Agenda Book
October 25 - 26, 2021

Location:

J. Sargeant Reynolds Community College and Workforce Development Center

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

October 25-26, 2021, Council Meetings
Schedule of Events

J. Sargeant Reynolds Community College
1651 E. Parham Road
Richmond, VA 23228

October 25, 2021
Light refreshments will be available to Council members and staff

1:15 – 2:45	**Special Session (the Gallery in the Workforce Development building)** - Section I. on the agenda
3:00 – 5:00	**Academic Affairs Committee (the Gallery in the Workforce Development building)** - Section II on the agenda (Committee members: Henry Light (chair),Ken Ampy, Alex Arriaga, Jennie O'Holleran, Alvin J. Schexnider, Jeff Smith)
3:00 – 5:00	**Resources and Planning Committee (Room 138 in the Massey Library building)** – Section III on the agenda (Committee members: Victoria Harker (chair), Mirza Baig, John Broderick, Thaddeus Holloman, Stephen Moret, Katharine Webb)

October 26, 2021
Continental breakfast and boxed lunch will be available to Council members and staff

9:00 – 12:00	**Council Meeting (the Gallery in the Workforce Development building)** - Section IV on the agenda

NEXT MEETING: January 11, 2022 – SCHEV offices

STATE COUNCIL OF HIGHER
EDUCATION FOR VIRGINIA

October 25 - 26, 2021, Council Meetings Agenda
J. Sargeant Reynolds Community College

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I. Special Session: Board Member DEI Training with Velka Gatling, Director of Diversity Initiatives, Old Dominion University (the Gallery, Workforce Development Building) Monday, October, 25, 2021	1:15 p.m.	Dr. Gatling	
II. Academic Affairs Committee (The Gallery, Workforce Development Building) Monday, October, 25, 2021	3:00 p.m.		
II.A. Call to Order		Mr. Light	
II.B. Approval of Minutes from the September 13 Academic Affairs Committee	3:00 p.m.	Mr. Light	5
II.C. Action on Private Postsecondary Provisional Institutional Certification	3:05 p.m.	Dr. DeFilippo	9
II.D. Discussion of Student Learning Assessment and the Civic Learning and Democracy Engagement (CLDE) Initiative	3:30 p.m.	Dr. Fisler	14
II.E. Discussion of Virtual Library of Virginia and Open Educational Resources	3:50 p.m.	Ms. Osterman, Ms. O'Gara	18
II.F. Discussion of SCHEV Academic Program Evaluation Processes	4:20 p.m.	Dr. DeFilippo	20
II.G. Receipt of Report of the Staff Liaison to the Academic Affairs Committee	4:50 p.m.	Dr. DeFilippo	22
II.H. Motion to Adjourn	5:00 p.m.	Mr. Light	
III. Resources and Planning Committee (Room 138, Massey Library Building) Monday, October, 25, 2021			
III.A. Call to Order	3:00 p.m.	Ms. Harker	
III.B. Approval of Minutes from the September 13 Resources and Planning Committee	3:00 p.m.	Ms. Harker	26
III.C. Action on Institutional Performance Standards Certification for Virginia State University	3:05 p.m.	Dr. Huskey	30
III.D. Action on Proposed Amendments to the Virginia Tuition Assistance Grant Program Regulations	3:15 p.m.	Mr. Andes	32
III.E. Action on Enrollment Projections and Degree Estimates	3:25 p.m.	Mr. Massa	38
III.F. Action on Budget and Policy Recommendations for the 2022-24 Biennium: System Operations and Financial Aid	3:45 p.m.	Ms. Kang	65

III.G. Action on Budget and Policy Recommendations for the 2022-24 Biennium: Capital Outlay Budget	4:30 p.m.	Dr. Huskey	93
III.H. Motion to Adjourn	5:00 p.m.	Ms. Harker	
IV. Council Meeting (the Gallery, Workforce Development Building) **Tuesday, October, 26, 2021**			
IV.A. Call to Order	9:00 a.m.	Ms. Connelly	
IV.B. Approval of Minutes from September 13 Joint SCHEV/COP Meeting	9:05 a.m.	Ms. Connelly	103
IV.C. Approval of Minutes from September 14 Council Meeting	9:05 a.m.	Ms. Connelly	108
IV.D. Remarks of Paula Pando, President, J.Sargeant Reynolds Community College	9:10 a.m.	Dr. Pando	123
IV.E. Receipt of Report from the Agency Director	9:30 a.m.		124
IV.F. Discussion of Transfer Virginia Achievements and Unveiling of the Transfer Virginia Portal	9:45 a.m.	Ms. Parker, Dr. Smith	127
Break	10:30 a.m.		
IV.G. Discussion of Key Findings from the Annual Report on the Statewide Strategic Plan, *Pathways to Opportunity*	10:45 a.m.	Ms. Salmon	129
IV.H. Report of the Academic Affairs Committee	11:00 a.m.	Mr. Light	
IV.I. Report of the Resources and Planning Committee	11:20 a.m.	Ms. Harker	
IV.J. Receipt of Items Delegated to Staff	11:40 a.m.	Mr. Blake	131
IV.K. Old Business	11:45 a.m.	Ms. Connelly	
IV.L. New Business	11:50 p.m.	Ms. Connelly	
IV.M. Receipt of Public Comment	11:55 p.m.	Ms. Connelly	
IV.N. Motion to Adjourn	12:00 p.m.	Ms. Connelly	
<u>**NEXT MEETING**</u>: January 7, 2022 SCHEV			

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

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
SEPTEMBER 13, 2021
<u>**DRAFT MINUTES**</u>

Mr. Light called the meeting to order at 1:00 p.m., at Virginia State University. Committee members present: Henry Light, Chair; Alexandra Arriaga, Vice Chair; Ken Ampy, Jennie O'Holleran, and Jeffery Smith

Committee member absent: Alvin Schexnider.

Staff members present: Joseph G. DeFilippo, Sandra Freeman, Paula Robinson and Beverly Rebar.

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

<u>**DISCUSSION OF ACADEMIC AFFAIRS RESPONSIBILITIES**</u>

Dr. DeFilippo led a discussion about the committee's responsibilities. He described the SCHEV Academic Affairs division, which has two units that are assigned to Academic Affairs matters. Dr. DeFilippo referenced materials that provide a review of the policies relevant to the duties for the core academic affairs areas. Some policies generate more frequent agenda items for Council approval. Dr. DeFilippo described various advisory committees and other work coordinated at the staff level.

Dr. DeFilippo provided an overview of the Private Postsecondary Education unit of Academic Affairs, which is tasked with certification of private and out-of-state institutions. He described some of the issues that come up with regulation of private institutions and the levers that SCHEV has available for institutions that fail to comply. Dr. DeFilippo answered several questions from the members regarding the PPE functions and the certified schools.

<u>**MISSION STATEMENT CHANGE FOR THE UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE**</u>

Dr. DeFilippo introduced the categories of mission statement changes under the SCHEV policy. He described the request from the University of Virginia's College at Wise and said it is categorized as "expansion" of the mission under the policy and thus requires Council approval. Chancellor Donna Henry was present and provided some comments regarding the request.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following mission statement for The University of Virginia's College at Wise, to take effect thirty (30) days following adjournment of the 2022 General Assembly:

Through excellence in teaching, personalized attention and commitment to individual growth, the University of Virginia's College at Wise prepares students to be engaged citizens. Drawing upon its foundation as a public liberal arts institution in the Appalachian region, the College strives to build a diverse community of learners with the drive to serve and lead in their communities, the nation, and the world.

ACTION ON PRIVATE POSTSECONDARY INSTITUTIONAL CERTIFICATION

Dr. DeFilippo provided the background information for the item, which involves a change of ownership of a certified school. He explained that certification does not transfer upon change of ownership, so the new owner must apply for certification. Staff review of the application determined it to be in compliance with requirements, with the appropriate surety submitted.

On motion by Ms. O'Holleran, seconded by Mr. Smith, the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Eastern Virginia Career College to operate as a degree-granting postsecondary institution in the Commonwealth of Virginia, effective September 14, 2021.

ACTION ON PRIVATE POSTSECONDARY PROVISIONAL INSTITUTIONAL CERTIFICATION

Dr. DeFilippo introduced the item and described the criteria for provisional certification. He explained that the terms of the provisional certification do not provide for extension after a one-year period so if the school does not fulfill the terms, they will be required to reapply.

On motion by Ms. Arriaga, seconded by Ms. O'Holleran, the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia provisionally certifies Galen College of Nursing to operate a degree-granting postsecondary institution within the Commonwealth of Virginia, effective immediately for a period of one (1) year, in accordance with the conditions enumerated below:
1. **that, during the period of provisional certification, Galen 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, Galen College of Nursing shall be allowed to recruit and hire faculty and staff;**
3. **that, during the period of provisional certification, Galen 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 8VAC40-31-130(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 Galen College of The State Council of Higher Education for Virginia 17 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, Galen College of Nursing shall satisfy a site review conducted by SCHEV staff demonstrating that the facility conforms to 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, Galen 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 Galen College of Nursing's provisional certification shall lapse if conditions 5-8 are not fulfilled prior to September 14, 2022.

BE IT FURTHER RESOLVED that Council delegates to the SCHEV Director authority to confer full certification on Galen College of Nursing upon his determination, at a point in time prior to September 14, 2022, that Galen College of Nursing has satisfied all Virginia Administrative Code requirements, including, but not limited to, conditions specifically enumerated above.

REVIEW OF PROGRAM ANNOUNCEMENTS FROM PUBLIC INSTITUTIONS

Dr. DeFilippo introduced the item by referencing the list provided in the materials. He explained that the purposes of the Program Announcement in SCHEV policy are to alert the Academic Affairs Committee of new degree programs well before they are presented by staff for Council action; to give Committee members the opportunity to raise questions and requests for information; and to provide advance notice to other institutions of higher education so they can comment on issues related to program duplication. He noted several proposed programs that are closely related to programs at other institutions.

DISCUSSION OF OPEN VIRGINIA ADVISORY COMMITTEE AND SCHEV STRATEGIC PRIORITIES

Ms. Rebar introduced Mr. Ghaphery, Associate Dean for Scholarly Communications and Publishing at VCU. Mr. Ghaphery presented to the committee about Open Education in Virginia: Equitable, Affordable and Transformative, and responded to questions about faculty rewards, obstacles to adoption, and accessibility.

RECEIPT OF REPORT FROM ACADEMIC AFFAIRS COMMITTEE STAFF LIAISON

Dr. DeFilippo commented on the work of Academic Affairs staff.

ADJOURNMENT

Mr. Light adjourned the meeting at 2:46 p.m.

_____
Henry Light
Chair, Academic Affairs Committee

_____
Beverly Rebar
Staff, Academic Affairs

State Council of Higher Education for Virginia
Agenda Item

Item: #II.C **-** Academic Affairs– Action on Private Postsecondary Provisional Institutional Certification

Date of Meeting: October 25, 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 one postsecondary institution for provisional certification by Council, in accord with Code of Virginia §23.1-219.

Background Information/Summary of Major Elements: This agenda item presents one application from a prospective in-state institution of higher education for provisional certification to operate in Virginia. Provisional certification is a specific category of authorization in the Virginia Administrative Code that allows the institution a one-year period within which it may advertise, complete necessary build-outs and renovations, hire staff, recruit students, and fulfill other requirements of certification. The terms of provisional certification, and conditions for achieving full certification, are detailed in the resolution below regarding **Clover University**. The institution will be prohibited from enrolling students until it meets the requirements for full certification, and authority is delegated to the SCHEV Director to confer full certification upon his determination that all necessary conditions have been met. The one-year period of provisional certification is mandated by the Virginia Administrative Code. Any school failing to secure full certification within the one-year period must reapply for certification (i.e., an existing provisional certification may not be "extended").

Materials Provided:

- Clover University application summary.

Financial Impact: Clover University 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 this agenda item supports the following strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:

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

Resolution: See the attached Application Summary.

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Clover University
Application Summary

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School Overview
Clover University is a newly created in-state, online, proprietary institution of higher education seeking provisional certification to operate from the Tysons Corner area in northern Virginia. The school is owned and operated by Clover University, LLC, and has expressed its intention to seek institutional accreditation from the Distance Education Accrediting Commission (DEAC).

School Officers
President – Isabella Ruble, Ph.D.

School Mission Statement
Clover University's mission statement is as follows:

> *Clover University is an institution of higher education providing highly specialized, cutting edge, graduate education that is delivered in an online formation by world class faculty. Clover University relies on a creative, empathic, and inspiring student-centered approach, that focuses on excellence in teaching and research, while supporting each student throughout their journey. Our mission is to provide students with the theoretical and applied knowledge required to excel in high demand jobs across various sectors of the economy. Our caring and engaged faculty are committed to provide our diverse and talented student body with the attention needed to foster creativity, independent and critical thinking, as well as high ethical values.*

Proposed Educational Programs and Credentials
- Master of Science in Applied Computational Economics
- Master of Science in Applied Computational Economics and Sustainable Energy
- Master of Science in Data Analytics and Sustainable Energy
- Graduate Certificate in Applied Computational Economics
- Graduate Certificate in Data Analytics
- Graduate Certificate in Data Analytics and Energy

Proposed Location
The campus will operate from:

1934 Old Gallows Road, Suite 350
Tysons Corner, VA 22182

Financial Stability Indicator
Clover 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 3.0 out of a possible 3.0, which indicates the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument
Clover University will not be permitted to charge tuition or educational fees to students during the period of provisional certification and is therefore not required to secure a surety instrument at the present time. Submission of a surety instrument in the appropriate amount will be required as a condition of full certification.

Evidence of Compliance

Virginia Administrative Code Citation	Area of Compliance
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 provisional certification of **Clover University** to the Academic Affairs Committee for approval with conditions as described in the resolution.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia provisionally certifies Clover University to operate a degree-granting postsecondary institution within the Commonwealth of Virginia, effective immediately for a period of one (1) year, in accordance with the conditions enumerated below:

1. **that, during the period of provisional certification, Clover University shall be allowed to advertise and receive student applications, but not actually enroll or instruct students;**

2. **that, during the period of provisional certification, Clover University shall be allowed to recruit and hire faculty and staff;**

3. **that, during the period of provisional certification, Clover University may not collect tuition from prospective students, though it may collect initial non-refundable fees of no more than $100, as per 8VAC40-31-130(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 Clover University'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, Clover University shall satisfy a site review conducted by SCHEV staff demonstrating that the facility conforms to 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, Clover University 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 Clover University's provisional certification shall lapse if conditions 5-8 are not fulfilled prior to October 26, 2022.

BE IT FURTHER RESOLVED that Council delegates to the SCHEV Director authority to confer full certification on Clover University upon his determination, at a point in time prior to October 26, 2022, that Clover University has satisfied all Virginia Administrative Code requirements, including, but not limited to, conditions specifically enumerated above.

State Council of Higher Education for Virginia
Agenda Item

Item: #I.D - Academic Affairs – Discussion of Student Learning Assessment and the Civic Learning and Democracy Engagement (CLDE) Initiative

Date of Meeting: October 25, 2021

Presenter: Dr. Jodi Fisler
Senior Associate for Assessment Policy & Analysis

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 provide the Academic Affairs Committee with information about SCHEV's responsibility for student learning assessment at public institutions of higher education and SCHEV's recent endorsement of a national effort to promote civic learning and democracy engagement. The Committee is invited to engage in discussion to inform staff work going forward.

Background Information/Summary of Major Elements: SCHEV has a responsibility to "develop guidelines for the assessment of student achievement" in cooperation with public institutions of higher education. Institutions have a responsibility to "use an approved program that complies with the guidelines of the Council and is consistent with the institution's mission and educational objectives in the development of such assessment." SCHEV's guidelines establish parameters for academic subjects to be assessed, timelines, and the public reporting of assessment results. Civic engagement is included in the guidelines as a subject for assessment.

In keeping with the interest in civic engagement as a higher education priority, SCHEV has recently signed on to the Civic Learning and Democracy Engagement (CLDE) initiative, which calls for "civic inquiry, practice in civil discourse and collaborative work on real-world public problems to be part of each postsecondary student's educational pathway." (See the attached press release for more information.)

The staff presentation will review SCHEV's assessment guidelines, the CLDE initiative, and their intersection with SCHEV's current strategic priorities.

Materials Provided:

- "SCHEV Joins Leading Higher Education Organizations to Engage College Students in Civic Learning and Democracy Engagement (CLDE)," September 28, 2021 press release.
- A PowerPoint presentation will be provided.

Financial Impact: N/A

Timetable for Further Review: N/A

Relationship to Goals of The Virginia Plan for Higher Education: The assessment related work of the Academic Affairs Committee supports the following goals of *Pathways to Opportunity: The Virginia Plan for Higher Education*:

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

Resolution: N/A

SCHEV JOINS LEADING HIGHER EDUCATION ORGANIZATIONS TO ENGAGE COLLEGE STUDENTS IN CIVIC LEARNING AND DEMOCRACY ENGAGEMENT (CLDE)

Sep 28, 2021, 11:09 AM
Contact:
Laura Osberger
(804) 387-5191
Lauraosberger@schev.edu

September 28, 2021

RICHMOND - The State Council of Higher Education for Virginia (SCHEV) today joined forces with dozens of higher education and student success organizations to announce a Shared Commitment to make democracy learning a top priority for postsecondary education.

Democracy faces monumental challenges in the U.S. and worldwide, and in this pivotal era, the Shared Commitment calls on the higher education community to take concerted action to help build Americans' readiness to tackle urgent public problems together.

Urging "equity-committed civic learning," the Shared Commitment signatories call for civic inquiry, practice in civil discourse and collaborative work on real-world public problems to be part of each postsecondary student's educational pathway.

SCHEV Director Peter Blake explained, "One of the three goals set forth in *Pathways to Opportunity: The Virginia Plan for Higher Education* is to be transformative, increasing the social, cultural and economic well-being of individuals and communities within the commonwealth. Civic learning is one important vehicle for that transformation. By thoughtfully incorporating civic learning into their academic and extracurricular programs, Virginia's colleges and universities are equipping students with knowledge and skills that will benefit not only the students themselves, but their families and communities now and well into the future. Many of our public institutions have been doing excellent work in this area for years, and we are excited to see even more institutions now giving it the consistent attention it deserves."

Virginia is one of three state systems that have launched comprehensive initiatives in recent years to advance civic learning for all students in their two-year and four-year public higher education institutions. In 2017, SCHEV added civic engagement as a core competency that all public colleges and universities are required to assess among their undergraduates. Some institutions have integrated civic learning experiences into their general education curricula, while others have promoted community-based teaching strategies or expanded opportunities for students to practice civic and democratic skills outside the classroom. Dr. Jodi Fisler, senior associate for assessment policy and analysis, leads SCHEV's work related to civic engagement, collaborating with institutional assessment staff, faculty developers, and other faculty and staff who have a particular interest in promoting students' civic knowledge, skills and participation.

"Given our history, the Commonwealth of Virginia and its institutions of higher education have a unique opportunity to play a leadership role nationally in civic engagement work," noted James Madison University president Jonathan Alger. "SCHEV has worked with our institutions to ensure that civic engagement is a meaningful part of the learning experience both in and outside the classroom, and to prepare students to be active citizens who understand their responsibilities as well as their rights in a democratic society. These efforts will help students develop skill sets in areas such as

communications, teamwork, critical thinking, information literacy, problem-solving and ethical reasoning that will help them to have productive lives and careers."

The Shared Commitment pledge was organized by the Civic Learning and Democracy Engagement (CLDE). Founded by the Association of American Colleges and Universities (AAC&U), the State Higher Education Executive Officers Association (SHEEO), Complete College America (CCA) and College Promise, CLDE is working in partnership with civic learning organizations and initiatives across the United States.

For more information about the CLDE movement and its goals, visit http://www.collegeciviclearning.org/.

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State Council of Higher Education for Virginia
Agenda Item

Item: #II.E - Academic Affairs– Discussion of Virtual Library of Virginia and Open Educational Resources

Date of Meeting: October 25, 2021

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Presenters: Ms. Anne Osterman
Director, Virtual Library of Virginia (VIVA)

Ms. Genya O'Gara
Deputy Director, Virtual Library of Virginia (VIVA)

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 provide the Academic Affairs Committee with information about the work of the Virtual Library of Virginia (VIVA), particularly with regard to innovation and expansion of open education resources.

Background Information/Summary of Major Elements: VIVA, Virginia's academic library consortium, supports education about and the use of Open Educational Resources (OER) throughout Virginia higher education in a variety of ways. Relevant programs include the VIVA Open Grant program, which provides funding for instructors to develop open course content that can be made available to students for free; an Open Education Network System Membership, which enables VIVA to train library leaders who then hold workshops for faculty on the importance of no-cost course materials and how to find them; and the Course Mapping Project, which locates and makes available OER that can be used in high enrollment courses in Virginia and incorporates review by Virginia faculty members.

Materials Provided: A PowerPoint presentation will be provided.

Financial Impact: N/A

Timetable for Further Review: N/A

Relationship to Goals of The Virginia Plan for Higher Education: The work of VIVA supports the following goals of *Pathways to Opportunity: The Virginia Plan for Higher Education*:

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

Resolution: N/A

State Council of Higher Education for Virginia
Agenda Item

Item: #II.F - Academic Affairs Committee– Discussion of SCHEV Academic Program Evaluation Processes

Date of Meeting: October 25, 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: The purpose of this agenda item is to provide the Academic Affairs Committee with information about SCHEV policies relating to the approval of new degree programs and the productivity of existing degree programs at public institutions of higher education. The Committee is invited to engage in discussion to inform staff work going forward.

Background Information/Summary of Major Elements: SCHEV has certain responsibilities related to academic degree programs at public institutions, specifically, to "review and approve or disapprove all new undergraduate or graduate academic programs that any…institution…proposes," and to "review and require the discontinuance of any undergraduate or graduate academic program that is presently offered by any public institution of higher education when the Council determines that such academic program is…nonproductive…or…unnecessarily duplicative of academic programs offered at other public institutions of higher education."

SCHEV has specific procedures and criteria of evaluation articulated in each of these policies, which determine recommendations staff brings to the Academic Affairs Committee for action. The staff presentation will review these procedures and criteria, and their intersection with SCHEV's current strategic priorities.

Materials Provided: A PowerPoint presentation will be provided.

Financial Impact: N/A

Timetable for Further Review: N/A

Relationship to Goals of The Virginia Plan for Higher Education: The academic program related work of the Academic Affairs Committee supports the following goals of *Pathways to Opportunity: The Virginia Plan for Higher Education*:

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

Resolution: N/A

State Council of Higher Education for Virginia
Agenda Item

Item: #II.G - Academic Affairs – Report of the Staff Liaison to the Academic Affairs Committee

Date of Meeting: October 25, 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, October 25, 2021

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

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State Committee on Transfer

- The State Committee on Transfer (SCT) met on September 15, 2021 via video conference. Dr. Paul Smith discussed the status of the Passport and Uniform Certificate of General Studies implementation as well as led discussions on updates to the State Policy on College Transfer and SCT Bylaws. The State Policy on Transfer was last updated and approved by Council in July 2016. The update is necessary to reflect the addition of new transfer policies over the last two years. The SCT Bylaws were last updated in 2012. The SCT felt it necessary to update the bylaws to accurately reflect the current operations of the committee. The SCT normally meets twice a year in the Spring and Fall but the meeting schedule and format have been adjusted to accommodate social distancing guidelines. Instead of a single full-day meeting the SCT has held several shorter video conferences and will hold the next meeting on November 10, 2021.

2021 Private Postsecondary Education (PPE) Recertification

- For the second year, the PPE section utilized its online portal for the annual recertification of approximately 235 private and out-of-state institutions that require SCHEV certification to operate in Virginia. To date, PPE staff have reviewed documentation submitted during the recertification window, which began on May 3 and ended on October 4, 2021. PPE staff have until November 30, 2021, to complete this annual review.

  Seven schools decided not to recertify with SCHEV, citing declining enrollment as the reason for their closure. PPE staff are working with these schools to ensure proper maintenance of student records.

Orientation Session for Schools Seeking Certification

- PPE staff virtually convened a group of prospective school owners on October 19. This orientation is the first step in the application process for entities seeking certification to operate a postsecondary school in Virginia. Staff presented participants with an overview of the laws and regulations pertaining to the operation of a private postsecondary school and a summary of the certification process. The orientation also included detailed instructions on how to complete the certification application. There were five participants from degree-granting and seven vocational school representatives in attendance.

Staff Activities and Recognition

Darlene Derricott and Emily Hils
- Attended the National Council for State Authorization Reciprocity Agreements (NC-SARA) Virtual State Portal Entity (SPE) Conference on September 1-2. Dr. Marianne Boeke, NC-SARA Senior Director for Research and State Support, welcomed member states and provided updates on the federal higher education landscape's impact on SARA. Presentations included information on NC-SARA's policy revision cycle, assessment of institutional financial stability, state authorization capacity research, administrative updates, and application process best practices. Ms. Derricott served on the Institutional Applications panel and shared effective practices for reviewing SARA institution applications.

Jodi Fisler
- Addressed the University System of Maryland's Council for the Advancement of Teaching & Learning on September 15 to talk about Virginia's statewide faculty development initiatives.
- Attended and co-led the fall meeting of the Virginia Educational Development Collaborative at Washington & Lee University on October 13.

Ashley Lockhart
- Hosted an information session on restorative practices in student sanctions for the Sexual Violence Advisory Committee (September 17). Topics included types of adaptable resolutions, information on campus implementation, and the Campus PRISM (Promoting Restorative Initiatives for Sexual Misconduct) Project, which provides a framework for institutions to use.

Beverly Rebar:

- Convened the Open Virginia Advisory Committee on October 7. Topics included member updates and discussion of future events and outreach programs.
- Attended the VIVA Open and Affordable Course Content Forum on September 24.
- Attended the Military and Veterans Education Summit on September 22 and 23.

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, Senior Associate for Assessment Policy & Analysis
Ms. Emily Hils, Academic Programs and Services Specialist
Ms. Ashley Lockhart, Associate 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, Support Specialist

Private Postsecondary Education

Mr. Richard Cole, Certification Specialist
Ms. Sandra Freeman, Director, Private Postsecondary Education
Ms. Kathleen Kincheloe, Compliance Specialist
Ms. Monica Lewis, Fiscal Specialist
Ms. Jacqueline Noggins, Administrative Assistant
Ms. Sylvia Rosa-Casanova, Senior Associate for Private Postsecondary Education
Ms. Stephanie Shelton, Administrative Assistant
Mr. Alfonso Wells, Compliance Investigator

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
RESOURCES AND PLANNING COMMITTEE
SEPTEMBER 13, 2021
<u>DRAFT</u> MINUTES

Ms. Webb called the meeting to order at 1 p.m. in the Barrett room in Virginia Hall at Virginia State University. Committee members present Mirza Baig, John Broderick, Marge Connelly, Victoria Harker (via WebEx), Chair Thaddeus Holloman, Henry Light, Stephen Moret and Katharine Webb.

Staff members present Tom Allison, Peter Blake, Grace Covello, Jean Huskey, Wendy Kang, Tod Massa, Kristin Whelan and Yan Zheng.

Others present Ramona Taylor, Robert Lambeth,

<u>DISCUSSION OF RESOURCES AND PLANNING COMMITTEE RESPONSIBILITIES</u>

Ms. Kang provided an overview of the responsibilities of the Resources and Planning committee.

The action items that the committee is responsible for include the following:

- Budget and policy recommendations related to operations, financial aid and capital (every year in October).
- Domicile guidelines (updated as necessary).
- SCHEV administered financial aid program regulations and guidelines, including undergraduate aid, tuition assistance grant, workforce credential grant, Virginia Military Survivors Program, etc. (updated as necessary).
- Institutional Performance Standards: A review occurs every two years (during the even year) but if institutions do not meet standards, then an interim review may be requested.
- Enrollment estimates and degree projections (every two years during the odd year).
- Other items as assigned by the Governor or General Assembly.

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

- Cost and funding need study.
- Launch system to support aid for undocumented students.
- Rollout of statewide internship program (added funding in FY 2022).
- Launch of loan ombudsman course.
- Expanded access partnerships with VDOE and VA 529; new GEAR UP grant.
- Award letter standardization.
- Fall and annual enrollment updates.
- Six-year planning with institutions.

- Review and update to Institutional Performance Standards (delayed during cost study).
- Review of capital outlay processes (delayed during cost study).
- Fiscal sustainability reviews (awaiting reports from APA).
- Ongoing rollout of Insights.
- Ongoing data updates on the SCHEV data research website.

Finally, SCHEV issues several reports throughout the year that relate to topics covered by the resources and planning committee. These include the following:
- Tuition and fees report.
- Budget and policy recommendations.
- Higher Education Funding: Trends and Baselines.
- Workforce Credential Grant Annual Report.
- Office of the Qualified Loan Ombudsman Annual Report.
- Insights (shorter write-ups on current topics).

DISCUSSION OF INSTITUTIONAL PERFORMANCE STANDARDS AND VIRGINIA STATE UNIVERSITY

Dr. Huskey reviewed the institutional performance standards. Virginia State University's measures fell short on the financial and administrative standards, meaning the institution scored less than 80%. VSU scored 78%. At the October meeting, Council will bring recommendations regarding certification for 2021-22. Certification imparts certain financial benefits to the institution.

DISCUSSION OF ENROLLMENT PROJECTIONS AND DEGREE ESTIMATES

Mr. Massa joined the meeting to the enrollment projections and degree estimates. The focus has been on the projections of growth in high school graduates. Virginia is looking at a 6% decline in high school graduates. Some other states are facing up to a 20% decline in high school graduates. These projections are informed by looking at birth rates, among other factors.

For the current year, Radford University and George Mason University are projecting increases in growth.

Overall, the estimate was that there were spaces for 52,000 students, when, in fact, we expect 50,000 students. There will be fewer wealthy and white students in college and there will be more competition for these students.

The Virginia Community College System (VCCS) will be enrolling students in the G3 program. There are no predictions about growth in enrollment through G3 yet, about 1/3 are new students and others are already enrolled.

According to these projections, Virginia will not achieve the goal target of degree holders, falling short by 88,000 or less by 2025.

The public institutions are planning for an increase of 20% in graduate enrollments.

These projections represent a desired stability, are conservative and many institutions do not know what the future will bring. The Council discussed strategies for attracting and retaining students in the future.

DISCUSSION OF DRAFT BUDGET AND POLICY RECOMMENDATIONS FOR 2022-2024

Ms. Kang discussed the draft and budget policy recommendation themes for 2022-2024 and how they relate to the Pathways to Opportunity.

Staff has been examining ways to close the gap in student success. The most direct way is through financial aid and through student success initiatives. Staff is also looking at ways to help institution build their endowments to support low income students. SCHEV will look at incorporating concepts developed from the July cost study into the second year.

The non-discretionary costs that we expect include a projected growth in operational areas. We estimate that 25% percent of institutional cost is non-personnel and that 26 million dollars will be needed to cover the non-discretionary costs alone.

In the discretionary area, we are focusing on talent and faculty. Looking at a peer model, Virginia is currently in the 30th percentile in faculty salaries. We want to increase faculty and staff salaries at a rate of 3% per year. The state usually provides this but with the cost/fund, split we have asked the institutions to front 50% of this so the state can choose to invest more money to avoid tuition and fees increases.

Other recommendations include the following:

- Student success initiatives - increase student support in mental health and disability services.
- Talent pathways – support technology and public health pathways. Provide additional investments for students who are participating in internships, curriculum re-design and outreach to potential employers.
- Inclusive excellence - $100 million per year would improve student success, talent and inclusive excellence.
- Undergraduate financial aid – the $30 million increase in aid is encouraging. SCHEV wants to drive more funds to the institutions with the highest number of students with unmet needs. These institutions usually have the highest number of Pell-eligible students. At the 6 institutions with the highest unmet need, students have about $1400- $1700 unmet per student.
- Endowment match – high unmet need institutions typically have low endowments. If the institution is able to leverage a match on scholarship money, the state could provide a match and ongoing dividends for the coming years. We should consider limiting to institutions with endowments under a certain threshold. Also consider making it a progressive match as institutions admit more Pell grant students, the match in endowment funds increases.
- Graduate education – additional aid could help to meet its goals. Diversity of faculty and staff would also be supported by additional aid.

- Tuition Assistance Grants – is currently increased to $4000 per student, about $1.8 million per year.
- Tuition equity and aid provision – recent legislation provided a new path for students whose legal status does not permit them to qualify for in-state tuition. Launching the fall, there are additional costs related to this effort.
- Capital – we are waiting for the data from the Virginia Department of Planning and Budget and hope to have that for the October meeting.

MOTION TO ADJOURN

The Chair adjourned the meeting at 2:45 p.m.

_____
Katharine Webb
Council Member

_____
Kristin Whelan
Interim Director, Executive and Board Affairs

State Council of Higher Education for Virginia Agenda Item (Draft)

Item: #III.C. - Resources and Planning Committee – Action on Institutional Performance Standards Certification for Virginia State University

Date of Meeting: October 25, 2021

Presenters: Dr. Jean Huskey
Assistant Director of Planning and Finance
jeanmottley@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
Date: September 13, 2021
Action: Staff discussed this item with the Resources and Planning Committee.

Purpose of Agenda Item: The purpose of this agenda item is to take action on a recommendation from the Secretary of Finance regarding the Institutional Performance Standards (IPS) certification for Virginia State University for 2021-22. If certified, the institution will be eligible to receive financial benefits associated with IPS certification.

Background Information/Summary of Major Elements: During the biennial IPS assessment in 2020, SCHEV took action regarding the certification of the institutions for the two-year period of 2020-21 and 2021-22. However, VSU received certification for only 2020-21 because it did not achieve a passing rate on the financial and administrative standards. In particular, the Auditor of Public Accounts issued a material weakness related to VSU's handling of two grant programs from the National Institute of Food and Agriculture (NIFA), where the university was responsible for repayment of disallowable costs in 2015 and 2016. Council decided to request an interim review of the standards by the Secretary of Finance's office to determine certification for 2021-22.

The Secretary of Finance's office recently sent a letter indicating that over the past year, staff at the Department of Planning and Budget had worked closely with VSU to ensure the NIFA issued is resolved. Secretary of Finance Joe Flores recommends certification for VSU for 2021-22. Staff concurs with this recommendation.

Materials Provided: None

Financial Impact: The benefits for which VSU is eligible include interest on tuition and fees and other nongeneral Educational and General revenues deposited into the state treasury; a pro rata amount of the rebate due to the Commonwealth on credit card

purchases of $5,000 or less made during the fiscal year; and a rebate on any transaction fees for the prior year for sole source procurements made by the institution using a vendor that is not registered in the state procurement system, eVA.

Timetable for Further Review: The biennial assessment process for the standards will take place in 2022.

Relationship to Goals of The Virginia Plan for Higher Education:
The assessment of Institutional Performance Standards by SCHEV is aligned to the Affordable goal in The Virginia Plan through Strategy S7: Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.

Resolution:

BE IT RESOLVED that consistent with § 23.1-206, Code of Virginia, the State Council of Higher Education for Virginia certifies for 2021-2022 that Virginia State University has satisfactorily met the performance standards of the Virginia Higher Education Opportunity Act and Appropriation Act.

State Council of Higher Education for Virginia
Agenda Item

Item: #III.D. – Action on Proposed Amendments to the Virginia Tuition Assistance Grant Program Regulations

Date of Meeting: October 25, 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: July 13, 2021
    Action: Reviewed proposed amendments to TAG regulations

Purpose of Agenda Item:
Under the 2020 and 2021 Acts of Assembly, legislators first eliminated and then reinstated - at a reduced amount - the availability of the Virginia Tuition Assistance Grant Program (TAG) to students enrolled in an online education or distance learning program. These proposed amendments to program regulations formally provide the administrative guidance necessary to ensure institutional compliance with state law.

Background Information/Summary of Major Elements:
Since 1973, the Virginia Tuition Assistance Grant Program (TAG) has provided state grants, projected to be $4,000 for undergraduate students in FY 2022, to eligible Virginians enrolled at one of 28 participating private Virginia nonprofit colleges and universities.

SCHEV is responsible for program oversight including the development and adoption of TAG regulations when program changes are authorized by state legislation. During the 2020 session of the General Assembly, TAG for online education or distance learning programs was scheduled to be phased out beginning in FY 2021. Phasing out TAG for online degree students primarily impacted Bluefield College, Liberty University, Mary Baldwin University and Regent University but had a marginal to no impact on the remaining institutions. The TAG online exclusion was amended in the 2021 session with TAG restored for online education or distance learning programs at a reduced rate (projected to be half of the standard award).

In developing the new regulatory language, SCHEV created definitions for terms used uniquely within the legislation, such as "enrolled exclusively," and expanded definitions for terms such as "online education or distance learning." The proposed regulation amendments also include instructions on how to determine which online

education or distance learning students remain eligible for TAG at the FY2020 award amounts and which online education or distance learning students are eligible for a reduced award.

The proposed regulation amendments include an updated definition of "domiciliary resident" in accordance with recent changes to the statute. Finally, the proposed amendments include the new institutional program eligibility requirement that participating institutions be in compliance with the SCHEV Financial Aid Award Letter Policies and Guidance.

Materials Provided:
The proposed amendments are included for Council review.

Financial Impact:
These changes do not create a new financial impact on the program but are in consistent with legislative changes that are already in practice.

Relationship to Goals of The Virginia Plan for Higher Education:
TAG is a financial aid program that addresses affordability for students enrolled a Virginia private non-profit college or university.

Timetable for Further Review/Action:
This item was reviewed in the July 2021 meeting and is now before the Council for final approval.

Resolution:

   BE IT RESOLVED that the State Council of Higher Education for Virginia approves the proposed amendments to the Virginia Tuition Assistance Grant Program regulations and further authorizes staff to make non-substantive changes as directed during the remainder of the promulgation process.

Selected text from existing regulations. An underline and strikethrough indicates new or deleted text.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

CHAPTER 71
VIRGINIA TUITION ASSISTANCE GRANT PROGRAM REGULATIONS

8VAC40-71-10. Definitions.

"Domiciliary resident" means a student who is determined by the enrolling institution to be a domiciliary resident of Virginia under § 23.1-502 of the Code of Virginia and augmented by the Domicile Guidelines or provided the equivalent educational benefits of the same under §§ 23.1-505 or 23.1-505.1 of the Code of Virginia~~deemed as domiciled as specified by .§ 23-7.4 of the Code of Virginia and the council's guidelines for domiciliary status determinations~~. In cases where there are disputes between students and the enrolling institutions, the council shall make the final determinations (see 8VAC40-71-40 E).

8VAC40-71-20. Institutional participation in the program: application procedures.

3. Certifications from the institution's chief executive officer that the institution:

    g. Are in compliance with the SCHEV Financial Aid Award Letters Policies and Guidance by providing a sample of a new student undergraduate award notification for SCHEV review.

8VAC40-71-70. Administration of awards for students enrolled into online education or distance learning programs

A. Definitions: For purposes of this section only, the following definitions apply:

Distance learning program: A program of study with degree completion requirements that are unique to students intending to receive instruction primarily or solely through distance learning. This definition acknowledges that distance learning programs occasionally require an on-campus or other in-person course. If an institution does not differentiate between the two modes of degree requirements, the phrase refers to any term in which the student is enrolled entirely in distance learning courses. (See "Online education or distance learning.")

Distance learning student: Includes any student placed into a distance learning program. Students enrolling into a course that is required by their distance learning program of study to be on-campus or in-person are still be considered a distance learning student. (See "Online education or distance learning.")

Enrolled exclusively: Refers to the student's participation in a distance learning program by declaring the intent to complete a degree through this mode of delivery. A place-based student taking online courses as a supplement to their education is not "enrolled exclusively" in a distance learning or on-line education program.

Maintain(s) enrollment: The student enrolls into at least one course in any term per fiscal year (fall/winter/spring, if applicable) at a VTAG-eligible institution, whether as a continuing student or as a transfer student. Such term does not require that the student maintain enrollment in a summer term.

New incoming student (enrolled exclusively in an online education or distance learning program): For purposes of this restriction, any student who was not enrolled as a distance learning student into a VTAG-eligible institution in the 2019-20 academic year, which includes incoming first-year students

beginning as of fall 2020, students previously enrolled at the institution and transfer students that were not enrolled at a VTAG-eligible institution in 2019-20 in a distance learning program, regardless of class level.

Online education or distance learning (distance learning): An option for earning course credit at off-campus locations via cable television, internet, (telecommunication) satellite classes, videotapes, correspondence courses, or other means. Such phrase includes online education ("internet"). All instruction that is not otherwise covered under the definition of "place-based instruction" is considered to be distance learning.

Place-based instruction: Often referred to as "residential learning," instruction that the institution has determined to be delivered at a specific physical location under the control of the institution. Such phrase includes instruction that takes place in a standard in-class setting though remote participation may be available. The phrase includes on-campus residential learning, satellite locations specified by the institution, internships and residencies.

Place-based student: A student pursuing a degree predominantly by place-based instruction. Such definition includes students whose course selections in a given term include, though not exclusively, distance learning courses.

VTAG-eligible: Such student is eligible to receive a VTAG award as long as all VTAG criteria are met, subject to VTAG application deadlines and available funding.

B. Exempt distance learning students.

  1. "Exempt distance learning students" are returning students who were enrolled as a distance learning student in 2019-20 at a VTAG-eligible institution. These students are exempt from the requirement that VTAG awards for distance program be limited to up to $2,000.

  2. Exempt students may receive a VTAG award of up to the 2019-20 award amounts as long as the student is VTAG-eligible.
      a. Exempt undergraduate students may receive a VTAG award at the 2019-20 maximum annual award amount for undergraduate students, which was $3,400, split into $1,700 awards each for fall and spring terms.
      b. Exempt graduate students may receive a VTAG award at the 2019-20 maximum annual award amount for graduate students, which was $1,700, split into $850 awards each for fall and spring terms.
      c. If funding levels are insufficient to provide full awards for all priority VTAG-eligible students, these award levels may be reduced at the same rate of reduction used for all other priority VTAG awards for the same term.

  3. Exempt distance learning students remain eligible for the 2019-20 award levels under the following conditions:
      a. "as long as the student maintains enrollment in each successive fiscal year, unless granted an exception for cause by SCHEV,"
          (1) Maintains enrollment, as defined, each fiscal year.
              i)   Students maintaining enrollment retain current and future eligibility at the 2019-20 award levels as long as the student is VTAG-eligible.
              ii) Non-enrollment in a summer term does not disqualify the student.
          (2) Students failing to maintain continuous enrollment due to circumstances beyond their control may appeal to SCHEV. SCHEV authorizes the institutions to grant exceptions for breaks in enrollment specifically due to a military-related move or a verified health-related circumstance.

  b. "until current degree completion"
   (1) Eligibility at the 2019-20 award levels continues until completion of the degree level at which the student was last enrolled in 2019-20.
    i) If the student's 2019-20 enrollment included multiple degree levels, eligibility tracks with the last degree level officially recognized in 2019-20.
    ii) Eligibility at the 2019-20 award levels is not impacted by a change in major as long as the student remains enrolled within the same degree level.
   (2) Eligibility at the 2019-20 award levels does not extend to a subsequent second degree at the same level, even if continuous enrollment is maintained.
   (3) Eligibility at the 2019-20 award levels does not extend to an advanced degree, even if continuous enrollment is maintained.
  c. "Or current degree program eligibility limits have otherwise expired,"
   (1) Students pursuing an Associate degree in 2019-20 may receive a maximum lifetime total of two years of VTAG towards an associate degree, regardless of whether the degree program has been completed after two years.
   (2) Students pursuing a Baccalaureate degree in 2019-20 may receive a maximum lifetime total of four years of VTAG towards an undergraduate degree (associate and baccalaureate combined), regardless of whether the degree program has been completed after four years.
   (3) Students pursuing a graduate degree in health professions in 2019-20 may receive a maximum lifetime total of four years of VTAG towards a graduate or professional level degree, regardless of whether the degree program has been completed after four years.
   (4) Such usage restrictions are lifetime cumulative receipt of VTAG regardless of mode of learning or award differentials.
  d. "whichever comes first.": Students are disqualified from retaining future eligibility at the 2019-20 award levels once any one or more of the above disqualifiers occurs.
  e. Such students enrolled in 2019-20 retain eligibility for the 2019-20 award amounts regardless of whether VTAG was actually received. As long as the student meets the above requirements, the student does not lose future eligibility at the 2019-20 award level if VTAG is removed:
   (1) Due to less than full-time enrollment or
   (2) To avoid a financial aid over award.

 4. Exempt distance learning students transitioning to a place-based (or residential) degree program.
  a. Nothing in the restriction prohibits such student from receiving VTAG at the prevailing rate for place-based students upon transitioning to place-based instruction.
  b. Exempt students moving from distance learning to place-based instruction and then back to distance learning retain eligibility at the 2019-20 award rate as long as the above eligibility requirements continue to be met.

 5. Exempt distance learning students failing the above eligibility criteria,
  a. If moving to place-based instruction, are eligible at the prevailing place-based award amount.
  b. If remain enrolled in distance learning, are eligible at the reduced distance learning award amount.

C. Distance learning students (non-exempt).

1. New students enrolled into a distance-learning program of study are eligible for VTAG at the reduced distance learning award amount as long as the student is VTAG-eligible.

2. This term includes:
   a. Students that were previously place-based who subsequently enroll into a distance learning program of study but were not in a distance learning program in 2019-20.
   b. Place-based students whose enrollment within a single term consists entirely of distance learning courses. Exceptions may be applicable if the institution differentiates between a place-based (residential) degree program and a distance learning program and the student is charged the place-based tuition rate.
   c. Former distance learning students who were not enrolled in 2019-20 into a VTAG participating institution who then return to distance learning instruction.
   d. All new incoming students (see definition) enrolled into a distance learning program.
   e. All distance learning students will fall under either exempt or non-exempt categories of distance learning students.

D. Place-based students

1. Place-based students are eligible for VTAG at the prevailing award amount as long as the student is VTAG-eligible.

2. This term includes:
   a. Place-based students partially enrolled into distance learning courses. Partial enrollment into distance learning courses does not disqualify the student and these courses may count towards the full-time enrollment requirement.
   b. Former distance learning students who subsequently enroll into place-based instruction.
   c. Place-based students whose enrollment within a single term consists entirely of distance learning courses are eligible at the reduced distance learning award amount. Exceptions may be made for special circumstances, including medical, if the student continues to be enrolled into a place-based program and charged at the place-based tuition rates.

E. Special rules during a declared pandemic:

1. The below special rules are effective for any term in which the institution opts to provide only distance learning education for fall 2020 or thereafter as long as a pandemic is declared.

2. New students and returning students enrolled into place-based instruction retain VTAG eligibility at the prevailing award amount if the student is enrolled entirely in distance learning courses as required by the institution due to on-going COVID-19 related concerns or for validated individual student COVID-19 health concerns. Eligibility shall continue for such students provided that the student returns to place-based instruction as soon as it is available.

1.3. New incoming students enrolled into a distance learning program shall be eligible for the reduced distance learning award amount regardless of whether distance learning is the only option available due to on-going COVID-19 related concerns.

State Council of Higher Education for Virginia
Agenda Item

Item: #III.E. - Resources & Planning - Action on Enrollment Projections and Degree Estimates

Date of Meeting: October 25, 2021

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

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
> **Date:** September 13, 2021
> **Action:** **Review/Discussion**

Purpose of Agenda Item: The purpose of this item is to seek Council's approval of six-year enrollment projections and degree estimates from Virginia public and Tuition Assistance Grant-eligible private non-profit institutions.

Background Information/Summary of Major Elements: The enrollment projections and degree estimates are the fourth of the Council general duties:

> *4. Review and approve or disapprove all enrollment projections proposed by each public institution of higher education. The Council's projections shall be organized numerically by level of enrollment and shall be used solely for budgetary, fiscal, and strategic planning purposes. The Council shall develop estimates of the number of degrees to be awarded by each public institution of higher education and include those estimates in its reports of enrollment projections. The student admissions policies for such institutions and their specific programs shall remain the sole responsibility of the individual governing boards but all baccalaureate public institutions of higher education shall adopt dual admissions policies with comprehensive community colleges as required by § 23.1-907.*

During the 2011 legislative session, The Virginia Higher Education Opportunity Act of 2011, also known as "Top Jobs for the 21st Century" added requirements for the nonprofit private institutions participating in the Tuition Assistance Grant program in § 23.1-304:

> *C. To assist the General Assembly in determining the per student amount provided for in subsection A and its relation to the per student amount provided to nonprofit private institutions of higher education pursuant to*

the Tuition Assistance Grant Act (§ 23.1-628 et seq.), each nonprofit private institution of higher education eligible to participate in the Tuition Assistance Grant Program shall submit to the Council its Virginia student enrollment projections for that fiscal year and its actual Virginia student enrollment for the prior fiscal year in a manner determined by the Council. The student admissions policies for such private institutions and their specific programs shall remain the sole responsibility of the governing boards of such individual institutions.

The projections and estimates for 2021 cover the period of 2020-21 through 2027-28. As submitted, they include the intended and estimated impacts of the Tech Talent Initiative Program and the G3 (Get a Skill, Get a Job, Get Ahead) initiative. These projections will take Virginia from 520,314 students in the fall of 2019 to 544,258 in the fall of 2027. Please note the official reporting to SCHEV in fall 2019 was for 525,341 students. As is common with these projections, the base year enrollment reported in the projections varies from the contemporaneous reporting. As one example, Liberty University submitted 2,484 fewer students than what was originally reported publicly. According to the recently submitted Early Enrollment Estimates, enrollment for fall 2021 is 524,943 or 571 fewer students than last year. For the purposes of these projections, our analysis relies on the base year data reported in the projection template as those data represent the starting assumptions of the individual institutions.

VCCS estimates that enrollment over the next two years would drop 6% to 7%from 2020-21 levels without the recently established G3 program. The $30 million infusion from G3 supports about 10,500 students at current award levels, both new and continuing, and it is projected to offset the losses that would have occurred otherwise. This would allow VCCS enrollment to stabilize for the first time in a decade. At this writing, the distribution of G3 enrollments is 45% new students and 55% continuing students.

Estimates of degree completions for undergraduate certificates, associate degrees and bachelor's degrees will increase from 90,763 in 2019-20 to 96,135 in 2027-28, a 5.9% increase. Focusing only on undergraduate degrees (associate and bachelor's), total awards to in-state students are anticipated to increase 7.9% from 55,873 to 59,365. The subset of these degrees in STEM (science, technology, engineering and math) is anticipated to increase by 12.5% from 13,582 to 15,301. Similarly, awards in health professions to in-state undergraduates are anticipated to increase 8.7% from 5,678 to 6,070.

Projections of high school graduates from the Western Interstate Compact for Higher Education (WICHE) and their likely participation in college appear adequate to meet institutional enrollment targets and goals. WICHE projects a 6% decrease between 2018-19 and 2036-37, despite significant growth over the next five years, followed by a leveling off over the next six or seven years. Perhaps the larger threat to Virginia enrollment of its high school graduates in Virginia colleges and universities comes from states facing projected decreases in the numbers of high school graduates by up to 22%.

Thinking specifically about the numbers of Virginia high school graduates, SCHEV staff has observed past WICHE projections as conservative. Using student-level data from the Virginia Longitudinal Data System, assumptions based on birthrate data and movement in and out of the Commonwealth, staff developed projections that we believe are closer to what is likely to occur, while still being conservative. The difference is only a few thousand more in the years with the largest difference in projections, but this does provide an alternative view to consider.
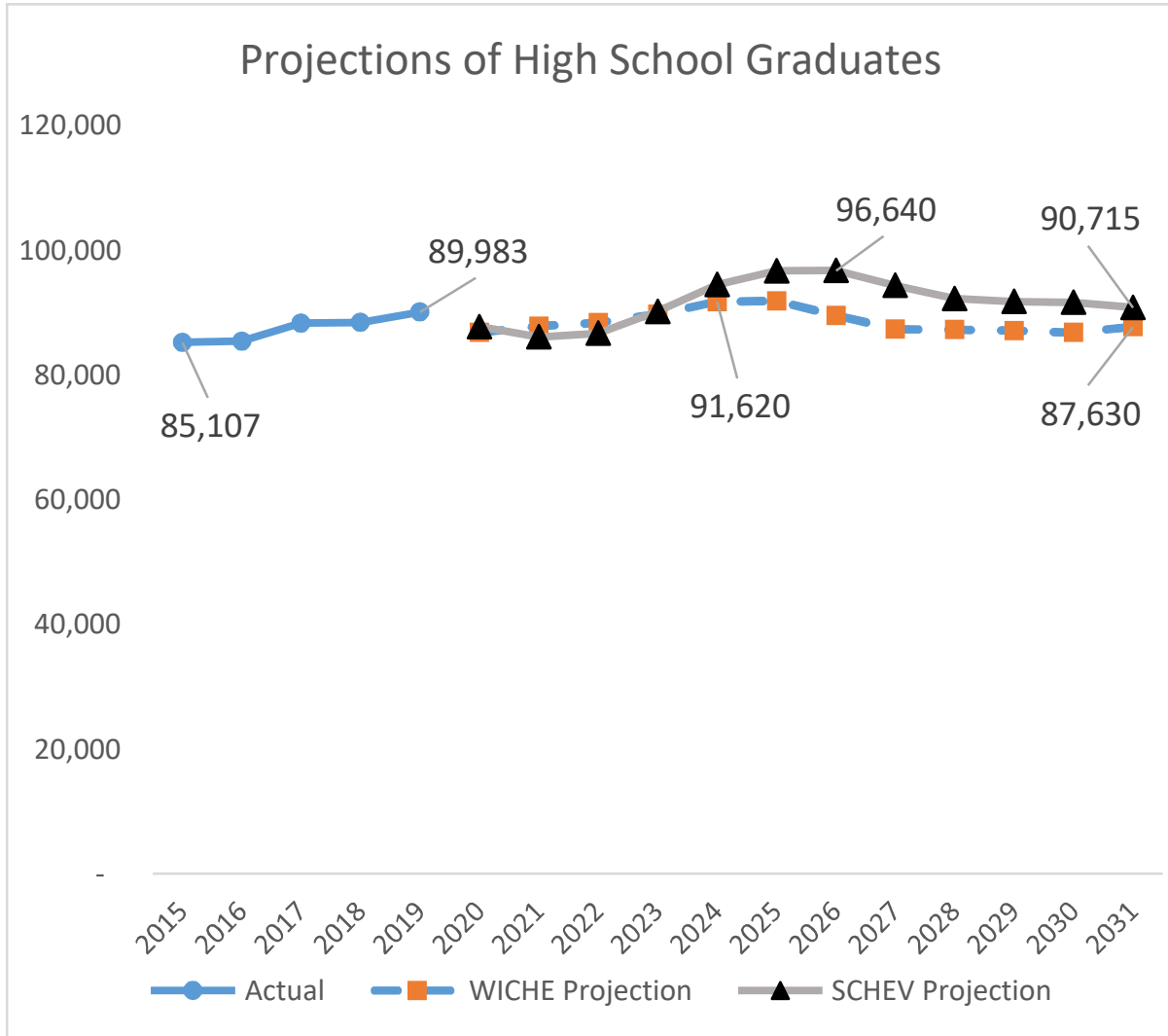
Figure 1: Projections of Virginia High School Graduates, Standard and Advanced Diplomas

The differences between projections are most pronounced beginning academic year 2024-25 but narrow through the end of projections. Both models demonstrate a contraction in the number of graduates. This is likely not as severe a problem as most might think. In a typical year, approximately 72% of Virginia high school graduates (public and private) attend college within two years of graduation, or roughly 60,000 students. About 9,000 to 10,000 will attend college outside Virginia, leaving about 50,000 to attend Virginia institutions. The 2021 projections anticipate between 57,567 in fall 2021 and 61,342 and fall 2027, with about 8,000 new, first-time college students

that are not recent high school graduates (about 5,000 of which will start at the community colleges). In short, the projections indicate there will be about 52,000 seats available for a likely number of 50,000 or so recent high school graduates. This assumes patterns of attendance prior to fall 2020, which may not be the case, but the projected number of high school graduates is adequate to meet institutional plans.

The pandemic and economic conditions of the last 19 months have left marks on enrollment across the nation and in Virginia. Enrollment decreases specifically were noted in communities of color, low income, and those attending programs that are predominantly hands-on, requiring physical presence. Recent analysis of submissions of the Free Application for Federal Student Aid (FAFSA) shows that applications are down. Nationally, FAFSA completions are down 4.4% from this time last year; Virginia isn't too far behind, with a 4.9% decline. Nationally at Title I schools, schools with high concentrations of low-income students, FAFSA completion is down 5.9%. Virginia's Title I schools have seen a 22.3% decline, three times lower than the national average. Virginia's high schools with high concentrations of racial minorities also are down more than the national average. Some institutions may be challenged to recruit enough students to meet these projections.

A further challenge is competition for students from outside Virginia. WICHE projects a 6% decrease in Virginia high school graduates. California is facing a 15% decline, down 18% for Connecticut, down 10% for Massachusetts, down 11% for Ohio, down 15% for New Jersey, down 7% for Pennsylvania, and down 24% for West Virginia. These states represent over 4,000 first-time college students in a typical year and these decreases suggest a potential loss of 858 students. Not all states will have declines, but the largest of those (Florida and Texas) are sources of fewer students. Further, the states with declines have institutions that are already aggressively recruiting many of the same students recruited by Virginia institutions.

The tables below provide an overview of the planned growth of new first-time in college students.

Table 1: Public Institutions New First-time in College Enrollment

Public Institutions	In-State		Out-of-State	
	2019 Enrollment	2027 Change	2019 Enrollment	2027 Change
Christopher Newport University	1,154	-11%	85	-9%
George Mason University	3,223	20%	994	34%
James Madison University	3,357	4%	1,158	7%
Longwood University	766	-11%	120	70%
Norfolk State University	837	0%	408	-14%
Old Dominion University	2,907	0%	379	-10%
Radford University	1,499	21%	154	19%
University of Mary Washington	791	-17%	102	47%
University of Virginia	2,698	-6%	1,431	-3%
University of Virginia's College at Wise	263	2%	38	24%
Virginia Commonwealth University	4,114	-10%	440	177%

	In-State		Out-of-State	
Virginia Military Institute	274	-1%	173	-3%
Virginia State University	726	0%	345	11%
Virginia Tech	5,117	-10%	2,617	-26%
William & Mary	947	8%	583	3%
Total Public Four-Year Institutions	28,673	-1%	9,027	7%
Richard Bland College	416	6%	32	56%
Virginia Community College System	25,678	3%	2,047	-28%
Total Public Institutions	**54,767**	**1%**	**11,106**	**0%**

Table 2: Private Institutions New First-time in College Enrollment

	In-State		Out-of-State	
	2019	**2027**	**2019**	**2027**
Public Institutions	**Enrollment**	**Change**	**Enrollment**	**Change**
Appalachian College of Pharmacy	-	0%	-	0%
Averett University	128	18%	104	24%
Averett University Non-Traditional	3	-67%	-	
Bluefield University	113	33%	86	31%
Bridgewater College	365	12%	125	17%
Christendom College	52	8%	93	12%
Eastern Mennonite University	131	10%	73	34%
Eastern Virginia Medical School	-	0%	-	0%
Edward Via College of Osteopathic Medicine	-	0%	-	0%
Emory & Henry College	180	-7%	95	45%
Ferrum College	264	12%	90	-18%
George Washington University	-	0%	-	0%
Hampden-Sydney College	158	37%	70	76%
Hampton University	223	-54%	761	-31%
Hollins University	83	58%	103	26%
Liberty University	1,430	-52%	4,066	-39%
Mary Baldwin University	161	9%	153	14%
Marymount University	186	14%	214	-3%
Randolph College	118	20%	33	73%
Randolph-Macon College	349	11%	88	33%
Regent University	184	292%	238	340%
Roanoke College	290	-2%	292	-2%
Shenandoah University	301	28%	203	11%
Southern Virginia University	53	9%	265	16%
Sweet Briar College	47	149%	57	89%
University of Lynchburg	367	-13%	138	-25%
University of Richmond	142	-9%	690	0%
Virginia Union University	156	33%	133	65%
Virginia Wesleyan University	257	5%	86	14%
Washington and Lee University	101	-31%	370	7%

Total Private, Nonprofit, Four-Year Institutions	5,842	3%	8,626	-4%

Few institutions will see significant growth, even if intended. Some institutions clearly expect decreased enrollment over the next six years. As stated earlier, there likely will be sufficient numbers of high school graduates to meet these projections. Further, as also stated, only about 72% of Virginia high school graduates attend college within two years, leaving 20,000 to 25,000 graduates left to recruit, including approximately 5,000 advanced diploma graduates.

Overall, institutions expect to increase the number of in-state undergraduate transfers by 2.2% from 18,596 to 19,714 students. As a measure of transfer to a four-year program, this is a poor measure as it includes over 6,000 lateral transfers in the Virginia Community College System. Transfers to public four-year institutions are planned to increase 9,867 to 10,707 for an 8.5% increase. Transfers of in-state students to the private nonprofit colleges are expected to decrease from 2,557 to 2,486, or -2.8%, compared to an expected 4.5% increase of out-of-state transfers 5,332 to 5,594.

Finally, overall graduate school enrollment is projected to increase by 12.4% from 90,339 to 101,508 students, with most of the increase in part-time enrollments. Minor increases are projected in first professional students of 2.3% from 9,537 to 9,759 students.

These projections represent a mixture of institutional intent and cautious expectations. They should be viewed as conservative targets for institutional enrollment. The Commonwealth's institutions are competing among each other and those in 49 other states for students and recognition in a changing market. The COVID-19 pandemic has created disruption in institutional schedules, recruitment, and the provision of instruction. Staff would not be surprised if these projections have greater variance from what does occur than previous projections, which are normally within 2-3% of the actuals in the second year. The environment seems to be much more dynamic than in the past.

Materials Provided:

Summaries by sector are attached.

Institutional details of the projections and estimates are available here.

Financial Impact: The projections and estimates are used as one the yardsticks for measuring progress within The Virginia Plan for higher education, specifically for achieving goals in college participation and degree attainment. They also have been used for funding decisions and capital outlay planning.

Relationship to Goals of The Virginia Plan for Higher Education: The projections and estimates are planning tools for accompanying goals of The Virginia Plan.

<u>Timetable for Further Review/Action:</u>
N/A

<u>Resolution</u>:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the FY2021- FY2027 institutional enrollment projections and degree estimates for the purposes of budgetary and fiscal planning and performance measurement. Staff is directed to make the detailed enrollment targets and degree estimates available to the public via the SCHEV website, with full detail.

BE IT FURTHER RESOLVED that approval of these institutional enrollment targets does not constitute either implicit or explicit approval of any new program, site, higher education center, or campus determined by an institution as necessary to achieve these targets.

2021 Enrollment Projection and Degree Estimates
Grand Total, All Reporting Institutions

New Student Enrollment
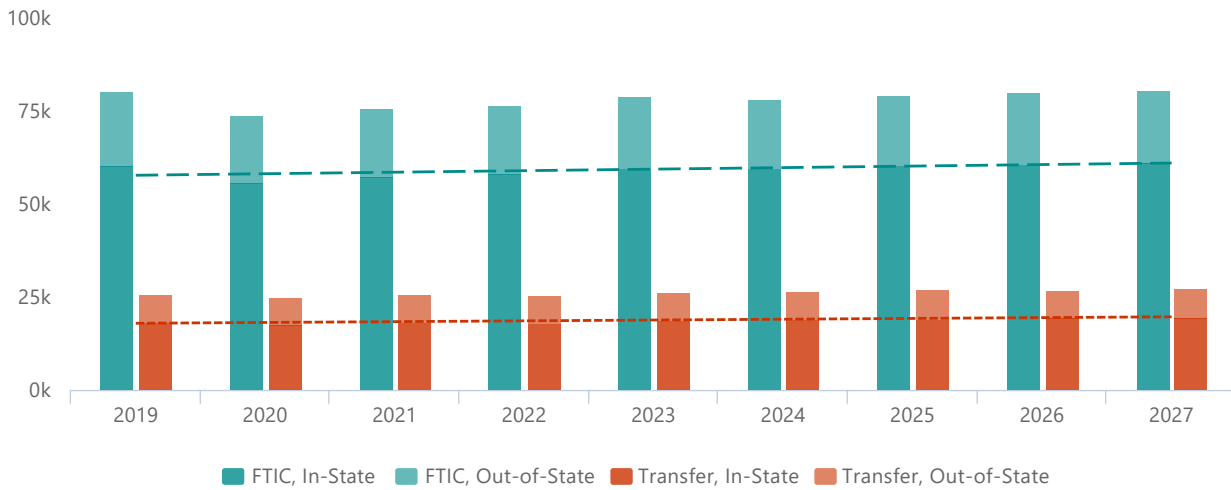
Legend: FTIC, In-State ■ FTIC, Out-of-State ■ Transfer, In-State ■ Transfer, Out-of-State

Headcount Enrollment - First-Time-in-College and New Transfer

	First-Time in College					New Transfer				
	In-State HC		Out-of-State HC		Total	In-State HC		Out-of-State HC		Total
Fall	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2019	60,609	75.4%	19,732	24.6%	80,341	18,596	71.3%	7,476	28.7%	26,072
2020	55,947	75.6%	18,066	24.4%	74,013	17,604	69.8%	7,610	30.2%	25,214
2021	57,567	75.8%	18,335	24.2%	75,902	18,334	70.4%	7,706	29.6%	26,040
2022	58,225	75.9%	18,487	24.1%	76,712	18,225	70.8%	7,505	29.2%	25,730
2023	59,767	75.9%	19,007	24.1%	78,774	18,720	71.3%	7,548	28.7%	26,268
2024	59,823	76.4%	18,500	23.6%	78,323	18,989	71.4%	7,611	28.6%	26,600
2025	60,440	76.2%	18,901	23.8%	79,341	19,360	71.7%	7,627	28.3%	26,987
2026	60,741	75.9%	19,301	24.1%	80,042	19,528	72.1%	7,572	27.9%	27,100
2027	61,342	76.0%	19,400	24.0%	80,742	19,714	72.1%	7,639	27.9%	27,353

Percentage Change

Overall Change	1.2%		-1.7%		0.5%	6.0%		2.2%		4.9%

Fall Headcount Enrollment, Campus-Based/Non-Distance

Fall	Undergraduate			First Professional			Graduate			All Students
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Total
2019	241,204	71,246	312,450	8,630	166	8,796	25,725	14,317	40,042	361,288
2020	193,043	31,589	224,633	8,479	120	8,599	24,436	12,943	37,379	270,611
2021	230,997	68,538	299,537	8,523	190	8,714	25,499	13,650	39,150	347,404
2022	231,062	68,470	299,532	8,453	189	8,642	26,072	13,772	39,845	348,022
2023	232,814	68,953	301,769	8,486	190	8,676	26,730	14,130	40,862	351,309
2024	235,270	69,580	304,850	8,515	190	8,705	27,165	14,446	41,611	355,171
2025	237,899	70,369	308,269	8,528	190	8,718	27,554	14,723	42,279	359,269
2026	240,293	71,149	311,444	8,542	190	8,732	27,804	14,910	42,715	362,893
2027	242,052	71,867	313,920	8,555	190	8,745	28,022	15,074	43,098	365,766

Percentage Change

	Undergraduate			First Professional			Graduate			All Students
Overall Change	0.4%	0.9%	0.5%	-0.9%	14.5%	-0.6%	8.9%	5.3%	7.6%	1.2%

Fall Headcount Enrollment, Distance

Fall	Undergraduate			First Professional			Graduate			All Students
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Total
2019	27,941	80,047	107,988	194	547	741	17,730	32,567	50,297	159,026
2020	70,426	117,874	188,300	207	604	811	20,236	35,682	55,918	245,029
2021	33,180	81,842	115,023	214	622	836	20,139	36,447	56,587	172,448
2022	33,500	82,301	115,802	221	642	863	20,318	37,642	57,962	174,630
2023	33,508	82,649	116,159	228	662	890	20,228	37,977	58,206	175,257
2024	33,456	82,903	116,359	237	683	920	19,962	38,048	58,012	175,293
2025	33,602	83,402	117,006	245	704	950	19,823	38,143	57,967	175,925
2026	33,566	83,763	117,330	253	727	981	19,504	37,948	57,454	175,767
2027	34,138	84,926	119,066	263	751	1,014	19,855	38,554	58,410	178,492

Percentage Change

	Undergraduate			First Professional			Graduate			All Students
Overall Change	22.2%	6.1%	10.3%	35.6%	37.3%	36.8%	12.0%	18.4%	16.1%	12.2%

Fall Headcount Enrollment, Total

Fall	Undergraduate			First Professional			Graduate			All Students
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Total
2019	269,145	151,293	420,438	8,824	713	9,537	43,455	46,884	90,339	520,314
2020	263,469	149,464	412,933	8,686	724	9,410	44,672	48,625	93,297	515,640
2021	264,177	150,383	414,560	8,737	813	9,550	45,638	50,099	95,737	519,852
2022	264,562	150,772	415,334	8,674	831	9,505	46,390	51,417	97,807	522,652
2023	266,322	151,606	417,928	8,714	852	9,566	46,958	52,110	99,068	526,566
2024	268,726	152,483	421,209	8,752	873	9,625	47,127	52,496	99,623	530,464
2025	271,501	153,774	425,275	8,773	895	9,668	47,377	52,869	100,246	535,194
2026	273,859	154,915	428,774	8,795	918	9,713	47,308	52,861	100,169	538,660
2027	276,190	156,796	432,986	8,818	941	9,759	47,877	53,631	101,508	544,258

Percentage Change

Overall Change	2.6%	3.6%	3.0%	-0.1%	32.0%	2.3%	10.2%	14.4%	12.4%	4.6%

Full-Time Equivalent Enrollment, Total

Fiscal Year	Regular Session FTE						Annual FTE		
	Undergraduate		First Professional		Graduate		All Students		
	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total
2020	258,834	96,850	4,451	5,298	32,171	51,835	295,839	154,444	450,284
2021	256,756	95,505	4,329	5,282	33,942	57,178	296,461	158,332	454,794
2022	255,214	98,439	4,266	5,584	34,666	58,172	294,622	162,488	457,110
2023	255,343	99,484	4,249	5,551	35,594	58,648	295,658	163,981	459,639
2024	257,742	99,978	4,265	5,591	36,287	59,061	298,766	164,929	463,695
2025	259,177	100,463	4,280	5,643	36,603	58,847	300,533	165,250	465,783
2026	261,806	101,212	4,299	5,686	36,619	59,197	303,193	166,395	469,588
2027	264,350	101,238	4,319	5,730	37,206	58,335	306,349	165,598	471,947
2028	265,845	101,798	4,339	5,776	37,381	57,864	308,040	165,730	473,770

Percentage Change

Overall Change	2.7%	5.1%	-2.5%	9.0%	16.2%	11.6%	4.1%	7.3%	5.2%

2021 Enrollment Projection and Degree Estimates
Total Public Four-Year Institutions
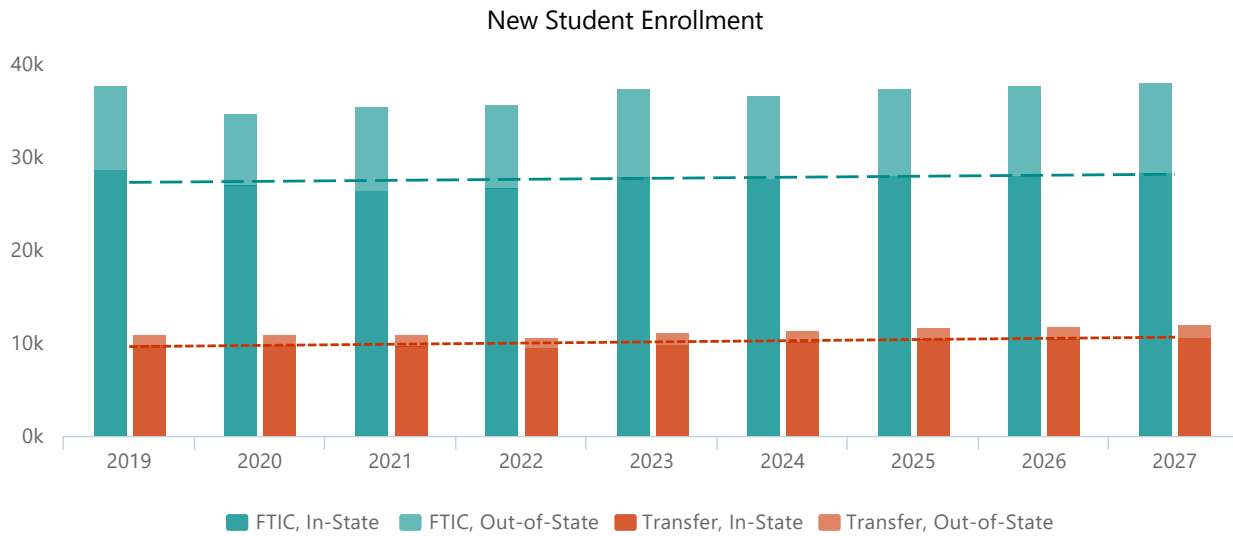
New Student Enrollment

Legend: FTIC, In-State | FTIC, Out-of-State | Transfer, In-State | Transfer, Out-of-State

Headcount Enrollment - First-Time-in-College and New Transfer

| | First-Time in College | | | | | New Transfer | | | | |
| | In-State HC | | Out-of-State HC | | Total | In-State HC | | Out-of-State HC | | Total |
Fall	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2019	28,673	76.1%	9,027	23.9%	37,700	9,867	89.9%	1,114	10.1%	10,981
2020	27,093	78.1%	7,580	21.9%	34,673	9,872	90.2%	1,077	9.8%	10,949
2021	26,465	74.5%	9,056	25.5%	35,521	9,746	88.2%	1,305	11.8%	11,051
2022	26,779	74.7%	9,076	25.3%	35,855	9,585	90.0%	1,066	10.0%	10,651
2023	27,917	74.7%	9,457	25.3%	37,374	9,968	90.0%	1,112	10.0%	11,080
2024	27,824	75.7%	8,928	24.3%	36,752	10,186	89.2%	1,232	10.8%	11,418
2025	28,144	75.3%	9,255	24.7%	37,399	10,485	89.2%	1,269	10.8%	11,754
2026	28,128	74.5%	9,639	25.5%	37,767	10,588	89.2%	1,277	10.8%	11,865
2027	28,440	74.7%	9,626	25.3%	38,066	10,707	89.2%	1,303	10.8%	12,010

Percentage Change

	First-Time in College					New Transfer				
Overall Change	-0.8%		6.6%		1.0%	8.5%		17.0%		9.4%

Fall Headcount Enrollment, Campus-Based/Non-Distance

Fall	Undergraduate Full-Time	Part-Time	Total	First Professional Full-Time	Part-Time	Total	Graduate Full-Time	Part-Time	Total	All Students Total
2019	155,591	13,351	168,942	4,861	134	4,995	21,331	12,138	33,469	207,406
2020	137,551	12,322	149,873	4,848	104	4,952	20,153	10,975	31,128	185,953
2021	148,973	12,411	161,386	4,884	174	5,058	21,035	11,651	32,688	199,135
2022	148,594	12,197	160,793	4,786	173	4,959	21,461	11,728	33,190	198,945
2023	149,544	12,384	161,930	4,791	174	4,965	21,985	12,008	33,995	200,893
2024	151,193	12,635	163,830	4,800	174	4,974	22,356	12,279	34,637	203,444
2025	153,045	12,886	165,934	4,800	174	4,974	22,693	12,547	35,242	206,152
2026	154,865	13,122	167,989	4,800	174	4,974	22,916	12,725	35,643	208,608
2027	156,029	13,297	169,328	4,800	174	4,974	23,107	12,881	35,990	210,294

Percentage Change

	Undergraduate Full-Time	Part-Time	Total	First Professional Full-Time	Part-Time	Total	Graduate Full-Time	Part-Time	Total	All Students Total
Overall Change	0.3%	-0.4%	0.2%	-1.3%	29.9%	-0.4%	8.3%	6.1%	7.5%	1.4%

Fall Headcount Enrollment, Distance

Fall	Undergraduate Full-Time	Part-Time	Total	First Professional Full-Time	Part-Time	Total	Graduate Full-Time	Part-Time	Total	All Students Total
2019	1,722	4,883	6,605	0	0	0	742	8,686	9,428	16,033
2020	17,253	7,966	25,219	0	0	0	2,025	10,563	12,588	37,807
2021	5,883	6,868	12,752	0	0	0	1,370	10,818	12,188	24,943
2022	6,146	7,208	13,354	0	0	0	1,519	11,950	13,471	26,826
2023	6,259	7,412	13,672	0	0	0	1,565	12,458	14,025	27,698
2024	6,446	7,589	14,036	0	0	0	1,604	12,862	14,467	28,505
2025	6,714	7,778	14,492	0	0	0	1,634	13,150	14,786	29,280
2026	6,977	7,995	14,972	0	0	0	1,654	13,328	14,984	29,958
2027	7,133	8,218	15,351	0	0	0	1,670	13,454	15,126	30,479

Percentage Change

	Undergraduate Full-Time	Part-Time	Total	First Professional Full-Time	Part-Time	Total	Graduate Full-Time	Part-Time	Total	All Students Total
Overall Change	314.2%	68.3%	132.4%	0.0%	0.0%	0.0%	125.1%	54.9%	60.4%	90.1%

Fall Headcount Enrollment, Total

| Fall | Undergraduate | | | First Professional | | | Graduate | | | All Students |
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Total
2019	157,313	18,234	175,547	4,861	134	4,995	22,073	20,824	42,897	223,439
2020	154,804	20,288	175,092	4,848	104	4,952	22,178	21,538	43,716	223,760
2021	154,856	19,282	174,138	4,884	174	5,058	22,405	22,471	44,876	224,078
2022	154,740	19,407	174,147	4,786	173	4,959	22,980	23,681	46,661	225,771
2023	155,803	19,799	175,602	4,791	174	4,965	23,550	24,470	48,020	228,591
2024	157,639	20,227	177,866	4,800	174	4,974	23,960	25,144	49,104	231,949
2025	159,759	20,667	180,426	4,800	174	4,974	24,327	25,701	50,028	235,432
2026	161,842	21,119	182,961	4,800	174	4,974	24,570	26,057	50,627	238,566
2027	163,162	21,517	184,679	4,800	174	4,974	24,777	26,339	51,116	240,773

Percentage Change

Overall Change	3.7%	18.0%	5.2%	-1.3%	29.9%	-0.4%	12.3%	26.5%	19.2%	7.8%

Full-Time Equivalent Enrollment, Total

| Fiscal Year | Regular Session FTE | | | | | | Annual FTE | | |
| | Undergraduate | | First Professional | | Graduate | | All Students | | |
	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total
2020	134,305	33,513	2,676	2,767	18,088	14,522	155,350	51,112	206,462
2021	133,896	32,758	2,600	2,771	19,674	14,820	156,564	50,499	207,063
2022	132,594	34,163	2,605	2,846	19,592	15,123	155,176	52,291	207,467
2023	132,132	35,033	2,577	2,777	20,098	15,714	155,190	53,687	208,877
2024	133,842	35,738	2,579	2,781	20,660	16,380	157,463	55,064	212,527
2025	134,188	36,599	2,582	2,787	20,975	16,715	158,128	56,266	214,394
2026	135,771	37,516	2,582	2,787	20,956	17,391	159,688	57,863	217,551
2027	137,397	38,167	2,582	2,787	21,590	17,182	161,955	58,300	220,254
2028	138,753	38,415	2,582	2,787	21,811	17,314	163,532	58,680	222,212

Percentage Change

Overall Change	3.3%	14.6%	-3.5%	0.7%	20.6%	19.2%	5.3%	14.8%	7.6%

Total Degree Awards

In-State Undergraduate Degree Awards
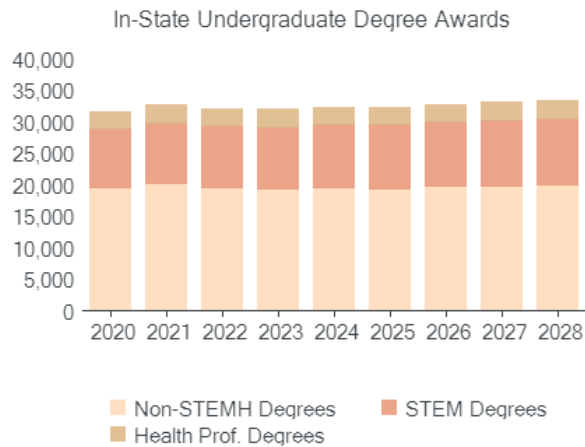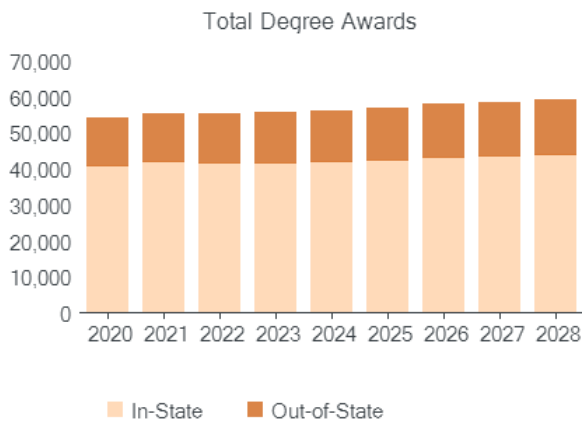
Total Awards

Fiscal Year	In-State		Out-of-State		
	(n)	(%)	(n)	(%)	(n)
2020	40,729	75.5%	13,214	24.5%	53,943
2021	41,826	75.8%	13,364	24.2%	55,190
2022	41,682	75.3%	13,688	24.7%	55,370
2023	41,748	75.1%	13,870	24.9%	55,618
2024	42,082	75.0%	14,043	25.0%	56,125
2025	42,389	74.4%	14,562	25.6%	56,951
2026	43,126	74.5%	14,779	25.5%	57,905
2027	43,539	74.4%	14,984	25.6%	58,523
2028	43,919	74.3%	15,170	25.7%	59,089

Percentage Change

Overall Change	8.2%		14.3%		9.8%

Degree Estimates

Fiscal Year	In-State Undergraduates			
	STEM	Health	Non-STEM	Total
2020	9,357	2,728	19,456	31,541
2021	9,658	2,750	20,190	32,598
2022	9,710	2,711	19,580	32,001
2023	9,811	2,699	19,400	31,910
2024	9,952	2,680	19,511	32,143
2025	10,076	2,717	19,421	32,214
2026	10,264	2,751	19,711	32,726
2027	10,350	2,806	19,851	33,007
2028	10,442	2,839	20,001	33,282

Percentage Change

Overall Change	15.1%	6.5%	5.6%	8.2%

Projected Awards (Degrees & Certificates), All Levels
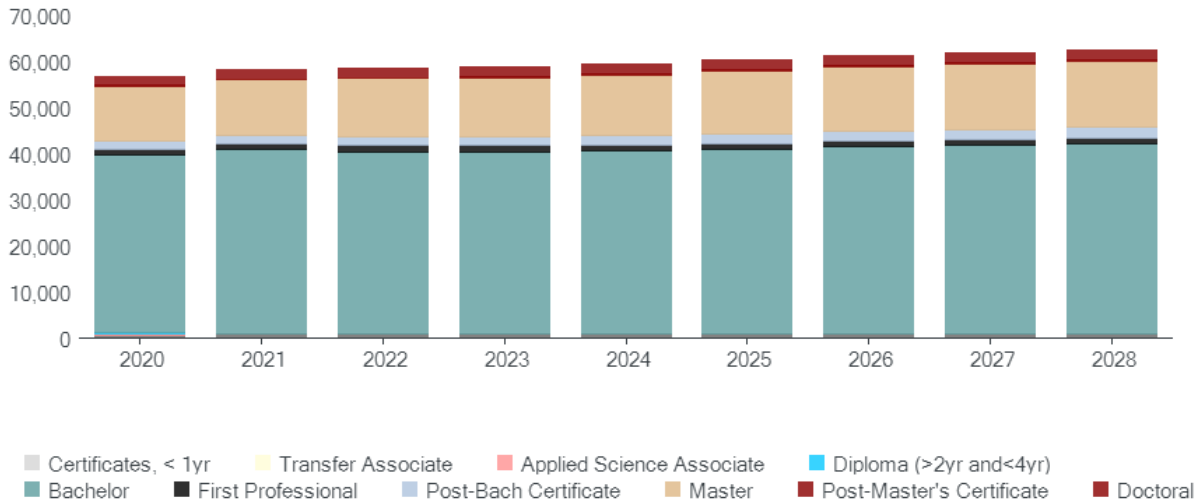
Legend:
- Certificates, < 1yr
- Transfer Associate
- Applied Science Associate
- Diploma (>2yr and<4yr)
- Bachelor
- First Professional
- Post-Bach Certificate
- Master
- Post-Master's Certificate
- Doctoral

Degree Estimates

Fiscal Year	Assoc, Transfer	Assoc, Applied	Bachelor	Total Undergraduate	First Prof.	Master	Doctor	Total Degrees	Total Awards
2020	0	87	38,560	39,630	1,428	11,881	1,987	53,943	56,856
2021	0	114	39,845	40,784	1,394	11,894	1,943	55,190	58,087
2022	0	93	39,323	40,279	1,449	12,537	1,968	55,370	58,397
2023	0	81	39,302	40,270	1,404	12,795	2,036	55,618	58,699
2024	0	69	39,531	40,509	1,388	13,079	2,058	56,125	59,280
2025	0	70	39,891	40,892	1,379	13,518	2,093	56,951	60,170
2026	0	70	40,403	41,406	1,381	13,925	2,126	57,905	61,174
2027	0	70	40,719	41,724	1,383	14,190	2,161	58,523	61,837
2028	0	70	41,050	42,057	1,383	14,395	2,191	59,089	62,428

Percentage Change

Overall Change	0.0%	-19.5%	6.5%	6.1%	-3.2%	21.2%	10.3%	9.5%	9.8%

Total Degree Awards

In-State Undergraduate Degree Awards
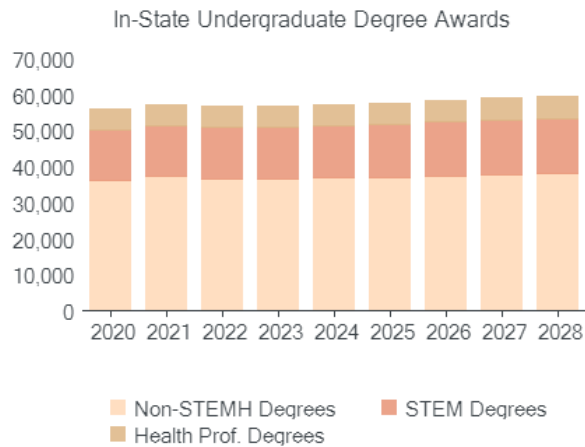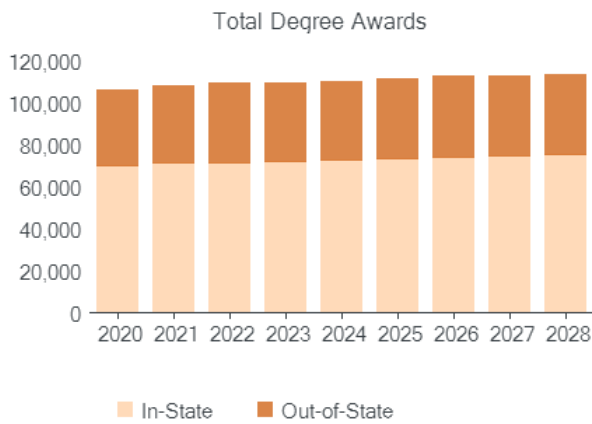
Total Awards

Fiscal Year	In-State		Out-of-State		
	(n)	(%)	(n)	(%)	(n)
2020	69,902	66.0%	36,008	34.0%	105,910
2021	71,265	66.0%	36,690	34.0%	107,955
2022	71,514	65.5%	37,641	34.5%	109,155
2023	71,946	65.6%	37,697	34.4%	109,643
2024	72,457	65.7%	37,815	34.3%	110,272
2025	73,040	65.7%	38,132	34.3%	111,172
2026	74,103	66.0%	38,243	34.0%	112,346
2027	74,724	66.2%	38,179	33.8%	112,903
2028	75,260	66.4%	38,156	33.6%	113,416

Percentage Change

Overall Change	7.9%		6.0%		7.3%

Degree Estimates

Fiscal Year	In-State Undergraduates			
	STEM	Health	Non-STEMH	Total
2020	13,852	5,678	36,343	55,873
2021	14,137	5,718	37,255	57,110
2022	14,288	5,749	36,724	56,761
2023	14,442	5,815	36,618	56,875
2024	14,626	5,826	36,842	57,294
2025	14,764	5,870	37,009	57,643
2026	15,024	5,935	37,493	58,452
2027	15,161	6,010	37,749	58,920
2028	15,301	6,070	37,994	59,365

Percentage Change

Overall Change	12.5%	8.7%	6.3%	7.9%

Projected Awards (Degrees & Certificates), All Levels
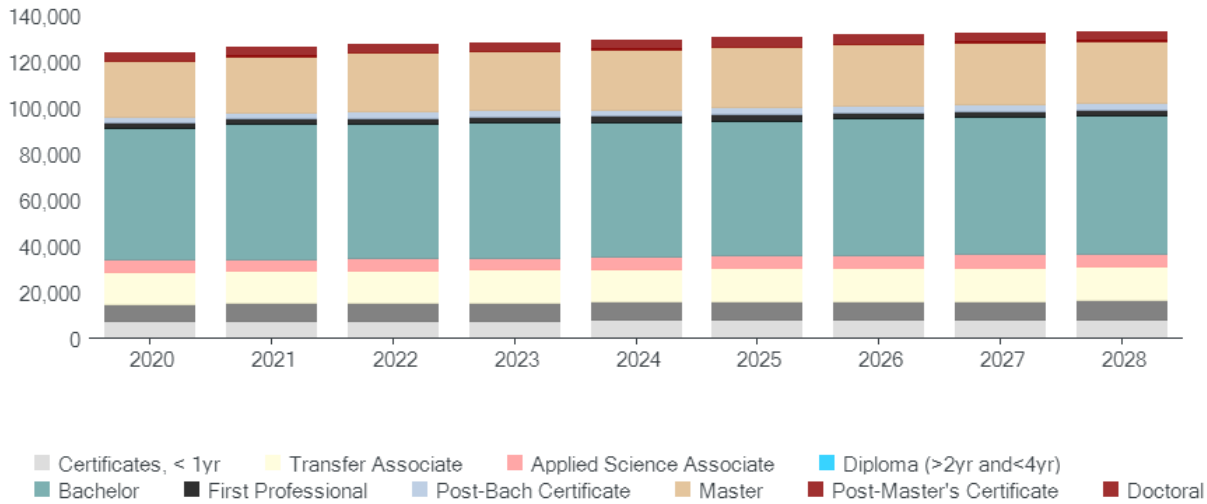
Legend: Certificates, < 1yr | Transfer Associate | Applied Science Associate | Diploma (>2yr and<4yr) | Bachelor | First Professional | Post-Bach Certificate | Master | Post-Master's Certificate | Doctoral
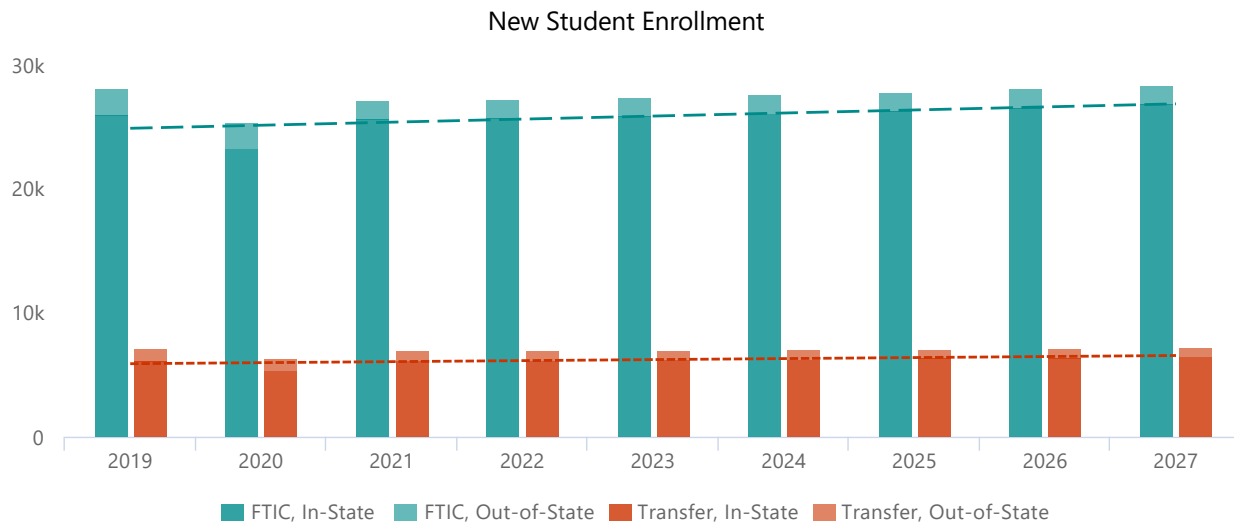
Degree Estimates

Fiscal Year	Assoc, Transfer	Assoc, Applied	Bachelor	Total Undergraduate	First Prof.	Master	Doctor	Total Degrees	Total Awards
2020	13,716	5,218	56,821	90,763	2,638	23,955	3,562	105,910	123,747
2021	13,847	5,297	58,349	92,486	2,549	24,340	3,573	107,955	125,942
2022	14,004	5,328	58,278	92,782	2,624	25,309	3,612	109,155	127,456
2023	14,131	5,368	58,255	93,090	2,573	25,579	3,737	109,643	128,152
2024	14,249	5,409	58,386	93,534	2,562	25,853	3,813	110,272	128,976
2025	14,364	5,464	58,753	94,228	2,555	26,217	3,819	111,172	130,060
2026	14,483	5,518	59,314	95,101	2,564	26,598	3,869	112,346	131,412
2027	14,597	5,572	59,525	95,618	2,571	26,740	3,898	112,903	132,136
2028	14,712	5,627	59,731	96,135	2,578	26,847	3,921	113,416	132,801

Percentage Change

Overall Change	7.3%	7.8%	5.1%	5.9%	-2.3%	12.1%	10.1%	7.1%	7.3%

2021 Enrollment Projection and Degree Estimates
Total Public Two-Year Institutions

New Student Enrollment

Legend: FTIC, In-State | FTIC, Out-of-State | Transfer, In-State | Transfer, Out-of-State

Headcount Enrollment - First-Time-in-College and New Transfer

| | First-Time in College | | | | | New Transfer | | | | |
| | In-State HC | | Out-of-State HC | | Total | In-State HC | | Out-of-State HC | | Total |
Fall	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2019	26,094	92.6%	2,079	7.4%	28,173	6,172	85.7%	1,030	14.3%	7,202
2020	23,326	91.9%	2,063	8.1%	25,389	5,400	85.7%	898	14.3%	6,298
2021	25,737	94.6%	1,467	5.4%	27,204	6,236	89.8%	710	10.2%	6,946
2022	25,808	94.6%	1,472	5.4%	27,280	6,249	89.8%	712	10.2%	6,961
2023	25,937	94.6%	1,479	5.4%	27,416	6,282	89.8%	716	10.2%	6,998
2024	26,127	94.6%	1,490	5.4%	27,617	6,329	89.8%	721	10.2%	7,050
2025	26,384	94.6%	1,504	5.4%	27,888	6,393	89.8%	728	10.2%	7,121
2026	26,641	94.6%	1,518	5.4%	28,159	6,455	89.8%	736	10.2%	7,191
2027	26,904	94.6%	1,533	5.4%	28,437	6,520	89.8%	743	10.2%	7,263
Percentage Change										
Overall Change	3.1%		-26.3%		0.9%	5.6%		-27.9%		0.8%

Fall Headcount Enrollment, Campus-Based/Non-Distance

Fall	Undergraduate			First Professional			Graduate			All Students
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Total
2019	42,228	55,686	97,914	0	0	0	0	0	0	97,914
2020	15,904	17,326	33,230	0	0	0	0	0	0	33,230
2021	40,634	53,736	94,370	0	0	0	0	0	0	94,370
2022	40,749	53,897	94,645	0	0	0	0	0	0	94,646
2023	40,966	54,191	95,157	0	0	0	0	0	0	95,157
2024	41,266	54,586	95,851	0	0	0	0	0	0	95,852
2025	41,671	55,115	96,786	0	0	0	0	0	0	96,786
2026	42,079	55,651	97,730	0	0	0	0	0	0	97,730
2027	42,493	56,192	98,685	0	0	0	0	0	0	98,684
Percentage Change										
Overall Change	0.6%	0.9%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%

Fall Headcount Enrollment, Distance

Fall	Undergraduate			First Professional			Graduate			All Students
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Total
2019	8,127	54,386	62,513	0	0	0	0	0	0	62,513
2020	31,868	87,956	119,824	0	0	0	0	0	0	119,824
2021	7,850	52,463	60,313	0	0	0	0	0	0	60,313
2022	7,871	52,595	60,466	0	0	0	0	0	0	60,466
2023	7,911	52,858	60,769	0	0	0	0	0	0	60,769
2024	7,970	53,254	61,224	0	0	0	0	0	0	61,224
2025	8,049	53,786	61,835	0	0	0	0	0	0	61,835
2026	8,129	54,324	62,453	0	0	0	0	0	0	62,453
2027	8,211	54,866	63,077	0	0	0	0	0	0	63,077
Percentage Change										
Overall Change	1.0%	0.9%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%

Fall Headcount Enrollment, Total

Fall	Undergraduate			First Professional			Graduate			All Students
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Total
2019	50,355	110,072	160,427	0	0	0	0	0	0	160,427
2020	47,772	105,282	153,054	0	0	0	0	0	0	153,054
2021	48,484	106,199	154,683	0	0	0	0	0	0	154,683
2022	48,620	106,491	155,111	0	0	0	0	0	0	155,112
2023	48,877	107,049	155,926	0	0	0	0	0	0	155,926
2024	49,236	107,839	157,075	0	0	0	0	0	0	157,076
2025	49,720	108,901	158,621	0	0	0	0	0	0	158,621
2026	50,208	109,975	160,183	0	0	0	0	0	0	160,183
2027	50,704	111,058	161,762	0	0	0	0	0	0	161,761
Percentage Change										
Overall Change	0.7%	0.9%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%

Full-Time Equivalent Enrollment, Total

Fiscal Year	Regular Session FTE						Annual FTE		
	Undergraduate		First Professional		Graduate		All Students		
	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total
2020	92,434	4,583	0	0	0	0	92,434	4,583	97,017
2021	91,301	2,005	0	0	0	0	92,252	2,087	94,339
2022	90,610	2,967	0	0	0	0	90,610	2,967	93,577
2023	90,858	2,976	0	0	0	0	90,858	2,976	93,834
2024	91,328	2,992	0	0	0	0	91,328	2,992	94,320
2025	92,003	3,014	0	0	0	0	92,003	3,014	95,017
2026	92,915	3,039	0	0	0	0	92,915	3,039	95,954
2027	93,831	3,068	0	0	0	0	93,831	3,068	96,899
2028	94,756	3,098	0	0	0	0	94,756	3,098	97,854
Percentage Change									
Overall Change	2.5%	-32.4%	0.0%	0.0%	0.0%	0.0%	2.5%	-32.4%	0.9%

Total Degree Awards

In-State Undergraduate Degree Awards
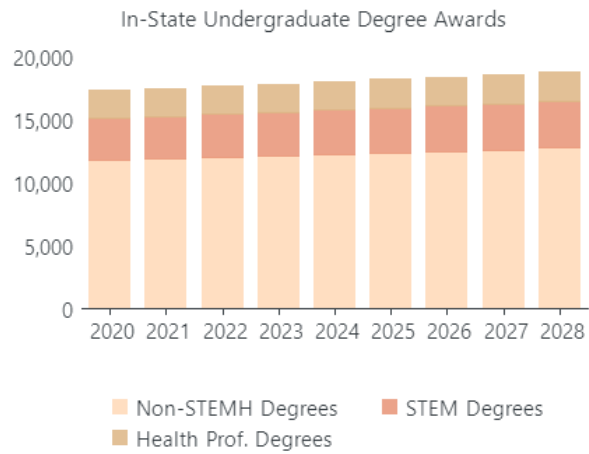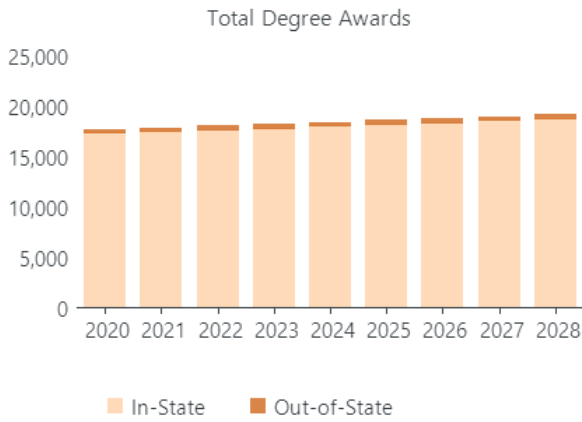
Total Awards

Fiscal Year	In-State		Out-of-State		
	(n)	(%)	(n)	(%)	(n)
2020	17,319	98.0%	350	2.0%	17,669
2021	17,463	98.0%	356	2.0%	17,819
2022	17,641	98.0%	361	2.0%	18,002
2023	17,821	98.0%	364	2.0%	18,185
2024	18,003	98.0%	368	2.0%	18,371
2025	18,187	98.0%	373	2.0%	18,560
2026	18,372	98.0%	377	2.0%	18,749
2027	18,559	98.0%	382	2.0%	18,941
2028	18,749	98.0%	386	2.0%	19,135

Percentage Change

Overall Change	8.2%		9.5%		8.3%

Degree Estimates

Fiscal Year	In-State Undergraduates			
	STEM	Health	Non-STEM	Total
2020	3,373	2,178	11,768	17,319
2021	3,386	2,199	11,878	17,463
2022	3,423	2,222	11,996	17,641
2023	3,460	2,244	12,117	17,821
2024	3,498	2,267	12,238	18,003
2025	3,535	2,289	12,363	18,187
2026	3,574	2,312	12,486	18,372
2027	3,614	2,335	12,610	18,559
2028	3,653	2,359	12,737	18,749

Percentage Change

Overall Change	8.3%	8.3%	8.2%	8.2%

Projected Awards (Degrees & Certificates), All Levels
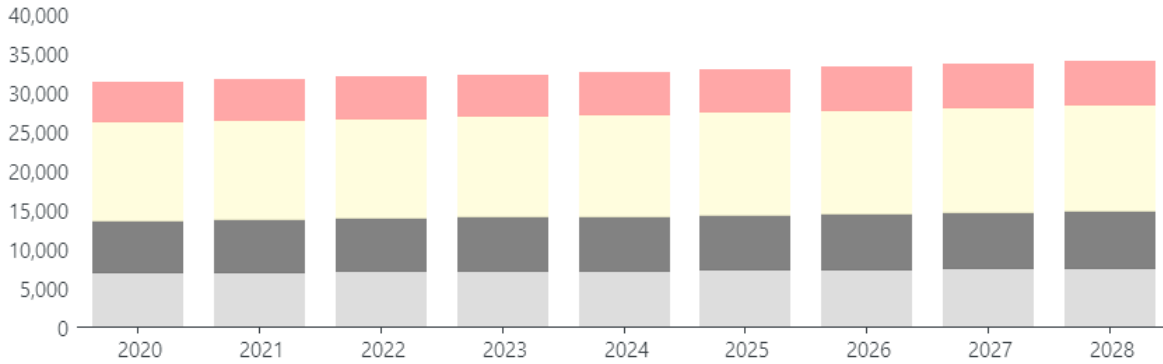
Legend: Certificates, < 1yr | Transfer Associate | Applied Science Associate | Diploma (>2yr and<4yr) | Bachelor | First Professional | Post-Bach Certificate | Master | Post-Master's Certificate | Doctoral

Degree Estimates

Fiscal Year	Assoc, Transfer	Assoc, Applied	Bachelor	Total Undergraduate	First Prof.	Master	Doctor	Total Degrees	Total Awards
2020	12,538	5,131	0	31,300	0	0	0	17,669	31,300
2021	12,637	5,182	0	31,583	0	0	0	17,819	31,583
2022	12,768	5,234	0	31,901	0	0	0	18,002	31,901
2023	12,899	5,286	0	32,226	0	0	0	18,185	32,226
2024	13,032	5,339	0	32,549	0	0	0	18,371	32,549
2025	13,167	5,393	0	32,880	0	0	0	18,560	32,880
2026	13,302	5,447	0	33,212	0	0	0	18,749	33,212
2027	13,440	5,501	0	33,549	0	0	0	18,941	33,549
2028	13,579	5,556	0	33,889	0	0	0	19,135	33,889

Percentage Change

	Assoc, Transfer	Assoc, Applied	Bachelor	Total Undergraduate	First Prof.	Master	Doctor	Total Degrees	Total Awards
Overall Change	8.3%	8.3%	0.0%	8.3%	0.0%	0.0%	0.0%	8.3%	8.3%

2021 Enrollment Projection and Degree Estimates
Total Private, Nonprofit, Four-Year Institutions

New Student Enrollment

| FTIC, In-State | FTIC, Out-of-State | Transfer, In-State | Transfer, Out-of-State |

Headcount Enrollment - First-Time-in-College and New Transfer

| | First-Time in College | | | | | New Transfer | | | | |
| | In-State HC | | Out-of-State HC | | Total | In-State HC | | Out-of-State HC | | Total |
Fall	**(n)**	**(%)**	**(n)**	**(%)**	**(n)**	**(n)**	**(%)**	**(n)**	**(%)**	**(n)**
2019	5,842	40.4%	8,626	59.6%	14,468	2,557	32.4%	5,332	67.6%	7,889
2020	5,528	39.6%	8,423	60.4%	13,951	2,332	29.3%	5,635	70.7%	7,967
2021	5,364	40.7%	7,812	59.3%	13,176	2,351	29.2%	5,691	70.8%	8,042
2022	5,637	41.5%	7,940	58.5%	13,577	2,389	29.4%	5,729	70.6%	8,118
2023	5,911	42.3%	8,073	57.7%	13,984	2,468	30.1%	5,722	69.9%	8,190
2024	5,871	42.1%	8,083	57.9%	13,954	2,473	30.4%	5,659	69.6%	8,132
2025	5,911	42.1%	8,142	57.9%	14,053	2,482	30.6%	5,630	69.4%	8,112
2026	5,971	42.3%	8,145	57.7%	14,116	2,484	30.9%	5,559	69.1%	8,043
2027	5,996	42.1%	8,242	57.9%	14,238	2,486	30.8%	5,594	69.2%	8,080
Percentage Change										
Overall Change	2.6%		-4.5%		-1.6%	-2.8%		4.9%		2.4%

Fall Headcount Enrollment, Campus-Based/Non-Distance

Fall	Undergraduate			First Professional			Graduate			All Students
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Total
2019	43,385	2,209	45,594	3,769	32	3,801	4,394	2,179	6,573	55,968
2020	39,588	1,941	41,530	3,631	16	3,647	4,283	1,968	6,251	51,428
2021	41,389	2,389	43,778	3,639	16	3,656	4,463	1,998	6,461	53,899
2022	41,717	2,373	44,092	3,667	16	3,683	4,611	2,043	6,654	54,431
2023	42,301	2,377	44,679	3,695	16	3,711	4,744	2,120	6,866	55,259
2024	42,808	2,357	45,168	3,715	16	3,731	4,808	2,165	6,973	55,874
2025	43,180	2,365	45,547	3,728	16	3,744	4,861	2,175	7,036	56,330
2026	43,347	2,375	45,722	3,742	16	3,758	4,888	2,182	7,070	56,555
2027	43,528	2,377	45,906	3,755	16	3,771	4,915	2,190	7,105	56,787
Percentage Change										
Overall Change	0.3%	7.6%	0.7%	-0.4%	-50.0%	-0.8%	11.9%	0.5%	8.1%	1.5%

Fall Headcount Enrollment, Distance

Fall	Undergraduate			First Professional			Graduate			All Students
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Total
2019	18,092	20,778	38,870	194	547	741	16,988	23,881	40,869	80,480
2020	21,305	21,952	43,257	207	604	811	18,211	25,119	43,330	87,398
2021	19,446	22,509	41,956	214	622	836	18,768	25,628	44,397	87,192
2022	19,483	22,497	41,980	221	642	863	18,799	25,691	44,491	87,337
2023	19,337	22,378	41,716	228	662	890	18,662	25,518	44,181	86,789
2024	19,039	22,058	41,098	237	683	920	18,358	25,186	43,544	85,563
2025	18,839	21,836	40,677	245	704	950	18,188	24,993	43,181	84,809
2026	18,459	21,443	39,904	253	727	981	17,850	24,620	42,470	83,356
2027	18,794	21,840	40,636	263	751	1,014	18,184	25,099	43,284	84,936
Percentage Change										
Overall Change	3.9%	5.1%	4.5%	35.6%	37.3%	36.8%	7.0%	5.1%	5.9%	5.5%

Fall Headcount Enrollment, Total

Fall	Undergraduate			First Professional			Graduate			All Students
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Total
2019	61,477	22,987	84,464	3,963	579	4,542	21,382	26,060	47,442	136,448
2020	60,893	23,894	84,787	3,838	620	4,458	22,494	27,087	49,581	138,826
2021	60,835	24,899	85,734	3,853	639	4,492	23,231	27,627	50,858	141,091
2022	61,200	24,872	86,072	3,888	658	4,546	23,410	27,735	51,145	141,768
2023	61,638	24,757	86,395	3,923	678	4,601	23,406	27,641	51,047	142,048
2024	61,847	24,419	86,266	3,952	699	4,651	23,166	27,351	50,517	141,437
2025	62,019	24,205	86,224	3,973	721	4,694	23,049	27,168	50,217	141,139
2026	61,806	23,820	85,626	3,995	744	4,739	22,738	26,802	49,540	139,911
2027	62,322	24,220	86,542	4,018	767	4,785	23,099	27,290	50,389	141,723
Percentage Change										
Overall Change	1.4%	5.4%	2.5%	1.4%	32.5%	5.4%	8.0%	4.7%	6.2%	3.9%

Full-Time Equivalent Enrollment, Total

Fiscal Year	Regular Session FTE						Annual FTE		
	Undergraduate		First Professional		Graduate		All Students		
	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total
2020	32,095	58,754	1,775	2,531	14,083	37,313	48,055	98,750	146,805
2021	31,559	60,742	1,729	2,511	14,268	42,359	47,645	105,746	153,391
2022	32,010	61,309	1,661	2,738	15,074	43,049	48,836	107,230	156,067
2023	32,353	61,476	1,671	2,774	15,496	42,935	49,609	107,319	156,928
2024	32,571	61,248	1,686	2,810	15,627	42,681	49,975	106,873	156,847
2025	32,985	60,850	1,698	2,857	15,628	42,132	50,401	105,971	156,372
2026	33,120	60,657	1,717	2,899	15,663	41,806	50,590	105,493	156,082
2027	33,122	60,003	1,737	2,943	15,616	41,153	50,564	104,230	154,793
2028	32,336	60,285	1,758	2,989	15,570	40,550	49,752	103,951	153,704
Percentage Change									
Overall Change	0.8%	2.6%	-1.0%	18.1%	10.6%	8.7%	3.5%	5.3%	4.7%

Total Degree Awards

In-State Undergraduate Degree Awards
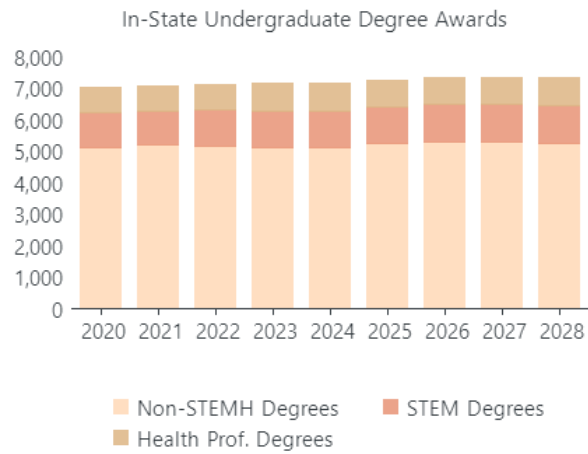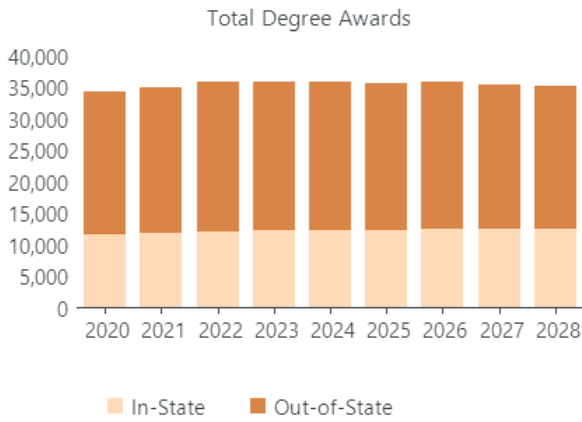
Total Awards					
	In-State		**Out-of-State**		
Fiscal Year	**(n)**	**(%)**	**(n)**	**(%)**	**(n)**
2020	11,854	34.6%	22,444	65.4%	34,298
2021	11,976	34.3%	22,970	65.7%	34,946
2022	12,191	34.1%	23,592	65.9%	35,783
2023	12,377	34.5%	23,463	65.5%	35,840
2024	12,372	34.6%	23,404	65.4%	35,776
2025	12,464	35.0%	23,197	65.0%	35,661
2026	12,605	35.3%	23,087	64.7%	35,692
2027	12,626	35.6%	22,813	64.4%	35,439
2028	12,592	35.8%	22,600	64.2%	35,192
Percentage Change					
Overall Change	6.0%		0.7%		2.5%

Degree Estimates				
	In-State Undergraduates			
Fiscal Year	**STEM**	**Health**	**Non-STEM**	**Total**
2020	1,122	772	5,119	7,013
2021	1,093	769	5,187	7,049
2022	1,155	816	5,148	7,119
2023	1,171	872	5,101	7,144
2024	1,176	879	5,093	7,148
2025	1,153	864	5,225	7,242
2026	1,186	872	5,296	7,354
2027	1,197	869	5,288	7,354
2028	1,206	872	5,256	7,334
Percentage Change				
Overall Change	6.6%	14.2%	4.0%	6.0%

Projected Awards (Degrees & Certificates), All Levels
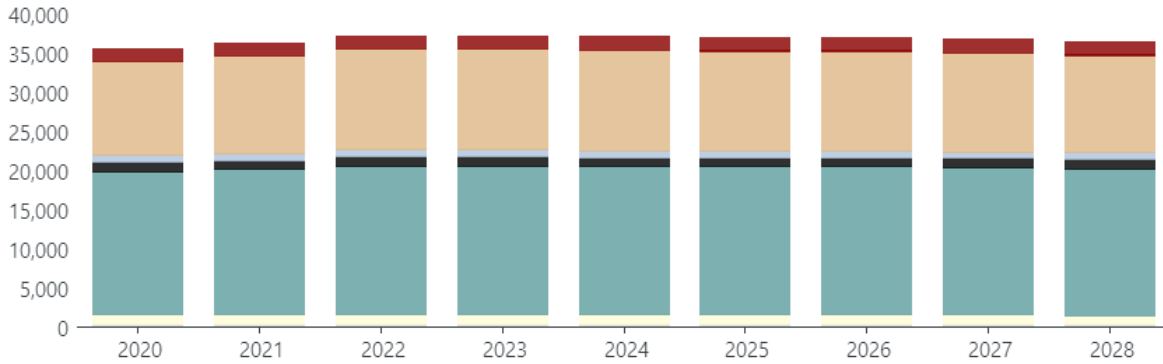
Legend:
- Certificates, < 1yr
- Transfer Associate
- Applied Science Associate
- Diploma (>2yr and <4yr)
- Bachelor
- First Professional
- Post-Bach Certificate
- Master
- Post-Master's Certificate
- Doctoral

Degree Estimates

Fiscal Year	Assoc, Transfer	Assoc, Applied	Bachelor	Total Undergraduate	First Prof.	Master	Doctor	Total Degrees	Total Awards
2020	1,178	0	18,261	19,833	1,210	12,074	1,575	34,298	35,591
2021	1,210	1	18,504	20,119	1,155	12,446	1,630	34,946	36,272
2022	1,236	1	18,955	20,602	1,175	12,772	1,644	35,783	37,158
2023	1,232	1	18,953	20,594	1,169	12,784	1,701	35,840	37,227
2024	1,217	1	18,855	20,476	1,174	12,774	1,755	35,776	37,147
2025	1,197	1	18,862	20,456	1,176	12,699	1,726	35,661	37,010
2026	1,181	1	18,911	20,483	1,183	12,673	1,743	35,692	37,026
2027	1,157	1	18,806	20,345	1,188	12,550	1,737	35,439	36,750
2028	1,133	1	18,681	20,189	1,195	12,452	1,730	35,192	36,484
Percentage Change									
Overall Change	-3.8%	100.0%	2.3%	1.8%	-1.2%	3.1%	9.8%	2.6%	2.5%

State Council of Higher Education for Virginia
Agenda Item

Item: #III.F. - Resources and Planning Committee – Action on Budget and Policy Recommendations: System Operations and Financial Aid 2022-24

Date of Meeting: October 25, 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: September 13, 2021
       Action: The Council reviewed preliminary recommendations by staff.

Purpose of Agenda Item: The purpose of this agenda item is to review budget and policy considerations that the Council will recommend to the Governor and General Assembly for the 2022-24 biennium. This is a responsibility of the Council as stated in the 23.208 of the Code of Virginia.

> *A. The Council shall develop policies, formulae, and guidelines for the fair and equitable distribution and use of public funds among the public institutions of higher education, taking into account enrollment projections and recognizing differences and similarities in institutional missions. Such policies, formulae, and guidelines shall include provisions for operating expenses and capital outlay programs and shall be utilized by all public institutions of higher education in preparing requests for appropriations.*

Background Information/Summary of Major Elements:
In September, staff provided a general overview of recommendations in the areas of operations, financial aid, capital and policy recommendations. Over the last month, staff reviewed recommendations with stakeholders to receive additional input. The primary investment areas are for financial aid; recruitment, retention and diversity of faculty talent; and initiatives focused on student success and internships. The attached document provides an update and executive summary that includes a recommendation of $700 million from the general fund for the upcoming biennium.

Materials Provided:
Draft report of funding recommendations.

Financial Impact:
The estimated impact is $700 million over the biennium in general fund and $130.7 million in nongeneral funds.

Relationship to Goals of The Virginia Plan for Higher Education:
The budget and policy recommendations relate to all goals of *Pathways to Opportunity*.

Timetable for Further Review/Action:
Upon approval, staff will submit the budget recommendations to the Governor and General Assembly for consideration.

Resolution:

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

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, 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 the 2022-24 biennium focus on addressing the needs of affordability, equity and transformation, now therefore,

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the Budget and Policy Recommendations for system operations and financial aid for the 2022-24 biennium.

SCHEV DRAFT BUDGET AND POLICY CONSIDERATIONS FOR THE 2022-24 BIENNIUM

EXECUTIVE SUMMARY

Each year, SCHEV provides budget and policy recommendations for higher education. These recommendations are intended to serve as an overview of the system needs and to provide options for the Governor and General Assembly to consider to meet statewide needs.

For the 2022-24 biennium, SCHEV recommends approximately $700 million in new state general fund. The following are key highlights of the funding proposal. Full details and assumptions are included in the remaining sections.

- **$200 million in financial aid programs to improve student success and funding for low- and middle-income students.** This includes a $130 million request in the second year for undergraduate need-based aid, with an expected increase in the average award of $960. While funding benefits all institutions, the primary increase is at six institutions with the highest percentages of low-income students and student financial need (GMU, NSU, ODU, RU, UVA-Wise and VSU). Average awards at these institutions would increase by as much as $1,500 to nearly $2,000 and potentially lower debt. It also includes funding to support expansion of financial aid through the tuition equity and aid provision that was passed in the prior session and increases the Tuition Assistance Grant program from a current level of $4,000 to $4,250 in the first and $4,500 in the second year.
- **$224 million for recruitment and retention of talent.** In addition to aid, recruitment and retention of faculty was a primary topic of discussion during meetings with institutions during the six-year plan process. Funds in this area could be used to improve quality and availability of faculty by: increasing the number of classes available, reducing class sizes, addressing salary compression and inequities, recruiting diverse and competitive faculty, and meeting student demand for new academic programs.
- **$60 million to address equity and fairness in funding among institutions.** This funding would support matters related potential funding inequities based on enrollment, institutional mission and other factors. Funding would be set aside in a central account, pending the recommendations of the cost and funding need study approved in 2021 General Assembly session The final report is expected by July 1, 2022.
- **$20 million to bring work-based learning and paid internships to scale.** This would expand the existing Virginia Talent and Opportunity Partnership (V-TOP) program by increasing employer awareness and capacity to offer paid internships, providing support programs to students to ensure they are work-ready and supporting institution planning to better assist students in finding and completing an internship.
- **$85 million for institution-specific initiatives that support student success, talent pathways and inclusive excellence.** This funding provides flexibility to the Governor and General Assembly to support the unique funding requests of

institutions. SCHEV recommends prioritizing institution requests for initiatives that increase student success, completion, program development in high-demand areas and inclusion initiatives on campus.

Other funding initiatives include investments in cost increases in non-personal services, enrollment growth at institutions below the state general-fund-per-student average, research, community outreach, collaborative initiatives and SCHEV agency requests.

For the biennial budgeting, the funding recommendations in the second year build on increases in the first year and recognize the full impact of the budget over the two years. This allows institutions to plan for more than one year, which leads to improved tuition predictability for students and families. In addition, for several investment areas, SCHEV recommends an institutional match totaling $130.7 million for the biennium.

The table on the following page provides a summary of the recommended funding amounts for the biennium.

In addition, SCHEV requests budget language to review critical issues in student-support and to provide recommendations to improve student well-being, persistence and completion. SCHEV also seeks funding and budget language to support the implementation of the cost and funding need study and to review state support of equipment, capital and maintenance.

Higher Education General Fund Recommendations for the 2022-2024 Biennium (in millions)

Area	FY 2023	FY 2024	Total
Operations			
Nondiscretionary			
Non-personal cost increases and operations and maintenance of new buildings in the first year*	$14.06	$27.63	$42.01
Enrollment growth for institutions funding below the general fund average per student	$4.84	$4.84	$9.68
Discretionary			
Recruit, retain and diversify faculty talent	$73.92	$150.02	$223.94
Cost and funding study: Institutional equity adjustments based on recommendations	$30.00	$30.00	$60.00
Institution-specific operation requests: Student success, talent pathways, inclusive excellence*	$35.00	$50.00	$85.00
Internship expansion: Virginia Talent + Opportunity Partnership (V-TOP)	$5.00	$15.00	$20.00
Institution-specific: Research and community outreach	$15.00	$15.00	$30.00
Collaborative initiatives: SCHEV, Virtual Library of Virginia and other system support	$10.00	$10.00	$20.00
Total Operations	**$187.82**	**$302.49**	**$490.63**
Financial aid			
Undergraduate need-based financial aid	$20.00	$130.00	$150.00
Tuition Assistance Grant (TAG)	$1.30	$6.10	$7.40
Tuition equity and aid provision: Undergraduate aid	$8.00	$8.80	$16.80
Tuition equity and aid provision: TAG	$0.40	$0.88	$1.28
Other equity and affordability initiatives	$5.00	$5.00	$10.00
Graduate aid: Recruitment of students into high-need programs	$4.00	$6.00	$10.00
Military Survivors Program: Stipends for eligible students	$5.40	$5.40	$10.80
Total Aid	**$44.10**	**$162.18**	**$206.28**
Total Higher Education Funding	**$231.92**	**$464.67**	**$696.59**

*Cost estimates do not include expected nongeneral fund match, estimated to be $45.7 million for nonpersonal and operations and maintenance of new building and $85 million for institution-specific requests.

OVERVIEW OF HIGHER EDUCATION AND FUNDING IN VIRGINIA

Advanced education contributes to state and regional prosperity and to individual success and well-being. It is associated with increased earnings, economic growth, greater levels of community engagement and improved health outcomes.

Over the years, Virginia has made significant gains in the capacity and quality of its system of higher education. It now 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.

Pathways to Opportunity, Virginia's statewide strategic plan for higher education, sets a vision to make Virginia the best state for education by 2030. This objective focuses on increasing our degree and credential attainment rate from 57% of the working-age population to 70%, thereby meeting workforce demands and improving the well-being of individuals and communities.

To become the best state for education, the *Pathways to Opportunity Plan* has three main goals to be equitable, affordable and transformative. Each year, SCHEV develops budget and policy recommendations for higher education in Virginia related to operations, financial aid and capital, and aligns the recommendations to the plan to better meet state needs. The following provides an overview of the general fund areas, recommended funding amounts and policy considerations.

The overview is provided in four sections:
- Section 1: Overview of recent funding and areas of need
- Section 2: Operations
- Section 3: Financial aid
- Section 4: Budget language requests and other policy considerations

SECTION 1: SUMMARY OF RECENT FUNDING AND AREAS OF NEED

This section provides an overview of recent state investments in higher education over the last few years, additional funding provided by the federal government as a result of the COVID pandemic, a preliminary review of higher education needs and a summary of budget and policy recommendations to aligned to the goal areas of the *Pathways to Opportunities Plan*.

State Investments to Support Higher Education

In the past two biennium (from FY 2018 to FY 2022), the Commonwealth provided significant investments to public higher education, including funding to mitigate the impact of the COVID-19 pandemic to institutions and students.

The total additional state funding was $614.1 million during this period. State funding for education and general programs (E&G) - those related to instructional activities increased by $384.2 million over the FY 2018 amount. Total state support for various financial aid programs increased by $134.3 million between FY 2018 and FY 2022.

Table 1: Change of General Fund Appropriations to Higher Education from FY 2018 to FY 2022 (in millions)

	General Fund Appropriations		Change over FY 2018 Level		
	FY 2018	FY 2022	Amount	Percent	Avg Annual % Change
E&G	$1,431.2	$1,815.3	$384.2	27%	6%
Financial Aid*	$293.7	$423.0	$134.3	46%	10%
Other Higher Ed.	$288.7	$389.3	$95.6	33%	8%
Total	$2,013.6	$2,627.7	$614.1	30%	7%

Note: *includes Higher Education Student Financial Assistance program; Two-Year College Transfer Grant; Virginia Military Survivors and Dependents program; Tuition Assistance Grant; New Economy Workforce Credential Grant; and Early Awareness and Readiness for Undergraduate programs.

A large portion of the state funding increase in E&G programs was for college affordability. In FY 2020, the state created a tuition moderation fund as a set-aside if institutions did not raise in-state undergraduate tuition and fees. In FY 2021 and FY 2022, additional funding was provided to maintain affordability, and many institutions kept tuition and fees low. The cumulative funding totaled $186 million during this period. As a result, institutions had historic low tuition and fee increases over the last three years.

With the additional funding from the state and low tuition and fee increases, the cost share between the state and in-state undergraduate students shifted from 45 percent provided by the state in FY 2018 to 50 percent of the cost provided by the state in

FY 2022. This results in a decrease of five percentage points of the total cost of education borne by in-state undergraduate students.

Another state investment focused on salaries of faculty and staff in FY 2020 and FY 2022. Each year, institutions submit six-year plans to the state to provide an overview of their goals and funding needs. Many institutions stated in their recent submission that the state salary increases in recent years helped them recruit and retain faculty and staff.

In addition, the state made targeted investments to institutions that serve more low- and middle-income students and students who are Black/African-American or Hispanic. This included additional operational support for Old Dominion University and George Mason University; additional undergraduate financial aid to waive or lower tuition and fee costs at community colleges for students meeting certain income levels and enrolled in high-demand programs (the G3 program); and investments at Norfolk State University and Virginia State University to support tuition and fees for students living within a 25-mile radius of the campus (the Virginia College Affordability Network).

Federal stimulus investments as a result of the COVID-19 pandemic

To better support institutions' increased costs and lost revenues during the pandemic, the federal government provided colleges and universities with unprecedented levels of funding. Congress passed three statutes, the Coronavirus Aid, Relief, and Economic Security (CARES) Act, the Coronavirus Response and Relief Supplemental Appropriations (CRRSAA) Act, 2021, and the American Rescue Plan (ARP) Act, over the course of one year (March 2020 to March 2021). Each law varied in the amount and size, and each subsequent aid package was larger than the previous ones.

Virginia's public institutions received $1.4 billion, with $545 million of those funds set aside for student aid through HEERF. Private institutions received $396 million, with $147 million set aside for student aid. While this is a significant amount, SCHEV calculated that the $1.4 billion for public institutions is allowed to be used over three years (FY 2020 to FY 2022). The $1.4 billion accounts for less than five percent of the total budget for higher education in Virginia when accounting for both general fund and nongeneral funds over the same time period.

The CARES Act contained two other funding sources: The Coronavirus Relief Fund (CRF) and the Governor's Emergency Education Relief (GEER) Fund. The CRF reimbursed expenses directly connected with addressing COVID-19. Both public and private institutions applied for reimbursement to the state with itemized expenses. GEER funds were applied at the discretion of the Governor, split between higher education and K-12. The CRRRSAA funded another round of GEER funds, but not CRF. The ARP funded new state and local recovery funds with broad flexibility for use, but did not fund GEER again.

The General Assembly met in August to determine how the state ARP funds would be used. The budget agreement provided $111 million for financial aid for low- and moderate-income students attending public and private nonprofit institutions. SCHEV is charged with the distribution of those funds.

Over the last year, SCHEV has tracked the distributions and guidance from all three statutes; discussed their implications with advisory groups at the institutions and with state officials; assisted the General Assembly and the Governor's Office with guidance and calculations for distributing the discretionary funds; and surveyed public institutions on their use of the funds.

Current needs for higher education and Commonwealth

As part of *Pathways to Opportunity,* SCHEV annually assesses the needs of higher education to meet the goals of the plan. The needs are based on a review of measures related to the plan, stakeholder input and needs identified by institutions in their six-year plans.

A preliminary review of the measures related to *Pathways to Opportunity* indicate the areas of greatest need focus on closing gaps in overall attainment by race/ethnicity, regions of the state and income groups. In order to address these gaps, the state needs to reduce disparities in enrollments and completions, debt and earnings upon completion to meet the objective of 70% attainment of the working age population by 2030.

In addition, SCHEV recently concluded preliminary six-year plan meetings with institutions. These plans identify priorities and funding needs over the upcoming biennium. While each institution has specific initiatives, the following is a summary of initial areas of priority for institutions in their six-year plans:
- **Operational funding support**, including continuation of one-time funding provided by the GA in FY 2022 ($40 million), support for salaries, information technology costs, rising costs in non-personal services, enrollment growth and operations and maintenance of new buildings.
- **Financial aid**, including additional aid for undergraduates, graduates and certain affordability focused programs.
- **Student success initiatives**, including advising and counseling, mental health services, transfer support and support to students with disabilities.
- **Talent pathways**, including new academic programs, internships and work-based learning opportunities.
- **Equity initiatives**, including salary adjustments and additional staffing to better support students and staff.
- **Research and community outreach initiatives** to better support the Commonwealth and regions of the state.

The following sections provide details of costs (where appropriate) and funding needs based in the areas of operations and financial aid.

SECTION 2: OPERATIONS

Each year, institutions assess costs, both non-discretionary and discretionary, and prioritize funding needs. These needs are initially conveyed in the institution's six-year plan that is submitted to the state and approved by its board. While the plans can change based on feedback provided during the review process, they serve as a general guide for institutional needs.

In addition, SCHEV is charged to calculate various categories of increased costs based on methodologies outlined in the Top Jobs Act, which the Governor and the General Assembly codified in 2011.

The following section provides estimated growth costs in the areas of non-discretionary and discretionary increases. The costs are provided as a total cost. The state has traditionally provided funding for areas, such as salaries based on a cost share (currently at approximately 50% for the system). If the state were to fully fund the cost estimates, tuition and fees increases could be significantly impacted to further reduce costs to students.

Non-discretionary costs

Growth in non-personal services

With the impacts of the pandemic, changes in the minimum wage and other economic factors, institutions are expected to have additional unavoidable cost increases in the areas of insurance premium rates, contractual services, operations and maintenance of facilities and several other areas. Non-personal services constitute approximately 25% of total costs for the institutions. Based on FY 2022 available resources, if costs in these areas were to increase by 2% each year, it would result in an additional $26 million in FY 2023 and $53 million in FY 2024 of funding need. SCHEV recommends split funding this area to better support institutions between general fund and nongeneral fund sources to better support equity in funding. Institutional amounts are included in Appendix A.

Operation and maintenance of new facilities coming online

In addition to growth in costs, each year the state supports the development of capital at institutions. As a result, new buildings that are expected to open in the coming year will require additional funding for operation and maintenance (O&M) of the facilities. SCHEV surveyed institutions for new facilities coming online in 2022-24 and received funding requests for a total of 34 new facilities. The total funding need is approximately $22.2 million for the biennium; however, SCHEV recommends funding for buildings scheduled to open in the first half of the biennium. SCHEV would like to review requests for O&M in FY 2024 to better estimate costs in the second year in partnership with institutions. SCHEV proposes funding for O&M using a split fund approach. The estimated general fund costs are $1.9 million in the first and $3.1 million in the second year. Nongeneral funds costs are $2.1 million in the first and $3.2 million in the second. Institution amounts are included in Appendix B.

Approved enrollment growth

The Top Jobs Act includes language that allows funding "[t]o incentivize undergraduate Virginia student enrollment growth at the Commonwealth's public institutions of higher education in furtherance of the increased degree conferral…." Institutions submitted enrollment projections earlier this year, and the projections were part of the review and discussion at the recent six-year-plan meetings.

Further, in accordance with its statutory authority, the Council will approve enrollment projections at its October 2021 meeting. Several institutions project higher enrollment in the next biennium. One institution – George Mason University – projects growth and has a general fund appropriation per in-state student that is lower than the system average. While SCHEV is engaged in a cost and funding study that will make recommendations related to base budgets for all colleges and universities, to avoid getting further behind in its funding per student, SCHEV recommends $4,840,000 in each year of the biennium to keep up with approved enrollment growth at George Mason University.

Other cost considerations

In addition to the costs considerations above, the state also should consider other costs that could arise as a result of the pandemic. Last year, institutions were allocated approximately $40 million in funding to support institutional needs, but due to budget limitations, these funds are allocated as one-time funding. Ensuring that these funding amounts remain as recurring funds for the upcoming biennium can help support unexpected costs that may continue to arise.

Discretionary costs

<u>Recruit and retain talent</u>
Funding to help colleges and universities recruit, retain and diversify their faculty is central to the quality and effectiveness of higher education. Institutions use the additional funds to provide base salary increases, to increase the number of classes available to students, to address issues related to salary compression and equity, and to meet student demand for new academic programs.

In all cases, colleges and universities base their faculty salary decisions on merit. While salary increases for other state employees usually apply equally, language in the state appropriation act specifically gives flexibility to institutions of higher education to consider merit for those actions.

In their six-year plans, just about every institution said that additional resources to recruit and retain faculty is a high priority. They spoke of the need to address faculty diversity and differentials in high-demand program areas where salaries are higher in the private sector, such as nursing, computer science and other STEM-H (science, technology, engineering, math and health) fields. Also, as in prior years, several institutions indicated a need to improve pay for adjunct faculty.

The Commonwealth provided the state share of salary increases for state employees, including college and university faculty, of 5% in FY 2022, the largest single-year increase in many years. Institutions of higher education paid their share of the 5% increase with other agency funds (including the $40 million in additional general fund the General Assembly provided for discretionary use).

SCHEV recommends that the Commonwealth continue the momentum it has made in recent years by appropriating additional funds to help colleges and universities recruit, retain and diversify their faculty. To continue to remain competitive and to address institutional priorities, SCHEV recommends that the Governor and the General Assembly provide a general fund increase equal to 3% of faculty salaries (and 1.5% of benefits) in each year of the biennium. Institutions should continue to use those funds based on merit and to address a range of issues related to recruitment and retention of faculty talent. Further, with modest tuition increases or reallocation of existing resources, institutions would be able to provide an increase of the same magnitude (5%) as in FY 2022. Adjustments are made to factor the proportion of out-of-state students and those institutions operating at or near their calculated base adequacy costs. This provides greater alignment of state funds to institutions with higher need.

The biennial cost of providing a general fund increase equal to 3% of faculty salaries (and 1.5% of benefits) costs is $223.9 million. Included in these amounts are funds to support teaching and research faculty, administrative faculty, graduate teaching assistants and adjunct faculty. Institution amounts are included in Appendix C.

SCHEV also recommends that the Governor and the General Assembly continue to provide salary increases for all college and university classified staff, in accordance with provisions for state employees in other state agencies.

Equipment (Higher Education Equipment Trust Fund)

Each year, institutions receive funding for equipment through the higher education equipment trust fund (HEETF). The program focuses on supporting equipment needs for institutions in the areas of instruction and research. Current funding is approximately $80 million per year. SCHEV is responsible for administering this program.

For the upcoming biennium, SCHEV recommends maintaining support for HEETF. SCHEV also recommends that staff identify opportunities for greater equity in funding and efficiency and effectiveness of the administrative process. Budget language is included in SCHEV's request related to the implementation of the cost and funding need study and review of other cost areas in Section 4.

Institution-specific requests: student success initiatives, affordable talent pathways and inclusive excellence

In addition to general operating support, the Governor and General Assembly may wish to support institution-specific initiatives that could improve the quality of instruction and retention of students – particularly for students with the largest gaps in completion. As part of the six-year plan process, SCHEV asked institutions to submit proposals aligned to *Pathways to Opportunity*. Institutions submitted proposals aligned with the areas of student success, affordable talent pathways and equity initiatives. SCHEV recommends funding institution-specific requests in these priority areas of $35 million in the first and $50 million in the second of general fund with an expected institution match.

- **Student success initiatives:** Ensuring student retention and completion are an increasing need to meet the state attainment goal of 70%. With the changing student demographics to better serve students with traditionally lower completion rates, such as first-generation, low-income, Black/African-American and Hispanic students, institutions have identified a need to better support students. In addition, during the pandemic, students and institutions identified a growing need to address mental health services on campus. Funding to support institutional needs in the areas of advising and mentoring programs, disability support initiatives, mental health support services and transfer could help increase student success and completion.
- **Affordable talent pathways and internships:** Another approach to increasing student success is the development of affordable pathway programs. This can include new program development in high-demand areas, such as healthcare, information technology, public health and the enhancement of existing programs to include additional work-based learning and increased internships. SCHEV and institutions have identified a growing need to ensure that students have opportunities to incorporate work-based

learning to further their academic experience, gain on-the-job skills and increase their opportunities for employment while meeting employer needs.

- **Inclusive excellence:** Many institutions and boards have undertaken efforts to better address equity, diversity and inclusion on campus both in academic programming and support service areas. Increased support for staffing and to effectively retain and recruit faculty also can increase student retention and completion.

If funding is provided in these areas, the state should consider methods to evaluate the effectiveness of the initiatives through periodic reporting or staffing support at the state level to increase collaboration and sharing of promising practices.

Internship expansion: Virginia Talent + Opportunity Partnership V-TOP

The Innovative Internship Fund and Program – rebranded externally in collaboration with the Virginia Chamber of Commerce as the Virginia Talent + Opportunity Partnership (V-TOP) – has reached a critical stage in its development. The statutory purpose is two-fold: (1) grants to institutions to support paid internships in partnership with Virginia employers and (2) a statewide initiative to facilitate the readiness of employers, students and institutions to scale significantly work-based learning such as internships. The planning of the statewide initiative has resulted in the development of meaningful strategies for student learning and workforce and economic development that now require additional investment to implement statewide at scale.

With strategic investments in internship initiatives, Virginia can retain its position as the top state for business and achieve our goals to be the best state for education and the top state for talent. The following initiatives support expansion of this program:

Services to small employers: In addition to services available to all employers using current funding (a readiness toolkit and online modules that lead employers step-by-step through the process of designing and implementing an internship program, as well as personal support to be provided by regional organizations that have received V-TOP grants), SCHEV proposes more intensive services for small employers.

SCHEV would procure a staffing company to serve as a clearinghouse for matching students to internship opportunities at small employers. Employers would gain access to these free services by completing the online modules to ensure they are ready to host interns. Students would gain access to the opportunities through their institution's job posting site and would be required to complete the student readiness modules either prior to being matched with a small employer or during their internship if the opportunity is part of the new freshman/sophomore experience. (Note: Employers would still be responsible for paying interns at least the state minimum wage.) The expected cost is $200,000 in the first and $3.5 million in the second year of the biennium.

Accelerate and scale the current plan for regional support. Using only current funding, SCHEV is implementing a four-year plan to roll-out and maintain regional support for employers, develop additional readiness modules for students and implement statewide the Career Champions approach, which is an all-of-campus support system for all students as they develop career-ready competencies. Further, SCHEV is operating on an even longer timeline to: (1) scale an alternative readiness curriculum for community college and high school students currently being piloted at two community colleges; (2) develop creative ways to gather data on non-credit experiences (including implementing zero-credit, "transcriptable" experiences at each institution); (3) gather and analyze other baseline data; (4) identify measures of success; and more. The expected costs are $3.8 million in the first and $10.5 million in the second year of the biennium.

Leverage federal work study. Clemson University recently significantly increased the availability of internships for its students by transforming Federal Work-Study (FWS). Clemson's effort garnered national attention, and Virginia institutions, both public and private, subsequently asked SCHEV to form a work group to develop a roadmap through the regulatory and practical issues involved. While such can be accomplished with current funding, institutions will need additional resources to implement the changes.

SCHEV proposes to issue competitive three-year grants for selected institutions to implement the transformation on a pilot basis for a limited number of students. The grants would fund a full-time or part-time person, depending on the number of students who participate in FWS, along with materials and supplies. Institutions would evaluate the success of the program and, if the impact is clear, would then request a direct appropriation from the General Assembly or use institution funds to continue and scale the program to additional students. (Note: The South Carolina legislature appropriates $1 million per year to Clemson to pay student wages for those students not paid by FWS funds; the institution contributes an additional $1 million for student wages and covers the staffing costs.) Estimated costs for this initiative are $1 million (an average of five $200,000 three-year pilots at five institutions per year) in each fiscal year.

Equity and funding adjustments based on outcomes of cost and funding need study

During the 2021 session, the General Assembly charged SCHEV to review and update costs and funding needs for higher education and provide recommendations to allocate state resources. This work is currently underway, but the final report is not due until July 1, 2022.

In many years, institutions request funding to address real or perceived funding disparities. To support the results of this cost review and promote equity and fairness among Virginia's public institutions, SCHEV recommends setting aside $0 million in each year for distribution based on the outcomes of the report. SCHEV also request budget language to work on implementation of the study in the upcoming biennium

and to continue to assess other areas of cost including capital, equipment and maintenance reserve (see section 4 for more details).

Institution and other entity-specific: research, innovation, economic development and community outreach

In addition to traditional services provided to students, institutions and other entities provide valuable services in the areas of research and community outreach. SCHEV recommends $15 million in each year of the biennium to support institution-specific needs. The following is a brief overview of potential initiatives in these areas that the state may wish to prioritize.

- **Research and innovation:** Virginia historically has provided research support to institutions, research facilities and other initiatives across the Commonwealth. Several institutions indicated in their six-year plans an interest to support research that aligns with the needs of the state, including the areas of health and public health, social mobility/equity, information technology and cybersecurity.
- **Community and economic development outreach:** Higher education centers and some institutions provide outreach and support to their surrounding communities through economic development initiatives, museums and cultural centers, pre-K-12 support and equity initiatives that also are funded through the budget process.

Collaborative initiatives: SCHEV, Virtual Library of Virginia and other system support

While Virginia's successful system of higher education operates in a decentralized model, it also benefits from increases in efficiencies and effectiveness when it also supports initiatives that further collaborations across institutions and at the system level. This includes the following initiatives:

Virtual Library of Virginia (VIVA): VIVA is a consortium of non-profit academic libraries within the Commonwealth of Virginia. Members include all of the 39 state-assisted colleges and universities (the six doctoral universities, nine 4-year institutions, and 24 community and two-year branch colleges), as well as 31 of the independent (private, nonprofit) institutions and the Library of Virginia. VIVA supports resource sharing of Virginia's print and microform collection through shared access to online library resources and educational and training opportunities for member libraries. VIVA also leads initiatives related to the use of open educational resources (OER) to help lower text book costs for students.

Funding is provided annually to support several initiatives through VIVA. The following is a list of priority items for the program:

- **Priority 1:** Sustain current collections, expand equity, diversity and inclusion materials and sustain streaming media collection access ($1 million in FY 2023 and $1.3 million in FY 2024)

- **Priority 2:** Create a publishing infrastructure for open educational resources in Virginia ($500,000 in each fiscal year)
- **Priority 3:** Open up Virginia faculty research to the world -- greater infrastructure support to institutions ($400,000 in each fiscal year)

SCHEV agency operation support and other agency requests: SCHEV provides ongoing support for a variety of tasks charged by the state. Over the last several years, SCHEV has assumed new responsibilities and assignments, sometimes without adequate resources to keep up with the expectations. Consistent with the goals of *Pathways to Opportunity*, SCHEV staff seeks funding to increase capacity for additional staff in the areas of data security, programming evaluation and diversity, equity and inclusion/human resources. SCHEV requests additional financial support for staffing of the new data system to support the tuition equity and aid implementation and ongoing funding for the cost and funding need study for implementation and other reviews.

Another area of funding relates to improving FAFSA completion and advising. This year, the Governor formed a FAFSA completion workgroup to identify opportunities for Virginia to improve completion rates (currently lower than the national average) for low-income schools. The report identified several improvements to the system. SCHEV will support the recommendations focused on state coordination and education to students and parents through existing staff and funding, but requests funds to increase college advising services at schools with 50% or more students receiving free or reduced priced lunch. ($750,000 in the first and $1.5 million in the second year to support this effort.)

To better support innovation, equity and student completion, the state could consider grants to support institutions that implement innovations, such as those implemented through the University Innovation Alliance or other promising practices aligned with state needs. SCHEV is planning to support grants through the existing Funds for Excellence and Innovation, but requests funding of $525,000 for each year of the biennium to allow broader implementation.

Last, SCHEV also plans to work in partnership with state healthcare organizations, including the Virginia Mental Health Access Program, the Virginia Healthcare Foundation and legislative and Governor's staff to help improve mental health services and workforce services by proposing pilot programs on campuses to increase mental services while providing clinical opportunities for individuals seeking licensure, supporting greater education to health centers on campus and identifying peer-led faculty and student groups to support a mental health culture of awareness.

SCHEV also serves as a pass-through agency for several other aid and institution programs, including the tuition assistance grants (TAG), the Virginia Military Survivors Stipend Program and the Virginia Space Grant Consortium. Funding amounts requested by SCHEV for both operations and pass through funds are included in Appendix D.

SECTION 3: FINANCIAL AID

Funding to support operations is one path to maintain affordability as the state funding can help offset growth in tuition and fees. Another path to address affordability is through the use of financial aid.

The following information includes funding recommendations to address affordability while also meeting other priorities of the state.

Undergraduate need-based financial aid

The Commonwealth of Virginia's primary state financial aid program is the Virginia Student Financial Assistance Program. This program provides direct appropriations to public institutions to be used to award both the Virginia Commonwealth Award and the Virginia Guaranteed Assistance Program to Virginia students demonstrating financial need. SCHEV recently reviewed its model for making funding recommendations and in 2019 adopted changes to that model so that state funding is weighted toward institutions whose students have the highest average need. As identified in the 2019 report, average student need varies widely among the institutions.

For the FY 2022-24 biennium, SCHEV recommends that the Commonwealth reduce unmet need – as determined by the funding model - with particular attention on those institutions with the highest levels of unmet need. Additional funds would enable institutions to mitigate increasing costs, stabilize or reduce unmet need, minimize the need for borrowing, support increased enrollment among low-income students and increase completion rates.

A reduction in need could reduce average debt and improve graduation rates. For perspective, a $2,000 decrease in unmet need correlates to approximately a three-percentage point increase in graduation rates. The graduation rate for the institutions with the highest levels of need are below the system average.

An increase of $20 million in the first year and $130 million in the second year could increase the average awards and potentially reduce the average unmet need across the system by an average of over $950 per student in the second year. In addition, the six four-year institutions demonstrating the highest levels of need could be reduced by between $1,500 and $2,000 per student in the second year if tuition and fees do not increase. Institution amounts are included in Appendix E.

Virginia Military Survivors and Dependent Education Program (VMSDEP)

The VMSDEP provides assistance to Virginia's veterans who have made significant personal sacrifices, including loss of life, liberty (prisoner of war or missing in action) or "limb" (90% or more disabled as a result of service) by waiving tuition and required fees and providing a stipend to their dependents. Usage of the program is difficult to forecast as it is subject to sudden increases and decreases. Currently there is no

reliable early projection indicator as the pool of eligible students is not tied to high school completion rates or other standard projection measures.

The Department of Veterans Services (DVS) reported in August 2021 that the number of program applications are at historic levels and new applications continue to be submitted. These numbers indicate participation in FY 2022 is well ahead of previous years with a possible 50% increase following 13% increases in two of the past three years. The increases are reportedly due to enhanced marketing and advising of families by other state and federal offices providing services to veterans and their families, increased assistance in completing the VMSDEP applications, and increased efficiency in obtaining federal records to verify eligibility. A 50% increase in participation would result in 2,400 stipend recipients for FY 2022. At this level, the maximum award is projected to be reduced from $1,900 to $1,200 for FY 2022.

According to projections provided by DVS, the participation rate will continue to rise into the next biennium requiring an additional $5.4 million and $6.5 million for FY 2023 and FY 2024 respectively (to return to current maximum award of $1,900). Staff recommends funding the $5.4 million in the first year and then level funding for the second year while the program continues to be monitored and projections are refined as updated data are available. In addition, for the upcoming biennium, SCHEV will seek flexibility in the use of financial aid funds to avoid reductions in aid to this program if enrollments increase beyond the current funding level.

Graduate Education (Virginia Graduate Commonwealth Award)

While most of the attention on affordability is focused on undergraduate enrollments, graduate programs are also critical to the economic health of the Commonwealth. This program is designed to better position the institutions in attracting the best and most diverse students for their graduate programs. (The institution can decide whether to award based on need or merit criteria.)

Funding for graduate aid has not increased since FY 2018, when the General Assembly increased the appropriation by $1.3 million, to $23.3 million. In spring 2020, the General Assembly approved an additional $1 million and $1.5 million in FY 2021 and FY 2022 respectively for seven institutions offering research programs; however, these new funds were unallotted at the beginning of the pandemic.

Graduate financial assistance is often associated with economic development. With increasing competition from other states to attract top graduate students, the Commonwealth of Virginia should increase its investment in this program especially for research institutions and high-demand programs. SCHEV recommends an additional $4 million and $6 million for FY 2023 and FY 2024 respectively. This request includes the restoration of the unallotted funds from the 2020 General Assembly.

Other equity and affordability initiatives

Increasing the number of graduates in high-demand fields and growing diversity in the workforce is an important component to helping individuals prosper and

employers improve innovation. The state currently supports several aid initiatives in this area, such as:

- **New Economy Workforce Credential Grant program.** This program provides noncredit training to individuals at only ⅓ of the cost of the program in high-demand fields. Due to the pandemic, the program currently maintains a surplus, but demand may grow in the coming year.
- **G3 program at community colleges.** This newly formed program offers free tuition to low-income students enrolled in certain high-demand programs. Currently enrollments are within the current allocation, but funding may be needed in the second year as awareness grows.
- **Virginia College Affordability Network at VSU and NSU:** This newly formed program also provides funding for tuition and fees for recent high school students living within a 25-mile radius of the campus. These institutions identified a large interest and expected enrollment in these programs which may grow in the coming years.
- **SREB doctoral scholars program.** This program supports equity by providing funding for underrepresented students in doctoral studies programs. It is a cooperative program with the Southern Regional Education Board (SREB). Current state allocations of $25,000 per student ensures that these students have their tuition and fees covered, provides a modest living stipend and covers professional development and mentoring opportunities. Since 1993, Virginia has funded 185 scholars, 98% of which are minority students. To increase program participation to 15 students annually would require an additional $205,000 for each year of the biennium.

Virginia Tuition Assistance Grant Program (TAG)

TAG provides an opportunity for students to consider enrollment in one of Virginia's private, non-profit colleges and universities. While not a need-based program, approximately 80% of recipients are low- and middle-income students. Over the last biennium, the Governor and the General Assembly have increased the maximum undergraduate award from $3,400 to $4,000.

Beginning in FY 2021, the availability of TAG was to be phased-out for students enrolled in an online degree program. This policy decision was reversed in 2021 with the restoration of TAG for these students, though at a lower rate. During the pandemic year of FY 2021, TAG usage declined even further suggesting the possibility of a bounce-back year in FY 2022. These factors have made the short-term projection of TAG usage more uncertain than in prior years.

With the restoration of TAG to online students, the number of TAG recipients is expected to increase for FY 2022 and then level off for the FY 2022-24 biennium. Holding TAG for online students at $2,000 and increasing TAG for residential students to $4,250 and $4,500 over the biennium will require an additional $1.0 million and $5.6 million for FY 2023 and FY 2024 respectively.

<u>Tuition equity and aid provision</u>

In 2020, the General Assembly created a new path to obtaining in-state tuition for those whose legal status does not permit the establishment of domicile. Instead of undergoing a domicile review, students may now be considered for in-state tuition by meeting certain high school and state tax filing requirements. In 2021, the benefits available to qualifying students was extended to include state financial assistance beginning in FY 2023.

SCHEV is reviewing the expected number of eligible students at both public and participating private, non-profit colleges and universities. Funding for state financial assistance programs will need to be increased in order to accommodate these additional students; otherwise program awards will need to be reduced.

For public institutions, to accommodate an additional 2,000 students eligible for the Virginia Student Financial Assistance Program will require an additional $8 million and $8.8 million for FY 2023 and FY 2024 respectively.

For private, non-profit institutions, to accommodate an annual increase of an additional 100 students eligible for the Virginia Tuition Assistance Grant program will require an additional $400,000 and $800,000 for FY 2023 and FY 2024 respectively.

SECTION 4: BUDGET LANGUAGE REQUESTS AND OTHER POLICY CONSIDERATIONS

In addition to budget recommendations, each year, SCHEV staff identify budget language and additional areas for policy consideration to address specific needs. The following is a list of language requests and considerations for the upcoming biennium.

Budget language requests

The two language requests relate to strategies and priority initiatives of the *Pathways to Opportunity Plan* focus on a review of student support services and further alignment of state funding to higher education through implementation of the cost and funding need study and a review of other cost areas.

SCHEV staff plans to pursue this work regardless of whether the language is included in the budget; however, inclusion in the budget helps ensure that these priorities align with expectations of the Governor and General Assembly.

Review of student support services. This is a priority area that was identified by Council. If Virginia is to close its equity gaps in college-student participation, persistence and completion, then the state must strengthen the support services that its institutions provide to students. The first step toward such strengthening is the identification of critical issues in such services. A review of services coupled with analysis of best practices nationally, can inform recommendations for state and institutional action. SCHEV proposes the following language to support this work:

The State Council of Higher Education for Virginia shall conduct a review of the critical issues in student-support services facing higher education in the Commonwealth and shall report its findings and recommendations for positively affecting the impacts of support services on student well-being, persistence and completion to the Governor and the General Assembly by November 1, 2022.

Cost study implementation and review of equipment, capital and other program areas. Work related to the Council strategy of alignment of funding resources is underway through the existing cost and funding need study approved during the 2021 General Assembly session. A final report is due on July 1, 2022. In order to maintain momentum of the study for the upcoming biennium and continue to review other costs areas, SCHEV requests the following budget language:

The State Council of Higher Education for Virginia Finance and Appropriations Committee, Department of Planning and Budget, Secretary of Finance, and Secretary of Education, as well as representatives from public higher education institutions, shall: (1) develop an implementation plan, including any proposed legislations based on the recommendations developed as part of the Cost and Funding Need Review authorized in Chapter 552 of the Acts of the General Assembly and (2) complete a review of additional program areas that SCHEV is responsible for providing budget recommendations, including the Higher Education Equipment Trust Fund, operation and maintenance of new facilities, maintenance reserve and capital.

The Council shall submit to the Governor and Chairs of Senate Finance and House Appropriations Committees, the implementation plan by November 1, 2022 and the report on the review of additional programs areas by July 1, 2023.

Other areas for consideration

During the development of the 2022-24 budget and policy recommendations, SCHEV staff explored other innovations that are not included in the recommendations. Yet they bear some consideration and might become part of a detailed proposal at a later date. The three below relate directly to the principles of student access and success and closing attainment gaps. SCHEV staff will continue to seek input on these ideas to assess whether the Council would be interested in pursuing them further.

Need-based aid for private colleges. In its revisions to the state undergraduate need-based financial aid programs, SCHEV has made an effort to allocate more financial aid to those institutions that have students with the greatest financial need. It is a concept that is fundamental to the 2022-24 recommendation to add $150 million over the biennium, with the institutions with the greatest financial need receiving the largest increases. The Commonwealth might want to explore the possibility of establishing a program for students attending private nonprofit institutions. In 2019-20, more than 40% of in-state fall undergraduate students attending private nonprofit institutions received a Pell grant. One option would be to

provide a state grant to all Virginia students that meet certain financial criteria to receive a fixed amount to offset the cost of education.

Endowment fund for financial aid. Institutions rely heavily on private giving to meet institutional and student financial needs. The state could create an incentive program so that individuals, businesses and nonprofit organizations would be willing to give money to institutional endowments, provided the money be used specifically to lower the cost of attendance for students with the greatest financial need. The amount of the match could vary depending on the type of institution, the number of low-income the institution serves or other factors. The incentive could be in the form of a matching fund for eligible contributions.

Financial aid for more Pell students. A recent report from Education Reform Now highlighted the fact that five Virginia public institutions rank in the bottom 15 of institutions nationwide in the number of Pell-grant-eligible students they enroll. While Virginia has made some progress, Virginia's public institutions still enroll below the national averages. While Pell-grant status is not the only measure of income, it is nationally accepted as a benchmark for enrollment of low-income students. Some of the institutions on the list say that they do not have sufficient resources to recruit more Pell-eligible students. The challenge is complicated by the fact that the financial aid calculations (described above) are based on meeting the financial needs of currently enrolled students. The state might consider a performance-based program that would provide financial aid to institutions that meet certain criteria to increase the number of students that might not otherwise enroll due to financial constraints.

Appendix A: Costs of Nonpersonal Services (NPS) by Institution

	Nonpersonal Expenditures	Adjust NPS FY 2022	FY 2023 Total NPS	FY 2024 Total NPS	GF share	FY 2023 GF Share	FY 2023 NGF Share	FY 2024 GF Share	FY 2024 NGF Share
CNU	$17,195,532	$17,539,443	$350,789	$708,593	59.8%	$210,000	$141,000	$424,000	$285,000
GMU	$140,239,408	$143,044,196	$2,860,884	$5,778,986	49.9%	$1,428,000	$1,433,000	$2,884,000	$2,895,000
JMU	$73,923,211	$75,401,676	$1,508,034	$3,046,228	49.6%	$748,000	$760,000	$1,511,000	$1,535,000
LU	$13,584,552	$13,856,243	$277,125	$559,792	61.8%	$171,000	$106,000	$346,000	$214,000
NSU	$18,930,301	$19,308,907	$386,178	$780,080	50.3%	$194,000	$192,000	$392,000	$388,000
ODU	$80,660,995	$82,274,215	$1,645,484	$3,323,878	55.8%	$918,000	$727,000	$1,855,000	$1,469,000
RU	$26,610,576	$27,142,787	$542,856	$1,096,569	61.0%	$331,000	$212,000	$669,000	$428,000
UMW	$13,628,154	$13,900,717	$278,014	$561,589	60.1%	$167,000	$111,000	$338,000	$224,000
UVA	$206,542,313	$210,673,159	$4,213,463	$8,511,196	32.2%	$1,357,000	$2,856,000	$2,741,000	$5,770,000
UVAW	$8,981,636	$9,161,268	$183,225	$370,115	59.8%	$110,000	$73,000	$221,000	$149,000
VCU	$151,695,193	$154,729,097	$3,094,582	$6,251,056	49.8%	$1,541,000	$1,554,000	$3,113,000	$3,138,000
VMI	$8,800,386	$8,976,394	$179,528	$362,646	40.8%	$73,000	$107,000	$148,000	$215,000
VSU	$24,893,023	$25,390,884	$507,818	$1,025,792	47.0%	$239,000	$269,000	$482,000	$544,000
VT	$206,737,934	$210,872,692	$4,217,454	$8,519,257	38.1%	$1,607,000	$2,610,000	$3,246,000	$5,273,000
W&M	$60,079,109	$61,280,691	$1,225,614	$2,475,740	38.6%	$473,000	$753,000	$956,000	$1,520,000
RBC	$4,512,766	$4,603,021	$92,060	$185,962	63.6%	$59,000	$33,000	$118,000	$68,000
VCCS	$197,569,953	$201,521,352	$4,030,427	$8,141,463	62.7%	$2,527,000	$1,503,000	$5,105,000	$3,036,000
Total	$1,254,585,041	$1,279,676,742	$25,593,535	$51,698,940	48.7%	$12,153,000	$13,440,000	$24,549,000	$27,151,000

Notes: Expenditures are from Cardinal submissions. GF share is 2019 data. 2021 GF share calculations will be updated prior to submission.

Appendix B: Operations and maintenance of new facilities opening in FY 2023

	FY2023			FY2024			2022-24		
	GF	NGF	Total	GF	NGF	Total	GF	NGF	Total
CNU	$182,000	$122,000	$304,000	$187,000	$126,000	$313,000	$369,000	$248,000	$617,000
GMU	$6,000	$8,000	$14,000	$11,000	$10,000	$21,000	$17,000	$18,000	$35,000
ODU	$182,000	$144,000	$326,000	$726,000	$580,000	$1,306,000	$908,000	$724,000	$1,632,000
UVA	$173,000	$707,000	$880,000	$173,000	$710,000	$883,000	$346,000	$1,417,000	$1,763,000
VCU	$208,000	$210,000	$418,000	$417,000	$420,000	$837,000	$625,000	$630,000	$1,255,000
VMI	$217,000	$315,000	$532,000	$286,000	$410,000	$696,000	$503,000	$725,000	$1,228,000
W&M	$157,000	$250,000	$407,000	$314,000	$500,000	$814,000	$471,000	$750,000	$1,221,000
RBC	$55,000	$30,000	$85,000	$222,000	$130,000	$352,000	$277,000	$160,000	$437,000
VCCS	$428,000	$255,000	$683,000	$428,000	$250,000	$678,000	$856,000	$505,000	$1,361,000
VT-ext	$307,000	$16,000	$323,000	$316,000	$17,000	$333,000	$623,000	$33,000	$656,000
Total	$1,915,000	$2,057,000	$3,972,000	$3,080,000	$3,153,000	$6,233,000	$4,995,000	$5,210,000	$10,205,000

Notes: Institutions note listed did not submit facilities scheduled to open in FY 2023.

Appendix C: Talent recruitment and retention

	FY 2023	FY 2024
CNU	$1,696,000	$3,205,000
GMU	$9,744,000	$19,600,000
JMU	$4,998,000	$10,231,000
LU	$1,277,000	$2,424,000
NSU	$1,519,000	$2,800,000
ODU	$5,149,000	$9,923,000
RU	$2,321,000	$4,469,000
UMW	$1,182,000	$2,256,000
UVA	$7,079,000	$16,459,000
UVAW	$458,000	$878,000
VCU	$8,086,000	$15,815,000
VMI	$553,000	$1,229,000
VSU	$1,206,000	$2,225,000
VT	$11,793,000	$26,041,000
W&M	$3,179,000	$7,276,000
RBC	$195,000	$360,000
VCCS	$13,483,000	$24,835,000
Total	**$73,918,000**	**$150,026,000**

Note: Estimates based on FY 2021 expenditures of admin, teaching and research, graduate teaching assistants, and adjunct and a percentage of fringe. Increases use a FY 2022 5% adjustment and 3% in FY 2023 and FY 2024. Adjustments made based on the percentage of in-state students and institutions operating at or near base adequacy costs.

Appendix D: SCHEV Budget Requests for 2022-24 Biennium

Title	FY 2022 Funding	FY 2023 Request	FY 2024 Request
Agency operations			
Staffing to address shortfalls and expand capacity: 6 positions to address data security, programming, evaluation and HR/diversity		$837,033	$1,115,684
Maintenance and operation of tuition equity and aid data system: Staffing to support system	$200,000	$103,676	$103,676
Cost and funding need study phase II: Implement recommendations, review capital and equipment (prior funds were one-time)	$0	$150,000	$150,000
Subtotal agency operations		**$1,090,709**	**$1,369,360**
Pass-through funds to institutions or other providers			
Virginia Talent + Opportunity Partnership --V-TOP (Statewide Internship Program): Expand programming	$2,000,000	$5,000,000	$15,000,000
FAFSA completion and advising: Implement recommendations of FAFSA workgroup	$0	$750,000	$1,500,000
Virtual Library of Virginia Collections: Grow staffing support and programs	$9,162,363	$1,900,000	$2,200,000
Funds for Excellence and Innovation: Increase grants to institution to improve completion and retention through the use of data	$225,000	$525,000	$525,000
Subtotal funds to institutions or other providers		**$8,175,000**	**$19,225,000**
Pass-through funds for financial aid			
Southern Regional Education Board Doctoral Scholars: Grow scholarships to increase diversity	$170,000	$205,000	$205,000
Military Survivors Stipend: Meet growth in program	$2,280,000	$5,400,000	$5,400,000
Tuition Assistance Grant: Estimated tuition equity and aid provision	$0	$400,000	$820,000
Tuition Assistance Grant: Increase from $4,000 to $4,250 in FY 2023 and $4,500 in FY 2024	$79,598,303	$1,000,000	$5,600,000
Virginia Space Grant Consortium: Grow Building Leaders for Advancing Science and Technology (BLAST)	$795,000	$182,000	$182,000
Subtotal financial aid		**$7,187,000**	**$12,207,000**
Total Requests		**$16,452,709**	**$32,801,360**

Appendix E: Undergraduate Aid

	FY 2023	FY 2024
CNU	$167,800	$1,090,700
GMU	$4,150,700	$26,979,700
JMU	$951,100	$6,182,400
LU	$277,300	$1,802,300
NSU	$986,500	$6,412,200
ODU	$3,212,200	$20,879,100
RU	$1,503,500	$9,772,900
UMW	$276,700	$1,798,400
UVA	$450,700	$2,929,800
UVAW	$240,200	$1,561,500
VCU	$1,880,300	$12,221,800
VMI	$42,100	$273,400
VSU	$630,400	$4,097,700
VT	$1,018,000	$6,616,800
W&M	$119,200	$774,700
RBC	$93,300	$606,600
VCCS	$4,000,000	$26,000,000
Total	**$20,000,000**	**$130,000,000**

Notes: Calculations based on the funding model developed in 2019 and discussed in SCHEV's overall review of financial aid.

State Council of Higher Education for Virginia
Agenda Item

Item: #III.G. - Resources and Planning Committee – Action on Budget and Policy Recommendations for the 2022-24 Biennium: Capital Outlay

Date of Meeting: October 25, 2021

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

Dr. Jean Huskey
Assistant Director of Finance Policy
jeanhuskey@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
    Date: October 28, 2019
    Action: Staff presented action items of maintenance reserve funding and prioritization of institutions' capital outlay project requests to the council.

Purpose of Agenda Item: The purpose of this agenda is to present recommendations related to capital outlay requests from the public higher education institutions for the 2022-24 biennium.

Background Information/Summary of Major Elements: This item includes two areas of the capital outlay budget. One is the funding for the maintenance reserve program, and the other is staff's review of institutions' capital outlay project requests.

Maintenance reserve program
In 1982, following the Council's recommendations, the Commonwealth established the maintenance reserve program to provide funding for facility repairs that are not addressed in the institutions' operating budget and are usually too small to qualify for capital outlay funding. Examples of typical maintenance reserve projects are roof repair and replacement, boiler and chiller replacement, major electrical system upgrades, etc.

In the 2020-22 biennium, the program provided an annual funding amount of $137.7 million statewide, including $86.2 million (62.6%) for higher education. However, funding for deferred maintenance has lagged and estimates to fund these costs are approximately $3.9 billion.

In order to make meaningful funding recommendations for the maintenance reserve program, in 1999 SCHEV staff developed a ten-year maintenance reserve funding formula using institutions' detailed information of the condition of their buildings and

infrastructure assets such as the current replacement value and the deficiencies. The goal was to allow each institution to achieve a campus-wide Facility Condition Index (FCI) of "Good" over a ten-year period through a series of scheduled funding allocations. The "Good" condition represented the dollar value of deficiencies at 5% or less of the current replacement value.

These amounts were determined using a statewide facility database. However, due to the state budget shortfalls from the two economic recessions between 2002 and 2012, the Commonwealth discontinued the facility database. After several years of efforts, a new statewide facility database, COVA Trax/M-R-Fix has been implemented by the Department of General Services (DGS). All institutions should be participating and submitting their facility data. SCHEV staff is working with DGS to begin receiving data from the new system for future budget recommendations.

Recommendation: For this biennium, SCHEV staff proposes to continue to place a high priority on funding for maintenance reserve and recommends that institutions receive at least the amounts they had in the previous biennium. In addition, staff recommends, if one-time funding is available in the biennium, that priority for the use of these funds be placed on support for maintenance reserve.

SCHEV prioritization of institutions' capital outlay project requests
The State Council of Higher Education (SCHEV), under authority of the Code of Virginia, is charged with evaluating the public institutions' need for academic and administrative space under its Fixed Asset Guidelines. These guidelines identify methods to prioritize requests for major renovations and capital improvements.

In prior years, SCHEV used a data collection system to capture information related to the level and discipline of instructional activity, the size and condition of existing facilities and the productivity with which facilities are used. This information was used to help determine space needs. However, due to the pandemic, SCHEV did not collect updated information on facility space to reduce the administrative burden on institutional staff and based on the assumption that space needs would not change significantly from the prior assessment in 2019.

Over the past 20 years, the state has provided significant investments in higher education capital outlay projects. Early funding for buildings focused on addressing space needs based on enrollment growth. As a result, the need for additional space has been greatly reduced.

Based on SCHEV's review of space in 2019, only GMU and NVCC had large needs for space of 176,000 square feet and 130,000 square feet, respectively based on enrollments. Five other institutions had much smaller amounts of instructional space for E&G programs. All six doctoral institutions demonstrated research space need for a total of 939,000 square feet in 2024.

There are several projects authorized in recent sessions that should address the space needs at GMU and NVCC. In 2020, GMU received funding for the construction of the Institute for Digital Innovation and for the detailed planning for the Academic VII – STEM,

Science and Technology Campus project. Also, in the 2021 Special Session II, VCCS received $40,000,000 for capital projects, including $15,000,000 for a new building that would allow NVCC to expand its trades programs in carpentry, electrical, computer integration in trades, advanced automotive, and backup power systems and $25,000,000 for construction of a building to expand NVCC's nursing, phlebotomy, occupational therapy assistant, and physical therapist assistant programs.

In addition, requests for capital needs by the Govenor's office were issued later in 2021 than in prior years due to additional staff time needed for the General Assembly special sessions and to facilitate the flow of the additional federal stimulus funds. Data submission were due in late September compared to early summer in prior years. SCHEV staff use the data submitted through this process to help asses capital requests.

The following is a brief summary of the 103 higher education capital outlay projects submitted to the Department of Planning and Budget for 2022-20224 Table 1 contains the total requested funding by fund type and project type.
:
- **$4.6 billion in total requests:** Table 2 contains the total requested funding by fund and institutions.
- **90 projects with a General Fund request of $3.9 billion:** Table 3 provides a summary.
- **18 projects previously authorized for planning with an expected cost of $1.1 billion**: Thes are projects authorized in the budget or are related to equipment funding of previously authorized construction (see Table 4).
- **35 projects previously requested and reviewed by SCHEV but not funded:** These projects with their accompanying prioritization information are included on Table 5.
- **41 project requests to review:** Table 6 contains a list of these projects.

The review process is currently underway for these remaining projects and is expected to be completed by the end of October.

Recommendation: SCHEV staff proposes a modified approach to its recommendations due to impacts of the pandemic and limited staff and time to adequately review projects. In prior years, SCHEV grouped recommendations in priority areas. Rather than grouping, SCHEV proposes to categorize projects based on the following factors to assist the Governor's office and General Assembly in prioritizing projects. These factors include:

- Projects already approved for planning
- Critical maintenance component (ADA, Mechanical, Safety, Electric, Plumbing)
- Agency prioritization
- Project inclusion in the institution's six-year plan
- Programmatic justification aligned with state needs or compelling institution need
- Projected enrollment growth
- Institution project specific rationale

SCHEV will provide this information in its final report to submit to the Governor and General Assembly once this review is complete.

<u>Relationship to Goals of The Virginia Plan for Higher Education:</u>
Recommendations for capital align with the goal of *driving change and improvement through innovation and investment* and supports the strategy within that goal to *identify and implement public funding strategies to sustain long-term planning and responsiveness*.

<u>Materials Provided</u>: SCHEV's Higher Education Capital Outlay Assessments for 2022-2024.

<u>Financial Impact</u>: The attachment shows SCHEV assessments and priority by institution and project.

<u>Timetable for Further Review/Action</u>: None.

<u>Resolution</u>:

BE IT RESOLVED that the State Council of Higher Education for Virginia supports additional investment in the maintenance reserve program and recommends that institutions receive at least the amounts they had in the previous biennium until additional data are available to SCHEV through the COVA Trax/M-R-Fix system.

BE IT FURTHER RESOLVED that the State Council of Higher Education recommends that the factors that SCHEV staff provide be taken into consideration during the decision-making process for approving the capital outlay needs of public higher education institutions in the 2022-24 biennium.

Summary of Institutions' Capital Outlay Project Requests

Table 1: Total Requested Funding by Fund and Project Type (in millions)

Project Type	General Fund	Nongeneral Funds	9(C) Debt	VCBA/9(D) Debt	Total Requested Funding	Total Projects
New Construction	$2,682.4	$88.7	$189.8	$311.6	$3,289.7	52
Improvements	$1,115.4	$13.3	$0	$65.0	$1,205.8	45
Stand Alone / Maintenance Reserve / Planning / Acquisition	$69.7	$24.5	$0	$3.4	$97.6	6
Total Requests	**$3,867.6**	**$126.5**	**$189.8**	**$380.1**	**$4,593.3**	**103**

Table 2: Total Requested Funding by Fund and Institution for Projects with a General Fund Component

Institution	General Fund	Nongeneral Funds	9(C) Debt	VCBA/9(D) Debt	Total Requested Funding	Total Projects
CNU	$72,212,647	$0	$0	$0	$72,212,647	2
GMU	$194,250,000	$0	$0	$9,750,000	$204,000,000	3
JMU	$239,110,000	$1,100,000	$0	$12,940,000	$253,150,000	4
LU	$81,800,936	$0	$0	$0	$81,800,936	2
NSU	$66,589,640	$0	$33,621,760	$0	$100,211,400	2
ODU	$231,546,948	$0	$0	$0	$231,546,948	3
RBC	$5,914,571	$0	$0	$0	$5,914,571	2
RHEA	$250,000				$250,000	1
RU	$90,465,000	$0	$0	$0	$90,465,000	4
UMW	$263,741,000	$0	$0	$0	$263,741,000	6
UVA	$312,009,363	$50,000,000	$0	$192,080,515	$554,089,878	3
UVAW	$31,221,588	$0	$0	$0	$31,221,588	1
VCU	$315,036,637	$0	$0	$18,000,000	$333,036,637	3
VCCS	$1,051,980,000	$26,408,000	$0	$0	$1,078,388,000	31
VMI	$151,312,781	$21,489,179	$0	$3,391,058	$176,143,018	3
VSU	$237,603,006	$0	$0	$0	$237,603,006	8
VT	$391,209,000	$0	$0	$54,891,000	$446,100,000	4
W&M	$40,300,000	$0	$0		$40,300,000	3
VIMS	$54,954,919	$0	$0	$0	$54,954,919	3
VT-Ext	$36,050,000	$0	$0	$0	$36,050,000	3
Total	**$3,867,558,036**	**$98,997,179**	**$33,621,760**	**$291,052,573**	**$4,291,179,548**	**90**

Note: (1) There is a discrepancy in totals due to required tax funding for ODU, VCU, VMI and EVMS. (2) RHEA requests $3,796,200 in infrastructure funding but does not note which funding category they are requesting.

Table 3: Projects with a General Fund Component by Project Type

Category	Number of Projects
New Construction	45
Improvements	41
Maintenance Reserve/Acquisition/ Planning/Stand Alone Eqiuipment Acquision	4
Total Requests	**90**

Table 4: Projects Authorized for Planning by in Previous Appropriation Acts or for Equipment Funding of Authorized Construction

Institution	Request Title	Project Type
CNU	Integrated Science Center, Phase III	New Construction
LU	Environmental Health and Safety and Facilities Annex Building	New Construction/Improvements
LU	Wygal Hall Replacement	New Construction
ODU	Fund Equipment for the Health Sciences Building	New Construction
ODU	Construct a New Biology Building	New Construction
RU	Renovate/Construct Center for Adaptive Innovation and Creativity	Improvements-Other
UMW	Construct Fine and Performing Arts Center	New Construction
UVA	Alderman Library Renewal Appeal	Improvements-Life Safety Code
VCU	Construct STEM Teaching Laboratory Building	New Construction
VCU	Construct Interdisciplinary Classroom and Laboratory Building	New Construction
VCU	New Arts Innovation Building	New Construction
VIMS	Construct New Research Facility	Stand Alone Equipment Acquisition
VMI	Construct Corps Physical Training Facility Phase III	New Construction
VMI	Construct Center for Leadership and Ethics Facility Phase II, and Parking Structure	Planning
VMI	Acquire Property	Acquisition
VT	Supplement Address Life, Health, Safety, Accessibility, and Code Compliance	Improvements-Life Safety Code
VT	Replace Randolph Hall	New Construction
VT-EXT	Supplement Livestock and Poultry Research Facilities - Phase I	New Construction/Improvements
Total	**18**	

Table 5: Projects Previously Reviewed by SCHEV and Not Funded

Institution	Request Title	Project Type	SCHEV's Previous Review Ranking*
GMU	Improve Telecommunications Infrastructure Phase III	Improvements – Infrastructure Repair	2
JMU	Renovate Johnston Hall	Improvements-Other	2
JMU	Renovate/Expand Carrier Center	Improvements-Other	1b
RU	Renovate McConnell Hall	Improvements-Other	2
RU	Improve Campus Utilities Infrastructure	Improvements-Other	2
UMW	Renovate Simpson Library	Improvements-Other	1b
UWM	Renovate George Washington Hall	Improvements-Other	2
UVAW	Renovate Darden Hall	Improvements-Other	1c
VCCS	Renovate Main Academic Building, Downtown Campus, J. Sargeant Reynolds CC	Improvements-Other	2
VCCS	Renovate Stone Hall Building, Patrick Henry CC	Improvements-Other	1b
VCCS	Construct Automotive Tech Building/Renovate Veterinary Tech Building, Blue Ridge CC	New Construction/Improvement	2
VCCS	Renovate/Retrofit Walker Building, Norfolk Campus, Tidewater CC	Improvements-Other	1c
VCCS	Renovate Academic Classroom Building (Phase II), Glenns and Warsaw Campuses, Rappahannock	Improvements-Other	1c
VCCS	Replace Engineering Academic Building, Alexandria Campus, Northern Virginia	New Construction	1b
VCCS	Renovate Business Science Building, Enclosed Pedestrian Corridor and Bridge, Virginia Western	Improvements-Infrastructure Repairs	2
VCCS	Renovate Franklin Campus, Paul D. Camp CC	Improvements-Other	1c
VCCS	Renovate Main Academic Building, Phase II, Piedmont Virginia	Improvements-Other	2
VCCS	Renovate and Expand Rooker for Advanced Manufacturing and Credentialing Center, New River CC	New Construction/Improvement	2
VCCS	Renovate Wolk Hall, Fauquier Campus, Lord Fairfax CC	Improvements-Infrastructure Repairs	2
VCCS	Replace Buchanan and Tazewell Halls, Southwest Virginia CC	Improvements-Other	2
VCCS	Renovate A.L. Philpott Technical Center & MET Complex Building 1, Patrick Henry CC	New Construction/Improvement	1c
VCCS	Renovate Main Building, Daniel Campus, Southside Virginia CC	Improvements-Infrastructure Repairs	1c
VCCS	Renovate Old National Guard Armory Building, Dabney S. Lancaster CC	Improvements-Other	2
VCCS	Renovate Learning Resource Center (LRC),Virginia Highlands CC	Improvements-Other	1c
VCCS	Construct New Health Sciences Center and Renovate Robb Hall, Mountain Empire CC	New Construction/Improvement	1c

Institution	Request Title	Project Type	SCHEV's Previous Review Ranking*
VCCS	Renovate and Expand Fincastle Hall, Wytheville CC	New Construction/Improvement	1c
VCCS	Construct Applied Technology Center/Renovate Mechanical Technology Building, Virginia Highlands CC	New Construction/Improvement	2
VCCS	Renovate Brown Library, Virginia Western CC	Improvements-Infrastructure Repairs	1c
VMI	Replace Windows (Old and New Barracks)	Improvements-Life Safety Code	2
VSU	Renovate Virginia Hall	Improvements-Infrastructure Repairs	2
VSU	Reroof Academic and Administrative Buildings Campuswide	Improvements – Infrastructure Repair	2
VSU	Renovation and Addition to Johnston Memorial Library	New Construction/Improvement	2
W&M	Improve Accessibility Infrastructure	Improvements-Handicap Access	1b
W&M	Renovate Studio for Teaching and Learning Information	Improvements-Other	2
W&M	Renovate Ewell Hall	Improvements-Infrastructure Repairs	2
Total			35

* SCHEV rankings for the last biennium were:

- **Priority 1:** Support space needs for instruction and research, critical maintenance and other programmatic justifications. (a) Space needs: these are projects that meet the Council's Fixed Asset Guidelines or are considered critical to supporting the capital outlay needs of Virginia's system of higher education. (b) Critical maintenance: these projects focus on critical maintenance of buildings and include improvements to accessibility (ADA requirements), security and infrastructure for energy efficiency and mechanical, electrical and plumbing (MEP) systems. (c) Programmatic justification: These are projects that address critical capital outlay needs either for maintenance or improvements to building space that support instruction, but do not meet the space need and productivity criteria under the Council's Fixed Asset Guidelines.
- **Priority 2:** These are projects that do not meet the space and productivity criteria in the Council's Fixed Asset Guidelines but have some compelling programmatic justification. 2020-22 Systemwide Capital Outlay Budget Recommendations for Higher Education in Virginia 5
- **Priority 3:** These are projects that do not meet the space and productivity criteria in the Council's Fixed Asset Guidelines and have less immediate space and programmatic need.
- **Priority 4:** These are non-guideline requests. No assessment is made. As mentioned above, the Commonwealth has used a general obligation bond to finance capital outlay needs of the state facilities. The state has a debt capacity policy that limits the tax-supported debt to 5% of state revenues. In addition, in a House Appropriation presentation last November, staff presented projects totaling $1.5 billion worth of projects in authorized planning phase that include higher education and other state capital needs.

Table 6: Projects Under Review by Project Type

Institution Name	Project Name	Project Type
CNU	New Administration Building	New Construction
GMU	Student Innovation Factory Building	New Construction
GMU	Interdisciplinary Engineering and Science Building 1	New Construction
JMU	College of Health and Behavioral Studies Expansion	New Construction
JMU	East Campus Infrastructure Phase II	New Construction
NSU	Construct Pre-School Academy	New Construction
NSU	Construct Wellness, Health, and Physical Education Center	New Construction
ODU	Construct New Data Science and Engineering Building	New Construction
ODU	Provide Additional One-Time Maintenance Reserve for Rollins Hall	Maintenance Reserve
RU	Combined Heating and Power Cogeneration Facility	Improvements
RBC	Maze Hall Renovation	New Construction/Improvement
RBC	Center for Experiental Learning and Student Success	New Construction/Improvement
RHEA	Replace Network Switches	
UMW	Accessibility Improvements - Campus Wide	Improvements - Handicap Access
UMW	Farmer Hall Renovation	Improvements
UMW	Dahlgren Campus Phase II	New Construction
UVA	Center for the Arts	New Construction
UVA	Bioscience Building	New Construction
VCCS	Construct Regional Center for Transportation, Logistics, and Truck Driving, Tidewater CC	New Construction
VCCS	Renovate Houff Student Center, Blue Ridge	Improvements-Infrastructure Repairs
VCCS	Replace Old Storage Building with New Warehouse, Central Virginia CC	New Construction
VCCS	Emergency Request to Reconstruct Templin Hall Auditorium, Hampton Campus, Thomas Nelson CC	New Construction/Improvement
VCCS	Construct Academic Building for Emerging and Applied Technologies/Replace Princess Anne Building, Tidewater CC	New Construction
VCCS	Construct Advanced Trades and Technology Building, Portsmouth Campus, Tidewater CC	New Construction
VCCS	Construct Phase I Stafford County Center, Germanna CC	New Construction
VCCS	Renovate Taylor and Temple Buildings, Danville	Improvements-Infrastructure Repairs
VCCS	Renovate Martin Building, Phase I, Norfolk Campus, Tidewater	Improvements-Infrastructure Repairs
VCCS	Renovate Hastings Hall and Annex, Hampton Campus, Thomas Nelson CC	Improvements-Infrastructure Repairs
VCCS	Construct Allied Health and Workforce Development Building, Midlothian Campus, John Tyler CC	New Construction
VIMS	Construct Marine Operations Administration Complex	New Construction
VIMS	Construct New Fisheries Science Building	New Construction
VMI	Construct Moody Hall	New Construction
VSU	Construct Physical Plant Annex	New Construction

Institution Name	Project Name	Project Type
VSU	Improve Campuswide Drainage	Improvements
VSU	Renovate Davis Hall	Improvements - Infrastructure Repair
VSU	Improve Access and Accessibility	Improvements - handicapp access
VSU	Construct BOLT Leadership Center for Social Responsibility	New Construction
VT	Renovate and Expand Chemistry/Physics Facilities	New Construction/Improvement
VT	Expand Digital and Performance Media Facilities	New Construction/Improvement
VT-EXT	Improve Center Woods Complex	Improvements
VT-EXT	Improve Research and Extension Facilities, Phase I	New Construction

* NOTE: SCHEV did not include projects that are already approved for planning or building, projects that did not require GF funding, or acquisition requests

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA JOINT MEETING WITH PUBLIC PRESIDENTS
DRAFT SEPTEMBER 13, 2021
VIRGINIA STATE UNIVERSITY, BARRETT ROOM, VIRGINIA HALL
DRAFT MINUTES

WELCOME AND INTRODUCTIONS

SCHEV Chair, Marge Connelly called the virtual meeting to order at 3:15 p.m. She welcomed everyone to the meeting and introduced Virginia State University (VSU) president, Makola Abdullah and thanked him for hosting the meeting. Ms. Connelly asked all participants to introduce themselves.

A full list of attendees is attached.

RESUMPTION OF ON-CAMPUS LEARNING: EARLY INDICATORS

The presidents each spoke about the current conditions of campus and the impacts of the COVID pandemic the institutions continue to observe. Students are excited to be back with other students and are compliant with COVID mitigation efforts. Campuses feel like they have two freshman classes. Outdoor activities pose little health threat and many activities have been moved outside. Enrollment is higher with many students who didn't attend last year deciding to return to campus. Some of the smaller institutions have experienced a loss in enrollment.

The presidents stressed that the economic development of the future will be very different than the past. We can decide how higher education can advance all people in the Commonwealth. Are the necessary changes programmatic or budgetary? There needs to be much more growth in interdisciplinary studies. Not everyone will be a computer science major but all should have computer literacy.

Council members asked about dual enrollment. President Sydow described the partnership between Richard Bland College and Petersburg High School. It is a logistical challenge but when it works, it benefits the families and the Commonwealth. The pay-offs outweigh the challenges. The students have access to early college experiences, the student outcomes are better. Teacher credentialing for dual enrollment is difficult.

Council members asked if the Presidents are tracking outcomes for students participating in college online vs. in-person. President Washington reports that up to 30% of students struggled in an online environment. Some of these students have issues with digital access. Students have been clear that they want to be on campus but not all of them want to be in an in-person class. The human interaction of being on campus seems much more important to students after living without it during the pandemic. Juniors and seniors did very well. The freshman class suffered the most. There is a concern about the knowledge gap. Presidents are seeing deficits in math readiness and the hard sciences in the freshman and sophomore classes that is not

seen in entrance test scores meaning a loss of learning. Student satisfaction scores varied from course to course.

There are many students struggling with mental health issues resulting from the isolation of the pandemic. Students are coming on campus as sophomores who have not meant any other students. Many students have also experienced loss from the pandemic. Some students are also struggling with addiction. Faculty is also impacted by their own experiences, pressure from child care in their own families and from counseling their students through difficult times.

Council members asked about student access to Open Educational Resources (OER). All institutions could collaborate and SCHEV was encouraged to study it further. The challenge is getting the faculty to participate. Centralized help from librarians is key to helping faculty understand what is available for OER. Council stressed that OER supports SCHEV's strategic plan.

BUDGET RECOMMENDATIONS AND INSTITUTIONAL PRIORITIES

Ms. Kang discussed the budget planning process. It has been a very good two biennium for financial aid with growth of about 7%. The federal government support of higher education was about 5% of the total system budget over three years.

The themes SCHEV saw from the input of the institutions on budget planning included the following: base operation support, financial aid, student success, talent pathways, equity initiatives, research and community outreach.

SCHEV will work closely with institutional fiscal officers to prioritize faculty salary increases and student support services including mental health services. SCHEV is looking at pilot programs to increase clinical hours on campus and a partnership with Virginia Mental Health Access Program.

Our current draft budget includes a $50 million increase in and $100 million increase for financial aid. The new formula that SCHEV created 2 years driving the funds to institutions with the greatest number of students with unmet need.

SCHEV will continue to work and meet with the OpSix group and Council over the next month. Presidents were asked for input. The presidents agreed on the importance of financial aid. An increase would also help attract more students. SCHEV is researching the concept of creating an endowment match in Virginia and discuss it further with fiscal officers.

DIVERSITY, EQUITY AND INCLUSION: DEI PLANS AND EQUITY IN ACTION

Ms. Robinson Presidents, Javaune Adams-Gaston and Donna Price Henry to discuss the work of Equity in Action. Equity in Action was formed as a subcommittee of the Council of Presidents and meets weekly.

Dr. Adams-Gaston discussed the activities of the subcommittee. She reported that the group has been very committed. They worked on campus climate, police reform, Black

Lives Matter protests and how to define equity for all students. The group published an op-ed about the role of higher education in civic revival. The group also discussed DEI training for faculty and students. President Alger talked about looking at civic education through an equity lens. SCHEV's commitment to these issues means that other states are looking at Virginia for leadership.

GRADUATE OUTCOMES SURVEY: EARLY INDICATIONS

Jim Ellis presented early results and conclusions from the Graduate Outcomes Survey. There were over 15,000 completions. The demographics of the respondents looked very similar to what the data predicted. Over 88% of respondents reported that they were satisfied with their undergraduate education.

Students who graduated with debt reported much less satisfaction when asked if they thought their degree was worth the cost than those students who graduated without debt.

Transfer in high education is important. 42% of 2-year graduates and 30% of 4-year graduates reported in the survey that they had transferred at some point in their education.

When asked about skills institutions should emphasize to make students successful, respondents reported that personal financial education, workplace skills and experiential learning were the most important.

An executive report and full report will be delivered soon. Data will be shared with institutions. Mr. Ellis wrapped up his report by thanking all involved.

ADJOURNMENT

Ms. Connelly provided closing remarks and thanked all who were present for the thoughtful discussion. She adjourned the meeting at 4:30 p.m.

_____
Katharine
Webb
Council
Secretary

_____
Kristin Whelan
Coordinator, Executive and Board Affairs

ATTENDANCE
JOINT COUNCIL/COUNCIL OF PRESIDENTS
MEETING SEPTEMBER 13, 2021

PRESIDENTS

Makola Abdullah, Virginia State University
Javaune Adams-Gaston, Norfolk State University (participated virtually)
Jonathan Alger, James Madison University
Brian Hemphill, Old Dominion University
Carolyn Lepre, Radford University
Adam Hutchison, Virginia Highlands Community College
Shannon Kennedy, Rappahannock Community College
Murial Mickles, Danville Community College (participated virtually)
Towanna Porter Brannon, Thomas Nelson Community College
Donna Price Henry, University of Virginia's College at Wise
Troy Paino, University of Mary Washington (participated virtually)
Michael Rao, Virginia Commonwealth University
James Ryan, University of Virginia (participated virtually)
Tim Sands, Virginia Tech
Debbie Sydow, Richard Bland College
Gregory Washington, George Mason University
Cedric Wins, Virginia Military Institute

COUNCIL MEMBERS

Ken Ampy
Alex Arriaga
Mirza Baig
John Broderick
Marge Connelly
Thaddeus Holloman
Henry Light
Jennie O'Holleran
Stephen Moret
Jeff Smith
Katharine Webb

SCHEV STAFF

Peter Blake
Joe DeFilippo
Alan Edwards
Jean Huskey
Wendy Kang
Tod Massa
Laura Osberger

Beverly Rebar
Paula Robinson

Emily Salmon
Kristin Whelan

OTHERS

Fran Bradford, Deputy Secretary of Education (joined virtually)
Eldon Burton, Virginia State University
Penny Cabaniss, University of Virginia
Matt Conrad, Virginia Commonwealth University
Ellen Davenport, Virginia Community College System
Joyce Edwards, Virginia State University
Lisa Ghidotti, Radford University
Craig Herndon, Virginia Community College System
Sarah Herzog, Virginia Senate Committee
Elizabeth Hooper, Virginia Tech
Charles King, James Madison University
Melva Kishpaugh, University of Mary Washington
Jennifer Latour, Christopher Newport University
Cindy Martin, Virginia Commonwealth University
Jeff McClurken, University of Mary Washington
Margaret McManus, Radford University
Beth Miller, Virginia 529
Christina Morell, University of Virginia
Sabena Moretz, Council of Independent Colleges in Virginia
Kim Parker, Virginia Military Institute
Dwayne Pinkey, Virginia Tech
Chad Reed, Radford University
Maxine Sample, Virginia State University
Colette Sheehy, University of Virginia
Colin Smolinksy, William & Mary
Crystal Wynn, Virginia State University

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
SEPTEMBER 14, 2021
DRAFT MINUTES

Ms. Connelly called the meeting to order at 9:00 a.m. in the RF&P Forum at the Science Museum of Virginia, 2500 West Broad Street, Richmond, VA 23220. Council members present: Ken Ampy, Alex Arriaga, Mirza Baig, John Broderick, Marge Connelly, Thaddeus Holloman, Henry Light, Stephen Moret, Jennie O'Holleran, Jeff Smith and Katharine Webb.

Council member, Victoria Harker joined by phone.

Council member absent: Alvin Schexnider.

Staff members present: Joseph DeFilippo, Alan Edwards, Wendy Kang, Ashley Lockhart, Tod Massa, Paula Robinson, Emily Salmon, Lynn Seuffert and Kristin Whelan.
.
President Donna Price Henry from UVA Wise and President Makola Abdullah from Virginia State University were also present.

APPROVAL OF MINUTES

On a motion by Ms. Connelly and seconded by Ken Ampy, the minutes of the July 13, 2021, committee of the whole Council meeting minutes, were approved unanimously (12-0) in block after a roll call vote.

REMARKS OF MAKOLA ABDULLAH, PRESIDENT, VIRGINIA STATE UNIVERSITY

Ms. Connelly welcomed Makola Abdullah, President, Virginia State University, Chair Council of Presidents. Dr. Abdullah shared some of the history of VSU. VSU, an HBCU was founded in 1882. The institution was at the forefront of offering access and education as it was founded to provide an education to former slaves and their descendants. Dr. Abdullah stressed that NSU today is here to solve the problems of today and tomorrow. Greater investment in high education is the answer to greater success in the Commonwealth.

Dr. Abdullah discussed the need to close the gap in graduation rates between Pell Grant students and the wider student body. Pell eligible students are motivated and intelligent but the lack in resources puts an enormous burden on the students. These students require extra support and VSU working to provide this even before the pandemic. Institutions need to broaden their marketing to reach these students who haven't been connected before. Primary access institutions do not have the fundraising power because their student populations are lacking generational wealth. Institutions that do not have access to adequate resources to reach out to these students are unable to be the beacons of hope that we want them to be.

The Virginia Plan priorities (strategic Initiatives) mirror the work that VSU is doing. Seeing words like transformative education, diversity, equity, and inclusion is exciting. VSU has always had success because we are mission focused, we have always recruited a diverse faculty that wants to see the mission succeed. Institutions that are serious about access initiatives make themselves more attractive to educators who want to support that.

ACTION ON THE INITIATIVES TO SUPPORT PATHWAYS TO OPPORTUNITY: THE VIRGINIA PLAN FOR HIGHER EDUCATION

Ms. Salmon joined the meeting and asked Council members to consider the minor modifications to the initiatives to support the Pathways to Opportunities and review the specific short term actions needed implement the priorities and support the goals. Salmon discussed the changes that were made based on the comments from Council at the July meeting.

Council members made further comments on the proposed initiatives. Council was particularly interested in initiative I.5., which seeks to identify improvements in the transfer process.

The next steps will include approving the initiatives and directing staff to develop action plan for implementation. Staff will incorporate language into budget and/or policy recommendations as needed.

Chair Connelly presented the motion, seconded by Ms. Webb, the resolution was passed by a unanimous vote, 12-0.

BE IT RESOLVED that the State Council of Higher Education for Virginia adopts the biennial initiatives recommended in support of the three goals of the statewide strategic plan for higher education in the Commonwealth, as discussed and agreed upon on September 14, 2021.

BE IT FURTHER RESOLVED that the State Council of Higher Education directs agency staff to develop workplans and any prerequisite budget or policy recommendations necessary to implement the initiatives as well as provide regular progress updates to Council.

Dr. Moret was asked to provide an update on the Virginia Education Economics Office (VEEO). He reported that the leadership team is almost complete. A national search for the executive role starts this week and the office has already recruited the head of research. The first projects will be a statewide analysis of supply and demand and later, interstate migration, return on investment and changes to program approvals. Feedback from other states shows a high level of interest in what the VEEO is doing.

ACTION ON COUNCIL MEETING SCHEDULE AND LOCATIONS

Ms. Connelly briefly introduced the final proposed 2022 schedule and locations for Council meetings.

On a motion by Dr. Smith and seconded by Ms. Webb the following resolution was approved unanimously (12-0).

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following schedule for calendar year 2020 and requests that staff distribute the dates to the Council:

January 11 - SCHEV
March 21-22 – Longwood University
May 16-17 –Virginia Wesleyan University
July 19 – Germanna Community College
September 19-20 – University of Virginia
October 22-25 – SCHEV

Ms. Connelly expressed interest and excitement to visiting college campuses again.

DISCUSSION OF OUTCOMES OF THE SPECIAL SESSION AND FEDERAL FUNDING OF VIRGINIA COLLEGES AND UNIVERSITIES

Ms. Kang shared some of the results of the special session in August in which the state was determining how to allocate the remaining federal funds. The focus was on aid and the financial aid cliff. The aid from the HEERF funds increased incrementally with each distribution. Institutions expressed concerns about the fall off that will occur in aid when they reach the deadline to use the federal funds. State funds bridge the gap and have a longer timeline.

The special session also looked at maintenance and student support services. The Governor proposed 100 million for public institutional aid and another 11 million for private aid. SCHEV has been tasked with the distribution and guidance in consultation with the OpSix. The focus of the funds is on lower and moderate income students. Staff will work with OpSix on a distribution model.

Ms. Kang discussed the federal stimulus to date. Money given directly to institutions, distribution driven by low income markers meaning that more funds were driven to institutions with greater need. An additional allotment was made for HBCUs and other minority-serving institutions. Between the 4 HBCUs in Virginia, they received an additional 60 million.

When institutions required extra funds for Corona relief, the state has stepped in and provided additional funding. Maintenance reserve and student support services are included in SCHEV budget recommendations.

SCHEV is looking at ways to support students through debt relief, increased advising/counseling/mentoring. We are in discussions with the Virginia Mental Health

Access Program who provide a triage service and referrals to k-12, to have them help work with universities. The interest is in closing the wait-time gap for students seeking mental health services. A pilot program of the NSW program will allow graduate students who need clinical hours to help. VMAP issuing a survey to learn the extent of mental health services staffing. Higher education needs to collaborate with Health and Human Resources and these efforts.

DISCUSSION OF SUMMARY OF INSTITUTIONS' DIVERSITY, EQUITY AND INCLUSION PLANS

Ms. Robinson presented a summary of institutions' diversity, equity and inclusion (DEI) plans. The past few years have been marked by a rollercoaster with the pandemic, politics and social justice. Virginia state government stepped in to try and create stability. Virginia required each agency to submit a diversity, equity and inclusion strategic plan by July 1, 2021. Each year agencies will be required to update it. Eleven of the public institutions have submitted and the others are expected by October 1.

Virginia's DEI plan is named the One Virginia Plan and is based on the Inclusive Excellence Framework which is a national framework. The One Virginia Plan created a separate framework for our institutions. Elements of this framework include the following:
- Access and success.
- Climate and intergroup relationships.
- Education and scholarship.
- Infrastructure and accountability.
- Community engagement.

Ms. Robinson explained each of the dimensions of inclusive excellence.

RECEIPT OF REPORT OF THE AGENCY DIRECTOR

Mr. Blake welcomed the new SCHEV Council members**.**

He highlighted the following items from the Director's report:

General Professional Advisory Committee/Council of Presidents: We met with the public college and university presidents on August 16 at the SCHEV offices. Secretary of Finance Joe Flores and Secretary of Education Atif Qarni addressed the group on the recent legislative session, the state fiscal outlook and the Governor's education priorities. SCHEV senior associate Emily Salmon presented information on the priority initiatives of Pathways to Opportunity: The Virginia Plan for Higher Education. Representatives of the National Center for Higher Education Management Systems (NCHEMS) discussed the higher education cost and funding study. (NCHEMS staff visited Richmond in early September and met with executive and legislative staff and other stakeholders.)

Six-year-plan overview: SCHEV staff led this year's six-year-plan review process. The submission of institutional six-year plans is included in the Restructured Higher Education Financial and Administrative Operations Act of 2005. Each plan is structured

in accordance with objectives and purposes set forth in § 23.1-306. The plans include information about institutional strategies, projected costs, tuition and fees, financial aid, economic development, and other timely topics. In 2015, joint resolutions approved by the House and Senate require that institutional six-year plans align with The Virginia Plan for Higher Education.

The review group includes the Secretary of Education, the Secretary of Finance, the Director of the Department of Planning and Budget, the staff directors of the Senate Finance and Appropriations Committee and the House Appropriations Committee and the director of SCHEV (known as "op-six"). Staff met (virtually) for approximately 40 hours with each public college and university. We also held a joint meeting with the five higher education centers. Executive teams from all institutions participated in the meetings, resulting in over 150 total attendees. The process provides institutional and Capitol Square leadership the opportunity to share priorities, concerns and opportunities.

SCHEV is in the process of compiling comments and questions, from the Op 6, that we sent to the institutions on September 1. Some summary information regarding budget interest and areas of need are included in the budget and policy recommendation section of this agenda book. Institutions will provide responses and final plans by October 1.

We are grateful to the colleges and universities and the members and staff of the "op-six" group for approaching the process enthusiastically and professionally. SCHEV assistant director for finance policy, Dr. Jean Huskey, expertly led the meetings. Based on input received at the meeting, institutions will submit final plans by October 1.

Agency DEI plan and training: After submitting the agency's Diversity, Equity and Inclusion plan in July, we have shared it with staff and posted it on the agency website. We are incorporating the plan into our work and culture. In accordance with new legislation, SCHEV staff members are completing an online, professional learning experience in Diversity, Equity, Inclusion, and Cultural Competence. New staff will complete the training as part of their onboarding.

Boards of visitor orientation session: We are making good progress in the annual new board member orientation session, which will be held October 19-20 in Richmond. Provided there is no significant degradation of the public health conditions, we will meet in person. The agenda includes sessions on best practices of effective boards, responsibility for diversity, equity and inclusion, strategic academic planning, trends in student life, institutional budgeting and more. Council member Dr. Alvin Schexnider is participating in the planning group.

Virginia Military Institute: In July, Superintendent Cedric Wins and board president Thomas Watjen met with Council to discuss its "Unifying Action Plan." Subsequently, VMI leadership met with the representatives associated with the review of college and university six-year plans. VMI continues to make progress on items associated with the recent audit and investigation. It will submit its first report to state officials, including SCHEV, in January.

The following 3 items are related to SCHEV's outreach to k-12 students.

FAFSA completion: Recent data show that the number of high school students completing the Free Application for Federal Student Assistance, or FAFSA, is substantially lower than last year, especially for students in low-income and minority schools. A recent [SCHEV Insight](#) featured several strategies underway to ensure that more students apply for and receive federal student aid.

#WhyApply: SCHEV once again will join the American College Application Campaign (ACAC) on September 17 to share with high school students why it is important to apply to a postsecondary institution, whether it is for a certificate program, a two-year degree or a four-year degree. This expansive social media campaign is designed to alleviate student doubts that college is worth it or fears about the application process. If Council members are interested in supplying a message of your own, please contact Erin McGrath at erinmcgrath@schev.edu.

Access initiative and VDOE partnership: This has been an active area of focus over the last several months. First, SCHEV and the Virginia Department of Education recently signed an agreement for the recruitment of a shared position. The purpose of the position is to improve transitions between secondary and postsecondary education. SCHEV also recently secured funding from Virginia529 to match a pending federal Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant. Finally, SCHEV signed a contract with Vantage Point Consulting to develop a statewide college access strategy, action plan and outreach campaign to guide SCHEV's statewide college access efforts.

Staff events: We held an informal "Coffee Klatsch" in early September to talk about what the office of the future looks like. Staff had great ideas. New Council member John Broderick brought greetings on behalf of new members at our regularly scheduled staff meeting on September 9. We also received a project update from Lee Andes on the new financial aid application system, a presentation on the agency Diversity, Equity and Inclusion plan and a legislative update.

New staff: We are excited to welcome Grace Covello to the SCHEV staff as associate for finance policy. Grace is pursuing a doctorate in higher education from the University of Georgia. She will work primarily with the Higher Education Equipment Trust Fund and capital outlay planning. She already proved her worth during the six-year-plan process.

Out and about: Over the last month, I have met with new Council member Dr. Jeff Smith, superintendent of schools in Hampton. (Other meetings are forthcoming.) I visited Eastern Virginia Medical School and met with Dr. Alfred Abuhamad, interim president, provost and dean, and Dr. Bruce Waldholtz, rector of the board. I also met with Dr. Janet Gullickson, president of Germanna Community College (site of the July 2022 Council meeting). Council member Alex Arriaga, SCHEV assistant director Paula Robinson and I met with Dr. Irma Becerra, president of Marymount University and her leadership staff. I participated in the quarterly board meeting of the Southern Virginia Higher Education Center. As time and community health conditions permit, I will be meeting with others over the coming months.

Educational leave: Thanks to the Council for giving me the opportunity take time off to rest, refresh and gain new perspectives. From all reports, SCHEV staff and Council members stepped in and effectively managed all of the agency operations in my absence, a fact for which I am grateful. I wrote a preliminary summary of my time away and subsequently met with staff to talk about some highlights. Gordon Morse, a columnist for the *Virginian-Pilot*, wrote about my leave in a recent article. I met with representatives of more than a dozen colleges and universities, chambers of commerce and other community leaders; discovered history and culture in every locale; and gained appreciation of people and places. I will continue to write and share other perspectives over the coming weeks.

REPORT OF THE ACADEMIC AFFAIRS COMMITTEE

Mr. Light shared a summary of the academic affairs committee. He reported that Dr. DeFilippo walked the committee through the responsibilities of the committee. The department is divided in two- one part serves the public institutions and the other, private and for-profit institutions.

Mr. Light invited Donna Price Henry, President of UVA's College at Wise to discuss the changes to their mission statement. She shared that they made changes to better reflect their student population and their recruitment efforts throughout Appalachia.

The Academic Affairs Committee recommended passage to the full Council for consideration.

Mr. Light presented the motion, seconded by Ms. Arriaga, the resolution was passed by a unanimous vote, 12-0.

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following mission statement for The University of Virginia's College at Wise, to take effect thirty (30) days following adjournment of the 2022 General Assembly:

Through excellence in teaching, personalized attention and commitment to individual growth, the University of Virginia's College at Wise prepares students to be engaged citizens. Drawing upon its foundation as a public liberal arts institution in the Appalachian region, the College strives to build a diverse community of learners with the drive to serve and lead in their communities, the nation, and the world.

Committee approved and recommends to Council the following. Motion to approve, Thad, Katie second 12-0

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Eastern Virginia Career College to operate as a degree-granting postsecondary institution in the Commonwealth of Virginia, effective September 14, 2021.

Committee approves and recommends tp Council the following resolution. Ms. Connelly asked for a motion to approve, provided by Alex, Katie,, 12-0

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

1. that, during the period of provisional certification, Galen 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, Galen College of Nursing shall be allowed to recruit and hire faculty and staff;

3. that, during the period of provisional certification, Galen 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 8VAC40-31-130(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 Galen 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, Galen College of Nursing shall satisfy a site review conducted by SCHEV staff demonstrating that the facility conforms to 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, Galen 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 Galen College of Nursing's provisional certification shall lapse if conditions 5-8 are not fulfilled prior to September 14, 2022.**

BE IT FURTHER RESOLVED that Council delegates to the SCHEV Director authority to confer full certification on Galen College of Nursing upon his determination, at a point in time prior to September 14, 2022, that Galen College of Nursing has satisfied all Virginia Administrative Code requirements, including, but not limited to, conditions specifically enumerated above.

The Academic Affairs committee also reviewed program announcements that are being reviewed by staff. The program announcement phase initiates a one-month period where other institutions may comment. These will be brought before Council for approval in the next year.

The Open Virginia Advisory Committee (OVAC) discussed the work they having been doing to make resources open to students in Virginia. The committee learned the difference between closed and open resources and the tensions between the two. OVAC is seeking additional ways to contribute to the strategic plans.

REPORT OF THE RESOURCES AND PLANNING COMMITTEE

Ms. Harker shared a summary of the Resources and Planning committee meeting. The committee discussed the following items; Council responsibilities and the committee role, an update to Institutional Performance Standards and how they are reviewed for certification purposes, enrollment and degree projections and draft policy and budget recommendations for 2022. Radford and GMU projecting growth in enrollment. These discussion items will be action items at the October meeting.

RECEIPT OF ITEMS DELEGATED TO STAFF

See attached.

RECEIPT OF PUBLIC COMMENT

None

OLD BUSINESS

None.

NEW BUSINESS

Ms. Connelly asked Richard Conti, Chief Wonder Officer to address the Council. He updated the members on the new projects happening at the Science Museum of Virginia and thanked all for the work they do in higher education.

<u>MOTION TO ADJOURN</u>

Chair Connelly motioned for the 12:00 p.m.

_____
Katharine Webb
Council Secretary

_____
Kristin Whelan
Director, Executive and Board Affairs

Items Delegated to Director/Staff
Academic Program Actions

Institution	Degree/Program/CIP	Effective Date
George Mason University	**CIP Code Change Approved:** Change the CIP code of the Master of Science degree program in Data Analytics Engineering from (30.7101) to (11.0802)	Fall 2021
George Mason University	**Program Name Change Approved:** Change the name of the Graduate Certificate program from Visual Impairments Licensure PK-12 (13.1009) to Blindness and Visual Impairments PK-12 Licensure (13.1009)	Spring 2022
Norfolk State University	**Program Modifications Approved:** • Modify the curriculum requirements and identity of the Doctor of Philosophy (Ph.D.) degree program in Social Work (44.0701) • Add an online delivery format	Fall 2021
University of Virginia	**Program Modification Approved:** Modify the credit hours of the Master of Engineering degree program in Biomedical Engineering (14.0501) from 30 credit hours to 35 credit hours	Fall 2021
University of Virginia	**CIP Code Changes Approved:** Change the CIP code of the following degree programs: • Master of Urban Design in Urban Design from (04.0403) to (30.3301) • Doctor of Philosophy in Psychology from (42.0101) to (42.2704)	Fall 2021
Virginia Commonwealth University	**Program Name Change Approved:** Change the name of the Master of Science degree program from Clinical Laboratory Sciences (51.1005) to Medical Laboratory Sciences (51.1005)	Fall 2021
Virginia Commonwealth University	**Program Not Approved:** Bachelor of Arts degree program in Family Development and Education (19.0701)	August 23, 2021

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:

Four-Year Publics
Discontinued Programs

Institution	Degree/Program/CIP	Effective Date
George Mason University	**Program Discontinuance:** Discontinue the Master of Arts degree program in Transportation Policy, Operations, and Logistics (44.9999) **[Council Approval Date: March 20, 2002]**	Fall 2021
George Mason University	**Program Discontinuances:** Discontinue the following Graduate Certificate programs: • Administration of Justice (43.0107) • Architecture-Based Systems (14.0101) • Assisted Living Administration (51.0702) • Biometry/Biometrics (26.1101) • Child Welfare (44.0701) • Civil and Infrastructure Engineering (14.0801) • Education (13.1299) • Computational Techniques and Applications (30.0801) • Economics Systems Design (45.0601) • International Institutional Policy (44.0501) • Nanotechnology and Nanoscience (41.9999) • Software Systems Engineering (14.2799) • Translation (16.0101) • VLSI Design/Manufacturing (14.0901)	Spring 2022
University of Virginia	**Program Discontinuance:** Discontinue the Education Specialist degree program in Administration and Supervision (13.0401) **[Council Approval Date: April 2, 1974]**	Fall 2021
Virginia Commonwealth University	**Program Discontinuances:** Discontinue the following Post-Baccalaureate Certificate programs: • Instructional Technology (13.0501) • Online Teaching for K-12 Educators (13.1299)	Fall 2021
Virginia Polytechnic Institute and State University (Virginia Tech)	**Program Discontinuances:** Discontinue the following degree programs: • Master of Science in Biomedical Technology Development and Management (51.2006) **[Council Approval Date: January 8, 2008]** • Doctor of Education and Doctor of Philosophy in Career and Technical Education (13.1320) **[Council Approval Date: June 4, 1971]**	Fall 2021

Pursuant to the Code of Virginia, § 23.1-203 and Council's "*Policies and Procedures for Program Approval and Changes*," the following community college discontinuances were reported, effective Fall 2021:

College	CIP	Award/Program
Central Virginia	19.0709	AAS, Early Childhood Development
Dabney S. Lancaster	1.0601	Certificate, Sustainable Ag. and Horticulture
Dabney S. Lancaster	15.0699	Certificate, Wind Turbine Service Technology
New River	15.0699	Certificate, Industrial Maintenance
Northern Virginia	15.1303	Certificate, Architectural Drafting
Paul D. Camp	52.0499	Certificate, Clerical Studies
Piedmont	52.0499	Certificate, Clerical Studies
J. Sargeant Reynolds	43.0203	AAS, Fire Science Technology
J. Sargeant Reynolds	52.0901	AAS, Hospitality Management
Southwest Virginia	51.0908	AAS, Respiratory Care
Tidewater	50.0401	AAS, Graphic Arts
Tidewater	15.0699	Certificate, Industrial Management
Tidewater	49.0299	Certificate, Truck Driving
Thomas Nelson	50.9999	AAA, Fine Arts
Thomas Nelson	51.1801	AAS, Opticianry
Thomas Nelson	50.0605	AAS, Photography
Virginia Highlands	19.0709	Certificate, Early Childhood Teaching Assistant
Virginia Highlands	52.0901	Certificate, Hospitality and Tourism
Virginia Highlands	47.0201	Certificate, Refrigeration
Virginia Highlands	47.0201	Diploma, AC, Refrigeration and Heating
Virginia Highlands	48.0599	Diploma, Machinist
Virginia Western	14.3801	Certificate, Geographic Information Systems
Wytheville	19.0709	AAS, Early Childhood Development
Virginia Highlands	52.0901	Certificate, Hospitality and Tourism

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:

Internal and Off-Campus Organizational Changes

Institution	Change/Site	Effective Date
James Madison University	Create the **School of Professional & Continuing Education**. The School of	July 1, 2021

Institution	Change/Site	Effective Date
	Professional & Continuing Education will operate as a standalone academic unit and the dean will report to the provost. No new departments will be created and no existing departments will be relocated to the School. The establishment of the School of Professional and Continuing Education will "allow the university to acknowledge its commitment to professional and continuing education" and recognize professional and continuing education "as a true academic endeavor at the university." As a standalone school, the School will be "included in academic considerations…that impact all students" and "ensure one academic unit coordinates all professional and continuing education efforts" for the university.	
Longwood University	Rename the College of Education and Human Services to the **College of Education, Health, and Human Services**. The College has been re-named to "accurately reflect the academic units overseen by the college," and provide recognition at the college level of an important disciplinary area at the university. Longwood indicates the new name "will align with the names of similar structured colleges at Longwood's SCHEV peer institutions."	September 1, 2021
Virginia Polytechnic Institute and State University	Establish and officially recognize the **Virginia Tech Innovation off-campus site** located at Potomac Avenue, Alexandria, Virginia 22305.	January 1, 2024

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

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

Institution	Effective Date
Union Presbyterian Seminary	July 26, 2021

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

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

Institution	Location	Effective Date
ARA Therapeutic Massage School	Centreville, VA	8/17/2021
Asher Institute of Hampton	Hampton, VA	7/13/2021
Dental Assistant Training Centers	Fredericksburg, VA	7/28/2021
RFK Solutionz Cyber Security Training Center	Chesapeake, VA	8/11/2021

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

Institution	Location	Effective Date
Arizona College of Nursing	Chesapeake, VA	8/23/2021

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

Institution	Location	Effective Date
University of Maryland Global Campus - Quantico	Quantico, VA	9/14/2021

Dr. Paula P. Pando serves as the fourth president of Reynolds Community College. She assumed office in September of 2018. Dr. Pando is a strategic, forward thinking educator with nearly 25 years of experience in both public and private higher education. The daughter of immigrants, she was the first in her family to earn a college degree. She is fluent in both Spanish and English, and has a profound commitment to educational opportunity and equity. Prior to Reynolds, Dr. Pando served as Senior Vice President for Student and Educational Services at Hudson County Community College; located in one of the most diverse counties in America.

Dr. Pando's strong student advocacy and contributions to the field of higher education have been recognized at the local, state and national levels. In 2011, she was named the *New Jersey Educational Opportunity Fund Champion* for her commitment to serving underrepresented student populations. In 2012, the Hudson County Board of Chosen Freeholders recognized Dr. Pando with the *Woman Empowering Women through Education Award*, and in 2015, the New Jersey Council of County Colleges presented her the *Community College Spirit Award* for her statewide work on student success initiatives. Dr. Pando recently completed the prestigious *Aspen Presidential Fellowship for Community College Excellence*; a rigorous, 10 month applied executive leadership program in partnership with Stanford University designed to develop future community college leaders.

Dr. Pando has taught at the community college level and is also a frequent guest lecturer in higher education programs at both the master's and doctoral levels. Recently, she served as the keynote speaker and facilitator at the Pontifical Catholic University of Puerto Rico's *Summit on Student Success*. She has also served on several boards including the *United Way of Hudson County*, the *New Jersey Center for Student Success*, and the *Employer Advisory Board of the University of Pennsylvania,* shaping programs in the College of Liberal and Professional Studies that equip working adults with the skills needed by employers.

Dr. Pando earned an Ed.D. in educational leadership (with a concentration in community college leadership) from Rowan University, an M.A. in education administration from Saint Peter's University, and a B.A. from Stockton University. She currently resides in Glen Allen, VA with her husband Eric. She has three college-aged children: Jake, Luke and Isabella.

State Council of Higher Education for Virginia
Agenda Item

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

Date of Meeting: October 26, 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
October 26, 2021

Boards of visitor orientation session: By the time of the October 26 Council meeting, the annual orientation session will be behind us. We will provide an update on the program at the meeting. Thanks for the Council members who helped plan and participated in the event.

FAFSA (Free Application for Federal Student Aid) completion: Governor Northam convened a work group in March 2021 and set a long-term goal of every eligible student in Virginia completing a FAFSA each year. Virginia is currently ranked 26th nationally for FAFSA completion, with a 52.7 percent completion rate. According to a 2018 study, approximately 15,000 Virginia high school seniors that would have been eligible for Pell grants did not complete the FAFSA, amounting to more than $58 million in federal aid that students left on the table. The work group completed and submitted its report in late September. SCHEV's assistant director of college access and PK-12 outreach Erin McGrath served on the work group. The group's full report is available here.
==Higher education key facts:==

Virginia Department of Education (VDOE) partnership: Earlier this year, SCHEV and VDOE signed an agreement for the recruitment of a shared position. The purpose of the position is to improve transitions from secondary to postsecondary education. We recently completed the recruitment of the inaugural postsecondary access and success specialist. We will be able to announce the person filling that position shortly.

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant: Governor Northam announced that SCHEV had received a seven-year $24.7 million federal grant. The grant will focus on a cohort of students in selected schools with high percentages of low-income students and low postsecondary enrollment rates. The cohort of students is eligible for scholarships to enroll in postsecondary education. The grant follows an expiring GEAR UP grant that SCHEV has administered for the past seven years. A new feature in this proposal is an increased focus on statewide postsecondary enrollment activities. Many SCHEV staff members made this possible. We are especially grateful to Erin McGrath, Melissa Benevidez, Stacey Garnett, Linda Staylor, Amy Wigginton, Tierney Jackson, Paula Robinson, Wendy Kang and former member Reshaud Rich.

SCHEV/Virginia Mental Health Access Program (VMAP) collaboration: SCHEV and VMAP staff convened for a conversation about student access to mental health services on campus. The introductory conversation led to the collaborative development of a survey sent to four-year public and private

institutions. The survey will help SCHEV staff and VMAP gain a better understanding of student health and mental health care access issues. Collective survey responses will inform next steps to include a forthcoming post-survey discussion with VMAP. The survey is part of SCHEV's initiative "to identify critical student-support-services issues and formulate recommendations that will positively affect the student experience, persistence and completion."

Governor's Datathon: Four SCHEV staff members (Tom Allison, Jodi Fisler, Scott Kemp, and Emily Salmon) participated in the Governor's Datathon on October 7-8, competing with over 25 other teams. This year's theme, *Addressing Hunger with Bits and Bytes,* challenged teams to develop data-driven solutions to improve food security in Virginia and produce a [5-minute video](#) in only 36 hours. The SCHEV team brought together multiple datasets to propose a new food stipend for Virginia college students and a targeted outreach campaign to increase use of the federal Supplemental Nutrition Assistance Program. While the team did not win this year, it was an opportunity to get creative, work together, try out new tools and skills and learn about how other agencies are addressing issues of food insecurity.

New staff: We welcome Theresa Thompson to the SCHEV staff as a senior research associate. She will be responsible for the Workforce Credential Grant Program and the FAFSA completion project and will be the liaison with the VCCS for our data submissions. Theresa comes most recently from EAB, Inc. (an enrollment management and student success consultancy). Prior to that, she was an academic and career advisor at John Tyler Community College and taught career and technical education at Stuarts Draft High School. She has a master's degree from Virginia Tech in Career and Technical Education, and a bachelor's in Animal and Poultry Sciences, also from Virginia Tech.

Out and about: I participated in the following meetings: Online Virginia Network board meeting; Tech Talent Investment Program review group; Southern Virginia Higher Education Center executive committee; Virginia Community College System board dinner; Blueprint Virginia (Virginia Chamber) Advisory Group; Longwood University Baliles Environmental Education Center dedication; and Viginia21 annual luncheon. I served on a panel at the Virginia Longitudinal Data System annual research forum, along with Senator Ghazala Hashmi, Secretary of Education Atif Qarni and SCHEV staff member Tod Massa. I met with the new director of the Virginia Office of Education Economics, Heather McKay. As a staff event, we hosted Delegate Delores McQuinn to learn more about the Richmond Slave Trail.

State Council of Higher Education for Virginia
Agenda Item

Item: #IV.F. – Council – Discussion of Transfer VA Achievements and Unveiling of the Transfer Virginia Portal

Date of Meeting: October 26, 2021

Presenter: Ms. Patricia Parker
Project Director, Transfer VA

Dr. Paul Smith
Senior Associate for Student Mobility Policy & Research

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 provide Council with information about key outcomes of the Transfer VA project and to unveil the Transfer Virginia Portal, a requirement of the 2018 omnibus bill on transfer.

Background Information/Summary of Major Elements: According to HB919/SB631, passed by the 2018 General Assembly, SCHEV was assigned several new policy responsibilities related to transfer, and VCCS was assigned responsibility to create the Transfer Virginia Portal as a one-stop comprehensive resource on transfer agreements and pathways to the baccalaureate at Virginia four-year institutions. Coincidentally, in 2019 SCHEV and VCCS entered into a partnership with the Aspen Institute, TransferVA, which brought Virginia institutions together to improve outcomes for transfer students. SCHEV, VCCS, Richard Bland College, and Virginia's four-year institutions have worked collaboratively through 2019-21 to realize both the mandates of the 2018 legislation and improved student outcomes envisioned by TransferVA. Ms. Parker, Project Director of TransferVA, and Dr. Paul Smith will review goals and achievements of TransferVA and the innovative practices that have been utilized to support those achievements. The new Transfer Virginia Portal will then be unveiled for Council's information and feedback

Materials Provided:

- A PowerPoint presentation will be provided.

Financial Impact: N/A

Timetable for Further Review: N/A

Relationship to Goals of The Virginia Plan for Higher Education: The assessment related work of the Academic Affairs Committee supports the following goals of *Pathways to Opportunity: The Virginia Plan for Higher Education*:

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

Resolution: N/A

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State Council of Higher Education for Virginia
Agenda Item

Item: #IV.G. - Key Findings from the Draft Annual Report for *Pathways to Opportunity: The Virginia Plan for Higher Education*

Date of Meeting: October 26, 2021

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<u>Presenters</u>: Emily Salmon,
Senior Associate for Strategic Planning and Policy Studies

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

<u>Purpose of Agenda Item</u>:
This agenda item highlights some of the key components of the *Pathways to Opportunity Plan* Annual Report draft. The intent is to highlight alignment of the draft report contents which will be submitted in coordination with SCHEV's biennial budget and policy recommendations.

<u>Background Information/Summary of Major Elements</u>:
The Code of Virginia vests the State Council of Higher Education (the Council) with the responsibility to develop a statewide strategic plan that reflects statutory goals for higher education in The Commonwealth, identifies a coordinated approach to such state and regional goals and emphasizes the future needs for higher education in Virginia. SCHEV staff is required per Code to submit an annual report on progress toward the statutory goals for the state.

The 2021 draft Annual Report summarizes key findings from a baseline assessment of where Virginia stands relative to the statutory goals via corresponding measures. The draft Annual Report also highlights recent and upcoming initiatives that directly support The Plan and its statutory goals.

<u>Materials Provided</u>:
Presentation on key findings included in the draft Annual Report.

<u>Financial Impact</u>:
No estimated impact at this time.

<u>Timetable for Further Review/Action</u>:
- N/A

<u>Relationship to Goals of Pathways to Opportunity: The Virginia Plan for Higher Education</u>:

Codified SCHEV staff reporting responsibility pertaining to *The Pathways to Opportunity Plan* and progress toward achieving its statutory goals.

Resolution:
N/A

State Council of Higher Education for Virginia
Agenda Item

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

Date of Meeting: October 26, 2021

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:
The College of William and Mary
Old Dominion University

Discontinued Programs:
Old Dominion University

Internal and Off-Campus Organizational Changes:
Virginia Polytechnic Institute and State University

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 <u>Code of Virginia</u>, § 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:

Items Delegated to Director/Staff

Academic Program Actions

Institution	Degree/Program/CIP	Effective Date
The College of William and Mary in Virginia	**CIP Code Change Approved:** Change the CIP code of the Master of Accounting degree program in Accounting from 52.0301 to 27.0305	Fall 2021
Old Dominion University	**Certificate Program Approved:** • Graduate Certificate in Cybersecurity Risk Management (11.1003)	Spring 2022

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:

Discontinued Programs

Institution	Degree/Program/CIP	Effective Date
Old Dominion University	**Program Discontinuance Correction:** Discontinue the Master of Science degree program in Community Health (51.1504) [Termination Date: Spring 2022]	Fall 2020
Old Dominion University	**Program Discontinuances: Discontinue the following Graduate Certificate programs:** • Healthcare Executive (51.0701) • Modeling and Simulation in Biological Sciences (26.0101) • Modeling and Simulation for Business and Public Administration (52.9999) • Modeling and Simulation: Computing and Informatics (11.0804) • Modeling and Simulation: Education and Training (13.0501) • Modeling and Simulation in Oceanography (40.0607) • Modeling and Simulation: Mathematics/Statistics (27.0304) • Nurse Executive (51.3802)	Spring 2022

Pursuant to the Code of Virginia, § 23.1-203 and Council's *"Policies and Procedures for Internal and Off-Campus Organizational Changes,"* the following item was approved as delegated to staff:

Internal and Off-Campus Organizational Changes

Institution	Change/Site	Effective Date
Virginia Polytechnic Institute and State University	Rename the Department of Interprofessionalism to the **Department of Health Systems and Implementation Science**. The Department has been re-named to reflect the "comprehensiveness of the academic programming offered by the department." The proposed name will afford the opportunity to have a "distinctly named department among Virginia Tech's SCHEV peer institutions" and indicate the faculty's expertise and areas of research. The new name will also align the department's name with that of similar departments at medical schools nationally and ensure the department is "recognized nationally for its curricular offerings in the third pillar of medical education, Health Systems Science."	October 15, 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 item was not approved as delegated to staff:

Internal and Off-Campus Organizational Changes

Institution	Change/Site	Effective Date
Virginia Polytechnic Institute and State University	Establish a **School of Environmental Security** at the off-campus site, Virginia Tech Research Center in Arlington, Virginia.	September 29, 2021