



Agenda Book

January 11, 2021

Location: Virtual



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STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
October 26, 2020
DRAFT MINUTES

Mr. Ampy called the meeting to order at 3:03 p.m., by electronic means, as prescribed in § 4-0.01 of the Code of Virginia. Committee members present: Ken Ampy, Chair; Carlyle Ramsey, Vice Chair; Alexandra Arriaga, Heywood Fralin, Marianne Radcliff.

Committee member absent: Rosa Atkins.

Staff members present: Peter Blake, Joseph G. DeFilippo, Jodi Fisler, Ashley Lockhart, Jacqueline Noggins, and Paul Smith.

Mr. Ampy introduced and invited staff to present information on the following topics:

APPROVAL OF MINUTES FROM THE SEPTEMBER 15 ACADEMIC AFFAIRS COMMITTEE MEETING

On motion by Mr. Ampy, seconded by Mr. Fralin, the minutes from the September 15, 2020, Academic Affairs Committee meeting were unanimously approved.

Roll call:

Arriaga – yea

Fralin – yea

Radcliff - yea

Ampy – yea

Ramsey – yea

5 yeas; the motion passes.

ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS

Dr. DeFilippo introduced the action on programs at public institutions. He explained that the eight programs presented have been through the new program approval process, including the opportunity for institutional comment or objection and financial review by SCHEV Finance Policy staff. Dr. DeFilippo noted that the Code of Virginia charges Council to “approve” or “disapprove” any new program proposed by a public institution of higher education. Programs presented were grouped by institution.

The University of Virginia has three programs being presented: Bachelor of Arts (B.A.) degree program in Media Studies, which is oriented toward entry level positions with an emphasis on digital presence; a Master of Education (M.Ed.) degree program in Quantitative Analytics in Education, which would be the first such degree program in Virginia; and a Master of Urban Design (M.U.D.) in Urban Design, which is a post-professional program in the broad field of architectural design. There was some discussion on the differences between a degree in media studies and a degree in communications, as well as a comparison between the urban design program at Virginia Tech’s School of Architecture and the proposed degree program at the University of Virginia.

Virginia Commonwealth University has two programs being presented: a Bachelor of Science (B.S.) degree program in Health Services, which prepares students to work as medical and health service administrators; and a Bachelor of Arts (B.A.) degree program in Human and Organizational Development to serve as human resources, organizational, employee, or talent development professionals. There was some discussion about the demand for these fields, despite the duplication in the Commonwealth.

Virginia State University has one program being presented: Master of Social Work (M.S.W.) degree program in Social Work with a focus on trauma-informed practice. There was some discussion on the need for well-prepared social workers in Virginia.

Northern Virginia Community College has one program being presented: Associate of Science (A.S.) in Biology degree program as a transfer pathway for students aspiring to complete a degree in the biological sciences. There was some discussion about the degree being available online, in addition to the possibility for shared services distance learning, as well as the accessibility of some of the lower level courses at the high school level.

On motion by Mr. Fralin, seconded by Dr. Ramsey, the following resolutions were approved 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 to initiate a Bachelor of Arts (B.A.) degree program in Media Studies (CIP code: 09.0102), effective fall 2021.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Master of Education (M.Ed.) degree program in Quantitative Analytics in Education (CIP code: 13.0604), effective spring 2021.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Master of Urban Design (M.U.D.) degree program in Urban Design (CIP code: 04.0403), effective fall 2021.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Bachelor of Science (B.S.) degree program in Health Services (CIP code: 51.0701), effective fall 2021.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Bachelor of Arts (B.A.) degree program in Human and Organizational Development (CIP code: 52.1005), effective fall 2021.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia State University to initiate a Master of Social Work

(M.S.W.) degree program in Social Work (CIP code: 44.0701), effective spring 2021.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Northern Virginia Community College to initiate an Associate of Science in Biology degree program (CIP code: 26.0101), effective spring 2021.

Roll call:

Arriaga – yea

Fralin – yea

Radcliff - yea

Ampy – yea

Ramsey – yea

5 yeas; the motion passes.

Dr. DeFilippo introduced the Virginia Commonwealth University Master of Brand Strategy and Design (M.B.S.D.) in Brand Strategy and Design, which staff is recommending for disapproval due to a lack of documentation. There was some discussion regarding the resolution and whether the Academic Affairs Committee could opt to not adopt any resolution for the program. No resolution was adopted.

ACTION ON PRIVATE POSTSECONDARY INSTITUTIONAL PROVISIONAL CERTIFICATION

Dr. DeFilippo introduced the Arizona College of Nursing's provisional certification and explained the specific authorization status involved, which enables the institution to engage in limited activities. There was some discussion regarding graduates' pass rates on board examinations and whether they could be incorporated into future evaluations of similar certifications.

On motion by Ms. Arriaga, and seconded by Dr. Ramsey, the following resolution was approved to be forwarded to the full Council:

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

- 1. that, during the period of provisional certification, Arizona College of Nursing shall be allowed to advertise and receive student applications, but not actually enroll or instruct students;**
- 2. that, during the period of provisional certification, Arizona College of Nursing shall be allowed to recruit and hire faculty and staff;**
- 3. that, during the period of provisional certification, Arizona College of Nursing may not collect tuition from prospective students, though it may collect initial non-refundable fees of no more than \$100, as per 8 VAC 40-31-130(E) of the Virginia Administrative Code;**

4. that, during the period of provisional certification, all publicity, advertisement, and promotional material must include a statement that the school is provisionally certified to operate in Virginia by SCHEV;
5. that, prior to the expiration of the period of provisional certification, SCHEV staff shall conduct a final review of faculty and administrator credentials hired during the provisional certification period;
6. that, prior to the expiration of the period of provisional certification, SCHEV staff (or an assigned expert) shall conduct a review of Arizona College of Nursing's online platform and content as a condition to authorizing the school to offer distance education;
7. that, prior to the expiration of the period of provisional certification, Arizona College of Nursing shall satisfy a site review conducted by SCHEV staff demonstrating that the facility conforms to all federal, state and local building codes and that it is equipped with classrooms, instructional and resource facilities, and laboratories adequate for the size of the faculty and student body and adequate to support the educational programs to be offered by the school;
8. that, prior to the expiration of the period of provisional certification, Arizona College of Nursing shall submit a surety instrument in an amount adequate to provide refunds to students in the event of school closure during the first year of operation; and
9. that Arizona College of Nursing's provisional certification shall lapse if conditions 5-8 are not fulfilled prior to October 26, 2021.

BE IT FURTHER RESOLVED that Council delegates to the SCHEV Director authority to confer full certification on Arizona College of Nursing upon his determination, at a point in time prior to October 26, 2021, that Arizona College of Nursing has satisfied all Virginia Administrative Code requirements, including, but not limited to, conditions specifically enumerated above.

Roll call:

Arriaga – yea

Fralin – yea

Ramsey – yea

Radcliff - yea

Ampy – yea

5 yeas; the motion passes.

ACTION ON MODIFICATIONS TO THE POLICY ON COURSE CREDIT FOR EXAMINATIONS

Dr. DeFilippo introduced Dr. Jodi Fisler to present the updated policy for AP, Cambridge, CLEP, and IB exams. She explained that the practice of updating the exam credit awards is common for institutions, and that this policy was first established in 2017. Dr. Fisler also explained that the current minimum threshold for credit articulated in the original policy for Cambridge International is higher than what they consider to be appropriate. After a review of independent sources, SCHEV staff supported the update to the policy. There was some discussion regarding how students will be notified of the policy changes.

On motion by Ms. Radcliff, seconded by Mr. Fralin, the following resolution was approved to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia adopts changes to the Virginia Public Higher Education Policy on Course Credit for AP, Cambridge, CLEP and IB, effective immediately.

Roll call:
Arriaga – yea
Fralin – yea
Ramsey – yea
Radcliff - yea
Ampy – yea
5 yeas; the motion passes.

ACTION ON GUIDELINES FOR THE DEVELOPMENT OF TRANSFER AGREEMENTS

Dr. DeFilippo introduced Dr. Paul Smith to present the proposed transfer agreements policy. Dr. Smith described the process to update the individual agreements that the policy governs, which involved a collaboration between all of the public institutions of higher education. He also described the review of guaranteed admission programs and the creation of an online transfer portal in order to get information about transfer to students.

There was some discussion regarding the implications of reverse transfer agreements, as well as the plan for assessing the agreements in the future for efficacy. The committee had some questions related to utilizing national student clearinghouse data.

On motion by Ms. Arriaga, seconded by Dr. Ramsey, the following resolution was approved to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia, in accord with Code of Virginia § 23.1-905.1, adopts the Virginia Public Higher Education Policy Guidelines for the Development of Transfer Agreements, effective immediately.

Roll call:
Arriaga – yea
Fralin – yea
Ramsey – yea
Radcliff - yea
Ampy – yea
5 yeas; the motion passes.

RECEIPT OF REPORT FROM ACADEMIC AFFAIRS COMMITTEE STAFF LIAISON

Dr. DeFilippo commented on the work of Academic Affairs staff, including the PPE recertification process and the NC-SARA compliance work.

ADJOURNMENT

Mr. Ampy adjourned the meeting at 4:22 p.m.

Kenneth Ampy
Chair, Academic Affairs Committee

Ashley Lockhart
Staff, Academic Affairs

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs #I.C – Action on Programs at Public Institutions

Date of Meeting: January 11, 2021

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of the Agenda Item:

The purpose of this agenda item is to present two proposed degree programs for approval, in accord with Council's duty to "review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes" (Code of Virginia § 23.1-203).

Background Information/Summary of Major Elements:

Programs Presented for Approval

- George Mason University, Doctor of Philosophy (Ph.D.) in Business (CIP: 52.0201)
- Virginia Commonwealth University, Doctor of Philosophy (Ph.D.) in Computer Science, (CIP: 11.0101)

Financial Impact: See Program Summaries Below

Timetable for Further Review/Action: N/A

Relationship to Goals of the Virginia Plan for Higher Education: Council's consideration of new degree programs for approval or disapproval is related to Goals 2 and 4 of the Virginia Plan:

- Optimize Student Success for Work and Life
- Advance the Economic & Cultural Prosperity of the Commonwealth & its Regions

Resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Doctor of Philosophy (Ph.D.) degree program in Business (CIP: 52.0201), effective fall 2021.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Doctor of Philosophy (Ph.D.) degree program in Computer Science (CIP: 11.0101), effective fall 2021.

George Mason University
Doctor of Philosophy (Ph.D.) in Business
(CIP: 52.0201)

Program Description

George Mason University (GMU) is proposing the creation of a Doctor of Philosophy (Ph.D.) in business to be initiated in fall 2021. GMU writes that the purpose of the proposed program is to prepare graduates to serve as research active faculty in accredited American schools of business. The proposed program will expose students to a multi-disciplinary approach to research, writing, and teaching across the major sub-disciplines of business.

The proposed program will offer four concentrations: organizational behavior; strategic management; information systems; and operations management. These focus areas reflect research strengths in the GMU School of Business, and are the four sub-disciplines with significant faculty expertise. The program will require 72 credits, as follows: core (15); research methods (15); concentration (12); minor (15); and dissertation (15).

Justification for the Proposed Program

GMU affirms that accreditation standards and enrollment growth in university business programs are driving demand for Ph.D. educated business faculty, and that this demand cannot be met by the current production of US business schools. They note a January 2018 publication from the Association to Advance Collegiate Schools of Business (AACSB), which notes that nationally business—already the most popular major in America—had increased 11% in the five year period ending in 2016-17 (<https://www.aacsb.edu/accreditation/standards/business>). Conversely, the most recent data on Ph.D. production shows that it has remained essentially flat for the five year period ending in 2018-19 (<https://www.aacsb.edu/blog/2018/january/business-school-enrollment-trends-undergraduate-masters-doctoral-programs>). They also cite research by Dr. Roger Martin, former Dean at the University of Toronto, who has quantified the undersupply of business Ph.D. production in the US. Dr. Martin states: “Business education has a structure completely unlike any other educational discipline. The annual Ph.D. production relative to its educational requirements in business (1.7 graduating Ph.D.s per thousand student-years) is exactly one-tenth the relative magnitude of higher education overall (17.5) and one-quarter the next lowest discipline (humanities at 6.6). There is a huge structural supply shortfall relative to all other disciplines – and it isn’t even remotely close” (*A Really Good Gig: Why B-School Faculty Are So Well Paid*, Poets & Quants. Accessed at: <https://poetsandquants.com/2020/06/29/a-really-good-gig-why-business-school-faculty-are-so-well-paid/?pq-category=business-school-news>). The proposal was reviewed by a two-person team of External Reviewers, who attested to GMU’s capacity to mount the program, and the demand for graduates.

Student Demand

GMU documented student demand for the proposed program from an April 2020 survey of two groups of students at GMU: upper-division undergraduate students in Business; and MBA students. When asked, “If George Mason University offered a Ph.D. in Business, would you enroll?” eight of 49 respondents answered they would be “extremely likely” to enroll; 11 answered “very likely.”

Enrollment projections show a full-time equated student enrollment (FTES) of 7 in the program’s first year (2021-22). The projections continue as follows: FTES 2022-23, 11; 2023-24, 16; and 2024-25, 20. GMU anticipates 6 graduates each year beginning in 2025-26. 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

GMU indicates that graduates of the proposed program would be qualified for faculty positions in college and university schools of business. Job ads and testimony from employers support the contention that faculty positions requiring the Ph.D. in business are available within Virginia and nationally.

The Bureau of Labor Statistics (BLS) projects that between 2019 and 2029, employment of postsecondary teachers is expected to grow 9% or “much faster than average for all occupations” (<https://www.bls.gov/ooh/Education-Training-and-Library/Postsecondary-teachers.htm#tab-6>), and growth for business postsecondary teachers is projected to be 12% (<https://data.bls.gov/projections/nationalMatrix?queryParams=25-1011-1585&ioType=o>). The Virginia Employment Commission (VEC), Labor Market Index projects that between 2018 and 2028, employment of postsecondary teachers is expected to grow 8.33%, faster than the projection for all occupations (<https://viriniaworks.com/occupational-projections?page79862=1&size79862=12&page80257=1&size80257=12&page81630=1&size81630=12&search79862=postsecondary%20teachers>). The most recent available ten-year projection specifically for postsecondary business teachers is 2016-26, which is 22.69%.

Issues of Duplication

Four public institutions in Virginia offer degree programs similar or related to the proposed program: ODU, UVA, VCU, and VT. These existing programs have been producing in aggregate 20-30 Ph.D. graduates per year for the last five years. All four programs seek to train graduates who can conduct fundamental research in business and who would be qualified for faculty positions in higher education.

ODU offers a 57-58 credit Ph.D. in Business Administration with four specializations: finance, information technology, marketing, and strategic management. Information technology and strategic management are areas of overlap with GMU’s proposed program. UVA offers a 48-credit Ph.D. in Business Administration with three specializations: ethics, entrepreneurship, and leadership in organizations, none of which has a precise overlap with GMU’s four concentrations. UVA admits cohorts of students every four to five years. VCU offers a 53-56-credit Ph.D. in Business with three

concentrations: accounting, information systems, and management. VCU's accounting concentration has no overlap with the proposed GMU program. VT offers a 90-credit Ph.D. in Business with six concentrations: accounting; information technology; executive business research; finance; hospitality and tourism management; management; and marketing. The concentrations in executive business research and hospitality and tourism management are offered in northern Virginia (Falls Church campus). VT's concentrations in information technology and management are the only ones that correspond to GMU's proposed concentrations.

Resource Needs

SCHEV Finance Policy staff has reviewed financial information submitted under the proposal heading "Cost and Funding Sources to Initiate and Operate." The institution will have 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. SCHEV staff review notes that program revenue may not be enough to cover the costs of graduate assistantships, and therefore some support would have to come from other sources. GMU affirms the institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval

The GMU Board of Visitors approved the proposed program on October 18, 2018.

Staff Recommendation

Based on a review of the application, staff presents the **Doctor of Philosophy (Ph.D.) degree program in Business (CIP: 52.0201)** 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 George Mason University to initiate a Doctor of Philosophy (Ph.D.) degree program in Business (CIP: 52.0201), effective fall 2021.

**Virginia Commonwealth University
Doctor of Philosophy (Ph.D.) in Computer Science
(CIP: 11.0101)**

Program Description

Virginia Commonwealth University (VCU) is proposing the creation of a Doctor of Philosophy (Ph.D.) degree program in Computer Science to be initiated fall 2021. VCU writes that the purpose of the proposed degree program is to educate students in advanced concepts of computer science theory, systems, and research in order to respond to needs of industry, academia, and government. The proposed program would have two entrance pathways: post-bachelor's and post-master's. Students with a BS degree would be required to complete a minimum of 72 credit hours. Students with an MS degree would be required to complete a minimum of 54 credit hours. All students will complete a dissertation. The program would replace an existing concentration in VCU's Engineering Ph.D. program.

Justification for the Proposed Program

VCU affirms that there is a growing need for scientists, educators and engineers with Ph.D.'s who can address open problems in the fields of theory, mobile and cloud systems, communication networks, robotics, software engineering, machine learning/artificial intelligence, cybersecurity, and data science. They cite the 2019 CRA Taulbee Survey (<https://cra.org/wp-content/uploads/2020/05/2019-Taulbee-Survey.pdf>) as evidence that employers are increasingly calling for the doctoral degree in computer science as a minimum hiring requirement.

As evidence of the need for computer science faculty in higher education, they cite a New York Times article from 2019, which states: "On campuses across the country, from major state universities to small private colleges, the surge in student demand for computer science courses is far outstripping the supply of professors, as the tech industry snaps up talent. At some schools, the shortage is creating an undergraduate divide of computing haves and have-nots—potentially narrowing a path for some minority and female students to an industry that has struggled with diversity" (<https://www.nytimes.com/2019/01/24/technology/computer-science-courses-college.html>). VCU also cites data from the Taulbee Survey that indicates a substantial number of faculty positions go unfilled annually due to competition for Ph.D. educated talent in computer science. The program was reviewed by a team of expert External Reviewers, who have testified that the program promises to be "a solid up to date high quality program," and that "there is growing demand from the industry for people with research skills to innovate in not just core computer science, but its applications to a variety of domains."

Student Demand

Evidence of student demand has been documented via enrollment data in three computer science concentrations in the VCU Engineering Ph.D., and from a survey conducted from potential bachelor's and master's-level students. Enrollment in the

existing concentration has ranged between 26 and 35 for the five year period ending in 2018-19. According to a survey conducted in January 2020, approximately 1600 students at seven Virginia institutions were solicited. 114 Responses were received. 14% (n=17) responded that they are “extremely likely” to apply if VCU offered a Ph.D. in Computer Science degree program; 21% (n=24) answered “very likely.”

Enrollment projections show a full-time equated student enrollment (FTES) of 29 in the program’s first year (2021-22). The projections continue as follows: FTES 2022-23, 35; 2023-24, 40; and 2024-25, 41. VCU anticipates 12 graduates each year beginning in 2025-26. 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

VCU indicates that the proposed program will prepare students “for employment in private industry, academia, and the public sector at the federal and state levels” in positions requiring competency to conduct fundamental research in computer science. Employment advertisements in Virginia and nationally indicate a need for doctorally trained computer scientists to serve as faculty in higher education and as researchers in industry. The Bureau of Labor Statistics (BLS) projects that between 2019 and 2029, employment of computer and information research scientists is expected to grow 15% or “much faster than average for all occupations” (<https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm#tab-6>). The BLS notes that “Rapid growth in data collection by businesses will lead to an increased need for data-mining services. Computer scientists will be needed to write algorithms that help businesses make sense of very large amounts of data. With this information, businesses understand their consumers better, making the work of computer and information research scientists increasingly vital.” The Virginia Employment Commission (VEC), Labor Market Index projects that between 2018 and 2028, employment of computer and information research scientists is expected to increase 15.44% or 44 positions annually (<https://viriniaworks.com/occupational-projections?page79862=1&size79862=12&page80257=1&size80257=12&page81630=1&size81630=12&search79862=computer%20research>).

Issues of Duplication

Five public institutions in Virginia currently offer Ph.D. programs in Computer Science : GMU, ODU, UVA, VT, W&M. These institutions have been graduating in aggregate 55-65 Ph.D.’s per year for the past five years. These existing programs require 72-90 credits overall, substantially more than VCU’s proposed 60 credits for post-baccalaureate pathway students. However, most of this difference in total number of credits comes from the research generated credits rather than coursework. All the programs are essentially similar in coverage of computer science sub-disciplines, with the larger departments (notably Tech) having broader coverage of topics.

Resource Needs

SCHEV Finance Policy staff has reviewed financial information submitted under the proposal heading “Cost and Funding Sources to Initiate and Operate.” The institution

will have 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. VCU affirms the institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval

The VCU Board of Visitors approved the proposed program on May 8, 2020.

Staff Recommendation

Based on a review of the application, staff presents the **Doctor of Philosophy (Ph.D.) degree program in Computer Science (CIP: 11.0101)** 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 Virginia Commonwealth University to initiate a Doctor of Philosophy (Ph.D.) degree program in Computer Science (CIP: 11.0101), effective fall 2021.

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: January 11, 2021

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of the Agenda Item:

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

Background Information/Summary of Major Elements:

The Catholic University of America has been certified to operate in Virginia as an out-of-state nonprofit private institution of higher education since 1987. It is now seeking approval to operate a new campus location in Alexandria. The Code of Virginia requires separate certification for each branch of an out of state institution in Virginia. iGlobal University has been certified to operate in Virginia as a proprietary private institution of higher education since 2009. It is now seeking new certification to operate due to a change of ownership, as required by the Code of Virginia.

Materials Provided:

- Catholic University of America (Alexandria) application summary
- iGlobal University application summary.

Financial Impact: Both applicant institutions have submitted the required certification fee to operate as a postsecondary institution in Virginia.

Timetable for Further Review/Action: N/A

Relationship to Goals of the Virginia plan for Higher Education: Council's consideration of new higher education institutions for certification is related to Goals 2 and 4 of the Virginia Plan:

- Optimize Student Success for Work and Life
- Advance the Economic & Cultural Prosperity of the Commonwealth & its Regions

Resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies iGlobal University to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective January 11, 2021.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies The Catholic University of America to operate as a degree-granting postsecondary institution at a new location in Alexandria, effective January 11, 2021.

The Catholic University of America **Application Summary**

School Overview

The Catholic University of America is accredited by the Middle States Commission on Higher Education (MSCHE) and was first certified to operate by SCHEV in 1987 as an out-of-state nonprofit private institution of higher education. Catholic University currently operates a campus in Crystal City and is seeking to add a location in Alexandria. The Code of Virginia requires that each location be separately certified.

School Officers

President/CEO – John Garvey

School Mission Statement

The Catholic University of America's mission statement is as follows:

As the national university of the Catholic Church in the United States, founded and sponsored by the bishops of the country with the approval of the Holy See, The Catholic University of America is committed to being a comprehensive Catholic and American institution of higher learning, faithful to the teachings of Jesus Christ as handed on by the Church.

Dedicated to advancing the dialogue between faith and reason, The Catholic University of America seeks to discover and impart the truth through excellence in teaching and research, all in service to the Church, the nation and the world.

Proposed Educational Programs and Credentials

- Certificate – Paralegal Studies
- Associate of Arts – Paralegal Studies
- Bachelor of Arts – Interdisciplinary Studies
- Master of Science – Management

Proposed Location

The Catholic University of America will operate this new location from the following address:

2050 Ballenger Ave. #200
Alexandria, VA 22314

Financial Stability Indicator

The Catholic University of America submitted a projected accounting budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as **[INSERT SCORE]** out of a possible 3.0 for 2019, which indicates the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

The Catholic University of America has submitted a \$[INSERT AMOUNT] surety bond, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of a school closure, pursuant to Virginia Administrative Code section 8VAC40-31-160(I).

Evidence of Compliance

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

Staff Recommendation

Based on a thorough review of the application, staff presents the certification of **The Catholic University of America** to the Academic Affairs Committee for approval.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies The Catholic University of America to operate as a degree-granting postsecondary institution at a new location in Alexandria, effective January 11, 2021.

iGlobal University **Application Summary**

School Overview

iGlobal University is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC) and was initially certified by SCHEV in 2009 as a proprietary private institution of higher education. The school is owned and operated by iGlobal University, LLC, which has been acquired by Mr. Abubokor Hanip. The Code of Virginia requires that, when a change of ownership occurs, certification is not transferable, and therefore an application for certification must be made under the new ownership interest.

School Officers

President/CEO – Abubokor Hanip

School Mission Statement

iGlobal University's mission statement is as follows:

The mission of IGlobal University is to provide a diverse student body with career-related education based on scholarly, innovative, and practical approaches to meet emerging global challenges, through the following objectives:

- *To develop career-related programs and curricular practical training;*
- *To provide practical training through CPT; and*
- *To provide students with ongoing career development services*

Proposed Educational Programs and Credentials

- Certificate – CompTIA N+
- Certificate – CompTIA S+
- Certificate – Contract Acquisition and Management
- Certificate – Global Leadership and Management
- Certificate – Homeland and Global Security
- Bachelor of Business Administration – Business Administration
- Bachelor of Science – Information Technology
- Master of Business Administration – Business Administration
- Master of Science – Cybersecurity
- Master of Science – Information Technology

Proposed Location

iGlobal University will operate at the following address:

8133 Leesburg Pike #230
Vienna, Virginia 22182

Financial Stability Indicator

iGlobal University submitted a projected accounting budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's

financial composite score as **[INSERT SCORE]** out of a possible 3.0 for 2019, which indicates the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

iGlobal University has submitted a **[\$[INSERT AMOUNT]** surety bond, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of a school closure, pursuant to Virginia Administrative Code section 8VAC40-31-160(I).

Evidence of Compliance

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

Staff Recommendation

Based on a thorough review of the application, staff presents the certification of **iGlobal University** to the Academic Affairs Committee for approval.

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

BE IT RESOLVED that the **State Council of Higher Education for Virginia** certifies **iGlobal University** to operate a degree-granting postsecondary institution within the Commonwealth of Virginia, effective January 11, 2021.

Background Information/Summary of Major Elements:

Materials Provided:

- The Catholic University of America application summary.

Financial Impact:

The Catholic University of America submitted the required certification fee to operate as a postsecondary institution in Virginia.

Timetable for Further Review/Action: N/A

Relationship to Goals of the Virginia plan for Higher Education: Council's consideration of new higher education institutions for certification is related to Goals 2 and 4 of the Virginia Plan:

- Optimize Student Success for Work and Life
- Advance the Economic & Cultural Prosperity of the Commonwealth & its Regions

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies The Catholic University of America to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective January XXXX, 2021.

State Council of Higher Education for Virginia Agenda Item

Item: #I.E. - Academic Affairs Committee – Action on Guidelines for the Development of Pathway Maps

Date of Meeting: January 11, 2021

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of Agenda Item:

This agenda item seeks Council’s approval of the *Virginia Public Higher Education Policy Guidelines for the Development of Pathway Maps*, a new requirement from transfer-focused legislation passed by the General Assembly in 2018.

Background Information/Summary of Major Elements:

The 2018 General Assembly passed HB919/SB631, a major transfer-focused piece of legislation that, among other things, created a responsibility for SCHEV to “develop guidelines for associate-degree-granting and baccalaureate public institutions of higher education to use in mapping pathways for the completion of credits in particular programs of study.” Presented here for Council’s consideration is the policy document, *Public Higher Education Policy Guidelines for the Development of Pathway Maps* (henceforth referred to as “Guidelines”). The Guidelines are the last of four transfer-related policies required by the 2018 legislation and just as the previous three, they support the *State Policy on College Transfer* to make transfer transparent and efficacious. The three previously approved policies are:

- *Public Higher Education Policy for Dual Enrollment Transferability* (approved by Council: January 2019)
- *Public Higher Education Policy on Passport and Uniform Certificate of General Studies Programs* (approved by Council: July 2019)
- *Public Higher Education Policy Guidelines for the Development of Transfer Agreements* (approved by Council: October 2020).

The Guidelines were developed through a collaborative process with SCHEV staff working through the State Committee on Transfer (SCT), the Dual Enrollment and Passport Advisory Committee (DEPAC) and the Instructional Programs Advisory Committee (IPAC). The Transfer Virginia project – including the Aspen Institute Center

for College Excellence and HCM Strategists – contributed crucial expertise and advice throughout the development process. Consultation on the guidelines began at the March 2020 meeting of the SCT and concluded at the October 2020 meeting of IPAC.

According to the Guidelines, a pathway map is a planned two- to four-year transfer curriculum that outlines a term-by-term sequence of courses required to complete an associate degree and transfer to an appropriately aligned bachelor's degree. Pathway maps provide the student with the specific academic requirements, completed prior to transfer, necessary for finishing a baccalaureate program at the four-year institution. When followed correctly, pathway maps have the potential to improve the rate of degree completion, reduce excess credit accumulation and college costs, and decrease time to baccalaureate completion. The Guidelines were developed with aim of providing clarity, consistency, and transparency for students do they can realize the full range of potential benefits promised by the opportunity of transfer.

The Guidelines establish provisions necessary for the development of program-level pathway maps between two- and four-year institutions. They constitute an innovation for Virginia higher education insofar as they provide a single coherent policy governing the development of pathway maps. Further, as required by legislation, an appendix provides a multi-year schedule for the development of discipline-specific pathway maps. According to this schedule, pathway map design will conclude by the end of the 2022-23 academic year and final implementation will occur in 2024-25. The Guideline document itself is organized into two sections. Section I, Definitions, ensures consistent use of transfer terminology. Section II, Pathway Map Guidelines, outlines the requirements governing institutions' development of pathway maps.

The Guidelines include the following key features:

- requires two- and four-year institutions to develop pathway maps for aligned associate and bachelor's degree programs;
- establishes a standardized format for the pathway maps;
- requires state-level discipline-specific faculty convenings to review pathway map curricula; and,
- requires the VCCS to develop a common associate degree transfer curriculum across all 23 community colleges.

If approved, SCHEV staff will work through existing advisory committees to achieve full implementation according to the schedule in Appendix A.

Materials Provided:

- *Virginia Public Higher Education Policy Guidelines for the Development of Pathway Maps*

Financial Impact: The guidelines will enable students to complete bachelor degree transfer pathways with greater efficiency and cost savings.

Relationship to Goals of The Virginia Plan for Higher Education: Council's adoption of guidelines for institutional transfer agreements is related to Goal 2 of the Virginia Plan:

- Optimize Student Success for Work and Life

Timetable for Further Review/Action: The guidelines will go into effect immediately. According to the schedule in Appendix A, complete implementation across all institutions will be accomplished by the end of the 2024-25 academic year.

Staff Recommendation: Staff presents the *Virginia Public Higher Education Policy Guidelines for the Development of Pathway Maps* 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:

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia, in accord with Code of Virginia § 23.1-905.1, adopts the *Virginia Public Higher Education Policy Guidelines for the Development of Pathway Maps*, effective immediately.

State Council of Higher Education for Virginia

Public Higher Education Policy Guidelines for the Development of Pathway Maps

Code of Virginia §23.1-907 states:

The Council shall develop guidelines for associate-degree-granting and baccalaureate public institutions of higher education to use in mapping pathways for the completion of credits in particular programs of study, including the courses recommended to be taken in a dual enrollment, comprehensive community college, and baccalaureate public institution setting in order to pursue a specific degree or career. Such guidelines shall define the elements of a pathway map and identify the pathway maps to be developed. Initial guidelines adopted for mapping such pathways shall establish a multiyear schedule for the development and implementation of pathway maps for all fields of study.

The policy guidelines offered here apply to the development and implementation of pathway maps between two- and four-year institutions. Pathway maps are intended to support a framework for an efficient system of transfer that provides clarity to students, so they can maximize their ability to complete a baccalaureate program within the designed timeframe and with no to minimal loss of credit. Pathway maps are supported by the standardized Transfer Guide (Appendix B) developed in collaboration with Virginia's public four-year institutions to ensure transparency in the transfer process. These guidelines should be used in conjunction with the *State Policy on College Transfer*, the *Higher Education Guidelines for the Development of Transfer Agreements*, and the *Virginia Public Higher Education Policy on Passport and Uniform Certificate of General Studies Programs* when developing Pathway maps. Private institutions wishing to develop Pathway maps with public two-year institutions are subject to these guidelines.

I. Definitions:

Dual Enrollment – Coursework taken by high school students under the aegis of an agreement between a public school or district and a public institution of higher education, wherein a student takes coursework that both (i) counts toward high school graduation requirements and (ii) is designed to result in earned college credits.

Passport - A 16-credit hour two-year college program in which all courses are transferable and shall satisfy a lower-division general education requirement at any public institution of higher education. Passport courses may satisfy a general education requirement without having a specific course equivalent at the receiving institution.

Pathway Map – A planned curriculum between two- and four-year institutions that identifies coursework needed to complete a specified associate degree and its applicability to a specific baccalaureate degree. The map will specify academic requirements for finishing the target baccalaureate program at the four-year institution.

Statewide Transfer Portal – An online resource for public access that provides students

with transfer-related information, to include transfer agreements, transfer-related resources, course equivalencies, and Pathway maps.

Transfer Agreement – Any formal agreement between institutions of higher education that relates to the requirements and privileges that obtain when students move from one institution to another. Transfer agreements include but are not limited to articulation agreements, dual admission agreements, and guaranteed admission agreements.

Transfer Associate Degree - An associate degree that follows a baccalaureate-oriented sequence of courses. In Virginia, transfer degrees are the SCHEV-recognized Associate of Arts, the Associate of Science, the Associate of Arts and Sciences, and the Associate of Fine Arts (AFA). Under specific articulation agreements, some institutions may develop articulation agreements for the Associate of Applied Arts and the Associate of Applied Sciences for specified degree programs.

Transfer Guide - A statewide template serving as the front-facing student document including the pathway map, requirements and responsibilities for successful transfer as defined through transfer agreements, and pertinent information related to transfer.

Uniform Certificate of General Studies - A 30-credit hour program where all courses shall be transferable and satisfy a lower-division general education requirement at any public institution of higher education. UCGS courses may satisfy a general education requirement without having a specific course equivalent at the receiving institution.

II. Pathway Map Guidelines:

1. Two- and four-year institutions will develop pathway maps following a standardized format as defined by the Transfer Guide in Appendix B. Specialized transfer agreements (e.g. dual admission or concurrent enrollment agreements) are not subject to the provisions of this policy.
2. For transferable associate degrees, pathway maps will be developed between two- and four-year institutions for appropriately aligned baccalaureate programs of study. Associate of Applied Science degrees offered by the two-year institution may have a four-year relevant bachelor's program (e.g. nursing, early childhood education). In these instances, institutions are strongly encouraged to develop pathway maps for these programs.
3. The Associate of Fine Arts degree is a specialized program specifically designed for transfer to a fine arts baccalaureate program. AFA pathway maps will reflect this specificity when developed for relevant art programs.
4. Pathway maps will be developed on a multiyear schedule until all programs of study have been completed. This schedule is included in Appendix A.
5. In accordance with Code of Virginia §23.1-908(C) Pathway maps will be included

in the statewide transfer portal.

6. Each Pathway map shall provide for the completion of the Passport and Uniform Certificate of General Studies program. In cases where SCHEV has granted a waiver pursuant to the policies outlined in the *Virginia Public Higher Education Policy on Passport and Uniform Certificate of General Studies Programs*, these exceptions will be included in the Pathway map.
7. Faculty representatives from two-year and four-year institutions shall convene on a rotating basis at least every three years, as determined by the discipline, to review course learning outcomes, program curriculum, and transfer student preparation.
8. The VCCS will create a system for streamlining transfer curriculum requirements across the 23 colleges, minimizing the variance in pathway programs to support the mapping of baccalaureate program requirements to one VCCS curriculum plan for each degree program. Not all VCCS colleges will be able to support the requirements of all four-year institutions and may need to focus on meeting those regionally close or with the greatest level of transfer.
9. Each institution shall designate a point of contact for all pathway map communications.
10. SCHEV shall prepare an annual report on the effectiveness of transfer as compared to the successful completion of non-trans for students which will include a review of the effectiveness of the use of pathway maps in achieving efficiencies and cost savings in the completion of a degree program, and similarities in outcomes post-completion.

Appendix A

Pathway Map Development Schedule

Phase	Target Development	Associate Degree - Discipline Areas	Target Implementation
Phase 0.5	2019-2020	Engineering, Education	2022-2023
Phase I	2020-2021	Computer Science, Business*	2022-2023
		Psychology*, Sociology, Social Work, Human Services, Health (Kinesiology/Public Health)	
		Biology, Chemistry, Physics, Math, Environmental Science, Geology	
		English*, Humanities, Philosophy, Religion, Communication	
Phase II	2021-2022	History, Political Science, Criminal Justice, Geography	2023-2024
		Art, Theatre/Cinema, Music, Dance, World Languages	
Phase III	2022-2023	Programs identified by colleges as serving a regional need – possible expansion through statewide collaborative work.	2024-2025
Begin Course and Curriculum Sustainability Cycle 2023-2024			

*Top 10 majors as identified through National Student Clearing House data of students attending a two-year institution prior to the four-year institution. Top majors not included in this table include Computer and Information Sciences, Information Technology, and Nursing.

State Council of Higher Education for Virginia Agenda Item

Item: #I.F. - Academic Affairs Committee – Update on Transfer Virginia/Transfer Portal

Date of Meeting: January 11, 2021

Presenters: Dr. Patricia Parker
Project Director, Transfer Virginia
VCCS/SCHEV
pparker@vccs.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: January 7, 2020

Action: The Academic Affairs Committee last received a briefing on Transfer Virginia activities in January 2020. The committee last acted on a policy item from 2018 legislation when it approved the “Transfer Agreements” policy in October 2020.

Purpose of the Agenda Item:

The purpose of this agenda item is to inform the Academic Affairs committee of the current status of Transfer Virginia and the online transfer portal created by the 2018 transfer legislation.

Background Information/Summary of Major Elements:

SCHEV and the Virginia Community College System (VCCS) are collaborating on a grant-supported project sponsored by the Aspen Institute, “Transfer Virginia,” which seeks to improve degree completion outcomes for transfer students through both policy and practice. Ms. Patricia Parker, project director of Transfer Virginia, will give an update on the current status of the project. Further, 2018 legislation addressed many aspects of transfer, including requiring the VCCS to create an online transfer portal, which would become a major source of public facing information on transfer. Ms. Parker is the leader of this effort as well and will provide a briefing on its initial stages of implementation.

Materials Provided:

PowerPoint presentation will be provided at the meeting.

Financial Impact: N/A

Timetable for Further Review/Action: Updates will be provided on Transfer Virginia and other transfer-related activities periodically through 2022.

Relationship to Goals of the Virginia Plan for Higher Education: The Transfer Virginia initiative and the online transfer portal are related to Goals 2 and 4 of the Virginia Plan:

- Optimize Student Success for Work and Life
- Advance the Economic & Cultural Prosperity of the Commonwealth & its Regions

Transfer Virginia is intended to have an impact on multiple strategies related to these two goals, including the following:

Goal 2:

- Strengthen curricular options to ensure that graduates are prepared with the competencies necessary for employment and civic engagement
- Engage adults and veterans in certificate and degree completion and lifelong learning

Goal 4:

- Build a competitive, future-ready workforce for all regions

Resolution: N/A

State Council of Higher Education for Virginia Agenda Item

Item: #I.G. - Academic Affairs Committee – Update on Graduate Outcomes Survey

Date of Meeting: January 11, 2021

Presenter: Dr. James Ellis
Director of Design and Methodology
VCU Survey and Evaluation Research Laboratory
jmellis@vcu.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: July 13, 2020

Action: Council received a report on the pilot survey of post-college outcomes.

Purpose of the Agenda Item:

The purpose of this agenda item is to inform the Academic Affairs committee of the current status of the project to conduct a comprehensive survey of graduates of Virginia public institutions, as funded by the 2019 General Assembly.

Background Information/Summary of Major Elements:

The 2019 General Assembly passed an amended budget allocating \$750,000 for the administration of a one-time survey of graduates of public institutions of higher education. This funding allocation was based on a request from Council for \$1.25 million for a survey to determine the success of Virginia graduates in securing employment, earning wages, and contributing to the civic life of their communities. Additional funding has also been provided by public colleges, the Virginia Economic Development Partnership and SCHEV.

SCHEV has entered into a Memorandum of Understanding (MOU) with the VCU Survey and Research Evaluation Laboratory (SERL) to conduct the survey and analyze and report on its results. An update will be provided on the current status of SERL's progress toward design and implementation of the survey.

Materials Provided:

PowerPoint presentation will be provided at the meeting.

Financial Impact: N/A

Timetable for Further Review/Action: Continuing updates will be provided at Council meetings through July 2021.

Relationship to Goals of the Virginia Plan for Higher Education: The post-college outcomes survey is related to Goals 2 and 4 of the Virginia Plan:

- Optimize Student Success for Work and Life
- Advance the Economic & Cultural Prosperity of the Commonwealth & its Regions

The survey is expected to have an impact on multiple strategies related to these two goals, including the following:

Goal 2:

- Strengthen curricular options to ensure that graduates are prepared with the competencies necessary for employment and civic engagement
- Engage adults and veterans in certificate and degree completion and lifelong learning

Goal 4:

- Build a competitive, future-ready workforce for all regions
- Demonstrate the impact of higher education on state and regional economic development

Resolution: N/A

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: January 11, 2021

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

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date:

Action:

Purpose of Agenda Item: Staff activities report.

Background Information/Summary of Major Elements: N/A

Materials Provided:

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

Financial Impact: N/A

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

Timetable for Further Review/Action: N/A

Resolution: N/A

Report of the Staff Liaison to the Academic Affairs Committee, January 11, 2021

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

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Outstanding Faculty Awards

- The Final Selection Committee, comprised of leaders from academia, civic organizations, and government, met to choose the recipients of the Outstanding Faculty Awards (December 4). 12 recipients were chosen from among the 20 finalists, representing ten public and private institutions in the Commonwealth. The Outstanding Faculty Awards ceremony will be held virtually on March 2, 2021.

Healthcare Education Work Group

- SCHEV Staff participates in a workgroup convened by Deputy Secretary Fran Bradford, which monitors the healthcare education challenges during this period of COVID-19. In addition to regular virtual meetings, Staff conducted a survey of institutions offering healthcare degrees and certificates with regard to access to PPE and clinical hours for its students and continues to monitor these issues.

Private Postsecondary Education

- Two staff members announced their resignations effective in December. Susan Yale was the Compliance Investigator for the last six years and worked in that role until her departure on December 11. Joseph Crook joined SCHEV in 2012 as the Certification Coordinator, his last day was on December 24.

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Staff Activities and Recognition

Jodi Fisler

- As a member of the Global Virginia Steering Committee, helped plan and host a virtual summit meeting on December 10 to talk about opportunities, barriers, and strategies for increasing the global readiness of Virginia students at all levels (PK-20). Global Virginia is a coalition of educators, administrators, policymakers, business leaders, and other stakeholders who want to build more robust and seamless pathways for all students to develop linguistic and intercultural competencies that will allow them to meet workforce needs and contribute more effectively to Virginia's highly interconnected global economy. The December summit, which drew approximately 150 registrants, was intended to elicit ideas and concerns that will shape Global Virginia's strategic plan. A second summit is planned for March 25, 2021, to present progress on the plan and continue the work begun in December.
- Jodi Fisler participated in a panel discussion about "The Future of Higher Education in the Era of Protest and Pandemic" as part of a faculty development

program sponsored by John Tyler Community College and Reynolds Community College on December 15.

Beverly Rebar

- Represents SCHEV on the Governor's Vaccine Advisory Workgroup, as part of the Communications and Messaging committee. Ms. Rebar conducted conversations with the Student Advisory Committee (SAC) and institutional communications directors about plans for communications with students regarding vaccine availability.
- Presented at the VirginiaCAN Virtual 2020 Conference on the upcoming legislative session.
- Convened the Military Education Advisory Committee (MEAC) on December 8. The group heard updates from SCHEV and the Department of Veterans' Services (DVS) and reported on challenges and successes at their respective institutions.
- Attended meetings of the Library Advisory Committee (LAC) and Virginia Space Grant Consortium Advisory Council and provided updates from SCHEV.

Paul Smith

- The State Committee on Transfer (SCT) met twice via video conference (November 19 and December 17). At the November meeting, Dr. Smith, in collaboration with the committee's co-chairs and the Director of Transfer Virginia, led discussions on how to best implement the Virginia Public Higher Education Policy Guidelines for the Development of Transfer Agreements, approved by Council in October 2020. Feedback from the November and December meetings was used to develop a draft implementation guide and template. Further refinement of the implementation guide will continue at the spring convening of the SCT.

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Academic Affairs Staff

Public Sector Academic Affairs

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

Private Postsecondary Education

- Mr. Richard Cole, Certification Specialist
- Ms. Sandra Freeman, Assistant Director
- Ms. Kathleen Kincheloe, Compliance Specialist

Ms. Monica Lewis, Fiscal Specialist
Ms. Jacqueline Noggins, Administrative Assistant
Mr. Alfonso Wells, Compliance Investigator

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
RESOURCES AND PLANNING COMMITTEE
OCTOBER 26, 2020
DRAFT MINUTES**

Ms. Harker called the meeting to order at 3:00 p.m. by electronic means, as prescribed in § 4-0.01 of the Code of Virginia. Committee members present Victoria Harker, Chair, Marge Connelly, Thaddeus Holloman, Henry Light, Stephen Moret, Tom Slater and Katharine Webb.

Staff members present: Lee Andes, Peter Blake, Jean Huskey, Wendy Kang, Scott Kemp, Felix Sam, Lynn Seuffert, Kristin Whelan and Yan Zheng.

ACTION ON BUDGET AND POLICY CONSIDERATIONS FOR 2021 GENERAL ASSEMBLY SESSION

Ms. Kang reviewed the budget and policy recommendations that the Council will recommend to the Governor and General Assembly for the budget amendments in the 2020-22 biennium.

Ms. Kang provided a recap of the 2020 General Assembly session. In October, the House and Senate issued a conference report that provides an additional \$98.7 million in FY 2021 to higher education. This includes \$93.9 million provided to all public institutions. If there is a change in the forecast, we tried to divide some of the money into incremental increases that General Assembly could consider.

Ms. Harker asked if there are planned updates, changes or reallocations for FY2022. Ms. Kang responded by saying they have not seen any additional plans from the special session.

Ms. Kang went on to speak about the budget recommendations categorized into the following three priority areas:

- Priority 1: Hold students harmless by continuing financial aid funding and increasing access and outreach.
- Priority 2: Increase support and aid for the most vulnerable populations and help individuals get back to work.
- Priority 3: Use remaining funding to support new initiatives, grow specialized programs and support other initiatives approved in 2020.

Ms. Connelly asked Mr. Lambeth how the private schools were looking in regards to enrollment. He mentioned enrollment was slightly down. It is a tough time for students and institutions and that the budget issues are important, even relatively small amounts of money.

Committee members agreed to the planned adjustment to the language of the resolution for the full Council meeting. An addendum will be provided for the full Council meeting.

On a motion from Tom Slater and seconded by Thaddeus Holloman, the following motion was approved unanimously (6-0) after a roll call vote to be forwarded to the full Council:

WHEREAS, higher education and the attainment of a credential or degree contributes to greater prosperity for individuals, the Commonwealth and its regions, including increased earnings, improved economic growth, greater levels of community engagement and improved health outcomes,

WHEREAS, Virginia's public higher education system ranks as one of the best in the country when considering factors such as graduation rates, average net price, low loan default rates and high return on investment, it is a status that must be preserved and nurtured,

WHEREAS, The Virginia Plan for Higher Education, the statewide strategic plan for the Commonwealth, focuses on placing Virginia as the best-educated state by 2030,

WHEREAS, Virginia's higher education system is a shared responsibility of the state, institutions and students and parents to reach the highest level of performance and accountability,

WHEREAS, budget recommendations for FY 2022 focus on addressing the statewide needs of equity, affordability and transformation, now therefore,

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the Budget and Policy Recommendations for FY 2022.

ACTION ON CERTIFICATION OF INSTITUTIONAL PERFORMANCE STANDARDS

Dr. Huskey presented the results of the Institutional Performance Measures. Results indicate that six institutions achieved all six measures. There are concerns about four institutions that have deficiencies for three or more measures. Dr. Huskey then went on to present the results of the financial and administrative standards. All other institutions, except Virginia State University, achieved passing scores. VSU has an anticipated material weakness in internal controls in FY 2019 related to its management of two National Institute of Food and Agriculture (NIFA) grant programs. VSU is responsible for repaying NIFA disallowable costs.

In his comments to the committee, President Abdullah thanked staff at SCHEV for strong communication throughout the process. He also thanked the Secretary of Finance and the Secretary of Education for being in the loop throughout the process. VSU is disappointed but excited about moving forward to create the right remediation plan.

Mr. Light voiced his concerns about the financial impacts of the standards on institutions if they are deprived of financial assets they need. He stressed the need to review the measures from time to time and whether they are still applicable.

Dr. Huskey mentioned she is going to be working with staff at DPB to review the standards.

On a motion from Tom Slater and seconded by Stephen Moret, the following motion was approved unanimously (7-0) after a roll call vote, to be forwarded to the full Council:

BE IT RESOLVED that consistent with § 23.1-206, Code of Virginia, the State Council of Higher Education for Virginia certifies for 2020-21 and 2001-22 that all institutions, except Virginia State University, have satisfactorily met the performance standards of the Virginia Higher Education Opportunity Act and Appropriation Act. The Council certifies Virginia State University for the probationary period of 2020-21. The Secretary of Finance and the Council will review the financial and administrative standards for this institution in the summer of 2021 to determine certification for 2021-22.

DISCUSSION OF THE STATEWIDE INTERNSHIP PROGRAM

Ms. Seuffert provided an update on the recent activities associated with the statewide Innovative Internship Fund and Program. SCHEV initiated several activities, including the formation of workgroups and the development of a partnership with the Virginia Chamber of Commerce.

The Chamber Foundation has delivered the new brand and logo. The program has been renamed the Virginia Talent + Opportunity Partnership or VirginiaTOP. The theme aligns with Virginia's goals to be the top state for business and the top state for education.

Ms. Harker asked what we were looking to achieve with the new branding effort. Ms. Seuffert responded by saying the previous name was just not catchy enough and that the new branding will attract employers and a different constituency.

DISCUSSION AND UPDATES FROM THE OFFICE OF THE QUALIFIED EDUCATION LOAN OMBUDSMAN

Mr. Kemp updated the committee regarding the work of the Student Loan Advocate and to consult with Council on the establishment and maintenance of a "qualified education loan borrower education course" that will be implemented in 2021. He discussed the current state of student borrowing in the nation and his collaboration with loan advocates from other states to prevent predatory lending. Mr. Kemp updated the committee that SCHEV is currently accepting bids to create of the loan borrower course. The planned release of the course is April 2021.

DISCUSSION OF UPDATES TO DOMICILE GUIDELINES.

Mr. Andes led the discussion to provide committee members with a review of proposed updates to the Domicile Guidelines. SCHEV has provided preliminary guidance to the institutions for decisions affecting the fall 2020 term. Final guidance was given to the Council for review and will be presented as an action item scheduled for January 2021.

DISCUSSION OF LEGISLATIVE STUDIES

Ms. Kang provided updates regarding the recommendations for two reports from the 2020 General Assembly session to continue the study of financial aid and report recommendations and to develop a plan for implementing a statewide survey of institutional expenditures by program and academic disciplines. Both reports are due to the Governor and the Chairs of the House Appropriations and Senate Finance and Appropriations Committees on November 1, 2020.

RECEIPT OF REPORT FROM RESOURCES AND PLANNING COMMITTEE STAFF LIAISON

Ms. Kang updated the committee on staff activities and projects.

SCHEV released the early enrollment estimates and provided a summary of the federal CARES act funds to higher education institutions in Virginia. The new blog, SCHEV Insights was launched and staff continues to work with Council members in planning for topics to cover on the blog.

Mr. Light asked if there was any softening of Virginia's position on out of state students in our schools as enrollment is declining and as a result financial pressure increasing on our schools.

Ms. Kang responded by saying we will have a better understanding of the numbers in November when we have better detail.

MOTION TO ADJOURN

The Chair adjourned the meeting at 5 p.m.

Victoria Harker
Committee Chair

Felix Sam
Associate for Finance Policy

State Council of Higher Education for Virginia Agenda Item

Item: #II.C. - Resources and Planning Committee – Action on Domicile Guidelines

Date of Meeting: January 11, 2021

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: October 27, 2020

Action: Reviewed proposed amendments to the Guidelines

Purpose of the agenda item:

This agenda item provides Council members with the proposed updates to the Domicile Guidelines and Addendum C. The Domicile Guidelines provide guidance to the institutions in the implementation of state domicile law regarding in-state tuition eligibility. Addendum C covers in-state tuition provisions based on specific circumstances rather than a domicile determination. These additions are necessary due to the passing of legislation during the 2020 session of the General Assembly that created new provisions for in-state tuition.

Background Information/Summary of Major Elements:

In the 2020 session of the General Assembly, legislators passed four provisions designed to increase access to in-state tuition for students in various circumstances.

SCHEV staff worked with institutional domicile officers, legal counsel and student advocacy groups to develop the associated guidance needed for these new provisions. These provisions became effective July 1, 2020, and available to students as of the fall 2020 term. SCHEV staff provided preliminary guidance to the institutions for decisions affecting the fall 2020 term.

Final guidance is now before the Council for review in October and as an action item.

Below is a summary of the four pieces of legislation from the 2020 General Assembly session.

§ 23.1-505.– dependents of active-duty military, modification of eligibility criteria (HB447)

C. Such continuous enrollment requirement shall be waived if the dependent verifies that a break of no longer than one year was required in order to support a spouse or parent on orders for a change of duty assignment or location.

§ 23.1-506.8. – Child of active-duty member, in-state tuition extended (SB462)

§ 23.1-506

Any child of an active duty member or veteran who claims Virginia as his home state and filed Virginia tax returns for at least 10 years during active duty service.

§ 23.1-506.9. – Refugees and Special Immigrant Visas, immediate in-state tuition (HB1179)

23.1-506

Any individual who (i) was admitted to the United States as a refugee under 8 U.S.C. § 1157 within the previous two calendar years or (ii) received a Special Immigrant Visa that has been granted a status under P.L. 110-181 § 1244, P.L. 109-163 § 1059, or P.L. 111-8 § 602 within the previous two calendar years and, upon entering the United States, resided in the Commonwealth and continues to reside in the Commonwealth as a refugee or pursuant to such Special Immigrant Visa.

§ 23.1-506.10. – In-state tuition for high school completers (HB1547 / SB935)

§ 23.1-506. Eligibility for in-state tuition; exception; certain out-of-state and high school students.

A. Notwithstanding § 23.1-502 or any other provision of law to the contrary, the following students are eligible for in-state tuition charges regardless of domicile:

Any student who

- (i) attended high school for at least two years in the Commonwealth and either
 - (a) graduated on or after July 1, 2008, from a public or private high school or program of home instruction in the Commonwealth or*
 - (b) passed on or after July 1, 2008, a high school equivalency examination approved by the Secretary of Education;**

(ii) has submitted evidence that he or, in the case of a dependent student, at least one parent, guardian, or person standing in loco parentis has filed, unless exempted by state law, Virginia income tax returns for at least two years prior to the date of registration or enrollment; and

(iii) registers as an entering student or is enrolled in a public institution of higher education in the Commonwealth.

Students who meet these criteria shall be eligible for in-state tuition regardless of their citizenship or immigration status, except that students with currently valid visas issued under 8 U.S.C. § 1101(a)(15)(F), 1101(a)(15)(H)(iii), 1101(a)(15)(J) (including only students or trainees), or 1101(a)(15)(M) are not eligible.

Information obtained in the implementation of this subdivision shall only be used or disclosed to individuals other than the student for purposes of determining in-state tuition eligibility.

Any non-Virginia student granted in-state tuition pursuant to this subsection shall be counted as a Virginia student for the purposes of determining college admissions, enrollment, and tuition and fee revenue policies.

Materials Provided:

A document containing the proposed guidance is provided.

Financial Impact:

These updates do not cause any further financial impact beyond what is already required by the associated legislation.

Timetable for Further Review/Action:

Council reviewed these items in its October 2020 meeting and action is anticipated at this meeting.

Resolution:

BE IT RESOLVED that the **State Council of Higher Education for Virginia** approves the proposed changes to the Domicile Guidelines and Addendum C. Council further authorizes staff to make any technical or formatting changes that may be necessary to place the document into its final form.

Domicile Guidelines

Part III In-State Tuition for Military-Related Students

Section 18. Spouses and dependents of military member.

D. Application of military provision.

3. Continued eligibility for resident educational benefits is based solely on continuous enrollment (at least one credit in consecutive fall/spring terms) and is not affected by any change of duty station or residence of the military service member.
 - a. Eligibility is not lost if the student does not enroll into a summer term.
 - b. Transfer students do not lose eligibility as long as they remain degree-seeking in consecutive terms at an accredited Virginia public or private institution.
 - c. Eligibility is maintained if the student is enrolled continuously from an undergraduate degree program to a graduate or professional degree program.
 - d. Continuous enrollment shall be recognized as at least one course for credit in consecutive terms, including dual enrollment but excluding summer.
 - e. Exception for continuous enrollment. The student shall not be disqualified if a break in enrollment is due to a military reassignment:
 - (1) The student must meet all initial eligibility requirements.
 - (2) The break in enrollment must be:
 - (i) No more than one year; student missed no more than one fall and one spring term; in any order, and
 - (ii) Tangential to or overlapping a military reassignment of the military spouse or parent; verifiable through a copy of military orders and enrollment records.
 - (3) The institution need not verify:
 - (i) The actual location of the reassignment as it is immaterial, or
 - (ii) The specific reason for the break in enrollment, aside from that indicated in section (2) above.

Addendum C

Summary of In-State or Reduced Tuition Provisions Referenced in the Guidelines for Determining Domicile and Eligibility for In-State Tuition Rates

Section 09. Active duty military member paying taxes for 10 years

Pursuant to the Code of Virginia, § 23.1-506.8, certain children of an active duty member or veteran who claims Virginia as his home state and filed Virginia tax returns for at least 10 years during active duty service shall be eligible for in-state tuition under the following conditions:

I. Eligible student:

A. Any child:

1. Biological, Adopted, Step and/or Foster; see definition under Title 37 U.S. Code § 401.
2. Does not include the spouse.

B. Whose military parent:

1. Is either:
 - a) An active duty member, or
 - b) Veteran.
2. While on active duty, claimed Virginia as the home of record, and
3. For at least 10 years during active duty service, filed Virginia state tax returns.

II. State taxes:

- A. Filed Virginia state income taxes for at least 10 years during active duty service.
- B. There is no requirement that the 10 years of filing were continuous or that filing is current.
- C. There is no restriction on when state taxes were filed, except that filing must have occurred while on active duty.
- D. The review is on military income only. Non-military income is not considered.

E. State tax returns must have been filed as a Virginia legal resident.

III. Verification:

A. Proof of current (military orders) or prior active duty status (DD-214).

B. Proof of having Virginia as home of record during active service.

IV. Administration

A. This provision provides access to in-state tuition but not access to state financial aid.

B. Proof of Virginia residency or physical presence is not required for this provision.

Section 10. Refugees and Special Immigrant Visa

Pursuant to the Code of Virginia, § 23.1-506.9, certain students admitted as a refugee or received a Special Immigrant Visa are eligible for in-state tuition under the following conditions

I. Eligibility criteria: The student must demonstrate:

A. A current refugee status, or

B. A current special immigrant visa status:

1. Section 1244 of PL 110-181 refers to certain Iraqis.
2. Section 1059 of PL 109-163 refers to certain translators.
3. Section 602 of PL 111-8, as amended, refers to certain Afghan nationals.
4. As evidenced by a green card or special immigrant visa stamped with one of the following codes:
 - a) SI1: Special immigrant interpreters who are nationals of Iraq or Afghanistan, new arrivals.
 - b) SI6: Special immigrant interpreters who are nationals of Iraq or Afghanistan, adjustments.
 - c) SI2: Spouses of SI1 or SI6, new arrivals.
 - d) SI7: Spouses of SI1 or SI6, adjustments.
 - e) SI3: Children of SI1 or SI6, new arrivals.
 - f) SI8: Children of SI1 or SI6, adjustments.

C. Such individual was admitted into the United States within the last two calendar years.

1. If the individual is applying for the fall of 2021, the individual must have been admitted no earlier than January 1, 2019 (the “previous two calendar years” are 2019 and 2020).
2. If the individual was admitted earlier than two calendar years prior to the year of enrollment, the individual is no longer eligible under this provision.

D. Initial and continued residence is in Virginia.

2. There is no minimum time for residing in Virginia under this provision. A student meeting the requirements may be eligible immediately.
3. An individual whose arrival in the United States was in another state while ultimately in transit to Virginia may be eligible.
4. An individual settling into another state but then voluntarily transferring to Virginia is not eligible.

II. Administration:

A. Eligibility continues as long as the student:

1. Is enrolled within the two-year window.
2. Retains the required Refugee or Special Immigrant Visa status, and
3. Continues to reside in Virginia.

B. Once no longer eligible under this provision:

1. Or sooner, if able, the individual may be reviewed under the standard domicile review process. A student found eligible under this provision should be encouraged to establish domicile in Virginia as soon as practical and not wait for the two-year eligibility period to expire.
2. If the student is a dependent student and the parents are not eligible for domicile (due to legal status or currently residing in another country), the institution may consider whether the student is independent of the parents or review the domicile of the student even as a dependent student.
3. If the student is otherwise unable to demonstrate domicile or meet the requirements of another provision, the student must be assigned the out-of-state tuition rate.

C. This provision provides access to in-state tuition but not access to state financial aid.

Section 11: Tuition Equity provision for high school completers

Pursuant to the Code of Virginia, § 23.1-506.10, certain out-of-state and high school students are eligible for in-state tuition under the following conditions: Eligibility for in-state tuition; exception; certain out-of-state and high school students.

I. High school enrollment:

A. High school means the freshmen (grade 9), sophomore (grade 10), junior (grade 11) and senior (grade 12) years. School attendance in lower grade levels does not count toward the requirement.

B. Recognized Virginia high school means:

1. A Virginia public school,
2. A Virginia private school,
3. Enrollment in a home school curriculum as recognized by the local Virginia public school district superintendent, or
4. Enrollment into a Virginia comprehensive community college as part of a recognized dual enrollment program with a Virginia public or private high school.

C. Two-year enrollment requirement.

1. The student must demonstrate enrollment in a Virginia high school (as described in section B above) or a combination of Virginia high schools for two full years prior to the date of initial enrollment in a Virginia public college or university.
2. The two years of enrollment need not be immediately prior to enrollment into a public college or university or in successive years and may include partial years that combine for an equivalency of two full years. Examples:
 - ✓ Student began enrollment as of first day of classes in fall 2017 and maintained enrollment through graduation in May 2019. The student completed two full years: 2017-18 and 2018-19. The student has met the requirement.
 - ✓ Student began enrollment as of January 2017 and maintained enrollment in any Virginia school through December 2018. The student completed two full years: half year of January to May 2017, full year of 2017-18, and additional half year August to December 2018. The student has met the requirement.
 - ✓ Student completed grade 9 in 2015-16 in Virginia and then moved out of state. Student returned to complete grade 12 in 2018-19. Student completed two full years of high school in Virginia. The student has met the requirement.
 - ❖ Student began enrollment in October 2017 and maintained enrollment through May 2019. The student was enrolled for less than two full years and does not meet the requirement.
- 4-3. Proof of enrollment may be verified by either an official copy of a school transcript, letter from high school showing dates of attendance, or, in the case of a home school student, verification from the school district office that the letter of intent has been filed for each period of enrollment. For dual enrollment, a verification from the high school that such enrollment counted toward completing high school requirements.

II. High school completion:

A. Completion timeframe requirements:

1. Completion of high school either by graduation, passing an approved general equivalency examination or completion of home school must have occurred on or after July 1, 2008. A student who completes such requirements prior to July 1, 2008, is not covered by this provision.
2. Completion of high school need not have been in the year immediately prior to enrollment in higher education.

B. Completion by high school graduation:

1. A student fulfilling the requirement through graduation must have graduated from a Virginia public high school or private high school as described above.
2. A student who graduated from a non-Virginia high school is not covered by this provision.

C. Completion by passing an equivalency examination:

1. A student fulfilling the requirement through passing a general equivalency exam must have passed an examination approved by the Virginia Secretary of Education.
2. A student who completed an examination not approved by the Virginia Secretary of Education is not covered by this provision.

D. Completion by home school:

1. A student fulfilling the requirement by completing home school instruction must declare completion at the conclusion of a school year in which a letter of intent has been filed with the Virginia local school district.
2. A student completing their high school while home schooled in another state for their final year are not covered by this provision.

III. Filing state taxes

A. Individual reviewed for filing of state income taxes:

1. For an independent student or emancipated minor, the institution would review the tax filings of the student. An independent student includes a foster child, ward of the court or one who otherwise meets the definition of "independent student" under the Code of Virginia, § 23.1-500.
2. For a dependent student, it is presumed that the person responsible for meeting the tax filing requirement is:
 - a) The supporting parent: biological, adoptive or step, or
 - b) The supporting individual granted legal guardianship.
3. Person standing in loco parentis:

a) The institution may verify the person standing in loco parentis as defined by the adult providing the primary financial support within the household in which the student resides if:

1) The parents are:

(a) deceased,

(b) whereabouts unknown,

(c) medically incapacitated,

(d) incarcerated,

(e) estranged (as verified by a third-party professional), or

(f) not in the United States.

2) There is no current formal court-recognized legal guardianship, or

3) The student is not a foster child or ward of the court but was formally directed into a household by a federal or state court or an agent of the Virginia department of social services.

b) For purposes of verifying filing of state income taxes, the person standing in loco parentis cannot be an organization, agency or institution. In such cases, the student's tax filing is reviewed.

4. The parent, legal guardian or person standing in loco parentis not providing the primary financial support may be used if that individual has met the income threshold and has filed Virginia state income taxes.

5. If the parents, legal guardians or persons standing in loco parentis have not filed Virginia income taxes and do not qualify for the filing exemption, the dependent student is not eligible.

6. If a dependent student has no parent, legal guardian or person standing in loco parentis, as verified by a third-party professional, the institution should consider whether to treat the student as an independent student.

7. If within the two tax years under review, the student is dependent for one year and independent for the other, the institution will verify the tax filing for the appropriate parent, legal guardian or person standing in loco parentis for one year and the independent student for the other year.

B. Filing of state income taxes:

1. Tax years to be reviewed:

a) For a student already enrolled at the institution, the institution will verify the two years immediately prior to when the student uses the provision.

b) For a student beginning enrollment, the institution will verify the two years immediately prior to the student's initial enrollment with the institution.

2. Once verified, the institution need not annually review tax filings as long as the student remains continuously enrolled.

3. If the student breaks enrollment, the student must be reviewed again upon reenrollment in the institution.

4. Each institution should conduct its own verification of whether the student meets the eligibility criteria.

5. If the individual did not file taxes on-time for the tax year under review, eligibility may still be obtained by providing evidence that the individual has filed a late tax form, no matter how much time has since expired.

C. Exemptions for filing taxes:

1. State taxation exemptions:

- a) \$11,950 for an individual single or married filing separately, or current threshold as updated.
- b) \$23,900 for married filing jointly, or current threshold as updated.
- c) Income of an individual claiming an exemption from filing may be verified by collecting one or more of the following: a federal tax form, W2s, bank statements, pay stubs, receipt of public assistance and federal verification letter of non-filing of federal taxes.
- d) The tax filing exemption may be granted only:
 - 1) If both married partners or spouses have individually or jointly not met the earnings threshold for filing state income taxes, or
 - 2) If in a single-parent household, the individual has not met the earnings threshold.
 - 3) If an independent student has not met the earnings threshold.

2. Income earned in another state:

- a) An individual with taxable earnings in another state cannot claim an exemption based on the income not having been earned in the Commonwealth.
- b) If the parent, legal guardian or person standing in loco parentis claims not to have earned enough income to meet the Virginia filing requirement, the institution should verify that the person is residing in Virginia and not residing, working and filing taxes in another state.
- c) If the parent, legal guardian or person standing in loco parentis is out-of-state, whether meeting the earnings threshold or not, and the student cannot meet the definition of an independent student, the student is not eligible.

3. Federal exemptions: An individual not required to pay state taxes due to a current valid federal treaty retain eligibility under this provision. The burden of proof falls on the individual to demonstrate eligibility for such exemption, including verification that the eligible immigration status is current and valid and that an existing treaty exempts such individual from taxation in the United States.

IV. Legal status:

A. Eligibility is not dependent upon a student's citizenship or immigration status, or the lack thereof, except:

1. An individual with any variation of the following current valid visas as of the first day of enrollment is not eligible:

- a) F: student,
- b) H3: trainee,
- c) J: exchange visitor, or
- d) M: vocational visa.

- 2. An individual who, subsequent to enrollment, obtain a valid F, H3, J or M, visa. Such student is ineligible.
- 3. An individual holding dual documentation, such as, but not limited to, holding both a Temporary Protective Status (or other eligible visa or status) and an ineligible visa under section 1 above. Such student is ineligible.

B. An individual with a Receipt Notice for I-485 Application for Permanent Residency is no longer held to the restrictions of their prior visa status and so would be eligible.

C. A student that is undocumented, has an expired visa or otherwise does not have a current valid visa or status providing legal presence is eligible for this provision.

D. The immigration or citizenship status of the parent, legal guardian or person standing in loco parentis is immaterial and not restricted. It is not necessary for the institution to inquire, store or report this information.

V. Protection of student information:

A. Institutions should gather and retain only the minimum information needed to verify eligibility under this provision.

B. Information gathered under this provision:

- 1. Is to be used solely for determining eligibility for in-state tuition under this provision.
- 2. May not be made available to any other person, including employees of the institution, other than the student and institutional staff responsible for administration of this provision unless otherwise required by law.
- 3. Should not be made available per any external subpoena or FOIA without first being reported to institutional counsel.

VI. Administrative guidance:

A. Institutions should incorporate a stand-alone application for this provision.

B. The student should be provided an opportunity to choose which provision under which to be reviewed and not required to complete the domicile review process prior to consideration under this provision. However, the student should be made aware that access to state financial aid is only possible through a domicile determination.

- C. The student is not required to provide a reason for seeking eligibility for in-state tuition under this provision rather than the domicile review process.
- D. The law is effective July 1, 2020, and is applicable to all new students enrolling for terms beginning on or after July 1, 2020, as well as all current or previously enrolled students. This provision does not require or permit any retroactive adjustment from out-of-state to in-state tuition for any term beginning prior to July 1, 2020.
- E. This provision provides access to in-state tuition if the student meets the eligibility criteria but does not provide access to state financial aid.
- F. Circumstances not contemplated or covered by this guidance may be addressed by institutional legal counsel.
- G. Institutions shall administer this provision so that individual determinations are based on the record, consistent and not arbitrary, capricious, or otherwise contrary to law.

State Council of Higher Education for Virginia Agenda Item

Item: #II.D. - Resources and Planning Committee – Discussion of 2019-20 Degree and Certificate Awards

Date of Meeting: January 11, 2021

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: October 29, 2018

Action: Council received a report on degree and certificate awards for 2017-18.

Purpose of the agenda item:

The purpose of the item is to provide an update on degree and certificate awards, including progress towards the Commonwealth's goals.

Background Information/Summary of Major Elements:

Virginia's public and private nonprofit colleges and universities awarded 56,766 bachelor's degrees in 2019-20, the largest number ever.

Virginia public four-year universities conferred 38,790 bachelor's degrees, 21 fewer than the previous year. Private nonprofit institutions conferred 17,976, 304 more than the previous year.

Virginia's community colleges and Richard Bland College conferred 17,667 associate degrees in 2019-20. That compares to 17,934 in the previous year.

In total, Virginia's public and private nonprofit colleges and universities awarded 122,869 undergraduate and graduate degrees and certificates in 2019-20, a slight increase from last year's record of 122,168 awards.

The top four bachelor's degree programs at public institutions are psychology, biology, liberal arts and sciences, and business administration.

Bachelor's degrees in nursing continued to grow and ranked fifth among degree programs at public institutions. Computer and information sciences, economics and political science rounded out the top eight programs. All of these degree programs had at least 1,000 graduates in 2019-20; together they made up about 30% of all bachelor's degrees at public institutions.

Degrees in STEM-H fields (science, technology, engineering, math and health professions) continued to grow. Public institutions awarded 28,372 STEM-H degrees, or 32.9% of all degrees – the highest number and percentage ever. Private nonprofit colleges and universities awarded 9,995 STEM-H degrees, or 26.5% of all degrees.

The Top Jobs Act (TJ21) calls for the awarding, by 2025, of an additional 100,000 degrees to in-state undergraduates at public institutions and a “comparable increase” in degree awards at private nonprofit institutions. These awards represent an important intermediate step of The Virginia Plan for Higher Education’s target of 1.5 million degrees and workforce credentials between 2014 and 2030.

The Commonwealth will not meet TJ21’s degree-award goals, falling short by nearly 20,000 degrees at public institutions (assuming no growth and no further losses) unless significant gains can be made in degree completion. This is predominantly the result of decreases in associate degrees. The inconsistent growth in bachelor’s degrees has not been sufficient to overcome the significant losses in the associate degrees. The COVID-19 pandemic likely will exacerbate the situation. A rebound in associate degrees and growth among non-credit credentials are critical to meeting statewide goals.

While challenges remain for the Commonwealth to meet goals around student access and completion, this year’s degree report indicates that Virginia remains on pace to meet The Virginia Plan goal of being the best-educated state in the nation by 2030.

Materials Provided:

Enclosed is a briefing on 2019-20 degree awards, with a focus on completions by in-state undergraduates at public and private nonprofit institutions. These data, as well as those on completions of non-degree credentials, are accessible on the Research section of the SCHEV website (<https://research.schev.edu/info/Reports.Guide-to-the-Degrees-Awarded-Reports>).

Financial Impact: None.

Timetable for Further Review/Action: None.

Resolution: None.

Degree Completions and Other Awards in 2019-20

Overview

The information below details degree completions and other awards in 2019-20, with particular focus on in-state undergraduates at public and private nonprofit institutions. Presented are summaries of degree- and certificate-award totals in the public and private sectors, comparisons of 2019-20 in-state undergraduate degree awards to past years and to current estimates, and analyses of progress toward the degree goals of the Top Jobs Act (TJ21), which is a step toward becoming the best-educated state in the nation by 2030.

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

In 2019-20, Virginia public and private nonprofit institutions awarded a total of 122,462 degrees and certificates, compared to 122,168 in the previous year, representing an increase of 294.

Virginia's public and private nonprofit colleges and universities awarded 56,490 bachelor's degrees in 2019-20, an increase of 6 from the previous year (56,484).

Degree	Public Two-years	Public Four-years	Private Four-years	Total
Certificates	13,632	197	394	14,223
Associate	17,667	87	1,161	18,915
Bachelor	0	38,790	17,976	56,766
First Professional	0	1,429	1,905	3,334
Master	0	11,811	11,592	23,403
Doctor	0	1,991	1,510	3,501
Post-grad Certificates	0	1,856	871	2,727
Total Degrees	17,667	54,108	34,144	105,919
Total Awards	31,299	56,161	35,409	122,869

Who Graduated?

In 2019-20, 55% of the total number of graduates were white, non-Hispanic, compared to 60% in 2010-11. Awards to Black, Non-Hispanic students have increased from 13% of the total to 14%; to Asian students, the increase is from 5% to 6%; and for Hispanic/Latinx students the increase is from 4% to 8%.

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

	2010-11		2019-20	
White (Non-Hispanic)	59,435	60%	67,613	55%
Asian (Non-Hispanic)	5,261	5%	7,885	6%
Hispanic/Latinx	3,760	4%	9,253	8%
American Indian or Alaska Native (Non-Hispanic)	364	0%	325	0%
Native Hawaiian or Other Pacific Islander (Non-Hispanic)	278	0%	216	0%
Multi-Race (Non-Hispanic)	562	1%	4,199	3%
Non-Resident Alien	3,447	3%	5,489	4%
Black or African American (Non-Hispanic)	13,165	13%	16,727	14%
Unknown/Unreported (Non-Hispanic)	13,002	13%	11,162	9%
Overall	99,274		122,557	

	Men		Women	
White (Non-Hispanic)	28,463	42%	39,104	58%
Asian (Non-Hispanic)	3,578	46%	4,305	55%
Hispanic/Latinx	3,703	40%	5,545	60%
American Indian or Alaska Native (Non-Hispanic)	130	40%	194	60%
Native Hawaiian or Other Pacific Islander (Non-Hispanic)	101	47%	115	53%
Multi-Race (Non-Hispanic)	1,636	39%	2,562	61%
Non-Resident Alien	2,838	52%	2,649	48%
Black or African American (Non-Hispanic)	5,772	35%	10,952	66%
Unknown/Unreported (Non-Hispanic)	4,572	41%	6,535	59%
Overall	50,793	41%	71,961	59%

All Degree Awards to In-State Undergraduates at Public Institutions

TJ21 set a goal for public institutions of awarding a cumulative additional 100,000 undergraduate degrees to in-state students between 2010-11 and 2024-25. Through the 2019-20 academic year, public two- and four-year institutions awarded a cumulative

additional 40,829 qualifying associate and baccalaureate degrees. Awards last year were 6,239 above TJ21's baseline (42,825 in 2010-11).

In 2019-20, in-state students completed 49,064 undergraduate degrees (associate and bachelor) at public institutions. This total is 71 (-0.1%) below the prior year's count. In the spring of 2019, public institutions had estimated a cumulative 50,577 degree awards to in-state undergraduate students in 2019-20. This total is below the estimate for the year by 1,543 (-3.5%).

Academic Year	Associate	Bachelor	Total	Projections
2010-11	15,606	27,219	42,825	
2011-12	17,534	28,870	46,404	
2012-13	18,135	29,366	47,501	
2013-14	17,835	29,548	47,383	
2014-15¹	17,918	30,077	47,995	47,026
2015-16¹	18,585*	31,141	49,726*	47,100
2016-17²	18,063	31,128	49,191	49,407
2017-18²	17,829	31,026	48,855	50,145
2018-19³	17,633	31,503	49,136	50,093
2019-20³	17,401	31,633*	49,034	50,577

*Denotes an all-time high.

¹ Projections approved in October 2015; ² Projections approved in October 2017; ³ Projections approved in January 2020

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

In 2019-20, in-state students completed 17,401 associate degrees at public institutions – 17,317 at two-year institutions and 84 at four-year institutions. The total is 232 (-1.3%) lower than the prior year's count.

While there were increases in associate degrees at some community colleges between 2018-19 and 2019-20, the 232-award decrease in associate degrees from prior year count at the public two-year colleges is primarily due to two community colleges with decreases of 100 or more degree awards over 2019-20 and three community colleges with decreases of 40 or more:

	Net Decrease	Percentage
Tidewater Community College	-194	-8%
Northern Virginia Community College	-102	-2%
Blue Ridge Community College	-46	-10%
Thomas Nelson Community College	-40	-5%
Virginia Western Community College	-40	-6%

The largest increases were at J. Sergeant Reynolds (136; 15%) and Rappahannock Community College (65; 23%).

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

In 2019-20, in-state students completed 31,663 baccalaureate degrees at public institutions. This total is 160 (0.5%) higher than the 2018-19 count.

The 160-award increase in bachelor’s degrees between 2018-19 and 2019-20 was attributable to many factors in completions at the 15 public four-year institutions, with the largest year-to-year increase at Virginia Tech.

TABLE 6: Degree Awards over Prior Year (Public Four-year Colleges)

	2018-19	2019-20	Difference
Virginia Tech	4,987	5,191	204
James Madison University	3,409	3,582	173
George Mason University	4,882	4,993	111
Radford University	1,713	1,759	46
Old Dominion University	3,358	3,403	45
University of Mary Washington	931	974	43
Norfolk State University	511	550	39
Christopher Newport University	997	1,015	18
Virginia Military Institute	220	236	16
University of Virginia	2,954	2,945	-9
William & Mary	1,084	1,068	-16
University of Virginia’s College at Wise	255	224	-31
Virginia State University	491	457	-34
Longwood University	924	768	-156
Virginia Commonwealth University	4,787	4,498	-289

The largest decreases were from Virginia Commonwealth University (-289; 6%) and Longwood University (-156; 16.8%).

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

Toward 100,000 Additional In-State Undergraduate-Degree Awards by 2025

The 49,064 degree completions by in-state undergraduate awards at public institutions in 2019-20 are 6,239 more than in 2010-11, the baseline year for the Top Jobs Act goal of 100,000 cumulative additional in-state undergraduate awards by 2025. In the eight academic years since TJ21 was enacted, public institutions have awarded a total of 49,829 additional in-state undergraduate degrees toward the goal. These awards are important components of The Virginia Plan for Higher Education’s target of 1.5 million degrees and workforce credentials between 2014 and 2030.

The 6,239 increase in awards since 2010-11 represents an overall increase of 15%, which averages to 2% per year, ranging from -1% to 8% in annual changes. At this point, given the trend in the last four years, it appears that Virginia will fall well short of 100,000 cumulative additional degrees. If awards remain flat, staff estimates 81,024 cumulative additional undergraduate degrees to in-state students. Further, given the impact of the pandemic, we are in a novel situation where our current projections are likely of little value. Fortunately, the biennial process for developing enrollment

projections and degree estimates will take place in the spring of 2021 and we will be able to develop a better understanding of what will be possible based on institutional submissions.

When this goal was first established, public institutions needed to achieve an average increase of 953 in-state associate and bachelor's degree awards per year. In order to achieve the original goal in the time remaining, the annual increase in awards would need to be at least 1,270, moving the annual award total from 49,064 to 55,414. A possible increase, but one that seems unlikely in this environment. This is particularly true given that the community college system has not seen an enrollment surge in the current economic downturn, contrary to all previous patterns.

Undergraduate-Degree Completions by In-State Undergraduate Students at Private Nonprofit Institutions

In 2019-20, in-state students completed 7,004 undergraduate degrees (211 associates and 6,793 bachelors) at private nonprofit institutions. This total represents a decrease in undergraduate-degree awards and is 325 (-4.4%) below the prior year's count, which had been the most ever.

Academic Year	Associate	Bachelor	Total	Projections
2010-11	172	5,858	6,030	
2011-12	228	6,368	6,596	
2012-13	232	6,583	6,815	
2013-14	222	6,683	6,905	
2014-15¹	314*	6,659	6,973	6,953
2015-16¹	304	6,875	7,179	7,088
2016-17²	294	6,799	7,093	7,212
2017-18²	268	6,950	7,218	7,475
2018-19³	253	7,076*	7,329*	6,772
2019-20³	211	6,982	7,193	6,757

*Denotes an all-time high.

¹ Projections approved in October 2015; ² Projections approved in October 2017; ³ Projections approved in January 2020

The 259-award (-3.5%) decrease in private nonprofit institutions' in-state undergraduate degree awards between 2018-19 and 2019-20 is primarily because of the fact that the fact Jefferson College of Health Sciences is now part of Radford University which included 288 undergraduate degree awards in 2018-2019, thus moving from the private college totals to the public. The largest year-to-year decreases are shown on the following table:

	Net Decrease	Percentage
Bluefield College	-71	36.6%

Shenandoah University	-47	-14.3%
Virginia Union University	-38	-25.5%
University of Lynchburg	-22	-6.9%
Averett University	-21	-18.1%
Averett University Non-Traditional	-20	-18.1%
Eastern Mennonite University	-20	-10.4%

The largest increases were at Liberty University (189; 7.2%), the Marymount University (35; 12.7%), Hampton University (34; 19.7%), and University of Richmond (32; 18.6%)

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

The 7,193 degree completions by in-state undergraduates at private nonprofit institutions in 2019-20 are 1,097 more than in 2010-11, the baseline year for TJ21’s goal for these institutions to produce an increase in awards by 2025 that is “comparable” to the TJ21’s target for public institutions. This increase occurred despite the closure of two institutions – Saint Paul’s and Virginia Intermont – during the period.

SCHEV staff has estimated that a comparable increase in private nonprofits’ undergraduate awards to in-state students would be at least an additional 25,000 awards by 2025. In the years since TJ21 was enacted, private nonprofit institutions have awarded 10,598 additional undergraduate degrees. Such a growth rate is more than adequate to achieve TJ21’s “comparable increase” of 15,000 awards. Indeed, if there is no growth in degree awards after this year, and no decrease in the total, the total cumulative increase by 2024-25 will be 17,597.

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

Becoming the Best-Educated State in the Nation by 2030

To achieve the Commonwealth's goal of becoming the best-educated state in the nation by 2030, SCHEV has estimated that Virginia colleges and universities need to award 1.5 million undergraduate degrees, certificates and workforce credentials between 2014-15 and 2029-30. At this point, 535,729 undergraduate degrees and certificates have been awarded to all students, by all institutions, public and nonprofit private. Estimates based on zero growth or loss between now and 2030 will result in 1,433,000 awards. We know that this likely will not be enough as other states are making the same attempt to increase educational attainment. Further, any number of factors, such as net in-state migration and a slowing in the growth in the number of high-school graduates until 2027 followed by a decline, will create challenges to meeting this goal.

Although The Virginia Plan does not include degrees from for-profit institutions in the 1.5 million target, Virginia residents with degrees from this sector do contribute to the overall level of educational attainment in the state. Based on federal data, these institutions awarded approximately 11,211 certificates or degrees in 2018-19. Since 2013-14, the total awards in this sector are approximately 90,000 when adding an estimate of 11,000 for the 2019-20 academic year.

Finally, students earn other valuable credentials not included in this report through the New Economy Workforce Credential program and the registered apprenticeship program, both of which contribute to the prosperity of the Commonwealth. In FY 2019, the New Economy Workforce Credential Grant program awarded 4,839 credentials in high-demand workforce programs. In calendar year 2019, the Department of Labor and Industry awarded 1,608 completion certificates. SCHEV will have more current data on these programs later this year.

**APPENDIX A:
Institutions' Average Time-to-Degree, Average Attempted Credits, and Top
Majors in 2019-20**

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

	Ave. Time-to-Degree (Elapsed Years)	Ave. Credits-to- Degree
FTIC, Full-Time at Entry	3.72	78
FTIC, Part-Time at Entry	6.21	81
Top Five Most Popular Majors	Number Grads	Percentage of Total
Liberal Arts and Sciences/Liberal Studies (24.0101)	3,624	21%
General Studies (24.0102)	2,693	15%
Business Administration and Management, General (52.0201)	1,584	9%
Social Sciences, General (45.0101)	1,574	9%
Registered Nursing/Registered Nurse (51.3801)	1,475	8%

	Ave. Time-to-Degree (Elapsed Years)	Ave. Credits-to- Degree
FTIC, Full-Time at Entry	4.46	127
FTIC, Part-Time at Entry	6.52	121
New Transfer, Full-Time at Entry	3.42	83
New Transfer, Part-Time at Entry	4.25	69
Top Five Most Popular Majors	Number Grads	Percentage of Total
Psychology, General (42.0101)	2,598	6%
Biology/Biological Sciences, General (26.0101)	2,270	5%
Liberal Arts and Sciences/Liberal Studies (24.0101)	1,773	4%
Business Administration and Management, General (52.0201)	1,518	4%
Registered Nursing/Registered Nurse (51.3801)	1,303	3%

TABLE A.3: Private four-year nonprofit colleges, Bachelor's Degrees		
	Ave. Time-to-Degree (Elapsed Years)	Ave. Credits-to-Degree
FTIC, Full-Time at Entry	4.46	125
FTIC, Part-Time at Entry	6.52	116
New Transfer, Full-Time at Entry	3.61	81
New Transfer, Part-Time at Entry	4.48	69
Top Five Most Popular Majors		
Top Five Most Popular Majors	Number Grads	Percentage of Total
Business Administration and Management, General (52.0201)	2,577	14%
Psychology, General (42.0101)	1,679	9%
Multi-/Interdisciplinary Studies, Other (30.9999)	1,540	8%
Registered Nursing/Registered Nurse (51.3801)	1,060	6%
Religion/Religious Studies (38.0201)	688	4%

APPENDIX B: Public Institutions' Associate-Degree Awards to In-State Students, 2019-20

Institution	Awards in 2019-20			Estimates for 2019-20 (Approved Jan. 2020)		
	N	Change from 2018-19		N	Difference between Awards and Estimates*	
		N	%		N	%
Total Public Four-year	84	29	52.7%	117	-33	-28.2%
Norfolk State University	1	-2	-66.7%	2	-1	-50.0%
Radford	31	31		54	-23	-42.6%
Virginia Tech	52	0	0.0%	61	-9	-14.8%
Total Public Two-Year	17,317	-261	-1.5%	18,133	-816	-4.5%
Richard Bland College	192	-31	-13.9%	199	-7	-3.5%
VCCS	17,125	-230	-1.3%	17,934	-809	-4.5%
Blue Ridge CC	430	-46	-9.7%			
Central Virginia CC	407	-28	-6.4%			
Dabney S. Lancaster CC	104	-6	-5.5%			
Danville CC	216	-4	-1.8%			
Eastern Shore CC	44	7	18.9%			
Germanna CC	898	34	3.9%			
J Sargeant Reynolds CC	1,052	136	14.8%			
John Tyler CC	976	11	1.1%			
Lord Fairfax CC	852	13	1.5%			
Mountain CC	251	14	5.9%			
New River CC	474	59	14.2%			
Northern Virginia CC	5,057	-102	-2.0%			
Patrick Henry CC	344	5	1.5%			
Paul D Camp CC	115	-24	-17.3%			
Piedmont Virginia CC	538	-20	-3.6%			
Rappahannock CC	343	65	23.4%			
Southside Virginia CC	464	-33	-6.6%			
Southwest Virginia CC	231	-22	-8.7%			
Thomas Nelson CC	840	-40	-4.5%			
Tidewater CC	2,300	-194	-7.8%			
Virginia Highlands CC	223	-18	-7.5%			
Virginia Western CC	657	-40	-5.7%			
Wytheville CC	309	3	1.0%			
Total Public Institutions	17,401	-232	-1.3%	18,250	-849	-4.7%

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

APPENDIX C: Public Institutions' Bachelor-Degree Awards to In-State Students, 2019-20

Institution	Awards in 2019-20			Estimates for 2019-20 (Approved Jan. 2020)		
	Total	Change from 2018-19		N	Difference between Awards and Estimates	
		N	%		N	%
Total Public Four-year Institutions	31,663	161	0.5%	32,327	-664	-2.1%
Christopher Newport University	1,015	19	1.9%	1,058	-43	-4.1%
George Mason University	4,993	111	2.3%	5,059	-66	-1.3%
James Madison University	3,582	173	5.1%	3,400	182	5.4%
Longwood University	768	-156	-16.9%	949	-181	-19.1%
Norfolk State University	550	39	7.6%	645	-95	-14.7%
Old Dominion University	3,403	45	1.3%	3,269	134	4.1%
Radford University	1,759	46	2.7%	1,742	17	1.0%
University of Mary Washington	974	43	4.6%	850	124	14.6%
University of Virginia	2,945	-9	-0.3%	2,916	29	1.0%
University of Virginia's College at Wise	224	-31	-12.2%	211	13	6.2%
Virginia Commonwealth University	4,498	-289	-6.0%	5,020	-522	-10.4%
Virginia Military Institute	236	16	7.3%	226	10	4.4%
Virginia State University	457	-34	-6.9%	885	-428	-48.4%
Virginia Tech	5,191	204	4.1%	5,030	161	3.2%
William & Mary	1,068	-16	-1.5%	1,067	1	0.1%

APPENDIX D: Private Nonprofit Institutions' Bachelor-Degree Awards to In-State Students, 2019-20

Institution	Awards in 2019-20			Estimates for 2019-20 (Approved Jan. 2020)		
	N	Change from 2018-19		N	Difference between Awards and Estimates	
		N	%		N	%
Total Private, Nonprofit, Four-Year Institutions	6,982	-94	-1.3%	6,859	123	1.8%
Appalachian College of Pharmacy	0	0		0	0	
Averett University	95	-21	-18.1%	115	-20	-17.4%
Averett University Non-Traditional	88	-14	-13.7%	155	-67	-43.2%
Bluefield College (missing)	123	-71	-36.6%	160	-37	--23.1%
Bridgewater College	280	5	1.8%	249	31	12.4%
Christendom College	35	-11	-23.9%	37	-2	-5.4%
Eastern Mennonite University	172	-16	-8.5%	180	-8	-4.4%
Eastern Virginia Medical School	0	0				
Edward Via College of Osteopathic Medicine	0	0				
Emory & Henry College	145	2	1.4%	140	5	3.6%
Ferrum College	142	-19	-11.8%	170	-28	-16.5%
George Washington University	221	24	12.2%	150	71	47.3%
Hampden-Sydney College	146	4	2.8%	165	-19	-11.5%
Hampton University	207	34	19.7%	201	6	3.0%
Hollins University	87	17	24.3%	97	-10	-10.3%
Jefferson College of Health Sciences	0	-237	-100.0%			
Liberty University	2,604	170	7.0%	2,563	41	1.6%
Mary Baldwin University	179	7	4.1%	182	-3	-1.6%
Marymount University	309	35	12.8%	294	15	5.1%
Randolph College	87	1	1.2%	99	-12	-12.1%
Randolph-Macon College	257	2	0.8%	265	-8	-3.0%
Regent University	340	-5	-1.4%	435	-95	-21.8%
Roanoke College	228	-9	-3.8%	237	9	-3.8%
Shenandoah University	280	-47	-14.4%	169	111	65.7%
Southern Virginia University	38	13	52.0%			
Sweet Briar College	66	50	32.0%	49	17	34.7%
University of Lynchburg	295	-22	-6.9%	107	188	175.7%
University of Richmond	204	32	18.6%	210	-6	-2.9%
Virginia Union University	111	-38	-25.5%			
Virginia Wesleyan University	165	-4	-2.4%	239	-74	-31.0%
Washington and Lee University	78	24	44.4%	82	-4	-4.9%

State Council of Higher Education for Virginia Agenda Item

Item: #II.E. - Resources and Planning Committee – Discussion of Governor’s Introduced Budget

Date of Meeting: January 11, 2021

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: October 16, 2020

Action: The Council approved an operating and financial aid budget amendment recommendation totaling \$136.6 million from the general fund for FY 2022.

Purpose of the agenda item:

The purpose of this agenda item is to review the Governor’s introduced budget, discuss differences compared to the SCHEV recommendations approved in October and identify any additional actions in the upcoming General Assembly session.

Background Information/Summary of Major Elements:

On December 16, 2020, Governor Northam introduced his budget amendments for the 2022-2022 biennium. The funding includes both restored (previously unallotted) and additional funds. Overall, the Governor’s budget restores or adds over \$114.6 million for higher education and focuses on key priority areas identified by the Council in its [budget recommendations](#). The largest funding is in the area of financial aid (\$82.1 million), including restored funding for need-based aid, free community college (G3), the Tuition Assistance Grant (TAG) and college-affordability pilot programs at Norfolk State University and Virginia State University. Table 1 provides a summary of funding by institution in the areas of operations, financial aid and other research.

Two areas that are not included in the table are funding for a one-time bonus for full-time faculty and staff of \$1,500 and \$750 for adjunct faculty and funding for an Office of Education and Labor Market Alignment at the Virginia Economic Development Partnership. This funding supports a recent [SCHEV report](#) related to this topic.

Of the \$114.6 million proposed, the majority is aligned with budget items agreed to in the 2020 regular session that the General Assembly forwarded to the Governor for

review prior to the pandemic. These funds were later unallotted. SCHEV outlined the funding areas from the unallotted budget in an [Insights post](#) in May. These unallotted amounts also formed the basis for the Council's recommendations.

Table 2 provides a comparison to the Governor's budget and the SCHEV recommendations. Funds that remain unallotted include support to institutions for operating support and to provide affordable access (the restored funding is to a limited number of institutions), a Guidance to Postsecondary Success initiative to support greater access to high schools students through outreach, the Virginia Military Survivors program, the Virtual Library of Virginia (VIVA) initiative and several other initiatives for higher education centers and research.

Another area to note is that during the special session, the General Assembly approved \$60 million in funding to institutions for FY 2021. The funding is intended to provide flexibility to institutions to cover unexpected costs due to the pandemic and support financial aid. Funding in FY 2022 will be need to continue to support institutions and help them keep tuition and fees low, particularly if they need to continue supporting costs related to the pandemic and the faculty and staff salary increases.

Table 1: Governor’s Introduced budget for FY 2022 by institution and type of funding

Institution	Inst-Specific in E&G	Undergraduate Financial Aid	Non-E&G Inst-Specific/ Research Funding	Grand Total
CNU		\$249,600		\$249,600
GMU	\$5,000,000	\$6,944,900		\$11,944,900
JMU		\$1,279,400		\$1,279,400
LU	\$137,410	\$787,400		\$924,810
NSU ¹	\$8,144,348	\$6,385,617		\$14,529,965
ODU	\$5,000,000	\$5,337,000		\$10,337,000
RU		\$2,538,400		\$2,538,400
UMW		\$470,300		\$470,300
UVA		\$320,300	\$1,000,000	\$1,320,300
UVA-W		\$402,700		\$402,700
VCU ²		\$4,638,400	\$5,000,000	\$9,638,400
VMI		\$26,700		\$26,700
VSU ¹	\$1,511,773	\$6,144,342		\$7,656,115
VT		\$1,623,200		\$1,623,200
W&M		\$133,000		\$133,000
RBC	\$802,000	\$154,300		\$956,300
VCCS	\$500,000	\$2,271,000		\$2,771,000
VCCS-G3	\$1,500,000	\$34,500,000		\$36,000,000
Institution Total	\$22,595,531	\$74,206,559	\$6,000,000	\$102,802,090
VIMS			\$183,000	\$183,000
VSU-Extension			\$1,500,000	\$1,500,000
SCHEV				
TAG		\$7,900,000		\$7,900,000
Earth system science			\$220,375	\$220,375
Jefferson Lab ³			\$1,500,000	\$1,500,000
NCI ³	\$121,504			\$121,504
Grand Total	\$22,717,035	\$82,106,559	\$9,403,375	\$114,226,969
VA Econ Develop Partnership			\$500,000	\$500,000

Notes:

(1) NSU and VSU E&G includes a portion of affordability pilot for administration and a portion for financial aid

(2) Excludes restored funding in FY21 for VCU \$5 million for Massey Cancer Center

(3) Jefferson Lab \$1.5 million for a high performance data facility and NCI \$40,502 for distance learning system.

Table 2: Comparison of Governor’s introduced budget to SCHEV budget recommendations

Item	FY2022 Unallotted Amount	SCHEV Funding Priorities			Governor
		Priority 1	Priority 2	Priority 3	Introduced Budget
Undergraduate Financial Aid ¹	\$30,285,800	\$15,623,200	\$14,662,600		\$39,706,559
G3-free community college	\$34,500,000		\$17,250,000	\$17,250,000	\$36,000,000
Affordable Access/Institution Support	\$52,596,480		\$26,298,240	\$26,298,240	\$20,595,531
Graduate Aid	\$1,500,000			\$1,500,000	
Other (higher ed centers, research and other agencies)	\$6,531,598			\$6,531,598	\$9,804,504
HEETF*					
SCHEV					
Tuition Assistance Grant	\$7,900,000	\$3,780,000	\$4,120,000		\$7,900,000
Military Survivor Program	\$750,000	\$750,000			
Earth System Science	\$220,375			\$220,375	\$220,375
Guidance to Postsecondary Success	\$250,000	\$250,000			
Virtual Library of Virginia	\$400,000	\$400,000			
Innovative Internship Fund	\$1,300,000		\$300,000	\$1,000,000	
Other (cost study, grow your own teacher, and title IX)	\$375,000			\$375,000	
Grand Total	\$136,609,253	\$20,803,200	\$62,630,840	\$53,175,213	\$114,226,969
Priority 1: Hold the most vulnerable students harmless through financial aid and increase access and outreach					
Priority 2: Increase support for vulnerable populations and help individuals get back to work					
Priority 3: Support for new initiatives and increasing support for existing initiatives					

Notes:

¹Funding in the Governor’s introduced budget also includes aid provided to NSU and VCU for a free-college affordability pilot program.

*SCHEV recommended increasing the HEETF allocation by \$31 million in FY 2022. The debt service of this increase is estimated at \$4.9 million which won’t begin till FY2023.

The remaining section provides additional detail in the tables described above.

(Note: There are two terms used in describing funds. Restored indicates funds that were previously unallotted and provided indicates new funds.)

Undergraduate Financial Aid

- Restored a total of \$30.3 million undergraduate financial aid provided by the regular session
- Restored \$36 million for G3.
- Restored \$4.8 million each for NSU and VSU to launch Virginia College Affordability Network initiative.
- Restored \$7.9 million to increase the maximum annual undergraduate award to \$4,000 in Tuition Assistance Grant Program (TAG)

E&G Operating Budget

- Restored \$5 million each for GMU and ODU for in-state enrollment growth to increase their biennial funding to \$12 million.
- Restored funding for NSU (\$3.6 million) and VSU (\$1.5 million) multiple programs in E&G that had been restored in FY2021
- Restored \$503,000, a portion of funding for RBC to address compliance findings

- Provided \$4.5 million for NSU additional IT access for staff and students
- Provided \$500,000 for VCCS to establish two pilot pre-hire immersion training programs in the construction field.

Research and Workforce Development

- Restored \$5 million for VCU Massey Cancer Center
- Restored \$1.5 million for VSU extension for state match for land grant institution federal funds
- Restored \$1.5 million for Jefferson Lab to develop a federal high performance data facility project
- Provided \$1 million for UVA focused ultrasound research
- Provided \$500,000 to create the Office for Education and Labor Market Alignment at the Virginia Economic Development Partnership.
 - The Office may partner with SCHEV, institutions of higher education, the Virginia Employment Commission, the GO Virginia regional councils and other relevant entities, to offer resources and expertise related to education and workforce alignment.

Faculty Salaries

- Provided a one-time bonus for faculty and staff of \$1,500 for full-time and \$750 for adjunct on September 1, 2021 (contingent on no changes to the revenue forecast)

Language

- George Mason University moves to Level III for administrative operations.
- Eliminated reporting deadlines and requirements in Code where they conflict with MOUs for the Tech Talent Initiative Program.

Capital outlay

- Provided VCBA for HVCA systems and generator upgrade.
 - LU: \$3.7 million HVAC Systems and Controls Upgrade
 - VSU: \$34 million HVAC Systems campus-wide
 - EVMS: \$1.2 million for two air handlers for Hofheimer Hall
 - EVMS: \$968,000 Lewis Hall emergency generator
- Provided \$6.6 million VCBA address workforce and facility projects related to Tech Talent.
- Provided VCBA equipment funding for previously approved projects.
 - VCCS: \$1.8 million equipment for renovating Reynolds building (NVCC) project and change of scope language for Howsman/Colgan building project (NVCC)
 - VIMS: \$1.65 million equipment for Oyster Hatchery and Eastern Shore Campus projects
 - IALR: \$3.3 million equipment for Manufacturing Center project
- Approved 9(c) and 9(d) debt for GMU and VT projects.
 - GMU: \$10 million 9(d) debt for Aquatic and Fitness Center upgrade project and language allowing Life Sciences Building to be on either Manassas or Fairfax campuses
 - ODU: Construct Student Health and Wellness Addition

- VT: \$27.1 million 9(c) debt supplement Innovation Campus parking
- VT: \$11.0 million 9(d) debt planning for Randolph Hall replacement
- VT: \$7 million 9(c) debt supplement New Upper Quad Residential Hall

Materials Provided: None.

Financial Impact: To be determined through the legislative process.

Timetable for Further Review/Action: Staff will provide periodic updates to Council between now and the end of the 2021 General Assembly session.

Resolution: None.

State Council of Higher Education for Virginia Agenda Item

Item: #II.F. - Resources and Planning Committee – Discussion of Fiscal Sustainability Reviews

Date of Meeting: January 11, 2021

Presenter: Wendy Kang
Director of Finance Policy & Innovation
WendyKang@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: October 16, 2020

Action: SCHEV staff discussed this new responsibility as part of the budget update from the special session.

Purpose of the agenda item:

The purpose of this agenda item is to provide an update on the status of the fiscal sustainability reviews that SCHEV is responsible for coordinating for the 2020-2022 biennium and receive council member input on next steps.

Background Information/Summary of Major Elements:

During the 2020 Special Session of the General Assembly, the General Assembly directed the Council to coordinate the disseminate a comparative report prepared by the Auditor of Public Accounts and to collect any resulting financial sustainability reviews at the institutions. The specific language outlined in [item 152 T](#). is included below:

During the 2020-2022 biennium, the Council shall coordinate (i) the dissemination to the institutions the measures of financial status included in the most recent Auditor of Public Accounts Higher Education Comparative Report, and (ii) collection of institutions' resulting financial sustainability reviews and possible action plans, to include if warranted discussion of a full range of potential structural options to improve long-term financial health. The six-year plan review group identified under § 23.1-306 shall review such submissions.

At this time, the APA has not yet released its report, as it is completing audit reviews that were delayed as a result of the pandemic. SCHEV expects the reports to be made available in early 2021.

In the interim, SCHEV met with members supporting the six-year plan review group identified under § 23.1-306 (staff to the secretaries of finance and education, money committees, SCHEV and the Department of Planning and Budget) to discuss options for what could be collected. During these meetings, staff agreed to focus on collecting qualitative information (versus quantitative) from institutions about how they would receive, review and act on findings in the report.

In addition, SCHEV staff held an initial round of calls in December with five institutions to discuss the fiscal impacts of fall enrollment and COVID experience, expectations for spring and impressions from the last [APA report in 2017](#). Staff also sought input regarding how SCHEV can support the APA report as well as institutional fiscal planning. Additional meetings will be scheduled in early 2021.

The following are a few observations based on the initial discussions:

Fall update: Many institutions were pleased with the fall and felt that the worst case scenarios did not occur, which relieved some fiscal stress.

Spring outlook: Institutions felt more confident that students will return for spring compared to fall. They remain focused on bringing students back safely. Colleges and universities typically experience some loss of students from fall to spring; they currently do not expect any extraordinary loss of students. Institutions also are aware that the COVID numbers rising and have contingencies in place should circumstances change.

Beyond spring: Some institutions said applications for next year are down. Norfolk State University and Virginia State University said applications were up. It is unclear at this time how this will impact enrollments as acceptances occur later in the year. Institutions with lower applications are cautious that this could have a fiscal impact beyond the pandemic and are taking this into consideration for future planning.

Overall fiscal health: Many felt comfortable with their current status despite their circumstances. They indicated that cuts and savings that the institution implemented early on combined with federal CARES and recent state funds helped offset the deeper losses they expected. Some also indicated they would take advantage of the Governor's auxiliary debt refinancing to provide additional savings in the coming years, but many others indicated they did not want to incur the savings because they want to keep their payments on schedule to provide greater flexibility in the future.

APA report from 2017: While most were aware of the APA figures, they indicated that they would feel more comfortable if they could understand the indicators better and determine how they align with other long-term fiscal planning they conduct. They also wanted to ensure the report is used as a potential indicator (versus a final determinant) of fiscal health (good or bad) and serves as a tool to engage in conversations with stakeholders.

SCHEV's potential role: Based on the conversations, SCHEV identified several potential roles in implementing the budget language:

- SCHEV and APA should identify opportunities to preview the data;

- SCHEV and institutions should identify other indicators of fiscal health and additional questions that should be asked as part of the process; and
- Based on the above discussions, SCHEV should work with policy makers to identify how institutions should report on their fiscal health later in the year.

Materials Provided: None

Financial Impact: None

Timetable for Further Review/Action: SCHEV staff will provide an update at the March meeting.

Resolution: None.

State Council of Higher Education for Virginia Agenda Item

Item: #II.G. - Resources and Planning Committee – Report of staff liaison to the committee

Date of Meeting: January 11, 2021

Presenter: Wendy Kang
Director of Finance Policy & Innovation
WendyKang@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 provide an update on items that may be reported as a standalone agenda item at future meetings or that serve as a short update to the committee.

Background Information/Summary of Major Elements:

The following are brief updates regarding two projects the support current and upcoming changes to The Virginia Plan regarding communications, data and access.

Insights update: SCHEV launched this initiative this summer to increase SCHEV's communications related to higher education topics and to give greater exposure to SCHEV's data resources. To date, [topics](#) have included a summary of the unallotted state budget, the CARES Act funding, a student survey and the digital divide. The most recent post was a highlight of the new SCHEV financial aid formula that was released ahead of the Governor's budget proposal, entitled "[Different Students, Different Needs: Why We Redesigned Virginia's Financial Aid Funding](#)." The post revisits SCHEV's 2019 Financial Aid review to make the case to return the financial aid investments unallotted last year.

Outcomes from Virginia College Application Week: Virginia College Application Week (VCAW) is step 2 of the [1-2-3 Go! Virginia's 3 Steps to College](#) campaign. Outreach to seniors in high school is especially important this year, as the pandemic has made some families question the possibility of postsecondary education. In November 2020, the Common Application (an application software used by many institutions for college applications) reported receiving 8% fewer applications than

November 2019 and 16% fewer applications from low-income and first-generation college students ([Jaschik, 2020](#)).

SCHEV partnered with the Virginia Department of Education (VDOE), the Virginia Association of Collegiate Registrars and Admissions Officers (VACRAO) and the Council of Independent Colleges in Virginia (CICV) to spread the word about VCAW. This year, 108 high schools participated with an average of 65 percent of their students receiving free and reduced priced lunch. Participating high schools had a total of 26,529 seniors in the Class of 2021. During the week of November 16-20, 17 high schools hosted in-person events, and 91 high schools hosted virtual events. Seniors applied to an average of three postsecondary institutions.

Among applying seniors, the most popular four-year public institutions were Old Dominion University, Virginia State University and George Mason University. The most popular two-year colleges were Northern Virginia Community College, Richard Bland College and Thomas Nelson Community College. The most popular private institutions were Hampton University, Liberty University and Virginia Union University.

Seventy colleges participated in total, including 40 Virginia institutions. Thirty-five did not charge an application fee regardless of VCAW. Twenty-six waived their application fees during VCAW, including **all** Virginia public institutions. Twenty-nine colleges submitted college application walk-through videos to guide students through the process virtually.

High schools are still submitting student participation data, so we do not have a total number of applications submitted yet; however, SCHEV is pleased that the number of high schools and colleges participating was the highest ever.

Access initiative: The summary of VCAW provides many of the strategies SCHEV coordinates to improve access in Virginia. In the coming year, SCHEV staff plans to strengthen its outreach efforts and improve transitions for students from secondary to postsecondary. This includes developing a shared goal and strategies to improve transitions, identifying additional partners and funding options to strengthen this effort and beginning working on a gap analysis and communications strategies to improve access in Virginia. Staff will present a status update at an upcoming Council meeting.

Materials Provided: None

Financial Impact: None

Timetable for Further Review/Action: None

Resolution: None.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING (VIRTUAL)
OCTOBER 27, 2020
DRAFT MINUTES**

Ms. Connelly called the meeting to order at 9:00 a.m. Council members present: Ken Ampy, Alexandra Arriaga, Marge Connelly, Heywood Fralin, Victoria Harker, Thaddeus Holloman, Henry Light, Stephen Moret, Marianne Radcliff, Carlyle Ramsey, Tom Slater and Katharine Webb.

Council member absent: Rosa Atkins.

Staff members present: Peter Blake, Joseph DeFilippo, Alan Edwards, Wendy Kang, Tod Massa, Emily Salmon and Kristin Whelan.

Deb Love and Ramona Taylor from the Office of the Attorney General were also in attendance.

Ms. Connelly explained that due to a change in legislation during the pandemic, the Council is now able to conduct its business remotely without a quorum assembled in person. She also noted that the meeting was being recorded as required by 2020 Acts of Assembly, Chapter 1283, item 4.0.01.g. A copy of the recording will be posted on the SCHEV website.

APPROVAL OF MINUTES

On a motion by Mr. Holloman and seconded by Ms. Webb, the minutes of the September 14, 2020, Joint SCHEV and Council of Presidents meeting and the September 15, 2020, Council meeting were approved unanimously (12-0) in block after a roll call vote.

REMARKS FROM GREGORY WASHINGTON, PRESIDENT, GEORGE MASON UNIVERSITY

Mr. Blake introduced Gregory Washington, president of George Mason University to the Council. He described Dr. Washington's prior positions in higher education and introduced him as the first president of African American descent to lead GMU.

Dr. Washington touched on how his background as a first-generation college student has focused his dedication to educational attainment. He praised GMU for the institution's attainment efforts as well as its graduation rate.

He spoke briefly about the current COVID-19 status on campus. The team approach enacted on campus has contributed to the success and health of the campus during the pandemic. Despite these challenges, enrollment has grown by 2%.

Dr. Washington spoke about the challenges facing GMU. Like other campuses across the country, GMU also faced social unrest and protests. He discussed the financial

strains the institution is experiencing. GMU has reduced travel, purchasing, frozen hiring and used \$38 million in reserves.

Dr. Washington expressed his support for the goals of The Virginia Plan. GMU has initiated the Mason Talent Exchange, to help address job losses. The Renew Renaissance Education Initiative is a way GMU has modified its curriculum to create well-rounded and marketable students from all disciplines. The Global Grand Challenges program focuses the institution's efforts to address faculty and student growth. GMU will hire faculty that specialize in areas of challenges that will need to be addressed in the future, such as public health and hunger.

Ms. Connelly thanked Dr. Washington for his remarks.

STUDENT PERSPECTIVES ON THE FALL SEMESTER

Ms. Connelly introduced two students to address the Council. Josh McCray serves on the Student Advisory Committee and attends UVA-Wise. William Walker is a GEARUP intern and attends the University of Richmond. Ms. Connelly invited SCHEV staffer, Tom Allison to moderate the discussion. Mr. Allison welcomed the students.

Mr. McCray and Mr. Walker described how their semesters are different this fall due to the pandemic. They described their classes and the ways they have been coping with the changes on campus. The new challenges of the online experience include an increased workload and sitting in front a computer for long periods of time. When asked for innovative ways that their professors have modified their classes, Mr. Walker described a professor who has tried to cut back on the length of time the students spend in Zoom classroom meetings. Mr. McCray described UVA-Wise as very prepared for the fall semester because they relied on input from the students. He mentioned the Zoom office hours of his professors as a big help. Both students said that their peers are struggling with staying engaged and feeling isolated.

Ms. Connelly asked the students for strategies to make the next semester better. Mr. Walker suggested that better communications between students and faculty. Mr. McCray suggested that returning to a full-length term would help alleviate the pressures of the compressed schedules at UVA-Wise. In response to questions from Council members, both students cited internet connectivity issues on campus. The networks on campus were not prepared for the amount of traffic.

RECEIPT OF REPORT FROM THE AGENCY DIRECTOR

Mr. Blake highlighted the following in his presentation:

Board affairs: Thanks to Council members Thad Holloman and Katharine Webb, who served on the planning committee and to others who participated in the virtual meeting October 20-21. Approximately 30 board members attended the sessions.

Virginia College Access Network annual meeting: The COVID-19 environment has created many challenges, but also new opportunities. The annual VCAN conference

will be virtual for the first time ever and, as such, will be free. We hope this creates an opportunity to expose VCAN and its network and knowledge to more people, including Council members and other SCHEV staff. Registration is required, and attendees will be able to participate in as many sessions as is convenient. The event takes place December 1-2.

African American History Education Commission: Presented their final report on August 1. Council member, Dr. Atkins was chosen by the Governor to work on the commission. The commission concentrated on K-12 education.

Datathon: Four members of the SCHEV staff (Tom Allison, Yan Zheng, Felix Sam and Amy Wiggington) competed in the Virtual Virginia Datathon this month. Sponsored by the Governors' Chief Data Officer and the Library of Virginia, the competition brings together teams from state agencies, high schools, institutions of higher education and private companies to analyze common datasets and develop solutions. Teams had 48 hours to produce and submit a five-minute video tackling this year's theme: COVID and our Communities. The SCHEV team had a great time working together under pressure and look forward to next years' competition. Tom Allison presented their final video from the event.

Management Fellows Program: We are transitioning to our next fellow. We will miss Grace Wheaton who contributed meaningfully to our work for the past nine months. Elizabeth Spach is our new Fellow. Her last rotation had her working with the Department of Housing and Community Development. Prior to that, Ms. Spach worked for the Secretary of Natural Resources. We welcome Elizabeth.

Campus visit: For the first time since March, I traveled to a Virginia university. Shenandoah University President Tracy Fitzsimmons introduced me to her senior staff, showed me some of the university's innovative programs and invited me to speak to her freshman seminar class – outdoors. I was reminded of the enormous amount of good work going on across Virginia as colleges and universities work to keep students, faculty and staff safe and provide a high-quality education.

Statewide messaging campaign: For the third installment of this communications effort, SCHEV is working with multiple colleges (public, private and two-year) to develop a video about SCHEV's 123Go! initiative, which is geared toward creating a pipeline of high school students to college. We will complete the video in November and distribute it via social media.

Ms. Connelly asked about the progress on workforce funding. SCHEV received a grant of \$250,000 from Strada toward these efforts to fund consulting work and award sub-grants. We will work with our partners to put together something concrete to present to the General Assembly in 2021. We also are coordinating a budget request through VEDP.

UPDATE ON STATUSES OF COLLEGES AND UNIVERSITY

Mr. Blake shared an update on the status of Virginia colleges and universities. Very low or no tuition and fees increases were seen in the fall of 2020, the lowest change in 20 years. The boards of the institutions were responding to market realities. The institutions are substantially open but materially different in the method of class delivery, athletic activities have been reduced and the capacity for COVID-19 testing and contact tracing have been added. Institutions are absorbing these shocks to their budgets.

Across the system, enrollment decreased by 1.3% or 6,658 students. Unlike typical recessions, there has not been an increase in community college enrollment. First-year enrollment is down 10% and will impact enrollment in the coming years. Out-of-state enrollment is down, due to lack of international students and students choosing to stay closer to home. Students more frequently enrolled part time which will affect the time to completion. We await the numbers from November.

The term schedules will be different in the spring. Some institutions will start later and forego a spring break. Mr. Blake expressed optimism for the spring.

The budget and revenue considerations are fast changing. We will have updates before the end of the year.

ACTION ON THE VIRGINIA PLAN AND NEXT STEPS

Ms. Connelly asked SCHEV staffer, Emily Salmon to introduce the resolution on the six-year review. At the retreat in September, Council revised and refined the goal statements. Revisions for measures will continue after this action.

Ms. Connelly provided further background on the process and asked for a motion for approval. Mr. Slater motioned for approval, Ms. Harker seconded the motion and it was approved unanimously after a roll call vote (12-0).

WHEREAS the State Council of Higher Education for Virginia is charged with developing a statewide strategic plan for higher education – The Virginia Plan for Higher Education; and

WHEREAS the Code of Virginia requires that the State Council of Higher Education for Virginia complete a six-year review of The Virginia Plan for Higher Education to ensure it remains relevant to higher education needs in the Commonwealth; and

WHEREAS through the six-year review process, which began in summer 2019, considerable input from a variety of stakeholders resulted in common themes that shaped proposed goal revisions; and

WHEREAS revisions to The Virginia Plan goals creates the framework for potential revisions to other Plan elements; and

WHEREAS the following three goals and goal statements shall replace the existing four goals within The Virginia Plan:

Goal 1: Equitable: Close access and completion gaps. Remove barriers to access and attainment especially for: Black, Hispanic, Native American and rural students; students learning English as a second language; students from economically disadvantaged backgrounds; and students with disabilities; and

Goal 2: Affordable: Lower costs to students. Invest in and support the development of initiatives that provide cost savings to students while maintaining the effectiveness of instruction; and

Goal 3: Transformative: Expand prosperity. Increase the social, cultural and economic well-being of individuals and communities within the Commonwealth and its regions; now therefore

BE IT RESOLVED that the Council approves the revisions to The Virginia Plan goals, which will be used as the framework for any subsequent revisions to other Plan elements as part of the six-year review process.

REPORT FROM COMMITTEES

Academic Affairs Committee

Action on Programs at Public Institutions

Mr. Ampy provided background information on the following program. Mr. Ampy explained the new program approval process wherein programs are grouped and motioned for Council approval. Dr. Moret seconded the motion and it was passed unanimously after a roll call vote (12-0).

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Bachelor of Arts (B.A.) degree program in Media Studies (CIP code: 09.0102), effective fall 2021.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Master of Education (M.Ed.) degree program in Quantitative Analytics in Education (CIP code: 13.0604), effective spring 2021.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Master of Urban Design (M.U.D.) degree program in Urban Design (CIP code: 04.0403), effective fall 2021.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Bachelor of

Science (B.S.) degree program in Health Services (CIP code: 51.0701), effective fall 2021.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Bachelor of Arts (B.A.) degree program in Human and Organizational Development (CIP code: 52.1005), effective fall 2021.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia State University to initiate a Master of Social Work (M.S.W.) degree program in Social Work (CIP code: 44.0701), effective spring 2021.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Northern Virginia Community College to initiate an Associate of Science in Biology degree program (CIP code: 26.0101), effective spring 2021.

Action on Private Postsecondary Institution Certification

Mr. Ampy presented the following resolution for approval. The motion was seconded by Mr. Light and approved unanimously after a roll call vote (12-0).

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

1. that, during the period of provisional certification, Arizona College of Nursing shall be allowed to advertise and receive student applications, but not actually enroll or instruct students;
2. that, during the period of provisional certification, Arizona College of Nursing shall be allowed to recruit and hire faculty and staff;
3. that, during the period of provisional certification, Arizona College of Nursing may not collect tuition from prospective students, though it may collect initial non-refundable fees of no more than \$100, as per 8 VAC 40-31-130(E) of the Virginia Administrative Code;
4. that, during the period of provisional certification, all publicity, advertisement, and promotional material must include a statement that the school is provisionally certified to operate in Virginia by SCHEV;
5. that, prior to the expiration of the period of provisional certification, SCHEV staff shall conduct a final review of faculty and administrator credentials hired during the provisional certification period;
6. that, prior to the expiration of the period of provisional certification, SCHEV staff (or an assigned expert) shall conduct a review of Arizona College of Nursing's online platform and content as a condition to authorizing the school to offer distance education;
7. that, prior to the expiration of the period of provisional certification, Arizona College of Nursing shall satisfy a site review conducted by SCHEV

- staff demonstrating that the facility conforms to all federal, state and local building codes and that it is equipped with classrooms, instructional and resource facilities, and laboratories adequate for the size of the faculty and student body and adequate to support the educational programs to be offered by the school;
8. that, prior to the expiration of the period of provisional certification, Arizona College of Nursing shall submit a surety instrument in an amount adequate to provide refunds to students in the event of school closure during the first year of operation; and
 9. that Arizona College of Nursing's provisional certification shall lapse if conditions 5-8 are not fulfilled prior to October 26, 2021.

BE IT FURTHER RESOLVED that Council delegates to the SCHEV Director authority to confer full certification on Arizona College of Nursing upon his determination, at a point in time prior to October 26, 2021, that Arizona College of Nursing has satisfied all Virginia Administrative Code requirements, including, but not limited to, conditions specifically enumerated above.

Action on Modifications to the Policy on Course Credit for Examinations

Mr. Ampy presented the following resolution for approval. The motion was seconded by Ms. Radcliff and approved unanimously after a roll call vote (12-0).

BE IT RESOLVED that the State Council of Higher Education for Virginia adopts changes to the Virginia Public Higher Education Policy on Course Credit for AP, Cambridge, CLEP and IB, effective immediately.

Action on Guidelines for the Development of Transfer Agreements

Mr. Ampy presented the following resolution for approval. The motion was seconded by Dr. Ramsey and approved unanimously after a roll call vote (12-0).

BE IT RESOLVED that the State Council of Higher Education for Virginia, in accord with Code of Virginia § 23.1-905.1, adopts the Virginia Public Higher Education Policy Guidelines for the Development of Transfer Agreements, effective immediately.

Resources and Planning Committee

Action on Budget and Policy Considerations for the 2021 General Assembly Session

Ms. Harker introduced the resolution and discussed the funding priorities. She introduced the changes to the language that the committee discussed and directed the Council to read the updated item posted on schev.edu. On a motion from Ms. Harker and seconded by Mr. Slater, the following motion was approved unanimously (6-0) after a roll call vote to be forwarded to the full Council:

WHEREAS, higher education and the attainment of a credential or degree contributes to greater prosperity for individuals, the Commonwealth and its regions, including increased earnings, improved economic growth, greater levels of community engagement and improved health outcomes,

WHEREAS, Virginia's public higher education system ranks as one of the best in the country when considering factors such as graduation rates, average net price, low loan default rates and high return on investment, it is a status that must be preserved and nurtured,

WHEREAS, The Virginia Plan for Higher Education, the statewide strategic plan for the Commonwealth, focuses on placing Virginia as the best-educated state by 2030,

WHEREAS, Virginia's higher education system is a shared responsibility of the state, institutions and students and parents to reach the highest level of performance and accountability,

WHEREAS, budget recommendations for FY 2022 focus on addressing the statewide needs of equity, affordability and transformation, now therefore,

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the Budget and Policy Recommendations for FY 2022.

Action on Certification of Institutional Performance Standards

Ms. Harker introduced the following resolution, it was seconded by Mr. Slater and the motion was passed unanimously after a roll call vote (12-0).

BE IT RESOLVED that consistent with § 23.1-206, Code of Virginia, the State Council of Higher Education for Virginia certifies for 2020-21 and 2001-22 that all institutions, except Virginia State University, have satisfactorily met the performance standards of the Virginia Higher Education Opportunity Act and Appropriation Act. The Council certifies Virginia State University for the probationary period of 2020-21. The Secretary of Finance and the Council will review the financial and administrative standards for this institution in the summer of 2021 to determine certification for 2021-22.

Discussion of Statewide Internship Program

Ms. Harker updated the Council on the activities regarding the statewide internship program. She highlighted the partnership between SCHEV and the Virginia Chamber of Commerce.

Discussion and Updates from the Office of the Qualified Education and Loan Ombudsman

Ms. Harker conveyed that the office has managed over 300 student cases in the last year and developed relationships with other similar offices throughout the country. The office also provided the committee with an update to the work planned for the loan course for borrowers that is in development.

Discussion of Updates to Domicile Guidelines

Associate Director for Financial Aid, Lee Andes provided the committee with updates to the 2020 loan guidelines with changes that occurred during the 2020 session. Action on the updated guidelines will be presented to Council in January.

Discussion of Legislative Studies

Plans for a financial aid study and a program survey were discussed. The financial aid study is a continuation from last year.

RECEIPT OF ITEMS DELEGATED TO STAFF

Mr. Blake noted that the delegated items included in the agenda materials did not require additional discussion. A copy of the delegated items is attached to the minutes.

Ms. Connelly expressed her appreciation for all of the staff work in these challenging times.

OLD BUSINESS

None.

NEW BUSINESS

Ms. Connelly asked that the Virginia Chamber of Commerce video from their workforce conference be played for the Council.

RECEIPT OF PUBLIC COMMENT

Ms. Connelly announced that no requests for public comment were submitted to staff in advance of the meeting.

CLOSED SESSION

On a motion by Ms. Connelly and seconded by Mr. Light, Council moved that, pursuant to Virginia Code § 2.2-371 I(A)(I), the State Council for Higher Education of Virginia convened in a closed meeting for the purposes of addressing personnel issues related to SCHEV's Director. The motion was approved unanimously (12-0) in block after a roll call vote.

Upon resumption of the Council meeting, Ms. Connelly presented the following resolution for approval. After a roll call vote, the resolution passed unanimously (12-0).

We convened today in a Closed Meeting pursuant to a recorded vote on the motion above and in accordance with the Freedom of Information Act. Section 2.2-3711 of the Code of Virginia requires that SCHEY certify that, to the best of each member's knowledge (i) only public business matters lawfully exempt from open meeting requirements under this chapter and (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed or considered.

Any member who believes there was a departure from these requirements shall so state prior to the vote, indicating the substance of the departure that, in his or her judgment, has taken place. The statement of the departure will be recorded in the minutes.

Ms. Connelly presented the following resolution that was seconded by Ms. Harker and approved unanimously after a roll call vote (12-0):

BE IT RESOLVED that the Council extends the employment contract with its director from October 31, 2020, to June 30, 2023.

BE IT RESOLVED that pursuant to the terms of Council's Employment Agreement with the Director and the Appropriation Act, the Director be awarded a performance bonus of 5% to be paid as soon as practicable, based on the Director's performance in 2019-20.

MOTION TO ADJOURN

Ms. Webb adjourned the meeting at 1:10 p.m.

Katharine Webb
Council Secretary

Kristin Whelan
Interim Director, Executive and Board Affairs

Items Delegated to Director/Staff

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

Degree Program Actions

Institution	Degree/Program/CIP	Effective Date
<u>Virginia Community Colleges</u> Blue Ridge Central Virginia Dabney S. Lancaster Danville Eastern Shore Germanna John Tyler Mountain Empire New River Northern Virginia Patrick Henry Piedmont Virginia Rappahannock Reynolds Southside Virginia Southwest Virginia Thomas Nelson Tidewater Virginia Highlands Virginia Western Wytheville	Program Modification Approved: Modify the curriculum of the Associate of Applied Science (AAS) degree in Technical Studies (15.0612)	Fall 2020
George Mason University	Facilitated Staff Approval: Doctor of Philosophy degree program in Public Health (51.2201)	Spring 2021
Lord Fairfax Community College	New Degree Program Approved: Associate of Applied Science degree program in Technical Studies (15.0612)	Fall 2020

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

Diploma, Certificate, Discontinued and Modified Programs

Institution	Degree/Program/CIP	Effective Date
George Mason University	Initiate the following new Graduate Certificate Programs: <ul style="list-style-type: none"> • Early Childhood Education (PK-3) Licensure (13.1210) • Early Childhood Special Education Licensure (13.1015) 	Fall 2020
George Mason University	Program Discontinuance Correction: Discontinue the Bachelor of Science degree program in Rehabilitation Science (51.2314) [Council Approval: 05/04/2016]	Fall 2020
George Mason University	Initiate an Add-on Endorsement in Special Education-General Curriculum Graduate Certificate Program (13.1001)	Fall 2020

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 items were approved as delegated to staff:

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

Institution	Effective Date
Richard Bland College	August 21, 2020
University of Richmond	August 25, 2020
Washington and Lee University	September 2, 2020
Washington University of Virginia	September 2, 2020



Anne M. Kress is the sixth president of Northern Virginia Community College, a role she began in January 2020. She has more than 25 years of experience in higher education, having served as a tenured faculty member in English, department chair, associate vice president, provost, and president at community colleges in Florida, New York, and now, Virginia.

Within higher education, Kress serves on the board of the American Association of Community Colleges; the executive committee of the Taskforce on Higher Education and Opportunity; Jobs for the Future's Policy Trust and Community College Workforce Consortium; the Aspen Institute's Ascend Postsecondary Leadership Circle; the Advisory Board of the University of Maryland Global Campus's Community College Policy and Administration program; is a member of Excelencia in Education's Presidents for Latino Student Success; and serves on work groups affiliated with the American Council of Education, Association of Community College Trustees, and Opportunity America. She is also the co-chair of the Virginia Community College System's new strategic plan task force and was tapped by the system to co-chair the VCCS Return to Fall Task Force. Since moving to the Northern Virginia region in January 2020, Kress has been elected to the boards of the Northern Virginia Chamber of Commerce and Northern Virginia Technology Council; appointed to the Connected DMV Strategic Renewal Task Force; selected for Leadership Greater Washington; and named to the Virginia Business Journal Top 500.

Kress balances a commitment to liberal arts and workforce education with dedication to college affordability and student support. Kress was a member of the Higher Education Group of 50, a task force convened by the National Association of Student Financial Aid Administrators to develop policy recommendations for the reauthorization of the federal Higher Education Act, and co-chaired the 64-campus State University of New York's Student Food Insecurity Task Force. She is immediate past-chair of the Community College Humanities Council and has also collaborated on two separate research studies related to the impact of Industry 4.0 on community colleges: Aspen Institute/Harvard and Community College Research Center/MIT. She has been an invited member of sponsored study tours of the German and Swiss apprenticeship systems.

Kress earned two bachelor's degrees, in Finance and English; a master's degree in English; and a doctorate in Higher Education Administration, all from the University of Florida. She has been honored by her alma mater, Phi Theta Kappa, the New York State Senate, YWCA, American Association of University Women, the Rochester Women's Council and the Rochester Business Journal, among others. Kress is married to Ned Davis, and they have two teenage children.



Dr. Mamie E. Locke

A native of Jackson, Mississippi, Dr. Locke received the BA in History and Political Science from Tougaloo College and the masters and Ph.D. in Political Science from Atlanta University (Clark Atlanta). Prior to higher education, Dr. Locke worked as an archivist with the Mississippi State Department of Archives and History and the Atlanta History Center. She has a certificate in archives administration from Emory University/Georgia Department of Archives and History; certificate in management development from Harvard University; and was a Fulbright-Hays Scholar at the American University in Cairo. Dr. Locke's areas of expertise are race and gender politics, public policy, urban politics, state and local government and American government. She is the author of several articles, book chapters, book reviews, and co-author of two edited books. Her most recent publication, "Whose Lives Really Matter: The Invisibility of African American Women in Political Discourse of the Black Lives Matter Campaign," appears in the Spring 2016 volume of the *Virginia Social Science Journal*. Dr. Locke has also authored several op-eds in local newspapers, the most recent in the Newport News *Daily Press* entitled "Equality of Rights is a Necessary Constitutional Addition."

Dr. Locke serves on several boards and commissions including Transitions Family Violence Service, the Virginia Housing Commission, the Dr. Martin Luther King, Jr. Memorial Commission, the Fort Monroe Authority, and the Hampton Roads Transportation Planning Organization. She is a life member of the NAACP, Alpha Kappa Alpha Sorority, Incorporated, and a member of the Hampton Chapter of The Links, Incorporated. She is the recipient of several awards and honors, including the Library of Virginia and Dominion Resources Strong Men and Strong Women of Virginia, Diane Blair Award for Outstanding Achievement in Politics and Government from the Southern Political Science Association, and the Christian R. and Mary F. Lindback Award for Distinguished Teaching, Hampton University. Dr. Locke is a former member of the Hampton City Council and the first African American and popularly elected woman mayor of the City of Hampton. She currently serves in the Senate of Virginia where she is a member of the Education and Health, General Laws and Technology, Rehabilitation and Technology, and Rules Committees. She also serves as Chair of the Senate Democratic Caucus and past chair of the Virginia Legislative Black Caucus.

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: January 11, 2021

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date:

Action:

Purpose of Agenda Item:

The purpose of this agenda item is to inform Council of recent and upcoming work in which staff is involved.

Background Information/Summary of Major Elements: N/A

Materials Provided: Report of the agency director.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

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

Resolution: N/A

**State Council of Higher Education
Director's report
January 11, 2021**

Fall enrollment: In October, SCHEV released a [report](#) on college and university early enrollment estimates. We now have updated information for the four-year public institutions. Total undergraduate enrollment was down 494 students. First-time undergraduate enrollment fell more steeply – 3,302 students, or 8%. Overall, out-of-state enrollment is down more than in-state enrollment. We will have complete information for private colleges and two-year institutions in January. At that time, we will be able to provide a more comprehensive report on enrollment patterns.

Spring opening plans: Public institutions have delayed start dates and adjusted spring break schedules. They continue to offer a blend of in-person classes and remote learning. Institutions report that the number and type of offerings are similar to the fall semester. After being closed to students in the fall, Virginia State University will have students on campus in the spring.

General Assembly session. The 2021 General Assembly session begins January 13. Staff will provide a preview of the schedule, proposed legislation and the budget.

Meeting with legislators: Council chair Marge Connelly and I have been meeting with legislators who serve on the money committees and the money committees. We are providing information on The Virginia Plan and the Council's budget recommendations and seeking their input on priorities for the General Assembly session.

Meetings with advocacy groups: As part of our outreach related to The Virginia Plan revisions and the upcoming General Assembly session, we have been meeting virtually with leaders of advocacy groups that have an interest in matters related to higher education. Topics include student access, funding, financial aid (including for undocumented students), tuition and fees, remote learning, broadband access and transparency.

Outstanding Faculty Awards: On December 11, SCHEV and Dominion Energy [announced](#) the recipients of the 2021 Outstanding Faculty Awards. We will celebrate the recipients at a virtual event March 2 at 1 p.m.

SCHEV partnership with [Strada Education Network](#): Late last year, SCHEV received a \$250,000 "recovery incubator grant" from Strada Education Network, a national nonprofit focused on improving pathways between education and employment. Through this grant, SCHEV is supporting several activities that follow the recommendations of SCHEV's report on academic program and labor market alignment. These activities include developing the

implementation plan for a new agency function on academic program alignment; demonstrating successful COVID-related regional projects; and developing an asset-map and success-story playbook for two GO Virginia regions. The grant's partners include the Virginia Economic Development Partnership, GO Virginia, the Virginia Community College System, the Community College Workforce Alliance, and Rappahannock Community College. Staff will provide an update on grant activity progress at the March Council meeting. In related news, the Governor's introduced budget includes \$500,000 for a new Office of Education and Labor Market Alignment at the Virginia Economic Development Partnership.

Virginia College Access Network: SCHEV staff helped to plan, attended sessions and facilitated a session at the Virginia College Access Network's annual conference on December 2-3. This was VCAN's first virtual event, and it garnered participation from more attendees than previous face-face events. Staff coordinated a two-part session designed for those in leadership roles. Paula Robinson, Peter Blake, Wendy Kang, Beverly Rebar, Erin McGrath, Lee Andes and Tom Allison shared information about topics that inform the work of college access providers across the state. Topics included COVID, the upcoming General Assembly session, the state budget, student financial aid and student enrollment.

General Professional Advisory Committee/Council of Presidents: The presidents continue having regular phone calls with much of the discussion related to COVID-19 preparations and responses, the upcoming legislative session and the 2021 gubernatorial campaign. We will resume regular GPAC meetings for 2021 (virtually until further notice) in February.

Tech Talent Incentive Program: In November, the review panel created by the Tech Talent Incentive Program legislation received information related to institutions' performance metrics. With just a few exceptions, institutions met their degree targets. Under an earlier agreement, the state will not make adjustments based on degree targets until FY 2023. In this year's allocation, institutions received approximately \$29 million in operating funds to support efforts to increase the number of graduates with computer science and related degrees.

Virginia Military Institute: During the 2021 Special Session, the Governor and General Assembly approved \$1 million "to conduct an independent, third-party investigation of the culture, traditions, policies and practices of the Virginia Military Institute. The investigative team shall report its findings and recommendations to the State Council of Higher Education for Virginia." SCHEV staff is managing the procurement process and the contract with the entity that will conduct the investigation.

SCHEV Statement of Values: Over the last several months, SCHEV staff has been engaged in a conversation about its values. The conversations took on greater importance in light of the disruption and introspection brought about by the

pandemic and social justice activities. In December, under the leadership of Paula Robinson and a cross-agency workgroup, SCHEV adopted the following statement of values. The next steps involve aligning our policy and procedures with the values and upholding the commitments in our everyday work and interactions.

SCHEV aspires to be a great place to work. It is an environment of public servants committed to developing an educationally and economically sound, vigorous, progressive and coordinated system of higher education in Virginia. Values are the principles and ideals that help us make judgments about what is most important. As leaders and employees of the Commonwealth and SCHEV, we abide by the Commonwealth's Standards of Conduct for Employees and related policies and procedures as a starting place. Beyond that, **SCHEV values honesty, quality, diversity, inclusion, growth-orientation, personal well-being, equity, transparency and accountability**. To enact these values we are guided in our actions and decision-making by the following commitments:

- We fulfill all professional duties with honesty and integrity.
- We maintain a high standard of quality in our work and we embrace opportunities to improve.
- We recruit, hire, support and advance a diverse spectrum of individuals.
- We create a welcoming and inclusive environment where we celebrate the value and contributions of each person.
- We foster a culture that encourages growth through professional development, career pathways and collaboration.
- We encourage and support staff in maintaining a healthy and balanced life.
- We act equitably and work to remedy inequitable situations.
- We live and practice these values with transparency and accountability.

Through these values, we create a welcoming work environment that represents the best of who we are as an agency and as individuals.

SCHEV staff speakers (“Bookish Club”): We continue featuring outstanding speakers for staff as part of our “One SCHEV” initiative. In October, Dr. Cheryl Mango, assistant professor at Virginia State University, spoke to the staff about the history of Historically Black Colleges and Universities. In December, Rev. Ben Campbell, author of “Richmond’s Unhealed History,” spoke.

State Council of Higher Education for Virginia Agenda Item

Item: #III.F. - Council – Report on Higher Education Funding

Date of Meeting: January 11, 2021

Presenter: Wendy Kang, Director of Finance Policy & Innovation,
WendyKang@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: July 13, 2020

Action: Wendy Kang presented the preliminary report of the Virginia Higher Education Funding to the council member.

Purpose of the agenda item:

This agenda item provides background on trends in higher education funding as it relates to education and general support, commonly referred to as E&G. In November, SCHEV issued a [report on baselines and trends](#) related to E&G. In addition, several of the data points are used as an overview and [key facts](#) related to higher education. Staff will review highlights of this report, discuss how this serves as a basis to assess costs and needs and to identify several opportunities in the coming year for how these data can be used.

Background Information/Summary of Major Elements:

Higher education funding in Virginia education and general support (E&G) accounts for approximately 54% of all funding for higher education – about \$5.3 billion in funds annually. Understanding the funding of and costs related to higher education is an important aspect of determining future costs and potential areas of operational efficiencies. This can help with predictably planning for future funding needs from the state and the potential impacts on tuition and fees for students.

Virginia’s public higher education system consistently ranks high compared to other states when evaluating variables, including graduation rates, return on investment for graduates and student-to-faculty ratios. Virginia provides a relatively low level of state support (referred to as “general fund”) per student compared to other states. The lower levels of state support often correlate with higher tuition and fees when compared to other states. In addition, variations in tuition and fees over time often correlate with the state’s economic condition.

The major cost drivers in E&G are salaries and fringe benefits. About two-thirds of the costs lie in the area of instruction and academic support. Minimal changes in spending categories and programs at Virginia institutions have occurred in the past 10 years. The following report focuses on allocations through FY 2020 and highlights expenditures through FY 2019.

The following are some key facts related to higher education:

- **Total funding for higher education is over \$9.8 billion annually.** This includes all areas of higher education, such as E&G support, financial aid, non-E&G support (auxiliaries), research and other higher education areas. E&G accounts for about 54% of total funding.
- **The state provided over \$2.28 billion in FY 2020 for higher education.** About 75% of these funds support E&G costs. The remaining funding is for financial aid, research and other higher education programs (SCHEV, higher education centers, etc.).
- **Ten percent of state general fund in FY 2020 was dedicated to higher education – a four percentage point decline from FY 1993.** Higher education in Virginia is considered discretionary when compared to programs that have federal or constitutional obligations to provide fiscal support, such as Medicaid and pre-K-12 education.
- **Total state E&G funding amounts in FY 2020 have increased over the last few years, but have not returned to FY 2009 levels when the most recent recession occurred.** The state's highest level of E&G support for higher education occurred in FY 2001 when adjusted for inflation.
- **Tuition and fee increases largely correlate with decreases in state funding.** When accounting for all funding from the state (general fund) and tuition and fees (nongeneral fund), total funding per full-time-equivalent student has increased an average of 1% annually when adjusted for inflation.
- **State funding to support Virginia undergraduate students is below its goal.** The goal, established in 2004, and incorporated into the state Appropriation Act, is for the state to fund 67% of the cost of education (E&G) with the remaining 33% funded by students. For FY 2020, the state funded approximately 48% of the costs – 19 percentage points below the goal. Recent contributions by the state have increased this share in recent years. In FY 2021, the state contribution is expected to be 49%.
- **State funding per student is below national averages.** Virginia ranks 39th when compared to other states. It ranks 15th in tuition and fees.
- **Total funding per student in Virginia is slightly above the national average.** When factoring lower state funding and higher tuition and fees, Virginia's overall funding per student is \$15,333 compared to the national average of \$14,566.

While this is higher, Virginia ranks in the middle (25th) when compared to other states.

- **Instruction and academic support account for the majority of expenditures in E&G.** About 64% of expenditures in FY 2019 were in instruction and academic support. The remaining expenditures were in student support, institutional support, operations and maintenance, and research and public services.
- **Salaries and fringe benefits are the primary drivers of expenditures.** In FY 2019, personnel services accounted for 78% of E&G costs.
- **Virginia's cost per degree is lower than the national average and has decreased over time.** For each additional expenditure, Virginia's public institutions, on average, provide a better return on investment than other states and over time. Based on the calculation by the Lumina Foundation's Strategy Labs, the cost-per-degree year of all sectors was \$19,145 in Virginia compared to \$21,350 in the Southern Regional Education Board (SREB) states and \$23,350 nationally in a 10-year average of 2006-2015.

Materials Provided: None.

Financial Impact: None.

Timetable for Further Review/Action: As needed.

Resolution: None.

State Council of Higher Education for Virginia Agenda Item

Item: #III.G. – Council - Proposed Strategies and Draft of The Virginia Plan for Higher Education

Date of Meeting: January 11, 2021

Presenter: Marge Connelly
Chair, SCHEV Council

Emily Salmon,
Senior Associate

Purpose of this agenda item:

This agenda item summarizes The Virginia Plan six-year review and strategic planning process, activities and emergent themes from stakeholder input over the past 18 months. The strategies reflect the input and emergent themes that shaped revisions to The Virginia Plan’s approved goals.

The Virginia Plan Executive Summary:

Higher education transforms learners, cultivates talent and offers pathways to opportunity. Education is the rising tide that should lift all boats and *Pathways to Opportunity: The Virginia Plan for Higher Education* charts the course for doing so. The Plan reflects those near- and longer- term issues that significantly impact the landscape of higher education in the Commonwealth.

Developing this Plan amid the pandemic and the emergence of social justice issues sharpened the report’s focus on the challenges of equity, affordability and transformative outcomes—challenges not unique to Virginia. However, the Commonwealth is uniquely positioned to address these issues. The convergence of an equity-minded Council and state leadership together with support from the Lumina Foundation shows that the Commonwealth is ready to embrace the ambitious and interconnected goals set forth in The Plan. The events of 2020 reinforce that now is the time to focus on these efforts.

Emergent Themes

Several themes emerged from the year-long planning process. Results of a quantitative data analysis of the current state of higher education in the Commonwealth and comments and suggestions from a diverse group of higher education stakeholders confirm that *Pathways to Opportunity: The Virginia Plan* should:

- Emphasize the importance of equity as a specific goal and underlying element of The Plan.
- Ensure that The Plan’s vision, target, goals, strategies and measures are

linked closely.

- Enable clear connections between The Plan and SCHEV's day-to-day work and organizational commitment to diversity, equity and inclusion.
- Adopt deliberate and boldly aspirational goals in light of the pandemic and social justice issues.

In October, the SCHEV Council established three goals for higher education: it should be equitable, affordable and transformative.

- **Equitable:** Close access and completion gaps. Remove barriers to access and attainment especially for Black, Hispanic, Native American and rural students; students learning English as a second language; students from economically disadvantaged backgrounds; and students with disabilities;
- **Affordable:** Lower costs to students. Invest in and support the development of initiatives that provide cost savings to students while maintaining the effectiveness of instruction; and
- **Transformative:** Expand prosperity. Increase the social, cultural and economic well-being of individuals and communities within the Commonwealth and its regions.

These goals are the framework for The Plan's 10 strategies and five measures as well as the vision of "Best State for Education" and overall target of 70% educational attainment of all 25 to 64-year old working-aged Virginians.

Developing action plans is the next step in the planning process. The actions will reflect The Plan's ambitious nature and will require innovation and collaboration.

Background Information/Summary of Major Elements:

From July 2019 through December 2020, SCHEV staff and Council members engaged in a series of activities to help inform updates to The Virginia Plan for Higher Education – the statewide strategic plan developed in 2014. The updates are part of a review process occurring at least every six years as required in the Code of Virginia and ensuring the Plan remains relevant to the Commonwealth's needs. Most recently, in October, Council approved the three new goals for the revised Plan. The three goals as outlined above serve as the framework for the new Plan and the following strategies set forth for action by Council.

Goal 1: Equitable: Close access and completion gaps.

Strategies

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

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

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.

Goal 2: Affordable: Lower costs to students.

Strategies

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.

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

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

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

Goal 3: Transformative: Expand prosperity.

Strategies

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

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

S10: Cultivate innovation through scholarship, research and a diverse faculty.

Materials Provided:

A draft of *Pathways to Opportunity: The Virginia Plan for Higher Education* will be sent under a separate cover for Council to review. Some appendices are forthcoming.

Financial Impact:

No estimated impact at this time.

Timetable for Further Review/Action:

Today: Consider proposed modifications to strategies and provide input on the draft of The Plan. Direct agency staff to finalize the plan with incorporated Council input and develop a set of measures and targets as well as actions to support the approved strategies.

March: Provide the final Plan and update Council on actions, measures and targets.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia adopts the strategies recommended in support of the three goals of the statewide strategic plan for higher education in the Commonwealth, as discussed and agreed upon on October 27, 2020.

BE IT FURTHER RESOLVED that the State Council of Higher Education directs agency staff to develop, in collaboration with constituents and stakeholders, a set of potential measures and targets as well as actions to support the approved strategies and provide an update to Council by March 22, 2021.

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: October 27, 2020

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: March 20, 2002, July, 2002, September 2006

Action: The Council approved delegation of certain items to staff

Background Information/Summary of Major Elements:

Council delegated certain items to staff for approval and reporting to the Council on a regular basis.

Materials Provided:

Degree Program Actions:

George Mason University
Germanna Community College
Longwood University
Radford University
Virginia Commonwealth University

Diploma, Certificate, Discontinued and Modified Programs:

College of William and Mary
George Mason University
Thomas Nelson Community College
University of Virginia

Policies and Procedures for Internal and Off-Campus Organizational Changes:

George Mason University
Old Dominion University
Virginia Commonwealth University

Mission Statement Change:

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

Approvals:

Richard Bland College
University of Richmond
Washington and Lee University
Washington University of Virginia

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

Full Cost Report:

Financial Impact: N/A

Timetable for Further Review/Action: N/A

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

Resolution: N/A

Items Delegated to Director/Staff

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

Degree Program Actions

Institution	Degree/Program/CIP	Effective Date
George Mason University	Program Modification Approved: Add an online delivery format to the Master of Arts degree program in International Commerce and Policy (45.0901)	Spring 2021
George Mason University	Facilitated Staff Approval: Master of Science degree program in Kinesiology (31.0505)	Spring 2021
Germanna Community College	Facilitated Staff Approval: Associate of Applied Science degree program in Dental Hygiene (51.0602)	Spring 2021
Longwood University	Degree Designation Approval: Change the existing Bachelor of Science (B.S.) degree program in Business Administration (52.0201) to a <u>Bachelor of Science in Business Administration</u> (B.S.B.A.) in Business Administration.	Summer 2021
Radford University	Program Modification Approved: Add an online delivery format to the Master of	Spring 2021

Institution	Degree/Program/CIP	Effective Date
	Science degree program in Literacy Education (13.1315)	
Virginia Commonwealth University	New Degree Program Not Approved: Doctor of Philosophy degree program in Bioscience (26.0101)	October 15, 2020

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

Diploma, Certificate, Discontinued and Modified Programs

Institution	Degree/Program/CIP	Effective Date
College of William and Mary	Initiate the following new Certificate Programs: <ul style="list-style-type: none"> • Post-Baccalaureate in English as a Second Language (13.1401) • Post-Professional in English as a Second Language (13.1401) 	Spring 2021
College of William and Mary	Program Modification Approved: Add a face to face delivery format to the Graduate Certificate in Addictions Counseling (51.1501)	Spring 2021
George Mason University	Program Modification Approved: Add an online delivery format to the Graduate Certificate program in Advanced Biomedical Sciences (26.0102)	Spring 2021
George Mason University	Program Discontinuance: Discontinue the Graduate Certificate program in Conflict Resolution for Health Professionals (51.9999)	Spring 2021
George Mason University	Initiate the following new Certificate Programs: <p><u>Undergraduate</u></p> <ul style="list-style-type: none"> • Food and Beverage Management (19.0505) <p><u>Graduate</u></p> <ul style="list-style-type: none"> • Accounting for Government Contracts (52.0202) • Assistive Technology (19.0710) • Contemporary Dispute Resolution (30.2801) • Gifted Education (13.1004) • Secondary Education Licensure (13.1205) 	Spring 2021

Institution	Degree/Program/CIP	Effective Date
	<ul style="list-style-type: none"> Specialized Reading Instruction for Students with Specific Learning Disabilities (13.1011) 	
George Mason University	Certificate Program Not Acknowledged: Graduate Certificate program in Orthopedic Physician Extender for Athletic Trainers (51.2311)	November 5, 2020
Thomas Nelson Community College	Initiate the following new Certificate Programs: <ul style="list-style-type: none"> Dental Assisting (51.0601) Practical Nursing (51.3901) 	Spring 2021
University of Virginia	Initiate the following new Certificate Programs: <ul style="list-style-type: none"> Post-Baccalaureate in Accounting (52.0301) Graduate in Cyber-Physical Systems (14.9999) 	Spring 2021
University of Virginia	Program Discontinuances: Discontinue the following Certificate Programs: <ul style="list-style-type: none"> Undergraduate in Procurement and Contracts Management (52.0299) Graduate in Digital Marketing (52.0208) 	Spring 2021

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

Institution	Change/Site	Effective Date
George Mason University	Rename the School of Music to the Reva and Sid Dewberry Family School of Music . The school has been re-named to honor the Dewberrys’ legacy of financial support of the School of Music. The name change would also recognize Mr. Dewberry for his role in “gaining support from other community leaders to help build a world-class School of Music.”	January 1, 2021
Old Dominion University	Rename the Department of Ocean, Earth, and Atmospheric Sciences to the Department of Ocean and Earth Sciences . ODU indicates that the rename will accurately reflect the focus of the department, “faculty research activities, “and “academic programming” offered by the department.	December 5, 2020

Institution	Change/Site	Effective Date
Virginia Commonwealth University's	Create the Department of Endodontics and Oral Diagnostic Sciences from the reorganization of the Department of Endodontics and the Department of Oral Diagnostic Sciences. The Department will reside in the School of Dentistry. The reorganization will allow for administrative efficiency and a decrease in operation cost. The establishment of one academic unit will “more efficiently and productively manage the department” and “result in a cost savings of \$103,029 annually.”	December 1, 2020

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

Institution	Change/Site	Effective Date
Old Dominion University	Change the name of the Department of Management to the Department of Management and Entrepreneurship	November 30, 2020
Virginia Commonwealth University	Change the name of the Department of Kinetic Imaging to the Department of Kinetic Imaging and Sound Art	October 22, 2020