

Agenda Book

May 15-16, 2023

Location:

Virginia Union University

May 15-16, 2023, Council Meeting Schedule of Events

Virginia Union University

Claude G. Perkins Living and Learning Center – all events will take place in this building

May 15, 2023

- 1:00 – 2:45 **Academic Affairs Committee (Seminar Room #2)**
[Section I on the agenda](#)
Committee members: Alvin Schexnider (chair); Jeffrey Smith (vice chair); Mirza Baig; Jason El Koubi; William Harvey; Cheryl Oldham.
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- 1:00 – 2:45 **Resources and Planning Committee (Seminar Room #1)**
[Section II on the agenda](#)
Committee members: Victoria Harker (chair); John Broderick (vice chair); Katharine Webb; Thaddeus Holloman; Jennie O’Holleran; Walter Curt.
- 3:00 – 5:00 **Private College Advisory Board Meeting (Conference Room #1)**
- 5:00 – 5:30 **Virginia Union University Presentation (Conference Room #1)**
- 5:30 – 6:00 **Reception (Atrium of the Living and Learning Center)**
- 6:00 – 7:30 **Dinner, (Conference Room #3)**

May 16, 2023

- 8:00– 9:00 **Continental breakfast available (Conference Rooms #1 and #2)**
- 9:00 – 12:15 **Council meeting, (Conference Rooms #1 and #2)**
- 12:30 **Boxed lunches available for Council and SCHEV staff. (Conference Rooms #1 and #2)**

NEXT MEETING: July 18, 2023 – Central Virginia Community College in Lynchburg



**May 15-16, 2023, Council Meetings
Agenda
Virginia Union University**

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I. Academic Affairs Committee Monday, May 15, 2023 (Claude G. Perkins Living and Learning Center, Seminar Room #2)	1:00 p.m.		
A. Call to Order	1:00 p.m.	Dr. Schexnider	
B. Approval of Minutes from the March 20 Academic Affairs Committee	1:05 p.m.	Dr. Schexnider	5
C. Action on Proposed Degree Program at Public Institution	1:10 p.m.	Dr. DeFilippo	9
D. Discussion of SCHEV Evaluation of Duplicative Proposed Programs	1:35 p.m.	Dr. DeFilippo	16
E. Receipt of Report of the Staff Liaison to the Academic Affairs Committee	2:35 p.m.	Dr. DeFilippo	24
F. Motion to Adjourn	2:45 p.m.	Dr. Schexnider	
II. Resources and Planning Committee Monday, May 15, 2023 (Claude G. Perkins Living and Learning Center, Seminar Room #1)	1:00 p.m.		
A. Call to Order	1:00 p.m.	Ms. Harker	
B. Approval of Minutes from the March 20 Resources and Planning Committee	1:05 p.m.	Ms. Harker	28
C. Action on Designated Institutions' Progress Regarding Institutional Performance Standards	1:10 p.m.	Dr. Khattar	32
D. Update on Higher Education Budget from the 2023 General Assembly	1:30 p.m.	Dr. Edwards	38
E. Discussion of the 2023 Enrollment-Projection Process	1:45 p.m.	Mr. Massa	40
F. Update on the 2023 Six-Year Plan Process	2:20 p.m.	Mr. Allison	42
G. Update on Staff Review of Requests from Three Private Institutions	2:35 p.m.	Mr. Andes	46
H. Motion to Adjourn	2:45 p.m.	Ms. Harker	
III. Private College Advisory Board Meeting May 15, 2023 (Claude G. Perkins Living and Learning Center, Conference Room #1) (See separate agenda.)	3:00 p.m.		

IV. Council Meeting Tuesday, May 16, 2023 (Claude G. Perkins Living and Learning Center, Conference Room #1)	9:00 a.m.		
A. Call to Order	9:00 a.m.	Mr. Ampy	
B. Approval of Minutes from the March 21 Council Meeting	9:05 a.m.	Mr. Ampy	51
C. Remarks from Virginia Union University President, Hakim Lucas	9:10 a.m.	President Lucas	62
D. Briefing from Cardinal Education (formerly the Commonwealth Graduate Engineering Program)	9:35 a.m.	Dr. DeFilippo/ Dr. Garrison	63
E. Discussion of Priority Initiatives for the <i>Pathways to Opportunity Plan</i>	10:00 a.m.	Ms. Salmon	65
F. Report from the Agency Director	10:20 a.m.	Mr. Blake	71
Break	10:30 a.m.		
G. Report of the Academic Affairs Committee	10:50 a.m.	Dr. Schexnider	
H. Report of the Resources and Planning Committee	11:10 a.m.	Ms. Harker	
I. Receipt of Items Delegated to Staff	11:30 a.m.	Mr. Blake	
J. Report on Council Officer Elections	11:40 a.m.	Dr. Schexnider/Mr. Broderick	80
K. Action on Resolutions for Departing Council Members	12:00 p.m.	Mr. Blake	
L. Old Business	12:15 p.m.	Mr. Ampy	
M. New Business	12:20 p.m.	Mr. Ampy	
N. Receipt of Public Comment	12:25 p.m.	Mr. Ampy	
O. Closed Session (personnel matters)	12:30 p.m.	Mr. Ampy	
P. Motion to Adjourn	1:00 p.m.	Mr. Ampy	
<u>NEXT MEETING:</u> July 18, 2023, Central Virginia Community College (Lynchburg)			

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
March 20, 2023**

DRAFT MINUTES

Dr. Schexnider called the meeting to order at 2:00 p.m., at Kyle Hall, MBA Reading Room (Room #333), Radford University in Radford, Virginia. Committee members present: Alvin Schexnider, Ken Ampy, Jason El Koubi, Jeff Smith and Cheryl Oldham.

Committee members absent: Mirza Baig and William Harvey.

Staff members present: Peter Blake, Joseph G. DeFilippo, Sandra Freeman, Kirstin Pantazis, Paula Robinson, and Kristin Whelan.

APPROVAL OF MINUTES FROM THE January 10 ACADEMIC AFFAIRS COMMITTEE MEETING

On motion by Dr. Smith and seconded by Mr. Ampy, the minutes were approved unanimously (5-0).

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

ACTION ON PROPOSED DEGREE PROGRAMS AT PUBLIC INSTITUTIONS

Dr. DeFilippo described the background of the proposed Associate of Fine Arts in Music degree program at Northern Virginia Community College as well as its curriculum. This program will take the place of the Associate of Applied Arts in Music and the Associate of Arts in Music. Administration and resources from the old program will be redirected to this program. The new degree program is intended to align with transfer to BFA programs in music. Dr. DeFilippo acknowledged Dr. Dan Lewis from the Virginia Community College System, Dr. Barbara Hopkins from NVCC, and Dr. Paul Smith, SCHEV staff, and thanked them for their work on the proposal.

The following resolution was approved unanimously (5-0) to be forwarded to the full 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.

Dr. DeFilippo described the background of the proposed Master of Education in Education at University of Virginia's College at Wise (UVA-W). This will be the first graduate program offered at the institution. Dr. DeFilippo noted a change to be made to the resolution as the CIP code should be 13.0101, not 45.9999. The program will not add teachers to the workforce, instead focusing on assisting those who are provisionally licensed or working in administration. Letters of support from regional superintendents

were provided and UVA-W attests to pay increases that a master's degree generates for working teachers.

Dr. Andy Cox, Chair of Teacher Education at UVA-W remarked that students are excited to begin the program. Dr. Jeffrey Smith expressed support for the proposal, noting that curriculum is the core of education and programs like this assist in building an educated population.

The following resolution was approved unanimously (5-0) to be forwarded to the full 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: 13.0101), effective fall 2023.

ACTION ON REVIEW OF PROPOSED DOCTORAL DEGREE PROGRAM

Dr. DeFilippo described the background of the proposed Doctor of Education in Education degree program at James Madison University (JMU). Virginia Commonwealth University (VCU) and Virginia Tech (VT) had objected to the proposal based on duplication of an existing degree program, so the item is before the committee for adjudication of the duplication issue. If approved, the program would be permitted to proceed to a full review. Dr. DeFilippo answered questions from committee members.

Dr. Mark L'Esperance, Dean of the College of Education at (JMU), addressed Council noting that full review is an opportunity to address concerns and that the proposed program aligns with the governor's educational objectives. He then responded to questions regarding curricular differences with existing programs.

In the course of discussion Dr. DeFilippo explained duplication is one part of SCHEV's evaluation of proposed degree programs and that concerns about duplication are presented to Council under its statutory duty to review and "approve or disapprove" any new degree program proposed by a public institution of higher education. A discussion of the significance of duplication followed. Mr. Curt noted that pitting institutions against each other is detrimental, particularly when facing declining enrollment. Dr. Schexnider added that national trends are moving away from blatant competition over new programs. Ms. Oldham requested that more rigorous data be collected on the alignment of the program with position requirements. Mr. El Koubi suggested establishing principles for adjudicating the duplication issue. Dr. Smith noted that duplication concerns should balance saturation with demands of the profession and that in this case duplication in itself should not stop the review process from continuing.

On motion by Dr. Smith and seconded by Dr. Ampy the following resolution was approved unanimously (5-0) to be forwarded to the full council:

Be it resolved that the Academic Affairs Committee approves continuation of a full review of the proposal from James Madison University to initiate a Doctor

of Education in Education degree, to include an exhaustive analysis of the data as a part of the full review.

REVIEW OF PROGRAM ANNOUNCEMENTS FROM PUBLIC INSTITUTIONS

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

Dr. DeFilippo spoke about the purposes of listing program announcements related to alerting staff, Council members and other institutions about institutions’ programmatic plans, and noted that the process affords input regarding duplication. Dr. DeFilippo provided descriptions of each proposed program and factors that may affect approval of such programs. Committee members offered comments and received information from institutional representatives.

ACTION ON PROPOSED ORGANIZATIONAL CHANGE AT A PUBLIC INSTITUTION

Dr. DeFilippo introduced the background for the organizational changes proposed by Virginia Commonwealth University (VCU): establishment of a School of Population Health, Department of Epidemiology, Department of Health Policy and Department of Social and Behavioral Sciences; in addition the School of Population Health would include a Department of Biostatistics Dr. DeFilippo noted that this move is a prelude to VCU’s continuing efforts to creating an accredited School of Public Health and is a required step by the public health accrediting body, the Council on Public Health Education (CEPH). The establishment of the School of Population Health would take effect on April 1, 2023.

Dr. DeFilippo acknowledged the complicated process for accreditation and the commitment of the institution in working through required steps in the process. This is a non-trivial investment with rationale and details of the reallocation of more than 51 million dollars from the School of Medicine and the hiring of new personnel detailed beginning on page 103 of the agenda.

Dr. DeFilippo thanked Dr. Monica Osei for her work on the proposal. Dr. Schexnider concurred, noting that a proposal of this magnitude is quite an undertaking and will benefit both the university and the state.

The following resolution was unanimously approved (5-0) 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 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 Health; 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.

DISCUSSION OF PRIVATE POSTSECONDARY EDUCATION SCHOOL CLOSURES

Ms. Freeman provided a presentation with an overview of legal requirements and logistical challenges associated with the closure of regulated postsecondary schools in Virginia. She noted that this was a follow-up to a presentation from a year ago. School closures are of particular concern recently as there has been an uptick in closures which always result in student confusion and victimization. SCHEV staff assist with damage control in abrupt closures and with planning in orderly closures. Further, SCHEV staff is responsible for record keeping and providing transcripts to alumni of closed institutions with a 200% increase in the number of transcripts requested in recent years.

Dr. Schexnider inquired about staff workload and commended Ms. Freeman and staff for their work. Mr. Ampy likewise acknowledged staff's efforts and suggested a feasibility study of switching to electronic record keeping.

RECEIPT OF REPORT FROM ACADEMIC AFFAIRS COMMITTEE STAFF LIAISON

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

ADJOURNMENT

Dr. Schexnider adjourned the meeting at 4:02 p.m.

Alvin Schexnider
Chair, Academic Affairs Committee

Kirstin Pantazis
Staff, Academic Affairs

State Council of Higher Education for Virginia Agenda Item

Item: #1.C – Academic Affairs Committee – Action on Proposed Degree Program at a Public Institution

Date of Meeting: May 15, 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 a proposed degree program 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:

Program Presented for Approval

- Norfolk State University, Master of Public Health (MPH) in Public Health (CIP: 51.2201)

Financial Impact:

Financial and resource-related information appears in the program summary 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.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Norfolk State University to initiate a Master of Public Health (M.P.H.) degree program in Public Health (CIP code: 51.2201), effective fall 2023.

Norfolk State University
Master of Public Health (M.P.H.) in Public Health
(CIP: 51.2201)

Program Description

Norfolk State University (NSU) is proposing the creation of a Master of Public Health (MPH) degree program in Public Health to be initiated fall 2023. The proposed program would be located in the College of Science, Engineering, and Technology, Department of Nursing and Allied Health.

The degree program is designed to educate students to “apply evidence-based public health approaches that prevent injury and disease to support the delivery of health services.” Students will learn to analyze and interpret health data and information to improve health programs, policies, and services. The core curriculum will include courses in public health practice, biostatistics for public health, environment and public health, social and behavioral sciences for public health, principals of epidemiology, research methods in public health, and health management and systems thinking. With an emphasis on health equity, the program will also require courses in foundations of health equity, community health assessment, public health informatics, and public health leadership. Students will understand how to work with diverse populations, to implement programs to address health disparities, and to advance health equity. Graduates will possess knowledge and skills to: 1) assess population needs that affect the communities’ health; 2) evaluate policy and the impact on public health services, programs, and health equity; 3) develop and execute community-engaged public health interventions; and 4) design population-based policies, programs, and interventions; and 5) interpret data to identify systemic inequities. NSU developed 14 new courses for the degree program, which include the eight core courses and four health equity courses.

The MPH in Public Health would require 43 credit hours: 19 credit hours of core coursework; 12 credit hours of health equity coursework; nine credit hours of restricted electives; and three credit hours for a practicum.

Justification for the Proposed Program

In 2020, the Center for Disease Control and Prevention (CDC) revised the framework for the 10 Essential Public Health Services (EPHS) that describe the public health activities that all communities should engage “to protect and promote the health of all people in all communities” (<https://www.cdc.gov/publichealthgateway/publichealthservices/essentialhealthservices.html>). The 10 essential services are also recognized as core population health capabilities that communities need to respond to public health threats. NSU indicated that one indicator of communities’ public health capabilities is how well the local health department is equipped to address essential public health services. “The need for advanced public health capabilities across Virginia is reflected in accreditation data provided by the Public Health Accreditation Board (PHAB). The PHAB provides a rigorous, peer reviewed process in which health departments are assessed on their capacity to carry out the 10 Essential Public Health

Services.” Information for 2022 shows that of the 35 local health districts and approximately 206 local health departments in Virginia, only three districts and one local health department have earned PHAB accreditation. Moreover, of the nine local health districts in the Eastern Virginia region, only one has earned accreditation (<https://phaboard.org/accreditation-recognition/accreditation-activity/>). NSU asserts that the proposed degree program, designed to educate students to address the 10 essential public health services, will produce graduates with the knowledge and skills needed to advance the population health capabilities of local health departments and public health-focused organizations.

Health equity “generally refers to individuals achieving their highest level of health through the elimination of disparities in health and health care” (<https://www.kff.org/racial-equity-and-health-policy/issue-brief/disparities-in-health-and-health-care-5-key-question-and-answers/>). Health disparities “are often viewed through the lens of race and ethnicity, but they occur across a broad range of dimensions for example,” social and economic factors. NSU notes that achieving health equity is an aim of national and international public health efforts as evidenced by the “10 Essential Public Health Services” (CDC), the Robert Wood Johnson Foundation’s “Culture of Health” action framework (<https://www.rwjf.org/en/building-a-culture-of-health/why-health-equity.html>), and the U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion, “Healthy People 2030” (<https://health.gov/healthypeople/about/healthy-people-2030-framework>). NSU contends that the proposed degree program will address a need for Masters’ level educated public health professionals who can “develop, implement, and promote sustainable programs and services that eliminate health disparities and create equity in health and well-being.”

NSU notes that the proposed degree program would enhance the capability of Hampton Roads and Virginia to “build and support a diverse and skilled public health workforce” (<https://www.cdc.gov/publichealthgateway/publichealthservices/essentialhealthservices.html>). The proposed degree program will be the first MPH in Public Health degree program offered by a Historically Black College or University (HBCU) in Virginia. In fall 2022, of the 413 graduate students enrolled at NSU, 280 (approximately 68%) were African Americans. Given the predominant demographics of graduate students at the university, graduates of the proposed degree program will be prepared to address the diversity needs in the public health workforce. As noted in the 2020 article Understanding the dynamics of diversity in the public health workforce, “greater diversity of experiences and perspectives yields innovative public health approaches, and stronger evidence and better training related to health equity facilitate improvements in health outcomes. A diverse workforce is essential for the adequate provision of culturally competent services because it can more easily address cultural and linguistic barriers” (https://stacks.cdc.gov/view/cdc/87453/cdc_87453_DS1.pdf).

Student Demand

In fall 2022, NSU surveyed undergraduates majoring biology, mass communication, and social work. NSU asked students would they enroll in the proposed program. Of the 15 juniors and seniors, eight (approximately 53%) indicated “very likely” to enroll

and four (approximately 27%) indicated “likely” to enroll in the proposed degree program.

In fall 2022, the Department of Nursing and Allied Health surveyed NSU alumni. Of the 146 respondents, 33 (approximately 23%) indicated “very likely” and 34 (approximately 23%) indicated “likely” to enroll in the proposed degree program.

Enrollment projections show a full-time equated student enrollment (FTES) of 15.0 in the program’s first year (2023-24). The projections continue as follows: FTES 2024-25, 29.0; 2025-26, 29.0; and 2026-27, 29.0. NSU anticipates 14 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

NSU indicates that graduates of the proposed program will be prepared to seek positions as public health practitioners for government agencies, public health departments, and non-profit organizations. Employment announcements, in Virginia and nationally, show a need for qualified personnel with a Master’s degree to fill positions as program directors, analysts, and health promotion specialists.

Data specific to future employment demand were not available, as the U.S. Bureau of Labor Statistics (BLS) and the Virginia Employment Commission (VEC) do not have a job category for public health practitioners. However, data are available for a closely related field. The BLS projects that between 2021 and 2031 employment of health education specialists and community health workers is expected to grow 12%, or “much faster than average for all occupations.” Employment of health education specialists is expected to grow “8%” (<https://www.bls.gov/ooh/community-and-social-service/health-educators.htm#tab-6>). The BLS notes, “health education specialists teach people about behaviors that promote wellness. They develop strategies to improve the well-being of individuals and communities” (<https://www.bls.gov/ooh/community-and-social-service/health-educators.htm#tab-2>). The BLS also notes that “some health education specialist positions require candidates to have a master’s or doctoral degree. Graduate program fields of degree may include community health education, school health education, public health education, or health promotion” (<https://www.bls.gov/ooh/community-and-social-service/health-educators.htm#tab-4>). The Virginia Employment Commission (VEC), Labor Market Information projects that between 2020 and 2030 employment of health educators is expected to increase 13.90% or 17 positions annually (<https://viriniaworks.com/Occupational-Projections>).

Issues of Duplication

Five public institutions (GMU, ODU, UVA, VCU, and Virginia Tech) offer similar or related degree programs. All of the institutions offer degree programs accredited by the Council on Education for Public Health (CEPH). Based on the standards set forth by CEPH, similarities exist among the degree programs in terms of course offerings, including NSU’s proposed degree program.

George Mason University (GMU) offers a MPH degree program in Public Health. Both degree programs require coursework in epidemiology, biostatistics, health management, and foundations in public health. Similar to the proposed degree program at NSU, GMU's program requires a practicum. GMU's program differs from the proposed degree program in that it requires coursework in health planning and evaluation, government in health care, and U.S. and global public health systems and the proposed program will not require the coursework. GMU's program does not require coursework in health equity, research methods, environment and public health, and public health informatics. NSU's program will require such coursework.

Old Dominion University (ODU) offers a MPH degree program in Public Health. Both degree programs require coursework in social and behavioral sciences for public health, epidemiology, research methods in public health, and systems thinking and health management. Similar to the proposed degree program at NSU, ODU's program requires a practicum. ODU's program differs from the proposed degree program in that it offers three concentration areas whereas, upon initiation the proposed program will not offer concentration areas. ODU's program does not require coursework in health equity and public health informatics. NSU's program will require such coursework.

The University of Virginia (UVA) offers a MPH degree program in Public Health. Both programs require coursework in epidemiology, biostatistics, and health management. Moreover, both programs require a capstone. UVA's program differs from the proposed insofar as it requires courses in health policy, health promotion, and data management. Further, the proposed program includes required courses in health equity, public health leadership, public health informatics, and research methods in public health whereas, UVA's program does not require the coursework.

Virginia Commonwealth University (VCU) offers a MPH degree program in Public Health. Both programs require coursework in research methods, epidemiology, social and behavioral health, and environment and public health. Both programs require an experiential learning experience – VCU an internship and NSU a practicum. VCU's program differs in that core coursework includes ethics, health policy, and evaluation and NSU's proposed program will not require such courses. NSU will require courses in health equity, biostatistics, and social and behavioral sciences for public health and VCU's program does not require the courses.

Virginia Polytechnic Institute and State University (Virginia Tech) offers a MPH degree program in Public Health. Both programs require coursework in epidemiology, leadership, health behavior, and environment and public health. Both programs require an internship or practicum. Virginia Tech's program differs in that core coursework includes health policy, health education, interprofessional practice, and health program planning and evaluation. NSU's proposed program will not require the coursework. NSU will require courses in health management, research methods, health equity, health informatics, and community health assessment and Virginia Tech's program does not require the same courses. In addition, NSU's program requires a three-credit hour practicum whereas Virginia Tech's program requires a six-credit hour internship.

Resource Needs

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

NSU will also utilize funding awarded by the General Assembly to establish a School of Public Health with Old Dominion University. Funding will be used for personnel, faculty development, and other costs for the degree program activities.

Board Approval

The NSU Board of Visitors approved the proposed program on May 6, 2022.

Staff Recommendation

Based on a review of the application, staff presents the **Master of Public Health (M.P.H.) degree program in Public Health (CIP: 51.2201)** 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 Norfolk State University to initiate a Master of Public Health (M.P.H.) degree program in Public Health (CIP code: 51.2201), effective fall 2023.

State Council of Higher Education for Virginia Agenda Item

Item: #I.D – Academic Affairs Committee – Discussion of SCHEV Evaluation of Duplicative Proposed Programs

Date of Meeting: May 15, 2023

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

Dr. Monica Osei
Associate Director for Academic Programs & Instructional Sites
monicaosei@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 the SCHEV process for evaluating new degree-program proposals with respect to factors related to duplication.

Background Information/Summary of Major Elements:

The *Code of Virginia* assigns to Council a duty to “review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes” (§ 23.1-203). SCHEV’s “Academic Programs at Public Institutions: Policies and Procedures for Approvals and Changes” designates one aspect of the review as being a determination of whether a proposed new degree program that would be duplicative of other public institutions’ existing programs is necessary or unnecessary.

In follow-up to the committee’s discussion at its meeting on March 20, staff provides the enclosed information (in the form of a presentation) detailing the recent history of how Council and staff have evaluated: duplication concerns; policy changes – and their rationales – that occurred in 2020; and considerations for committee discussion.

Materials Provided:

- Presentation: “Discussion: SCHEV Evaluation of Duplicative Proposed Programs”

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

Discussion: SCHEV Evaluation of Duplicative Proposed Programs

May 15, 2023

Academic Affairs Committee



Headers for New Degree Program Proposals

Description

- Program Background
- Institutional Mission
- Delivery Format (if applicable)
- Accreditation or State Agency Authorization (if applicable)
- Admission Criteria (if applicable)
- Curriculum
- Time to Complete (if applicable)
- Faculty Resources
- Student Learning Assessment
- Employment Skills
- Relation to Existing Programs
- Compromising Existing Degree Programs (if applicable)

Justification

- Response to Current Needs (Specific Demand)
- Employment Demand
- **Duplication**
- Student Demand
- Projected Student Enrollment Chart

Projected Resources

- Resources Needs: Narrative explanation of resource needs to initiate and operate the degree program for 5 years
- Cost and Funding Sources form
- Certification Statement form (detailed narrative explanation if new state or grant resources are needed)

Duplication: Changes Instituted in 2020

Program Announcement Stage

- Opportunity for institutions to comment before a degree program proposal is submitted to SCHEV
- Institutions must address objections within the degree program proposal when submitted to SCHEV

Institution's governing board must receive information on duplication before a degree program proposal may be submitted to SCHEV

- Certified by Provost

Duplication: Reasons for Changes (1)

Previous process:

- absence of a systematic way to determine whether other institutions perceived potential negative effects on their degree programs;
- attempts to survey institutions would occur occasionally and would come late in the process – **after** the degree program proposal had been submitted;
- SCHEV staff determined through evaluation of the proposal whether proposed degree programs were unnecessarily duplicative.

Duplication: Reasons for Changes (2)

With the new process:

- institutional concerns about duplication surface as a regular feature of the process – in the same manner and at the same point in the process for all announced degree programs;
- decisions about duplication are brought to the Academic Affairs Committee itself, and institutional concerns are forefronted.

Considerations for Discussion

- Determining the extent of “unnecessary duplication” as part of the decision to approve or disapprove a new degree program has always been a basic responsibility of SCHEV staff, the Academic Affairs committee, and Council.
- The current “Program Approvals and Changes” policy places a premium on making specific key information available to Boards of Visitors, other public institutions and SCHEV, as well as on the opportunity for institutions to comment on the potential effects of new degree programs.
- The current “Program Approvals and Changes” policy allows staff to defer decision-making about potential unnecessary duplication to the Academic Affairs Committee when institutions challenge the need for additional degree programs at the same level and in the same disciplinary area as an existing degree program.

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: May 15, 2023

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of Agenda Item:

Staff activities report.

Background Information/Summary of Major Elements:

N/A

Materials Provided:

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

Financial Impact:

N/A

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

N/A

Timetable for Further Review/Action:

N/A

Resolution:

N/A

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

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

- PPE staff virtually convened a group of prospective school owners on April 4, 2023. This orientation was 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 two participants from degree-granting and 18 vocational school representatives in attendance.

Instructional Program Advisory Committees

- The Instructional Programs Advisory Committee (IPAC) was convened virtually on April 17. The primary purpose of the meeting was to afford the opportunity for institutional feedback on potential SCHEV priority initiatives. IPAC also received a presentation by Boston Consulting Group on its plan for reviewing the Virginia six-year-plan process this summer and fall.

Private Postsecondary Education (PPE): Education Summit

- More than 135 representatives from certified institutions attended SCHEV's Private Postsecondary Education (PPE) Summit on April 18. Attendees enjoyed a presentation on distance education from Dr. Leah Matthews, Executive Director of the Distance Education Accrediting Commission (DEAC), as well as breakout sessions with representatives from the Virginia Board of Nursing, the Virginia Department of Veterans Services, and the Federation of State Massage Therapy Boards (FSMTB). Other topics included the Virginia Talent + Opportunity Partnership, recertification, and compliance audits.

PPE hosts the Summit to provide updates to the more than 300 schools subject to regulation and to facilitate more effective interaction between Virginia regulators and certified institutions.

State Committee on Transfer

- The State Committee on Transfer (SCT) met March 21 and April 20. The SCT includes representatives from all public two- and four-year institutions. The agendas included an update on Transfer Virginia, transferability of the Passport and Uniform Certificate of General Studies, and digital student record data sharing. The SCT is scheduled to meet again on May 18, 2023.

Initiative on Education Degree Programs

- Dr. DeFilippo convened a group of institutional representatives virtually on May 5 to assess the potential for an initiative to develop new teacher preparation degree programs to address teacher shortages. Twelve institutions participated and strong interest was expressed. Institutional representatives also underscored the potential for improved coordination between two-year and four-year institutions, particularly with regard to addressing the large number of provisionally licensed teachers in Virginia. SCHEV staff anticipates developing specific guidance later this spring and summer.

Staff Activities and Recognition

Darlene Derricott

- Attended the Southern Regional Education Board (SREB) annual Academic Common Market (ACM) meeting in Atlanta, Georgia on April 11-12, 2023. States received and engaged in discussions on data reports, program analysis, and marketing information. Additional topics included the expansion of access to private institutions, community colleges and historically black colleges and universities.
- Participated in a series of virtual meetings in March and April 2023 on the National Council of State Authorization Reciprocity Agreements (NC-SARA) Policy Modifications Process (PMP). Regional Compact representatives discussed proposals submitted on institution eligibility, financial responsibility composite scores and professional licensure policy changes. The workgroups made recommendations to be presented to the four compacts.

Jodi Fisler

- Represented Virginia at the Civic Learning & Democracy Engagement (CLDE) Coalition's Leadership Forum in College Park, MD, and spoke on a panel about the Coalition's new Multi-State Collaborative, March 13-15;
- Attended the Virtual Library of Virginia (VIVA) Steering Committee meeting at Bridgewater College on March 31. Also attended the SCHEV Library Advisory Committee meeting later that day as SCHEV's new liaison to that group;

Emily Muniz

- Attended the Virginia Community College System's New Horizons annual conference in Roanoke, Virginia held March 29 – 31. New Horizons is a teaching and learning conference focused on student success. Session topics included Transfer Virginia, increasing enrollment in the talent pipeline, as well as other initiatives across the community college system to strengthen transfer pathways.

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. Angela Menjivar, Certification Specialist
Ms. Monica Lewis, Fiscal Specialist
Ms. Sylvia Rosa-Casanova, Senior Associate for Private Postsecondary Education
Ms. Stephanie Shelton, Administrative Assistant
Mr. Alfonso Wells, Compliance Investigator

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
RESOURCES AND PLANNING COMMITTEE
March 20, 2023**

DRAFT MINUTES

Ms. Harker called the meeting to order at 2:07 in Kyle Hall Room 248 at Radford University. Committee members present: Victoria Harker, Katharine Webb, Walter Curt and Jennie O'Holleran. Thaddeus Holloman attended virtually. Mr. Curt was absent for a portion of the meeting during which he participated in the meeting of the Academic Affairs Committee before returning.

The following Committee member was absent: John Broderick

Staff members present: Tom Allison, Lee Andes, Peter Blake, Alan Edwards, Grace Covello Khattar, Emily Salmon and Bob Spieldenner

Others present: Ramona Taylor (Office of the Attorney General) and Jason Powell (Office of the Secretary of Education)

APPROVAL OF MINUTES

On a motion by Ms. Webb, seconded by Ms. O' Holleran, the minutes from the January 10, 2023, Resources and Planning Committee meeting were approved unanimously.

DISCUSSION OF HIGHER EDUCATION FUNDING FROM THE 2023 GENERAL ASSEMBLY

The committee discussed an update from Dr. Edwards on the status of the state budget following the 2023 General Assembly session. He reminded that the legislature adopted only a "skinny budget" during the regular "short session," and that Governor Youngkin had not yet indicated whether he would call for a Special Session. He noted media reports that the chairs of the legislative money committees might be meeting as soon as the following day, and that the Finance Secretariat's revenue report for February showed that state revenues for that month came in above projections.

DISCUSSION OF THE FY 2022 NEW ECONOMY WORKFORCE CREDENTIAL GRANT ANNUAL REPORT

The committee discussed FY 2022 information provided by Mr. Allison regarding the New Economy Workforce Credential Grant (WCG) program. He reminded that the program deploys a pay-for-performance methodology whereby grants are offered to students by community colleges and the Southern Virginia Higher Education Center to fund noncredit workforce training that leads to an industry-based credential in a high-

demand field. (The Virginia Community College System has rebranded the program as “Fast Forward.”)

The program’s annual report indicates that WCG completion rates and credentialing rates remained relatively stable in FY 2022. Since inception of the program, for-credit enrollment declined by 4%. Ms. Harker inquired about this decline, asking whether the 4% drop was a result of an increase in noncredit programming. Mr. Allison responded that noncredit programming is not taking a larger slice of the pie of for-credit students.

Mr. Holloman pointed to the small number of individuals in computer science related programs. Mr. Allison noted that CompTIA A+ is a facet of the technology field overall. Ms. Webb inquired about the efforts of the Department of Professional and Occupational Regulations (DPOR) to eliminate some certification and/or licensure requirements and whether such efforts have been explored for any of the nursing fields. Mr. Allison promised to look further into the workforce credential program for nursing related fields and the licensure requirements of DPOR.

In response to information from the annual report about labor-market supply and demand, and about WCG-participant demographics, Ms. Harker inquired about the enrollment make-up of other states that offer similar programs. Mr. Allison noted that other states do not yet make public student-level records or data.

Ms. O’Holleran noted the Commonwealth’s target of a 70% rate of overall educational attainment, of which 10% is targeted to come from non-degree certificates and other credentials of value and inquired about any WCG-related progress in advancing beyond the prior 7% rate. Mr. Allison walked through the methodology and limitations of how enrollment is calculated.

Mr. Allison mentioned relevant budget amendments that had been proposed during the legislative session. He also mentioned staff modeling of various scenarios regarding FY 2024 end-of-year WCG balances, given possible reimbursement-cap issues for some credential tracks (e.g., Commercial Driver’s License). He promised to provide, following final decisions on amendments to the FY 2023 and FY 2024 budgets, additional information on the modeling scenarios for the FY 2024 end-of-year balances and the reimbursement-cap issue.

Ms. Harker instructed staff to include on the agenda of the committee’s May meeting a WCG update relative to any decisions on pertinent amendments to the state budget.

DISCUSSION SIX-YEAR PLAN PROCESS

The committee was reminded of the statutory process by which public institutions develop and submit for state review six-year operating plans, which occurs in odd-numbered years and will be beginning soon. Concurrently and relatedly, the institutions also develop their degree-award projections and enrollment projections, which Council reviews and approves or disapproves.

The SCHEV director is one of six designated state reviewers, deemed collectively as the Op-Six group, of institutions' draft plans, and SCHEV staff are staff to the Op-Six group. Institutions develop their plans using two templates, an Excel workbook and a narrative document, developed by Op-Six and provided by SCHEV. Following institutions' submission of their draft plans, Op-Six reviews them, meets individually with leaders from each institution to discuss them and then provides written feedback – general and institution-specific – on them. Institutions then consider this feedback, make decisions regarding revisions to their plans and secure approval from their governing boards of the final versions of their plans, which are then posted on the SCHEV website.

Mr. Allison advised that in February the Secretaries of Education and of Finance (both members of Op-Six) had issued an emergency RFP seeking a consultant to assist with the 2023 six-year-plan process. He noted that SCHEV staff had developed draft templates for the plans, as required in statute, and that staff anticipated that these templates would serve as the starting point for the consultant.

Ms. Harker asked what additional information institutions would be required to include in their six-year plans. Mr. Allison pointed to enhancement of the enrollment management and workforce projections.

Speaking on behalf of the Education Secretariat, Mr. Powell noted that the proposal-review team was still working to award the contract, and that the consultancy would be a partnership between the Secretaries' offices, SCHEV, the Virginia Office of Education Economics (VOEE) and the consultant. He said that one task for the consultant will be to create a common use of enrollment forecasts across all institutions.

Mr. Holloman inquired about the nature of the consultancy relative to data collection. Mr. Powell indicated that the goal of the RFP is to enhance the process rather than replace or significantly overhaul it. Ms. Webb inquired about the use of the consultancy and its results or policy recommendations for the 2024 legislative session. Mr. Allison advised that, while the goal of the RFP's Phase II is to inform and contribute to policy recommendations for 2024, final decisions regarding such matters would be determined by the scope of work negotiated with the selected consultant. Ms. O'Holleran noted that she perceived a strong emphasis on enrollment matters, and she asked whether degree completion would still be a focus of the six-year plans. Mr. Powell indicated that completion would remain a priority.

DISCUSSION OF MAJOR PROJECTS IMPACTING RESOURCES AND PLANNING IN 2023

Members discussed information provided by Dr. Edwards regarding projects that will come before the committee in 2023 for review, if not action. The major project will be the development and approval of budget and policy recommendations for the 2024 legislative session. Another major project will be action on the enrollment projections and degree estimates submitted by the public institutions.

Mr. Holloman inquired about and offered suggestions regarding the Pell initiative, which was noted as one of several financial-aid-related projects in the coming year. Mr. Andes

responded and promised to report to the committee on the initiative and related matters at future meetings.

MOTION TO ADJOURN

Mr. Harker motioned to adjourn the meeting at 3:12, seconded by Ms. Webb and approved by the committee.

Victoria Harker
Committee Chair

Grace Covello Khattar
SCHEV Staff

State Council of Higher Education for Virginia Agenda Item

Item: II.C – Resources and Planning Committee – Action on Designated Institutions’ Progress Regarding Institutional Performance Standards

Date of Meeting: May 15, 2023

Presenter: Grace Khattar
Associate of Finance Policy & Innovation
gracecovello@schev.edu

Most Recent Review/Action:

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

Date: October 24, 2022

Action: Council certified the performance of 10 public institutions for FY2023 and FY2024. Council requested (by May 2023) remediation plans and data updates from seven institutions – Richard Bland, Christopher Newport, Longwood, Norfolk State, UVa Wise, Virginia Commonwealth and Virginia State for review toward approval for FY2024.

Background Information/Summary of Major Elements:

In § 23.1-206, the *Code of Virginia* assigns Council the responsibility to assess public institutions’ performance on certain educational, financial and administrative metrics, known commonly as the Institutional Performance Standards. § 23.1-1001 and the state budget outline the specific standards. In the multi-faceted review process, the roles of Council are to: (i) assess performance on the education-related measures; (ii) review recommendations made by the Department of Planning and Budget and the Finance Secretariat on the financial and administrative standards; and (iii) then certify whether institutions are eligible to receive the financial benefits as authorized in § 23.1-1002.

In October 2022, Council received from staff the institutional results on the education and fiscal-related measures for institutions’ performance in 2019-20 and 2020-21. Council certified 10 institutions’ performance. Staff advised that seven institutions (RBC, CNU, LU, NSU, UVa-W, VCU and VSU) had not met three or more performance standards and recommended that these institutions submit a remediation plan and provide an update in May 2023. Council concurred with this recommendation.

In early May, each of the seven institutions submitted an update to its remediation plan. Staff also updated data for the performance measures (see Table 1 below).

Staff recommends, based on its review of the remediation plans and updated data (see attached), that Council certify the remaining seven institutions for FY2024.

Materials Provided:

- SCHEV Assessment of Institutional Performance Standards (Performance Period 2019-2021)

Financial Impact:

Certified institutions are eligible to receive certain associated financial benefits, as authorized and detailed in § 23.1-1002. For FY2023 and FY2024, the benefits total approximately \$10 million each year.

Timetable for Further Review/Action:

The next IPS review must be completed by October 1, 2024.

Resolution:

BE IT RESOLVED that, consistent with § 23.1-206, *Code of Virginia*, the State Council of Higher Education for Virginia certifies for FY2024 that Richard Bland College, Christopher Newport University, Longwood University, Norfolk State University, University of Virginia's College at Wise, Virginia Commonwealth University and Virginia State University have satisfactorily met the performance standards of the *Virginia Higher Education Opportunity Act* and the *Appropriation Act*.

SCHEV Assessment of Institutional Performance Standards (Performance Period 2019-2021)

Background

The state began assessing institutional performance standards beginning with the *Higher Education Restructuring Act* in 2005. The standards were further refined through the *Virginia Higher Education Opportunity Act of 2011* (Top Jobs Act or TJ21) and related *Code of Virginia* amendments. SCHEV is responsible for administering these assessments and certifying whether institutions have met the standards. In return, institutions are eligible to receive additional financial benefits, including interest earnings and credit card rebates earned during the fiscal year (approximately \$10.7 million for each year).

The *Appropriation Acts* of 2022-24 (state budget) outlines the assessment process and lists the six education-related measures and the financial and administrative standards by which the Council shall base its assessment and certification. The full text is available online. Specifically, the following text relates to SCHEV's responsibilities:

In general, institutions are expected to achieve all performance measures in order to be certified by SCHEV, but it is understood that there can be circumstances beyond an institution's control that may prevent achieving one or more performance measures. The Council shall consider, in consultation with each institution, such factors in its review: (1) institutions meeting all performance measures will be certified by the Council and recommended to receive the financial benefits, (2) institutions that do not meet all performance measures will be evaluated by the Council and the Council may take one or more of the following actions: (a) request the institution provide a remediation plan and recommend that the Governor withhold release of financial benefits until Council review of the remediation plan or (b) recommend that the Governor withhold all or part of financial benefits.

Further, the State Council shall have broad authority to certify institutions as having met the standards on education-related measures. The State Council shall likewise have the authority to exempt institutions from certification on education-related measures that the State Council deems unrelated to an institution's mission or unnecessary given the institution's level of performance.

The State Council may develop, adopt, and publish standards for granting exemptions and ongoing modifications to the certification process.

Institutions that meet certification criteria are eligible to receive financial benefits from the state. § 23.1-1002 contains the details about these financial benefits. The benefits include approximately \$10 million for the biennium. Institutions certified by SCHEV during this current assessment process will be eligible to receive benefits for FY2023 and FY2024.

As discussed at the October meeting, two areas are measured. The six general education-related performance measures comprise one area. The financial and administrative standards comprise the second area. Additional information that contains the six general education-related measures and the financial and administrative standards is available on the SCHEV website.

Findings

Education-Related Performance Measures:

The six education-related measures are:

1. HEADCOUNT - Institution meets at least 95 percent of its State Council-approved biennial projections for in-state undergraduate headcount enrollment.
2. DEGREE AWARDS - Institution meets at least 95 percent of its State Council approved biennial projections for the number of in-state associate and bachelor degree awards.
3. STEM-H DEGREE AWARDS - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state STEM-H (Science, Technology, Engineering, Mathematics and Health professions) associate and bachelor degree awards.
4. PROGRESSION AND RETENTION - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state, upper level - sophomore level for two-year institutions and junior and senior level for four-year institutions - program-placed, full-time equivalent students.
5. DEGREES FOR UNDER-REPRESENTED STUDENTS - Maintain or increase the number of in-state associate and bachelor degrees awarded to students from underrepresented populations.
6. TWO-YEAR TRANSFERS - Maintain or increase the number of in-state two-year transfers to four-year institutions.

Staff provides updated data for these measures for the seven institutions being considered. The years under review for the 2022 Biennial Assessment are 2019-20 and 2020-21. The updated data presents 2021-2022 data. Table I contains the aggregate information.

TABLE 1
BIENNIAL ASSESSMENT RESULTS BY INSTITUTION AND MEASURE
 (Using 2021 Projections)
 May 2023

Institution	PM 1		PM 2		PM 3		PM 4		PM 5	PM 6
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23	Biennium	Biennium
CNU	P	P	P	N/A	87	N/A	P	N/A	N/A	N/A
LU	94	88	P	N/A	P	N/A	P	N/A	N/A	N/A
NSU	P	P	P	N/A	P	N/A	P	N/A	N/A	N/A
UVA-W	P	88	92	N/A	77	N/A	P	N/A	N/A	N/A
VCU	P	P	P	N/A	P	N/A	P	N/A	N/A	N/A
VSU	P	P	77	N/A	P	N/A	P	N/A	N/A	N/A
RBC	88	90	78	N/A	P	N/A	N/A	N/A	N/A	N/A

PERFORMANCE MEASURES:

PM 1 - Institution meets at least 95 percent of its State Council-approved biennial projections for **in-state undergraduate headcount enrollment**.

PM 2 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of **in-state associate and bachelor degree awards**.

PM 3 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of **in-state STEM-H associate and bachelor degree awards**.

PM 4 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of **in-state, upper level - sophomore level for two-year institutions and junior and senior level for four-year institutions - program-placed, full-time equivalent students**.

PM 5 - Maintain or increase the number of in-state associate and bachelor **degrees awarded to students from underrepresented populations**.

PM 6 - Maintain or increase the number of in-state **two-year transfers to four-year institutions**. Please note VMI has a different measure - the commissioning rate.

Results indicate that two institutions met all six measures. These institutions are Norfolk State University and Virginia Commonwealth University. The remaining five institutions missed one or more measure with updated data. For performance measures 2,3,4,5, and 6, Year Two ('22-'23) could not be updated due to those being degree-award metrics and SCHEV not yet possessing those data, given the timing of graduations and the ending of the academic year.

Staff worked with the institutions to discuss the results and obtain feedback about their deficiencies in the remediation plans submitted in November 2022. Reasons provided for deficiencies include: the impact of the pandemic; inaccurate enrollment and degree projections; and, regarding transfer students, a smaller pool of those students from the Virginia Community College System.

The seven institutions submitted progress updates on the remediation plans on May 1. From review of the progress updates, staff finds that the institutions have made progress on efforts related to increasing graduation rates, enrollment, and transfer engagement. Efforts include but are not limited to the following topics: promotion and academic support around a series of campus programs related to STEM-H; a comprehensive review and adjustments to transfer agreements with VCCS; and recruitment and retention efforts for underrepresented populations.

State Council of Higher Education for Virginia Agenda Item

Item: II.D – Resources and Planning Committee – Update of Higher Education Budget from the 2023 General Assembly

Date of Meeting: May 15, 2023

Presenter: Dr. 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 and March 20, 2023

Action: In January, Council reviewed Governor Youngkin’s proposed budget amendments for higher education in the 2022-24 biennium. In March, Council received an update on the 2023 legislative session and ongoing efforts toward revisions to the 2022-2024 biennial budget.

Purpose of the Agenda Item:

The purpose of this agenda item is to afford the Resources and Planning Committee an opportunity to discuss any state-budget amendments related to higher-education funding that have been adopted since the committee’s March meeting.

Background/Summary of Major Elements:

The 2023 legislative session adjourned with passage of only a “skinny budget.” The Reconvened Session in April did not yield additional amendments to the state budget. If no additional budgetary action is taken, then the current 2022-24 biennial budget – plus the items in the skinny budget – will constitute the final 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.

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 session. An amended 2022-24 budget would take effect on July 1 or upon the governor’s signature, whichever is later.

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 May meeting, then staff will provide an update at the July meeting.

Resolution: None.

State Council of Higher Education for Virginia Agenda Item

Item: II.E – Resources and Planning Committee – Discussion of the 2023 Enrollment-Projection Process

Date of Meeting: May 15, 2023

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

Most Recent Review/Action:

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

Date: March 21, 2023

Action: Council received a report from Director Blake regarding enrollment trends and projections in Virginia, the factors likely to affect enrollment and areas of potential policy considerations.

Purpose of the Agenda Item:

The purpose of this item is to facilitate discussion by the committee via a staff update on the process for and progress to date of the 2023 Enrollment Projections and Degree Estimates.

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. The projection process is conducted biennially and covers the next six academic years.

In February 2023, staff conducted multiple webinars with relevant staff from public and private institutions regarding assumptions and process. The key assumption, as has been the norm in the past, is “do not assume additional general fund support.”

The enrollment projections consist of seven worksheets for the annual detailed projections by student level and category, with columns for the numbers of: new students; new transfer students; full-time and part-time headcount; regular session (fall and spring) FTE; and annual FTE. All worksheets require estimates for the percentage of in-state students. A worksheet specific to in-state, first-time-in-college students requires an estimate of those who will have graduated high school within 12 months of enrolling in college.

A separate worksheet for the degree estimates requires submission of one year of actual awards and six years of estimates by degree level, with estimates of the percentage that are in-state STEM, in-state healthcare and in-state overall.

The deadline for the projections was May 1. Once the submissions are “locked,” institutions are then able to review the submissions of the other institutions and may reconsider and resubmit their projections as desired through May 22.

Materials Provided:

N/A

Financial Impact:

N/A

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

Enrollment relates directly to the plan’s goals of closing gaps in access and completion. 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.” The Enrollment Projections and Degree Estimates serve as the Council’s tool for projecting progress toward these objectives.

Timetable for Further Review/Action:

At the July meeting, Council will receive a first look at the submitted projections and degree estimates. In September, staff will present the completed package of projections and estimates, including any adjustments made resulting from the six-year plan meetings with the institutions, for consideration. Staff will seek action from the committee and Council on the projections at the October meeting.

Resolution: None

State Council of Higher Education for Virginia Agenda Item

Item: II.F – Resources and Planning Committee – Discussion of the Six-Year-Plan Process

Date of Meeting: May 15, 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: March 20, 2023

Action/Review: Staff updated the committee on the process for public institutions' preparation and submission to state reviewers of six-year operating plans, and of a state contract with a consult to review and suggest revisions to the process.

Purpose of the Agenda Item:

The purpose of this item is to facilitate the committee's discussion of the six-year-plan process via updates on activities and developments since the March meeting.

Background Information/Summary of Major Elements:

Statutory Requirements: 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.

Traditional Process: 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.

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.

2023 Process: On February 16, 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 closed on March 3, 2023.

On March 28, the Commonwealth awarded a contract to Boston Consulting Group (BCG) to review the six-year-plan process. The deliverables are described below:

Deliverables
Objective 1: Complete report on critical demographic information and complete the orientation package as specified above by May 15, 2023.
Objective 2: Design and facilitate Op-Six meetings and the group’s review of individually submitted plans as specified above between July 1 and September 1, 2023.
Objective 3: Provide an assessment of how Virginia compares to best practices and budget recommendations as specified above by October 15, 2023.

Since the contract was signed, SCHEV staff have worked closely with the BCG team, including providing introductions to key stakeholders, organizing feedback sessions with SCHEV advisory groups (presidents, academic officers and finance officers), compiling datasets of financial information and student outcomes and reviewing draft materials.

Due to the delay in the state budget as well as the development of additional six-year-plan materials, templates and instructions, the Op-Six group agreed to delay distribution of the instructions to the institutions until May 15. The deadline for institutions to submit their six-year plans was also delayed to July 15.

At the time of staff’s preparation of this agenda item, BCG was proposing only minimal changes to Part 1 (the Excel template). Op-Six and staff were reviewing potential changes to Part 2 (the narrative). As of early-May, BCG’s proposed changes included developing a “fact pack” of metrics and data visualizations on three areas of higher education: Enrollment “Volume” & Composition, Program Alignment & Performance, and Financial Effectiveness & Sustainability. Institutions would be prompted to respond to a series of questions based on the metrics presented.

Materials Provided:

See the Background/Summary section above for an update on the 2023 process. To review the most recent six-year plans (2022 updates to 2021 plans) see: <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 of 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:

Staff will update the committee on the process at subsequent meetings through 2023.

Resolution: NA

State Council of Higher Education for Virginia Agenda Item

Item: II.G – Resources and Planning Committee – Update on Review of Institutional Requests to Participate in State Financial Aid Programs

Date of Meeting: May 15, 2023

Presenter: Lee Andes
Associate Director for Financial Aid
leeandes@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of the Agenda Item:

The purpose of this agenda item is to update the Committee on recent requests from three private institutions to participate in various state financial-aid programs.

Background Information/Summary of Major Elements:

Background: The Commonwealth provides financial aid programs to assist Virginia students attending certain Virginia institutions. The *Code of Virginia* articulates the requirements that must be met in order for a private institution to participate in each of the two state programs of relevance to this agenda item: (1) the Virginia Tuition Assistance Grant Program (TAG); and (2) the Two-Year College Transfer Grant Program (CTG).

- (1) The Virginia Tuition Assistance Grant Program (TAG) requires the following for participating institutions.

§ 23.1-628. *Tuition Assistance Grant Program.*

A. As used in this article, unless the context requires a different meaning:

"Eligible institution" means a nonprofit private institution of higher education whose primary purpose is to provide collegiate, graduate, or professional education and not to provide religious training or theological education.

C. Eligible institutions admitted to this program on or after January 1, 2011, shall (i) be formed, chartered, established, or incorporated within the Commonwealth; (ii) have their principal place of business within the

Commonwealth; (iii) conduct their primary educational activity within the Commonwealth; and (iv) be accredited by a nationally recognized regional accrediting agency.

§ 23.1-100, provides the following definition (emphasis added):

"Nonprofit private institution of higher education" means any postsecondary school, as that term is defined in § 23.1-213, **in the Commonwealth** that is exempt from paying federal income taxes under § 501(c)(3) of the Internal Revenue Code and is certified by the Council to offer degrees or exempt from such certification pursuant to Article 3 (§ 23.1-213 et seq.) of Chapter 2 [emphasis added].

(2) The Two-Year College Transfer Grant Program (CTG) requires the following for participating institutions.

§ 23.1-622. *Definitions.*

As used in this article, unless the context requires a different meaning:

"Eligible institution" means a baccalaureate public institution of higher education or baccalaureate nonprofit private institution of higher education whose primary purpose is to provide undergraduate collegiate education and not to provide religious training or theological education.

§ 23.1-100, provides the following definition (emphasis added):

"Nonprofit private institution of higher education" means any postsecondary school, as that term is defined in § 23.1-213, **in the Commonwealth** that is exempt from paying federal income taxes under § 501(c)(3) of the Internal Revenue Code and is certified by the Council to offer degrees or exempt from such certification pursuant to Article 3 (§ 23.1-213 et seq.) of Chapter 2 [emphasis added].

Summary Regarding TAG Requests: Two institutions – Virginia University of Lynchburg (VUL) and Divine Mercy University (DMU) – requested to participate in the TAG program. Each institutions' request and staff's review and determination of eligibility are summarized below.

Virginia University of Lynchburg

Staff has determined that the institution does not meet the participation requirements of the TAG program.

The Virginia University of Lynchburg (VUL) formally opened on January 18, 1890, in Lynchburg, primarily as a seminary to "meet the growing demands of our community for better-educated and trained ministers, missionaries, and public school teachers." The institution is recognized as a Historically Black College and University, providing academic programs at each of the associate, baccalaureate and graduate levels.

Staff confirmed that the institution meets most of the TAG eligibility requirements, in that the institution was formed, chartered in Virginia; is a non-profit institution and has

a principal place of business in the Commonwealth. However, staff review indicates that the institution does not meet the requirement that an eligible institution be accredited by a regional accrediting agency.

In July 2020, the United States Department of Education (USED) adopted a policy that it would no longer distinguish between regional and national accrediting agencies. This change resulted in these agencies being referenced by USED as institutional accrediting agencies. Despite this change, national and regional accrediting agencies retain much of their historic differentiation, including with the Council for Higher Education Accreditation, which continues to list accrediting agencies by regional and national groupings.

When the current statutory TAG-participation language was adopted in 2011, the only regional accrediting agency available to Virginia-based institutions was the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Virginia legislators were aware of the differentiation between national and regional accrediting agencies and chose the more restrictive language. The adopted language in 2011 was intentionally restrictive and did not depend upon federal definition or recognition.

Currently, Virginia University of Lynchburg (VUL) is accredited by the Transnational Association of Christian Colleges and Schools (TRACS). According to TRACS, it is a “national institutional accrediting agency” (see: <https://tracs.org/tracs-distinctives/>). Therefore, the institution does not meet the TAG program’s accreditation standard.

Divine Mercy University

Staff has determined that Divine Mercy University (DMU) meets the participation requirements of the TAG program.

The Institute for the Psychological Sciences (IPS) was founded in 1999 in Sterling, VA as a Catholic institution primarily providing graduate education in psychology and mental health. After restructuring in 2016, the Institute became Divine Mercy University (DMU), which houses the Institute for the Psychological Sciences and the School of Counseling.

IPS participated in TAG beginning in 2007-08. Participation continued until 2009-10, when graduate-level TAG was restricted to Health-Related Professional programs. With this change, academic programs offered by IPS were no longer eligible for TAG.

Staff has determined that, beyond the name change, no institution-level changes occurred that would have caused the IPS/DMU to lose TAG eligibility. Staff finds that: the institution retains the same ownership structure; is a private, non-profit; formed and chartered in Virginia; has principal place of business in Virginia; and is accredited by a regional accrediting agency (SACSCOC).

Upon offering a new Master of Science in Counseling program (CIP Code 51.1508), the institution now offers a degree program that is eligible to provide TAG to enrolled students. Since DMU has maintained all eligibility requirements, staff has regarded this request as an application for a new program for approval rather than a new institution

application. Staff has determined that, effective for the Fall 2023 semester, DMU will be authorized to offer TAG grants to students enrolled into the Master of Science in Counseling program.

Summary Regarding CTG Request: One institution – Bryant & Stratton College -- requested to participate in the CTG program. The institution's request and staff's review and determination of eligibility are summarized below.

Bryant & Stratton College

Staff has determined that, while Bryant & Stratton College (BSC) currently meets CTG-participation requirements, a subsequent, final review will be necessary. Pending the results of that final review, BSC participation in the Transfer Grant program is projected to begin in Fall 2025.

Bryant & Stratton College was organized in 1854 and is now based in New York, with campuses across four states offering associate's and bachelor's degrees. About 40% of students are enrolled on-line. The college obtained formal recognition as a non-profit institution in early 2023.

Staff has confirmed that BCS is a private, non-profit institution, and, in conformance with § 23.1-100, operates Virginia-based campuses. The CTG eligibility/participation requirements do not specify the type of accreditation needed. Also, unlike the TAG requirements, the CTG eligibility/participation requirements do not mandate that a participating institution be chartered or formed in Virginia or maintain its principal place of business in Virginia. Therefore, although BSC does not meet the participation requirements for TAG, staff has determined that Bryant & Stratton College (its Virginia-based campuses) does meet the less restrictive statutory requirements for participation in the CTG program.

The issue of when an institution's participation in the CTG may begin is a separate matter, addressed in state regulations regarding application deadlines.

8VAC40-150-20. Institutional application to participate.

In order to participate in the program, institutions not previously approved by the Council to participate must file a formal application with the Council no later than January 31 of the calendar year preceding the calendar year in which fall semester or quarter awards would first be available to students.

Accordingly, the submission deadline to participate for Fall 2023 was January 31, 2022, and the submission deadline to begin participation as of Fall 2024 was January 31, 2023. Because the BSC application was received by SCHEV on February 21, 2023, staff finds that BSC did not meet the deadline for participation in Fall 2024. Thus, the earliest date for BSC to begin participation in the CTG program is Fall 2025.

At this time, given the two-year gap between staff's review and BSC's potential participation eligibility, staff is not providing Bryant & Stratton College with a final approval to participate. Staff will conduct a final review in Spring 2025, when BSC will

be required to meet all applicable participation factors in place as of the first day of the first term in which the college begins participation in the CTG program. In the meantime, SCHEV and BSC will take steps to prepare institutional staff for administration of the program.

Staff also will work with the college to determine the number of students potentially eligible to receive a CTG award. Currently, the college projects over 3,500 recipients. (For context, the CTG program has been awarding no more than 1,900 students annually.)

If provided final approval, only the Virginia-based campuses of Bryant & Stratton College will be eligible to participate in the CTG program.

Materials Provided:

No additional materials beyond the background information and review summaries above.

Financial Impact:

VUL – no fiscal impact

DMU – the university projects 20 students eligible within the first year, which projects to cost less than \$100,000 in FY 2024. Current funding levels are sufficient to absorb this cost.

BSC – based on current funding models, the estimated 3,500 recipients reported by the college is projected to cost \$3.7 million. Staff will work with the institution to refine its estimates and to ensure that funding levels are sufficient.

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

Participation in state financial aid programs relates to the plan's goals to be equitable and affordable.

Timetable for Further Review/Action:

In Spring 2025, staff will update the committee on the final review of BCS.

Resolution: None

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
March 21, 2023**

DRAFT MINUTES

Mr. Ampy called the meeting to order at 9:00 a.m. in Room 340 in Kyle Hall at Radford University, 701 Tyler Avenue, Radford, Virginia.

Council members present: Ken Ampy, Walter Curt, Jason El Khoubi, Victoria Harker, Cheryl Oldham, Jennie O'Holleran, Alvin Schexnider and Katharine Webb. Thaddeus Holloman joined virtually.

Council members absent: Mirza Baig, John Broderick, William Harvey and Jeffery Smith.

Staff members present: Tom Allison, Peter Blake, Grace Covello Khattar, Joe DeFilippo, Alan Edwards, Sandra Freeman, Kirstin Pantazis, Paula Robinson, Emily Salmon, Laura Osberger, Bob Spieldenner and Kristin Whelan.

Notable Guests: Special Assistant to the Secretary of Education, Jason Powell and Ramona Taylor from the Office of the Attorney General.

APPROVAL OF MINUTES

Dr. Schexnider motioned to approve the minutes from the January 10, 2023, Council meeting, which were seconded by Ms. Webb. The minutes were approved unanimously.

REMARKS FROM BRET DANILOWICZ, PRESIDENT OF RADFORD UNIVERSITY

Dr. Bret Danilowicz, the eighth president of the Radford University, highlighted activities on the Radford University campus in the following three areas – what is new at Radford how Radford is distinctive and what is on the horizon for the university.

In terms of what's new, Radford University merged with Jefferson College to form Radford University Carilion (RUC). The programs at RUC are offered in collaboration with Carilion Hospital. Radford also partners closely with Virginia Tech. The next new initiative Dr. Danilowicz introduced to Council is a competency-based education (CBE) program. The Chachra IMPACT Lab houses the only competency-based education program at a four-year public institution in Virginia. CBE is an online, asynchronous, open calendar delivery of certificates and credentials aimed at working adults. Radford is looking to grow these programs into full degree programs.

Dr. Danilowicz next described several things that make Radford distinctive. Radford is creating a virtual teaching academy to fully certify the 8,000 current provisionally certified teachers in the Commonwealth. The teaching academy meets the Virginia Department of Education certification requirements and acts as a pipeline to master's-level education programs.

Radford has centralized student support services. The Highlander Success Center is a one-stop-shop for student services. Academic, career and first-year experience programs are all in one office, under one director. Outreach from the Highlander Success Center starts before a student arrives on campus and continues once the student is an alumnus. Radford also has created a one-stop-shop for military students, the Military Resource Center.

Dr. Danilowicz said that Radford aims to go beyond critical thinking to learn how to tackle “wicked” unsolvable problems, such as homelessness and domestic violence. Twenty-two courses are offered to help students understand and work through “wicked” problems. Radford also is building a repository of teaching materials aimed at teaching wicked problems.

Any undergraduate student at Radford can conduct research every year. Last year 3,600 research opportunities existed for an undergraduate class of 6,000. The opportunities are open to students in any discipline.

In closing, Dr. Danilowicz highlighted the new things on the horizon at Radford. The Artis Center for Adaptive Innovation building is due to open sometime between fall 2024-December 2025. The new building will house the Visual and Performing Arts and courses from Health and Human Sciences. It is a deliberate effort to create collaboration across disciplines. Radford also is working on economic development within surrounding communities via The Hub, a one-stop-shop for economic development in the town. Currently, a university and city partnership is working on expanding the New River Water Trail.

CONVERSATION WITH STUDENTS: CRITICAL ISSUES IMPACTING STUDENTS AND SUPPORT SERVICES

Tom Allison introduced the following students from the Student Advisory Committee who joined Council for the discussion: Vick Chrepta, Richard Bland College; Owen Williams, William & Mary; Jaylin Drewry, Norfolk State University; and C’erra Rhodes, Radford University.

Mr. Ampy asked the students if mental health is still as large a concern on campus as it was when the Chair joined SCHEV in 2016. According to the students and because of COVID 19, mental health struggles of students on campus have gotten worse. G.P.A. and other measures don’t always point to the problem. Students may appear okay but not be. When asked if the support on campus has improved, the students stated that COVID19 forced institutions to improve.

Mr. Curt asked whether students coming from high school felt that they were prepared for the rigor of college work. The students said it is more of a problem of students’ expectations. The students also stressed that the level of preparedness for college depends on the student’s school system.

Students also expressed concerns about diversity, equity and inclusion issues on campus; they said that feeling like they belong on their campuses is a critical concern for them.

REPORT FROM THE AGENCY DIRECTOR

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 to the recipients, and to Secretary Guidera for delivering remarks.

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 provided 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 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.

Mr. Curt brought up using college campuses for summer internship housing. The students and the Council discussed the issue. Jaylin Drewry mentioned a project he is working on that can match interns with housing. Mr. Drewry mentioned that Old Dominion University created a consortium with employers to assist students with housing during summer internships. Mr. Ampy suggested that SCHEV contact ODU to learn about their internship housing program.

DISCUSSION OF 2023 GENERAL ASSEMBLY SESSION AND NEW SCHEV DUTIES

Dr. Covello Khattar shared a summary of the General Assembly session. She highlighted the following higher education related legislation:

HB2272 – provides reduced tuition rate to certain students at Norfolk State University and Virginia State University.

SB1280 – course credit earned through internships required at public institutions.

SB1422 workforce credential grant increased to \$4,000.

Mr. Blake highlighted the following legislation that assigns new responsibilities to SCHEV:

HB1738 – an update to the Virginia Freedom of Information Act requires that boards provide virtual access for public comment.

HB2195 – creates the Department of Workforce and Advancement and consolidates the Commonwealth workforce and development policies and programs. This bill also requires a yearly report on the Innovative Internships program.

SCHEV may be required to pick up additional tasks based on the outcome of the budget negotiations.

DISCUSSION OF PRIORITY INITIATIVES FOR THE PATHWAYS TO OPPORTUNITY PLAN

Ms. Salmon sought input from Council members on the proposed initiatives for the Pathways to Opportunity Plan. After providing a brief history of the work and describing the new input from the Governor and Secretary of Education, Ms. Salmon asked for Council's input. She stated that the goal is to connect the Governor's objectives with Pathways to Opportunity.

Ms. Salmon reviewed the (numbered) potential priority initiatives suggested by staff to prompt Council's discussion of the priorities and connected them to the Governor's priorities (in bold.)

Prepare students for the increasing demands of the knowledge economy

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.

Maintain affordability and reduce the cost of higher education

7. Consider a follow-up survey of graduates to assess career paths and relevance of their educational experiences.

Build the college and career pipeline in partnership with K-12

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.

Promote a vibrant campus life

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.

Among the suggested initiatives and comments, the Council members suggested the following:

- Improve communication and marketing so that the messaging is more consistent and coordinated. (Harker)
- Intentional transparency in labor market data by institutions and by program beyond the SCHEV annual report. The intent is to drive accountability through transparency. (Oldham)
- Where do SCHEV and the Governor's stated objectives diverge? Is there something either have missed? (Curt)
- The Virginia Office of Education Economics needs to use up-to-date data and survey business for a more accurate picture of the labor needs. (Curt)
- How do we assess where business predict the needs of the future? In addition to local business, we need to look at the national work being done on labor market impacts of A.I., among other technologies. (El Khoubi)
- Employer community is not great at figuring out skills and competencies when looking for employees. Look at how the state of Kentucky does this work as an example of a state doing a better job of working with employers to gather data. (Oldham)
- While SCHEV and the Governor are in alignment, we need to have an enrollment initiative. Commitment to figure of how to better align the business community and institutes of higher education. (Webb)
- Speaking specifically to the staff initiatives, Council suggested that numbers 4,5 and 6 could be combined. Number 13 needs a goal or a purpose and 8, 9, 10 and 11 could also be combined. (Webb)
- Narrow down the list to determine our goal and work back from that to help SCHEV prioritize. (O'Holleran)
- Address mental health as a significant issue. (Holloman)
- List needs to be combined so that it more manageable. (Holloman)

REPORT FROM THE ENROLLMENT AD HOC WORKGROUP

Mr. Blake, with assistance from staff, Mr. Curt and Ms. Webb, developed policy considerations to address the expected enrollment drop in the future. Mr. Blake described the tension between cost, access and quality when addressing higher education policy.

Mr. Blake described the enrollment through various charts. Over the last several years, some institutions have grown and others have experienced enrollment contractions.

The next 15 years will see a decline in the number of high school graduates, which will contribute to lower higher education enrollment. The non-enrollment rate for degree-granting programs has also increased in the last five years. In 2022, 25% of high school graduates chose not to enroll in college. Many of the policies and strategies currently in place assume that there would be continued enrollment increases.

Mr. Curt stated that we need to address the competition between Virginia colleges. He said that the concern is that a handful of institutions are causing the enrollment to drop at other institutions. He said would like to gather information from high school students to find out how they are making their post-secondary decisions. Ms. Oldham asked about students who choose to leave the state for college and how much information we have on those students.

Mr. Ampy asked President Danilowicz to comment on enrollment decreases. Dr. Danilowicz urged Council to look beyond the traditional freshman student profile and embrace adult learners and credential seekers when looking at enrollment numbers and growth potential.

Ms. Salmon reviewed factors that high school students use when deciding where to go to college and noted that students consider a mix of facts and feelings in their decision-making process.

Council discussed some of the following policy considerations identified by the workgroup:

- 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.

Council members stressed that Council needs to establish goals that will guide the policy decisions.

REPORT FROM THE COMMITTEES

Report from Academic Affairs Committee

The actions items voted on by the committee and moved to the full Council where they were unanimously approved include the following:

Recommend the approval on the following:

1. AA of Fine Arts in Music, Northern Virginia Community College. Ms. Harker seconded, and the motion was approved unanimously.
2. Master of Education, University of Virginia's College at Wise. Ms. Webb seconded, and the motion was approved unanimously.
3. Doctoral of Education program at James Madison University. The committee agreed to continue a full review continuing the approval process with a recommendation that JMU provide further labor market data. The committee asks that staff bring it back for approval at a later meeting.
4. Approval of organizational change at Virginia Commonwealth University's School of Population Health. Required SCHEV's approval before moving on to the accreditation process. Committee approved and moved motions forward for full Council approval. The four resolutions were considered en bloc, seconded by Ms. Harker and approved unanimously.

The committee reviewed program announcements from public institutions. The 17 announcements are provided in the agenda book, 7 undergraduate programs and 10 graduate programs.

Ms. Freeman shared a presentation on the private postsecondary school closure process.

Report from the Resources & Planning Committee

Ms. Harker highlighted the following from the Resources and Planning committee:

The committee received an update on higher education funding from the 2023 General Assembly. This was not a major update as the General Assembly has yet to release the 2023 budget. SCHEV staff will provide an update when the budget is released.

The committee reviewed the New Economy Workforce Credential Grant Program (WCG) FY22 annual report. The grants are offered by the community colleges and the Southern Virginia Higher Education Center to fund noncredit workforce training that leads to credentials that are in high demand.

Mr. Allison reviewed the six-year plan schedule and noted that the Secretary's office issued an RFP to bring in outside consultation to enhance the six-year plan process.

Dr. Edwards shared the major projects impacting the Resources and Planning committee for FY2023. He discussed the routine projects including budget and policy recommendations, institutional performance standards, enrollment estimates and degree projections. Other anticipated projects of discussion were related to financial aid Pell initiative, domicile guidelines, simplifying financial aid and federal FAFSA simplification.

RECEIPT OF ITEMS DELEGATED TO STAFF

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

OLD BUSINESS

No old business.

NEW BUSINESS

Mr. Ampy announced that he assigned Mr. Broderick and Dr. Schexnider to speak with other Council members to determine leadership interest for FY 2024. Mr. Broderick and Dr. Schexnider will contact each Council member then put forth names for consideration for Chair, Vice Chair and Secretary.

RECEIPT OF PUBLIC COMMENT

No public comment.

MOTION TO ADJOURN

The meeting adjourned at 12:15 p.m. with a motion by Dr. Schexnider and seconded by Ms. Harker.

Ken Ampy
Council Chair

Kristin Whelan
SCHEV Staff

Hakim J. Lucas



Hakim J. Lucas is the 13th President & CEO of Virginia Union University. He is a strong advocate for student-driven policies and the inclusiveness of students and faculty in developing and implementing the university's strategic plan. He is also a strong believer in the importance and significance of Historically Black Colleges and Universities (HBCU) and works to ensure their viable sustainability. With more than two decades of experience in higher education, Dr. Lucas' success includes fundraising, strategic planning, and the engagement and retention of students in challenging educational experiences.

Dr. Lucas earned a bachelor's degree from Morehouse College, a master's degree in teaching (History) from Tufts University, an Executive MBA from Stetson University, and a Master of Divinity (Church History) from Union Theological Seminary at Columbia University. He earned his doctoral degree in education from Fordham University. He is a transcendent leader who has chosen education as his form of advocating for social justice. As such, he is active with several advisory councils and organizations including Alpha Phi Alpha Fraternity, Inc., Prince Hall Free Masonry, and 100 Black Men.

As a leader in the research of HBCUs, Dr. Lucas is the editor-in-chief of a series of publications on HBCUs for Information Age Publishing. He is also a senior research fellow with the Southern Education Foundation. In June 2022, his latest book *Modern Heroics: How HBCUs Navigated the COVID-19 Pandemic*, was released. The book, co-edited with Dr. Herman J. Felton (Wiley College), shares detailed reflections from 10 HBCU Presidents about how they developed and implemented plans to mitigate and to combat the impact of COVID-19 on their institutions and on African American higher education.

State Council of Higher Education for Virginia Agenda Item

Item: IV.D – Briefing from Cardinal Education (formerly known as the Commonwealth Graduate Education Program)

Date of Meeting: May 16, 2023

Presenters: Daniel Garrison, State Chair and GMU Assistant Professor and Director of Mason Engineering Online

Amy Cole, Southern Virginia Higher Education Center, Director of Student & Partner Advancement

Bob Bailey, Cardinal Education Project Manager & Founder/Principal of Outcomes Consulting Services

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of the Agenda Item:

The purpose of this agenda item is to provide Council an overview of the mission and activities of Cardinal Education, formerly known as the Commonwealth Graduate Education program (<https://www.cardinaleducation.org>).

Background Information/Summary of Major Elements:

Established in 1983 as the Commonwealth Graduate Engineering Program (CGEP), Cardinal Education delivers graduate engineering education to Virginia's working scientists and engineers through state-of-the-art distributed-learning technologies. It is a consortial partnership of six public universities – GMU, NSU, ODU, UVa, VCU and VT, which through the program collectively offer 25 Master's-level degrees or certificates. It is managed by a nine-member Consortium Board of Directors and is advised by a 16-member Industry Advisory Board, which includes SCHEV's Academic Affairs Director.

Cardinal Education's strategic plan was developed to directly support the *Pathways to Opportunity* plan's goals of affordability, equity and transformation. Cardinal Education also works to identify and support specific objectives in each member university's six-year plan. The result is a work plan based on four primary strategies:

- Centralized Student Support Services
- Collaborative Course Sharing and Management

- Direct Outreach to and Engagement with Virginia's Engineering Community
- Program Evaluation and Assessment

Materials Provided:

None enclosed. At the meeting, the Cardinal Education representatives will provide a presentation.

Financial Impact: N/A

Timetable for Further Review: N/A

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

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

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

Resolution: N/A

State Council of Higher Education for Virginia Agenda Item

Item: IV.E – Discussion of Priority Initiatives for the *Pathways to Opportunity Plan*

Date of Meeting: May 16, 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: March 21, 2023

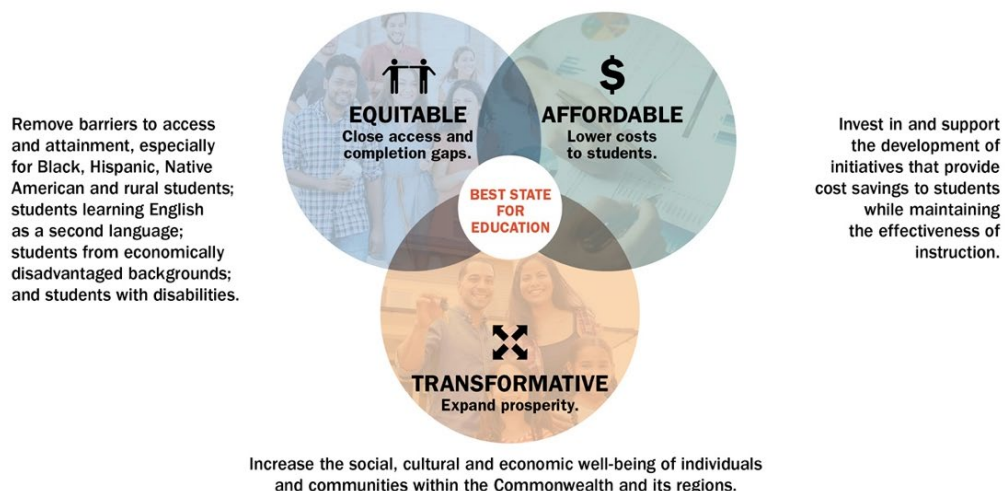
Action: Council initiated discussion of potential priority initiatives for itself and its staff over the next biennium in support of the statewide strategic plan.

Purpose of the Agenda Item:

The purpose of this item is to facilitate additional Council discussion of potential initiatives, with this discussion constituting the second step in a multi-meeting process that ultimately will result in the next set of Council-developed and endorsed biennial priority initiatives supporting the statewide strategic plan.

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, Council acted in September 2021 to approve nine priority initiatives that represent actions that SCHEV would 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.

In March 2023, Council received from staff and offered input on a slate of potential initiatives, which served as a starting point for identifying gaps, redundancies and topics of interest. Staff articulated general connections between the *Pathways to Opportunity Plan* strategies, the Youngkin administration's guiding objectives and potential Council initiatives.

Council's questions and comments at its March meeting informed the presentation of priority initiatives that staff will present at the May meeting. The enclosed table crosswalks the potential initiatives to the *Plan's* strategies and the administration's guiding objectives to illustrate alignment with both. The table incorporates Council's prior input on the first-draft priority initiatives, which resulted in a few new potential initiatives and the merging of some prior ones, condensed into 10 initiatives.

Materials Provided:

- Crosswalked table of draft priority initiatives for 2024-2026.

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:

- July: Provide feedback on the draft (continuing; new; revised) priority initiatives.
- September: Endorse priority initiatives and align as needed with forthcoming/in-development budget and policy recommendations for higher education.

Resolution: NA

P2O Goal and Strategy	Governor's OKR Charter Statement and Problem Statement	Potential Initiative(s) (for P2O and OKR)
<p>1. Equitable (Close Access and Completion Gaps)</p> <p>S1: Expand postsecondary opportunities and awareness to Virginians who may not view higher education as an option.</p>	<p>2. Build the college and career pipeline in partnership with K-12.</p> <p>2.3 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.</p>	<p>Strategic Access Initiatives: Develop, implement and collaborate on a variety of strategic activities aimed to improve awareness and access to postsecondary education in a broad sense.</p>
<p>1. Equitable (Close Access and Completion Gaps)</p> <p>S2: Advance digital access, adoption and literacy, as well as high-quality, effective remote-learning programs.</p>	<p>4. Maintain affordability and reduce the cost of higher education.</p> <p>4.1 Ensure affordability of higher education through cost reduction solutions and strategic partnerships.</p>	<p>(NEW) Online Virginia Network (OVN) Survey of Alumni: Gather insight on Virginia higher education alumni including those who obtained some college and no degree.</p>
<p>1. Equitable (Close Access and Completion Gaps)</p> <p>S3: Strengthen student support services for persistence and completion: mental health, mentoring, career services, social, student basic needs, information technology, disability support and other services.</p>	<p>3. Promote a vibrant campus life.</p> <p>3.2 Prioritize mental health solutions in our schools and on our campuses to nurture a culture of well-being.</p>	<p>Mental Health and Disabilities Supports: Partner to deliver additional resources to institutions and support front line professionals that provide mental health services to students and/or assist students with disabilities.</p>
<p>2. Affordable (Lower Costs to Students)</p> <p>S4: Align tuition and fees, financial aid and state appropriations such that students have broader access to postsecondary education opportunities regardless of their ability to pay.</p>	<p>4. Maintain affordability and reduce the cost of higher education.</p> <p>4.1 Ensure affordability of higher education through cost reduction solutions and strategic partnerships.</p>	<p>(NEW) Restructure State Financial Aid: Prepare legislative proposal to advance the restructuring of state financial aid programs.</p>

<p>2. Affordable (Lower Costs to Students)</p> <p>S5: Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.</p>	<p>2. Build the college and career pipeline in partnership with K-12.</p> <p>2.1 Strengthen “Pathways Programs” and other efforts that prepare young people for long term academic, career, and life success.</p>	<p>Transparency in Transfer: Establish system-wide course equivalencies to support pathways maps and strengthen pathways to the baccalaureate to include a communication campaign for transfer students as well as high school students.</p>
<p>2. Affordable (Lower Costs to Students)</p> <p>S6: Update and reform funding models and policies to improve equity, affirm return on investment and encourage increased and consistent levels of state funding.</p>	<p>1. Prepare students for the increasing demands of the knowledge economy.</p> <p>1.2 Prioritize public reporting of graduate employment outcomes per institution and learning program ROI.</p>	<p>Report(s) on student outcomes: Produce report on postsecondary education outcomes and transparently communicate the results. Similarly, assess factors influencing an individual’s decision to pursue/not pursue higher education, including through a survey of high school students.</p>
<p>2. Affordable (Lower Costs to Students)</p> <p>S7: Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.</p>	<p>4. Maintain affordability and reduce the cost of higher education.</p> <p>4.1 Ensure affordability of higher education through cost reduction solutions and strategic partnerships.</p>	<p>Private Postsecondary Education database automation: Automate database to improve reliability and increase productivity in regulation of private postsecondary education.</p>
<p>3. Transformative (Expand Prosperity)</p> <p>S8: Support experiences that improve students’ employment outcomes, income and community engagement.</p>	<p>1. Prepare students for the increasing demands of the knowledge economy.</p> <p>1.3 Increase student exposure to and experiences with the world of work.</p>	<p>Virginia Talent + Opportunity Partnership (V-TOP): Scale the Virginia Talent + Opportunity Partnership, launch new V-TOP initiatives that address barriers to work-based learning and evaluate progress/success.</p>
<p>3. Transformative (Expand Prosperity)</p>	<p>4. Maintain affordability and reduce the cost of higher education.</p>	<p>High Demand Programs and Incentives: In cooperation with the Virginia Office of Education Economics (VOEE) and institutions, work to</p>

<p>S9: Improve the alignment between post- secondary academic programs and labor market outcomes.</p>	<p>4.2 Create incentives for institutions, employers and students to pursue credentials aligned with urgent labor market demands and retain graduates in Virginia.</p>	<p><i>establish criteria to define and incentives to address urgent labor market needs.</i></p>
<p>3. Transformative (Expand Prosperity)</p> <p>S10: Cultivate a climate of inclusion and innovation through scholarship, research, a diverse faculty and other programming.</p>	<p>3. Promote a vibrant campus life.</p> <p>3.1 Protect free speech and inquiry as a hallmark of Virginia Education.</p>	<p><i>Effective Dialogue across Differences: Partner with participating institutions and the Constructive Dialogue Institute (CDI) to help students, faculty, staff and other stakeholders to develop/enhance skills to have more effective conversations with people holding different views.</i></p>
	<p>2. Build the college and career pipeline in partnership with K-12.</p> <p>2.4 Leverage the Schools of Education to attract, grow and retain the greatest PreK-12 teaching force in the nation.</p>	<p><i>Facilitated Approval for Teacher Preparation Degree Programs: Collaborate with institutions of higher education and Virginia Department of Education on approval of new teacher preparation degree programs for fall 2024 implementation.</i></p>
	<p>1. Prepare students for the increasing demands of the knowledge economy.</p> <p>1.1 Prepare every credential-earner for employment in a family-wage supporting job.</p>	
	<p>2. Build the college and career pipeline in partnership with K-12.</p> <p>2.2 Launch innovative lab schools in communities across the Commonwealth</p>	

Discussion Questions

1. Does this crosswalk approach make sense?
2. What is missing in the third column that you expected to see?
3. Is any initiative in the wrong strategy category?
4. What should be removed from third column?
5. What should be modified in the third column?

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: May 16, 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
May 16, 2023**

Mental health summit: One March 29, Chair Ken Ampy and Vice Chair Katie Webb participated in the summit on mental health in education organized by Secretary of Education Aimee Guidera and Secretary of Health and Human Resources John Littel. Governor Youngkin and First Lady Suzanne Youngkin led the event. SCHEV staff Emily Salmon, who assisted in planning the event, also participated as did several representatives of the SCHEV Student Advisory Committee.

Innovative Internship Program/Virginia Talent + Opportunity Partnership: SCHEV continues to work with the Virginia Chamber Foundation to expand business outreach. SCHEV staff also met with Virginia Business Higher Education Council (VBHEC) President Kirk Cox and Chair Dennis Tracey to explore ways to strengthen a partnership with VBHEC, which has been an early and consistent advocate for internship opportunities. In early May, SCHEV awarded \$142,000 in grants to four institutions of higher education to help transform on-campus Federal Work-Study jobs to function more like internships.

VACE conference: Several SCHEV staff, including the Virginia Talent + Opportunity Partnership team, participated in the annual conference of the Virginia Association of Colleges and Employers (VACE). V-TOP is one of the event sponsors, and SCHEV staff members were very involved in planning the conference. Staff presented on efforts to transform federal work-study into internships and on V-TOP's student-readiness modules.

Summit on Private Postsecondary Education: On April 18, SCHEV's Private Postsecondary Education (PPE) unit hosted its annual summit. Attendees learned best practices in distance education as well as readiness for work-based learning. PPE staff presented on recertification, compliance audits and the program-approval process for certified schools. Sessions also were presented by representatives from the Board of Nursing, the Department of Veterans Services and the Federation of State Massage Therapy Boards.

New Economy Workforce Credential Grant program: On March 30, SCHEV staff member Tom Allison spoke before the Virginia Board for Workforce Development about the annual report for the WCG program, which the Council reviewed at its March meeting.

Virginia Native nations higher education summit: On March 24, SCHEV staff member Paula Robinson was among the presenters at this event, which is designed to foster collaboration between Virginia's tribal nations and its colleges and universities.

GEAR UP annual progress report: Staff recently submitted to the U.S. Department of Education an Annual Progress Report as required of recipients of federal GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grants. GEAR UP Virginia (GUV) reported progress in providing programming and professional development to GUV students and educators in high-need middle and high schools, as well as through the state-wide Level Up Virginia (LUV) initiative. GUV's programming includes college visits, tutoring, test preparation and STEM enrichment; LUV recently coordinated an event outside of the Executive Mansion celebrating "Decision Day," the day on which high-school students across the country traditionally choose which college or university they plan to attend. Staff members from SCHEV, the Virginia Department of Education and the Governor's office wore their favorite college gear for photos outside the Executive Mansion.

General Professional Advisory Committee: On March 27 and April 24, SCHEV staff convened the public institutions' chief executive officers. Topics covered during the two meetings included the six-year-plan process and consultation with the Boston Consulting Group; presentations by the SCHEV Student Advisory Committee; the enrollment-projection process and related policy considerations; recent activities related to Transfer Virginia; updates on the Innovative Internship Program; and initiatives of the Constructive Dialogue Institute. Council Chair Ken Ampy and Vice-Chair Katie Webb attended one or both of the meetings.

Six-year-plan review and instructions: SCHEV staff continued to assist Boston Consulting Group (BCG) in various ways with its review of the six-year-plan process. BCG also met with college and university leaders through various SCHEV advisory committees. SCHEV staff participated in meetings in preparation for a meeting of the Secretary of Finance, the Secretary of Education, the director of the Department of Planning and Budget, the staff directors of the General Assembly money committees and the SCHEV director with BCG. Six-year-plan instructions will be issued on May 15.

Safe driving recognition: The Department of General Services recently reported that SCHEV was involved in the least number of preventable automobile accidents in the category of pool vehicles based upon the mileage driven. SCHEV received the award for the lowest number of accidents in the category of 10,000 miles to less than 100,000 miles. Staff member Stacey Garnett represented SCHEV at the awards breakfast.

New staff: SCHEV welcomes Curtis Sharpe, Emily Muniz and Bob Spieldenner. Curtis is a user-support specialist and worked previously for the Virginia Information Technologies Agency. Emily comes to SCHEV from Central Virginia Community College and will focus on transfer and talent pathways. Bob worked in communications at Virginia Tech and the Virginia Department of Emergency Management. He is responsible for SCHEV's internal and external communications.

Other staff activities: On April 27, agency staff members convened for their quarterly meeting. The agenda included updates from the director and the new user-services lead, and discussions of employee benefits and agency priorities around professional development, communications and engagement. In early May, SCHEV staff along with officials from Governor Youngkin's administration and staff from executive and legislative agencies visited James Madison University, University of Virginia's College at Wise and Virginia Tech.

Out and about: In April, I participated in a 50th-anniversary event of Reynolds Community College, at which Council Chair Ken Ampy moderated a discussion with higher-education scholar Arthur Levine. In April, I attended a convening on the future of higher education hosted by the Chronicle of Higher Education and Virginia Commonwealth University. I also participated in board meetings of the Southern Virginia Higher Education Center, the Six-Year Capital Outlay Plan Advisory Committee, Virginia529, the Virginia Space Grant Consortium and the Virginia College Building Authority. I participated in the annual awards luncheon for Virginia21, which features student leaders from across Virginia, the Virginia Community College philanthropy luncheon and Governor Youngkin's inaugural workforce summit.

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: <ul style="list-style-type: none"> Industrial Maintenance Mechanic (15.0699) 	Fall 2023
Christopher Newport University	Baccalaureate Certificate Program Approved: <ul style="list-style-type: none"> Data Analytics for the Social Sciences (30.7101) 	Fall 2023
George Mason University	Graduate Certificate Program Approved: <ul style="list-style-type: none"> Healthcare Quality (51.2213) 	Fall 2023
Old Dominion University	Undergraduate Certificate Program Approved: <ul style="list-style-type: none"> Cyber Risk Management (11.1003) 	Summer 2023
Old Dominion University	Undergraduate Certificate Programs Approved: <ul style="list-style-type: none"> Environmental Resources and Policy (30.4401) Hazards and Emergency Management (43.0302) Urban Studies and Planning (45.1201) 	Fall 2023
Rappahannock Community College (RCC)	Facilitated Staff Approval: <ul style="list-style-type: none"> Associate of Applied Science degree program in Diagnostic Medical Sonography (51.0910) 	Fall 2023
University of Virginia	Graduate Certificate Program Approved: <ul style="list-style-type: none"> Public Policy (44.0501) 	Fall 2023
Virginia Polytechnic Institute and State University	Graduate Certificate Program Approved: <ul style="list-style-type: none"> Sports Nutrition (19.0599) 	Summer 2023

Pursuant to the Code of Virginia, § 23.1-203, Council’s “Policies and Procedures for Program Approval and Changes,” and Council’s approval in January 2023 of a new transfer associate degree framework for Virginia’s community colleges, the following items approved/not approved as delegated to staff:

**Virginia Community Colleges
New Transfer Associate Degree Programs Approved:
Effective, Fall 2023**

Community College	Degree Designation	Program Title	CIP
Eastern Shore	Associate of Arts	Liberal Arts	24.0103
	Associate of Science	Business Administration	52.0201
		Education	13.0101
		Engineering	14.0101
		General Studies	24.0102
		Science	30.0101
J. Sargeant Reynolds	Associate of Science	Education	13.0101
Mountain Gateway	Associate of Science	Business Administration	52.0201
		Education	13.0101
		General Studies	24.0102
		Science	30.0101
New River	Associate of Science	Computer Science	11.0701
Northern Virginia	Associate of Science	Education	13.0101
		Health Sciences	51.0000
Southwest Virginia	Associate of Arts	Liberal Arts	24.0103
	Associate of Science	Business Administration	52.0201
		Education	13.0101
		Engineering	14.0101
		General Studies	24.0102
		Science	30.0101
Social Science	45.0101		
Virginia Peninsula	Associate of Science	Computer Science	11.0701

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

**Programs Discontinued
Two-Year Publics
Effective: Fall 2023**

College	CIP	Award
Blue Ridge Community College	52.0401	AAS, Office Systems Technology
Blue Ridge Community College	43.0103	Certificate, Administration of Justice
Blue Ridge Community College	41.0101	Certificate, Biotechnology
Blue Ridge Community College	15.1302	AAS, Computer-Aided Drafting and Design
Blue Ridge Community College	47.0604	Diploma, Automotive Analysis and Repair
Brightpoint Community College	15.0613	AAS, Advanced Manufacturing Technology
Central Virginia Community College	52.0399	Certificate, Accounting
Central Virginia Community College	51.1599	Certificate, Human Services
Central Virginia Community College	48.0599	Certificate, Machine Operations
Central Virginia Community College	52.0499	Certificate, Microcomputer Office Automation
Danville Community College	52.0399	AAS, Accounting
Eastern Shore Community College	24.0101	AA&S, Liberal Arts & Sciences
J. Sargeant Reynolds Community College	52.0399	Certificate, Accounting
Mountain Gateway Community College	15.0303	AAS, Computer & Electronics Technology
New River Community College	52.0399	Certificate, Accounting
New River Community College	52.0499	Certificate, Word Processing
New River Community College	48.0599	Diploma, Machine Shop Operations
Virginia Peninsula Community College	15.0613	AAS, Advanced Integrated Manufacturing Technology
Wytheville Community College	52.0339	AAS, Accounting
Wytheville Community College	11.1003	Certificate, Cybersecurity

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

**Programs Discontinued
Four-Year Publics**

Institution	Degree/Program/CIP	Effective Date
James Madison University	<p>Program Discontinuances Approved:</p> <p><u>Undergraduate Certificate</u></p> <ul style="list-style-type: none"> • Autism Spectrum Disorders (13.1013) <p><u>Graduate Certificates</u></p> <ul style="list-style-type: none"> • Autism Spectrum Disorders (13.1013) • Educational Technology Leadership (13.0401) • Management of International Non-Governmental Organizations (44.0401) • Network Information Security (11.1003) • Secure Computer and Database Systems (11.0103) 	Summer 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 items approved as delegated to staff:

Internal and Off-Campus Organizational Changes

Institution	Change/Site	Effective Date
Old Dominion University	Reorganize the Batten College Engineering and Technology to close the Department of Computational Modeling and Simulation Engineering . The department closure will address a need to close the “smallest department in the college” which “only administers one certificate program.” The department is “not needed” and the closure will “ensure the college utilizes its resources efficiently.”	April 17, 2023
Old Dominion University	Rename the Department of Women’s Studies to the Department of Women’s and Gender Studies . ODU indicates that the rename will provide “recognition of the breadth of academic programs, activities, and research areas in the department.” The new name will also align the	April 15, 2023

Institution	Change/Site	Effective Date
	department's name with that of similar departments at the university's SCHEV peer institutions.	
University of Virginia	Reorganize the Department of Engineering Systems and Environment to establish two departments: the Department of Civil and Environmental Engineering , and the Department of Systems and Information Engineering . The Departments will reside in the School of Engineering and Applied Science. The reorganization will allow the University to return to the organizational structure of two separate departments which was in place prior to the 2018 merger of the two departments to establish one department.	April 3, 2023

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
Ivy College	March 2, 2023

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

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

Institution	Location	Effective Date
AVI Career Institute	Great Falls, VA	April 17, 2023
Infosec Institute	Herndon, VA	April 19, 2023
Transportation Intermediaries Association Institute for Research and Education	Alexandria, VA	March 7, 2023

State Council of Higher Education for Virginia Agenda Item

Item: IV.J. – Council – Report on Council Officer Elections

Date of Meeting: May 16, 2023

Presenters: Council members Mr. John Broderick and Dr. Schexnider

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Background Information/Summary of Major Elements: The Council’s bylaws state that “The Council annually shall elect a chair and vice chair and appoint a secretary from its membership to serve until their successors have been elected.” The bylaws further state that the election of the chair and vice chair and appointment of the secretary shall be held at the last meeting of the Council prior to June 30 each year.

Materials Provided: N/A

Financial Impact: N/A

Timetable for Further Review/Action: N/A

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

Resolution: Resolutions will be presented at the meeting.