. Dr. Hutchison reviewed data on who Virginia transfer students are, the building blocks of TransferVA, and areas of focus in 2023. Dr. Smith gave background on the creation of TransferVA which began in response to 2018 legislation requiring new transfer policies, a statewide portal and common course outcomes.

The 2023 focus areas include: improving the portal, expanding common curricula, transfer guides and Guaranteed Program Articulation Agreements, collaborating with the Online Virginia Network to encourage fully online degree attainment, and outreach and training with community college and high school advisors and counselors.

Dr. Jeff Smith inquired about the inclusion of K-12 leadership to ensure alignment of curricula with dual enrollment offerings. Dr. Sheri Robertson of the VCCS stated that online course offerings are intended to bolster the offerings of underfunded K-12 systems so that all students across the state have the opportunity to earn transfer credits through dual enrollment.

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 11:20 a.m.

_____
Alvin Schexnider
Chair, Academic Affairs Committee

_____
Kirstin Pantazis
Staff, Academic Affairs

State Council of Higher Education for Virginia
Agenda Item

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

Date of Meeting: March 20, 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 agenda item is to present two new proposed degree programs for approval, 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:
Programs Presented for Approval

- Northern Virginia Community College, Associate of Fine Arts (AFA) in Music (CIP: 50.0901)
- The University of Virginia's College at Wise, Master of Education (MEd) in Education (CIP: 13.0101)

Financial Impact:
Financial and resource-related information appears in the program summaries below.

Timetable for Further Review/Action: N/A

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

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

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

Resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Northern Virginia Community College to initiate an Associate of Fine Arts (A.F.A.) degree program in Music (CIP code: 50.0901), effective fall 2023.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to The University of Virginia's College at Wise to initiate a Master of Education (M.Ed.) degree program in Education (CIP: 45.0999), effective fall 2023.

Northern Virginia Community College
Associate of Fine Arts in Music
(CIP: 50.0901)

Program Description

Northern Virginia Community College (NVCC) is proposing the creation of an Associate of Fine Arts (AFA) degree program in Music to be initiated in the fall of 2023. The degree program will be administered by the Languages, Arts, and Social Sciences division of the Alexandria, Annandale, and Loudoun campuses of the college. The proposed AFA in Music is designed to prepare students to transfer into Bachelor of Music (BM), Bachelor of Arts (BA) in Music, Bachelor of Fine Arts (BFA) in Music or Music Education, and Bachelor of Science (BS) in Music Education degree programs. The program will prepare students for audition processes prevalent at four-year music programs and has been developed in alignment with the transfer program guidelines of the National Association of Schools of Music (NASM). The proposed AFA program is based on collaborative work that was completed several years ago by music program representatives from the Virginia Community College System and four-year institutions in an effort to improve transferability in fine arts degree program pathways.

All graduates will possess knowledge and skills to: 1) perform, exercise, and scale music progression; 2) render a technically accurate musical performance; 3) analyze musical structure; and 4) provide an historical overview of music.

The proposed 63 credit hour program will parallel the first two years of a typical BFA in Music. The curriculum consists of 25 credit hours of general education, one-credit hour of personal development, and 37 credit hours of core programmatic requirements.

Justification for the Proposed Program

NVCC asserts that there is a growing need for an AFA in Music to prepare students for transfer into BFA music programs that require students to demonstrate proficiency in the field. Students transferring under the existing degrees, Associate of Arts in Music (AA) and Associate of Applied Arts (AAA) in Music, lack the specialization and portfolio requirements necessary for BFA program acceptance. The proposed AFA addresses this curricular gap and allows students to transfer with less loss of credit than current associate degree options. The curriculum aligns with the first two years of the four-year institutions, and the AFA program's characteristics prepare students for competitive admission through emphasis on the audition and capstone recital.

Student Demand

Student demand is demonstrated by enrollment in NVCC's current Music programs. Data provided by NVCC show an average annual headcount enrollment of 215 students in the AA and AAA music programs since 2014.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 48 in the program's first year (2023-24). The projections continue as follows: 2024-25, 52; 2025-26, 58; and 2026-27, 64. NVCC anticipates having 30

graduates each year beginning 2026-27. If these projections are met, this program will meet Council's productivity/viability standards within five years.

Transfer Demand

The proposed AFA in Music was developed in cooperation with George Mason University, Radford University and Virginia Commonwealth University. The proposed program has created a pathway that reduces the time to degree for transfer students by mirroring the first two years of most BFA music programs. It is anticipated that the number of transfer students will increase with the curricular alignment provided in the proposed AFA. Once the AFA has been approved, NVCC will develop new transfer agreements with its four-year partners.

Issues of Duplication

Both Brightpoint and Tidewater Community Colleges offer an AFA in Music. The two programs are not duplicative given their regional separation. Currently, NVCC offers two degree programs in music, an Associate of Arts (AA) and an Associate of Applied Arts (AAA). Both of these programs will be discontinued if the proposed AFA is approved.

Resource Needs

The adoption of the AFA in Music will have no impact on existing resources. NVCC will reallocate resources from the current AA and AAA programs in Music to the proposed program. NVCC affirms the institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval

The State Board of Community Colleges approved the proposed degree program on November 17, 2022.

Staff Recommendation

Based on a review of the application, staff presents the **Associate of Fine Arts (AFA) degree program in Music (CIP: 50.0901)** 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 Northern Virginia Community College to initiate an Associate of Fine Arts (A.F.A.) degree program in Music (CIP code: 50.0901), effective fall 2023.

The University of Virginia's College at Wise
Master of Education (M.Ed.) in Education
(CIP: 13.0101)

Program Description

The University of Virginia's College at Wise (UVA-W) seeks approval for a Master of Education (MEd) degree program in Education. The proposed program will be administered by the Department of Education. The target date of the program's initiation is Fall 2023.

The purpose of the proposed MEd program is to enhance the skills and competencies of educators beyond their initial teacher education preparation. Graduates will understand and evaluate curricula using a research-informed approach, adjust curricula to meet emerging academic standards, and ensure curricula and instruction address the needs of all learners. The proposed program is intended to enhance the quality and performance of licensed teachers beyond the skills of their initial preparation program.

The proposed M.Ed. is a 30-credit hour, non-thesis degree program. The program has two main components, a 15-credit core and a 15-credit concentration in curriculum and instruction. Students may enroll in the program on a full- or part-time basis, and UVA-W attests that all course offerings will be available in both in-person and online formats.

Justification for the Proposed Program

To demonstrate the need for an MEd in Southwest Virginia, UVA-W cites Governor Youngkin's statement that, "Our nation's children have experienced catastrophic learning loss, and Virginia students are among the hardest hit." UVA-W also cites policy statements from the Northam Administration. In remarks at Eastern Shore Community College on April 25, 2018, former Secretary of Education Atif Qarni said, "There [were] 935 positions where a long-term substitute is in the position which should be held by a fully certified teacher." Governor Northam announced on June 24, 2019: "We must remain focused on meeting the growing needs of our public education system to prepare the Commonwealth's students for success and secure Virginia's economic future. High-quality teachers are the key to unlocking the potential in our children, our Commonwealth, and the new Virginia economy . . ." UVA-W also cites Virginia Department of Education (VDOE) data, which indicates that of 4795.33 FTE teacher positions in Southwest Virginia (Superintendent's Region 7), 75.3 are unfilled. The proposed program would contribute to fulfilling these needs by advancing the skills of existing teachers.

Student Demand

In Fall 2022, the UVA-W Department of Education surveyed UVA-W undergraduate students in the teacher education program. Forty-six students responded to the survey; 60% of the respondents were seniors in the program. Ninety percent of the students indicated an interest in pursuing a graduate degree at UVA Wise.

Enrollment projections show a full-time equated student enrollment (FTES) of 12.5 in the program's first year (2023-24). The projections continue as follows: FTES 2024-25,

21.19; 2025-26, 24.68; 2026-27, 32.0; 2027-28, 35.0 UVA-W anticipates 23 graduates each year beginning in 2027-28. If these enrollment and graduation projections are met, then this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

"Instructional coordinator" is the occupational category aligned with the proposed program. The Bureau of Labor Statistics' most recent ten-year projection (2021-31) indicates 7% growth for this role, which would represent an average growth rate (https://virginiaworks.com/Occupational-Projections). The Virginia Employment Commission's most recent ten-year projection (2020-30) indicates 11.17% growth, a slightly above-average rate (https://virginiaworks.com/Occupational-Projections). No job ads were provided that indicate employment in Southwest Virginia requiring a master's degree, though several regional superintendents indicated in letters of support a preference for hiring teachers with master's degrees. UVA-W attests that nine districts provide a salary premium to teachers with the master's degree, ranging from $1880 to $3000 per year.

Issues of Duplication

Seven public universities (JMU, LU, RU, UMW, UVA, NSU and VCU) offer similar or related degree programs under CIP code 13.0101. UVA-W attests that only one university offers the degree program with curriculum and instruction as the sub-area. No objections were lodged by other institutions when the UVA-W MEd was announced

Resource Needs

SCHEV Finance Policy staff reviewed the proposed degree program's Cost and Funding Sources information. From the review, staff expects the institution to possess adequate faculty resources to support projected student enrollment in the degree program. Projected revenue from tuition and from education and general fees (E&G) will support the proposed program. UVA-W affirms that the institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval

The UVA Board of Visitors approved the proposed program on June 3, 2022.

Staff Recommendation

Based on a review of the application, staff presents the **Master of Education (M.Ed.) degree program in Education (CIP: 45.0999)** 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 The University of Virginia's College at Wise to initiate a Master of Education (M.Ed.) degree program in Education (CIP: 45.0999), effective fall 2023.

State Council of Higher Education for Virginia
Agenda Item

Item: #I.D – Academic Affairs Committee – Action on Review of Proposed Doctoral Degree Program

Date of Meeting: March 20, 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 this agenda item:
The purpose of this agenda item is to inform considerations of the Academic Affairs Committee as to whether the proposal by James Madison University (JMU) to establish a Doctor of Education (EdD) degree program in Education may go forward, given that concerns about duplication and state need have been lodged by two other institutions that already offer the EdD.

Background Information/Summary of Major Elements:
Council's policy on academic program approvals and changes includes a "program announcement" stage that allows any public institution to provide feedback regarding duplication of, and potential effects on, existing degree programs. The process was established by the Academic Affairs Committee to assist in its assessment of whether a new degree program being proposed by one public institution would constitute unnecessary duplication of degree programs already offered by other public institutions. Council's statutory duty includes responsibility for determining whether instances of degree program duplication are necessary to meet state needs.

Under consideration now is JMU's proposal to establish a new EdD program in Education. When this degree program was announced, Virginia Polytechnic Institute and State University (VT) and Virginia Commonwealth University (VCU) both submitted responses. VT asserts that the number of currently existing EdD programs is sufficient to satisfy state needs, and the addition of a new EdD at JMU would negatively affect enrollment in those programs. VCU similarly asserts that a JMU EdD is not needed to satisfy state needs for EdD programs, and makes the additional claim that the proposed program would negatively affect its own presence in the Shenandoah Valley. The full

responses from VT and VCU are provided below in **Appendix A**; JMU's response to these objections is provided in **Appendix B**.

For doctoral-level degree programs, the SCHEV evaluation process proceeds in two steps. In the absence of objections, the proposal is first evaluated by staff, and if staff determines that the proposal has justified state need for the degree program, it advances to an external review. In cases where objections have been lodged, staff presents information to the Academic Affairs Committee to resolve the question of duplication. Staff is bringing this matter of duplication to the Academic Affairs Committee so that it may determine whether the JMU proposal for an EdD in Education should be allowed to go forward for a full staff review.

<u>Breakdown of information relevant to determining whether a JMU EdD would constitute unnecessary duplication in Virginia.</u>

A. Scope of current offerings by Virginia public institutions of higher education:
- Six institutions (RU, UVA, VCU, VT, VSU, W&M) offer the EdD. In 2021-22, enrollment and degrees granted were:
  Enrollment: 529 (29% increase since 2017)
  Degrees: 113 (53% increase since 2017)
  These degree-production figures do not include the RU EdD, which is new and produced its first graduates (17) in December 2022, or impending degree production increases asserted by VCU. Going forward, these increases would add 30-40 more EdD graduates per year to the current baseline of 113.
- Three institutions (GMU, ODU and W&M) also offer <u>PhD</u> programs with sub-areas, i.e. tracks, in educational leadership. SCHEV does not collect data on enrollment or degree productivity for sub-areas of degree programs. Thus, while these degree programs also contribute to the educational leadership talent pipeline, the specific quantity of this contribution is not known.
- According to staff's review of institutional websites, the following EdD programs are available in fully online format: NSU, RU, UVA, and VCU. The ODU PhD (educational leadership track) is also available fully online.

B. Regulatory framework and employment:
- According to the Virginia Department of Education's regulations governing the licensure of school personnel, Division Superintendent is the only license for which a doctoral degree in educational leadership/administration is specified as an educational requirement. Three options also exist for superintendent licensure that do not require the doctorate. According to JMU's EdD in Education degree program proposal, of the 144 public school divisions in Virginia, 105 current sitting superintendents have the doctorate. It is also common for administrative personnel to pursue the doctorate in support of career goals below the level of division superintendent (for instance, principals and district administrators). Such degree programs frequently offer specific disciplinary foci such as special education, curriculum and instruction, and K-12 educational leadership.

C. The JMU rejoinder to the objections by VCU and VT:

- The JMU rejoinder (a required part of the program proposal) comprehends five points (see Appendix B for the full text):
    1. JMU is the only "public national, high research university in Virginia without a doctoral program in education."
    2. Current offerings in Virginia will not meet state and national demands to meet attrition of education administrators.
    3. Graduate students in related JMU programs "have indicated there are limited affordable options for working professionals in JMU's Superintendent Region."
    4. Marked curricular differences exist between the proposed JMU EdD and the VCU and VT EdD programs.
    5. "The number of completers [in Virginia EdD programs] on average does not meet the demand of practicing administrators who are looking for doctoral degrees."
- SCHEV staff analysis of the 5 points:
    - Point 1: accepted as stated.
    - Points 2 and 5 are different ways of saying essentially the same thing, i.e., that Virginia's current EdD graduate productivity is not sufficient to meet state needs. The proposal appeals to the existence of administrator "shortage" and "attrition" in Virginia, but lacks evidence that such actually exists. An *Education Week* article from May '21 is cited to support the assertion that "the COVID-19 epidemic has also led to a mass exodus of school leaders across the country." However, the cited article never states that a mass exodus has taken place. Indeed, while it expresses a concern that an exodus of superintendents *could* occur, it acknowledges evidence that goes in both directions and admits an absence of data to support a clear conclusion. The proposal itself does not adduce Virginia-specific data with regard to the rate of attrition, either of superintendents or of other district level leadership positions. Two position announcements for superintendents in Virginia are included, but the proposal does not include information to indicate whether there have been other openings in Virginia in the past year, or what the trends (short- or long-term) have been.
    - Point 3 is not borne out by the survey referenced in the proposal. The survey includes no questions about either (a) availability of an EdD in JMU's superintendent region or (b) affordability. Of the survey's 61 open-ended answers, none mentions affordability.
    - Point 4: accepted as stated.

Materials Provided:

- Appendix A: Institutional Responses (from VCU and VT) to the Program Announcement
- Appendix B: JMU's rejoinder to VCU and VT responses to the Program Announcement

Financial Impact: N/A

Timetable for Further Review/Action:
If approved to go forward, the proposal will undergo substantial review by SCHEV staff and, if/when it satisfies objective standards for state needs independent of duplication, it would then move to external review by a team of experts.

Staff Recommendation:
Based on a review of the application, staff presents JMU's proposed **Ed.D. degree program in Education (CIP: 13.0411)** to the Academic Affairs Committee for consideration as to whether the program should move forward for substantive review independent of duplication concerns.

The Committee may vote to approve, disapprove, approve with condition, or table for future action.

If approved, adopt the following resolution:

BE IT RESOLVED that the Academic Affairs Committee authorizes staff to move forward with substantive review of the proposal from James Madison University to initiate a Doctor of Education (Ed.D.) degree program in Education (CIP code: 13.0411).

If not approved, adopt the following resolution and transmit it to Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia does not grant approval to James Madison University to initiate a Doctor of Education (Ed.D.) degree program in Education (CIP code: 13.0411).

Appendix A: Institutional Responses (from VCU and VT) to the Program Announcement

Question 1: Given your experience offering a degree program with this CIP code at this level, do you perceive the need for additional degree programs in Virginia? If not, why not?

VCU Response

VCU's School of Education has reviewed the program announcement and believes there is not a need for this degree program. There are many EdD programs offered through colleges and universities in the Commonwealth of Virginia. A new EdD program recently began at Radford University, further expanding existing capacity within the state. Further, there is at least one institution listed (VCU) that offers the degree fully online; this means that the needs of anyone in the Harrisonburg area could be met by an existing program.

VT Response

There are currently six other public institutions with similar degree programs in the Commonwealth and the state may have reached the point of saturation regarding interest in the Doctor of Education (Ed.D.) degree. An additional program would cause a decrease in enrollment in the existing programs across the state. Therefore, Virginia Tech does not perceive the need for an additional Ed.D. in Education degree program in the CIP code 13.0411 at this time.

Question 2: Would an additional degree program in Virginia with this CIP code at this level be likely to have a negative, positive or no effect on your institution's degree program, including student enrollment and access to external resources such as experiential learning sites?

VCU Response

The proposed coursework in many places is similar to the VCU EdD curriculum, and because we also offer an online modality option, the proposed program would have a negative effect on our program enrollment and external resources. VCU School of Education has served students in the Harrisonburg region, has a growing alumni base there, and anticipates continued interest from leaders in the region. Access to external resources would also be impacted: we have partnered with organizations in the larger Shenandoah Valley region encompassing Harrisonburg, including site observations and capstone partnerships for students to complete dissertations in practice to advance organizational improvement around specific problems of practice. VCU's EdD program has been growing to meet the demands for the EdD: this year we'll have 36 graduates and by 2025 we anticipate graduating 53. We have been planning for this growth trajectory and have put resources in place, such as new faculty, to meet statewide interest.

Note: There is also course overlap/possible similarity in one of their concentrations.

CIEE 705: Change Leadership in Education (3 credits)*, LEIL 702: Education Law and Equity (3), LEIL 722: Equity Leadership and Change in P-12 Education (3 credits)*, LEIL 726: Strategic Organizational Design in P-12 Education (3 credits)*,

LEIL 706: Budgeting and Fiscal Oversight, Implications, and Management (3 credits)*, LEIL 712: Data Analytics and Data Informed Leadership for Equity (3 credits)*

VT Response
An additional degree program with this CIP code in Virginia would likely negatively impact Virginia Tech's Ed.D. in Educational Leadership and Policy Studies program. An additional degree program in this area of study will further dilute enrollment numbers across the state and will negatively impact enrollment in Virginia Tech's degree program.

Appendix B: JMU's rejoinder to VCU and VT responses to the Program Announcement

James Madison University received two responses from other Virginia four-year public institutions (VT and VCU) regarding the Program Announcement for the proposed EdD in Education. The responses brought into question the need for another EdD in Education program in Virginia. JMU understands the potential concerns that another doctoral program may dilute enrollment in at other institutions. However, JMU offers the additional perspectives to counter those concerns.

- Since being named an R2 by the Carnegie Commission, JMU is the only public national, doctoral, high research university in Virginia without a doctoral program in education.
- The ever-increasing educator attrition dilemma, across the commonwealth and the nation, continues to be problematic, with not enough support to prepare and retain education administrators. Current offerings across Virginia will not meet the state and national demands.
    - The number of degrees granted on average over the most recent five years totals 113 completers across eight institutions in the commonwealth. Given that the projected employment for education administrators and division-level specialists will increase in the next 10 years by more than 700 employees, the number of degree offerings in the commonwealth at the doctoral level is not enough to meet Virginia-specific demands.
    - There are more than 40,000 additional jobs in education administration and division-level specialist jobs across the nation projected during the next 10 years. With JMU joining the ranks of other R2 institutions in Virginia, we are prepared to accommodate this need for preparing educators with advanced education.
- Graduate students in JMU-related programs have indicated there are limited affordable options for working professionals in JMU's Superintendent Region (Region 5) to pursue doctoral degrees in the area, especially for an EdD that is designed for practicing and aspiring administrators.
    - A recent survey was sent out to JMU graduate students enrolled in the Educational Leadership and Teacher Leadership programs, Virginia New Teacher Support Program (https://www.jmu.edu/coe/vantsp/index.shtml) stakeholders, including division-level leaders and instructional coaches; and Virginia Principal Support Program (https://www.jmu.edu/coe/vapsp/about.shtml), including principals, principal advisors, principal supervisors, and division-level executives and leaders. Of the 205 respondents, 121 indicated a preference for a concentration related to Educational Leadership, and 103 for a concentration related to Curriculum & Instruction. JMU's program is attractive due to its proximity and access/attainment to doctoral programs in Region 5.
- There are marked differences between the proposed EdD at JMU versus Virginia Tech's and VCU's current EdD programs.

- Virginia Tech's EdD is 69 credit hours, and VCU's EdD is 48 credit hours. JMU's proposed EdD is 60 credit hours and offered at a reduced cost to meet the demand within JMU's Superintendent Region.
- The programs at Virginia Tech and VCU fall under a different CIP code. JMU's proposed CIP code (13.0411) was intentionally chosen as the degree is designed to help train aspiring superintendents as well as aspiring division-level leaders, such as deputy superintendents, chief academic officers, and assistant/associate superintendents, constituting a unique offering in the commonwealth.
- VCU's EdD appears to be a general EdD in Leadership, and not specifically designed for division-level leaders and Superintendents.
- The course work included in Virginia Tech's and VCU's EdD programs has some similarities to the proposed degree. However, neither program specifies areas of concentration similar to the proposed JMU degree, making the proposed EdD a different offering. A qualifying field experience-a problem of practice-is embedded within JMU's doctoral program. This is an intentional difference from the Virginia Tech, VCU and many of the other Virginia institutions. JMU's practitioner focus will encourage potential solutions to such problems of practice resulting in action research opportunities and informed decision-making directing continuous improvement efforts.
- JMU does not see evidence of a doctoral dissertation as part of the VCU EdD program; whereas, JMU's proposed EdD includes the completion of a doctoral dissertation.
- JMU's proposed EdD will be offered at a reduced cost to meet the demand within JMU's Superintendent Region.

- Even with Virginia Tech and VCU's presence that spans multiple Superintendent Regions across the commonwealth, the number of completers on average does not meet the demands of practicing administrators who are looking for doctoral degrees. While UVA sits in JMU's Superintendent Region, only 12 program completers on average during the last five years have pursued doctoral degrees at UVA; therefore, there is still a need for offering an EdD program in Region 5, which includes:

Albemarle County
Amherst County
Augusta County
Bath County
Bedford County
Buena Vista
Campbell County
Charlottesville
Fluvanna County
Greene County
Harrisonburg
Highland County
Lexington
Louisa County
Lynchburg
Nelson County
Rockbridge County
Rockingham County
Staunton
Waynesboro

State Council of Higher Education for Virginia
Agenda Item

Item: #I.E – Academic Affairs Committee – Review of Program Announcements from Public Institutions

Date of Meeting: March 21, 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 "Program Announcements" for new degree programs that public institutions plan to submit for Council approval. The Program Announcement is a feature of the SCHEV program approval policy in accord with Council's duty to "review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes," *Code of Virginia* § 23.1-203 (5).

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

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

Materials Provided:
- *Table of Program Announcements*

- *Appendix: Program Announcements from Public Institutions, March 2023*

Financial Impact: None.

Timetable for Further Review/Action:
For programs announced here, proposals may be submitted after a one-month period to allow for feedback from other institutions.

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

- 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

Table of Program Announcements

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

	Insti-tution	Program	CIP	Institutions with Similar Programs	Page
1	JMU	BA/BS, Media Arts and Design	09.9999	CNU, GMU, LU, NSU, RU (2), UMW, UVA, VCU, VSU, VT	1
2	GMU	PhD, Mechanical Engineering	14.1901	UVA, VCU, VT	7
3	GMU	EdS, School Psychology	42.2805	JMU, RU, W&M	11
4	NSU	PhD, Computer Science	11.0101	GMU, ODU, UVA, VCU, VT, W&M	15
5	ODU	MS, Applied Behavior Analysis	42.2814	—	20
6	ODU	BS, Data Science	30.7001	GMU, VT, W&M	24
7	UVA	BS, Data Science	30.7001	GMU, VT, W&M	28
8	VCU	BA, Computer Science	11.0701	LU, UVA, W&M	31
9	VCU	MS, Data Science	30.7001	GMU, ODU, UVA, RU	36
10	VCU	BS, Digital Forensics and Incident Response	43.0403	—	41
11	VCU	MS, Digital Forensics and Incident Response	43.0403	GMU	45
12	VCU	PhD, Electrical and Computer Engineering	14.1001	GMU, UVA, VT Also: UV and VT (14.0901)	49
13	VCU	MS, Finance	30.7104	CNU, GMU, W&M	54
14	VCU	BS, Supply Chain Management	52.0203	—	58
15	VSU	MBA, Business Administration	52.0201	GMU, JMU. LU, ODU, RU, UMW, UVA, VCU, VT, W&M	63
16	VSU	MS, Data Analytics	30.7101	GMU, RU, UVA, VCU	67
17	VSU	BS, Mechanical Engineering	14.1901	GMU, ODU, UVA, VCU, VMI, VT	71

I. Basic Program Information

Institution (official name)	James Madison University
Degree Program Designation	Bachelor of Arts (B.A.) / Bachelor of Science (B.S.)
Degree Program Name	Media Arts and Design
CIP code	09.9999
Anticipated Initiation Date	Fall 2023
Governing Board Approval Date (actual or anticipated)	June 24, 2021

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

General Education Requirements: 41 credit hours

University Bachelor of Arts Degree Requirements: 3-17 credit hours
Foreign Language classes (intermediate level required (0-14 credits)
Philosophy Course (in addition to General Education courses) (3 credits)

Or

University Bachelor of Science Degree Requirements: 6 credit hours
Quantitative Requirement (in addition to General Education) (3 credits)
Scientific Literacy Requirement (in addition to General Education) (3 credits)

Core Coursework: 21 credit hours
SMAD 101: Introduction to Media Arts & Design (3 credits)
SMAD 201: Foundations of Visual Communication Design (3 credits)
SMAD 202: Foundations of Audio Visual Storytelling (3 credits)
SMAD 203: Foundations of User Experience Design (3 credits)
SMAD 204: Foundations of Media Storytelling and Research (3 credits)
SMAD 301 or 301L: The Media Arts: Culture by Design (3 credits)
SMAD 400: Senior Assessment in Media Arts & Design (0 credits)
SMAD 450: Law of Media Arts & Design (3 credits)

Breadth requirement for Bachelor of Arts Degree Students*: 6 credit hours
Any foreign language course 212 or one between 232-399 (3 credits)
Any Philosophy course between 100-300 or PHIL 466 or 468 (3 credits)

Breadth requirement for Bachelor of Science Degree Students*: 6 credit hours
Any two courses from: Anthropology, Astronomy, Biology, Chemistry, Computer Science, Economics, Geography, Geology, Integrated Science and Technology, Intelligence Analysis, Interdisciplinary Science, Kinesiology, Mathematics, Physics, Political Science, or Sociology (6 credits)

*May also double count for University degree requirements.

Major Concentration – 21 credit hours

All students select a concentration area.

Creative Advertising
Required Classes:
SMAD 242: Introduction to Advertising and New Media (3 credits)
SMAD 252: Copyrighting for Advertising (3 credits)
SMAD 342: Elements of Creative Advertising (3 credits)
SMAD 443: Creative Advertising Campaigns (3 credits)
Applied Skills Course (3 credits)
Critical Analysis Courses (6 credits)

Digital Video and Cinema
Required Classes:
SMAD 302: Video Production (3 credits)
One writing course (3 credits)
One management course (3 credits)
Applied Skills Courses (6 credits)
Critical Analysis Courses (6 credits)

Interactive Design
Required Classes:
SMAD 307: Interactive Design I (3 credits)
SMAD 317: User Interaction Design (3 credits)
SMAD 417: Business and Management of Interactive Media (3 credits)
Applied Skills Course (3 credits)
One Advanced Skills Course (3 credits)
Critical Analysis Courses (6 credits)

Journalism
Required Classes:
SMAD 210: News Reporting and Writing (3 credits)
SMAD 309: Video Journalism (3 credits)
SMAD 310: Advanced Reporting and Writing (3 credits)
SMAD 471: Media Ethics (3 credits)
Applied Skills Course (3 credits)
Advanced Applied Skills Course (3 credits)
Critical Analysis Course (3 credits)

University Elective – 20-34 credit hours
Total Degree Program: 120 Credit Hours

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

Student will be able to:

- Communicate a message via a well-researched, targeted story appropriate for the audience and medium;
- Compose written products characteristic of entry-level media arts and design professionals;
- Apply ethical decision making to the media production process;
- Integrate prior learning in order to analyze, plan, create, evaluate, and revise a capstone-level creative product;
- Exhibit professional collaboration skills in the media creation process;
- Produce and disseminate media while exercising current legal rights and responsibilities.

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

Graduates of the proposed Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) in Media Arts and Design will be able to:

- Research and craft stories in different formats appropriate for specific platforms;
- Independently learn new media production software;
- Create effective video and audio messages in both narrative and non-narrative formats that meet specific requirements for varying audiences and other stakeholders;
- Working effectively in teams and collaborate to achieve shared objectives;
- Gather, analyze, and critically evaluate information and data for accuracy, as well as identify trends and derive appropriate conclusions.

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

Institution	**Program degree designation, name, and CIP code**	**Degrees granted (most recent 5-yr average)**
Christopher Newport University	Bachelor of Arts (BA), Communication, CIP code: 09.0101	107
George Mason University	Bachelor of Arts (BA), Communication, CIP Code: 09.0101	51
Longwood University	Bachelor of Arts (BA), Communications Studies, CIP Code: 09.0101	54
Norfolk State University	Bachelor of Science (BS), Mass Communications, CIP Code: 09.9999	52
Radford University	Bachelor of Arts (BA)/Bachelor of Science (BS), Communication, CIP Code: 09.0101	79
Radford University	Bachelor of Arts (BA)/Bachelor of Science (BS), Media Studies, CIP Code: 09.0102	62
University of Mary Washington	Bachelor of Arts (BA), Communication & Digital Studies, CIP Code: 09.0101	0
University of Virginia	Bachelor of Arts (BA), Media Studies, CIP Code: 09.0102	0

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
Virginia Commonwealth University	Bachelor of Science (BS), Mass Communications, CIP Code: 09.0102	264
Virginia State University	Bachelor of Arts (BA), Mass Communications, CIP Code: 09.0102	69
Virginia Tech University	Bachelor of Arts, (BA), Communication, 09.0101	208

VI. Labor Market Information. Labor Market Information: Bureau of Labor Statistics, 2021-2031 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Web Developers and Digital Designers	197100	242433	23% (45333)	Bachelor's degree
Graphic Designer	265000	272950	3% (7950)	Bachelor's degree
Film and Video Editors and Camera Operators	81700	91504	12% (9804)	Bachelor's degree
Producers and Directors	166200	179496	8% (13296)	Bachelor's degree
Advertising, Promotions, and Marketing Managers	347000	381700	10% (34700)	Bachelor's degree
Advertising Analysts	792500	943075	19% (150575)	Bachelor's degree
Writers and Authors (	142800	148512	4% (5712)	Bachelor's degree
News Analysts, Reporters, and Journalists	47100	42861	-9% (-4239)	Bachelor's degree
Media Relations Specialist	276800	298944	8% (22144)	Bachelor's degree
Special Effects or Multimedia Artists and Animators	58900	61845	5% (2945)	Bachelor's degree

Labor Market Information: Virginia Employment Commission, 2020-2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Graphic Designers	6091	6265	2.9% (174)	17	Bachelor's degree
Film and Video Editors	481	474	-1.5% (-10)	-7	Bachelor's degree
Camera operators, television, video and film	1050	937	-10.8% (-113)	-11	Bachelor's degree
Producers and directors	2001	1972	-1.4% (-29)	-3	Bachelor's degree
Advertising and promotions manager	180	190	5.5% (10)	1	Bachelor's degree
Marketing manager	5663	6316	11.5% (653)	65	Bachelor's degree
Writers and authors (ad, script, etc.	3840	3804	-.9% (40)	-4	Bachelor's degree
Public relations specialist (media relations)	7814	8535	9% (721)	72	Bachelor's degree
Special effects artists and animators	1036	1059	2% (23)	2	Bachelor's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		**Program Initiation Year 2023_ - 2024_**	**Program Full Enrollment Year 2026_ - 2027_**
1	Projected Enrollment (Headcount)	130	520
2	Projected Enrollment (FTE)	130	520
3	Estimated Tuition and E&G Fees	$13,372 In-state $30,152 Out-of-state	$13,484 In-state $31,057 Out-of-state
4	Projected Revenue from Tuition and E&G Fees	2,065,570	8,382,374
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	0

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

With greater access to and availability of media content than ever before, a healthy society demands strong and ethical media creators and savvier audience members. The continued growth of digital media has increased the demand for quality, verified information, as well as advertising. Employment in digital-only news organizations doubled over the last decade while online advertising increased 127% and mobile ads increased 108 times. At the same time, U.S. adults are spending more time each day engaged with media, including news, entertainment, and persuasive content. Understanding how to harness different modes of storytelling is required as digital media have altered people's "information exposure, social connection and personal expression" in ways that we still don't specifically understand. With such proliferation of media access, there is an urgent need for more critical thinking among media producers and consumers to verify the accuracy of information and determine what's true. Advanced media literacy skills for the creators and receivers of media are essential to reach broad audiences and better guard against misinformation and disinformation.

I. Basic Program Information

Institution (official name)	George Mason University
Degree Program Designation	Doctor of Philosophy (PhD)
Degree Program Name	Mechanical Engineering
CIP code	14.1901
Anticipated Initiation Date	Fall 2024
Governing Board Approval Date (actual or anticipated)	February 23, 2023

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

-

Core Coursework: 12 credits
ME 620: Mechanical Engineering Decision Making
ME 621: Foundations of Fluid Mechanics
MATH 678: Partial Differential Equations
PHYS 640: Finite Element Analysis of Solids and Fluids

Focus Areas (6 credits)
In consultation with an advisor, all students select one of three focus areas: Macroscale Engineering, Micro and Nanoscale Engineering, and Cryogenic Engineering.

Macroscale Engineering
ECE 619: Nonlinear Systems and Control
ECE 620: Optimal Control Theory
ME 631: Advanced Dynamics of Mechanical Systems
ME 714: Fracture Mechanics
ME 715: Impact Dynamics
ME 721: Advanced Fluid Mechanics
ME 722: Introduction to Turbulence
ME 723: Compressible Flow
ME 724: Viscoelastic Flow
ME 728: Foundations of Heat Transfer
ME 732: Advanced Thermodynamics
ME 741: Theory of Elasticity
PHYS 620: Continuum Mechanics
PHYS 640: Finite Element Analysis of Solids and Fluids

Micro and Nanoscale Engineering
ME 714: Fracture Mechanics
ME 750: Nanomaterials Enabled Renewable Energy
ME 751: Advanced Materials for Water Treatment
ME 753: Tribology
ME 754: Introduction to Nano-Materials
ME 755: Optofluidics
ME 762: Biosensors

PHYS 614: Thermodynamics and Kinetics of Materials
PHYS 615: Fundamentals of Materials Science
PHYS 711: Statistical Mechanics

Cryogenic Engineering
ME 728: Foundations of Heat Transfer
ME 732: Advanced Thermodynamics
ME 745: Mechanics and Properties of Materials
PHYS 502: Introduction to Quantum Mechanics and Atomic Physics
PHYS 512: Solid State Physics and Applications
PHYS 534: Introduction to Quantum Computation and Quantum Information
PHYS 591: Systems for Quantum Scientists
PHYS 614: Thermodynamics and Kinetics of Materials

Restricted Electives: 30 credits
Students must complete no less than 30 credit hours of additional coursework in support of their technical field. Such courses may come from the College of Engineering and Computing, as well as the Departments of Physics, Mathematics, and Computer Science.

Dissertation Research: 24 credits
Students must complete a minimum of 24 combined credit hours in ME 990, ME 998, and ME 999.
ME 990: Dissertation Topic Presentation (1 credit)
ME 998: Doctoral Dissertation Proposal (11 credits)
ME 999: Doctoral Dissertation (12 credits)

Total credit hours: 72

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

Students will be able to:

- Demonstrate core knowledge in the sub-disciplines needed to be effective mechanical engineers, with unique research specialization in macroscale, nano/microscale, or cryogenic engineering subdisciplines.
- Conduct a comprehensive and critical literature survey of a contemporary topic in their focus area.
- Advance the state of the art in mechanical engineering through publication of technical manuscripts and reports.
- Educate students in the areas of mechanical engineering at the undergraduate and graduate levels.

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

Graduates will be able to:

- Develop research programs by attracting funding from agencies such as the National Science Foundation (NSF), the Defense Advanced Research Projects Agency (DARPA), Department of Defense, the Department of Energy, the National Aeronautics and Space Administration (NASA), and the National Institutes of Health (NIH), as well as from the private sector.
- Publish research results in academic journals in mechanical engineering.
- Provide subject matter expertise in advanced technology development.
- Lead multi-disciplinary teams of engineers and scientists working in macroscale, nano/microscale, or cryogenic mechanical engineering subdisciplines.
- Plan, develop, and teach undergraduate and graduate courses in mechanical engineering.

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

Institution	**Program degree designation, name, and CIP code**	**Degrees granted (most recent 5-yr average)**
Virginia Tech	PhD, Mechanical Engineering, CIP code: 14.1901	30
University of Virginia	PhD, Mechanical and Aerospace Engineering, CIP code: 14.9999	10
Old Dominion University	PhD, Engineering, CIP code: 14.0101	5 (3-year average)
Virginia Commonwealth University	PhD, Mechanical and Nuclear Engineering, CIP code: 14.9999	8

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2021 -2031 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Mechanical Engineers	284,900	291,300	2%, 6,400	Bachelor's degree
Engineering teachers, postsecondary	45,800	51,800	13%, 6,100	Doctoral degree

Labor Market Information: Virginia Employment Commission, 2020 -2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Mechanical Engineers	7,544	8,044	6.6%, 500	50	Bachelor's degree

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Engineering Teachers, Postsecondary	1,172	1,362	16.2%, 190	19	Doctoral or professional degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		**Program Initiation Year 2024 - 2025**	**Program Full Enrollment Year 2027 - 2028**
1	Projected Enrollment (Headcount)	7	27
2	Projected Enrollment (FTE)	5	18
3	Estimated Tuition and E&G Fees	IS 17,035 OS $38,986	IS 17,035 OS $38,986
4	Projected Revenue from Tuition and E&G Fees	$77,059	$293,925
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	$1,500,000	$5,000,000

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

The Washington-Arlington-Alexandria metropolitan area has the 9th highest employment level and the 7th highest level of pay for Mechanical Engineers in the Nation. George Mason University is the only university serving Northern Virginia with a bachelor's degree program in Mechanical Engineering. Addition of the proposed PhD degree will capitalize upon existing infrastructure to meet a state need for advanced training of mechanical engineers in the technical corridor of the Northern Virginia region with minimal new expenditure. The proposed curriculum, unique in the state of Virginia, provides opportunities for students to specialize in macroscale mechanical engineering topics (vehicle design for example), micro/nanoscale mechanical engineering (chip manufacturing for example), and cryogenic engineering (quantum computing as an example) specifically serving the Northern Virginia industrial base.

Because of their economic advantages, engineering degrees are in high demand, and mechanical engineering degrees at both the undergraduate and PhD levels lead this demand With Northern Virginia representing 38% of jobs in the Commonwealth of Virginia, George Mason University provides a unique opportunity to address unmet student demand for both full-time and part-time PhD options in Mechanical Engineering within commuting distance.

I. Basic Program Information

Institution (official name)	George Mason University
Degree Program Designation	Education Specialist (EdS)
Degree Program Name	School Psychology
CIP code	42.2805
Anticipated Initiation Date	Fall 2023
Governing Board Approval Date (actual or anticipated)	September 29, 2022

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

Core Courses: 45-46 credits
EDCD 603: Counseling Theories and Practice (3 credits)
EDCD 525: Advanced Human Growth and Development (3 credits)
EDCD 608: Counseling Group Processes and Analysis (4 credits)
or EDCD 606: Counseling Children and Adolescents (3 credits)
or SPSY 692: Counseling in the Schools (3 credits)
EDRD 629: Literacy Foundations and Instruction (3 credits)
EDRS 590: Education Research (3 credits)
EDRS 620: Quantitative Inquiry in Education (3 credits)
SPSY 617: Child Psychopathology (3 credits)
SPSY 619: Consultation and Applied Behavioral Analysis (3 credits)
SPSY 671: Role and Function of the School Psychologist (3 credits)
SPSY 709: Cognitive Assessment (4 credits)
SPSY 710: Social, Emotional and Behavioral Assessment (4 credits)
SPSY 722: Advanced Assessment (4 credits)
SPSY 753: Multiculturalism in Schools (3 credits)
SPSY 773: Prevention, Intervention and Consultation (3 credits)

Experiential Learning: 21-25 credits
The Experiential Learning requirement allows students to integrate course work, theories and research, and application in a practical setting.

SPSY 672: Schools as Systems Practicum (3 credits)
SPSY 750: Cognitive Assessment Practicum (3 credits)
SPSY 751: Advanced Assessment Practicum I (3 credits)
SPSY 752: Advanced Assessment Practicum II (3 credits)
SPSY 775: Prevention, Intervention, Consultation Practicum (3 credits)
SPSY 790: School Psychology Internship, taken for two semesters (6-10 credits)

Total: 66-71 credit hours

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

Students will be able to:

- Utilize assessment methods for identifying students' strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes.
- Utilize varied models and strategies of consultation and collaboration, as well as methods to promote effective implementation of services.
- Develop and implement interventions that support academic skills, support mental and behavioral health.
- Utilize assessment and data collection methods to implement and evaluate services that support academic skill development in children.
- Use data and assessment to facilitate the design and delivery of curricula and interventions to help students develop effective social–emotional skills.
- Develop knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning.
- Develop knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings.
- Learn and demonstrate ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists.

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

Graduates will be able to:

- Use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.
- Consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.
- Use assessment and data-collection methods, and implement and evaluate services that support academic skills, socialization, adaptive skills, and mental health.
- Develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for children and others.
- Promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.
- Provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.
- Provide services consistent with ethical, legal, and professional standards; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists.

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

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
The College of William & Mary in Virginia	EdS, School Psychology, CIP code: 42.2806	6
James Madison University	MA, School Psychology, CIP code: 42.2805	9
Radford University	EdS, School Psychology, CIP code: 42.2805	7

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

Labor Market Information: Bureau of Labor Statistics, 2021-2031 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
School psychologists	57,900	61,100	6%, 3,200	EdS, PhD, PsyD

Labor Market Information: Virginia Employment Commission, 2020-2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Clinical, Counseling, and School Psychologists	2,779	3,082	10.9%, 303	30	Doctoral or professional degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		**Program Initiation Year 2023 - 2024**	**Program Full Enrollment Year 2025 - 2026**
1	Projected Enrollment (Headcount)	13	38
2	Projected Enrollment (FTE)	13	37
3	Estimated Tuition and E&G Fees	$13,032 for I/S, $17,832 for O/S	$13,032 for I/S, $17,832 for O/S
4	Projected Revenue from Tuition and E&G Fees	$335,511	$531,701

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

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

There is a shortage of school psychologists in the commonwealth, mirroring a national trend. The Virginia General Assembly and Board of Education are committed to addressing this shortage, as they recently changed the Standards of Quality and set a specific ratio of three specialized student support positions (to include school psychologists) to 1000 students. This would directly increase staffing for mental health practitioners in school buildings.

There is an increasing need for school psychologists in the Commonwealth. The employment of school, clinical and counseling psychologists is projected to increase by 18% in Virginia by the year 2028. Nationally, there is a 10% projected increase by 2030. The required degree for these professions is a doctorate or professional degree (i.e., the EdS).

George Mason University has offered a school psychology program since 1978 through the MA in Psychology degree program's concentration in School Psychology. In addition to the MA degree, students must earn the Graduate Certificate in School Psychology for professional practice. George Mason University receives between 50-70 applications per year for the school psychology program, indicating robust student demand. The Education Specialist (EdS) degree has become the standard degree for School Psychology. The proposed degree program would allow students to enter the profession with the appropriate credentials standard to the profession.

I. Basic Program Information

Institution (official name)	Norfolk State University
Degree Program Designation	Ph.D.
Degree Program Name	Computer Science
CIP code	11.0101
Anticipated Initiation Date	Fall 2024
Governing Board Approval Date (actual or anticipated)	May 6, 2022

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

New courses are denoted with an asterisk.

Program Requirements

Core Courses: 12 credit hours
CSC 630 Computer Networks (3 credits)
CSC 635 Computer Security II (3 credits)
CSC 640 Data Science (3 credits)
CSC 680 Software Engineering (3 credits)

Seminar Courses: 3 credit hours
CSC 670 Professional Development (1 credit)
CSC 671 Research Seminar I (1 credit)
CSC 672 Research Seminar II (1 credit)

Dissertation Research Requirements – a minimum of 18 credit hours
All students will take 18 credit hours from the following courses:

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

Restrictive Electives – 9 credit hours
All students will work with their advisors to select the most appropriate electives for their research focus area. Students will have the option of choosing their elective credits from courses in areas that reflect the research themes of the degree program.

Electives
Students who pursue a Ph.D. degree in Computer Science must complete a specified number of credit hours of graduate computer science courses.

Program Requirements for Entering Degree Level
All students will be required to complete the curriculum based on their degree level, upon entering the proposed Ph.D. program. The curriculum for each entrance pathway is outlined to show the required coursework:

Curriculum for students entering with a B.S. degree (B.S. to Ph.D.) – Minimum 72 credit hours

Ph.D. Core Courses – 12 credit hours

Ph.D. Seminar Courses – 3 credit hours

Additional Required Courses (B.S. to Ph.D.) – 12 credit hours
CSC 530 Data Communications (3 credits)
CSC 564 Operating Systems (3 credits)
CSC 625 Analysis of Algorithms (3 credits)
CSC 668 Advanced Computer Architecture (3 credits)

Restrictive Electives – 9 credit hours
Students will work with their advisors to select the most appropriate electives for their research focus area. Students will have the option of choosing their elective credits from courses in areas that reflect the research themes of the degree program

Electives – 18 credits
Students must take 18 credit hours of additional computer science graduate electives at the 600-level or higher. Students will work with their advisors to select the most appropriate electives for their research focus area. Students will have the option of choosing their elective credits from courses in areas that reflect their chosen research.

Dissertation Research Requirements – Minimum of 18 credit hours

Total – Minimum 72 credit hours

Curriculum for students entering with a M.S. to Ph.D. degree – Minimum 45 credit hours

Core Courses – 12 credit hours

Research Seminar Requirement – 3 credit hours
CSC 670 Research Methods and Professional Development*1 credits (Offered 3 times total)

Restrictive Electives – 3 credit hours

Electives – 9 credit hours
Students are to complete 9 credit hours of graduate computer science courses.

Dissertation Research Requirements – Minimum of 18 credit hours

Total – Minimum 45 credit hours

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

- Apply the techniques, technologies, and strategies necessary to protect organizational assets from threat actors.
- Demonstrate expertise in configuring host and network level controls for hardware, software, and services within an enterprise network.
- Apply the foundations in software engineering to adapt to readily changing environments.
- Utilize appropriate models of analysis to solve data-driven challenges.
- Demonstrates comprehension of the trade-offs involved in design choices of algorithmic system.
- Explain computer architecture concepts related to the design of modern processors, memories and I/O devices.
- Articulate solutions to innovative, computational problems in written and oral form.

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

- Efficiently produce robust and reliable software systems using an appropriate software process.
- Independently conduct research that leads to viable software solutions.
- Competently assemble and effectively lead research teams.
- Effectively collaborate with others on projects of mutual interest.
- Ability to organize and classify large amounts of information using machine learning and data analytic techniques.
- Proficiently communicate in both written, and verbal form.
- Effectively teach computer science and related courses.

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

Institution	**Program degree designation, name, and CIP code**	**Degrees granted (most recent 5-yr average)**
Old Dominion University	Ph.D., Computer Science CIP Code:11.0101	5
George Mason University	Ph.D., Computer Science CIP Code:11.0101	8
College of William and Mary	Ph.D., Computer Science CIP Code:11.0101	11
Virginia Polytechnic Institute	Ph.D., Computer Science and Applications CIP Code:11.0101	33
University of Virginia	Ph.D., Computer Science CIP Code:11.0101	7
Virginia Commonwealth University	Ph.D., Computer Science CIP Code:11.0101	0

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 20_21_ -20_31_ (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Computer and Mathematical Occupations	33,500	40,600	21% 7,100	Master's Degree
Computer science teachers, postsecondary	47,800	51,200	7% 3,400	Doctoral Degree

Labor Market Information: Virginia Employment Commission, 20_20_ -20_30_ (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Computer and Mathematical Occupations	245652	287041	16.849	4139	Bachelor's degree
Computer Science Teachers, Postsecondary	1668	1843	10.492	18	Not applicable

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		**Program Initiation Year 2024 - 2025**	**Program Full Enrollment Year 2026 - 2027**
1	Projected Enrollment (Headcount)	13	26
2	Projected Enrollment (FTE)	2	4
3	Estimated Tuition and E&G Fees	$63450 in-state $38253 out-of-state	$120555 in-state $89257 out-of-state
4	Projected Revenue from Tuition and E&G Fees	$101703	$209812
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	0$

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

As computing is incorporated in many aspects of our daily lives from Google search engines, robotic surgery, and virtual reality environments, there is a need for the workforce to educate the future computer scientist. In addition, there is a need to produce computer scientists who can perform research in the key areas of computer science including data science, machine learning, artificial intelligence, software engineering, and computer networks. However, the production of Ph.D. graduates is not keeping up with the workforce demands. The Computing Research Association (CRA) organized a working group to investigate the need for increasing the domestic Ph.D. yield in Computer Science.

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

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

I. Basic Program Information

Institution (official name)	Old Dominion University
Degree Program Designation	Master of Science
Degree Program Name	Applied Behavior Analysis
CIP code	42.2814
Anticipated Initiation Date	Fall 2023
Governing Board Approval Date (actual or anticipated)	December 9, 2022

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

Academic Core Courses - 18 credit hours
SPED 640 Applied Behavior Analysis: Concepts and Principles (3 credits)
SPED 642 Applied Behavior Analysis: Ethics and Professional Conduct for Behavior Analysts (3 credits)
SPED 643 Applied Behavior Analysis: Assessments and Interventions (3 credits)
SPED 644 Applied Behavior Analysis: Applications (3 credits)
SPED 645 Applied Behavior Analysis: Verbal Behavior (3 credits)
SPED 646 Applied Behavior Analysis: Personnel Supervision and Management (3 credits)

Research Core Course - 3 credit hours
SPED 641 Applied Behavior Analysis: Empirical Bases (3 credits)

Restricted Electives - 3 credit hours
Autism Spectrum Disorder
SPED 625 Characteristics of Students with Autism Spectrum Disorder (3 credits)
SPED 627 Instructional Strategies for Students with Autism Spectrum Disorder (3 credits)

Educational Research
FOUN 611 Introduction to Research Methods in Education (3 credits)
FOUN 612 Applied Research Methods in Education (3 credits)

Psychology Special Interests
PSYC 661 Psychopathology (3 credits)
PSYC 750 Organizational Psychology (3 credits)
PSYC 763 Personnel Psychology (3 credits)

Clinical Courses - 12 credit hours
CDSE 769* Applied Behavior Analysis: Concentrated Supervised Fieldwork (4 times at 3 credits each = 12 credits)

Total Credit Hours - 36 credits

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

- Utilize techniques of measurement, data display, and interpretation to investigate questions relevant to research and practice.
- Apply ethical and professional guidelines to dilemmas in applied behavior analysis.
- Implement techniques of assessment, behavior-change procedures, and interventions to promote socially appropriate behaviors and language acquisition.
- Analyze individual and contextual variables to facilitate the implementation of effective interventions targeting socially significant behaviors.
- Integrate behavior-analytic principles, procedures, and ethical guidelines to provide effective supervision and enhance personnel performance.
- Collaborate with colleagues, other professionals, and parents to develop, implement, and evaluate behavior-analytic programs.
- Use communication skills for professional roles and practice.

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

- Conduct behavioral assessments to determine current level of performance, including behavioral deficits and excesses.
- Develop, monitor, and evaluate the effects of behavior-change interventions to promote skill acquisition and reduce problem behavior.
- Train, supervise, and mentor staff and supervisees in the implementation of assessments, data collection, and behavior-change procedures.
- Identify, select, and use human, material, and technological resources needed to perform professional roles and keep abreast of the field's changing knowledge base.
- Engage in collaboration with clients, parents, caregivers, colleagues, and other professionals through communication and shared decision-making.
- Adhere to legal, professional, and ethical guidelines and advocate for sound professional practices and public policies to enhance outcomes of all clients.
- Disseminate behavior analysis by educating and training clients, parents, caregivers, and professionals on the use of behavior-change interventions.

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

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

VI. Labor Market Information.

Note. The credential of Board Certified Behavior Analyst (BCBA) is not listed as a specific job title in the Occupational Outlook Handbook published in the US Bureau of Labor Statistics (BLS). The closest specific job title to BCBA listed in the Occupational Outlook Handbook is substance abuse, behavioral disorder, and mental health counselor.

Labor Market Information: Bureau of Labor Statistics, 2021 -2031 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Substance abuse, behavioral disorder, and mental health counselors	351,000	428,500	22% 77,500	Bachelor's degree

Labor Market Information: Virginia Employment Commission, 2020 -2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Mental health and substance abuse worker	4410	4966	12.60%	56	Bachelor's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		**Program Initiation Year 2023 - 2024**	**Program Full Enrollment Year 2026 - 2027**
1	Projected Enrollment (Headcount)	8	17
2	Projected Enrollment (FTE)	6	14
3	Estimated Tuition and E&G Fees	$14,114 (in-state) $33,866 (out-of-state)	$15,525 (in-state) $37,252 (out-of-state)
4	Projected Revenue from Tuition and E&G Fees	$132,664	$354,560
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	0

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

In Virginia, the law requires that health plans provide coverage for the diagnosis and treatment of autism spectrum disorder in individuals ages 2 to 14 years old (H.B. 984). One of the treatments provided to individuals with autism spectrum disorder is applied behavior analysis that must be provided or supervised by a board certified behavior analyst (BCBA).

In Virginia, there are 24,202 individuals with autism spectrum disorder between the ages of 2 and 21 years old and only 1,450 BCBAs. Not all of BCBAs are practicing, nor do they all work with individuals with autism spectrum disorder ages 2 to 21 years old – many of them work with adults and other populations. The credentialing board provides guidance that a BCBA working with individuals with autism spectrum disorder should have no more than 6-12 clients at one time. Thus, even if all the BCBAs in Virginia were actively providing services to individuals with autism spectrum disorder, they could serve between 8,700 and 17,400 individuals. Considering that not all of BCBAs are practicing (i.e., they may be university faculty) and not all of those practicing work with individuals with autism spectrum disorder ages 2 to 22 years old (i.e., they may work with adults with other disabilities), there is clear documentation of a high demand in the state for professionals with this credential to serve this population. Additionally, this analysis represents just one employment opportunity for BCBAs. These professionals may also work with children with autism spectrum disorder and receive payment through private insurance, or they may work in school settings, mental health clinics, or hospitals, or as independent behavior support providers with adults with intellectual and developmental disabilities.

I. Basic Program Information

Institution (official name)	Old Dominion University
Degree Program Designation	Bachelor of Science (BS)
Degree Program Name	Data Science
CIP code	30.7001
Anticipated Initiation Date	Fall 2023
Governing Board Approval Date (actual or anticipated)	December 9, 2022

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

General Education Requirements - 38 credit hours

Prerequisite Core Courses - 14 credit hours
MATH 163. Precalculus II (3 credits)
STAT 130M. Elementary Statistics (3 credits)
CS 150. Problem Solving and Programming I (4 credits)
CS 250. Problem Solving and Programming II (4 credits)

Core Coursework - 27 credit hours
DASC 150 Data Science, Technology, and Society (3 credits) *
BDA 200T Elements of Data (3 credits)
DASC 300. Foundations of Data Science (3 credits) *
DASC/PHIL 357 Ethics and Data (3 credits) *
STAT 310. Introduction to Data Analysis (3 credits)
IT 360T. Principles of Information Technology (3 credits)
IT 450. Database Concepts (3 credits)
DASC 434 Data Science Research Methods (3 credits) *
DASC 435W Capstone in Data Science (3 credits) *

Elective Courses - 12-14 credit hours
Students can take the electives from any discipline at ODU and/or complete courses for other concentrations, as needed, to complete the required 120 credit hours.

Concentration Areas - 27-29 credit hours
Students pick one concentration area. Note that the typical credit total per concentration is 27, however, the visualization concentration requires 29.

<u>Artificial Intelligence & Machine Learning Concentration - 27 credit hours</u>
The purpose of this concentration is to provide students skills in computational data analysis, object-oriented programming, and natural language processing. Students will take courses to learn topics such as machine learning and artificial intelligence.

<u>Visualization Concentration - 29 credit hours</u>

The purpose of this concentration is to give students skills in data modeling, simulation, and results rendering. Students who choose the visualization concentration will take courses in data visualization, data structures, and computer graphics.

Geographic Information Systems Concentration - 27 Credit Hours

The purpose of this concentration is to provide the skills for spatial predictive modeling, geostatistics, and space-time pattern mining and object detection. Students will take courses in courses in geographic information systems, spatial analysis, and remote sensing.

Total Credits - 120

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

- Use statistics to represent data and test hypotheses
- Apply descriptive and predictive statistics to perform data analysis
- Use modern programming languages to develop data science tools
- Employ program design for computer-based algorithm development
- Identify information technology to support organizational decision making
- Demonstrate knowledge of databases and data management
- Apply data analytics to inform policy, product development, and social issues
- Demonstrate expertise in application of data science concepts to real life problem sets

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

- Develop and implement analytics applications to transform raw data into meaningful information using data-oriented programming languages and visualization software.
- Apply data mining, data modeling, natural language processing, and machine learning to extract and analyze information from large structured and unstructured datasets.
- Analyze data to identify trends or relationships among variables and to inform operational decisions or activities.
- Determine appropriate methods for data analysis and apply mathematical principles or statistical approaches to solve problems in scientific or applied fields.
- Prepare graphics or other representations of information that aids in visualizing and interpreting data findings
- Prepare analytical reports and present results to others.

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

Institution	**Program degree designation, name, and CIP code**	**Degrees granted (most recent 5-yr average)**
College of William and Mary	Bachelor of Science in Data Science, CIP code 30.7001	35

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
Virginia Tech	Bachelor of Science in Computational Modeling and Data Analytics, CIP code 30.7001	174
George Mason University	Bachelor of Science in Computational and Data Sciences, CIP code 30.0801	44

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2021 -2031 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Data scientists	113,300	158,800	36% 40,500	BS
Operations research analysts	104,200	128,400	23% 24,200	BS

Labor Market Information: Virginia Employment Commission, 2021 -2031 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Operations research analyst	7,513	9,465	26% 1953	195	BS

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		**Program Initiation Year 2023- 2024**	**Program Full Enrollment Year 2026 - 2027**
1	Projected Enrollment (Headcount)	75	250
2	Projected Enrollment (FTE)	50	200
3	Estimated Tuition and E&G Fees	$11,630 (in-state) $31,586 (out-of-state)	$12,793 (in-state) $34,745 (out-of-state)
4	Projected Revenue from Tuition and E&G Fees	$1,171,590	$4,076,330
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	0

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

Virginia houses the third-largest tech industry workforce in the nation, and the need for qualified data science professionals is considerable. The Commonwealth currently has one of the highest concentrations of data scientist and mathematical science employment, according to 2020 research. Additionally, the recruitment platform Zippier ranked Virginia in 2022 as one of the top 15 locations where companies were actively looking for data scientists. There is a high demand for workers with data science expertise in the Hampton Roads area of Virginia from national labs, finance, industry, health care providers, military centers, and maritime related industry. NASA Langley Research Center and the National Institute of Aeronautics are in Hampton, Virginia, and Jefferson Laboratory is located nearby in Newport News. Norfolk is home to major command centers from every branch of the military, including the largest naval base in the world, Norfolk Naval Station. The Norfolk/Virginia Beach area includes health care providers Sentara Medical Group and Eastern Virginia Medical School (EVMS). The Port of Virginia is the only U.S. East Coast port with Congressional authorization of 55-ft depth channels and currently stands as the third largest container port on the East Coast. Moreover, Amazon, with its existing workforce of more than 10,000 full-time employees in the state of Virginia, is building two operations facilities in Hampton Roads, creating 1,500 additional jobs. Furthermore, Norfolk and Virginia Beach host several financial and insurance data centers.

I. Basic Program Information

Institution (official name)	University of Virginia
Degree Program Designation	Bachelor of Science (B.S.)
Degree Program Name	Data Science
CIP code	30.7001
Anticipated Initiation Date	Fall 2023
Governing Board Approval Date (actual or anticipated)	March 3, 2023

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

New courses are denoted with an asterisk (*)

General Education Requirements: 33 Credits
Rhetoric for the 21st Century: 6 credits
Quantification, Computation, and Data Analysis: 6 credits
Artistic, Interpretive, and Philosophical Inquiry: 3 credits
The Chemical, Mathematical, and Physical Universe: 3 credits
Cultures and Societies of the World: 3 credits
Historical Perspectives: 3 credits
Living Systems: 3 credits
Social and Economic Systems: 3 credits
Science and Society: 3 credits

Prerequisites: 6 Credits
New courses are denoted with an asterisk (*)
DS 1000 – Foundations of Data Science (3 credits) *
DS 1002 – Programming for Data Science (3 credits)

Core Curriculum: 40 Credits
MATH 1190, 1210 or 1310 – Calculus I (3 credits)
DS 2002 – Systems I: Introduction to Data Pipelines (3 credits)
DS 2003 – Data Design I: Communicating with Data (3 credits)
DS 2004 – Data Value I: Introduction to Ethics and Policy in Data Science (3 credits)*
DS 2006 – Computational Probability (3 credits) *
DS 3001 – Data Analytics I: Machine Learning I, Foundational Concepts (3 credits) *
DS 3002 – Data Systems II: Cloud Architecture and Sustainable Pipelines (3 credits) *
DS 3005 – Mathematics for Data Science (4 credits) *
DS 3006 – Principles of Inference and Prediction (3 credits) *
DS 4001 – Data Analytics II: Machine Learning II (3 credits) *
DS 4003 – Data Design II: Interactive Applications and Dashboards (3 credits) *
DS 4004 – Data Value II: Ethical Data Analytics (3 credits) *
DS 4005 – Final Project – BSDS (3 credits) *
Electives: 41 credits
Total Credits: 120 credits

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

- Identify, formulate, and solve complex problems by applying principles of data analytics, mathematics, systems, value, and design.
- Effectively communicate data products and findings to a range of audiences.
- Assess and diagnose ethical and professional conflicts in data science to make informed judgments.
- Appreciate the benefit of diverse perspectives when working within and leading data science teams.
- Lead and complete data-driven projects by establishing clear goals, planning tasks, and meeting objectives.

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

- Apply data skills to solve problems to address organizational goals.
- Use skills for visualization and communication to present the results of data science pipelines.
- Access, organize, represent, and clean data to allow for the use of data science pipelines.
- Understand and address any ethical issues associated with data use to ensure the outcomes
- of data science pipelines align with expectations.
- Leverage organizational data and domain knowledge to propose value-added projects.

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

Institution	**Program degree designation, name, and CIP code**	**Degrees granted (most recent 5-yr average)**
George Mason University	B.S. in Computational and Data Sciences, 30.0801	24
Virginia Tech	B.S. in Computational Modeling and Data Analytics, 30.7001	77
William & Mary	B.S. in Data Science, 30.7001	22

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2021 -2031 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Data Scientists	113,300	153,900	36% and 40,500	Bachelor's degree

Labor Market Information: Virginia Employment Commission, 2020 -2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Statisticians	1276	1744	36.68% and 468	47	Master's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		**Program Initiation Year 2024 - 2025**	**Program Full Enrollment Year 2027 - 2028**
1	Projected Enrollment (Headcount)	75	375
2	Projected Enrollment (FTE)	75	375
3	Estimated Tuition and E&G Fees	$38,310	$38,310
4	Projected Revenue from Tuition and E&G Fees	$2,873,250	$14,366,250
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	$0	$0

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

Situated at the intersection of computer science, systems science, statistics, mathematics and information science, data science is an interdisciplinary field that uses scientific methods, processes, algorithms, and systems to extract knowledge and insights from data. As the amount of data available worldwide is more than doubling every two years, there is soaring demand for data analysts and scientists who can help leverage and interpret vast quantities of data for organization planning and decision-making. As one of the largest data center markets in the world, Virginia aims to remain a national leader in data-driven innovation for decades to come:

> The world is awash in data. Enormous amounts of data, growing exponentially. Data that is driving an explosion in cloud computing and data center investment. Data that is remaking industries and altering the geography of economic opportunity… Virginia has long been the undisputed data center capital of the world. The Commonwealth of Virginia is now leveraging its global leadership position in data centers and its world-class universities (e.g. Virginia Tech, UVA) to strengthen its role as a global leader in cloud computing and the exciting new field of data science (Virginia Economic Development Partnership, 2019).

UVA's proposed B.S. in Data Science responds to current needs in the Commonwealth and the nation for well-trained data scientists and analysts. While the VEC does not have an exact job title match, employment projections for the related occupation of *Statistician* (36%) show the viability for employment of graduates of the proposed degree.

I. Basic Program Information.

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Bachelor of Arts (B.A.)
Degree Program Name	Computer Science
CIP code	11.0701
Anticipated Initiation Date	Fall 2024
Governing Board Approval Date (actual or anticipated)	December 8, 2023 (anticipated)

II. Curriculum Requirements.

General Education Requirement: 30 credit hours

Core Coursework: 41 credit hours
CMSC 235 Computing and Data Ethics (3 credits)
CMSC 254 Introduction to Problems-solving (4 credits)
CMSC 255 Introduction to Programming (4 credits)
CMSC 256 Data Structures and Object-oriented Programming (4 credits)
CMSC 302 Introduction to Discrete Structures (3 credits)
CMSC 311 Computer Organization (3 credits)
CMSC 355 Fundamentals of Software Engineering (3 credits)
CMSC 401 Algorithm Analysis with Advanced Data Structures (3 credits)

Additional Requirements: 14 credit hours
MATH 151 Precalculus Mathematics (4 credits)
MATH 211 Mathematical Structures (3 credits)
MATH 2XX Linear Algebra (4 credits) *
STAT 212 Concepts of Statistics (3 credits)

Restricted Electives: 12-13 credit hours
Students will be required to select four courses from the following list of courses.
CMSC 257 Computer Systems (4 credits)
CMSC 303 Introduction to the Theory of Computation (3 credits)
CMSC 312 Introduction to Operating Systems (3 credits)
CMSC 403 Programming Languages (3 credits)
CMSC 409 Artificial Intelligence (3 credits)
CMSC 413 Introduction to Cybersecurity (3 credits)
CMSC 414 Computer and Network Security (3 credits)
CMSC 415 Introduction to Cryptography (3 credits)
CMSC 416 Introduction to Natural Language Processing (3 credits)
CMSC 425 Introduction to Software Analysis and Testing (3 credits)
CMSC 428 Mobile Programming: iOS (3 credits)
CMSC 435 Introduction to Data Science (3 credits)
CMSC 440 Data Communication and Networking (3 credits)
CMSC 455 Software as a Service (3 credits)
CMSC 475 Design and Implementation of User Interfaces (3 credits)
CMSC 508 Database Theory (3 credits)

Open Electives: 36-37 credit hours
Students may select 36-37 credits of open electives.

Total Credit Hours: 120

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

Upon completing this program, students will know and know how to do the following:

- Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline
- Communicate effectively in a variety of professional contexts
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles
- Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline
- Apply computer science theory and software development fundamentals to produce computing-based solutions

IV. Description of Workplace Competencies/Skills.

Graduates of the proposed B.A. in Computer Science degree program will be able to:

- Write computer code in a variety of different coding languages to generate solutions and resolve challenges in various fields
- Employ standard and cutting-edge industry procedures for analyzing, planning, designing, and building software solutions to meet stakeholder needs.
- Analyze and modify existing code for optimization
- Analyze business processes for optimization
- Collaborate effectively on a team to solve multifaceted issues while ensuring joint ownership of goals, commitments and accomplishments.
- Communicate and present complex information and findings clearly and logically to colleagues and stakeholders.

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

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
University of Virginia	B.A., Computer Science, 11.0701	No data available
William & Mary	B.A/B.S., Computer Science, 11.0701	77 (combined B.A./B.S.)
Longwood University	B.A./B.S., Computer Science, 11.0701	16 (combined B.A./B.S.)

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2021 -2031 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Computer and Information Systems Managers	509,100	591,500	16% 82,400	Bachelor's degree
Information Security Analysts	163,000	219,500	35% 56,500	Bachelor's degree
Computer and Information Research Scientists	33,500	40,600	21% 7,100	Master's degree
Software Developers	1,425,900	1,796,500	26% 370,600	Bachelor's degree
Software Quality Assurance Analysts and Testers	196,300	237,100	21% 40,800	Bachelor's degree
Web Developers	95,300	124,100	30% 28,900	Bachelor's degree
Web and Digital Interface Designers	101,800	118,400	16% 16,600	Bachelor's degree
Computer Occupations, All Other	408,200	449,200	10% 41,000	Bachelor's degree

Labor Market Information: Virginia Employment Commission, 2020 -2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Computer and Information Systems Managers	15,422	17,107	11% 1,685	168	Bachelor's degree
Information Security Analysts	16,340	22,360	37% 6,020	1,970	Bachelor's degree
Computer and Information Research Scientists	3,760	4,240	13% 480	48	Master's degree; may require a Ph.D. or other doctoral degree in the field
Software Developers and Software Quality Assurance Analysts	95,930	116,960	22% 21,030	9,790	Bachelor's degree

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Web Developers and Digital Interface Designers	6,680	7,410	11% 730	73	Bachelor's degree
Computer Occupations, All Other	17,130	19,620	15% 2,490	249	Bachelor's degree
Computer Network Support Specialists	7,750	8,430	9% 680	68	Bachelor's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		**Program Initiation Year 2024 - 2025**	**Program Full Enrollment Year 2027 - 2028**
1	Projected Enrollment (Headcount)	20	80
2	Projected Enrollment (FTE)	18	76
3	Estimated Tuition and E&G Fees	$8,881/$18,244	$8,881/$18,244
4	Projected Revenue from Tuition and E&G Fees	$196,346	$747,932
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	$0	$0

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

There is a great need in Virginia for graduates with computing skills. The Greater Washington Partnership identified that by 2025, a 50% gap in tech talent will exist, equaling 17,000 strictly computing-related jobs. Additionally, multidisciplinary computing jobs will see a 67% gap in talent, or about 52,000 jobs. The U.S. Bureau of Labor Statistics predicts that overall employment in computing jobs will grow 15% from 2021 to 2031. Computer science has one of the lowest shares of women degree recipients, and computer science degree recipients of students from underrepresented minorities fall far short of the percentage of minorities in the overall population.

With the B.A. in Computer Science, Virginia Commonwealth University will offer an additional pathway for the students we serve to earn a computing degree. This pathway allows for more flexibility and inclusivity in attaining a computing degree and preparing students for careers in the field. VCU currently offers a B.S. in Computer Science degree that follows ABET accreditation standards—containing a heavy math/science focus. VCU recognizes that this heavy math/science focus is not the only pathway to success in the computing field and can be a barrier to success for some students.

Multidisciplinary programs are attractive to many potential computer science majors who desire a more liberal arts-focused major. The B.A. program will attract a more diverse student population and produce graduates with a solid foundation in computer science along with a cross-section of skills and tools to navigate complex issues in society.

I. Basic Program Information

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Master of Science (M.S.)
Degree Program Name	Data Science
CIP code	30.7001
Anticipated Initiation Date	Fall 2024
Governing Board Approval Date (actual or anticipated)	December 8, 2023 (anticipated)

II. Curriculum Requirements.

Core Coursework: 18 credit hours
CMSC 535 Introduction to Data Science (3 credits) *
CMSC 608 Advanced Databases (3 credits) *
CMSC/SSOR 681 Capstone Project I (3 credits) *
CMSC/SSOR 682 Capstone Project II (3 credits) *
STAT 534 Statistical Data Science I (3 credits)
STAT 641 Applied Data Analysis (3 credits)

Restricted Electives: 12 credit hours
Students must select 6 credits from the following computer science courses:
CMSC 502 Parallel Algorithms (3 credits)
CMSC 510 Regularization Methods for Machine Learning (3 credits)
CMSC 516 Advanced Natural Language Processing (3 credits)
CMSC 603 High Performance Distributed Systems (3 credits)
CMSC 606 Introduction to Machine Learning (3 credits) *
CMSC 630 Image Analysis (3 credits)
CMSC 635 Knowledge Discovery and Data Mining (3 credits)
CMSC 636 Artificial Neural Networks and Deep Learning (3 credits)
CMSC 691 Special Topics in Computer Science (3 credits)

Students must select 6 credits from the following statistical sciences and operations research courses:
OPER 528 Stochastic Simulation (3 credits)
STAT 545 Applied Bayesian Statistics (3 credits)
STAT 621 Nonparametric Statistical Methods (3 credits)
STAT 625 Applied Multivariate Analysis (3 credits)
STAT/OPER 636 Machine Learning Algorithms (3 credits)
STAT 642 Design and Analysis of Experiments I (3 credits)
STAT 643 Applied Linear Regression (3 credits)
STAT 675 Time Series Analysis I (3 credits)
STAT 691 Special Topics in Statistics (1-3 credits)

Total Credit Hours: 30

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

Upon completing this program, students will be able to:

- Achieve a mastery of data science tools and techniques including data cleaning and preprocessing, data visualization, mathematical modeling, statistical learning, machine learning, and big-data technologies
- Apply statistical concepts and data analysis techniques by testing hypotheses, designing experiments, and collecting data in real-world applications
- Utilize data structures and algorithms to interpret and analyze large-scale data
- Develop data science applications (e.g., SQL, R, Python) to obtain proficiency in programming
- Create clear and effective visualizations of data and communicate results both in writing and oral presentation
- Recognize ethical considerations in data science and the importance of data management
- Develop collaboration and communication in a data science team environment

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

Graduate from the program will be able to:

- Exhibit proficiency in programming languages such as Python or R, data analysis tools, and database management
- Understand statistics, machine learning algorithms, and mathematical modeling for effective analysis and interpretation of data
- Create clear and concise visual representations of data for effectively communicating insights to stakeholders
- Using various modes of communication, adapt technical concepts and complex analytical results to suit the needs of differentiated stakeholders
- Gather data and generate models that champion long-term solutions to stakeholder needs
- Integrate the ideas and needs of cross-functional teams in developing feasible strategies to achieve data research project goals
- Develop best practices for coding and data standards to ensure consistency in models

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

Institution	**Program degree designation, name, and CIP code**	**Degrees granted (most recent 5-yr average)**
University of Virginia	M.S., Data Science, 30.7001	70
Old Dominion University	M.S., Data Science and Analytics, 30.7001	4
George Mason University	M.S., Data Analytics Engineering, 11.0802	169
Radford University	M.S., Data Information Management, 11.0802	4

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2021 -2031 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Data Scientists	113,300	153,900	36% 40,500	Bachelor's degree
Statisticians	34,200	45,300	33% 11,200	Master's degree
Computer and Information Systems Managers	509,100	591,500	16% 82,400	Bachelor's degree
Natural Sciences Managers	78,800	83,400	6% 4,600	Bachelor's degree
Computer and Information Research Scientists	33,500	40,600	21% 7,100	Master's degree
Database Architects	52,700	58,100	10% 5,400	Bachelor's degree
Software Developers	1,425,900	1,796,500	26% 370,600	Bachelor's degree

Labor Market Information: Virginia Employment Commission, 2020 -2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Data Scientists and Mathematical Science Occupations, All Other	2,550	3,270	28% 720	280	Bachelor's degree
Statisticians	1,276	1,744	37% 468	47	Master's degree
Computer and Information Systems Managers	15,422	17,107	11% 1,685	168	Bachelor's degree
Natural Sciences Managers	1,410	1,450	3% 40	100	Bachelor's degree
Computer and Information Research Scientists	3,760	4,240	13% 480	48	Master's degree; may require a Ph.D. or other

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
					doctoral degree in the field
Database Administrators and Architects	9,130	10,110	11% 980	790	Bachelor's degree
Software Developers and Software Quality Assurance Analysts	95,930	116,960	22% 21,030	9,790	Bachelor's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		**Program Initiation Year 2024 - 2025**	**Program Full Enrollment Year 2026 - 2027**
1	Projected Enrollment (Headcount)	12	26
2	Projected Enrollment (FTE)	8	19
3	Estimated Annual Tuition and E&G Fees	$8,075	$8,075
4	Projected Revenue from Tuition and E&G Fees	$64,600	$153,425
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	$0	$0

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

Data science has emerged as a discipline only within the past 20 years. The Virginia Economic Development Partnership notes Virginia has an increasing need for data scientists. Virginia currently has one of the highest concentrations of data scientist employment and is in the top 12 locations companies are actively looking for data scientists. The U.S. Bureau of Labor Statistics predicts employment in data science will grow by 31% in the coming decade and will see more growth than almost any other field between now and 2029. However, Virginia only has two M.S. programs specifically in data science.

The proposed program is interdisciplinary between Computer Science and Statistics and offers an opportunity for real-world experiential learning that promotes critical thinking, problem solving, and innovation. Skills learned will drive translational applications across multiple sectors. It requires interdisciplinary collaborations and cross-discipline communication to address future societal challenges. As a minority-serving institution, this degree would help VCU increase the diversity, inclusion and equity of data science throughout Virginia.

Students are typically attracted to data science M.S. programs because of high salaries, potential for career growth, and development of advanced data science concepts to meet required job qualifications. The proposed curriculum offers coursework covering collection, storage, retrieval, and analysis of numerical, textual, and image data, and synergistically introduces machine and statistical learning techniques. Graduates will be well-positioned for careers as data scientists in any workforce sector.

I. Basic Program Information

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Bachelor of Science (B.S.)
Degree Program Name	Digital Forensics and Incident Response
CIP code	43.0403
Anticipated Initiation Date	Fall 2024
Governing Board Approval Date (actual or anticipated)	December 8, 2023 (anticipated)

II. Curriculum Requirements.

General Education Requirement: 30 credit hours

Core Coursework: 53 credit hours
CMSC 255 Introduction to Programming (4 credits)
CMSC 256 Data Structures and Object-Oriented Programming (4 credits)
CMSC 257 Computer Systems (4 credits)
CMSC 302 Introduction to Discrete Structures (3 credits)
CMSC 311 Computer Organization (3 credits)
FRSC 231 Programming for Digital Forensics (3 credits) *
FRSC 232 Reverse Engineering Malware for Forensic Applications (2 credits) *
FRSC 309 Scientific Crime Scene Investigation (3 credits)
FRSC 330 Introduction to Digital and Multimedia Forensic Sciences (3 credits) *
FRSC 331 File System and Data Structure Forensics (3 credits) *
FRSC 375 Forensic Evidence, Law and Criminal Procedure (3 credits)
FRSC 431 Computer and Storage Forensics (3 credits) *
FRSC 432 Mobile and IoT Device Forensics (3 credits) *
FRSC 433 Cloud Forensics and Incident Response (3 credits) *
FRSC 531 Hardware Forensics and Advanced Acquisition (3 credits) *
FRSC 490 Professional Practices in Forensic Science (3 credits)
INFO 300 Information Technology Infrastructure (3 credits)

Major Electives: 10 credit hours
FRSC 202 Crime and Science (3 credits)
or FRSC 300 Survey of Forensic Science (3 credits)
Electives chosen from FRSC/FRSZ subject areas (6 credits)
Elective chosen from CMSC 200-level or higher (1 credit)

Major Mathematics/Statistics Requirements: 7 credit hours
BUSN 212 Business Problem Solving and Analysis
or MATH 200 Calculus with Analytic Geometry (4 credits)
STAT 210 Basic Practice of Statistics
or STAT 212 Concepts of Statistics (3 credits)

Major Natural Science Requirement: 8-10 credit hours
Select two of the following:
BIOL 151/BIOZ 151 Introduction to Biological Science I and Laboratory (4 credits)

BIOL 152/BIOZ 152 Introduction to Biological Science II and Laboratory (4 credits)
CHEM 101/CHEZ 101 General Chemistry I and Laboratory (4 credits)
CHEM 102/CHEZ 102 General Chemistry II and Laboratory (4 credits)
PHYS 201 General Physics 1 (4 credits)
or PHYS 207 University Physics I (5 credits)
PHYS 202 General Physics II (4 credits)
or PHYS 208 University Physics II (5 credits)

Other College of Humanities Undergraduate Requirements: 2-10 credit hours
HUMS 202 Choices in a Consumer Society (1 credit)
Experiential fine art (1-3 credits)
Foreign language (through 102) (0-6 credits)

Open Electives: 1-12 credits
Students may select 1-12 credits of open electives.

Total Credit Hours: 120

III. Description of Educational Outcomes.

Students of the proposed program will be able to:

- Articulate an understanding of the laws of criminal procedure and rules of evidence
- Employ proper crime scene investigation and reconstruction
- Practice appropriate ethical and professional duties and responsibilities of the forensic scientist
- Demonstrate capabilities, use and limitations of digital forensic laboratory theory and techniques
- Apply principles and laboratory procedures of digital & multimedia sciences to forensic science to the extent of acquiring professional certification and workplace competencies

IV. Description of Workplace Competencies/Skills.

Use bullets to list outcomes. (max. 250 words)

Graduates of the proposed program will be able to:

- Apply principles of digital and multimedia evidence (DME) acquisition & analysis, including application of laws, regulations, and investigative methods
- Knowledge of network operations
- Conduct examinations of video/image recording, computer, mobile, and/or data storage devices and associated data in various operating systems
- Perform analysis and interpret data to develop conclusions
- Use various modes of communication and adapt technical concepts and complex analytical results to suit the needs of stakeholders, including courts of law
- Perform mobile device repair and current data acquisition methods in various interfaces and configurations
- Search raw, hexadecimal data for known or unknown data structures and file content
- Parse encoded data, SQLite (structured query language lite) databases, Binary Property List, and application and system logs

- Utilize commercial and open-source digital forensic hardware and software
- Proficiency with commands and syntax for a variety of operating systems
- Automate tasks through use of computer programming languages
- Earn digital forensic professional certifications
- Examine the inner workings of malware and applications for forensic use
- Employ networked environment operation knowledge to identify vulnerabilities and compromised systems in order to mitigate risks

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

Institution	**Program degree designation, name, and CIP code**	**Degrees granted (most recent 5-yr average)**
A digital forensics and incident response and/or similar degree program does not exist at a public institution in the Commonwealth of Virginia.		

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2021 -2031 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Forensic Science Technician	17,600	19,600	11% 2,000	Bachelor's Degree
Computer Systems Analyst	538,800	589,700	9% 50,900	Bachelor's Degree
Information Security Analyst	163,000	219,500	35% 56,600	Bachelor's Degree
Private Detective & Investigator	37,000	39,100	6% 2,100	High School degree with experience

Labor Market Information: Virginia Employment Commission, 2020 -2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Forensic Science Technician	422	471	11.6% 49	5	Bachelor's Degree
Computer & Information Systems Managers	15,422	17,107	10.93% 168	168	Bachelor's Degree

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Computer Hardware Engineers	2,436	2,493	2.3% 57	6	Bachelor's Degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		**Program Initiation Year 2024 - 2025**	**Program Full Enrollment Year 2027 - 2028**
1	Projected Enrollment (Headcount)	25	300
2	Projected Enrollment (FTE)	23	281
3	Estimated Tuition and E&G Fees	$15,972	$15,972
4	Projected Revenue from Tuition and E&G Fees	$399,300	$5,270,700
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	$0	$0

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

Globally, there has been an explosion of digital forensic services and subsequent demand for practitioners over the past 20 years. Citing the need for better prepared job candidates for their laboratories, the Virginia Department of Forensic Science reached out to VCU advocating for a digital forensic-focused bachelor's and master's degree programs. Furthermore, due to nationwide demand, the national forensic science educational accrediting body (FEPAC) has added standards for academic programs focusing in this area, yet employment and student demand continues to outpace availability of qualified analysts.

VCU convened a stakeholder group of Virginia agencies which included representatives from FBI Computer Analysis Response Team, VA DFS, US Attorney General's Computer Forensics Unit, VA State Police's Computer Evidence Recovery and High-Tech Crimes Division, and two private digital investigative companies from Virginia. The group unanimously confirmed the need for better prepared digital analysts in Virginia. Citing that natural/forensic science majors were unprepared in the areas of computer science methodology while computer science majors lacked forensic coursework focusing on compromised digital/media evidence, the group agreed that new degree programs was needed to address hiring needs.

The B.S. degree program will be the first and only accredited digital forensic undergraduate program in the state of Virginia. The program aims to provide Virginia and region with better prepared digital forensic employees, reducing the long training periods currently required (due to lack of specialty academic programs). VCU expects this will result in a significant savings for state, federal, and private forensic service providers.

I. Basic Program Information

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Master of Science (M.S.)
Degree Program Name	Digital Forensics and Incident Response
CIP code	43.0403
Anticipated Initiation Date	Fall 2024
Governing Board Approval Date (actual or anticipated)	December 8, 2023 (anticipated)

II. Curriculum Requirements.

Core Coursework: 21 credit hours
FRSC 531 Hardware Forensics & Advanced Acquisition (3 credits) *
FRSC 532 Applied Forensic Digital & Multimedia Analysis (3 credits) *
FRSC 565 Scientific Crime Scene Investigation (3 credits)
FRSC 570 Forensic Science Seminar (3 credits)
FRSC 670 Forensic Evidence and Criminal Procedure (3 credits)
FRSC 677 Professional Practices and Expert Testimony (3 credits)
FRSC 793 Directed Research in Forensic Science (3 credits)

Specialized Courses: 15 credit hours
FRSC 533 Cybersecurity, Networking and Ethical Hacking for Forensic Applications (3 credits) *
FRSC 611 Advanced Forensic Computer and Storage Device Analysis (3 credits) *
FRSC 612 Advanced Forensic Mobile and IoT Device Analysis (3 credits) *
FRSC 613 Advanced Forensic Video and Multimedia Analysis (3 credits) *
INFO 637 Introduction to Digital Forensics (3 credits)

Electives: 3 credit hours
Students will select a course(s) from 500- to 700-level FRSC courses (3 credits)

Total Credit Hours: 39

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

- Apply basic principles and laboratory procedures of Digital & Multimedia Sciences to forensic evidence analysis
- Identify and evaluate the capabilities, use, potential and limitations of digital forensic laboratory theory and techniques
- Describe and apply an understanding of legal procedure and the rules of evidence
- Discuss the ethical and professional duties and responsibilities of the forensic scientist
- Perform independent research, interpret data, report and orally present research findings in the digital specialty of forensic science

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

- Demonstrate the proper workflow for digital forensic casework
- Illustrate the fundamentals of different Digital & Multimedia Sciences' subdisciplines
- Utilize automated and manual methods for processing and analyzing data from a wide variety of digital devices, as well as verification/authentication of data
- Compare and contrast image and video evidence utilizing scientific methodologies, standards, and best practices
- Utilize techniques and tools used in system hacking for forensic purposes
- Implement best practices for the collection and preservation of electronically stored information
- Develop appropriate interpretations and produce thorough expert reports
- Articulate digital forensic analysis findings effectively to a lay audience
- Assess ethical expectations and requirements for the forensic science community for compliance and future direction
- Assess, defend, and promulgate quality assurance standards and practices
- Assess and explain the implications of scientific measurements, uncertainty and bias in forensic science practice

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

Institution	**Program degree designation, name, and CIP code**	**Degrees granted (most recent 5-yr average)**
George Mason University	M.S., Digital Forensics, 43.0403	29

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2021 -2031 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Forensic Science Technician	17,600	19,600	11% 2,000	Bachelor's Degree
Computer Systems Analyst	538,800	589,700	9% 50,900	Bachelor's Degree, Master's degree preferred
Information Security Analyst	163,000	219,500	35% 56,600	Bachelor's Degree
Network & Computer Systems Manager	509,100	591,500	16% 82,400	Bachelor's Degree, 2-year graduate degree preferred

Labor Market Information: Virginia Employment Commission, 2020_-2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Forensic Science Technician	422	471	11.6% 49	5	Bachelor's Degree
Computer & Information Systems Managers	15,422	17,107	10.93% 168	168	Bachelor's Degree
Computer Hardware Engineers	2,436	2,493	2.3% 57	6	Bachelor's Degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		**Program Initiation Year 2024 - 2025**	**Program Full Enrollment Year 2026 - 2027**
1	Projected Enrollment (Headcount)	12	24
2	Projected Enrollment (FTE)	12	24
3	Estimated Tuition and E&G Fees	$16,150	$17,765
4	Projected Revenue from Tuition and E&G Fees	$193,800	$426,360
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	$0	$0

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

Globally, there has been an explosion of digital forensic services and subsequent demand for practitioners over the past 20 years[1]. Citing the need for better prepared job candidates for their laboratories, the Virginia Department of Forensic Science reached out to VCU advocating for a digital forensic-focused master's degree program. Furthermore, due to nationwide demand, the national forensic science educational accrediting body (FEPAC) has added standards for academic programs focusing in this area, yet employment and student demand continues to outpace availability of qualified analysts.

VCU convened a stakeholder group of Virginia agencies which included representatives from FBI Computer Analysis Response Team, VA Department of Forensic Science, US Attorney General's Computer Forensics Unit, VA State Police's Computer Evidence Recovery and High-Tech Crimes Division, and two private digital investigative companies from Virginia. The group unanimously confirmed the need for better prepared digital analysts in Virginia. Citing that natural/forensic science majors were unprepared in the areas of computer science methodology while computer science majors lacked forensic coursework focusing on compromised digital/media evidence, the group agreed that a new degree program was needed to address hiring needs.

The M.S. degree program will be only the second in the state and the only accredited digital forensic graduate program. The program aims to provide Virginia and region with better prepared digital forensic employees, reducing the long training periods currently required (due to lack of specialty academic programs). VCU expects this will result in a significant savings for state, federal, and private forensic service providers.

I. Basic Program Information

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Doctor of Philosophy (Ph.D.)
Degree Program Name	Electrical and Computer Engineering
CIP code	14.1001
Anticipated Initiation Date	Fall 2025
Governing Board Approval Date (actual or anticipated)	December 8, 2023 (anticipated)

II. Curriculum Requirements.

Core Coursework: 12 credit hours
EGRE 510 Introduction to Internet of Things (3 credits)
EGRE 535 Digital Signal Processing (3 credits)
EGRE 536 Introduction to Cyber-Physical Systems (3 credits)
EGRE 610 Research Practices in Electrical and Computer Engineering (3 credits)

Area of Emphasis: 9 credit hours
Students will select at least six (6) credits from an area of emphasis categories and three (3) credits from outside area of emphasis. The areas of emphasis include Micro-/Nano-electronics and Photonics, Computer and Cyber-Physical Systems, and Communications, Data Analytics, Sustainable Power Systems and Controls.

Micro-/Nano-electronics and Photonics
EGRE 521 Advanced Semiconductor Devices (3 credits)
EGRE 525 Fundamentals of Photonics Engineering (3 credits)
EGRE 540 Microwave System Design (3 credits)
EGRE 620 Electron Theory of Solids (3 credits)
EGRE 621 Spintronics (3 credits)
EGRE 624 Nonlinear Optical Materials and Devices (3 credits)
EGRE 625 Clean Room Lab Practicum (1 credit)
EGRE 626 Advanced Characterization. of Electronic Materials and Devices (3 credits)
EGRE 627 Nanophotonics (3 credits)
EGRE 640 Semiconductor Optoelectronics (3 credits)

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

Communications, Data Analytics, Sustainable Power Systems and Controls
EGRE 540 Microwave System Design (3 credits)

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

Open Electives: 12 credits

Students will work with their advisor to select 12 additional credits from a combination of ECE and non-ECE courses.

Dissertation Research Requirement: 27 credit hours

EGRE 697 Directed Research (1-15 credits)

Total credit hours for the degree program:

A minimum of 36 semester credit hours of post-master's coursework is required or, in the absence of a master's degree, a minimum of 60 semester credit hours beyond the bachelor's degree is required.

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

Upon successful completion of this program, students will be able to:

- Demonstrate strong fundamental knowledge of science and engineering as related to electrical and computer engineering and ability to integrate concepts with an interdisciplinary perspective
- Use fundamental knowledge of electrical and computer engineering principles and the detailed, intimate knowledge of the student's own area of research to evaluate scientific literature and identify and formulate pertinent problems in electrical and computer engineering
- Solve problems and discover or generate new ideas, concepts, and/or products and create predictive models accelerating new discovery in the areas of micro/nano-electronics and photonics, cyber-physical and computer, communication, and electrical power and control systems, and other fields of electrical and computer engineering
- Translate electrical and computer engineering principles into systemic design and implementation, including:
  - effective formulation and execution of a research plan,
  - generation and analysis of research results,
  - implementation of appropriate problem-solving methods to provide innovative solutions to open-ended problems
  - optimization of solution to meet a set of standards and constraints
- Write technical reports and scholarly papers in the combined areas of electrical and computer engineering
- Deliver oral presentations and educate others about novel approaches and techniques of electrical and computer engineering

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

Graduate will be able to:

- Define, lead, and execute material and product development programs
- Conduct tests and inspections of products, services, or processes to evaluate quality or performance
- Conduct lab work and/or direct the work of one or more lab technicians
- Participate in multidisciplinary or cross-functional teams, represented by various technical and non-technical disciplines
- Work closely with individuals and teams focused on application developments
- Partner with engineers to scale processes to pilot and commercial production
- Manage intellectual property (IP), understand relevant IP and competitive landscapes and actively develop new IP
- Partner with external consultants, vendors, and other entities to efficiently execute programs, as needed
- Write and communicate technical reports and presentations as appropriate for the needs of co-workers, clients, and other stakeholders

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

Institution	**Program degree designation, name, and CIP code**	**Degrees granted (most recent 5-yr average)**
George Mason University	Ph.D., Electrical and Computer Engineering, 14.1001	8
University of Virginia	Ph.D., Electrical Engineering, 14.1001	16
University of Virginia	Ph.D., Computer Engineering, 14.0901	3
Virginia Tech	Ph.D., Computer Engineering, 14.0901	11
Virginia Tech	Ph.D., Electrical Engineering, 14.1001	39

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2021 -2031 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Architectural and Engineering Managers	191,100	195,500	2% 4,400	Bachelor's degree
Aerospace Engineers	58,800	62,400	6% 3,700	Bachelor's degree
Computer Hardware Engineers	76,900	80,600	5% 3,700	Bachelor's degree
Electrical Engineers	192,400	195,500	2% 3,100	Bachelor's degree
Electronics Engineers, Except Computer	111,400	118,000	6% 6,700	Bachelor's degree
Engineering Teachers, Postsecondary	45,800	51,800	13% 6,100	Varies

Labor Market Information: Virginia Employment Commission, 2020 -2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Architectural and Engineering Managers	4,415	4,691	6% 276	28	Bachelor's degree
Aerospace Engineers	2,022	2,194	8% 172	17	Bachelor's degree
Computer Hardware Engineers	2,436	2,493	2% 57	6	Bachelor's degree
Electrical Engineers	6,155	6,666	8% 511	51	Bachelor's degree
Electronics Engineers, Except Computer	3,981	4,234	6% 253	25	Bachelor's degree
Engineering Teachers, Postsecondary	1,172	1,362	16% 190	19	Master's degree; may require a doctoral degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		**Program Initiation Year 2025 - 2026**	**Program Full Enrollment Year 2028 - 2029**
1	Projected Enrollment (Headcount)	41	48
2	Projected Enrollment (FTE)	30.6	35.8
3	Estimated Tuition and E&G Fees	$23,580	$23,580
4	Projected Revenue from Tuition and E&G Fees	$966,780	$1,131,840
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	$634,865	$634,865

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

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

I. Basic Program Information

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Master of Science (M.S.)
Degree Program Name	Finance
CIP code	30.7104
Anticipated Initiation Date	Fall 2024
Governing Board Approval Date (actual or anticipated)	December 8, 2023 (anticipated)

II. Curriculum Requirements.

Core Coursework: 15 credit hours
FIRE 610 Financial Modeling and Analysis (3 credits)
FIRE 621 Cases in Financial Management (3 credits)
FIRE 622 Financial Management of Financial Institutions (3 credits)
FIRE 623 Financial Management (3 credits)
FIRE 635 Investments and Security Analysis (3 credits)

Restricted Electives: 15 credit hours
ACCT 608 Managerial Accounting Concepts (3 credits)
ECON 617 Financial Markets (3 credits)
FIRE 540 Financial Analytics (3 credits)
FIRE 626 Risk Management (3 credits)
FIRE 629 Cases in Real Estate (3 credits)
FIRE 639 International Finance (3 credits)
FIRE 650 Derivatives (3 credits)
FIRE 654 Short-term Financial Management (3 credits)
FIRE 657 Current Issues in Investments and Markets (3 credits)
FIRE 658 Real Estate Finance and Investments (3 credits)
FIRE 664 Current Issues in Corporate Finance (3 credits)
FIRE 691 Topics in Finance, Insurance and Real Estate (1-3 credits)
FIRE 693 Field Project in Finance, Insurance and Real Estate (3 credits)
FIRE 697 Guided Study in Finance, Insurance and Real Estate (1-3 credits)

Students may also select three elective credit hours from the disciplines of accounting, economics, mathematics or statistics, subject to approval by Graduate Studies in Business. (3 credits)

Total Credit Hours: 30

III. Description of Educational Outcomes.

Students of the proposed program will be able to:

- Apply quantitative measurement methods to analyze business problems and to propose solutions
- Analyze a business problem in terms of quantitative and qualitative aspects, including: (a) a precise statement of the problem and how it relates to the goals of the firm; (b) a consideration of the ethical, policy, and/or practicality limitations on any proposed solution strategy; (c) a statement and consideration of proposed solutions strategies and their implementation within the limitations; and (d) a plan for implementation and monitoring of the proposed solution
- Analyze the ethical dimensions of a business situation and relate those dimensions to general ethical standards as well as to professional ethical standards
- Describe the analytic, quantitative, and ethical dimensions of business problems and proposed solutions in a clear and well-organized manner

IV. Description of Workplace Competencies/Skills.

Graduates of the proposed program will be able to:

- Perform automated analyses, systematic analyses, algorithmic analyses and trades using quantitative software, systems and platforms
- Perform quantitative analytics, dataset manipulation and modeling
- Compile reports based upon their analysis
- Perform risk management and credit analyses
- Develop trading strategies for executing orders in the market
- Optimize financial portfolios increasing risk-adjusted performance of clients' portfolios
- Create models for pricing and hedging derivative securities and option portfolios
- Value corporate projects and business entities (both public and private)
- Integrate financial modeling techniques and tools in financial decision-making
- Communicate clearly and regularly with coworkers, administrative/supervisory personnel, senior management, and other appropriate entities.

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

Institution	**Program degree designation, name, and CIP code**	**Degrees granted (most recent 5-yr average)**
Christopher Newport University	MFINA, Financial Analysis, 52.0801	16
George Mason University	M.S., Finance, 52.0801	n/a
William & Mary	M.S., Finance, 52.0801	n/a

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2021 -2031 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Financial Managers	730,800	854,000	17% 123,100	Bachelor's degree
Management Analysts	950,600	1,059,000	11% 108,400	Bachelor's degree
Financial and Investment Analysts	317,300	344,600	9% 27,300	Bachelor's degree
Data Scientists	113,300	153,900	36% 40,500	Bachelor's degree
Business Teachers, Postsecondary	103,400	109,800	6% 6,400	Varies

Labor Market Information: Virginia Employment Commission, 2020 -2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Financial Managers	16,994	20,302	19% 3,308	331	Bachelor's degree
Management Analysts	56,801	65,437	15% 8,636	864	Bachelor's degree
Financial and Investment Analysts…	15,480	16,920	9% 1,440	1,350	Bachelor's degree
Data Scientists and Mathematical Science Occupations, All Other	2,550	3,270	28% 720	280	Bachelor's degree
Business Teachers, Postsecondary	2,776	3,051	10% 275	28	n/a

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		**Program Initiation Year 2024 - 2025**	**Program Full Enrollment Year 2026 - 2027**
1	Projected Enrollment (Headcount)	26	35
2	Projected Enrollment (FTE)	21	28
3	Estimated Tuition and E&G Fees	$17,086/(in-state)	$17,086/(in-state)

Cost and Funding Sources to Initiate and Operate the Program			
		$45,554/(out-of-state)	$45,554/(out-of-state)
4	Projected Revenue from Tuition and E&G Fees	$700,448	$939,626
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	$0	$0

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

The proposed MS degree program in finance is needed in Virginia to address the increase in finance-related jobs, particularly financial and investment analysts, as well as the shortage of master's-level in finance degree holders.

Student Needs: Student demand for master's in finance degrees and regional conferrals grew rapidly from 2019 to 2022. Using the CIP code for general finance, enrollment in 2019 was 0 and in 2022 had grown to 105.

Employer Needs: A study identified 2,114 active job postings in Virginia for jobs requiring a master's degree in finance with a median duration of 40 days. A bachelor's degree is typically the posted required level of education; however, many employers prefer candidates with a master's in finance. In addition, the master's level allows students the ability to retrain to meet the needs of employers.

State Needs: From 2020 to 2030, employment opportunities for financial managers and financial specialists in Virginia is projected to increase by 19% and 9% respectively. There are several other master's in finance degree programs in Virginia; however, no other program has the proposed focus of financial analytics as indicated by the CIP code (30.7104). In addition, there is no other program offered in the Richmond metropolitan area to serve the needs of prospective students and employers looking to engage in on-campus coursework and other engagement opportunities.

Given the fast growth trends in finance careers, there is a strong need by the Commonwealth of Virginia for the proposed program.

I. Basic Program Information

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Bachelor of Science
Degree Program Name	Supply Chain Management
CIP code	52.0203
Anticipated Initiation Date	Fall 2024
Governing Board Approval Date (actual or anticipated)	December 8, 2023 (anticipated)

II. Curriculum Requirements.

General Education Requirement: 30 credit hours

Core Coursework: 24 credit hours
SCMA 302 Business Statistics II (3 credits)
SCMA 303 Business Analytics (3 credits)
SCMA 339 Quantitative Solutions for Supply Chain Management (3 credits)
SCMA 350 Introduction to Project Management (3 credits)
SCMA 386 Global Supply Chain Management (3 credits)
SCMA 410 Logistics and Distribution Strategy (3 credits)
SCMA 420 Strategic Sourcing (3 credits)
SCMA 439 Process Management and Quality Control (3 credits)

Restricted Electives: 6 credit hours
Students will take 6 credits from the following:
ACCT 306 Cost Accounting (3 credits)
BUSN 400 Principles of Consulting *and* BUSN 401: International Consulting Practicum (6 credits)
FIRE 312 Financial Modeling (3 credits)
INFO 320 Business Intelligence and Data Mining (3 credits)
INFO 482 Introduction to Enterprise Resource Planning Systems (3 credits)
MGMT 319 Leadership (3 credits)
MGMT 405 Negotiation, Influence and Conflict Management (3 credits)
MKTG 325 Business-to-business Marketing (3 credits)
MKTG 335 Introduction to Personal Selling (3 credits)
MKTG 340 Retail Management (3 credits)
MKTG 350 Customer and Marketing Analytics (3 credits)
MKTG 435 Selling in the Business Marketplace (3 credits)
MKTG 450 Product Development and Management (3 credits)
SCMA 430 Data Management and Visualization (3 credits)
SCMA 440 Data Mining and Forecasting (3 credits)
SCMA 491 Topics in Supply Chain Management and Analytics (1-3 credits)
SCMA 492 Independent Study in Supply Chain Management and Analytics (1-3 credits)
SCMA 493 Internship in Supply Chain Management and Analytics (3 credits)

School of Business Shared Undergraduate Curriculum: 49-50 credit hours

This shared undergraduate curriculum is a requirement for all School of Business students and not specific to any particular major. It consists of:

ACCT 203 Introduction to Accounting I (3 credits)
ACCT 204 Introduction to Accounting II (3 credits)
BUSN 201 Foundations of Business
or BUSN 205 Introduction to the World of Business (3 credits)
BUSN 212 Business Problem Solving and Analysis (4 credits)
or MATH 200 Calculus with Analytic Geometry I (4 credits)
BUSN 225 Winning Presentations (3 credits)
BUSN 301 Career and Professional Development (1 credit)
BUSN 323 Legal Environment of Business
or FIRE 325 Real Estate Law
or FIRE 459 Insurance Law (3 credits)
BUSN 499 Business Knowledge Exam (0 credits)
ECON 210 Principles of Microeconomics (3 credits)
ECON 211 Principles of Macroeconomics (3 credits)
FIRE 311 Financial Management (3 credits)
INFO 360 Business Information Systems (3 credits)
MGMT 303 Creativity and Ideation (3 credits)
MGMT 310 Managing People in Organizations (3 credits)
MGMT 434 Strategic Management (3 credits)
MKTG 301 Marketing Principles (3 credits)
SCMA 320 Production/Operations Management (3 credits)

Open Electives: 10-11 credit hours

Total Credit Hours: 120

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

Students of the proposed program will be able to:

- Demonstrate an understanding of the complexities of global supply chains
- Assess and manage supply chain uncertainty and risk
- Employ current analytics tools (e.g., data visualization, predictive analytics) to support managerial decision-making
- Apply current analytics techniques to supply chain problems
- Qualitatively and quantitatively evaluate the performance of an organization's supply chain and identify improvement opportunities
- Integrate global macroeconomic conditions into their managerial decision
- Recognize the importance of diversity, equity, and inclusion to organizational supply chains, and integrate these factors into their assessments of supply chains

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

Graduates of the proposed program will be able to:

- Collect, analyze, and interpret supply chain-related data
- Utilize spreadsheet software (Excel) to conduct quantitative statistical analyses and develop mathematical models for supply chain problems
- Characterize and quantify risks to an organization's supply chain
- Conduct a thorough supplier qualification evaluation, including competitive benchmarking and scorecards
- Manage and schedule projects, including the use of Gantt charts, program evaluation review, and critical path method techniques
- Evaluate logistics and distribution networks and utilize optimization methods where appropriate
- Manage an organization's inventory and quantitatively compute appropriate ordering and holding policies
- Assess and assist with challenges related to international and multimodal supply chain logistics networks
- Evaluate supply chain process capacities and manage bottlenecks
- Apply statistical process controls concepts to evaluate quality-related data and manage conformance levels

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

Institution	**Program degree designation, name, and CIP code**	**Degrees granted (most recent 5-yr average)**
There are no bachelor degree programs in supply chain management per se, though some other institutions' bachelor degree programs in business may have supply chain management as a sub area.		

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2021 -2031 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Industrial Production Managers	203,800	210,900	3% 7,100	Bachelor's degree
Logisticians	195,000	249,100	28% 54,100	Bachelor's degree
Transportation, Storage, and Distribution Managers	150,700	163,400	8% 12,700	High school diploma or equivalent
Business Teachers, Postsecondary	103,400	109,800	6% 6,400	Master's degree; may require a doctoral degree

Labor Market Information: Virginia Employment Commission, 2020 -2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Industrial Production Managers	2,458	2,724	11% 266	27	Bachelor's degree
Logisticians	8,043	10,376	29% 2,333	233	Bachelor's degree
Transportation Storage, and Distribution Managers	2,962	3,358	13% 396	40	High school diploma or equivalent
Business Teachers, Postsecondary	2,776	3,051	10% 275	28	Not available

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		**Program Initiation Year 2024 - 2025**	**Program Full Enrollment Year 2027 - 2028**
1	Projected Enrollment (Headcount)	138	164
2	Projected Enrollment (FTE)	117	139
3	Estimated Tuition and E&G Fees	$13,454	$13,454
4	Projected Revenue from Tuition and E&G Fees	$1,856,652	$2,206,456

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

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

Demand for supply chain managers has increased along with macroeconomic trends in globalization, accelerating with COVID-induced supply-demand imbalances. With its central position, Virginia has become a hub for supply chain activities:

> *Virginia is one of North America's premier supply chain destinations. In the past decade, over 200 supply chain companies … have been attracted to Virginia by its combination of strategic location, world-class infrastructure, highly ranked business climate, top-ranked and abundant talent, and innovative supply chain ecosystem… More than 4,600 supply chain operations are located throughout Virginia, spanning warehousing and storage; road, rail, air, and maritime freight transport; and associated support services. More than 250 supply chain management projects have been announced since 2010, representing almost 20,000 jobs and over $1.5 billion in pledged capital investment (Virginia Economic Development Partnership 2023).*

The career outlook remains strong: the primary role (logistician) projects a 29% growth in Virginia over the next decade (27% nationally). Virginia's public higher education system fails to offer any undergraduate major under CIP Code 52.0203 (Logistics and Materials Management). Thus, Virginia students could stay in state and earn a degree rather than attending an out-of-state institution. This program will train students in the use of relevant tools and practices, filling the current void between Virginia's employment demand and educational offerings. The curriculum will provide students with foundations in the principles necessary to make decisions for an organization's supply chain, including logistics and distribution, strategic sourcing, quality management, capacity planning, and inventory management.

I. Basic Program Information

Institution (official name)	Virginia State University
Degree Program Designation	Master of Business Administration (M.B.A.)
Degree Program Name	Business Administration
CIP code	52.0201
Anticipated Initiation Date	Fall 2024
Governing Board Approval Date (actual or anticipated)	April 2023

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

Core Courses – 18 credit hours

- ACCT 510. Accounting Analysis for Decision Making* (3)
- CISY 510. Managing Information Technology* (3)
- FINC 510. Managerial Financial Economics* (3)
- MGMT 510. Entrepreneurship & Innovation Management* (3)
- MGMT 690. Strategic Planning & Implementation* (3)
- MKTG 510. Marketing Management* (3)

Restricted Elective Courses - 18 credit hours

Students select six of the following elective courses.

- ACCT 600. Reporting and Analysis of Financial Statements (3)
- ACCT 610. Accounting Analytics and Valuation (3)
- CISY 610. Computer Security (3)
- CISY 620. Organizational Risks and Business Continuity (3)
- FINC 600. Financial Management for New and Growing Ventures (3)
- MGMT 650. Management Theory & Organizational Leadership (3)
- MGMT 670. Human Resources &Human Capital Management (3)
- MKTG 600. Data Analytics (3)
- MKTG 630. Brand Building and Management Strategy (3)
- MKTG 640. Strategic Global Marketing Management (3)

Total Credit Hours - 36

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

Students will be able to:

- Integrate knowledge of theories and principles from business disciplines to solve management, marketing, entrepreneurial, accounting, cyber security, and other business problems.
- Apply technological tools in analyzing management, marketing, entrepreneurial, accounting, cyber security problems, and formulate optimal business solutions.
- Demonstrate critical thinking, innovativeness, and ethical orientation in making business decisions.
- Communicate effectively orally and in writing in various business and organizational leadership contexts.
- Prepare complex business documents that are clear, concise and that utilize appropriate technology tools for use in various industry environments.
- Synthesize the interrelationships between the different parts and functions of a business in various industries (e.g., manufacturing and banking), and demonstrate how these functions impact a business entity.
- Develop innovative new product or process ideas that can enable firms to successfully implement strategy and achieve a competitive advantage.
- Develop business plans and implement them for organizational success.

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

Graduates will be able to:

- Develop long-range objectives and strategic plans for the enterprise by identifying internal and external strategic gaps and opportunities that could affect growth and profitability.
- Scan the environment for business opportunities.
- Perform strategic analysis of acquisition candidates.
- Perform assessments, remediation, integration, and control implementation in client Information Technology environments, including operating systems and databases.
- Conduct meetings with clients' business process teams to discuss business processes, internal control risk management, IT controls, and related regulatory and compliance standards.
- Use performance analytics and insights strategy to drive growth through real-time insights.
- Lead product teams focused on the delivery of new sales and client products & capabilities.
- Work collaboratively with other workplace professionals.
- Communicate clearly to various entities including customers, collaborators, and supervisors.

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

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
George Mason University	Master of Business Administration, 52.0201	126
James Madison University	Master of Business Administration, 52.0201	47
Longwood University	Master of Business Administration, 52.0201	57
Old Dominion University	Master of Business Administration, 52.0201	43
Radford University	Master of Business Administration, 52.0201	17
University of Mary Washington	Master of Business Administration, 52.0201	34
University of Virginia	Master of Business Administration, 52.0201	475
Virginia Commonwealth University	Master of Business Administration, 52.0201	99
Virginia Tech	Master of Business Administration, 52.0201	128
College of William & Mary	Master of Business Administration, 52.0201	308

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2021 -2031 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Advertising, promotions, and marketing managers	347,000	380,000	10	Bachelor's degree or higher
Financial analyst	373,800	405,700	9	Bachelor's degree or higher
Financial managers	730,000	854,000	17	Bachelor's degree
Information security analysis	163,000	219,500	35	Bachelor's degree
Management analysts	950,000	1,059,000	11	Bachelor's degree or higher

Labor Market Information: Virginia Employment Commission, 2020 -2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Advertising, promotions, public relations	14,599	16,195	10.93%, 1,596	160	Not available
Financial Managers	16,994	20,302	19.47%, 3,308	331	Bachelor's degree
Computer and Information Managers	15,422	17,107	10.93%, 1,685	168	Bachelor's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		**Program Initiation Year 2024 - 2025**	**Program Full Enrollment Year 2027 - 2028**
1.	Projected Enrollment (Headcount)	20	50
2.	Projected Enrollment (FTE)	15	36
3.	Estimated Tuition and E&G Fees	$11,544.00	$12,120.00
4.	Projected Revenue from Tuition and E&G Fees	$230,880.00	$606,000.00
8.	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	$0	$0

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

Virginia needs a highly-educated workforce to sustain its current industries. Because of the prevalence of industries that require higher-levels of skill, current data from the Bureau of Labor Statistics on employment by occupational group in Virginia (May 2018) indicates that the need will persist throughout the next decade for Virginians to possess higher levels of education. Further, as one of the most educated and technologically advanced U.S. states, a Bachelor's Degree is considered the minimum qualification for many managerial jobs in Virginia. Our program will offer Virginia's workforce affordable, accessible, and graduate-level education in business administration that will distinguish graduates as leaders in the competitive workforce and allow them to ascend to higher managerial ranks.

Virginia needs to ensure that everyone in its highly educated, diverse workforce has a pathway to leadership. This is particularly important in Virginia where African-Americans represent 19.1% of the state's population (compared to 12.65% in the U.S. population), and are disproportionately represented in organizational leadership ranks. VSU's MBA program will help increase the number of minorities with graduate level education who are qualified for leadership positions in Virginia organizations and elsewhere.

I. Basic Program Information

Institution (official name)	Virginia State University
Degree Program Designation	Master of Science (M.S.)
Degree Program Name	Data Analytics
CIP code	30.7101
Anticipated Initiation Date	Fall 2024
Governing Board Approval Date (actual or anticipated)	April 2023

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

Core Coursework – 15 credit hours

- DAEG 500. Advanced Programming for Data Science (3) *
- DAEG 510. Data Analytics Engineering I (3) *
- DAEG 511. Data Analytics Engineering II (3) *
- DAEG 520. Advanced Information Visualization (3) *
- STAT 562. Mathematical Statistics (3)

Restricted Electives – 9-12 credit hours

Students enrolled in the Thesis option will take 9 credit hours from the restricted electives. Students enrolled in the Non-Thesis option will take 12 credit hours from the restricted electives.

- DAEG 545. Big Data Analytics (3) *
- DAEG 560. eSport & Sport Data Analytics *
- DAEG 562. Financial Analytics *
- DAEG 640. Special Topics in Data Analytics (3) *
- CSCI 602. Advanced Artificial Intelligence (3)
- CSCI 695. Data Mining (3)
- CSCI 710. Introduction to Machine Learning (3) *
- CSCI 720. Machine Learning with Big Data (3) *
- CSCI 730. Introduction to Blockchain (3) *
- STAT 601. Introduction to Predictive Analytics (3) *
- STAT 610. Bayesian Statistics (3) *

Thesis Option – 6 credit hours

- DAEG 600. Thesis I (3) *
- DAEG 601. Thesis II (3) *

Non-Thesis Option – 3 credit hours

- DAEG 605. Master Project (3) *

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

Students will be able to:

- Design complex algorithms involving big-data structures and implement solutions in multiple languages.
- Demonstrate proficiency with statistical analysis using advanced statistical programming tools (e.g., R, Python, Tableau).
- Design, build and assess advance analytics and data-based models for decision making.
- Demonstrate skill in data visualization to compare the performances of multiple methods and models, recognize the connections between how data were collected and the scope of conclusion from the resulting analysis.
- Apply data science concepts and methods to solve problems in real-world contexts and will communicate these solutions effectively.
- Apply professional, ethical, legal, security, and social issues and responsibilities in context to the field of data science and decision making.

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

Graduates will be able to:

- Effectively work within a team environment interacting with peers and leadership.
- Design, build, test and deploy highly scalable and resilient cloud-based applications on private and public clouds.
- Collaborate with research teams to ensure the use of statistical software packages to analyze large datasets.
- Analyze the impact of uncertainty on inferential thinking, and probabilistic mechanisms for modeling uncertainty.
- Determine the strengths and weaknesses of a large number of methods for estimation and hypothesis testing, and, given a set of data, the ability to choose and correctly execute an appropriate method.
- Apply theory and application of model building in the presence of uncertainty, including assessing model quality and diagnosing adequacy of assumptions.
- Apply data science concepts and methods to solve problems in real-world contexts and will communicate these solutions effectively.

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

Institution	**Program degree designation, name, and CIP code**	**Degrees granted (most recent 5-yr average)**
George Mason University	M.S., Data Analytics Engineering, 11.0802	169
Radford University	M.S., Data and Information Management, 11.0802	4
University of Virginia	M.S., Data Science, 30.7001	28

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
Virginia Commonwealth University	M.D.A., Decision Analytics, 30.7101	Not available

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2021 -2031 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Statistician	34,200	45,300	33%, 11,200	Master's degree
Computer and information research scientists	33,500	40,600	21%, 7,100	Master's degree

Labor Market Information: Virginia Employment Commission, 2020-2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Statistician	1,276	1,744	36.68%, 468	47	Master's degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		**Program Initiation Year 2024 - 2025**	**Program Full Enrollment Year 2026 - 2027**
1	Projected Enrollment (Headcount)	20	38
2	Projected Enrollment (FTE)	18	31
3	Estimated Tuition and E&G Fees	$11,989.00	$12,348.67
4	Projected Revenue from Tuition and E&G Fees	$239,780	$469,249.46
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	$0	$0

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

The proposed degree aims to educate future data scientists and data analytics experts with both theoretical and technical expertise, as well as pragmatic knowledge to take on data-intensive research and industry projects. Data analytics involves the process of acquiring, extracting, integrating, transforming, and modeling data with the goal of deriving useful information. Its importance is evident in both the private and public sectors. In the private sector, data analytics is used for predicting consumer trends, storing massive company information, and using networked business intelligence to link up different departments' data across a company. In the public sector, it is used for pattern recognition for national security, risk analysis, and risk mitigation. With the technological growth and resulting massive amount of data, data analytics has become vital for the well-being of society. Students who undertake the proposed Data Analytics Engineering program will be prepared to lead innovation in both sectors.

The proposed degree program addresses the current needs of the Commonwealth of Virginia and the nation as a whole. As data analytics is a rapidly growing but relatively new field, it's crucial to diversify the population in this field and address issues related to diversity and gender gaps.

I. Basic Program Information

Institution (official name)	Virginia State University
Degree Program Designation	Bachelor of Science (B.S.)
Degree Program Name/Title	Mechanical Engineering
CIP code	14.1901
Anticipated Initiation Date	Fall 2024
Governing Board Approval Date (actual or anticipated)	April 2023

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

The proposed Bachelor of Science (B.S.) degree program in Mechanical Engineering will require 128 credit hours. New courses are denoted with an asterisk (*).

General Education Requirements: 35 credit hours
The General Education curriculum for the College of Engineering requires 35 credit hours.

Core Courses – 36 credit hours

- MEEG 205. Statics (3) *
- MEEG 210. Dynamics (3) *
- MEEG 225. Thermodynamics (3)
- MEEG 305. Mechanics of Deformable (3)
- MEEG 306. Solid Mechanics Lab (1)
- MEEG 325. Fluid Mechanics (3) *
- MEEG 335. Heat Transfer (3) *
- MEEG 336. Thermal Science Lab* (1)
- MEEG 405. Machine Design (3) *
- MEEG 410. Computer Aided Engineering* (3)
- MEEG 425. Thermal Systems Design (3) *
- MEEG 455. Systems and Controls (3) *
- MEEG 461. Senior Design I (2) *
- MEEG 462. Senior Design II (2) *

Required Courses – 48 credit hours
Other Math/Science and Non-Engineering Requirements (17 credit hours)

- ENGL342. Technical Communications (3)
- PHYS 113. General Physics II and Lab (4)
- CHEM 151. General Chemistry (3 credits)
- CHEM 153. General Chemistry Lab (1)
- MATH 350. Differential Equations (3)
- MATH 392. Linear Programming (3)

Engineering Fundamentals (31 credit hours)

- ENGR 101. Introduction to Engineering I (2)

- ENGR 102. Introduction to Engineering II (2)
- ENGR 200. Engineering Graphics (3)
- ENGR 201. Circuit Analysis (3)
- ENGR 203. Introduction to Programming (3)
- ENGR 301. Engineering Statistics (3)
- ENGR 305. Materials Engineering (3)
- ENGR 310. Engineering Economics (3)
- ENGR 304. Mechatronics (3)
- MANE 307. Manufacturing Processes* (3)
- MANE 317. Manufacturing Systems* (3)

Restricted Electives – 9 credit hours
Students must select 9 credit hours from the following options:

- MATH/SCIENCE Elective (3)
- ENGR/MEEG*/CPEG Elective (3)
- ENGR/MEEG*/CPEG Elective (3)

Total credit hours - 128

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

Educational outcomes align with the standards published by ABET Criteria for Accrediting Engineering Programs. Students will be able to:

- Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- Communicate effectively with a range of audiences.
- Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- Collaborate effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- Acquire and apply new knowledge as needed, using appropriate learning strategies.

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

Graduates will be able to:

- Read and interpret blueprints, technical drawings, schematics, or computer-generated reports. Analyze digital evidence and investigate data breaches to derive useful information.
- Research, design, evaluate, install, operate, or maintain mechanical products, equipment, systems or processes to meet requirements.
- Develop, coordinate, or monitor all aspects of production, including selection of manufacturing methods, fabrication, or operation of product designs.
- Develop or test models of alternate designs or processing methods to assess feasibility, sustainability, operating condition effects, potential new applications, or necessity of modification.
- Recommend design modifications to eliminate machine or system malfunctions.
- Specify system components or direct modification of products to ensure conformance with engineering design, performance specifications, or environmental regulations.
- Research and analyze customer design proposals, specifications, manuals, or other data to evaluate the feasibility, cost, or maintenance requirements of designs or applications.
- Assist drafters in developing the structural design of products, using drafting tools or computer-assisted drafting equipment or software.
- Design integrated mechanical or alternative systems, such as mechanical cooling systems with natural ventilation systems, to improve energy efficiency.
- Apply engineering principles or practices to emerging fields, such as robotics, waste management, or biomedical engineering.
- Establish or coordinate the maintenance or safety procedures, service schedule, or supply of materials required to maintain machines or equipment in the prescribed condition.
- Confer with engineers or other personnel to implement operating procedures, resolve system malfunctions, or provide technical information.

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

Institution	**Program degree designation, name, and CIP code**	**Degrees granted (most recent 5-yr average)**
George Mason University	BS, Mechanical Engineering, 14.1901	656
Old Dominion University	BSME, Mechanical Engineering, 14.1901	136
University of Virginia	BS, Mechanical Engineering, 14.1901	81
Virginia Commonwealth University	BS, Mechanical Engineering, 14.1901	102
Virginia Military Institute	BS, Mechanical Engineering, 14.1901	30

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
Virginia Tech	BS, Mechanical Engineering, 14.1901	369

VI. Labor Market Information.

Labor Market Information: Bureau of Labor Statistics, 2021-31 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #'s	Typical Entry Level Education
Mechanical Engineer	284,900	291,300	2%; 6,400	Bachelor's degree

Labor Market Information: Virginia Employment Commission, 2020-2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change and #'s	Annual Change	Education
Mechanical Engineer	7,544	8,044	6.63%, 500	50	Bachelor's Degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		**Program Initiation Year 2024 - 2025**	**Program Full Enrollment Year 2027 - 2028**
1.	Projected Enrollment (Headcount)	15	128
2.	Projected Enrollment (FTE)	13	127
3.	Estimated Tuition and E&G Fees	$184,330.00	$1,618,402.00
4.	Projected Revenue from Tuition and E&G Fees	$81,192.00	$801,903.00
5.	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	N/A	N/A

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

The Virginia Employment Commission (VEC) shows data from labor trends pertaining to the field of Mechanical Engineering (ME). There are over 7,800 professionals in Mechanical Engineering contributing to the State economy in a profession growing at 7%. The Northeast Virginia non-metropolitan region has the highest concentration of ME jobs and location quotient (4.4) in the nation. The annual mean wage for the ME profession in Virginia is $111,220. There are more than 640 open positions that require some expertise in the field of industrial, manufacturing and/or mechanical engineering within Virginia. This is made evident by searching the keyword ***mechanical engineer***. The number grows dramatically when a search is made using additional related keywords such as ***industrial or manufacturing***. Specifically, for mechanical engineering work in Virginia, the supply is currently low, and there is a supply

shortage of engineers in the advanced manufacturing profession. The proposed undergraduate degree program in ME will help prepare the required professionals and mitigate the gap in the workforce need in Virginia.

SCHEV's enrollment data trend illustrates a huge gap in the enrollment of African-Americans/Blacks and women in the field of ME. Currently, there are six four-year public institutions of higher education offering bachelor's degrees in ME. These institutions enrolled 2781 students in Fall 2020, combined, and 267 (~6%) were African-American/Black.

State Council of Higher Education for Virginia
Agenda Item

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

Date of Meeting: March 20, 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 inform the committee's consideration of a proposal for a complex 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 Change Presented for Approval

- Virginia Commonwealth University (VCU) is proposing to
  - establish a **School of Population Health**, with associated organizational changes:
    - establish a **Department of Epidemiology**
    - reorganize the Department of Health Behavior and Policy to establish:
      - a **Department of Health Policy**, and
      - a **Department of Social and Behavioral Sciences**

Upon establishment, the proposed School of Population Health will consist of the four departments:

Department of Biostatistics
Department of Epidemiology
Department of Health Policy
Department of Social and Behavioral Sciences.

The establishment of the School of Population Health is a prelude to VCU's efforts to secure accreditation from the Council on Education for Public Health (CEPH) for a School of Public Health. CEPH does not permit the phrase "public health" to be used in a school's name until said school has been accepted to candidacy for accreditation. Staff anticipates that VCU will apply to SCHEV to change the name of the school to "School of Public Health," when it has received notification from CEPH that it is permitted to use the name "School of Public Health."

Financial Impact:
Financial and budgetary information appear in proposal summary below

Timetable for Further Review/Action: N/A

Relationship to Goals of *The Virginia Plan for Higher Education*:
Council's consideration of the establishment of new organizational units at public institutions supports the following strategies outlined in the statewide strategic plan:

- 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:
Based on a review of the application, staff presents the proposed establishment of the **School of Population Health** at Virginia Commonwealth University 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 Population Health at Virginia Commonwealth University; and

BE IT FURTHER RESOLVED that the State Council of Higher Education for Virginia approves the establishment of the Department of Epidemiology within the School of Population Heath.; and

BE IT FURTHER RESOLVED that the State Council of Higher Education for Virginia approves the reorganization of the Department of Health Behavior and Policy to establish the Department of Health Policy and the Department of Social and Behavioral Sciences, both within the School of Population Health; and

FINALLY, BE IT RESOLVED that the establishment of the School of Population Health and its constitutive Departments of Biostatistics, Epidemiology, Health Policy, and Social and Behavioral Sciences, shall take effect on April 1, 2023.

Virginia Commonwealth University
Proposed Establishment of the School of Population Health
(selections from proposal)

Background

In October 2020, the Senior Vice President for Health Sciences and CEO of the VCU Health System began exploring whether having a free-standing school dedicated to public health was viable at VCU and had interest before launching a larger, formal process.

Between November 2020 and April of 2021, staff in the Office of the Senior Vice President for Health Sciences and CEO of the Health System reviewed information about academic degree programs in public health and organizational structures of departments, schools, and colleges for public health. Staff reviewed degree programs at VCU and peer schools. Staff also examined academic units at peer institutions. The Senior Vice President decided to establish a task force to gather and examine a free-standing school of public health.

The task force included the Deans of the School of Pharmacy, College of Engineering, School of Nursing, Wilder School of Government and Public Affairs, College of Humanities and Sciences, and College of Health Professions, the Senior Associate Vice President for Health Sciences, the Executive Director for Academic Finance and Administration, the Senior Vice-Provost for Academic Affairs, the Vice Provost for Life Sciences and Research, and the Chairpersons of the Division of Epidemiology in the Department of Family Medicine and Population Health and the Department of Supply Chain Management and Analytics.

The task force was charged to consider: (1) the need for a school dedicated to public health, (2) the organizational structure of such a school, (3) the strengths and weaknesses of a free-standing school of public health, and (4) budgetary impacts to the university.

Between the end of May and the middle of June 2021, the task force examined academic programs at VCU and VCU's peer institutions. The task force examined documents written by the Virginia Council of Presidents in 2020 and the Joint Statement from Governor Northam and General Assembly Leaders in 2021 to examine the vision and goal of a proposed school. The task force also examined the administrative and faculty resources of existing academic units across VCU and considered the fiscal resources and budget models across the university and how various organizational changes would impact existing academic units.

The task force delivered its final report in July of 2021, which unanimously recommended the establishment of a free-standing school dedicated to public health.

In December of 2021, the proposal for a free-standing school dedicated to public health was approved in succession by: the University Council, the president's Cabinet, the VCU Health System Authority Board of Directors, and the VCU Board of Visitors. Following feedback from the Council on Education for Public Health (CEPH), VCU

revisited the name of the proposed school, which was modified to “School of Population Health.” The VCU Board of Visitors approved the modified name in March 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 university’s public and population health academic programs, initiatives, and resources.

Rationale for the Proposed Change
The establishment of the proposed School of Population Health will be advantageous to VCU in two ways: 1) by promoting alignment with peer institutions; and 2) by providing a cohesive administrative structure for public and population health disciplines.

Of VCU’s 25 SCHEV peer institutions, 17 have a free-standing school or college dedicated to public health. Further, these institutions have similar academic subunits, similar degree programs, and similar amounts of resources dedicated to public health as the proposed school would at VCU. The proposed school will demonstrate and affirm VCU’s dedication to the field of public and population health in the same manner as the institutions with which VCU competes.

The advantages of a free-standing school focused on public health at VCU include: opportunities to build a shared identity among departments focused on public health, establishment of a clear identity within VCU, and greater administrative freedom and autonomy for growth. A school with a structure to oversee the disciplinary areas of public health, which encompasses biostatistics, epidemiology, health policy, and social and behavioral sciences, will allow one academic unit to efficiently manage the four disciplinary areas at the university.

Academic Units
The proposed organizational change will be accomplished essentially by removing academic units and resources from the School of Medicine. The Department of Biostatistics will be relocated from the School of Medicine to the proposed school. The Department of Health Behavior and Policy will be relocated from the School of Medicine to the proposed school and reorganized to establish two new departments. A new Department of Epidemiology will be established by transferring the existing Division of Epidemiology from the School of Medicine’s Department of Family Medicine and Population Health.

Upon establishment, the proposed School of Population Health will have four departments:

Department of Biostatistics
Department of Epidemiology
Department of Health Policy
Department of Social and Behavioral Sciences

Academic Programs
The proposed organizational change will not entail curricular alterations to existing certificate and degree programs offered by the proposed organizational units or their predecessor units in the School of Medicine. Administrative oversight for involved certificate and degree programs will be provided in the proposed school as follows:

School of Population Health, Dean's Office
Master of Public Health (MPH) in Public Health

Department of Biostatistics
Doctor of Philosophy (PhD) in Biostatistics
Master of Science (MS) in Biostatistics
Graduate Certificate in Genomics Data Science

Department of Epidemiology
Doctor of Philosophy (PhD) in Epidemiology

Department of Health Policy
Doctor of Philosophy (PhD) in Healthcare Policy and Research

Department of Social and Behavioral Sciences
Doctor of Philosophy (PhD) in Social and Behavioral Sciences.

Administration and Faculty
Full-time administrative and faculty appointments for the first three years of operation will be as follows:

School of Population Health
Nine new hires:

- Dean and Executive Assistant to the Dean
- Senior Associate Dean for Academic and Faculty Affairs
    - Director of Academic Affairs
    - Admissions Officer
    - Associate Dean for Research and Strategic Initiatives
- Senior Director of Finance and Administration
    - Financial Analyst
    - Human Resources Coordinator

Department of Epidemiology
Six new hires:

- Department Administrator
- Executive Assistant/Office Manager
- Four new faculty (in addition to an initial cohort of 10 faculty).

Department of Health Policy
Two new faculty will be hired (in addition to an initial cohort of nine faculty).

Department of Social and Behavioral Sciences
One new faculty will be hired (in addition to an initial cohort of 12 faculty).

Resources

The funds moved from the School of Medicine will total $51,446,182. The budget of the School of Medicine will be impacted. However, the School of Medicine can accommodate the loss of the funds from the school's overall budget. VCU will not need to request state funding to replace the funds moved from the School of Medicine to establish and sustain the proposed school.

Budgetary detail for the first three years' operation of the school and three new departments is appended below.

New Academic Unit - Proposed Name: School of Population Health

Expenditure Category	Proposed Budget			
	HDCT	2022 - 2023	2023 - 2024	2024 - 2025
Personnel Salary				
Dean	1	$300,000	$300,000	$300,000
Fringe Benefits		$120,300	$120,300	$120,300
Sr. Associate Dean for Academic & Faculty Affairs	1	$225,000	$225,000	$225,000
Fringe Benefits		$90,225	$90,225	$90,225
Associate Dean for Research & Strategic Initiatives	1		$200,000	$200,000
Fringe Benefits			$80,200	$80,200
Other Personnel	14	$1,098,934	$1,158,934	$1,158,934
Fringe Benefits		$440,673	$464,733	$464,733
Faculty	60	$9,495,698	$9,743,698	$9,997,698
Fringe Benefits		$3,803,959	$3,901,499	$4,023,454
Personnel Subtotal	77	$15,574,788	$16,284,588	$16,660,543
Student Support				
Student HelpersWorkers				
Graduate Teaching Assistant	16	$480,000	$480,000	$480,000
Graduate Research Assistant	43	$1,290,000	$1,290,000	$1,290,000
Student Support Subtotal	59	$1,770,000	$1,770,000	$1,770,000
Operating Expenses				
Office Supplies		$40,000	$40,000	$40,000
Instructional Supplies		$55,000	$55,000	$55,000
Travel		$40,000	$40,000	$40,000
Marketing		$200,000		
Conference/Professional Development		$90,000	$90,000	$90,000
Other Costs		$607,753	$569,753	$563,753
Operating Expenses Subtotal		$1,032,753	$794,753	$788,753
Total	**136**	**$18,377,541**	**$18,849,341**	**$19,219,296**

New Academic Unit - Proposed Name: Department of Epidemiology

Expenditure Category	HDCT	Proposed Budget 2022 - 2023	2023 - 2024	2024 - 2025
Personnel Salary				
Department Chair	1	$210,000	$210,000	$210,000
Fringe Benefits		$84,210	$84,210	$84,210
Department Administrator	1	$95,000	$95,000	$95,000
Fringe Benefits		$38,095	$38,095	$38,095
Education Coordinator	1	$48,000	$48,000	$48,000
Fringe Benefits		$19,248	$19,248	$19,248
Executive Assistant/Office Manager	1	$46,000	$46,000	$46,000
Fringe Benefits		$18,446	$18,446	$18,446
Faculty	11	$1,543,314	$1,670,314	$1,924,314
Fringe Benefits		$616,961	$665,980	$764,018
Personnel Subtotal	15	$2,719,274	$2,895,293	$3,247,331
Student Support				
Student HelpersWorkers				
Graduate Teaching Assistant	2	$60,000	$60,000	$60,000
Graduate Research Assistant	8	$240,000	$240,000	$240,000
Student Support Subtotal	10	$300,000	$300,000	$300,000
Operating Expenses				
Office Supplies		$10,000	$10,000	$10,000
Instructional Supplies		$10,000	$10,000	$10,000
Travel		$10,000	$10,000	$10,000
Marketing		$5,000		
Conference/Professional Development		$20,000	$20,000	$20,000
Other Costs		$87,983	$87,983	$87,983
Operating Expenses Subtotal		$142,983	$137,983	$137,983
Total	**25**	**$3,162,257**	**$3,333,276**	**$3,685,314**

Reorganization Existing Academic Unit - Health Behavior & Policy

New Academic Unit 1 - Proposed Name: Health Policy

New Academic Unit 2 - Proposed Name: Social & Behavioral Health

	Existing Unit 1		Proposed Unit 1		Proposed Unit 2	
Expenditure Category	**Expenses**	**HDCT**	**Expenses**	**HDCT**	**Expenses**	**HDCT**
Personnel Salary						
Department Chair (currently shared position)	$339,227	1	$339,227	1	$339,227	1
Fringe Benefits	$136,030		$136,030		$136,030	
Department Administrator (shared position)	$114,526	1	$57,263	1	$57,263	1
Fringe Benefits	$46,154		$22,962		$22,962	
Education Coordinator (shared position)	$73,500	1	$36,750	1	$36,750	1
Fringe Benefits	$29,621		$14,737		$14,737	
Other Staff (Office Manager & Fiscal Technician)	$91,000	2	$52,284	1	$52,284	1
Fringe Benefits	$36,673		$21,070		$21,070	
Faculty	$3,279,765	20	$1,699,951	11	$1,942,814	13
Fringe Benefits	$1,315,186		$681,680		$779,068	
Personnel Subtotal	$5,461,682	25	$3,061,955	14	$3,402,206	16
Student Support						
Student Helpers/Workers						
Graduate Teaching Assistant	$120,000	4	$60,000	2	$60,000	2
Graduate Research Assistant	$750,000	25	$390,000	13	$360,000	12
Student Support Subtotal	$870,000	29	$450,000	15	$420,000	14
Operating Expenses						
Office Supplies	$20,000		$10,000		$10,000	
Instructional Supplies	$20,000		$10,000		$10,000	
Travel	$20,000		$10,000		$10,000	
Marketing			$5,000		$5,000	
Conference/Professional Development	$40,000		$20,000		$20,000	
Other Costs	$328,250		$170,690		$157,560	
Operating Expenses Subtotal	$428,250		$225,690		$212,560	
Total	**$6,759,932**	**54**	**$3,737,645**	**29**	**$4,034,766**	**30**

State Council of Higher Education for Virginia
Agenda Item

Item: #I.G – Academic Affairs Committee – Discussion of Private Postsecondary Education School Closures

Date of Meeting: March 20, 2023

Presenter: Ms. Sandra Freeman
Director, Private Postsecondary Education
sandrafreeman@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 provide the Academic Affairs Committee with an overview of legal requirements and logistical challenges associated with the closure of postsecondary schools in Virginia.

Background Information/Summary of Major Elements:
As assigned in Code of Virginia § 23.1-213, Council possesses a wide range of regulatory responsibilities related to the authorization and monitoring of private and out-of-state postsecondary institutions in Virginia. Among the most important of these responsibilities is the oversight of school closures.

On March 20, a staff presentation will review specific duties and activities associated with school closures, including the protection of student financial interests, the preservation of student records, and the facilitation of teach-outs and the transfer of students and their academic credits.

Materials Provided:
None enclosed. Staff will provide a presentation (PowerPoint) at the meeting.

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

Date of Meeting: March 20, 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:
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, March 20, 2023

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

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Open Virginia Advisory Committee

- The Open Virginia Advisory Committee (OVAC) met February 2, and March 2, 2023. OVAC includes representatives from public two- and four- year institutions. The agendas included updates on the new SCHEV representative, Ms. Kirstin Pantazis, discussion on Open Education Week 2023 and collaborative opportunities with other committees. OVAC is scheduled to meet again April 6, 2023.

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

- PPE staff virtually convened a group of prospective school owners on January 10 and February 21, 2023. 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 eight participants from degree-granting and 33 vocational school representatives in attendance.

State Committee on Transfer

- The State Committee on Transfer (SCT) met January 29 and February 16. The SCT includes representatives from all public two- and four-year institutions. The agendas included an update on Transfer Virginia, discussion on current legislation moving through the general assembly, submission of transfer agreements, and transferability of the Passport and Uniform Certificate of General Studies. The SCT is scheduled to meet again in March 23, 2023.

Staff Member Appointed

- Ms. Emily Muniz began as Associate for Transfer and Talent Pathways on February 10. Ms. Muniz has extensive experience in two-year education institutions, and will work primarily on transfer and Virginia's Tech Talent Investment Program.

Staff Activities and Recognition

Darlene Derricott

- Attended the NC-SARA State Portal Entity (SPE) Summit on February 23, 2023. Sessions included presentations on State Data Reports, Data Use, and the Department of Education (USED) Rulemaking Updates. Member states

engaged in discussions on the use of distance education data as a tool for advancing attainment goals and workforce needs.

Jodi Fisler

- Attended the annual meeting of the American Association of Colleges & Universities (AAC&U) in San Francisco, CA January 18-20, 2023;
- Attended a workshop on critical reflection led by Dr. Patti Clayton, sponsored by the Bonner Center for Civic Engagement at the University of Richmond, January 23, 2023;
- Attended a virtual forum organized by the Civic Learning & Democracy Engagement (CLDE) Coalition on February 6-7, 2023; participated in a panel on the new multi-state collaborative to advance the civic learning movement;
- Attended "Discourse Across Difference: Harmonizing Free Expression, Academic Freedom, and DEI," an executive symposium co-sponsored by the Bipartisan Policy Center and Texas Tech University in Lubbock, TX, February 9-10, 2023;
- Is planning another Day of Dialogue on Civic Learning and Engagement, to be held at the University of Mary Washington on June 5, 2023.

Sandra Freeman

- Attended the annual Council for Higher Education Accreditation (CHEA) conference in Washington, DC on January 23-26, 2023; discussions focused on Maintaining and Improving Quality in Higher Education.

- Attended the semi-annual Virginia Higher Education Substance Use Advisory Committee (VHESUAC) Executive Council Meeting at Virginia ABC Headquarters in Richmond on January 27, 2023. The topics discussed include implementation of a statewide strategic plan for substance use education, prevention, and intervention at Virginia's public and private institutions.

Kirstin Pantazis

- Attended the annual Southern Regional Education Board's (SERB) Open Education Resources (OER) and Dual Enrollment Conference in Atlanta, GA on March 2-3, 2023; discussions focused on awareness, adoption, and scaling of OER opportunities and expansion of dual enrollment for student success as well as OER as a workforce preparedness tool. SREB will begin convening state action teams for OER and will produce a report on each member state's current engagement with OER.

Paul Smith

- Attended the National Institute for the Study of Transfer Students (NISTS) annual conference in Portland, Oregon, held February 21-23. Dr. Smith presented with Micol Hutchison from the Virginia Community College System on the history of and current work on the state's Transfer Virginia initiative; specifically, the use and development of student facing transfer guides. Transfer guides are unique to Virginia and function as a single resource for transfer students and institutions.

Representatives from other institutions and states showed significant interest in Transfer Virginia.

- Attended the Southern Regional Education Board's (SERB) Dual Enrollment Advisory Panel (DEAP) in Atlanta, GA on March 1, 2023. SREB launched this dual enrollment initiative in 2019 to assist Southern states to realize the promise and potential of dual enrollment. The DEAP was convened to guide this initiative by bringing together expertise across the region. DEAP examines dual enrollment from three aligned perspective: 1) early state to completing a college credential, 2) a key component of workforce development, and 3) a means for student to master industry-valued success skills. The advisory panel meets quarterly.

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
Ms. Emily Muniz, Associate for Transfer and Talent Pathways
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. Monica Lewis, Fiscal Specialist
Ms. Angela Menjivar, Certification 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
January 10, 2023

DRAFT MINUTES

Mr. Broderick called the meeting to order at 10:00 a.m. on the first floor of the Library of Virginia. Committee members present: Ken Ampy, Katharine Webb, Walter Curt, and Jennie O'Holleran.

The following Committee member was unable to attend: Victoria Harker. Thaddeus Holloman

Staff members present: Tom Allison, Lee Andes, Peter Blake, Emily Salmon, Grace Covello, Alan Edwards, Wendy Kang, Tod Massa, Yan Zheng, Ashley Crute, Alisha Bazemore, Lynn Seuffert, Evan Price.

Others present: Ramona Taylor (Office of the Attorney General), Robert Lambeth and Sabena Moretz (CICV)

APPROVAL OF MINUTES

On a motion by Mr. Broderick and seconded by Jennie O'Holleran, the minutes from the October 24, 2022, meeting were approved unanimously.

DISCUSSION OF THE GOVERNOR'S INTRODUCED BUDGET

Mr. Broderick introduced the agenda topic related to the Governor's Introduced budget. Mr. Broderick also took a moment to thank Ms. Kang for her service to SCHEV and the resources and planning committee. Ms. Kang highlighted the already significant investments in higher education related to salary increases and financial aid from FY 2023. Ms. Kang reviewed the major investments from the Governor's introduced budget. The major investments include 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 44% of the total addition ($47.4 million). Further, there is a one-time $15 million invested in 5 pilot programs to increase industry credentials for high school students. There is language to increase in the workforce credential grant from $3,000 to $4,000. Related to mental health there is one-time funds of $9 million added to support mental health services. Overall to address the healthcare shortage there is $1 million in nursing scholarship programs, $10 million to enhance the nurse preceptor incentive program, Earn to Learn Nursing Education Acceleration program, a psychiatric nursing graduate education loan repayment program, and increases funding for the Behavioral Health Loan Repayment Program.

Mr. Broderick asked about the nursing funds related to Earn to Learn going to hospital programs. Ms. Kang indicated that she believes so but there are more details needed on the topic.

Ms. Kang continued with discussing the increase in TAG award for online students from 50% of the total TAG award to 75% of the total TAG award. In addition, there is funding added to assess a potential merger with ODU and EVMS.

In research there is $5 million for the VCU Massey Cancer Center and $500,000 for UVA-Wise to explore university research status.

There are two new assignments assigned to SCHEV: (1) fiscal reporting with the Department of Accounts and (2) procurement for the mental health project. Also, there is a bonus for state employees of $1,500 and a potential merit bonus of up to 10% of salary.

SCHEV recommended inflationary increases for operations and the growth of the military survivor program which are not reflected in the Governor's introduced budget.

Mr. Curt inquired about an end of the year surplus and if the surplus disappears or if they carry over. Ms. Kang highlighted that it is program specific so some programs may carry over while others may not carry over. Ms. Webb reviewed the process for distinction in carry over funds versus retracted funds at the end of the year.

Ms. O'Holleran asked about the inclusion in the total budget of salary increases. Ms. Kang indicated that it was not included in the budget. Further, Ms. O'Holleran asked about the split of continuing versus one-time funds in the budget. Ms. Kang indicated that SCHEV staff would provide the split of funds to Council.

Ms. Webb proposed a question related to the distribution of the $9 million in mental health funds. Ms. Kang indicated that the $9 million would be used to reimburse institutions contracts on telehealth mental health services. Ms. Webb indicated the need for language to carry over funds for the mental health pilot due to the late distribution of funds. The carryover will make it easier to manage multi-year grants.

Ms. Kang concluded with a review of the upcoming process for the budget. She noted that the Governor's introduced budget is the first version of the budget, followed by member amendments which are due Friday, January 13th, 2023. After member amendments are introduced, the General Assembly will negotiate and propose a revised budget.

DISCUSSION OF LOW-INCOME/PELL ENROLLMENT AND COMPLETION INITIATIVE

Mr. Andes introduced Pell-enrollment and completion highlighting the General Assembly funding and language and SCHEV's strategic plan. The General Assembly provided SCHEV with funding to hire a consultant to foster improvement of enrollments and completions by recipients of Pell Grants. The review committee unanimously agreed that HCM Strategists was the best fit. Mr. Andes reviewed four deliverables that HCM Strategists are charged with completing: (1) conduct an overview of the higher education pipeline and identify barriers to the enrollment of Pell-eligible and low-income students, (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, (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, and (4) deliver a final report.

Mr. Broderick inquired about where he can find the national landscape of where Virginia compares to other states on Pell-enrollment. Mr. Andes indicated that he would provide Council with the data.

Mr. Curt inquired about a concern of pulling students from one institution to another. He suggested that George Mason might be a helpful resource for the HCM Strategists to talk with to discuss best practices. Mr. Curt also inquired about the average cost of Pell-students at an institution. Mr. Andes responded with approximately $4,000 is the cost of Pell-students at an institution.

Mr. Andes discussed Pell-eligible student enrollment trends across institution sectors. He also discussed six-year graduation rates for Pell-eligible students.

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

Ms. Kang reviewed the status of full-cost requirement for out-of-state students. Recent increases in state funding and slowdowns in enrollment growth led to the charges to students at NSU and VSU in 2022-23 that are estimated to be below the requirement. Highlighting that the two institutions have no increases to tuition for all students and a large influx in funding which led to the imbalance of full-cost requirement for out-of-state students.

SCHEV staff has worked with the institutions to identify potential remediation plans and provides the data and analyses in the agenda book in Table 1 on page 61. The average cost for undergraduate and graduate student is $27,000 at NSU and 20,000 at VSU. In table 2 of the agenda book NSU and VSU provided us with the cost of attendance at other HBCU's. Given the tuition at other HBCU's SCHEV staff believes increasing tuition might negatively impact enrollment at NSU and VSU. Staff suggests supporting a revisiting of the full-cost calculations this fall over the imposition of remediation plans.

Ms. Webb and Mr. Broderick agree that SCHEV's recommendation to revisit the full-cost calculations in the fall is appropriate. Mr. Broderick highlights that Virginia does a good job retaining out-of-state students who attend our institutions.

Mr. Curt inquires that SCHEV is calculating a cost for students and is asking for the data per institution. Ms. Kang agreed to provide Mr. Curt with the institutional data on full-cost for out-of-state students.

Ms. O'Holleran inquiries about the current legislation related to in-state costs for out-of-state students. Ms. Kang highlighted legislation indicating that Radford University could enroll Appalachian students similar to the current practice at UVA-Wise.

Mr. Blake provides comments on the history of the full-cost requirement noting that state funds were supporting out-of-state students at one point.

DISCUSSION OF 2022 DEGREES AND CERTIFICATES AWARDED

Mr. Massa presented on the 2022 degrees and certificates awarded. Mr. Massa noted that total awards were up in 2021-22. He reviewed demographic data trends on degrees and certificates awarded. 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%. The State Council of Higher Education for Virginia 67 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).

The Top Jobs Act (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%).

Mr. Massa noted that we will fall significantly short by 14,000. To make up the difference public institutions would have to increase degrees by 4,000 per year over the next four years. In the agenda book tables 5 and 6 highlight trends among the community colleges. Tables 7 and 8 in the agenda book provide data on TAG eligible private institutions which show that they are trending 750 below the goal.

Mr. Broderick asked about state comparisons to see if we are comparing similar states to Virginia. Mr. Massa noted that Lumina provides data that is comparable across states.

Mr. Curt questioned that number of total degrees granted by undergraduate students noting that community college students lost 1,000 degrees awarded, he is interested if the four-year schools are pulling students away from the community college system. Mr. Massa notes that it is possible that four-years are competing with the community colleges, but the overall decline in community colleges is a direct reflection of a decrease in the unemployment rate. Mr. Massa also noted that fewer people are choosing to go to college overall, including at community colleges.

A discussion occurred between Mr. Massa and Mr. Curt on the various categories of students at the community college system including students in certificate programs, students enrolled in transfer degrees, and students enrolled in associate degree

programs. Mr. Blake highlights the academic affairs committee discussion on transfer students noting that Council will have a chance to provide input on additional research on transfer students.

Ms. O'Holleran asks about the inclusion of workforce credential grant programming in the TJ21 Act. Mr. Massa noted that workforce credential grant was not included in TJ21 Act.

MOTION TO ADJOURN

Mr. Broderick motioned to adjourn the meeting at 11:22, moved by Ms. Webb.

_____
John Broderick
Committee Chair

_____
Grace Covello
SCHEV staff

State Council of Higher Education for Virginia
Agenda Item

Item: #II.C **–** Resources and Planning Committee – Discussion of Higher Education Funding from the 2023 General Assembly

Date of Meeting: March 20, 2023

Presenter: Alan Edwards
Director of Strategic Planning and Policy Studies
Interim Director of Finance Policy and Innovation
alanedwards@schev.edu

Most Recent Review/Action:

☐ No previous Council review/action
☒ Previous review/action

Date: January 10, 2023
Action: Council reviewed Governor Youngkin's proposed budget amendments for higher education in the 2022-24 Biennium.

Purpose of the Agenda Item:

The purposes of this agenda item are to: (i) provide the Resources and Planning Committee an overview of the 2023 General Assembly's funding for higher education; (ii) identify alignment with Council's budget recommendations; and (iii) inform members' discussion of next steps regarding primary areas of focus for staff in the 2022-24 biennium.

Background/Summary of Major Elements:

On December 15, Governor Youngkin introduced his budget amendments for the 2022-2024 biennium. Those amendments sought to add $98.7 million in general fund for higher education in FY 2024 and trued up the FY 2023 general fund appropriations by reducing $7.1 million, for a total addition of $91.4 million in the biennium. Overall, his major investments were targeted toward workforce initiatives, internships, mental health and the nursing shortage. For these four areas, the proposed funding accounted for 87% ($86.3 million) of the total additional funding in FY 2024. His direct funding to higher education would be $50.3 million (51% of the total addition).

On February 5, the House and Senate each released its proposed budget amendments. However, the 2023 legislative session adjourned with passage of only a "skinny budget." If no additional action is taken, then the current 2022-24 biennial budget – plus the items in the skinny budget – will constitute the state budget.

As staff prepared this item, Governor Youngkin had not announced whether – and if so, when – he might call a special session of the General Assembly to act on 2022-24 budget amendments.

On the sixth Wednesday after adjournment of each regular or special session of the legislature, a reconvened session is held for the purpose of considering the governor's recommendations and vetoed legislation. Thus, based on the calendar for the 2023 General Assembly regular session, a reconvene would take place on April 12 to consider any items vetoed or amended by Governor Youngkin.

If Governor Youngkin calls a special session, and if that special session yields budget amendments for 2022-2024, then the final budget for 2022-24 will take effect upon his signing of it, which would occur within seven days following the reconvened session. An amended 2022-24 budget would take effect on July 1.

Materials Provided:
None enclosed. At the meeting, staff will provide a briefing and materials, if available, on the latest information, developments and/or actions.

Financial Impact: TBD

Timetable for Further Review/Action:
If no new information is available for the March meeting, then staff will provide an update at the May meeting.

Resolution: None.

State Council of Higher Education for Virginia
Agenda Item

Item: #II.D – Resources and Planning Committee – Discussion of the FY 2022 Annual Report for the New Economy Workforce Credential Grant (WCG) Program

Date of Meeting: March 20, 2023

Presenter: Tom Allison
Assistant Director for Finance Policy & Innovation
tomallison@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
Date: March 21, 2022
Action: The committee reviewed the FY 2021 annual report.

Purpose of the Agenda Item:
The purpose of this agenda item is to update the Resources and Planning Committee on the New Economy Workforce Credential Grant (WCG) program, which SCHEV administers. The *Code of Virginia* requires reports on the program annually; this report is for activities related to fiscal year 2022.

Background Information/Summary of Major Elements:
The legislature and governor established the New Economy Workforce Grant (WCG) program in 2016. SCHEV serves as the grant administrator and reports annually on the progress of the program. The WCG program employs a pay-for-performance model whereby grants are offered by community colleges and the Southern Virginia Higher Education Center to students to fund noncredit workforce training that leads to an industry-based credential in a high-demand field.

The grant carries a requirement that the student must complete their training in order to avoid paying additional costs. If a student completes the training and earns a credential, then that student pays only one-third (1/3) of the cost of the program. In addition, institutions also receive an incentive for students to receive their credentials.

A summary of findings from the FY20222 annual report appears below. The full report, including disaggregated data on enrollment, completion, certification and cost, is available on the SCHEV website.

- Collectively, institutions reported 11,533 individual enrollees, a 28% increase from FY2021, and the most since the inception of the program.

- Of the 11,533 enrollments, 11,429 completed training. Among program completers, 8,794 went on to earn a credential. Both of these levels are increases of more than 30% from the previous fiscal year. The rates of completions and credentials remained relatively stable at 99% and 77% respectively.

- Most racial and ethnic groups achieve high program completion rates, but gaps exist in credential completion: 66% of Asian American students earned their credential, 11 points below the program average of 77%. Black or African American students' credentialing rate was nine points below the average, and Hispanic students' rate was six points below.

- The average tuition paid by students was $802, up from $767 in FY 2021. The average state cost per credential attained was $1,850, a $63 increase from FY 2021.

- The program achieving the highest enrollments was Commercial Driver's License (class A), with more than 21% of enrollments. Medical Assistant had the second highest enrollments, accounting for 6% of all enrollments in FY 2022.

- Most students who earned their credential saw an increase in earnings. Median annual wages increased approximately $6,120, or 23%, in the 12 months following program completion.

- Two-thirds of enrollments entered a postsecondary training program in Virginia for the first time. The median age was 32 years old.

Materials Provided:
A summary of findings is included above. The full FY 2022 annual report is available at:
https://www.schev.edu/home/showpublisheddocument/2711/638142982574170000

Financial Impact: NA

Relationship to the Goals of *The Virginia Plan for Higher Education*:
The statewide strategic plan sets a target of 70% of working-age Virginians having earned a postsecondary degree or credential by 2030. The New Economy Workforce Credential Grant program is the state's primary means of supporting and achieving the credential portion of that target.

Timetable for Further Review/Action: NA

Resolution: NA

State Council of Higher Education for Virginia
Agenda Item

Item: #II.E – Discussion of the Six-Year-Plan Process

Date of Meeting: March 20, 2023

Presenter: Tom Allison
Assistant Director of Finance Policy & Innovation
TomAllison@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 provide background and updates to the Resources and Planning Committee regarding the 2023 process for public institutions' six-year plans.

Background Information/Summary of Major Elements:
As prescribed in the *Code of Virginia* § 23.1-306, the governing board of each public institution of higher education is required to develop and adopt a six-year (academic, financial and enrollment) plan for its institution. The statute vests responsibility largely with SCHEV for facilitating the process at the state level. As specified in the statute, institutions' draft plans are reviewed by a six-member group referred to informally as Op-Six, which includes the Director of the Department of Planning and Budget, the Secretary of Finance, the Secretary of Education, the Staff Director of the House Committee on Appropriations, the Staff Director of the Senate Committee on Finance and Appropriations and the Director of SCHEV. The statute stipulates that the plans "shall be in a form and manner prescribed by the Council." Following review by Op-Six and potential revisions in response to that review, each board adopts its institution's six-year plan.

Via their boards, the public institutions develop their six-year plans in each odd-numbered year, such as this year, in conjunction with the state's preparations for the next biennial budget. In even-numbered years, the boards affirm or update the plans, if/as necessary.

In recent years, the templates provided to the institutions for their plans have contained two parts. Part I has been an Excel workbook; Part II, a narrative document. Part I has included five spreadsheets to capture the following data:

1. In-state Undergraduate Tuition and Fee Plan**.** In this section, the institution provides any planned annual increases in in-state undergraduate tuition and mandatory Educational and General (E&G) fees and mandatory non-E&G fees for the biennium.

2. Tuition and Other Nongeneral Fund (NGF) Revenue. Based on assumptions of no new general fund, enrollment changes and other institution-specific conditions, the institution provides total collected or projected-to-collect revenues (after discounts and waivers) by student level and domicile (including tuition revenue used for financial aid), and other NGF revenue for E&G programs; and mandatory non-E&G fee revenues from in-state undergraduates and other students, as well as the total auxiliary revenue.

3. Academic-Financial Plan. This section captures the academic, financial and support-service strategies that the institution intends to employ in meeting state needs/goals as found in the statewide strategic plan. Traditionally, institutions have been advised to use a planning assumption of no new general fund to support the strategies.

4. General Fund (GF) Request. Each institution provides information here about items for which it anticipates making a request for state general fund support in the upcoming biennium. The item can be a supplement to a strategy or an item from the academic and financial plan, or it can be a free-standing request for which no tuition revenue would be used.

5. Financial Aid. In this section, the institution provides a breakdown of the projected source and distribution of tuition and fee revenue redirected to financial aid.

Institutions also submit six-year enrollment projections and degree estimates in a concurrent process. Those projections and estimates become elements of meetings between Op-Six and the institutions.

Part II has contained more-detailed information about the data provided in Part 1, as well as about additional topics such as enrollment projections, new academic programs, major capital outlay projects, status update of previous plans' strategies, suggestions for improving efficiencies and economic development efforts.

The regular schedule for the six-year-plan process has been:

- May 1 – SCHEV sends templates and instructions to institutions.
- July 1 – Institutions submit plans.
- Late August – Op Six holds a one-day meeting to discuss any updates to the plans and provide comments.
- September 1 – SCHEV sends Op Six comments to the institutions.
- October 1 – Institutions submit responses and final copies of the plans.
- December 1 – SCHEV posts copies of the final plans on its website. Institutions submit copies of final plans to the Division of Legislative Automated Systems.

Special Note: In the odd-numbered (plan-development) years, rather than a one-day meeting in August, Op-Six has met with institutions individually to discuss their plans, usually in 150-minute sessions from mid-July through late August.

Recent Developments

Via language in the state budget, the 2022 General Assembly added a requirement that institutions' submissions include "an official commitment and set of policies and practices to support freedom of expression and inquiry, free speech, academic freedom, and diversity of thought." Institutions submitted those commitments and policies as either stand-alone documents or information incorporated into Part 2 of their updated plans.

On February 16, 2023, the Department of General Services, on behalf of the Secretary of Finance and the Secretary of Education, issued an emergency request for proposals (RFP) that sought a consultant to facilitate the required biennial planning and review process. In addition, this consultant shall help translate the insights from the strategic planning process into a set of legislative and budget recommendations for consideration during the 2024 legislative session. The RFP was to close on March 3, 2023.

Materials Provided:

Public institutions' 2022 six-year plans (update year) are available at:
https://www.schev.edu/institutions/planning-performance/six-year-plans

Financial Impact: None

Relationship to Goals of *The Virginia Plan for Higher Education*:

Since 2015, institutions have organized their six-year plans around the goals the statewide strategic plan. In that year, joint resolutions (HJR 555 and SJ 228) required that the mission, vision, goals and strategies expressed in *The Virginia Plan* should guide the public institutions' development of their six-year plans.

Timetable for Further Review/Action: NA

Resolution: NA

State Council of Higher Education for Virginia
Agenda Item

Item: #II.F – Resources and Planning Committee – Discussion of the Work of the Resources and Planning Committee

Date of Meeting: March 20, 2023

Presenter: Alan Edwards
Director of Strategic Planning & Policy Studies
Interim Director of Finance Policy & Innovation
alanedwards@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
Date: March 2021 and July 2022
Action: The committee reviewed topics on which it will receive information and/or take action in the coming year.

Purpose of the Agenda Item:
The purpose of this item is to outline the information that the Resources and Planning Committee will receive over the next year for discussion and/or action and to solicit members' input regarding their expectations of staff and the committee for the year.

Background Information/Summary of Major Elements:
The Resources and Planning Committee is responsible for various general and specific matters related to the work of Council. These responsibilities relate primarily to the fiscal areas of higher education (operations; expenditures; financial aid; capital; funding sources; etc), planning (enrollments; degree awards; performance related to the system and institutions and the relationship to funding needs) and administration of policy/regulations assigned to SCHEV.

The information below outlines occasions on which staff will seek final action by the Council via initial action the Committee, as well as occasions on which staff will provide updates related to the ongoing committee-relevant work of Council.

Action items include the following areas:

- **Recommendations for funding and policies associated with operations, financial aid and capital for the higher education system** (every year in September): SCHEV provides recommendations for the higher education system that are submitted to the Governor and General Assembly annually. These recommendations guide staff's work during the budget process and

during session when meeting with Governor and General Assembly staff and legislators.

- **Management of domicile guidelines and determinations for in-state tuition** (updated as necessary): SCHEV is responsible for developing guidelines to the institutions as they apply statutory domicile requirements. These guidelines are based on those established in the Code of Virginia and can be updated during the legislative process. Domicile guidelines help determine who is eligible for in-state tuition and for programs like the tuition assistance grant.
- **Management of SCHEV-administered regulations and guidelines for financial aid programs** (updated as necessary): SCHEV is responsible for developing regulations and guidelines for several aid programs, including undergraduate need-based aid, the tuition assistance grant (TAG), the New Economy Workforce Credential Grant (WCG) program, the Virginia Military Survivors Program, etc. These updates may be necessary due to a statutory change or administrative changes developed by staff.
- **Reporting on Institutional Performance Standards** (IPS; during even years)**:** This assessment occurs every two years. The purpose is to determine whether institutions have met certain administrative and financial standards and education-related measures. SCHEV is responsible for certifying institutions. If institutions meet these standards, then they are eligible for financial benefits based on accumulated interest earnings and credit card rebates during the year (about $7 million annually for all institutions). If an institution does not meet standards, then an interim review may be requested.
- **Enrollment estimates and degree projections (every two years during the odd year):** This process reviews institutions' plans to change estimated enrollments and degree projections. Institutions consider many factors, including the number of high school graduates, transfer and adult students and efforts to improve persistence and graduation rates.
- Other items as assigned by the Governor or General Assembly.

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

- **Budget and planning:**
    - Support implementation of the **study of cost and funding needs.** Begun in July 2021, the study's goal was to identify costs related to higher education and to develop a model to support funding needs. From the study's findings and results, general consensus now exists at the staff level around Capitol Square on a framework for a new funding model, which if/when adopted will inform Council's budget and policy recommendations. In 2023 and 2024, efforts will be ongoing to test the potential model, share the results and begin to draft any legislative changes that the model will necessitate.
    - Update and report on **Fall and annual enrollments**. These reports provide insights into enrollment trends, such as the expected declines in high school enrollments and graduates and how such impacts institutions.
    - Review and update **Institutional Performance Standards**: As part of the cost and funding need study (see above), staff are considering whether

to update and align the standards with the goals of the new model related to incentives and performance.
    - Review **capital outlay processes**. Following a pause during cost study, staff have begun a process to update the biennial review of capital outlay projects.
    - Facilitate **fiscal and outcome/performance measures**: Staff are working with the Secretaries of Education and Finance to develop a list of fiscal and outcome/performance measures that can be used for all public institutions and updated annually.
    - Facilitate **institutional six-year planning**. As outlined in statute, SCHEV facilitates the process by which public institutions organize and submit for state review their academic, financial and enrollment plans for the next three biennia in the form of a six-year operating plan. The institutions prepare these plans in each odd-numbered year and update, revise or leave unchanged these plans in even-numbered year. The process will be different in 2023, as the Secretaries of Education and Finance issued an RFP for a consult to advise on and assist with the six-year-plan process. Staff will provide updates to the committee as the process proceeds.

- **Financial aid:**
    - Implement the Pell Initiative. This initiative provides $250,000 toward a contract with a consultant to work with institutions that have below-average enrollments of Pell-eligible students as well as $25 million for public institutions to develop initiatives to increase enrollment and retention of these students. A consultant, HCM Strategists, has been contracted and has completed its survey of the institutions to identify programs and initiatives that improve enrollment and retention (completion) of low-income (Pell-eligible) students. Staff issued an RFP this month to the public institutions, who are developing their proposals for improving their enrollment or retention of Pell-eligible students. Staff intends to announce decisions on the proposals in late April and will report that information to the committee in May and thereafter as appropriate.
    - Simplify **awarding of state financial assistance**. In 2019, staff completed a review of state financial aid programs and developed a list of recommendations to improve and simplify the communication, administration and efficacy of state financial assistance. In 2022, JLARC completed a similar review. The JLARC and SCHEV recommendations are largely compatible, and interest exists among legislators to begin the process of enacting some changes. In 2023, staff are engaging with various stakeholders to develop a legislative package for Council review in the fall.
    - **Standardize/Simplify financial aid** award letters. SCHEV was charged in 2017 budget language with seeking simplification of institutions' aid-award letters to students to improve the clarity of the information provided and to better assist students in comparing award packages. Staff have begun a write-up on these efforts and their results and can present this information to the committee in the fall, if such is desired.

- Monitor **federal FAFSA simplification**. The federal FAFSA Simplification Act will change many core aspects for determining need and Pell-grant eligibility. Guidance for these changes became available in late fall 2022, and staff are assessing implications for state financial programs. Staff will provide further information later this year.
- Assess **institutional participation**. Staff has received requests from three private institutions to participate in state financial aid programs. Two are requesting to participate in the Tuition Assistance Grant (TAG) program. The third is requesting to participate in the Two-Year College Transfer Grant program. Staff anticipates that review of these requests will be completed prior to the committee's May meeting; if so, staff will report the outcomes at that time.

- **Other:**
  - Publish the Insights report, which interprets and visualizes data and policies related to higher education.
  - Present and provide updates on the SCHEV data research website.

Finally, SCHEV issues various reports throughout the year that relate to topics under the purview of the Resources and Planning Committee. These reports include:

- **Tuition and Fees Report**: Annual report of tuition and fees charges at institutions. Published in August.
- **Full Cost [for out-of-state students] Report**. Annual report on whether the public institutions are charging out-of-state students at least 100% of the cost of educating them. Issued following the annual Tuition and Fees report.
- **Budget and Policy Recommendations**: Annual recommendations related to higher education. Published in October.
- **Workforce Credential Grant Annual Report**: Issued in January each year.
- **Office of the Qualified Loan Ombudsman Annual Report**: Issued in December each year.

Materials Provided:
See the information above.

Financial Impact: NA

Timetable for Further Review/Action:
Staff will present projects and/or updates at each committee meeting per the schedule described above.

Resolution: NA

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
JANUARY 10, 2023
DRAFT MINUTES

Mr. Ampy called the meeting to order at 12:15 p.m. in Conference Room A at the Library of Virginia, 800 E. Broad Street, Richmond, Virginia.

Council members present: Ken Ampy, John Broderick, Walter Curt, Jason El Khoui, William Harvey, Jennie O'Holleran, Alvin Schexnider, Jeffery Smith and Katharine Webb.

Council members absent: Mirza Baig, Victoria Harker, Thaddeus Holloman and Cheryl Oldham.

Staff members present: Tom Allison, Alisha Bazemore, Peter Blake, Grace Covello Khattar, Ashley Crute, Joe DeFilippo, Alan Edwards, Jodi Fisler, Sandra Freeman, Wendy Kang, Tod Massa, Angela Menjivar, Monica Osei, Kirstin Pantazis, Paula Robinson, Emily Salmon, Juanita Sherman, Paul Smith, Lynn Seuffert, Kristin Whelan, Yan Zheng.

Notable Guests: Secretary of Education, Aimee Guidera and Deputy Secretary of Education, Sarah Spota; Sandra Treadway, Librarian of Virginia; Ramona Taylor from the Office of the Attorney General; Micol Hutchison, Sheri Robertson and Holly Whistler from the Virginia Community College System; President Tim Sands of Virginia Tech; David Burge from George Mason University; Drury, co-chair of the SAC Senior at Norfolk State University.

APPROVAL OF MINUTES

Ms. Webb motioned to approve the minutes from the October 25, 2023, Council meeting, which were seconded by Dr. Harvey. The minutes were approved unanimously.

WELCOME FROM SANDRA GIOIA TREADWAY, LIBRARIAN OF VIRGINIA

Ms. Treadway, librarian of Virginia and a member of the SCHEV Library Advisory Council, welcomed the Council members to the library. Ms. Treadway shared some of the history of the library. One of the oldest state government agencies, the library was created 200 years ago this month by the General Assembly to provide resources for state government. Originally housed in the state capitol building, the library later moved to the Oliver Hill house, then to the Patrick Henry Building until the Library of Virginia building was completed in 1997. The library houses collections that date back to the Jamestown settlement and is also a leader in digitization efforts, exhibits and programs. To celebrate the 200th anniversary, the Library of Virginia Foundation created a mobile version of the library in a bus that will travel throughout the Commonwealth.

Ms. Treadway thanked Secretary Guidera and Deputy Secretary Spota for supporting the library. Mr. Blake thanked Ms. Treadway and added that SCHEV archives student transcripts and other vital records with the library.

REMARKS FROM TIM SANDS, PRESIDENT OF VIRGINIA TECH

Dr. Sands, president of Virginia Tech and current chair of the Council of Presidents (COP), addressed the meeting. After providing some updates on Virginia Tech, Dr. Sands shared three priorities for Virginia higher education as identified by the COP.

The first priority is protecting free speech and academic freedom on campus. Dr. Sands expressed his appreciation to Secretary Guidera for bringing everyone together to work on these issues and to SCHEV for promoting institutional participation in the Constructive Dialogue Institute.

The second priority is attracting and retaining talent. Higher education is a competitive marketplace with many out-of-state schools competing for Virginia students. Despite efforts from the institutions, affordability still needs to be addressed. Virginia needs to provide opportunities through more financial aid to provide affordable pathways. Dr. Sands stressed that Virginia needs to be on the offense to retain talent and recruit high-achieving, out-of-state students. The competition for enrollment impacts all Virginia institutions. The COP asked that SCHEV reconsider the policy that out-of-state and fees must completely cover the cost of a student's education.

The third priority is to create "sticky" pathways through work-based learning opportunities that encourage students to stay ("stick") in the Commonwealth. A sticky pathway begins the first day a student enters campus and extends through the first day a graduate starts a job. Dr. Sands said he recommends building experiences into curricula so that work-based experiences do not extend the time it takes to earn a degree.

Council member Mr. El Koubi asked what the institutions need from partners in government and business. Dr. Sands suggested that we must engage employers as partners in education to serve all students and encourage companies to take a cohort of students, not just the "A" students and that state government would have a role in facilitating these partnerships.

Council member Curt expressed concerns that intellectual rules and regulations create a problem for sticky pathways.

DISCUSSION OF THE ONLINE VIRGINIA NETWORK (OVN)

Drs. Burge and Whistler addressed the Council to provide an overview and update for the Online Virginia Network (OVN). The General Assembly established the OVN to expand access to online degrees and credential programs.

Dr. Whistler outlined the goals of the OVN, which was created to serve non-traditional students by offering a central location for students to locate courses from partner institutions. The OVN also wants to be a hosting resource for students to complete coursework through their website.

Dr. Whistler discussed the relationship between OVN and transfer. The portal offers several solutions that make transfer easier. The portal is useful to non-traditional students who may have multiple outside responsibilities and less time to attend classes in person. Students can submit their courses online and quickly find the class they need.

Dr. Harvey asked about the collective online enrollment. He stressed the importance of knowing how many students the OVN serves strictly because it is online. Mr. Curt asked about the budget and the deliverables and wanted to know how many graduates the OVN has and how it compares to Liberty and Regent University.

DISCUSSION OF THE 2023 GENERAL ASSEMBLY SESSION

Wendy Kang and Grace Covello Khattar briefly discussed the Governor's introduced budget. Member amendments are due Friday, January 13. More information about the budget will available on Monday, January 16. Ms. Covello Khattar highlighted some of the higher education related bills. She provided the Council with a list of the bills and a list of important dates for the General Assembly session.

RECEIPT OF REPORT FROM AGENCY DIRECTOR

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 follow 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 Katharine 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 a 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.

DISCUSSION OF ENROLLMENT TRENDS IN 2023 AND BEYOND

Mr. Blake opened the discussion by promising to provide more details and some considerations for Council at the March meeting.

Virginia has been operating in an environment where enrollments have grown steadily. Over the next 15-20 years, however, enrollments by high school graduates will be slower or show no growth due to lower birth rates nationwide. Mr. Blake said that institutions will need to cast a wider net for students.

Virginia also has a particularly strong labor market, and high school graduates have a greater opportunity to take a job straight out of high school. In 2017, 72% of graduates went on to college within 16 months; that number dropped to 65% now.

Other factors impacting enrollment rates include increased competition from out-of-state institutions offering deep discounts and alternate pathways to education. College also is less affordable for many Virginians that it has been in the past.

Undergraduate in-state enrollments at Virginia's public four-year institutions last year were the lowest since 2013 at 137,000 students. Institutions have made up some of that loss with increases in out-of-state and graduate students. Community college enrollment is lower, in part, because of the robust labor market. Northern states, where Virginia has historically recruited, are experiencing a larger decrease in high school graduates than Virginia.

The 2023 General Assembly potentially will look at several bills that could impact enrollment. The following are some items that might be discussed during the legislative session:

- Eliminate the full-cost requirement for out-of-state students
- Seek to offer in-state tuition to Appalachia region students as the University of Virginia College at Wise is doing
- Offer a fully online e-rate for in-state and out-of-state students
- Extend the state set caps on enrollment for out-of-state students at the University of Virginia and the College of William & Mary
- Increase Tuition Assistance Grant award to boost enrollment at the private institutions
- Provide additional student financial aid
- Right size some of the institutions through cuts and partnerships with other institutions

Mr. Blake concluded by saying that higher education faces challenges that create an opportunity for policy considerations for the Council.

Mr. Ampy asked Mr. Curt and Ms. Webb to work with staff to concentrate on this effort and report back to the Council in March.

Ms. Webb asked Secretary Guidera about creating a special task force to explore enrollment. Secretary Guidera stated her desire to continue looking at the data and stressed that policy makers must be strategic and thoughtful about addressing these issues. She said that the Commonwealth needs to be able to explain why having a vibrant education system matters. Ms. Webb suggested that policy makers look at retention along with enrollment.

Secretary Guidera emphasized that the net "migration out" of Virginians issue is important to the Governor, and he will highlight this in his State of the Commonwealth address. We need to ensure that we define success as preparing Virginia to be productive members of Virginia's economy. Dr. Harvey thanked the Secretary for her time.

DISCUSSION OF VIRGINIA TALENT + OPPORTUNITY PARTNERSHIP (V-TOP)

Dr. Alan Edwards, SCHEV's strategic planning and policy studies director, introduced Dr. Alisha Bazemore, who is leading the work of the Innovative Internship Fund and Program, also known as V-TOP. She gave an overview of the V-TOP program, which was created to provide internship program grants to institutions and internship readiness services for institutions, students and employers.

V-TOP's first phase addressed readiness. The program launched readiness modules to assist students in preparing to join the workforce as an intern. The program secured a proclamation from the Governor on July 28, naming the day Virginia Intern Day. V-TOP formed six multidisciplinary workgroups, and created employer modules to train prospective employers on the administration of internship programs. V-TOP also procured a staffing agency for small businesses and awarded vision grants to institutions and regional collaboratives.

The work continues in 2023 with grants awarded to additional institutions and collaboratives. A grant to help institutions transform federal work study into internships will be awarded in 2023. V-TOP also plans to complete the data governance work with the Council of Presidents workgroup and to develop a work-study toolkit for institutions.

Mr. Curt brought up some of the challenges facing employers in rural parts of Virginia and suggested that institutions open dorms for the summer to house students. Ms. Bazemore added that V-TOP is also considering creating a ride-share program for longer commutes. Mr. Curt stated that addressing these challenges is a way to broaden the regions where this program is available.

DISCUSSION OF THE ANNUAL REPORT ON THE STATEWIDE STRATEGIC PLAN: *PATHWAYS TO OPPORTUNITY*

Ms. Salmon, SCHEV's Senior Associate for Strategic Planning and Policy Studies, updated the Council on the statewide strategic plan.

Ms. Salmon concentrated her discussion on the five measures established by Council in 2021- attainment, enrollment, awards, borrowing and wages. She described closing the gaps in each of the measures and the progress relative to the three goals that higher education in Virginia be equitable, transformative and affordable.

Of the five measures, Virginia falls below the overall attainment objective. The increase of .9 percentage points is below the 1.2 points needed to meet the 70% by 2030 attainment goal.

Ms. Salmon then summarized the SCHEV activities from the past 12 months that support the goals of Pathways to Opportunity.

REPORT FROM THE COMMITTEES

Report from Academic Affairs Committee

The committee discussed the state of transfer in Virginia.
The actions items voted on by the committee and moved to the full Council where they were unanimously approved include the following:

1. Action at a public degree program at Christopher Newport University.
2. Action on guidelines on awarding of credit for military education, training and experience.
3. Action on a proposed framework for Transfer Associate degree programs at Virginia's community colleges.

An additional action item about organizational change at Old Dominion University was approved 8-0-1 with Council member Broderick abstaining from the vote.

Report from the Resources & Planning Committee

The committee discussed three topics, including the Governor's introduced budget amendments, the low-income/Pell enrollment and completion initiative, and the 2022 degrees and certificates awarded. The committee also received a report on the status of the full-cost requirement for out-of-state students.

RECEIPT OF ITEMS DELEGATED TO STAFF

Mr. Blake confirmed no new items were delegated to staff.

OLD BUSINESS

No old business.

NEW BUSINESS

Mr. Curt stated that this fall he met with 20 of the Virginia college presidents. Some presidents expressed concern about the length of time for new academic to receive approval from SCHEV. Mr. Ampy said that there have been recent updates to the program approval process.

Dr. DeFilippo provided a summary of the approval process and timeline. He assured Council that the typical new program process is efficient and timely. Mr. Curt emphasized that the presidents are our customers, and some of them have the impression of a lengthy process.

Dr. Schexnider expressed concern about Council members meeting with college presidents and suggested that Council seek more efficient ways to receive concerns of institutional leadership.

RECEIPT OF PUBLIC COMMENT

No public comment.

MOTION TO ADJOURN

The meeting adjourned at 3:15 p.m. with a motion by Dr. Schexnider, seconded by Dr. Smith.

_____
Ken Ampy
Council Chair

_____
Kristin Whelan
SCHEV Staff

Dr. Bret Danilowicz, a strong advocate of shared-governance and transparency, brings 22 years of higher education leadership experience to his position as president of Radford University.

Since beginning his term on July 1, 2022, he continues to learn about the university and the region it serves. His near-term goals include focusing on the success of students, expanding connections to Virginia Tech and community colleges, and partnering with cities and counties to bolster regional economic development.

Most recently, Dr. Danilowicz served as provost and vice president for academic affairs at Florida Atlantic University. As provost, he implemented incentive-based budgeting, coordinated a nation-leading improvement in graduation rates, established a public forum for civil discourse, and developed and implemented strategies for advancement toward R1 reclassification.

Dr. Danilowicz attained a B.S. in biology from Utica College of Syracuse University. He went on to earn a Ph.D. in zoology from Duke University, an M.A. in education leadership and management from Open University, and finally an M.B.A. from Georgia Southern University.

State Council of Higher Education for Virginia
Agenda Item

Item: #IV.D – Council Meeting – Conversation with the Student Advisory Committee: Critical Issues Impacting Students and Support Services

Date of Meeting: March 21, 2023

Presenters: Tom Allison
Senior Associate for Finance and Innovation
tomallison@schev.edu

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

Representatives from the Student Advisory Committee

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

Purpose of the Agenda Item:
This item affords Council an opportunity for dialogue with students who are members of its Student Advisory Committee (SAC). Council will hear from SAC representatives about critical issues impacting students and support services on campuses. The issues will include mental health as well as diversity, equity and inclusion. Staff provides the information herein as context and background for a facilitated discussion at the meeting of these and other issues generally and in relation to the statewide strategic plan.

Background Information/Summary of Major Elements:
As authorized by the *Code of Virginia* § 23.1-201, the SCHEV director appoints a Student Advisory Committee (SAC), consisting of student leaders from public institutions of higher education and accredited private institutions. Members are nominated by their institutions' presidents and confirmed by SCHEV. The committee advises the agency director on system-wide issues of concern to Virginia students.

As of March 2023, the 2022-23 SAC has met four times. Prior to the first meeting, members completed a survey to identify issues of concern to Virginia college students. Results from the survey informed the agendas of the committee's meetings and the formation of subcommittees. Members organized themselves into two subcommittees: (i) health, mental health, safety and well-being; and (ii) diversity, equity and inclusion.

Staff provides the information herein to facilitate a conversation between Council and SAC representatives about the challenges that students face and the supports on campus that help them work through those challenges. The students also anticipate that the discussion will encompass topics on which they believe additional supports are needed.

The conversation will support Council's interest in hearing periodically from the SAC on various topics as well as ongoing efforts to implement relevant strategies of the statewide strategic plan and Council's priority initiative to "strengthen student support services for persistence and completion."

Materials Provided:
None enclosed. To prepare SAC representatives for their dialogue with Council, staff advised the students to consider the following questions as starting points for the conversation:

1. What are the *most* critical issues facing *students* that impact:
    a. Their mental health and
    b. Diversity, equity and inclusion on campus.
2. What are the *most* critical issues facing institutions' *student-support services* that impact:
    a. Student mental health and
    b. Diversity, equity and inclusion on campus.

Financial Impact: NA

Relationship to the Goals of *The Virginia Plan for Higher Education*:
This agenda item reflects broad themes from the statewide strategic plan pertaining to "strengthening student support services" and to achieve its goals of equitable higher education (close access and completion gaps) and transformative higher education (cultivate a climate of inclusion).

Timetable for Further Review/Action:
Notwithstanding a request that Council might make for a subsequent conversation with SAC representatives, Council will be able throughout the year to reflect on this conversation as it considers new and/or revised priority initiatives as well as any resultant budget and/or policy recommendations to the governor and legislature.

Resolution:
N/A

State Council of Higher Education for Virginia
Agenda Item

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

Date of Meeting: March 21, 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
March 21, 2023

General Assembly session: The 2023 General Assembly session concluded on February 25, having completed most of its business. Left unfinished are amendments to the existing biennial budget, which the 2022 General Assembly approved. SCHEV staff reviewed and provided comments to the Secretary of Education on 55 bills, met with and provided information to legislators and legislative staff and gave presentations and testimony to committees and subcommittees.

Outstanding Faculty Awards: In partnership with Dominion, SCHEV presented the annual awards to 12 faculty members. Recipients reflected the diversity and excellence of our public and private institutions. Special thanks to Chair Ken Ampy and Vice Chair Katie Webb for presenting the commendations for the recipients.

Meeting with public college and university presidents: On February 27, SCHEV hosted the regular meeting of the General Professional Advisory Committee (GPAC). The agenda included the following items: follow-up discussion with Secretaries Guidera and Cummings from the Council of Presidents' recent meeting with Governor Youngkin; discussion of SCHEV Council's ad hoc workgroup on enrollment; and informational items on the internship program data-governance workgroup and the 2023 Virginia Outstanding Faculty Awards. Council member Katie Webb attended the meeting.

Op-Six/Tech Talent Investment Program (TTIP) meeting: In preparation for an Op-Six meeting (Secretary of Education, Secretary of Finance, Director of the Department of Planning and Budget, Staff Directors of the Senate Finance and Appropriations Committee and the House Appropriations Committee and SCHEV Director), the relevant staff of those entities met in early March. Topics included the six-year-planning process, the distribution of designated funds in the Appropriation Act, and a review of the number of degrees conferred under TTIP. The full Op-Six will meet later in the spring.

Six-year-planning process: In February, the Secretary of Finance issued a request for proposals to review the six-year-planning process, which commences on May 1. Council staff participated in the review of the proposals. Staff will give an update on the process at the March Council meeting.

Qualified Education Loan Ombudsman report. In January, the Office of the Qualified Education Loan Ombudsman (which is established within SCHEV and administered by Scott Kemp) submitted its fifth annual report. Since its 2018 inception, the office has served almost 600 education loan borrowers regarding a variety of challenges. The report details these challenges, as well as staff's outreach efforts focused on promoting the Qualified Education Loan Borrower

Education Course (virginiastudentloanhelp.org) and the collaborative work with other states to secure relief for borrowers. In addition, the report provides a list of federal policy recommendations to address issues experienced by Virginia borrowers. With the many challenges facing Virginia borrowers in 2023, such as the restart of payments after three years, the implementation of new rules related to repayment plans and loan forgiveness programs and the continuing uncertainty about the federal debt cancellation initiative, the work of the office will continue to be an essential tool to help borrowers navigate their unique situations.

Mental health workforce pilot grants: Since January, candidates for licensure as clinical social workers or professional counselors who are being hired via two-year grants awarded through the Higher Education Mental Health Workforce Pilot program have begun work at four awarded institutions – Christopher Newport, James Madison, Longwood and Radford. At the two remaining awarded institutions – George Mason and Virginia Tech – recruitment and hiring of candidates was ongoing as of early March.

Initiative to enroll and graduate more low-income students: The 2022 General Assembly approved funding to increase the number of students who are eligible for the federal Pell grant to enroll and graduate. The initiative provides $250,000 toward a contract with a consultant to work with institutions that have below-average enrollments of Pell-eligible students as well as $25 million for public institutions to develop initiatives to increase enrollment and retention of these students. The consultant, HCM Strategists, has completed its survey of the institutions to identify programs and initiatives that improve enrollment and retention of Pell-eligible students. It also has completed three focus groups of low-income students who graduated from high school but did not go on to higher education. Meanwhile, public institutions are developing and submitting proposals to access the $25 million in FY 2024 that is designated for improving enrollment or retention of Pell-eligible students. Staff will announce decisions on the proposals by the end of April.

Data hub: The 2022 budget charged SCHEV to convene a workgroup to consist of representatives from the College of William and Mary, Christopher Newport University, Old Dominion University, Norfolk State University and Jefferson labs for the purpose of assessing the need and to develop a plan for a “Data Science Innovation Hub” in Hampton Roads and Tidewater. The budget item included funds to support engaging a consultant to assist with the workgroup charge. The workgroup was created in summer 2022 and met throughout the fall to define terms, review institutional and regional resources, assess regional economic development needs and provide feedback on an RFP for a consultant’s report. In December, SCHEV released an RFP for a consultant to conduct an objective in-depth analysis of the potential for such a hub. Consultants’ responses to the RFP were received and evaluated in February by a review panel consisting of SCHEV and institutional staff and a contract is due to be established by March 10.

Virginia Talent + Opportunity Partnership: In February, the Innovative Internship Fund and Program, also known as V-TOP (Virginia Talent + Opportunity Partnership) awarded regional-collaboration grants of $250,000 each to Northern Virginia Community College (GO Virginia Region 7) and James Madison University (GO Virginia Region 8). These awards will help the grantees connect employers to students to enhance high-quality credit-bearing internships and other work-based learning opportunities in their region, contributing to the statewide effort to retain talent in Virginia. V-TOP has funded eight regional grants since May 2021 and intends to award the ninth and final region (GO Virginia Region 3) before 2024.

Academic workgroup on work-based learning data governance*:* Since January 17, a workgroup assembled by the Council of Presidents (COP) of staff from institutions, SCHEV and the Virginia Office of Education Economics (VOEE) has met bimonthly to work toward common definitions of data and to discuss governance of information (i.e., collection, analysis and reporting) about students and courses involved in internships and other work-based learning (WBL) opportunities. The workgroup seeks to define the standards and language for WBL and to establish baseline data using existing reports that institutions submit to SCHEV. The group intends to develop recommendations for creating data standards for WBL by June 30. The external evaluator contracted by SCHEV will then use these recommendations to establish a comprehensive evaluation plan by December 15.

Virginia Business Magazine recognition: Congratulations to Council Chair Ken Ampy on being a recipient of the Virginia Black Business Leaders Award. Virginia Business Magazine said, “Growing up in rural Dinwiddie County, Ampy saw firsthand the power of community. After studying computer science at Old Dominion University, he built a career as a programmer analyst and developer for Dominion Virginia Power and Capital One Financial Corp. before launching staffing and consulting firm Astyra Corp. in 1997 in Richmond.” Other recipients include former Council Chair Gil Bland and Tidewater Community College President Marcia Conston.

New staff: We welcome Emily Muniz, Curtis Sharpe and Bob Spieldenner. Emily is the associate for transfer and talent pathways. She came to SCHEV from Central Virginia Community College. Curtis is the user support and security specialist. He most recently worked at the Virginia Information Technology Agency. Bob is a senior associate for communications and outreach. He has experience at the Virginia Department of Transportation, the Virginia Department of Emergency Management and Virginia Tech. Also, we are pleased to be hosting an intern this semester. Ben Wojcicki is a student in the history department at Virginia Commonwealth University and is working under the leadership of the Virginia Talent + Opportunity Partnership.

Staff news: In January, we hosted our first staff meeting of the year, which led to focused staff discussions to help refine agency priorities for the year. We are developing a more detailed set of actions around three topics: professional development, communication and employee experience. Also, during the General Assembly session, we held regular 30-minute virtual meetings called “Flash Fridays.” We used the time to share updates on legislation of interest, hear thoughts from staff about General Assembly decisions and committee activities and forecast budget implications.

Out and about: Most of my “travels” have been back and forth to the General Assembly building and the Governor’s office. I participated in Governor Youngkin’s meeting with the public-institution presidents and led a meeting of relevant agency staff in discussing how SCHEV will align its work and initiatives with the Secretariat’s objectives and key results. I also spoke at an orientation session for new members of the board of the Virginia Foundation for Community College Education.

State Council of Higher Education for Virginia
Agenda Item

Item: #IV.F - Discussion of 2023 General Assembly Session and New SCHEV Duties

Date of Meeting: March 21, 2023

Presenters: Peter Blake
Director
peterblake@schev.edu

Grace Khattar
Associate for Finance Policy and Innovation
gracecovello@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 facilitate Council discussion of higher-education-related legislation from the 2023 session and new duties assigned to Council and/or the agency by the 2023 General Assembly.

Background Information/Summary of Major Elements:
On January 11, the Virginia General Assembly convened in "short session;" it adjourned on February 25, with only a "skinny budget" agreed to by conference-committee members. Staff anticipates that Governor Youngkin will call a Special Session to continue negotiations on the budget. Reconvened Session is scheduled for April 12.

Relationship to the Goals of *The Virginia Plan for Higher Education*:
During the legislative session, the activities of staff are guided by the goals and strategies of the statewide strategic plan.

Materials Provided:
Enclosed is a list of bills that passed the General Assembly and are awaiting action from the Governor. Also attached is new or revised duties assigned to SCHEV based on actions of the General Assembly.

Financial Impact: NA

Timetable for Further Review/Action:
At the May meeting, staff will review relevant developments from the Reconvened Session in April and, if a Special Session is called by the governor and concluded prior to the May meeting, from that Special Session.

Resolution: N/A

Higher Education Legislation Passed by the 2023 Virginia General Assembly

BILLS RELATED TO TUITION	
Number/Patron	**Title**
HB2272/Cherry; SB1448/Lucas	Norfolk State University and Virginia State University; reduced rate tuition charges for certain students.
BILLS RELATED TO STUDENT HEALTH AND CAMPUS SAFETY	
Number/Patron	**Title**
HB1555/Brewer; SB1373/Vogel	Institutions of higher education; human trafficking awareness and prevention training required.
HB1659/Bell; SB830/Favola	Department of Behavioral Health and Developmental Services; Department of Education; best practice standards related to the transition of records and transfer of services for students with disabilities.
HB1870/Helmer	Institutions of higher education; immunity from disciplinary action in certain cases involving a good faith report of an act of sexual violence.
HB1916/Batten; SB910/Newman	Public institutions of higher education; threat assessment teams; powers and duties.
SB826/Bell	Institutions of higher education; campus safety; authority to employ campus police officers.
SB1044/McPike	Public schools and public institutions of higher education; student identification cards; 988 Suicide and Crisis Lifeline telephone number required.
BILLS RELATED TO ACADEMIC PROGRAMS OR LICENSURE	
Number/Patron	**Title**
HB1433/Scott; SB802/Hashmi	Licensure of professional counselors; Counseling Compact
HB1726/Head	Department of Education; Virginia-based nonprofit organizations; schools for adults to earn credentials, college credit, and high school diplomas.
HB2211/Tran	Graduates of foreign nursing education programs; licensure requirements.
SB1019/Edwards	Department of Education; Virginia-based nonprofit organizations; schools for adults to earn credentials, college credit, and high school diplomas.
SB1280/Dunnavant	Public institutions of higher education; course credit earned through internships required; policies.
SB1281/Dunnavant	Board of Education; Passport dual enrollment courses; course credit; guidelines.
SB1286/Dunnavant	VCCS; duties of State Board for Community Colleges; standardization of health care-related programs.

BILLS RELATED TO FINANCIAL AID AND SCHOLARSHIPS	
Number/Patron	**Title**
HB1403/Tata	Certain public institutions of higher education; provision of university housing at no cost to certain students during scheduled intersessions.
HB1419/Kory; SB1498/McLellan	Brown v. Board of Education Scholarship Program; extension of eligibility
HB2194/Byron; SB1422/Pillion	Certain institutions of higher education; noncredit workforce training program; student grants; reimbursement.
BILLS RELATED TO INSTITUTIONS, STATE AGENCIES OR THE ADMINISTRATION OF GOVERNMENT	
Number/Patron	**Title**
HB1738/Carr	Virginia Freedom of Information Act; state public bodies; meetings; virtual public access.
HB1840/Knight; SB1211/Lucas	Eastern Virginia Medical School; establishment of Eastern Virginia Health Sciences Center at Old Dominion University.
HB1911/Batten; SB1002/Cosgrove	State and Local Government Conflict of Interests Act; certain gifts prohibited; foreign countries of concern
HB1912/Batten; SB1094/Norment	Treasury Board; powers and duties.
SB1388/Lewis	Study; Virginia Institute of Marine Science; menhaden; report.
SB1499/McCellan	Public institutions of higher education; Virginia Commonwealth University Health System Authority; chief executive officer; criteria.
BILLS RELATED TO SCHEV DUTIES AND PROGRAMS	
Number/Patron	**Title**
HB1779/O'Quinn	Nuclear Education Grant Fund and Program established.
HB2195/Byron SB1470/Ruff	Department of Workforce Development and Advancement created; consolidation of the Commonwealth's workforce development policies and programs; report.
SB1172/Dunnavant	State Council of Higher Education for Virginia; work group on standardized registered nursing curriculum; fast path nursing program.

New and/or Expanded SCHEV Duties from the 2023 Legislative Session

Duty	Passed or Still Potential	Bill/Budget Item	Description	Deadline
Human Trafficking Awareness and Prevention Training	Passed	HB1555; SB1372	SCHEV is charged with encouraging private colleges to develop and implement policies to provide human trafficking training awareness and prevention as a part of first-year orientation programs.	Effective July 1, 2023
Best Practices – Transition of Records and Transfer of Services for Students with Disabilities	Passed	HB1659; SB830	SCHEV is not formally listed in the current language, but VDOE is charged to work with relevant stakeholders; thus, SCHEV could be asked to participate.	Effective July 1, 2023
Public Bodies – Public Access to Meetings through Electronic Communication Means	Passed	HB1738	SCHEV shall review current practices related to public access availability for meetings and ensure that electronic communication is available for the public to comment at such meetings through electronic communication.	Effective July 1, 2023
Nuclear Grant Education Fund Program	Passed	HB1779	SCHEV shall administer the grant program for the purpose of awarding grants from the Fund on a competitive basis to any public institution of higher education or private institution of higher education that seeks to establish or expand a nuclear education program.	Effective July 1, 2023
Certification Process – Immunity for Disciplinary Action	Passed	HB1870	SCHEV is charged with certifying institutions with the Department of Criminal Justice related to acts of sexual violence and immunity from disciplinary action. Previously, VMI was an exception to this policy; now SCHEV staff shall review VMI policies with the DCJ.	Effective July 1, 2023
Workforce Credential Grant Program	Passed	HB2194; SB1422	SCHEV currently manages the New Economy Workforce Credential Grant (WCG) program with VCCS. While no new duties were assigned, the cap was raised from $3,000 to $4,000.	Effective July 1, 2023

Department of Workforce Development and Advancement	Passed	HB2195; SB1470	SCHEV and the new Department of Workforce Development and Advancement shall jointly develop and implement strategies, and collaborate with employers and higher education institutions, to grow and expand the Innovative Internship Program, including an annual report. Further, SCHEV shall partner with the Office of Education and Labor Market Alignment to provide data and translate data to relevant partners.	Report due September 30, 2023
Standardize Core Curriculum for all RN Degrees	Passed	SB1172	SCHEV shall work with VCCS and the Board of nursing, and other stakeholders to standardize core curriculum for all RN degrees.	Report due November 1, 2023
Prioritization of School Board Funding for Dual Enrollment, Passport Program courses	Passed	SB1281	SCHEV is not charged with new duties, but SCHEV manages the Workforce Credential Grant program listed in the language. Effective data delayed to 2024.	Effective July 1, 2024
Standardize Health-Care Related Programs at Community Colleges	Passed	SB1286	SCHEV is included in a workgroup to standardize health-care related programs at community colleges.	Effective July 1, 2023
Joint Subcommittee on Higher Education	Potential	Item 1	SCHEV is charged with providing technical assistance, as required, to the joint subcommittee.	Effective July 1, 2023
Pell Initiative	Potential	Item 142	This amendment increases funding for the existing Pell Initiative program that SCHEV manages. Any Virginia public institution of higher education may apply for pilot funding in the second year through a competitive grant process. Applications must demonstrate efforts to restructure outreach, recruitment, admission, and retention procedures. Funds are intended to support initiatives that attract, enroll, and retain low-income students. Institutions that request funds for need-based financial aid must specify that aid may be used to support internship opportunities.	Effective July 1, 2023
Standardize Annual Financial Reporting	Potential	Item 144	SCHEV, 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.	Report due September 30, 2023
Pursue Statewide Vendor for Mental Health Services	Potential	Item 144	SCHEV, 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 ed and in school divisions.	Effective July 1, 2023

Richard Bland College Independence	Potential	Item 156	SCHEV is listed in a workgroup to evaluate the creation of a regional partnership to foster improved educational attainment, alternative education delivery methods, enhanced efficiencies, and economic and community development for the region.	Report due November 1, 2023
Establish Reporting Guidelines and Approve Criteria for making Student Need-based Undergraduate Financial Aid Awards	Potential	Item 255	SCHEV shall establish reporting guidelines and approve criteria for making student awards for emergency aid.	Effective July 1, 2023

State Council of Higher Education for Virginia
Agenda Item

Item: #IV.G – Council -- Discussion of Priority Initiatives for the *Pathways to Opportunity* Plan

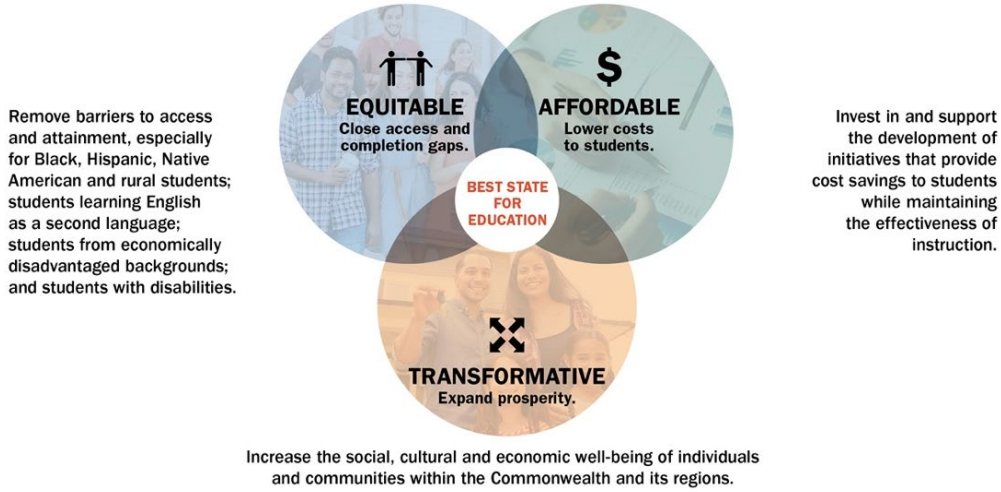
Date of Meeting: March 21, 2023

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/action**
Date: September 2021
Action: Council approved nine biennial priority initiatives.

Purpose of the Agenda Item:
This item affords Council with opportunity for further consideration of modifications and/or additions to its current biennial initiatives in support of the statewide strategic plan. This item and Council's discussion thereof are intended as the first phase of a multi-meeting process in which Council will provide feedback to staff on the Governor's Higher Education Guiding Objectives and Initiatives in the context of the statewide strategic plan and Council's current priority initiatives.

Background Information/Summary of Major Elements:
In January 2021, Council approved *Pathways to Opportunity: The Virginia Plan for Higher Education,* which creates the framework for statewide action for up to six years.



The plan defines the vision, overarching attainment objective, goals (three) and strategies (ten) that guide statewide efforts. The ten strategies encompass broad methods to achieve the goals; however, given their generality, the strategies are not actionable in and of themselves.

To address the strategies' generalities and to show good-faith effort from Council and its staff, Council acted in September 2021 to approve nine priority initiatives that represent actions that SCHEV will take in the short term in support of the plan's strategies and goals. Those biennial priority initiatives aligned with applicable budget and policy recommendations necessary to catalyze those actions.

Over the past year, Governor Youngkin and Secretary Guidera have outlined and refined their guiding objectives and initiatives for higher education. Materials provided herein detail the administration's priorities. Staff believes that many of the themes align with the statewide strategic plan and Council's existing priority initiatives. As such, staff seeks to begin the conversation about priority initiatives by seeking Council's advice regarding the Governor's Higher Education Guiding Objectives and Initiatives. Staff then will incorporate that input as potential modifications or additions to Council's existing priority initiatives, which staff will present at the May meeting for discussion and feedback.

Materials Provided:
Three documents are enclosed:

- Governor Youngkin's Higher Education Guiding Objectives and Initiatives.
- Council's endorsed priority initiatives for 2021-2023.
- A list of potential priority initiatives aligned with Pathways to Opportunity and the Governor's Higher Education Guiding Objectives and Initiatives.

Financial Impact: None

Relationship to the Goals of *The Virginia Plan for Higher Education*:
Council's priority initiatives reflect broad themes from the strategic planning process and include specific (short-term) actions approved by Council to implement the plan's 10 strategies and achieve its three goals.

Timetable for Further Review/Action:

- May: Discuss modifications to existing priority initiatives that reflect/incorporate Council's feedback on the Governor's Guiding Objectives and Initiatives.
- July: Provide feedback on the draft priority initiatives.
- September: Endorse priority initiatives and align as needed with forthcoming/in-development budget and policy recommendations.

Resolution: NA

Governor's Higher Education Guiding Objectives and Initiatives

North Star: Prepare Every Graduate for Success in Life

Prepare Students for the Increasing Demands of the Knowledge Economy

- Prepare every credential-earner for employment in a family-wage supporting job
- Prioritize public reporting of graduate employment outcomes per institution and learning program ROI
- Increase student exposure to and experiences with the world of work

Maintain Affordability & Reduce the Cost of Higher Education

- Ensure affordability of higher education through cost reduction solutions and strategic partnerships
- Create incentives for institutions, employers, and students to pursue credentials aligned to our most urgent labor market demands and retain graduates in Virginia

Build the College & Career Pipeline in Partnership with K-12

- Strengthen "Pathway Programs" and other efforts that prepare young people for long term academic, career, and life success
- Launch innovative lab schools in communities across the Commonwealth
- Partner with K-12 to ensure every high school graduate earns an industry recognized credential or associates degree upon graduation as part of the effort to elucidate the multiple pathways to success
- Leverage the Schools of Education to attract, grow, and retain the greatest PreK-12 teaching force in the nation

Promote a Vibrant Campus Life

- Protect free speech and inquiry as a hallmark of a Virginia education
- Prioritize mental health solutions in our schools and on our campuses to nurture a culture of well-being

Potential Priority Initiatives for Council's Consideration

To facilitate discussion by Council, the below potential initiatives support both the Governor's Higher Education Guiding Objectives and Initiatives as well as the strategies of the statewide strategic plan for higher education (*The Pathways to Opportunity Plan*). The duration of implementing each initiative would span anywhere from 12 to 24 months.

Staff seek feedback from Council on these potential initiatives, what should be kept, removed, modified or carried forward from the current set of nine priority initiatives endorsed by Council in September 2021.

1. In cooperation with the Virginia Office of Education Economics (VOEE) and institutions of higher education develop: (a) criteria to define "urgent labor market needs" and associated academic programs; and (b) recommendations for incentives to promote those programs.
2. Produce an annual (or biennial) report on postsecondary education outcomes.
3. Reform administrative processes governing private institutions of higher education subject to regulation, with foci on simplification, cost reduction, and student outcomes.
4. Increase student, employer, and higher education institution use of resources (for example, learning modules) related to student internship and work-based learning preparedness.
5. Implement the recommendations of workgroups on data governance of internships and work-based learning and on student and business eligibility for matching funds.
6. Invest in college and university career services programs; more accurately account for migration of graduates and based on that data, develop a strategic communications campaign to bring those graduates back to the state to work; change policies to facilitate more enrollment from other states.
7. Consider a follow-up survey of graduates to assess career paths and relevance of their educational experiences.
8. Survey high school students to find out whether they intend to go to college and if not, why not.
9. Institute a process of curricular review by faculty groups to establish systemwide course equivalencies to support pathway maps to the baccalaureate for transfer students; the goal of the pathway maps shall be to assist students in achieving optimal efficiencies in the time and cost of completing a degree program.
10. Re-establish SCHEV student-level data collection on applications, admissions and enrollment.
11. Undertake a marketing campaign to promote educational opportunities to students who might not think that postsecondary education is an option, highlighting both traditional and alternative postsecondary pathways, including apprenticeships and high quality certificate and workforce credential programs.
12. Increase the number of high school seniors who complete the Free Application for Federal Student Aid (FAFSA) and enroll in a postsecondary institution within 16 months of high school graduation through strategic planning and partnerships.

13. Facilitate meetings, initiatives, collaborations and other activities that involve the Virginia Department of Education and public and private schools of education.
14. To enhance free speech and inquiry, facilitate involvement of institutions in the Constructive Dialogue Institute; the effort would be designed to promote improvements on measures such as affective polarization, intellectual humility, and other markers of a climate that is supportive of free expression.
15. Pilot select, evidence-based mental health initiatives aimed at meeting students' need for services as well as expanding the pipeline of mental health care professionals working in Virginia.
16. Work with higher education partners to implement recommendations from the Governor's upcoming Mental Health Forum, prior listening sessions and state-produced reports on the topic.

GOAL 1 – EQUITABLE: CLOSE ACCESS AND COMPLETION GAPS

PLAN STRATEGY	COUNCIL'S INITIATIVES IN SUPPORT OF GOAL 1 STRATEGIES
	Biennial Initiative
S1: Expand postsecondary opportunities and awareness to Virginians who may not view higher education as an option.	**I.1:** Form an enhanced partnership between VDOE and SCHEV through the commitment of a shared goal to increase post-secondary enrollments to include a shared position and strategic planning.
S2: Advance digital access, adoption, and literacy as well as high quality, effective remote-learning programs.	**I.2:** Identify and assess hybrid learning access gaps and quality issues as well as potential solutions and define SCHEV's role in addressing these findings.
S3: Strengthen student support services for persistence and completion: mental health, career services, social, student basic needs, information technology, disability support and other services.	**I.3:** Identify critical student-support-services issues and formulate recommendations that will positively affect the student experience, persistence, and completion.

GOAL 2 – AFFORDABLE: LOWER COSTS TO STUDENTS

PLAN STRATEGY	COUNCIL'S INITIATIVES IN SUPPORT OF GOAL 2 STRATEGIES
	Biennial Initiative
S4: Align tuition and fees, financial aid, and state appropriations such that students have broader access to postsecondary opportunities regardless of their ability to pay.	**I.4:** Determine strategies to better assess higher education costs and implement approaches to allocate limited public resources to institutions through the cost and funding need study.
S5: Cultivate affordable postsecondary education pathways for traditional, non-traditional, and returning students.	**I.5:** Identify improvements in the transfer process (e.g., transfer-grant program; dual enrollment); facilitate formal transfer alliances and coordinate a unified communication campaign to improve two-year community college student connectivity with and transition to four-year institutions.
S6: Update and reform funding models and policies to improve equity, affirm return on investment and encourage increased and consistent levels of state funding.	**I.6:** Educate new legislators and administration on the value, needs and priorities of higher education. .
S7: Foster program and administrative innovations that enhance quality promote collaboration and improve efficiency.	**I.7:** Fund an initiative focusing on institutional collaboration and innovations to improve equitable student persistence and completion.

GOAL 3 – TRANSFORMATIVE: EXPAND PROSPERITY

PLAN STRATEGY	COUNCIL'S INITIATIVES IN SUPPORT OF GOAL 3 STRATEGIES Biennial Initiative
S8: Support experiences that improve students' employment outcomes, income, and community engagement and **S9: Improve** the alignment between post-secondary academic programs and labor market outcomes.	**I.8:** Facilitate collaboration between the Virginia Office of Education Economics (VOEE) and institutions of higher education and identify new ways to integrate VOEE tools and resources with SCHEV initiatives and processes - these may include use of graduate outcomes survey results; development of labor market criteria for evaluating academic programs and assessing the need for proposed academic programs; and relationship building between higher education and business.
S10: Cultivate a climate of inclusion and innovation through scholarship, research, a diverse faculty, and other programming.	**I.9:** Advance equity in higher education by fostering a culture of inclusion that supports DEI efforts on campus and tells the institutional and SCHEV stories of how "Equity Works."

State Council of Higher Education for Virginia
Agenda Item

Item: #IV.H. - Council – Report from the Enrollment Ad Hoc Workgroup

Date of Meeting: March 21, 2023

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
Date: January 12, 2023
Action: Council received a report from staff, and Council Chair Ampy directed Council members Katie Webb and Walter Curt to work with staff and present additional information at the March meeting.

Purpose of Agenda Item:
The purpose of this agenda item is provide a report from Council's ad hoc workgroup on enrollment regarding its efforts and analyses toward better understanding of enrollment trends and projections in Virginia as well as the factors that have impacted enrollment, that are impacting it now and that are likely to impact enrollment in the future. Additionally, this item is intended to facilitate discussion about potential actions that Council, the state and/or the institutions might consider in preparation for future changes in statewide enrollment.

Background Information/Summary of Major Elements:
Code of Virginia, § 23.1-203(4) assigns to Council the duty to review and approve or disapprove the enrollment projections made by public institutions of higher education.

In January, and to inform Council considerations of forthcoming institutional projections of enrollments and to provide context regarding current and future state-level enrollment trends, staff provided materials containing: (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.

The presentation made the following points:

- The statewide plan for higher education, Pathways to Opportunity, sets a goal to have at least 70% of working-age population to have a college degree or other credential of value.
- Growth in college enrollment has slowed in the last 10 years, with the largest decreases in academic-credit-based community college enrollment.

- Reasons for the decline include complications caused by COVID-19, higher wages in the labor market and concerns about college costs and value.
- College participation among Virginia high school graduates has declined from 72% in 2017 to 65% in 2020.
- In addition to lower participation rates, the number of high school graduates in Virginia and in many other states is expected to level off or decline over the next 10 years.
- 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 attainment goals.
- Colleges and universities also will need to demonstrate to more adults that a degree or credential will improve their lives.
- One segment of enrollment that has seen an increase is that which enrolls students in short-term non-academic-credit courses and programs that lead to an industry-based workforce credential. Though the numbers currently are small, it is an area of potential growth and strong return on investment.
- The General Assembly has the authority to revisit policy and budget actions that could have an impact on college and university enrollment (and some items came before it in the 2023 session).
- The Council is embarking on the biennial enrollment projection process, which culminates with Council approval of projections at its October meeting.
- At the March meeting, Council will receive another briefing on the subject, based on input from Council members.

At the end of the January meeting, Chair Ampy asked Council members Katie Webb and Walter Curt to work with staff with staff to present additional information for Council's consideration at the March meeting.

Since January, Council members Katie Webb and Walter Curt worked with staff on gathering additional information. Chair Ampy's charge to the workgroup requested information on the following topics:

- Current and projected in-state and out-of-state enrollment
- Variations and trends overall and by gender, geography, income and race
- Institutional strategies to address variations in enrollment
- Impact on enrollment changes on facilities planning
- Inter-institutional effects of enrollment, applications, admission yields and student retention

The workgroup also gathered information on the decisions students make to attend college or which college to attend. The workgroup did not address every topic in the charge, but staff will continue to provide additional information to Council members at future meetings.

The workgroup met three times between mid-January and mid-March to outline key questions, to obtain and review data to address those questions and to discuss how to organize and present these data and findings to spur Council discussion at its March meeting.

Given the timelines of both the enrollment-projection process (summer) and the six-year-planning process (summer and fall), this topic may carryover beyond the workgroup's current scope. Staff recommends that Council consider how the topic of enrollment trends remains an ongoing discussion item.

At the meeting, Council will receive a briefing on the workgroup's effort and findings in the form of a slide deck entitled, "Preparing for Future Enrollment Changes: Relevant Findings and Potential Actions," which is enclosed with this item.

The overarching points include the following:

- Higher education enrollment grew steadily from the early 1990s to 2010 and has grown more slowly since, with the greatest declines at the community colleges.
- Disparities exist by gender, race, income and region of the state.
- Six public institutions account for over 75% of undergraduate enrollment among all public four-year institutions. What happens at those institutions influences enrollment at other institutions.
- The number of Virginia high school graduates will begin to decline in 2027; by 2035, the number of high school graduates will be about the same as it was 10 years ago.
- Participation in college also has declined. About 35% of recent high school graduates, or 30,000 graduates a year, are not pursuing postsecondary education.
- Taking into account fewer high school graduates and lower postsecondary education enrollment, the number of students enrolled in high education in Virginia will decrease in the next 10 years, absent actions to stem the reduction.
- We have some information about why graduates are not attending college: cost, return on investment, opportunity costs, COVID learning loss, etc.
- We also have some information on what factors influenced student choice in whether and where to attend college.
- In the last 10 years, students applied to more institutions (the "common application" made applying to more institutions easier).
- At the same time, acceptance rates and student yield has increased at some institutions and decreased at others. Except at a handful of institutions, year-to-year retention has remained steady.
- About 80% of Virginia high school graduates who enroll in college attend a Virginia institution. Some of the states from which Virginia institutions recruit students will experience smaller high school graduating classes, which will have an impact on recruitment of out-of-state students.
- Both institutions and the state, through policies and initiatives, are pursing actions to maintain or increase enrollment.
- The Council has the opportunity to advance other policy options to ensure that institutions remain financially and educationally sound, and the widest breadth students have access to a high-quality education.

Materials Provided:

- A PowerPoint presentation, “Preparing for Future Enrollment Changes: Relevant Findings and Potential Actions,” is enclosed.

Financial Impact: N/A

Timetable for Further Review/Action:
Staff will provide additional information at future meetings based on feedback from Council at today’s meeting. The enrollment projection process, which culminates in Council action in October, is underway. Institutions will submit preliminary projections on May 1.

Relationship to Goals of *The Virginia Plan for Higher Education*:
Enrollment relates directly to the plan’s goal of closing access and completion gaps. It also serves as a mechanism to reach the plan’s attainment objective of 70% of working-aged Virginians having a certificate, degree or credential by 2030. Enrollment further supports the plan’s vision of “Best State for Education.”

Resolution: N/A

Preparing for Future Enrollment Changes: Relevant Findings and Potential Actions

Council Meeting
March 21, 2023

Peter Blake, Director

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Objectives for Today

In fulfillment of the work group's charge:

1. Identify key questions and the data necessary to answer those questions to effectively plan for statewide enrollment changes;
2. Discuss potential actions that Council, the Commonwealth and/or the institutions might consider in preparation for future enrollment changes; and
3. Identify next steps.

Context and Key Questions

Chair's Charge to the Enrollment Work Group

Work Group Charge: To prepare materials for discussion at a future Council meeting regarding statewide planning for enrollment changes.

The review should focus primarily on undergraduate enrollment at public and private four-year and two-year institutions, and comprehend the following topics and their implications for higher education planning in Virginia:

- current and projected in-state and out-of-state enrollment;
- variations and trends in enrollment overall and by gender, geography, income, and race;
- institutional strategies to address variations in enrollment;
- Impact of enrollment changes on facilities planning;
- inter-institutional effects of enrollment, applications, admission yields and student retention.

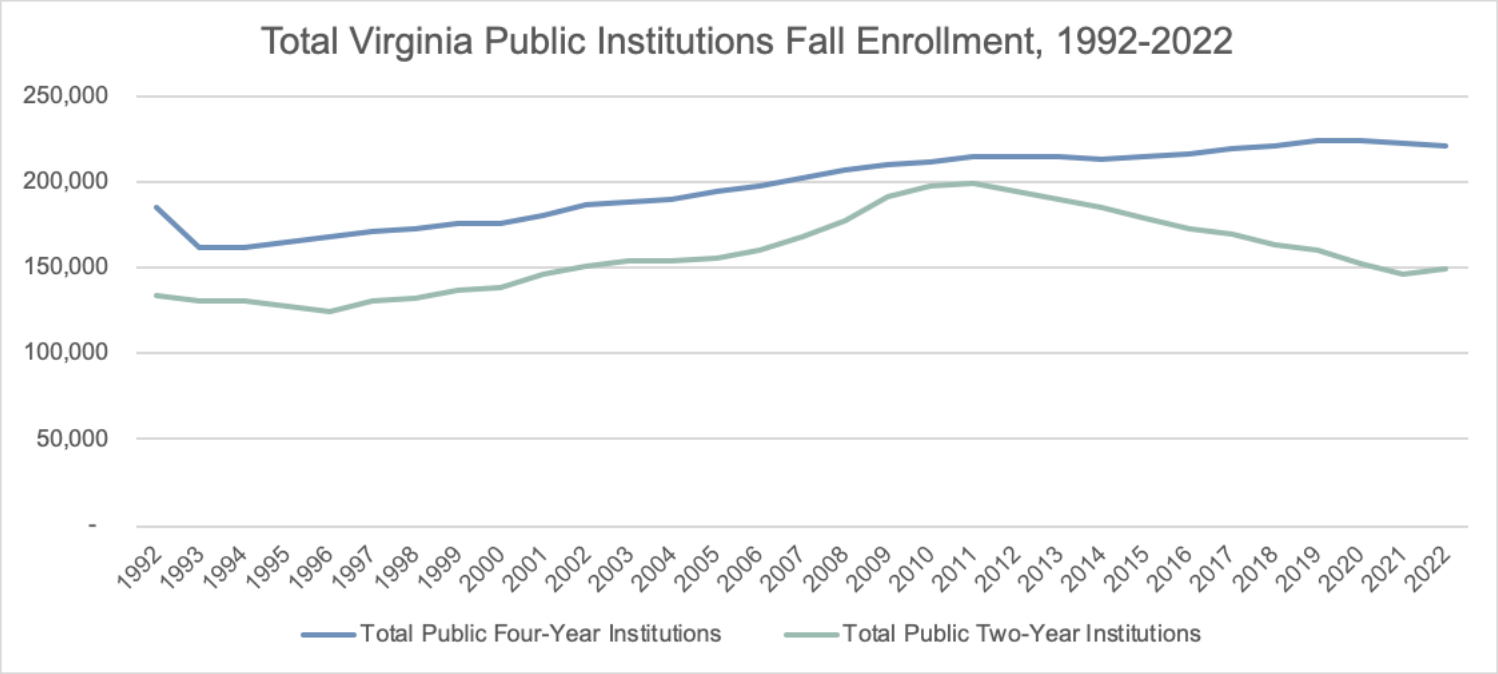
The presentation should include relevant findings and potential actions the Council, the state or the institutions might consider as we prepare for future enrollment changes.

Key Questions and Data Needs

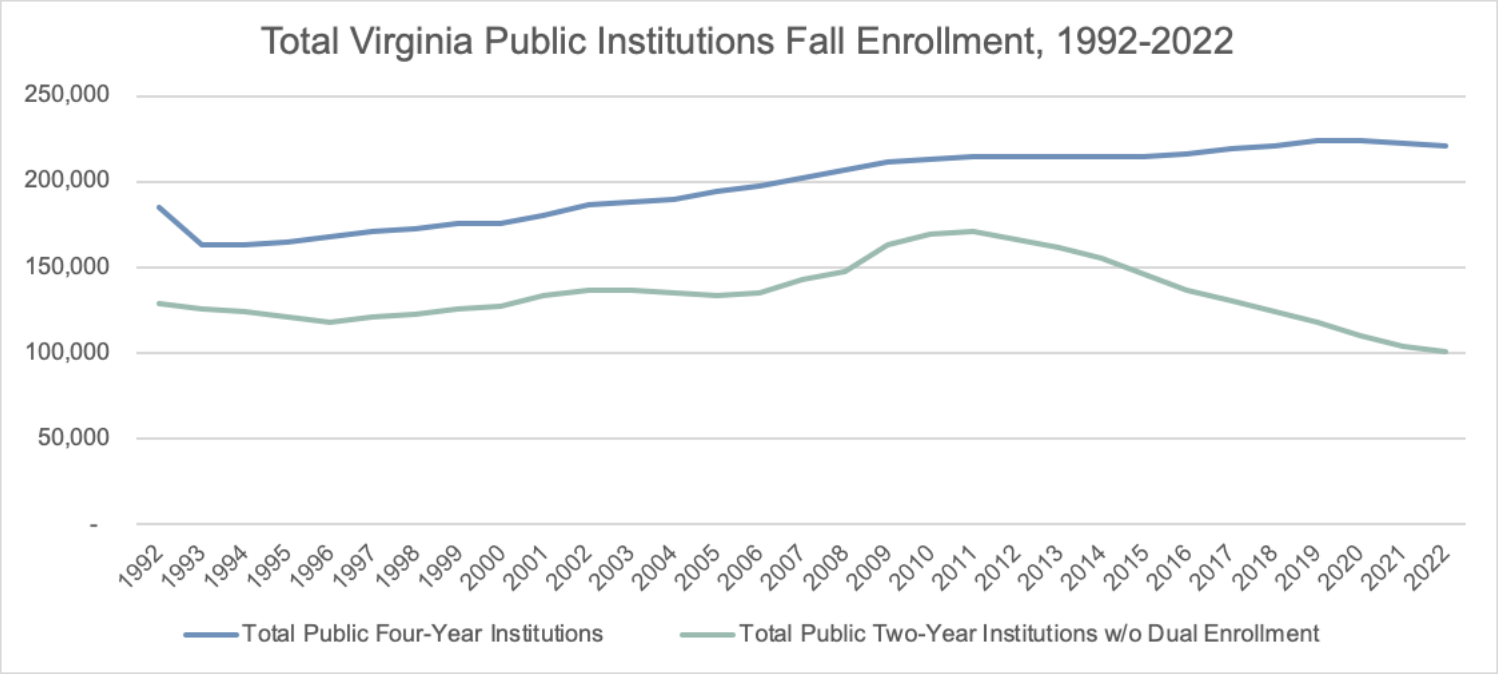
Key questions and data needed to answer those questions and effectively plan for statewide enrollment changes:

1. What is on the minds of high school students in terms of post-secondary plans?
2. What are the enrollment gaps/trends by region, gender, income and race/ethnicity?
3. What do we know about the choices high school students are making?
4. What are the national enrollment trends, and how do they impact/relate to Virginia's enrollment?
5. What are the statewide enrollment trends across Virginia's public and private institutions?
6. What programs, initiatives and strategies are currently being implemented by institutions and the state to address enrollment issues?

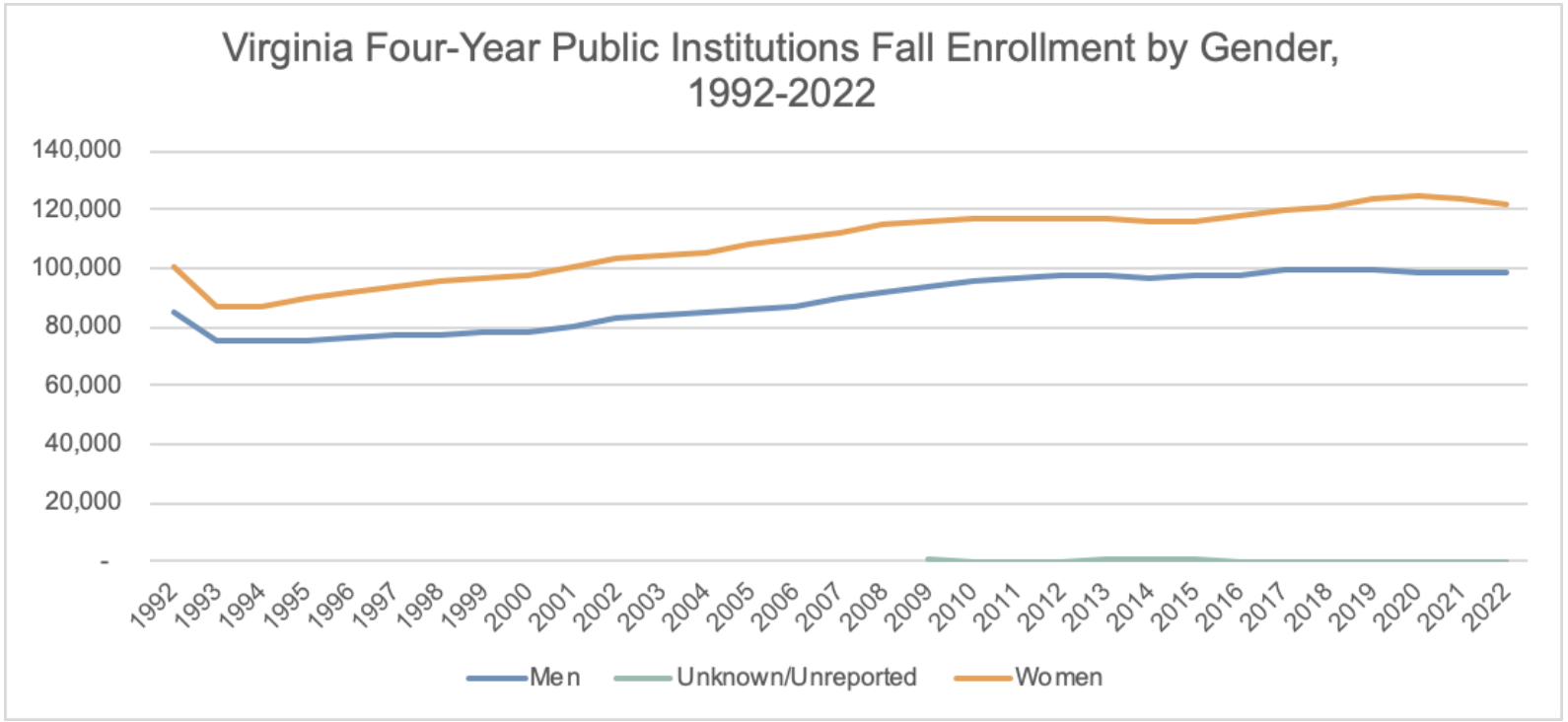
Statewide Trends and Projections



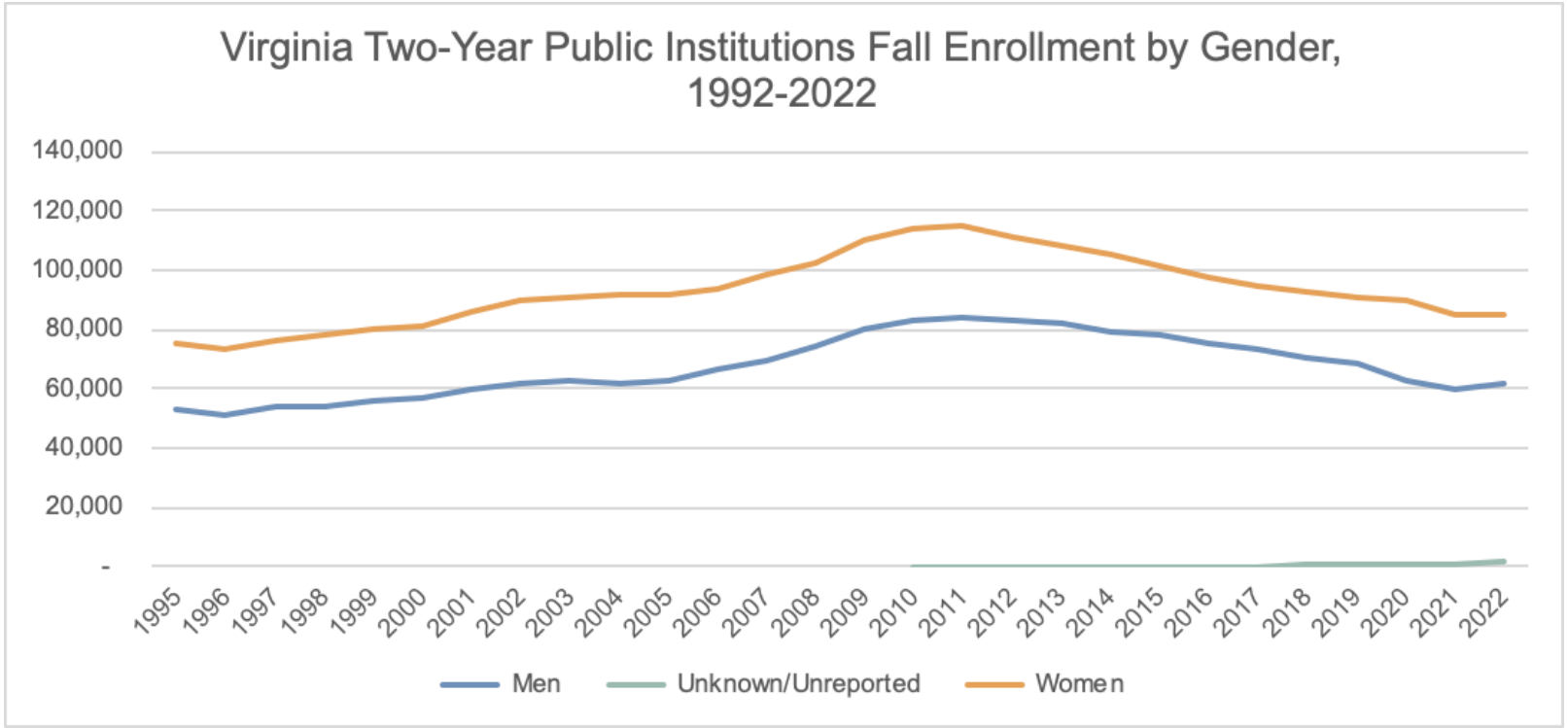
Source: SCHEV E03 Report; Two-year data include dual enrollment.



Source: SCHEV E03 Report; Two-year data exclude dual enrollment.



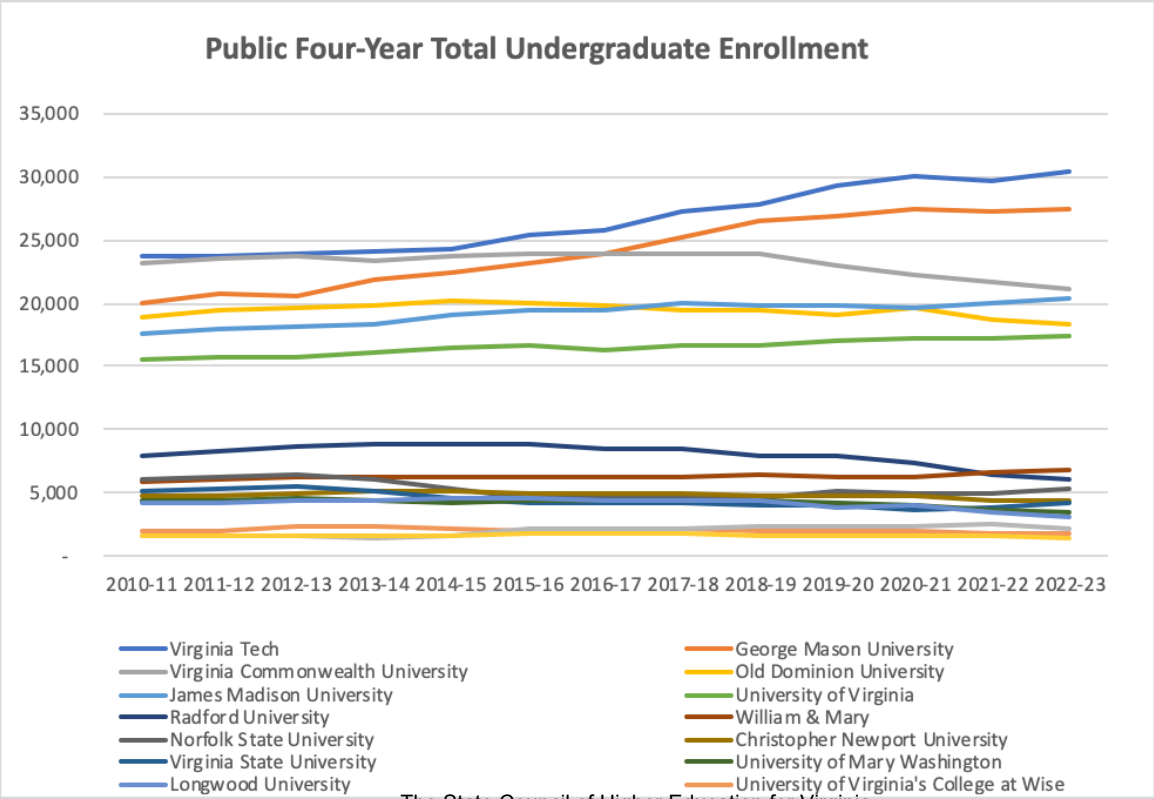
Source: SCHEV E03 Report.



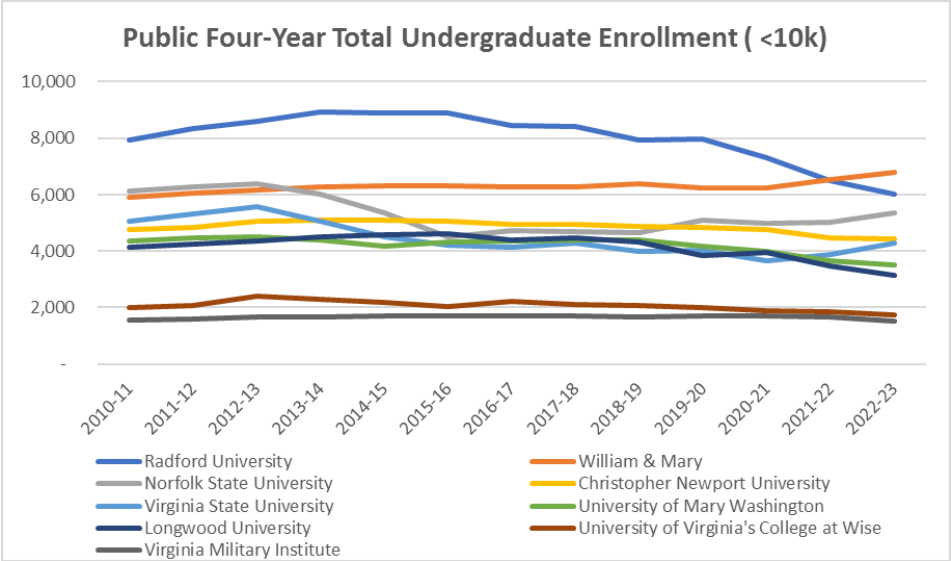
Source: SCHEV E03 Report.

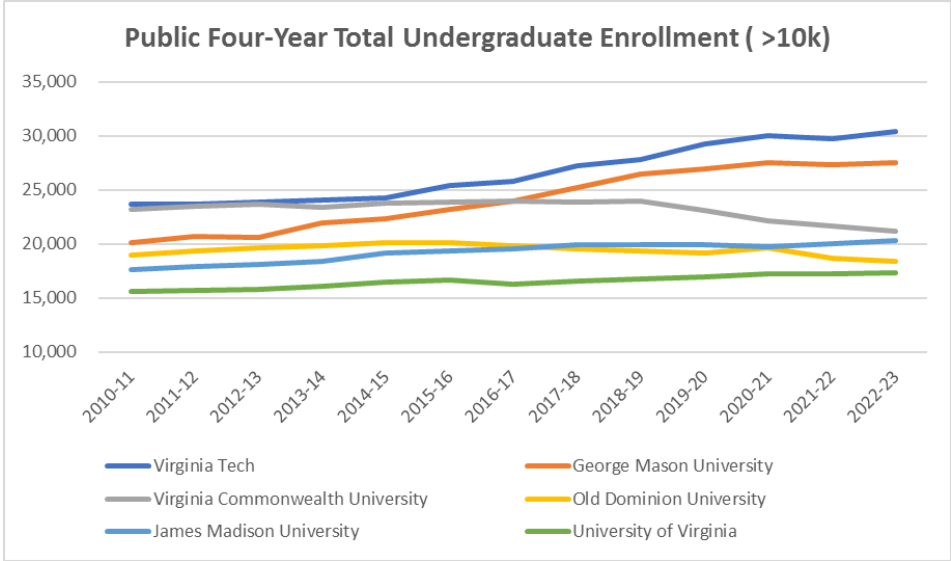
Institution	2010	2012	2014	2016	2018	2020	2022
Christopher Newport University	4,778	5,046	5,096	4,930	4,857	4,758	4,449
George Mason University	20,094	20,602	22,342	24,009	26,491	27,528	27,519
James Madison University	17,657	18,107	19,144	19,548	19,924	19,727	20,346
Longwood University	4,125	4,354	4,572	4,386	4,324	3,940	3,154
Norfolk State University	6,131	6,368	5,356	4,739	4,660	4,992	5,337
Old Dominion University	18,965	19,612	20,115	19,793	19,372	19,622	18,375
Radford University	7,950	8,610	8,885	8,453	7,926	7,307	6,008
University of Mary Washington	4,354	4,515	4,167	4,357	4,410	3,993	3,493
University of Virginia	15,569	15,794	16,460	16,298	16,753	17,274	17,334
University of Virginia's College at Wise	1,990	2,420	2,182	2,221	2,065	1,906	1,737
Virginia Commonwealth University	23,212	23,687	23,751	23,999	23,933	22,183	21,207
Virginia Military Institute	1,569	1,664	1,700	1,713	1,685	1,698	1,512
Virginia State University	5,075	5,570	4,498	4,155	3,986	3,656	4,300
Virginia Tech	23,690	23,859	24,247	25,791	27,811	30,020	30,434
William & Mary	5,898	6,171	6,299	6,276	6,377	6,236	6,797
Public Four-Year (Total)	**161,057**	**166,379**	**168,814**	**170,668**	**174,574**	**174,840**	**172,002**
Richard Bland College	1,587	1,540	1,528	2,203	2,357	2,314	2,140
VCCS	195,417	192,895	183,443	170,869	161,587	150,761	146,553
Public (Total)	**358,061**	**360,814**	**353,785**	**343,740**	**338,518**	**327,915**	**320,695**

Source: SCHEV E02 Report



Source:
SCHEV E02
Report





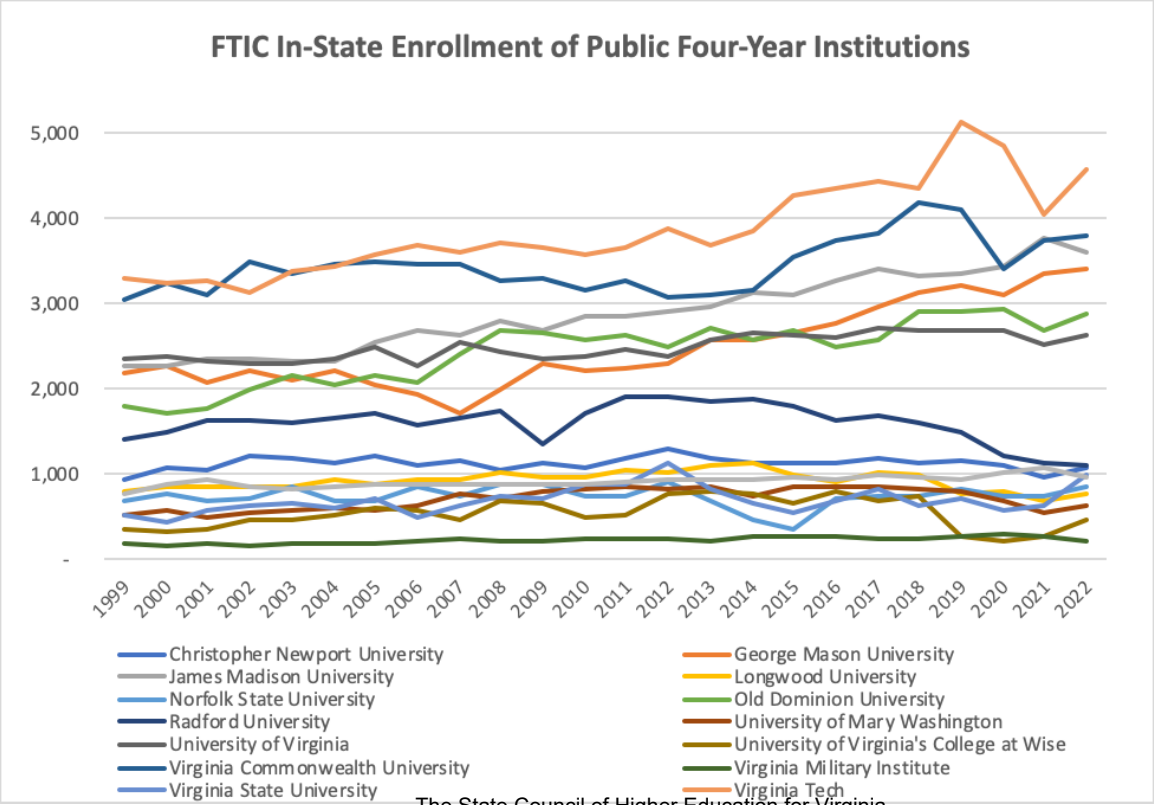
Source: SCHEV E2 Report

Institution	2016	2017	2018	2019	2020	2021	2022
Christopher Newport University	1,145	1,198	1,123	1,154	1,099	958	1,083
George Mason University	2,777	2,967	3,126	3,223	3,112	3,359	3,409
James Madison University	3,271	3,403	3,316	3,357	3,432	3,781	3,605
Longwood University	920	1,016	995	766	809	690	765
Norfolk State University	724	749	753	837	749	747	847
Old Dominion University	2,494	2,588	2,900	2,907	2,945	2,702	2,895
Radford University	1,623	1,692	1,597	1,499	1,212	1,138	1,098
University of Mary Washington	867	848	842	791	690	561	649
University of Virginia	2,600	2,727	2,687	2,698	2,694	2,528	2,623
University of Virginia's College at Wise	805	687	756	263	227	284	476
Virginia Commonwealth University	3,750	3,823	4,180	4,114	3,402	3,754	3,807
Virginia Military Institute	267	256	260	274	290	262	218
Virginia State University	697	828	646	726	567	637	1,009
Virginia Tech	4,358	4,436	4,342	5,117	4,845	4,047	4,583
William & Mary	945	992	965	947	1,020	1,073	982
Public (Total)	**27,243**	**28,210**	**28,488**	**28,673**	**27,093**	**26,521**	**28,049**
Private (Total)	**5,747**	**5,512**	**5,994**	**5,842**	**5,522**	**5,372**	**5,631**

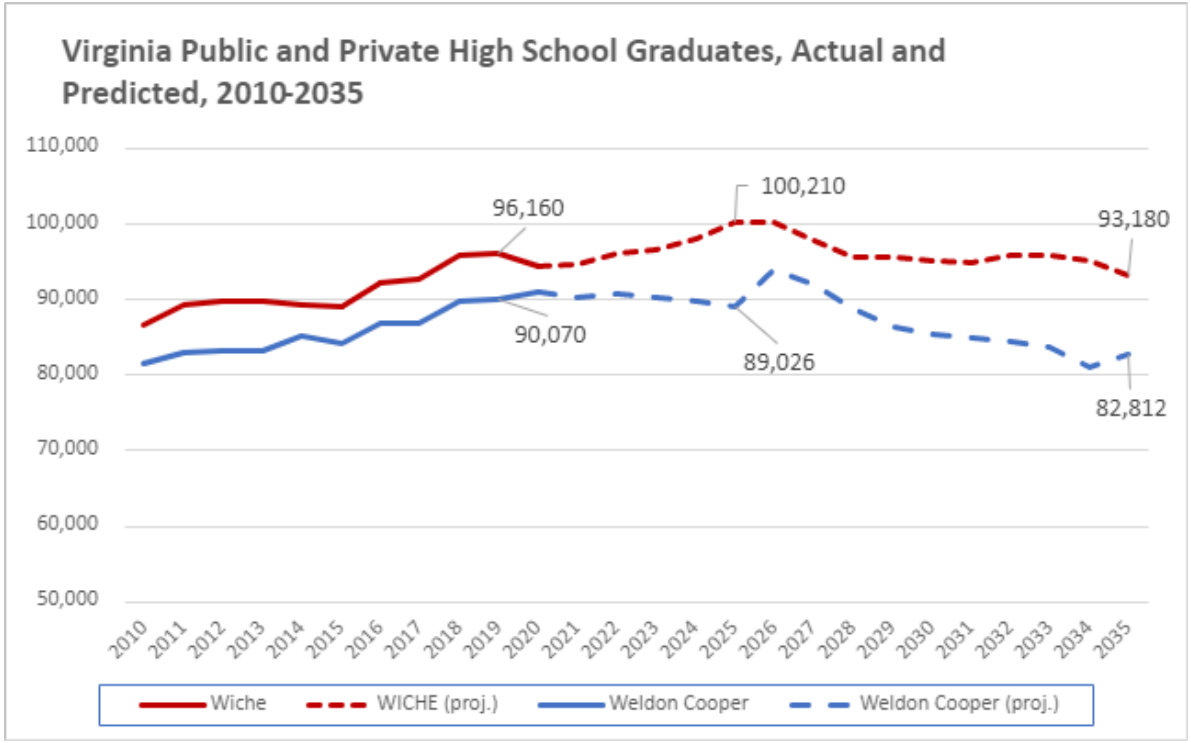
Source: SCHEV E02 Report

Institution	2016	2017	2018	2019	2020	2021	2022
Christopher Newport University	3.91%	3.81%	3.62%	3.67%	3.62%	3.31%	3.56%
George Mason University	8.56%	8.81%	8.92%	9.46%	8.30%	10.38%	9.79%
James Madison University	11.13%	11.06%	10.69%	10.91%	11.71%	12.74%	11.66%
Longwood University	2.73%	3.02%	2.85%	2.14%	2.36%	2.05%	2.20%
Norfolk State University	2.18%	2.21%	2.19%	1.82%	2.07%	2.35%	2.47%
Old Dominion University	8.03%	8.10%	9.00%	8.78%	9.48%	8.56%	8.69%
Radford University	5.30%	5.36%	4.99%	4.72%	3.98%	3.68%	3.41%
University of Mary Washington	2.60%	2.73%	2.68%	2.54%	2.21%	1.85%	2.01%
University of Virginia	8.35%	8.28%	8.01%	8.40%	8.86%	8.17%	8.16%
University of Virginia's College at Wise	0.98%	0.71%	0.81%	0.76%	0.65%	0.69%	0.60%
Virginia Commonwealth University	11.26%	11.26%	12.98%	12.88%	10.08%	12.69%	11.76%
Virginia Military Institute	0.91%	0.84%	0.85%	0.90%	1.01%	0.92%	0.72%
Virginia State University	0.76%	2.59%	1.19%	2.29%	1.94%	2.14%	3.17%
Virginia Tech	14.34%	14.29%	13.41%	16.38%	16.38%	13.42%	14.56%
William & Mary	3.07%	3.14%	3.05%	2.99%	3.44%	3.67%	3.19%
Public (Total)	**84.11%**	**86.20%**	**85.24%**	**88.64%**	**86.10%**	**86.61%**	**85.96%**
Private (Total)	**15.74%**	**13.62%**	**14.59%**	**11.35%**	**13.90%**	**13.39%**	**14.04%**

Source: SCHEV E02 Report

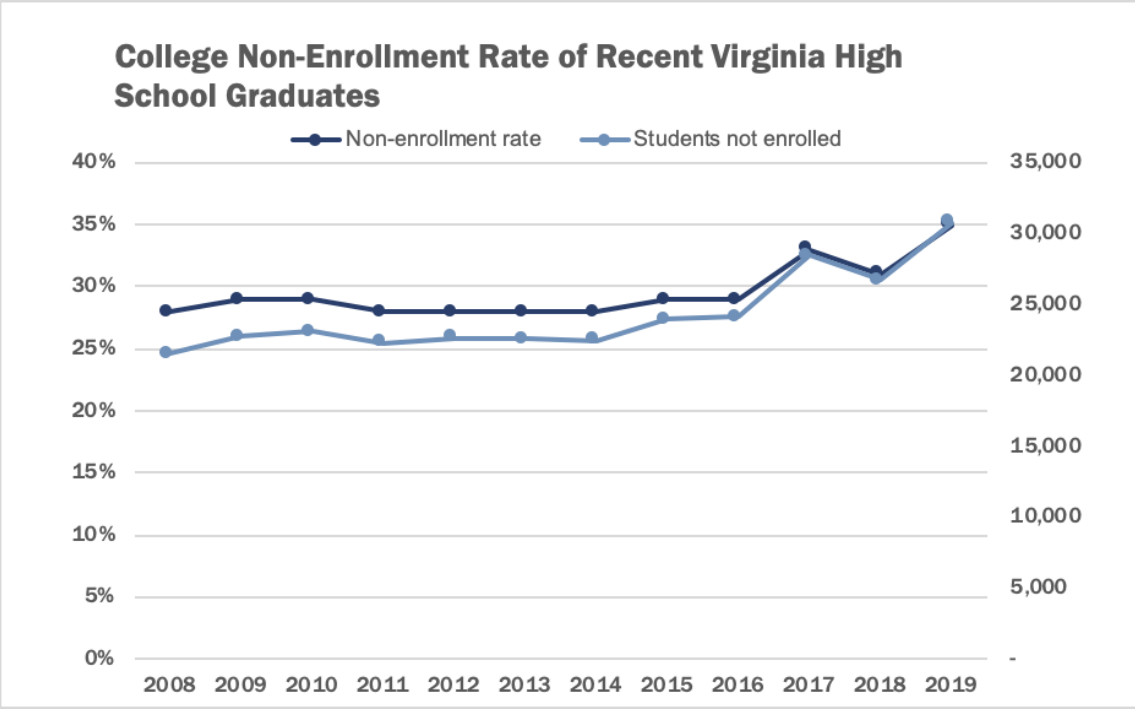


Source:
SCHEV E2
Report

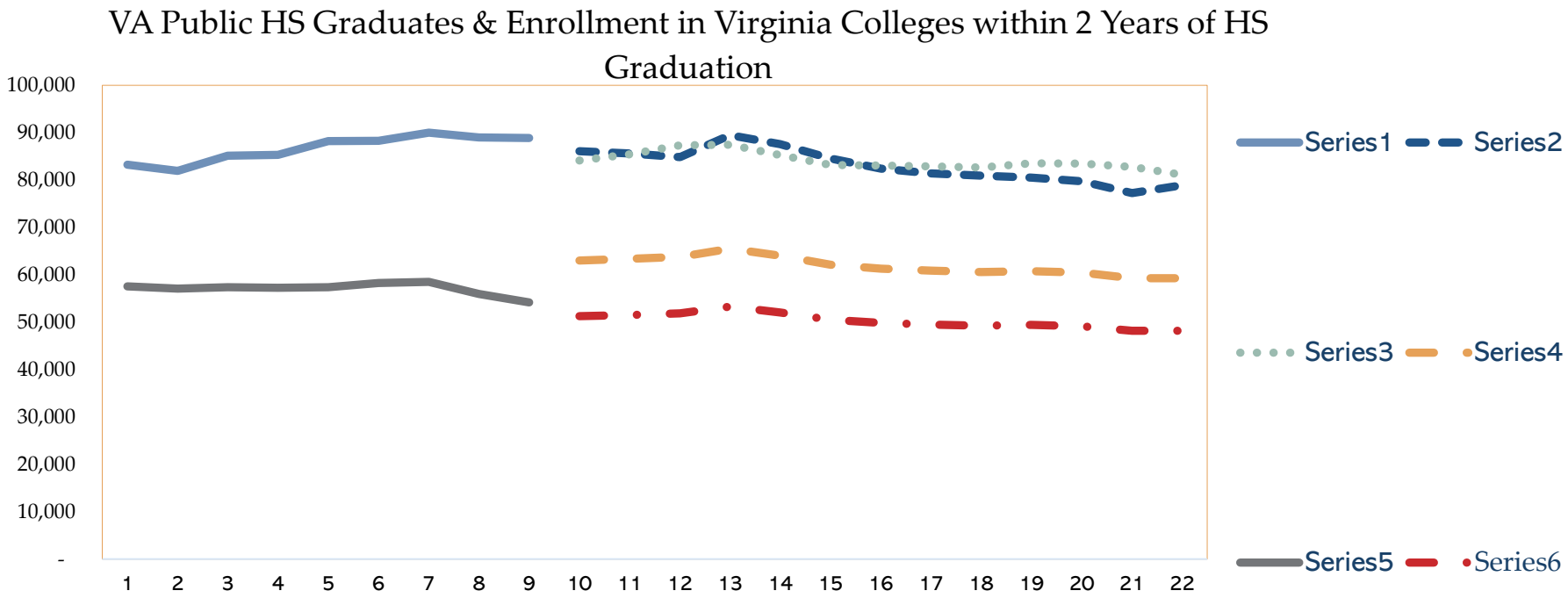


In all states, including Virginia, the decline of high-school graduates from affluent families is projected to be higher than the overall decline. It is the affluent students who are sought after by universities as they recruit out-of-state students.

Sources: Western Interstate Commission for Higher Education, Knocking at the College Door: Projections of High School Graduates, 2020
WICHE includes private high school graduates. Weldon Cooper only includes public high school graduates.



Source: VDOE C11 Report. Non-enrollment are graduates of Virginia high schools who did not enroll in a post-secondary program within 16 months.



Excludes 6,000-8,000 annual private high school graduates, most of whom earn the advanced and standard diplomas

What We Know (and Don't Know) About High School Students' Post-secondary Plans

Existing and available data, surveys and focus groups indicate:

- Majority of students (boys and girls) intend to pursue two-year or four-year college or other continuing education.
- Remainder intend to pursue (in order greatest to least): employment, the military or did not specify plans.
- Gender gap evident across various data sources with more girls than boys intending to pursue post-secondary education.
- Cost of college is a major concern across both genders.
- Covid-learning loss/burn out and summer melt are some (not all) contributing factors between post-high school plans and actual enrollment.

Sources: Gear Up Virginia fall 2022 8th grade survey and high school focus groups. You Science National Survey findings from 500 recently graduated high school students. Refer to appendices for methodology.

Main reasons given by surveyed 18-30 year-olds as to why they ended up not going to college or finishing their degree:

- Too expensive/did not want to take on (more) debt.
- Too stressful/too much pressure.
- More important to get a job and make money.
- Unsure about major/future career.
- Not worth the money it costs to attend.

Source: HCM-EDGE Research "Where are the Students?" Refer to appendix for methodology.

Considerations about what the purpose of the study is, who is the audience for the findings, which kind of analysis and reporting is needed, etc., would shape decisions about what a survey program might look like.

- Probability sampling or convenience sampling?
- Open-ended written survey responses or closed-ended categorized responses?
- Where is the list of high school students from which to sample?
- What other partners or stakeholders (i.e., Virginia Department of Education, high schools) need to be involved?
- What are considerations around surveying minors?
- What is the best means to communicate with potential respondents?

SCHEV is contracting with the VCU Survey and Evaluation and Research Laboratory to assess the current environment and propose options for next steps.

The College Decision Process

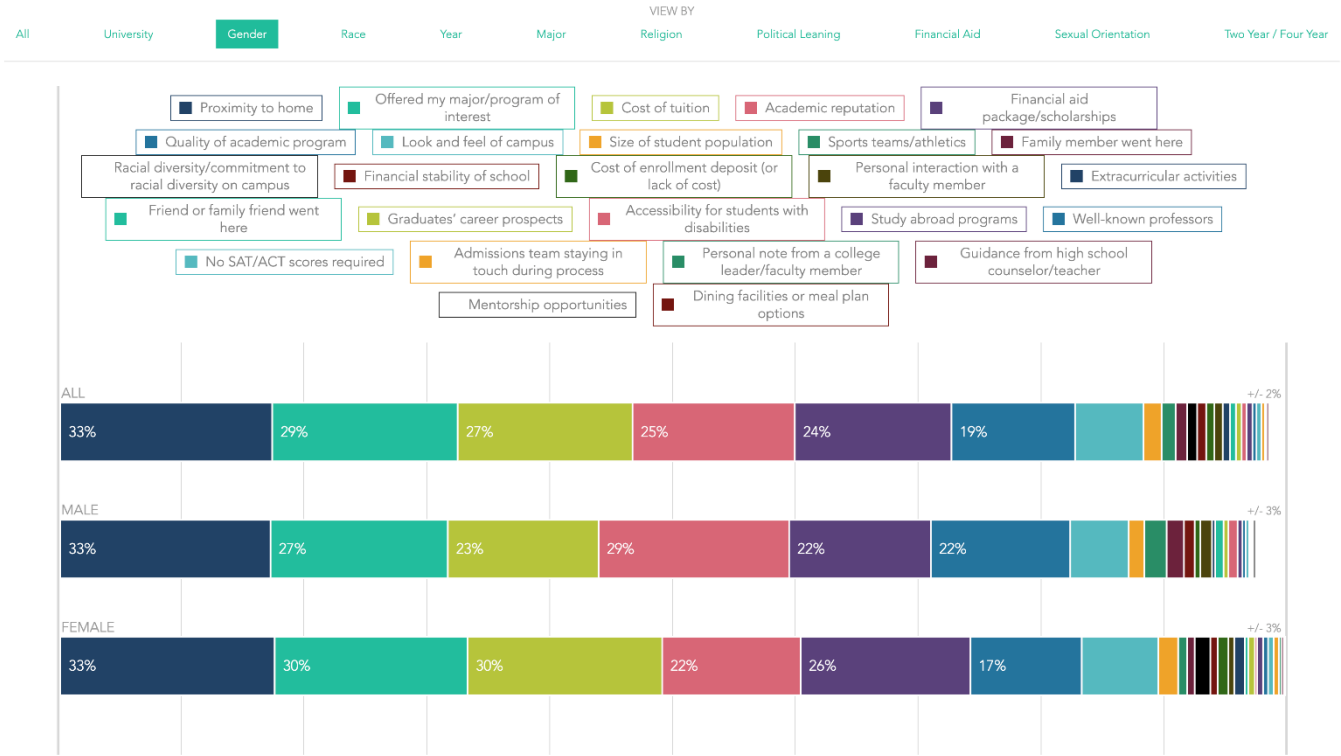
A multitude of factors influence where students choose to go to college.

Decisions are often based years in advance and apply to in- and out-of-state choices. Top factors include:

- Major/program of interest offered – 65%
- Academic reputation – 56%
- Proximity to home – 53%
- Quality of academic program – 49%
- Cost of tuition – 46%
- Financial aid package/scholarship – 45%
- Look and feel of campus – 41%
- Size of student population – 23%
- Extracurricular activities – 15%
- Sports teams/athletics – 11%

Source: Student Voice survey from *Inside Higher Ed* and College Pulse. Survey of 2,001 undergraduates in early 2022 . Refer to appendix for detailed methodology.

Source: Student Voice survey from *Inside Higher Ed* and College Pulse. Survey of 2,001 undergraduates in early 2022 . Refer to appendix for detailed methodology.



Source: Student Voice survey from *Inside Higher Ed* and College Pulse. Survey of 2,001 undergraduates in early 2022 . Refer to appendix for detailed methodology.

Students need facts and information to make their college selection decision but for many students their final decision will be driven more by how they feel about the college (i.e. sense of belonging).

MALES: 36% Use facts more than feelings
29% Use feelings more than facts

FEMALES: 39% Use facts more than feelings
43% Use feelings more than facts

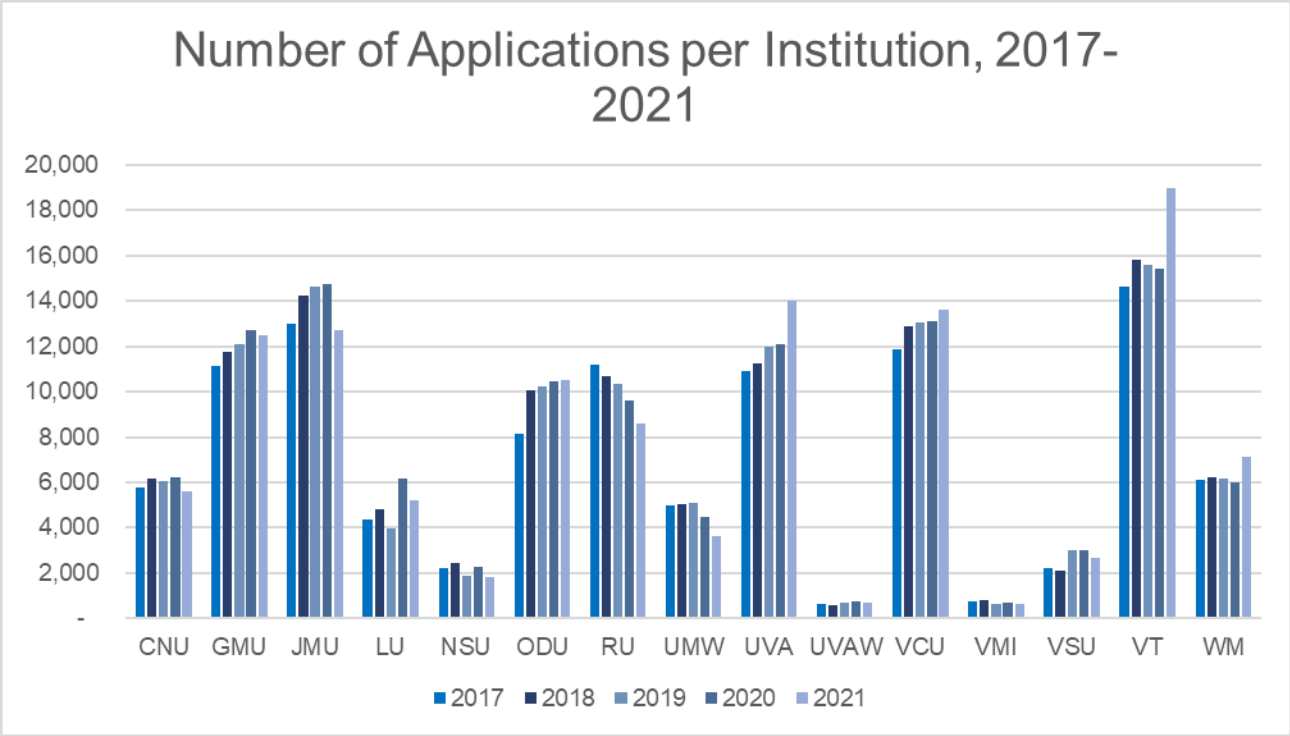
Note: The difference are the people who say they use facts and feelings equally.

KEY FEELINGS AND THE PERCENTAGE OF STUDENTS CITED THIS FEELING AS IMPACTING THEIR FINAL DECISION:

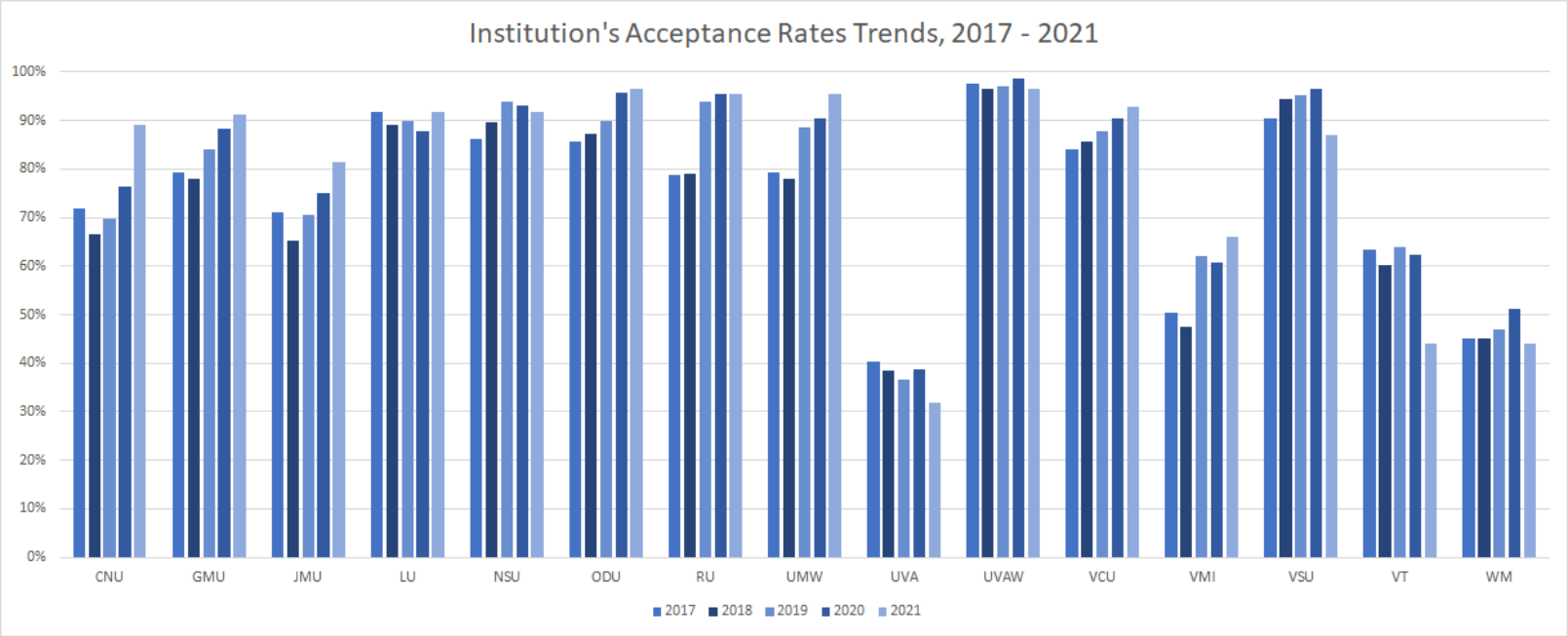
- See self there - 67%
- Campus atmosphere - 67%
- Sense of community - 64%
- Feel comfortable - 60%
- Was excited - 58%
- Felt right - 58%
- Felt welcomed - 57%
- Felt like home - 52%
- Proud to attend - 48%
- Care about me - 42%

Source: Longmire & Co survey, 2017. In this study, 55,000 students received the survey. The project yielded over 13,000 survey responses. Data were not available disaggregated by gender or other subgroups.
Responses from public institution pools accounted for 60% of the sample while 40% originated from private institution pools.
The margin of error for the total sample is +/- 0.86 at the 95% confidence level.

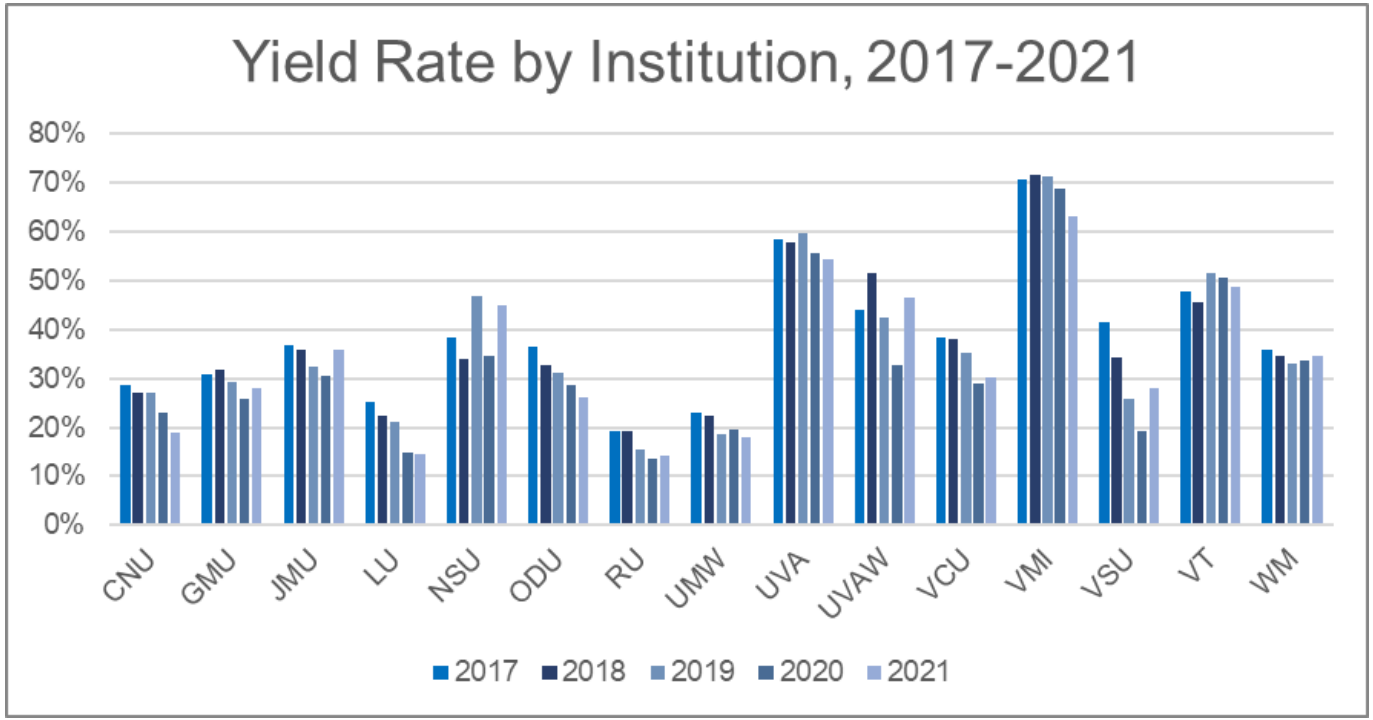
What We Know About Admissions and Enrollment Outcomes



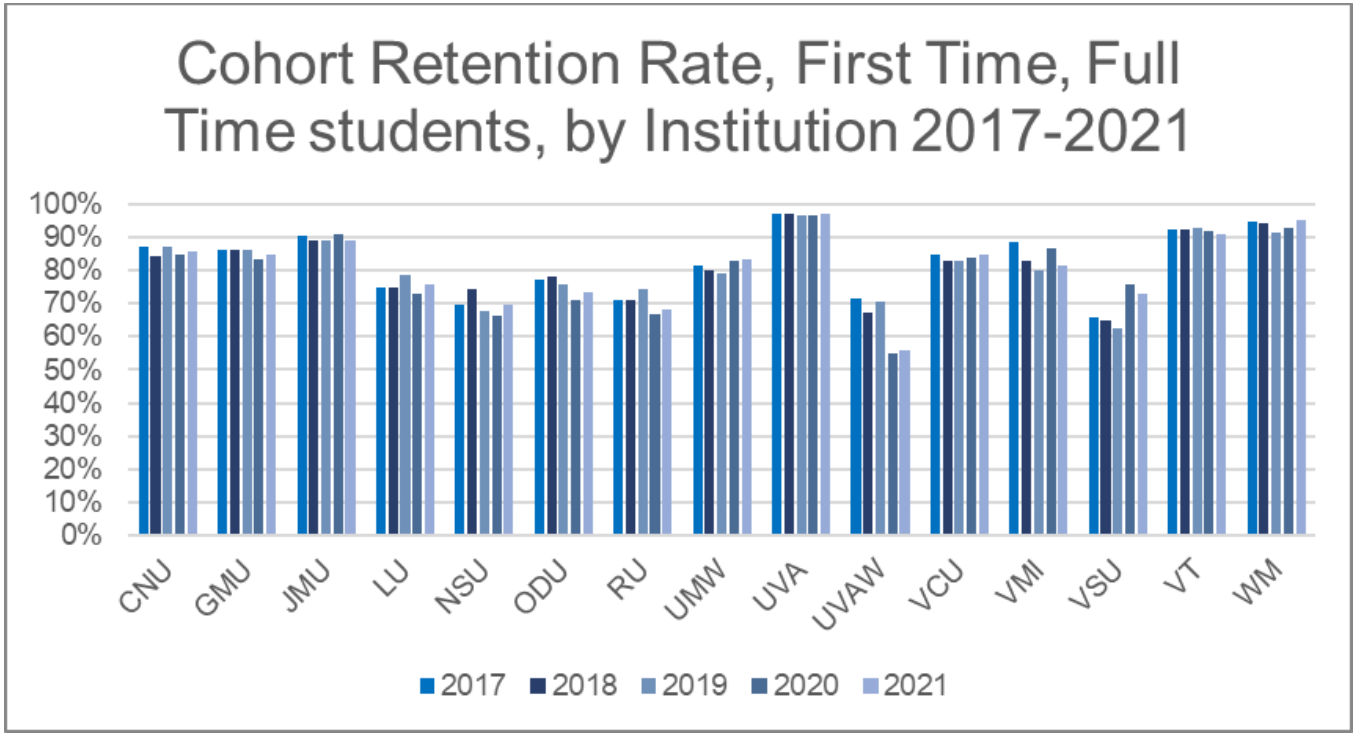
Source: SCHEV B08 Report



Source: SCHEV B08 Report



Source: SCHEV B08 Report



Source: SCHEV RTO1 Report

Where are Virginians going to college? - 2020			
Rank	**State**	**Number**	**% of Total**
-	**Virginia**	**47,272**	**80.27%**
1	North Carolina	1,316	2.23%
2	Pennsylvania	1,278	2.17%
3	New York	869	1.48%
4	South Carolina	740	1.26%
5	Tennessee	578	0.98%
6	West Virginia	578	0.98%
7	Florida	555	0.94%
8	District of Columbia	519	0.88%
9	Maryland	499	0.85%
10	Ohio*	417	0.71%
1-10	**TOP 10 TOTAL**	**7,349**	**12.48%**
-	All Other States	4,273	7.26%

Only includes first-time in college students who graduated high school within 12 months of enrolling.

Well-resourced schools from these states may increase their number of out-of-state admits.

*Note: New in 2020. Not on 2010 list.

Source: IPEDS

Where are students in Virginia coming from? – 2020			
Rank	**State**	**Number**	**% of Total**
-	**Virginia**	**47,272**	**78.14%**
1	Maryland	1,770	2.93%
2	North Carolina	1,376	2.27%
3	Pennsylvania	1,282	2.12%
4	New Jersey	1,262	2.09%
5	New York	942	1.56%
6	Foreign countries	511	0.84%
7	Florida	496	0.82%
8	Texas*	443	0.73%
9	Georgia*	424	0.70%
10	California*	398	0.66%
1-10	**TOP 10 TOTAL**	**8,904**	**14.72%**
-	All Other States	4,317	7.14%

Only includes first-time in college students who graduated high school within 12 months of enrolling

The competition from other out-of-state schools for students from these states will increase.

*Note: New in 2020. Not on 2010 list.

Source: IPEDS

Where are Students in Virginia coming from? – 2020 And Percent Change of High School Graduates over Time		
Rank	**State**	**% Projected Percent Change of High School Graduates from Class 2019 to 2037**
-	Virginia	-6%
1	Maryland	7%
2	North Carolina	-3%
3	Pennsylvania	-7%
4	New Jersey	-6%
5	New York	-14%
6	Foreign countries	n/a
7	Florida	18%
8	Texas	4%
9	Georgia	-8%
10	California	-15%

Source: IPEDS and WICHE

In all states, including Virginia, the decline of high-school graduates from affluent families is projected to be higher than the overall decline. It is the affluent students who are sought after by universities as they recruit out-of-state students.

Approaches to Increase Enrollment

Key approaches

- Targeted scholarships, grants and other supports for under-served students.
- Improved financial aid communication and simplified processes.
- Community/high school/student outreach: student-to-student connections and campus tours.
- College prep and summer bridge programs.
- Alternative growth/counterbalance strategies.
- Strengthen existing services/student persistence.
- Strategic recruitment planning.
- Ease of access to talk with institutional contacts (i.e. admissions, financial aid).

- Virginia College Advising Corps (VCAC)
  - Targeted approach that places advisers in high-need schools to address non-academic barriers to post-secondary matriculation
- Direct Student Services
  - GEAR UP Virginia
  - Middle School Campus Visits (6000+ students from low-income middle schools visiting 2 and 4 year, public and private institutions)
- Outreach
  - 1-2-3 Go! Campaign (Virginia College Application Week, Super FAFSA Project, Decision Day VA)
  - FAFSA Completion Portal pilot for high schools to access student-level data
- Professional Development
  - Statewide FAFSA training for school counselors & college access providers
  - Annual Virginia College Access Network conference
- Dual Enrollment
- Financial Aid Strategies

Potential Policy Considerations

- Right-size institutions to align with their current and projected enrollment.
- Consider additional, relevant program offerings that reduce time-to-degree, are in-demand or for which demand is growing.
- Re-evaluate policies on institutional growth and size.
- Target-fund selected institutions so that they can lower tuition.
- Establish an enrollment monitoring unit.
- Authorize selected institutions to enroll more out-of-state students.

- Authorize institutions to charge out-of-state students less than 100% of cost.
- Lower tuition/increase financial aid.
- Expand outreach to non-traditional audiences.
- Develop full-scale college marketing campaign.
- Survey high school students regarding their plans after graduation and, if they don't intend to pursue continuing education, ask why.

State Council of Higher Education for Virginia
Agenda Item

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

Date of Meeting: March 21, 2023

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
Date: March 2002; July 2002; September 2006
Action: Council delegated certain items and actions to staff.

Background Information/Summary of Major Elements:
Council has delegated certain items to staff for approval and reporting to Council on a regular basis.

Materials Provided: (see next page for March items)
Materials may include listings related to any of the following items:

- Academic Program Actions
- Discontinued Programs
- Internal and Off-Campus Organizational Changes:
- National Council for State Authorization Agreements (NC-SARA) Renewal
- 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
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	**Organizational-unit Name Change Approved:** Change the name of 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."	12/15/2022

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	12/8/2022

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 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 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 `