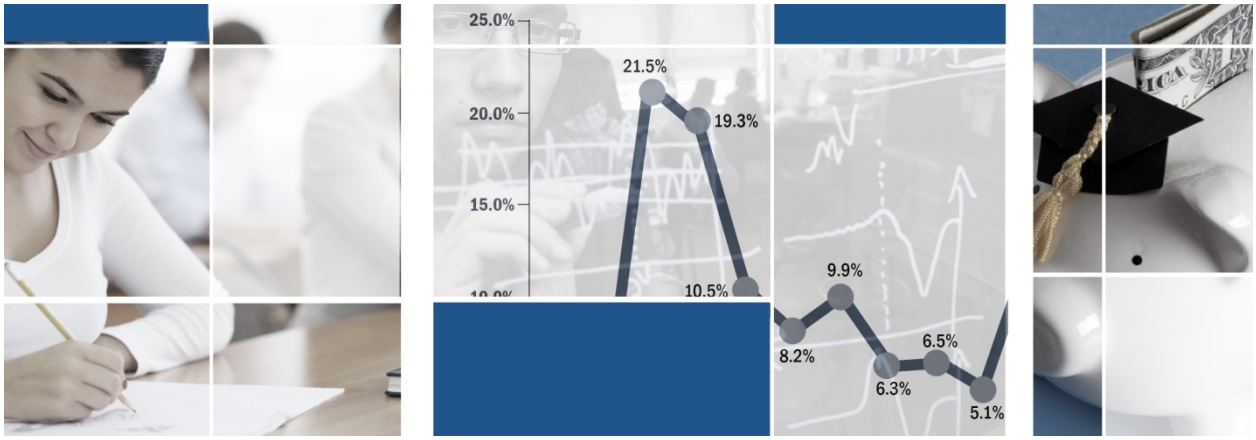

Agenda Book

July 13, 2020

Location: Virtual

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

July 13, 2020, Council Meetings
Schedule of Events

Monday, July 13

9:00 – 10:15	Academic Affairs Committee – See section I on the agenda (committee members: Ken Ampy, Chair; Carlyle Ramsey, Vice Chair; Alex Arriaga, Rosa Atkins, Heywood Fralin, Marianne Radcliff)
9:00 – 10:15	Resources and Planning Committee – See section II on the agenda (committee members: Victoria Harker, Chair; Thad Holloman, Vice Chair; Henry Light, Stephen Moret, Tom Slater, Katie Webb)
10:30 – 12:50	Council Meeting, Part 1 – See section III on the agenda (Marge Connelly, Chair)
12:55 – 1:30	The Virginia Plan Discussion Groups Discussion Group A (Tom Slater, Marianne Radcliff, Rosa Atkins, Stephen Moret, Caryle Ramsey, Victoria Harker) Discussion Group B (Ken Ampy, Henry Light, Katharine Webb, Alex Arriaga, Heywood Fralin, Thad Holloman)
1:35 – 2:30	Council Meeting, Part 2

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

July 13, 2020, Council Meetings
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State Council of Higher Education for Virginia
Agenda Item

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

Date of Meeting: July 13, 2020

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

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

Purpose of the Agenda Item: The purpose of this agenda item is to present a new degree program for Council approval or disapproval, in accord with its duty to "review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes" Code of Virginia § 23.1-203 (5).

Background Information/Summary of Major Elements:

Program Presented for Approval

- Virginia Polytechnic Institute and State University, Doctor of Philosophy (Ph.D.) in Neuroscience (CIP 26.1501)

Financial Impact: See Program Summary Below

Timetable for Further Review/Action: N/A

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

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

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Doctor of Philosophy (Ph.D.) degree program in Neuroscience (CIP code: 26.1501), effective fall 2020.

Virginia Polytechnic Institute and State University
Doctor of Philosophy (Ph.D.) in Neuroscience
(CIP 26.1501)

Program Description

Virginia Polytechnic Institute and State University Virginia (Virginia Tech) is proposing the creation of a Doctor of Philosophy (PhD) degree program in Neuroscience to be initiated fall 2020. The proposed program would be located in the College of Science, School of Neuroscience. The purpose of the proposed program is to prepare students to apply the "fundamentals of brain functioning in states of health and disease to new neuroscience discovery." The program will provide students with an understanding of the structure and function of the brain and nervous system, the brain in healthy and diseased states, and neurotechnology approaches used to investigate the brain and nervous system. The curriculum will include coursework in cellular neuroscience, neuroanatomy and systems neuroscience, statistics in research, and principles of neuroscience. Students will be required to complete laboratory rotations that will "expose [them to] multiple research experiences" and to experimental design, hypothesis testing, and data analysis.

Students will be required to complete a seminar series, a career development workshop series, and a graduate teaching workshop. The focus of the seminar series is to expose students to current neuroscience research and emerging and relevant techniques in neuroscience. The career development workshop series will expose students to career opportunities outside of academia and reinforce professional competencies. The graduate teaching workshop is designed to assist students in developing the knowledge base and skills to serve as faculty members. Graduates will possess the knowledge and skills to teach graduate and undergraduate courses, develop coursework, conduct research, and work on teams to develop strategies to address diseases of the brain and nervous system. Virginia Tech developed 14 new courses for the proposed program, including all five core courses.

The proposed program would require 96 credit hours beyond the Bachelor's degree: 18 credit hours of core coursework; six to 12 credit hours of restricted electives; six to 12 credit hours of elective coursework; and 54-66 credit hours of research and dissertation coursework. The seminar series, career development workshop series, and graduate teaching workshop are non-credit bearing degree program requirements.

Justification for the Proposed Program

Virginia Tech contends that the proposed program addresses a need for "academically trained researchers at the doctorate level to use innovative neurotechnology advancements to understand the healthy and diseased brain at the cellular level, conduct neuroscience disease research, and [to develop] interventions for neurological diseases." One of the most critical health challenges is the prevalence of neurological diseases (e.g., Alzheimer, Parkinson disease, and other dementias) and neurological disorders such as traumatic brain injury, spinal cord injury, and epilepsy. Graduates of

the proposed program will understand the brain at the cellular level and be prepared to "research new intervention and treatment strategies for treating neurological disease."

In a 2014 report to the National Institutes of Health, a working group of the Brain Research through Advancing Innovative Neurotechnologies (BRAIN) Initiative wrote: "we are in unique moment in the history of neuroscience – a moment when technological innovation has created possibilities for discoveries that could, cumulatively, lead to a revolution in our understanding of the brain.… Methods for noninvasive measurements and tuning of activity in fine-scale human brain circuits would create a revolution in the understanding and treatment of disease" (https://braininitiative.nih.gov/sites/default/files/pdfs/brain2025_508c.pdf). In the 2019 report, "The Brain Research through Advancing Innovative Neurotechnologies (BRAIN) Initiative 2.0: From Cells to Circuits, Toward Cures," it was noted that "direct study of the human brain is critical because of our unique cognitive abilities as well as the profound personal and societal consequences of human brain disorders" (https://braininitiative.nih.gov/sites/default/files/images/brain_2.0_6-6-19-final_revised10302019_508c.pdf). Noted in the publication, "Neuroscience training for the 21st century" is the need to train neuroscientists at the doctoral level. "The nation benefits from the Ph.D. training of neuroscientists, both those in academic and non-academic roles. The experience students receive…provides them with a deep understanding and critical perspective of research cannot be obtained in any other way" (https://www.cell.com/action/showPdf?pii=S0896-6273%2816%2930209-4).

The degree program was reviewed by three experts external to Virginia Tech, who, along with a SCHEV staff member, met with faculty, administrators, and students during a virtual site visit. The External Reviewers recommended approval of the degree program and wrote: "advances in knowledge are critically needed, and are only attainable through research by a highly skilled neuroscience workforce. Cutting edge training in neuroscience research is best achieved through doctoral education which instills deep knowledge and prepares critical thinkers and problem solvers who can function independently and in research teams." The external reviewers noted the doctoral-level neuroscience degree programs offered by three other public institutions in Virginia "do not meet the needs for neuroscience training in Virginia;" there is a surplus of applications for doctoral-level degree programs. "In Virginia and across the US, many qualified students are not allowed the opportunity to engage in doctoral training in Neuroscience due to limited seat capacity.… Establishing a fourth Neuroscience PhD program in Virginia specifically at [Virginia Tech] would not negatively impact or weaken the other 3 Neuroscience PhD programs in the state, but rather would help Virginia meet the seat capacity and the demand for doctoral training in neuroscience."

Student Demand

In December 2018, Virginia Tech surveyed undergraduate students in upper division biological sciences and neuroscience courses. Of 100 respondents, 58 were seniors. Students were asked whether they would enroll in the proposed degree program. Of the 58 respondents, eight (approximately 14%) indicated they would "definitely enroll" and nine (approximately 16%) indicated "very likely enroll."

Emails from potential students show student interest in the proposed program. Students are requesting additional information and one student wrote, “I [am] very interested in Virginia Tech for a variety of reasons, one of which is the possibility of working in your lab…Will VT be offering a PhD in neuroscience by the fall of 2020?”

The summary of projected enrollments for the proposed program shows a headcount (HDCT) of six in the program’s first year, rising to a HDCT of 24 by the target year. Enrollment projections show a full-time equated student enrollment (FTES) of 6.0 in the program’s first year (2020-21). The projections continue as follows: FTES 2021-22, 12.0; 2022-23, 18.0; and 2023-24, 24.0. VA Tech anticipates six graduates per year beginning in 2024-25. If projections are met, then this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand

Graduates of the proposed program will be primarily prepared to work in institutions of higher education. Virginia Tech notes that graduates are also needed in scientific advising and communication in government, scientific editing, and science communication. Employment announcements in Virginia and nationally show demand for doctoral-level personnel to fill positions such as faculty, outreach scientists, research scientists, and postdoctoral fellows. Data specific to future employment demand were not available as the U. S. Bureau of Labor Statistics (BLS) and the Virginia Employment Commission (VEC), Labor Market Information do not have a job category for “neuroscience postsecondary teachers” or “neuroscience research scientists.” However, data from the BLS show demand for positions with similar related skills and knowledge as graduates of the proposed program. The BLS projects that between 2018 and 2028 employment of biological science postsecondary teachers is expected to grow “much faster than average of all occupations” or 12% (https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm#tab-6); employment of medical scientists, except epidemiologists is expected to grow “faster than average” or 8% (https://www.bls.gov/ooh/life-physical-and-social-science/medical-scientists.htm#tab-6). The BLS notes that “medical scientists will be needed for research related to treating diseases such as AIDS, Alzheimer’s disease, and cancer.” Graduates of the proposed program will be particularly knowledgeable about diseases of the brain such as Alzheimer and will be able to serve in a critical role on research teams. The VEC, Labor Market Information projects that between 2016 and 2026 employment of biological science postsecondary teachers is expected to increase 19.47% or 33 positions annually (https://virginiaworks.com/occupational-projections?page79862=1&size79862=12&page80257=1&size80257=12&page81630=1&size81630=12&search79862=biological%20science%20postsecondary%20teachers); employment of medical scientists, except epidemiologists is expected to increase 19.37% or 37 positions annually (https://virginiaworks.com/occupational-projections?page79862=1&size79862=12&page80257=1&size80257=12&page81630=1&size81630=12&search79862=medical%20sci).

Issues of Duplication

Three public institutions (GMU, UVA, and VCU) offer similar degree programs. GMU offers a PhD in Neuroscience. GMU's program is similar to the proposed program in that it requires coursework in statistics, cellular neuroscience, and neuroanatomy. Both programs require laboratory rotations. The proposed program differs from GMU's in that it will require coursework in principles of neuroscience and current topics in neuroscience. Virginia Tech's proposed program will require coursework in principles of neuroscience and current topics in neuroscience; such coursework is not required in GMU's program. GMU's program requires nine credit hours for the laboratory rotation course whereas the proposed program will require two credit hours. Moreover, GMU requires courses in developmental neuroscience and research methods; the proposed program will not require the courses. GMU's program requires 24 credit hours whereas Virginia Tech's proposed program will require 54 to 66 credit hours for research and dissertation.

UVA offers a PhD in Neuroscience. UVA's program is similar to the proposed program in that it requires coursework in foundations of neuroscience, neuroscience seminar, and statistics. Both programs require laboratory rotations. UVA's program differs from the proposed program in that four concentration areas are offered and students are required to select a concentration. Virginia Tech's proposed program does not offer concentrations. UVA requires three to 36 credit hours of laboratory rotation coursework whereas the proposed program requires two credit hours. UVA requires a credit-bearing research ethics course; the proposed program requires a non-credit bearing course graded on pass/fail. The proposed program requires fundamentals of cellular neuroscience and neuroanatomy and systems neuroscience and UVA's program does not require the courses.

VCU offers a PhD in Neuroscience. VCU's program is similar to the proposed program in that it requires coursework in cellular neuroscience, systems neuroscience, and seminar courses in neuroscience. Both programs require laboratory rotations. VCU's program differs from the proposed program in that coursework is required in neuroscience techniques and cell biology, biochemistry, research presentations, and scientific writing and grantsmanship which is not required in the proposed program. VCU's program requires six credit hours of laboratory rotations coursework and the proposed program will require two credit hours. VCU requires a credit-bearing research ethics course; the proposed program requires a non-credit bearing course graded on pass/fail. The proposed program will require a statistics course whereas VCU's program not require a course.

Resource Needs

The proposed program will be funded primarily through the School of Neuroscience with funding support from other funding resources, including private foundation sources and anticipated external grants. A total of $1,097,603 will be provided from the School to support a new classified position and existing personnel costs. The program will require an additional $1,918,968 of support primarily for 24 graduate assistants which will come from existing and anticipated other funding sources. Virginia Tech affirms that support for the proposed degree program will not negatively affect existing programs in

the School or at the institution. Virginia Tech will not seek additional state resources to initiate and sustain the degree program.

Board Approval

The Virginia Tech Board of Visitors approved the proposed program on April 1, 2019.

Staff Recommendation

Based on a review of the application, staff presents the **Doctor of Philosophy (Ph.D.) degree program in Neuroscience (CIP: 26.1501)** to the Academic Affairs Committee for approval.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Doctor of Philosophy (Ph.D.) degree program in Neuroscience (CIP code: 26.1501), effective fall 2020.

State Council of Higher Education for Virginia
Agenda Item

Item: # I.C. – Academic Affairs – Action on Private Postsecondary Institution Certification

Date of Meeting: July 13, 2020

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

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

Purpose of the Agenda Item: The purpose of this agenda item is to present one new postsecondary institution for certification by Council, in accord with Code of Virginia §23.1-219.

Background Information/Summary of Major Elements: The Apprentice School is a nationally accredited in-state school based Newport News, Virginia. The Apprentice School has previously operated under the registered standards of apprenticeship with the Virginia Department of Labor and Industry. The school is now seeking certification to operate in the Commonwealth of Virginia as a degree-granting institution of higher education.

Materials Provided:

- The Apprentice School application summary

Financial Impact: The Apprentice School submitted the required certification fee to operate as a postsecondary institution in Virginia.

Timetable for Further Review/Action: N/A

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

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

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies The Apprentice School to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective July 13, 2020.

The Apprentice School
Application Summary

School Overview
The Apprentice School is an in-state private proprietary institution of higher education owned and operated by Huntington Ingalls Incorporated. The Apprentice School is nationally accredited by the Council of Occupational Education and registered with the Virginia Department of Labor and Industry.

School Officers
- President, Jennifer Boykin

School Mission Statement
The Apprentice School's mission statement is as follows:

- *To contribute to the profitability and growth of Newport News Shipbuilding by recruiting, training and developing men and women for careers in shipbuilding.*
- *To provide the company with a continuous supply of journeypersons who possess the skills, knowledge and pride of workmanship which have traditionally distinguished the shipbuilding craftsman.*
- *To develop core leadership principles in all students along with the character and technical competence that is required to fully meet the challenges of a shipbuilding career.*

Proposed Educational Programs and Credentials
- Associate in Applied Science – Maritime Technology – Coatings Specialist
- Associate in Applied Science – Maritime Technology – Cost Estimator
- Associate in Applied Science – Maritime Technology – Electrician
- Associate in Applied Science – Maritime Technology – Heating and Air Conditioning
- Associate in Applied Science – Maritime Technology – Heavy Metal Fabricator
- Associate in Applied Science – Maritime Technology – Insulator
- Associate in Applied Science – Maritime Technology – Machinist
- Associate in Applied Science – Maritime Technology – Maintenance Electrician
- Associate in Applied Science – Maritime Technology – Maintenance Pipefitter
- Associate in Applied Science – Maritime Technology – Marine Designer
- Associate in Applied Science – Maritime Technology – Metrology Technician
- Associate in Applied Science – Maritime Technology – Millwright
- Associate in Applied Science – Maritime Technology – Modeling and Simulation Program Analyst
- Associate in Applied Science – Maritime Technology – Molder
- Associate in Applied Science – Maritime Technology – Non-Destructive Tester
- Associate in Applied Science – Maritime Technology – Nuclear Test Technician

- Associate in Applied Science – Maritime Technology – Outside Machinist
- Associate in Applied Science – Maritime Technology – Patternmaker
- Associate in Applied Science – Maritime Technology – Pipefitter
- Associate in Applied Science – Maritime Technology – Production Planner
- Associate in Applied Science – Maritime Technology – Rigger
- Associate in Applied Science – Maritime Technology – Sheet Metal Worker
- Associate in Applied Science – Maritime Technology – Shipfitter
- Associate in Applied Science – Maritime Technology – Supply Chain Specialist
- Associate in Applied Science – Maritime Technology – Welding Equipment Repairer
- Associate in Applied Science – Maritime Technology –Welder

Financial Stability Indicator

The Apprentice School 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 2.7 out of a possible 3.0 for 2019, which indicates the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

The Apprentice School will not be charging tuition or educational fees to students enrolled in its programs, and is therefore not required to secure a surety instrument. According to Virginia law, tuition reimbursement is the only type of expense for which surety instrument funds may be used.

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 certification of **The Apprentice School** to the Academic Affairs Committee for approval.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies The Apprentice School to operate a degree-granting postsecondary institution within the Commonwealth of Virginia, effective July 13, 2020.

State Council of Higher Education for Virginia
Agenda Item

Item: # I.D. – Academic Affairs – Action on Academic Program Productivity Review

Date of Meeting: July 13, 2020

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: July 22, 2014
Action: Council approved a resolution to close 33 degree programs at nine four year institutions and received a report from the community college system of its intent to close 15 degree programs.

Purpose of Agenda Item: This item proposes Council action in accord with its duty to "review and require the discontinuance" of any public institution program that it has determined to be "nonproductive in terms of the number of degrees granted, the number of students served by the program, the program's effectiveness, and budgetary considerations," Code of Virginia §23.1-203 (6).

Background Information/Summary of Major Elements: According to Council's **"**Virginia Public Higher Education Policy on Program Productivity," SCHEV is to conduct a productivity review of all public institution academic programs on a five-year cycle. That review is governed broadly by the following terms:

- Quantitative standards for degree programs are derived from base-adequacy faculty-student ratios by discipline and level and are calculated as five year averages. See Appendices 1 & 2 for quantitative standards that apply to four-year and two-year institutions, respectively.
- Programs that fail to meet standards for both enrollment and degrees granted are subject to "full review." At the full review stage, for each targeted program an institution wishes to defend, documentation must be submitted that addresses qualitative and quantitative factors, including (but not necessarily limited to) mission, service instruction by the offering department, quality, duplication, and institutional commitment to program improvement.
- At the conclusion of the full review stage, staff presents to Council a resolution indicating for each targeted program whether it will be continued or closed. Historically, approximately 25% of targeted programs have been identified for closure through the full review process. In 2014, e.g., 33 of 113 targeted

programs at four-year institutions were closed. VCCS reported the closure of 15 community college programs.

The 2019-2020 program productivity review commenced in November 2019 when staff provided institutions a list of programs that failed to meet the policy's quantitative standards. Due to the onset of the COVID-19 pandemic, which came to a head in spring 2020, SCHEV offered institutions the option of pausing their productivity review until the 2020-21 year. Six four-year institutions elected to pause the process: JMU, NSU, VCU, VSU, Virginia Tech, and W&M. Seven institutions chose to continue the process to completion in 2019-20: CNU, GMU, LU, ODU, RU UMW, UVA, and UVA-W. (VMI and RBC didn't have any targeted programs.) The actions recommended here relate to the seven institutions that chose to continue the process; staff intends to resume the process with the remaining six institutions in fall 2020, with anticipated conclusion in May or July 2021.

For the eight institutions in the process, 71 programs were targeted for full review, and 14 are being recommended for closure in the resolution presented below. For each of 57 programs recommended for continuance, staff has reviewed the institution's justification along with any supplemental documentation submitted. Final staff recommendations to Council are based on the review of materials demonstrating the health of the programs through assessment reports, accreditation reviews, evidence of need, relationship to institutional mission and institutional commitment to strengthen the program. In some cases, staff requested further information and/or engaged in detailed discussion with the institutions in order to arrive at a coherent overall set of recommendations for each institution. See Table 1 for the totality of the productivity review by institution.

According to the **"**Virginia Public Higher Education Policy on Program Productivity," the Virginia Community College System (VCCS) is delegated to review its programs every two to three years. Included here is the VCCS report on recommended closures from its productivity reviews since 2014. The report identifies 31 associate degree programs that did not meet SCHEV's minimum standards for productivity, of which the VCCS board has approved the discontinuance of 17 and the continuance of 14. The details of affected programs are included here in Table 2. The VCCS results will be included with SCHEV's final report to the Governor and General Assembly.

Materials Provided:

- Table 1: 2019-20 Productivity Review Summary of Recommendations (by institution and program)
- Table 2: VCCS 2020 Report on Program Productivity Review
- Appendix 1: Four-Year Institution Quantitative Standards
- Appendix 2: Two-Year Institution Quantitative Standards

Financial Impact: Program closures will entail savings and efficiencies at institutions.

Relationship to Goals of The Virginia Plan for Higher Education: Council's productivity review of public institution programs is related to Goals 2 and 4 of the Virginia Plan:

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

Timetable for Further Review/Action: For the six institutions that chose to pause due to COVID-19, staff intends to complete the productivity review during the 2020-21 academic year. That review should culminate in Council action in May or July of 2021.

Staff Recommendation: Based on a review of quantitative program data and institutional submissions related to 71 programs at seven public four-year institutions, staff presents to the Academic Affairs Committee its recommendations for program closures and continuations as indicated in the resolution.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following degree program actions:

A. Continue the following programs (by level and program name)

- **George Mason University:**
  - **Bachelor, Applied Science**
  - **Bachelor, Astronomy**
  - **Bachelor, Computational and Data Sciences**
  - **Bachelor, Human Development and Family Sciences**
  - **Bachelor, Philosophy**
  - **Bachelor, Religious Studies**
  - **Bachelor, Russian and Eurasian Studies**
  - **Master, Bioinformatics Management**
  - **Master, Biostatistics**
  - **Master, Computational Science**
  - **Master, Earth Systems Science**
  - **Master, Middle East and Islamic Studies**
  - **Master, Philosophy**
  - **Doctoral, Bioengineering**
  - **Doctoral, Linguistics**
  - **Doctoral, Music Education**
  - **Doctoral, Statistical Science**
  - **Doctoral, Writing and Rhetoric**
- **Longwood University**
  - **Bachelor, Anthropology and Archaeology**
  - **Bachelor, Chemistry**
  - **Bachelor, Economics**

- **Old Dominion University:**
  - **Bachelor, African American and African Studies**
  - **Bachelor, Asian Studies**
  - **Bachelor, Philosophy**
  - **Bachelor, Women's Studies**
  - **Master, Applied Linguistics**
  - **Master, Early Childhood Education**
  - **Master, Lifespan & Digital Communication**
  - **Doctoral, Clinical Psychology (w/NSU and EVMS)**
  - **Doctoral, Oceanography**
- **Radford University**
  - **Bachelor, Foreign Languages**
  - **Bachelor, Philosophy and Religious Studies**
  - **Master, Literacy Education**
- **University of Mary Washington**
  - **Bachelor, Anthropology**
  - **Bachelor, Physics**
- **University of Virginia**
  - **Bachelor, Architectural History**
  - **Bachelor, Area Studies**
  - **Bachelor, German**
  - **Bachelor, Italian**
  - **Master, Anthropology**
  - **Master, Asian Studies**
  - **Master, Classics**
  - **Master, Foreign Affairs**
  - **Master, French**
  - **Master, Government**
  - **Master, Middle Eastern and South Asian Studies**
  - **Master, Music**
  - **Master, Philosophy**
  - **Master, Sociology**
  - **Master, Slavic Languages and Literatures**
  - **Doctoral, Constructed Environment**
  - **Doctoral, Higher Education**
  - **Doctoral, Physiology**
  - **Doctoral, Slavic Languages and Literatures**
- **University of Virginia at Wise**
  - **Bachelor, Management Information Systems**
  - **Bachelor, Mathematics**
  - **Bachelor, Software Engineering**

B. <u>Close the following programs (by level and program name)</u>

- **George Mason University:**

    - **Bachelor, Global and Environmental Change**
    - **Bachelor, Latin American Studies program**
    - **Master, Computer Game Design**
    - **Master, Geotechnical Construction and Structural Engineering**
    - **Master, Graphic Design**
- **Old Dominion University:**
    - **Bachelor, Economics (BA only)**
    - **Bachelor, Modeling and Simulation Engineering**
    - **Master, Applied Sociology**
    - **Master, Occupational and Technical Studies**
- **University of Virginia:**
    - **Bachelor, Comparative Literature**
    - **Master, German**
    - **Master, Italian**
    - **Master, Engineering Physics**
    - **Doctoral, German**

Table 1: 2019-20 Productivity Review Summary of Recommendations (by institution and program)

Inst.	*Program Level & Name*	*Recommendation*
GMU	Bachelor, Applied Science	**Continue** Central to mission, interdisciplinary program, plans to bolster enrollment
GMU	Bachelor, Astronomy	**Continue** Interdisciplinary program, plans to bolster enrollment
GMU	Bachelor, Computational and Data Sciences	**Continue** Program was dormant for three years while colleges restructured, and since reactivation has experienced healthy growth
GMU	Master, Earth Systems Science	**Continue** Interdisciplinary program, unique need
GMU	Bachelor, Global and Environmental Change	**Close**
GMU	Bachelor, Human Development and Family Sciences	**Continue** Interdisciplinary sciences, shares courses and faculty with similar programs, plans to bolster enrollment
GMU	Bachelor, Latin American Studies	**Close**
GMU	Bachelor, Philosophy	**Continue** Central to mission, supports general education, plans to bolster enrollment
GMU	Bachelor, Religious Studies	**Continue** Central to mission, supports general education, plans to bolster enrollment
GMU	Bachelor, Russian and Eurasian Studies	**Continue** Interdisciplinary program, provides access to underserved population
GMU	Master, Bioinformatics Management	**Continue** Shares courses and faculty with similar programs, unique need, plans to bolster enrollment
GMU	Master, Biostatistics	**Continue** Shares courses and faculty with similar programs, plans to bolster enrollment
GMU	Master, Computational Science	**Continue** Shares courses and faculty with similar programs, plans to bolster enrollment
GMU	Master, Computer Game Design	**Close**
GMU	Master, Geotechnical Construction & Structural Eng.	**Close**
GMU	Master, Graphic Design	**Close**
GMU	Master, Middle East and Islamic Studies	**Continue** Interdisciplinary program

Inst.	*Program Level & Name*	*Recommendation*
GMU	Master, Philosophy	**Continue** Central to mission, plans to bolster enrollment
GMU	Doctorate, Bioengineering	**Continue** Program is new and requires 5-7 years to complete; department is monitoring growth targets
GMU	Doctorate, Linguistics	**Continue** Unique need, plans to bolster enrollment
GMU	Doctorate, Music Education	**Continue** Shares courses and faculty with similar programs, plans to bolster enrollment
GMU	Doctorate, Statistical Science	**Continue** Shares courses and faculty with similar programs, plans to bolster enrollment
GMU	Doctorate, Writing and Rhetoric	**Continue** Unique need, plans to bolster enrollment
LU	Bachelor, Anthropology and Archaeology	**Continue** Central to mission, supports general education, plans to bolster enrollment
LU	Bachelor, Chemistry	**Continue** Central to mission, supports general education, plans to bolster enrollment
LU	Bachelor, Economics	**Continue** Central to mission, supports general education, plans to bolster enrollment
ODU	Bachelor, African American and African Studies	**Continue** Interdisciplinary program, access to underserved population
ODU	Bachelor, Asian Studies	**Continue** Interdisciplinary program, shares courses and faculty with similar programs, plans to bolster enrollment
ODU	Bachelor, Economics	**Close**
ODU	Bachelor, Modeling and Simulation Engineering	**Close**
ODU	Bachelor, Philosophy	**Continue** Supports general education
ODU	Bachelor, Women's Studies	**Continue** Interdisciplinary program, shares courses and faculty with similar programs, plans to bolster enrollment
ODU	Master, Applied Linguistics	**Continue** Supports general education, plans to bolster enrollment
ODU	Master, Applied Sociology	**Close**

Inst.	*Program Level & Name*	*Recommendation*
ODU	Master, Early Childhood Education	**Continue** Unique need
ODU	Master, Lifespan & Digital Communication	**Continue** Unique need, positive external reviews, plans to bolster enrollment
ODU	Master, Occupational and Technical Studies	**Close**
ODU	Doctorate, Clinical Psychology (w/NSU and EVMS)	**Continue** Interdisciplinary program, shares courses and faculty with similar programs
ODU	Doctorate, Oceanography	**Continue** High demand, unique need, plans to bolster enrollment
RU	Bachelor, Philosophy and Religious Studies	**Continue** Central to mission, supports general education, plans to bolster enrollment
RU	Bachelor, Foreign Languages	**Continue** Central to mission, supports general education, plans to bolster enrollment
RU	Master, Literacy Education	**Continue** Supports general education, plans to bolster enrollment
UMW	Bachelor, Anthropology	**Continue** Central to mission, supports general education, plans to bolster enrollment
UMW	Bachelor, Physics	**Continue** Central to mission, supports general education, plans to bolster enrollment
UVA	Bachelor, Architectural History	**Continue** Supports general education, shares courses and faculty with similar programs, plans to bolster enrollment
UVA	Bachelor, Area Studies	**Continue** Plans to bolster enrollment
UVA	Bachelor, Comparative Literature	**Close**
UVA	Bachelor, German	**Continue** Central to mission, supports general education
UVA	Bachelor, Italian	**Continue** Central to mission, supports general education
UVA	Master, Anthropology	**Continue** Program performance
UVA	Master, Asian Studies	**Continue** Plans to bolster enrollment
UVA	Master, Classics	**Continue** Plans to bolster enrollment, relation to PhD program
UVA	Master, Engineering Physics	**Close**

Inst.	*Program Level & Name*	*Recommendation*
UVA	Master, Foreign Affairs	**Continue** Plans to bolster enrollment, relation to PhD program
UVA	Master, French	**Continue** Plans to bolster enrollment, relation to PhD program
UVA	Master, German	**Close**
UVA	Master, Government	**Continue** Plans to bolster enrollment, relation to PhD program
UVA	Master, Italian	**Close**
UVA	Master, Middle Eastern and South Asian Studies	**Continue** Plans to bolster enrollment
UVA	Master, Music	**Continue** Plans to bolster enrollment, relation to PhD program
UVA	Master, Philosophy	**Continue** Plans to bolster enrollment, relation to PhD program
UVA	Master, Slavic Languages and Literatures	**Continue** Plans to bolster enrollment, relation to PhD program
UVA	Master, Sociology	**Continue** Plans to bolster enrollment, relation to PhD program
UVA	Doctorate, Constructed Environment	**Continue** Unique need, plans to bolster enrollment
UVA	Doctorate, German	**Close**
UVA	Doctorate, Higher Education	**Continue** Plans to bolster enrollment
UVA	Doctorate, Physiology	**Continue** Student or employer demand, unique need, plans to bolster enrollment
UVA	Doctorate, Slavic Languages and Literatures	**Continue** Unique need
UVAW	Bachelor, Management Information Systems	**Continue** Interdisciplinary program
UVAW	Bachelor, Mathematics	**Continue** Central to mission, supports general education, shares courses and faculty with similar programs
UVAW	Bachelor, Software Engineering	**Continue** Shares courses and faculty with similar programs, program meets unique need in region, plans to bolster enrollment

Table 2: VCCS 2020 Report on Program Productivity Review

Low Viability Programs Identified for Closure

College	Award	Title	CIP
CVCC	AAS	Accounting	52.0399
CVCC	AAS	Electronics Technology	47.0105
DSLCC	AAS	Administration of Justice	43.0103
JSRCC	AAS	Automotive Technology	47.0604
JSRCC	AAS	Dental Laboratory Technology	51.0603
JSRCC	AAS	Hospitality Management	52.0299
LFCC	AAS	Administrative Support Technology	52.0499
MECC	AAS	Accounting	52.0399
NVCC	AA	Fine Arts	50.0101
NVCC	AAA	Fine Arts	50.9999
SSVCC	AAS	Electronics Technology	47.0105
SSVCC	AAS	Fire Science Technology	43.0203
SWCC	AAS	Computer Aided Drafting & Design	15.1302
SWCC	AAS	Mining	15.0901
TNCC	AS	General Studies	24.0102
WCC	AAS	Computer Aided Drafting and Design	15.1302
WCC	AAS	Computer Electronics Technology	15.0303

Low Viability Programs Identified for Continuation

College	Award	Title	CIP
DCC	AAS	Accounting	52.0399
DCC	AS	Engineering	14.0101
GCC	AAS	Technical Studies	15.0612
PHCC	AAS	Accounting	52.0399
PHCC	AAS	Paralegal Studies	22.0302
PVCC	AAS	Electronics Technology	47.0105
RCC	AAS	General Engineering Technology	15.0000
SWCC	AAS	Accounting	52.0399
TNCC	AAS	Fire Science	43.0203
VHCC	AAS	Accounting	52.0399
VHCC	AAS	Horticulture	01.0601
VHCC	AAS	Machine Technology	48.0599
VHCC	AAS	Technical Studies	15.0612
WCC	AAS	Corrections Science	43.0102

Appendix 1: Four-Year Institution Quantitative Standards (as per SCHEV policy)

Discipline Groupings (as per Base Adequacy)	Baccalaureate		Masters/Prof		Doctoral	
	FTE	Grads	FTE	Grads	FTE	Grads
Group 1	48	12	22	7	18	4
Area Studies						
Business & Management						
Interdisciplinary Studies						
Library Science						
Military Science						
Public Affairs						
Social Sciences						
Study Abroad						
Group 2	40	10	20	7	16	3
Communications						
Education						
Home Economics						
Letters						
Mathematics						
Psychology						
Group 3a	36	9	18	6	14	3
Agriculture & Nat Resources						
Architecture & Env Design						
Computer/Information Sys						
Fine & Applied Arts						
Foreign Languages						
Group 3b	36	9	16	5	12	2
Biological Sciences						
Engineering						
Physical Sciences						
Group 4	24	6	14	5	10	2
Health Professions						
Pharmacy	-	-	12	4	-	-
Other	-	-	34	11	-	-
Law						

Appendix 2: Two-Year Institution Quantitative Standards (as per SCHEV policy)

Institutional Size	Degree Program							
	Transfer (AA, AS, AA&S)		AAS Agriculture & Natural Resources, Business, Arts & Design, Public Service Technologies		AAS Engineering, Mechanical, and Industrial Technologies		AAS Health Technologies	
FTES	FTES	Grads	FTES	Grads	FTES	Grads	FTES	Grads
Less than 1800	17	12	13	8	9	6	7	5
1800-4999	22	15	16	11	12	8	9	6
5000 or greater	24	17	18	12	13	9	10	7

State Council of Higher Education for Virginia
Agenda Item

Item: # I.E. - Academic Affairs Committee – Action on Workforce Alignment Project Report

Date of Meeting: July 13, 2020

Presenter: Emily Salmon
Senior Associate for Research Investment
emilysalmon@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
Date: May 19, 2020
Action: Update on alignment project presented to Council

Purpose of this agenda item and project: This agenda item presents the core and near-term recommendations from the higher education and workforce alignment project and seeks Council's approval of the report. Inherent in the process, input and alignment report recommendations, alignment is recognized as one of the many important functions of higher education; other equally important functions, such as liberal learning, are critical to developing well-rounded students, citizens and future employees.

Background Information/Summary of Major Elements: Alignment efforts within the Commonwealth often operate independently and rely on different data sources to identify a workforce need. For education and training to serve most effectively as an engine of growth in Virginia, the Commonwealth needs to develop a more robust understanding of the connections between education and the labor market, including supply/demand imbalances that can inhibit the growth of businesses or result in poor employment outcomes for individuals.

No resource exists currently that identifies those supply/demand labor market imbalances and assesses the adequacy of higher education programs to address those imbalances on a routine, consistent basis. While pockets of excellence exist, the Commonwealth currently lacks a binding component, connecting individual activities and analyses. A coordinated, comprehensive workforce and higher education ecosystem can build capacity and inform student and policy decisions, academic programs, workforce development, economic development and other related efforts.

Core and near-term recommendations from the higher education and workforce alignment project reflect further refinement based on discussions during and following the May Council meeting. Findings derive from research, interviews with other states as well as Virginia workforce and higher education stakeholders. Recommendations

derive from stakeholder input and reflect the current COVID-19-impacted higher education and workforce development landscapes. This project focuses on improving the alignment between workforce needs and higher education academic programs to address labor market imbalances and to support individuals as they seek meaningful careers.

The project focuses on cultivating a coordinated, comprehensive workforce and higher education ecosystem needed to understand and address workforce imbalances, to include the alignment of higher education academic programs with employment demand. The higher education and workforce alignment project and resultant recommendations aim to fill in the gaps and connect these various ecosystem elements in an intentional manner resulting in strategic policy and program development. A second, evolving aspect of alignment focuses on deeper efforts related to specific skills and competencies needed across sectors.

Summary of Findings

Overall, stakeholders engaged as part of this project indicated the need and support for improved coordination of the various alignment initiatives and a consistent, routine source of labor supply, demand and imbalance analysis and data translation to support such efforts. Any efforts to improve coordination should consider the following:

1) Higher education, students, policy-makers, employers and labor market data must be connected to effectively address alignment.

2) Alignment is a complex issue.

3) Efforts already in existence should be coordinated and leveraged.

4) Buy-in from stakeholders is paramount to coordination and success.

Summary of Recommendations

The higher education and workforce alignment project and resultant recommendations aim to fill in the gaps and connect these various ecosystem elements in an intentional manner resulting in comprehensive policy and program development via an incremental approach. The intent is to create the framework of connectivity organically through these recommendations. A visualization of this framework is included below.

Higher Education and Workforce Alignment Ecosystem

Core Recommendation

The five components of an aligned higher education and workforce ecosystem include:

1. Data Translation and Partnerships: Establish a clear owner of this function that has the capability, capacity and stability to provide data analysis and translate that insight to other partners.
2. Students: Choose majors or certificate programs that align with a student's interests and capabilities, but also with programs that are aligned with workforce needs.
3. Higher Education Institutions: Develop programs and modify educational instruction to better align with the skills and competency needs of employers.
4. Policy-makers: Access consistent, translated data analysis in order to inform strategic planning, policy development and funding decisions.
5. Employers: Engage employers further to define skills and competency needs.

Each of these elements need to be integrated in an intentional manner; data translation and partnerships serves as the connective tissue – binding these ecosystem elements.

Near-Term Recommendations
In service of achieving the broader vision outlined above of an aligned higher education and workforce ecosystem, SCHEV recommends the following specific, steps to take toward an ideal higher education and workforce alignment system:

1. Cultivate a framework for coordinated workforce data analysis, translation and partnerships.
2. Use labor data and vetted methodology to perform targeted supply/demand shortage analyses.
3. Identify top competencies needed in the workforce (short- and long-term) and how these are cultivated by Virginia's higher education institutions.
4. Update SCHEV's program productivity review process to reflect institutional as well as student-as-consumer productivity measures.
5. Identify and support connections between career exploration and guidance in K-12 with what occurs in postsecondary higher education.
6. Inventory and assess existing alignment efforts within Virginia and identify successful programs, policies and interventions that have helped create a more education/workforce aligned system in other states and countries.

The above six deliverables will provide strong building blocks for making the case for a permanent ecosystem framework with a dedicated funding mechanism and governance structure necessary for Virginia to realize its core vision of creating an aligned higher education-workforce ecosystem.

Next steps:
- *Formal action by Council on the draft alignment report.*

Timeline:
- October-December 2019: Preliminary discussions with state agencies regarding current availability of data, initial meetings with three to five states and mapping of entities that produce supply, demand and workforce shortage data. Update provided at January Council meeting – COMPLETED.
- January-March 2020: Assess stakeholder priorities and resource needs – COMPLETED.
- April-May 2020: Prepare draft report and present key findings and recommendations to Council. COMPLETED.
- May-June 2020: Modify report based on input from Council members and others. COMPLETED.
- July 2020: Present final report to Council for action, to include any recommended changes and transmit to community, including the Governor's Chief Workforce Development Officer.

- July-September 2020: Work with partners to develop a work plan to implement recommendations.

Materials Provided:
Higher Education and Workforce Alignment Draft Report.

Financial Impact:
No estimated impact at this time.

Relationship to Goals of The Virginia Plan for Higher Education:
This item relates to the goal of "advancing economic and cultural prosperity with the strategy of building a competitive, future-ready workforce for all regions." It also fulfills one of the Council's recently established priority initiatives, to "establish the means by which policy makers can assess, align and publicize employer demand and postsecondary education programs and graduates."

Timetable for Further Review/Action:
N/A

Resolution:

WHEREAS the State Council of Higher Education has given considerable and deserved attention to the topic of alignment – the relationship between workforce needs and higher education academic programs – over the past year, as one of the many important functions of higher education; and

WHEREAS Council charged its staff with assessing the Commonwealth's current alignment activities and data analyses and, based on such assessment via research and stakeholder engagement, with developing recommendations to improve the alignment between higher education academic programs and workforce needs to address labor market imbalances; now therefore,

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the document, "Report on SCHEV's Higher Education and Workforce Alignment Project." Following any revisions requested by Council, staff shall submit the report for consideration by the Governor's Chief Workforce Advisor and work with all relevant constituents on implementing the report's recommendations.

State Council of Higher Education for Virginia

Report on SCHEV's Higher Education and Workforce Alignment Project

July 2020

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EXECUTIVE SUMMARY

Efforts across higher education, economic development, workforce development and secondary education address alignment, which SCHEV Council defines *as helping individuals prepare for and obtain meaningful careers while also meeting employer needs. Specifically, the relationship between workforce needs and higher education academic programs to reduce labor market imbalances.* An evolving aspect of alignment focuses on deepening efforts related to specific *skills* and *competencies* needed across various industry sectors.

Alignment efforts within the Commonwealth often operate independently and rely on different data sources to identify a workforce need. In order for education and training to truly serve as an engine of growth in Virginia, we need to develop a more robust understanding of the connections between education and the labor market, including supply/demand imbalances that can inhibit the growth of businesses or result in poor employment outcomes for individuals.

No resource exists currently that identifies those supply/demand labor market imbalances and assesses the adequacy of higher education programs to address those imbalances on a routine, consistent basis. While pockets of excellence exist, the Commonwealth currently lacks a binding component, connecting individual activities and analyses. A coordinated, comprehensive workforce and higher education ecosystem can build capacity and inform student and policy decisions, academic programs, workforce development, economic development and other related efforts.

Summary of Findings

Overall, stakeholders engaged as part of this project indicated the need and support for improved coordination of the various alignment initiatives and a consistent, routine source of labor supply, demand and shortage analysis and data translation to support such efforts. Any efforts to improve coordination should consider the following:

1. Higher education, students, policy-makers, employers and labor market data must be connected to effectively address alignment.
2. Alignment is a complex issue.
3. Efforts already in existence should be coordinated and leveraged.
4. Buy-in from stakeholders is paramount to coordination and success.

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Summary of Recommendations

The higher education and workforce alignment project and resultant recommendations aim to fill in the gaps and connect these various ecosystem elements in an intentional manner resulting in comprehensive policy and program development via an incremental approach. The intent is to create the framework of connectivity organically through these recommendations. A visualization of this framework is included below.

Higher Education and Workforce Alignment Ecosystem

Core Recommendation

The five components of an aligned higher education and workforce ecosystem include:

1) **Data Translation and Partnerships:** Establish a clear owner of this function that has the capability, capacity and stability to provide data analysis and translate that insight to other partners.

2) **Students:** Choose majors or certificate programs that align with a student's interests and capabilities, but also with programs that are aligned with workforce needs.

3) **Higher Education Institutions:** Develop programs and modify educational instruction to better align with the skills and competency needs of employers.

4) **Policy-makers:** Access consistent, translated data analysis in order to inform strategic planning, policy development and funding decisions.

5) **Employers:** Engage employers further to define skills and competency needs.

Each of these elements need to be integrated in an intentional manner; data translation and partnerships serves as the connective tissue – binding these ecosystem elements.

Near-Term Recommendations

In service of achieving the broader vision outlined above of an aligned higher education and workforce ecosystem, SCHEV recommends the following specific steps to take toward an ideal higher education and workforce alignment system:

1. Cultivate a framework for coordinated workforce data analysis, translation and partnerships.
2. Use labor data and vetted methodology to perform targeted supply/demand shortage analyses.
3. Identify top competencies needed in the workforce (short- and long-term) and how these are cultivated by Virginia's higher education institutions.
4. Update SCHEV's program productivity review process to reflect institutional as well as student-as-consumer productivity measures.
5. Identify and support connections between career exploration and guidance in K-12 with what occurs in postsecondary higher education.
6. Inventory and assess existing alignment efforts within Virginia and identify successful programs, policies and interventions that have helped create a more education/workforce aligned system in other states and countries.

The above six deliverables will provide strong building blocks for making the case for a permanent ecosystem framework with a dedicated funding mechanism and governance structure necessary for Virginia to realize its core vision of creating an aligned higher education-workforce ecosystem.

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INTRODUCTION

Almost every day, a news article or blog highlights some aspect of higher education and workforce alignment such as shortages in the healthcare, trades and IT sectors well as the critical need for more well-trained workers. Or, in the wake of the recent COVID-19 pandemic, the surge of unemployed individuals now looking for work. National and international reports and studies on alignment offer recommendations but no clear roadmap for cultivating a statewide ecosystem to address alignment. Furthermore, various state and regional entities in Virginia use and/or produce different workforce supply or demand data or focus on specific issues related to higher education and workforce alignment. All of these efforts are independent and source different data; no common thread exists in the Commonwealth to translate abundant data and inform partnerships, policy and academic programs as well as students.

SCHEV Council has given the topic of alignment considerable attention over the past year while recognizing that meeting workforce needs/talent development, is one of the many important functions of higher education. Council defines *alignment as helping individuals prepare for and obtain meaningful careers while also meeting employer needs. Specifically, the relationship between workforce needs and higher education academic programs to reduce labor market imbalances.* An evolving aspect of alignment focuses on deepening efforts related to specific *skills* and *competencies* needed across various industry sectors now and in the future.

SCHEV's Higher Education and Workforce Alignment Project serves as the formal outgrowth of Council's ongoing discussions on this topic. Virginia's current ecosystem includes a variety of partnerships as well as policy-driven and program-related activities. However, a lack of coordinated, comprehensive data analysis, translation and partner outreach dilutes these impacts.

Many efforts in higher education, economic development and secondary education address workforce needs. These efforts often operate in silos and rely on different data sources to identify a workforce need. A review of needs in the state often focuses on the demand for jobs and the supply of workers, but no resources exist that identify workforce imbalances and assess the adequacy of higher education programs to address those imbalances on a routine, consistent basis. A coordinated, comprehensive workforce and higher education ecosystem can inform policy decisions, academic programs, workforce development, economic development as well as students (prospective and current).

This is <u>not</u> a data project but a capacity building and coordination project to culminate with findings from stakeholder input and internal research as well as recommendations.

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The project's goal is to fill in the gaps and connect these various ecosystem elements in an intentional and incremental manner resulting in strategic, comprehensive policy and program development.

While pockets of excellence exist, the Commonwealth currently lacks a binding component.

Continuing the status quo of independent activities and varying data points will not adequately address the complex issue of alignment. Now more than ever, there is a need and urgency for consistent data analysis, evaluation and translation as well as coordination of efforts.

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ALIGNMENT PROJECT PROCESS

The alignment project commenced in October 2019, with two designated Council members and SCHEV staff leading the effort along with guidance from the Governor's Chief Workforce Advisor and consultation with the Virginia Economic Development Partnership. The project work plan focused on three tiers of stakeholder input: other states that possess state-level alignment ecosystems from which Virginia can learn; Virginia state-level workforce and higher education stakeholders who produce or consume workforce data and engage in specific activities; and Virginia higher education institutions. The following breaks down the composition of the more than 35 stakeholders interviewed since the project began. For more details on the process and stakeholder engagement, refer to Appendix A.

States with comprehensive, coordinated alignment ecosystems:

- **Colorado – Colorado Talent Pipeline Report;**
- **University of Georgia Board of Regents (internal reports only);**
- **Iowa – Future Ready Iowa;**
- **Kentucky – KYSTATS Future Skills Reports;**
- **Missouri – Missouri Economic Research and Information Center Workforce Research;**
- **Montana – Montana Statewide Report on Workforce;**
- **National Governor's Association – for input on best practices;**
- **Pennsylvania – High Priority Occupations; and**
- **Texas – Texas Tri-Agency Report.**

Input focused on how and why alignment ecosystems were coordinated at the state level, the configuration (governance, staffing, resource allocation), outcomes and lessons learned.

Virginia state-level workforce and higher education stakeholders:

- **The Governor's Chief Workforce Advisor/State Board of Workforce**
- **Growth and Opportunity Virginia (GO Virginia);**
- **State Council of Higher Education for Virginia (SCHEV);**
- **Virginia Business Higher Education Council;**
- **Virginia Chamber of Commerce;**
- **Virginia Economic Development Partnership (VEDP); and**
- **Virginia Employment Commission (VEC).**

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Input focused around data analysis and translation needs and input on the Commonwealth's alignment ecosystem. Additionally, many of the stakeholders interviewed provided reference to other state models for SCHEV to explore.

SCHEV reached out to all public higher education institutions for input.

Fourteen of Virginia's higher education institutions responded including:

- **4-year and 2-year institutional representation;**
- **Provosts and vice provosts of academic affairs, academic innovation; and**
- **Career services departments.**

Input focused around data analysis and translation as well as employer engagement to validate workforce data for program development and on characteristics a statewide alignment ecosystem should include.

From all of the interviews conducted and internal research conducted by SCHEV, common themes emerged and led to the findings and recommendations outlined in subsequent sections of this report.

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Other State Models

SCHEV conducted interviews with eight other states that possess alignment ecosystems from which the Commonwealth can learn. These states were identified via Virginia state stakeholder interviews, internal SCHEV research on "best in class" models and input from the National Governors Association. These states possess both a state level coordinated component and produce resources (web-based dashboards, publicly or otherwise distributed reports and findings) that translate data to inform students as well as alignment policy and programs. For detailed information on each state and their resources refer to Appendix B.

State and Alignment Ecosystem Model	Partnerships and Outreach	Policy Impacts	Academic Program Planning Impacts
Colorado Executive Council on Workforce and Department of Higher Education	Two partnering entities, regional qualitative input and sector specific input.	Legislature passed more than 30 bills based on data and analysis from the reports.	No mandated use. Use by community colleges and four-year institutions but not quantified.
University of Georgia Board of Regents	Partners with Vinson Institute to perform additional alignment work and reports.	Internal work to influence policy.	Mandates apply to University of Georgia system.
Iowa College Aid with State Board	Input from State Workforce Board	Creation of additional financial aid funds for high demand occupations: Iowa Future Jobs Grant, Last Dollar Scholarship, apprenticeship development fund and employer innovation fund.	To be determined. First report released summer 2019.
Kentucky Center for Statistics (KYSTATS)/KY Secretary of Workforce	No formal qualitative input process. Extensive outreach to stakeholders.	Work ready scholarships based on report findings.	No mandated use. Use by institutions to expand programs as necessary.
Missouri Economic Research and Information Center (MERIC)/ Division of MO Higher Education and Workforce Development	No formal qualitative input process outside of regional data analysis.	To be determined.	No mandated use. Use by institutions but not quantified.
Montana Department of Labor and Industry	Montana Higher Education provides further insight. Outreach to and custom reports for higher education institutions.	Resulted in "Becoming an Alum) project to increase re-entry, completions and additional training and credentials.	Not mandated. Use by two- and four- year colleges (public and private) to expand health related programs to meet identified needs.
Pennsylvania Center for Workforce Information and Analysis/PA State Workforce Board	State and regional qualitative input via regional petition process.	Report drives annual workforce and training funding priorities.	Unknown.
Texas Tri-Agency (Texas Workforce Commission, Higher Education Coordinating Board and Education Agency)	Three partnering entities and other local/regional partners and industry.	Tied to specific legislative impacts and other initiatives.	No mandated use. Marketable skills goals set in Tri-agency report.

Four key takeaways or lessons learned from these states include:

1. Formal governance structure to engage key partners in cultivating the framework/connective tissue.
2. Dedicated staffing with data analytics, translation and outreach capabilities.
3. Perennial reports produced combined with direct outreach to institutions, policymakers, employers and students to make them actionable.
4. No mandated use but buy in via partnerships cultivated as part of the framework.

National and International Findings and Reports

Numerous reports continue to highlight the importance of alignment and critical ecosystem components. A synopsis of additional findings from these reports follows. For a thorough list of various alignment studies and reports refer to Appendix C.

Report: The Future of Jobs
Source: **World Economic Forum**
Findings:

Strategies must address human-machine interactions, emerging in-demand occupations, re-skilling, upskilling and adequately addressing skills gaps.

Report: Principles of Policy Design for Connecting Education to Work
Source: **Education Commission of the States**
Findings: The report identifies three main policy principles in alignment

- Design policy to support diverse needs of people engaging or re-engaging with work relevant education.
- Collaborate to develop state and regional platforms that go beyond basic workforce investment act requirements.
- Leverage existing data and investments to align with policy goals.

Report: Talent Driven Economic Development
Source: **Brookings**
Findings:

- Economic development entities should refocus activities and resources to address talent development and alignment to include such things as talent incentives and developing talent systems.
- Alignment efforts must include research (data analysis and evaluation), relationships (partnerships and outreach) and resources (policy and programmatic impacts).

The studies acknowledge existing efforts tend to be fractured and lack connection between data and various stakeholders (students, institutions, policy makers and employers). Common findings of all three reports and studies support the need for ongoing labor market outcomes assessment – alignment efforts - in order to sufficiently meet evolving industry needs and for overall economic growth.

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FINDINGS

More than 20 Virginia state entities involved in alignment activities, including higher education institutions, provided candid input on key features a statewide alignment ecosystem should possess. *Overall, stakeholders indicated the need and support for improved coordination of the various alignment initiatives and a consistent, routine source of labor supply, demand and shortage analysis and translation to support various partners' efforts. Any attempts to improve coordination should consider overarching themes identified through this process.* Input also identified key criteria to consider when facilitating such coordination. See Appendix A for detailed stakeholder input.

Overarching Themes

Four main themes emerged from collective stakeholder input and subject matter research on higher education and workforce alignment.

1. **Higher education, students, policy-makers, employers and labor market data must be connected to effectively address alignment.**
2. **Alignment is a complex issue.**
3. **Efforts already in existence should be coordinated and leveraged.**
4. **Buy-in from stakeholders is paramount to coordination and success.**

Higher education, students, policy-makers, employers and labor market data must be connected to effectively address alignment.

Data alone cannot solve alignment issues. Labor market data analysis and evaluation is an important building block but not the only important element. Consistent data analysis must be translated to alignment partners - higher education institutions, students, policy-makers and employers for use and resultant action. These partners must all be connected to that data translation framework and with each other to effectively address alignment.

Alignment is a complex issue.

Building from the first core theme, alignment is a complex issue with many interconnected components and related subtopics. Requisite coordination within the ecosystem must be broad-based to handle these complexities. The ecosystem must support and address fluctuating labor market issues over time, evolving and emerging industries, and a variety of

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partnerships that can further inform policy and programmatic actions. Alignment is not a one time, one-size only problem, rather a cycle of issues that change over time.

Efforts already in existence should be coordinated and leveraged.

Perhaps the most predominate theme of this project, stakeholder input conveyed the importance of leveraging alignment activities already underway. Most of the Commonwealth's alignment ecosystem already exists as focused, independent activities. The components recommended from this project serves as the core and connective tissue to bind together and inform these various efforts. This will ultimately build capacity and the ability to share lessons learned, fostering an ecosystem that is greater than the sum of its parts. Examples of existing efforts include: existing sector-specific workforce councils, previously formed business advisory groups, and workforce data analysis via the VEC, the Virginia Board of Workforce, VEDP, and GO Virginia regional growth and diversification plans. The COVID-19 pandemic has further catalyzed the need for consistent, comprehensive workforce alignment data and enhanced coordination.

Buy-in from stakeholders is paramount to usage and success.

Those entities involved in independent efforts conveyed support for statewide data analysis, translation and coordination with partners. In particular, the importance of coming together, sharing insight and common data to maximize impact in addressing alignment issues. To the greatest extent possible, it is imperative for stakeholders to buy into and support the collective ecosystem coordination.

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CORE RECOMMENDATION

The higher education and workforce alignment project and resultant recommendations aim to fill in the gaps and connect these various ecosystem elements in an intentional manner resulting in comprehensive policy and program development via an incremental approach.

The intent is to create the framework of connectivity organically through these recommendations. A visualization of this framework is included below. A summary of each component follows with detailed stakeholder input on these emergent themes in Appendix A.

Higher Education and Workforce Alignment Ecosystem

Core Recommendation: *Higher education and workforce alignment includes five ecosystem elements: 1) data translation and partnerships, 2) higher education institutions-academic programs, 3) students, 4) policy-makers and 5) employers. Each of these elements need to be integrated in an intentional manner; data translation and partnerships serves as the connective tissue – binding these ecosystem elements.*

The five components of a strong higher education and workforce alignment ecosystem include:

1. Data Translation and Partnerships: Establish a clear owner of this function that has the capability, capacity and stability to provide data analysis and translate that insight to other partners. This should:

a) Function as the connective tissue binding the ecosystem elements.

b) Address current and future workforce gaps.

c) Leverage existing data sources as much as possible.

d) Ensure high degree of use and be governed by stakeholders.

e) Examine both technical skills and broader competencies.

f) Consider short-term credential needs and longer-term programs (for example, BA/BS, MA/MS, PhD/MD).

2. Students: Choose majors or certificate programs that align with a student's interests and capabilities, but also with programs that are aligned with workforce needs. Related activities should include:

a) Assessment of the adequacy of number and training of high school guidance counselors.

b) Engagement with offices within each institution that are responsible for career counseling and advising.

c) Production and dissemination of user-friendly data describing the costs and benefits of various post-secondary options.

d) Translation of information targeted to parents, students, partial completers, career counselors and advisors, etc.

3. Higher Education Institutions: Develop programs and modify educational instruction to better align with the skills and competency needs of employers. This should include use of:

a) Program approval and review processes to better align programs.

b) Six-year planning process to enhance alignment with employer needs.

c) Robust graduate outcomes assessment tools.

d) Platforms to review data with key institutional stakeholders.

e) Funding and incentive mechanisms to align with workforce needs.

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4. Policy-makers: Access to consistent, translated data analysis in order to inform strategic planning and policy development. This should include:

a) Data translation for and partnerships with the Governor, Chief Workforce Advisor, Department of Education, SCHEV and legislators.

b) Policy and legislation creation to incentivize students and institutions to strengthen the alignment between higher education and workforce needs.

c) Funding at appropriate levels to see impact in student and institutional incentives.

5. Employers: Engage employers further to define skills and competency needs. This should include:

a) Feedback on effectiveness of training and academic programs.

b) Direct involvement with student development through internships, capstones, funding etc.

c) Coordination of employer engagement efforts at the regional level to maximize impact and mitigate engagement fatigue.

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NEAR-TERM RECOMMENDATIONS

In service of achieving the broader vision outlined above of an aligned higher education and workforce ecosystem, SCHEV recommends the following specific, steps to take toward an ideal higher education and workforce alignment system:

Recommendation 1: Cultivate a framework for coordinated workforce data analysis, translation and partnerships. While insufficient on its own as a means to address alignment, it is a critical building block and work could start here to address alignment ecosystem challenges as a whole. As captured in preliminary documents from VEDP, "workforce analytics is the "connective tissue" that creates the necessary foundation for Virginia to truly lead the way on talent. *In order for education and training to serve as an engine of growth, we need to develop a more robust understanding of the connections between education and the labor market, including supply/demand imbalances that can inhibit the growth of businesses or result in poor employment outcomes for individuals.* Such insights would help policymakers and educators to respond to the talent needs of our economy, while better enabling individuals to navigate the complex, often confusing connections between education and the labor market."

Deliverables: Engage the VEDP and the Governor's Chief Workforce Advisor and other stakeholders as needed to recommend any legislative actions for formally creating this framework. Look to information and detailed recommendations in the alignment report and VEDP's working documents on this subject for further guidance and detailed next steps. Determine later stage framework and personnel needed at the institutional level to act on workforce analytics findings to inform program development, interface with college career counseling services and liaise with the business community.

Recommendation 2: Use labor data and vetted methodology to perform targeted supply/demand shortage analyses.

As a short-term step toward achieving coordination of various alignment efforts (recommendation 1), use labor data and vetted methodology to perform targeted supply/demand shortage analyses. Such analysis includes a crosswalk to academic programs. This could focus on specific industry sectors with forecasted future growth, a top 10 approach based on core industries in the Commonwealth, or focus relative to COVID-impacted industries.

Deliverables: Identify an appropriate methodology and data sources for the shortage analysis as well as scope of the analysis (future growth, existing sectors in Virginia, or COVID-impacted industries). Use a blended approach of various workforce data including

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job ads to develop a clear understanding of needs and gaps along with qualitative input from employers. Look to the work and analysis from the Tech Talent Initiative and the Governor's COVID-19 Economic Strikeforce data work group as foundations to build from. Perform analysis/crosswalk. Work with key partners as appropriate to produce a report on that analysis. Engage VEDP and the Governor's Workforce Advisor as part of this effort. Host a forum or platform to share/translate information from the report. Use these findings as a "call to action." The approach could be more focused relative to COVID-related occupational shortages and used for reskilling or upskilling or look with a lens on current and incoming students and occupational needs on their horizon.

Recommendation 3: Identify top competencies needed in the workforce (short- and long-term) and how these are cultivated by Virginia's higher education institutions.

Leverage SCHEV's current student assessment requirements to address long-term workforce needs. Review the assessment policy periodically to ensure that the required competencies named in the policy continue to be aligned with foundational knowledge and skills necessary for workplace success, regardless of major.

Deliverables: Leverage SCHEV's Graduate Outcomes Survey to paint a picture of the current quality of life of graduates of Virginia's higher education institutions. Convene a cross-institution meeting approximately every two years (to include faculty, academic leaders, assessment professionals, career/workforce development staff, and/or employers) to determine how assessment results can be used to improve student success and better meet workforce needs.

Recommendation 4: Update SCHEV's program productivity review process to reflect institutional as well as student-as-consumer productivity measures.

Evaluate the SCHEV program productivity review process with the aim of incorporating program effectiveness more explicitly into decision-making about program closures and continuation. Outcomes from the process can inform institutional decisions and serve as a value proposition to prospective students. The evaluation to be performed should focus specifically on identifying criteria of effectiveness that go beyond enrollment and degrees granted.

Deliverables: Consult with IPAC and, if advisable, form a work group to perform the above described evaluation. The evaluation should include recommendations for a definition of program effectiveness and methods of incorporating that definition into the SCHEV

productivity review. The work group and/or IPAC should be charged with a timeline for proposing its recommendations and implementing them in the next productivity review.

Recommendation 5: Identify and support connections between career exploration and guidance in K-12 with what occurs in postsecondary higher education.

Learn how students in K-12 receive information on careers and how that connects (or does not connect) with what occurs in postsecondary, in particular in the context of the undergraduate experience.

Deliverables: Work with VDOE partners to understand career clusters work being done in K-12. Work with requisite postsecondary partners to understand postsecondary career services activities. Produce an action plan, as needed, for improving coordination and impact of those activities including a public outreach component based on findings. Engage offices within each institution that are responsible for career counseling and advising.

Recommendation 6: Inventory and assess existing alignment efforts within Virginia and identify successful programs, policies and interventions that have helped create a more education/workforce aligned system in other states and countries.

Significant national and state data and survey work highlight existing employer engagement with higher education and workforce development entities. Build from existing efforts in this area to identify models and best practices for implementation in the Commonwealth.

Deliverables: Perform an environmental scan of existing employer-higher education-workforce development engagement activities within the Commonwealth. Identify disjointed or duplicative activities as well as models for statewide scale up. Building on research from the higher education and workforce alignment project, identify applicable models from Virginia, other states or countries. Leverage existing partnerships regionally, across the state as well as nationally. Assess a handful of 'best fit' models for the potential to implement and scale in Virginia.

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The following chart distills the recommendations and deliverables.

Recommendation	Description	Deliverables
#1 - Cultivate a framework for coordinated workforce data analysis, translation and partnerships.	While insufficient on its own as a means to address alignment, it is a critical building block and work could start here to address alignment ecosystem challenges as a whole. Data analysis, translation and partnerships function as the connective tissue bringing together various efforts, analysis and entities	Engage the VEDP, the Governor's Chief Workforce Advisor and other stakeholders as needed to recommend any legislative actions for formally creating this framework. Look to information and detailed recommendations in the alignment report and VEDP's working documents on this subject for further guidance and detailed next steps. Determine later stage framework and personnel needed at the institutional level to act on workforce analytics findings to inform program development.
#2 - Use labor data and vetted methodology to perform targeted supply/demand shortage analyses.	Use labor data and vetted methodology to perform targeted supply/demand shortage analyses. Such analysis includes a crosswalk to academic programs. This could focus on specific industry sectors with forecasted future growth, a top 10 approach based on core industries in the Commonwealth, or focus relative to COVID-impacted industries	Identify an appropriate methodology and data sources for the shortage analysis as well as scope of the analysis (future growth, existing sectors in Virginia, or COVID-impacted industries). Use a blended approach of various workforce data including job ads to develop a clear understanding of needs and gaps along with qualitative input from employers. Work with key partners as appropriate to produce a report on that analysis. Engage VEDP and the Governor's Workforce Advisor as part of this effort. Use these findings as a "call to action." Host a forum or platform to share/translate information from the report.
#3 - Identify top competencies needed in the workforce (short- and long-term) and how these are cultivated by Virginia's higher education institutions.	Leverage SCHEV's current student assessment requirements to address long-term workforce needs. Review the assessment policy periodically to ensure that the required competencies named in the policy continue to be aligned with foundational knowledge and skills necessary for workplace success, regardless of major.	Leverage SCHEV's Graduate Outcomes Survey to paint a picture of the current quality of life of graduates across Virginia's higher education institutions. Convene a cross-institution meeting every two years (to include faculty, academic leaders, assessment professionals, career/workforce development staff, and/or employers) to determine how assessment results can be used to improve student success and better meet workforce needs
#4 - Update SCHEV's program productivity review process to reflect institutional as well as student-as-consumer productivity measures.	Evaluate the SCHEV program productivity review process with the aim of incorporating program effectiveness more explicitly into decision-making about program closures and continuation. The evaluation to be performed should focus specifically on identifying criteria of effectiveness that go beyond enrollment and degrees granted.	Consult with IPAC and, if advisable, form a work group to perform the above described evaluation. The evaluation should include recommendations for a definition of program effectiveness and methods of incorporating that definition into the SCHEV productivity review. The work group and/or IPAC should be charged with a timeline for proposing its

		recommendations and implementing them in the next productivity review.
#5. Identify and support connections between career exploration and guidance in K-12 with what occurs in postsecondary higher education.	Learn how students in K-12 receive information on careers and how that connects (or does not connect) with what occurs in postsecondary, in particular in the context of the undergraduate experience.	Work with VDOE partners to understand career clusters work being done in K-12. Work with requisite postsecondary partners to understand postsecondary career services activities. Produce an action plan, as needed, for improving coordination and impact of those activities including a public outreach component based on findings. Engage offices within each institution that are responsible for career counseling and advising.
#6. Inventory and assess existing alignment efforts within Virginia and identify successful programs, policies and interventions.	Build from existing efforts in this area to identify models and best practices for implementation in the Commonwealth.	Perform an environmental scan of existing employer-higher education-workforce development engagement activities within the Commonwealth. Identify disjointed or duplicative activities as well as models for statewide scale up. Building on research from the higher education and workforce alignment project, identify applicable models from Virginia, other states or countries. Leverage existing partnerships regionally, across the state as well as nationally. Assess a handful of 'best fit' models for the potential to implement and scale in Virginia.

The above six recommendations and associated deliverables will provide strong building blocks for making the case for a permanent ecosystem framework with a dedicated funding mechanism and governance structure necessary for Virginia to realize its core vision of creating a higher education-workforce aligned ecosystem.

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ACKNOWLEDGEMENTS

SCHEV staff extend sincere gratitude to Council members Ms. Katie Webb and Ms. Marianne Radcliff for their guidance on this project. The report findings and recommendations derive from many hours of thoughtful input provided by a multitude of parties ranging from state agencies, efforts in other states, education stakeholders including 2- and 4-year public higher education institutions and Council as outlined in Appendix A. SCHEV is grateful for the time and insight these stakeholders provided in support of this effort. Dr. Megan Healy, Dr. Stephen Moret, Ms. Pam Harder and Ms. Debbie Melvin are also recognized for their consultation throughout this process and their efforts to move this project toward implementation of a statewide alignment framework.

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APPENDICES

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Appendix A: Stakeholders Engaged and Additional Input Details

List of stakeholders and entities interviewed for input on this project.

Entity	Date(s) interviewed/engaged
DHCD - GO Virginia	10/30/19 and 1/16/2020
Virginia Chamber of Commerce	11/8/19
Virginia Employment Commission	11/25/19
Governors Chief Workforce Advisor	Ongoing
Virginia Economic Development Partnership - CEO	11/18/19 and 4/24/20
Virginia Economic Development Partnership – Strategic Talent Initiatives	Ongoing
National Governors Association	11/6/19
Virginia Business for Higher Education	11/20/19
SCHEV – Academic Affairs	11/20/19
SCHEV – Assessment Policy and Analysis	11/19/19
SCHEV – Policy Research and Analytics	12/13/19
Kentucky Center for Statistics	11/8/19
Iowa College Aid	11/21/19
Colorado Department of Higher Education	11/25/19
Colorado Department of Higher Education and Colorado Workforce Development Council	12/18/19
Colorado Workforce Development Council	1/16/20
Montana Department of Labor and Industry	11/21/19
Pennsylvania Center for Workforce Information and Analysis	11/13/19
State Higher Education Executive Officers Association via Tom Allison (SCHEV)	12/3/19
Missouri Economic Research and Information Center	12/5/19
University of Georgia Board of Regents and Vinson Institute	12/13/19
Texas Tri-Agency	
SCHEV Student Advisory Committee	11/8/19
SCHEV IPAC	Ongoing
SCHEV GPAC	Ongoing
SCHEV Council	10/28/19, 1/7/20, 5/19
Virginia Military Institute	1/21/20
James Madison University	1/22/20
Radford University	1/23/20
Richard Bland College	1/22/20
Virginia State University	1/28/20

Longwood University	1/29/20
University of Mary Washington	1/24/20
George Mason University	1/31/20
Old Dominion University	2/3/20
Virginia Commonwealth University	2/5/20
Virginia Tech	2/5/20
University of Virginia	2/21/20
John Tyler Community College	2/14/20
Virginia Commonwealth University	2/21/20
Virginia Healthcare Workforce Advisory Council	3/9, 5/4, 7/13/, 9/11, 11/6 scheduled meetings plus weekly meetings relative to COVID-19 pandemic specific issues.

The below table summarizes emergent themes from Virginia stakeholders on alignment data analysis and translation needs.

Data Analysis and Translation Insights
Input from state entities involved in alignment activities: • A tremendous amount of workforce data is publicly available. • No occupational shortage data exists on a consistent and routine basis or includes a crosswalk to academic instructional programs. • Across state entities, the source, use and analysis of workforce data is inconsistent and non-routine.
Higher education instructional input: • Within and across institutions, the source, use and analysis of workforce data is inconsistent and non-routine. • Supply, demand and/or occupational shortage data do not generally drive program development. • Access to different data sources and platforms varies by institution.

Feedback pertaining to employer engagement focused on validating workforce data. However, stakeholders also offered abundant input on the ways that they engage employers more broadly that include discussing workforce needs and career opportunities, for example. The table below offers a summary of frequent comments.

Partnership/Employer Outreach Insights
Input from state entities involved in alignment activities: • Employers are not engaged by state entities regularly to validate workforce data. • Various state entities seek input from employers on workforce issues and talent needs. These activities are not consistent or routine. • Employer (and partner) engagement fatigue exists. The alignment ecosystem must find a way to mitigate this. For example, a business may be called on for input from K-12, higher education, local, state and

regional economic development and more for a variety of input – career pathways, workforce issues, experiential learning and job fairs are just a few examples. Seek to maximize input and reduce outreach.
- Sector specific advisory councils, roundtables and other groups exist for many industries; use these existing resources and streamline for consistency as appropriate.

Higher education institutional input:

- Institutions engage employers for curriculum input, experiential learning and career opportunities. Employers are not typically engaged to validate workforce data for program planning.
- Employer engagement varies by department, school and institution.
- Employer/higher education signaling issues arise when engagement occurs:
  - Graduates: What credentials and competencies do graduates possess relative to what employers need? How can graduates effectively signal such credentials vs. competencies to employers when there is not always a 1:1 relationship?
  - Employer-Higher Education: Translation barriers exist both ways on the subject matter, curriculum and competencies. Terminology that industry uses may differ from higher education institutions.
  - Employers: Disconnect between a CEO's perspective and human resources implementation. A CEO may indicate desired credentials and competencies that contradict those advertised in job postings; this creates mixed signals.
  - Signaling is a substantial alignment topic yet to be explored comprehensively. A statewide effort to link efforts and perform data analysis and translation can facilitate such analysis relative to the above signaling issues, credentials, competencies and even signaling to underemployed individuals.

Collective Stakeholder Input: Critical (but missing) Components of Virginia's Alignment Ecosystem

- Access to consistent, legitimized data and data translation resources would be extremely helpful in program planning, strategic planning and career services activities and for policy development.
- Possess adequate staff resources and expertise to implement all aspects effectively.
- No overarching preference for a specific entity to own responsibility so long as endorsed by SCHEV.
- Design in such a way to incentivize stakeholder participation and data usage; do not mandate.
- Include an advisory council of key stakeholders: workforce development, higher education, K-12, employers and economic development.
- Leverage existing state and institutional resources within the ecosystem.
- Build a portfolio of tools to assess alignment to include institutional tools.
  - Data translator and outreach capabilities.
  - Consistent, detailed graduate outcomes data (within and outside of Virginia and by institution).
  - Employer data: points of contact, regional information and surveys.
  - Emerging industries, occupations, and related competencies and skills needed.
  - State and regional labor market data.
  - Custom institutional data.
- Create a framework that addresses traditional, high demand and emerging discipline higher education program development.
- Identify and articulate skills and competencies of graduates, underemployed, and non-completers.

Criteria to Evaluate Ecosystem Framework Options	
Perception of neutrality	Operational efficiency
Credibility	Funding sustainability
Feasibility of implementation	Political durability
Adequate staffing	Collaborative framework

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Using the above criteria from SCHEV research, interviews with other states that possess statewide alignment ecosystem models, and input from Virginia stakeholders resulted in the formulation of four potential statewide ecosystem framework options to facilitate coordination and consistent data analysis and translation via partnerships.

	Option 1: Existing state entity* assumes sole responsibility	***Option 2: Formation of new entity to lead effort***	***Option 3: Federated or consortia-based approach***	***Option 4: Hybrid - existing entity takes the lead in formal partnership with other entities***
Key criteria:**				
Perception of independence/neutrality	(-) Potential for entity's existing mission to drive focus.	Clean slate aside from secretariat residing under.	(+) Consortia composition can keep neutrality in check.	(+) Offers more neutrality than Option 1 as a stand alone.
Credibility/track record	Known quantity - good, bad, or neutral.	(-) No track record thus builds credibility from scratch and this takes time and resources.	(+) Credibility of whole can be greater than sum of its parts.	(+) Credibility of whole can be greater than sum of its parts based on lead entity and partnership ecosystem.
Feasibility of implementation	(+) Existing organizational structure and some initial capacity enables fairly quick ramp up.	(-)Time and resource intensive.	Requires clear delineation of roles, responsibilities and resources.	Requires clear delineation of roles, responsibilities and resources.
Adequate staffing with the right skill sets	No guarantee but existing agency likely has capacity in place for hiring practices.	No guarantee. Human resources capacity must be first established. Perception of employee uncertainty with a new entity.	No guarantee but existing members likely have capacity in place for hiring practices. Challenge in delineating those responsibilities and decisions.	No guarantee but lead entity likely has capacity in place for recruiting, screening and hiring. Partnerships could possibly widen net of qualified applicants.
Operational efficiency	(+) Aside from any advisory council formation and specific staffing, structure is already built in.	(-) Potential for duplicating efforts that exist elsewhere across or within other entities.	Potential to leverage existing internal capacities for external benefit. OR silos can still exist and create additional bureaucracy if not addressed at onset in a formal way.	(+) Potential for "best of both worlds" - existing structure brings inherent efficiency that can leverage additional partners to maximize impact. One entity with oversight can help ensure efficiency and coordination.
Funding sustainability	(+) Easier to expand capacity than start from scratch - smaller "ask".	(-) High risk: no track record of success, time and resource intensive and potential for duplicating efforts.	Unclear. If consortia members) exit how will effort fare?	(+) De-risking - existing entity and partners with respective track records. Partnership can bring additional resources.
Political durability	(+) Better likelihood of enduring political changes as part of existing entity.	(-) High risk: no track record of success, time and resource intensive and potential for duplicating efforts.	(+) Better likelihood of enduring political changes with multiple entities involved and potential for multiple funding sources.	(+) De-risking - existing entity and partners with respective track records. Partnership can bring additional resources.
Collaborative framework	No guarantee or incentive aside from potential structure of any advisory council.	Clean slate to foster collaboration around effort but no guarantee.	(+) Consortia would be formed to facilitate collaboration.	Hybrid created to facilitate collaboration but no guarantee if there is a "lead entity."
Examples of other states:	Pennsylvania, Montana	Kentucky, Missouri	Colorado	Georgia,*** Iowa

*Various state entities in the Commonwealth are independently focused on certain workforce data and alignment aspects. The Virginia Employment Commission produces data and industry projections (workforce demand) based on the existing workforce. The Virginia Board of Workforce (and local boards) provide data and services focused on the workforce supply. GO Virginia funds workforce projects and has identified targeted business sectors for each region via Growth and Diversification plans. The Virginia Economic Development Partnership routinely engages with new and existing employers and provides customized information on the workforce.

** Criteria based on common stakeholder input regarding the ecosystem. Various alignment ecosystem options (based on models from other states) are coded by these criteria as favorable (+/green), neutral (yellow) or unfavorable (-/red). Note that (+)/green does not guarantee a favorable outcome and (-)/red conditions can be overcome.

***Represents University of Georgia system via Board of Regents with partners as institutions.

The below summaries offer more details on the various options.

Option 1: An existing state entity assumes sole responsibility for linking existing efforts and providing consistent, coordinated workforce data analysis, evaluation and translation capabilities. An existing state agency leads this charge and all activities. While the entity/agency may engage partners from time to time for input or additional resource capabilities, the lead determines representation within an established governance structure, staffing and resources and sets priorities. These efforts may or may not be influenced by the entity's main mission.

Option 2: A new state entity is formed to lead the effort. In this option, a new entity is formed that can include merging of existing, separate entities. For example, merging of economic development research and analytics with education/higher education research and analytics departments or agencies to create a single new entity that links existing efforts and provides consistent, coordinated workforce data analysis, evaluation and translation capabilities. The goal of the option is to bring together these efforts for more comprehensive and collaborative outcomes. Other states that have pursued this option have had mixed outcomes.

Option 3: A consortia of entities comes together to jointly lead the effort. A group of entities with a stake in alignment form a formal federation or consortia to bring together expertise, resources and leadership with the intent for a collaborative, unified effort. This collaborative approach influences the governance structure, staffing and other resources along with priorities. Each member entity of the consortia remains intact while participating in this unified approach. Option 3 boasts the strongest likelihood for collaboration but can be mired by having a large number of partners to agree on all aspects.

Option 4: Hybrid approach with a state entity leading the effort in formal partnership with other entities. Option 4 represents a combination of Options 1 and 3 whereby an existing entity (with existing capacity) leads the effort on a daily basis but has formal partnership agreements in place with other entities to support an advisory council, external resource capabilities and/or to achieve desired policy and program impacts. For example, the state economic development agency leads the effort but has formal agreements with the state higher education entity and others to provide guidance, additional insight and resources. Virginia's Tech Talent Initiative is an example of Option 4.

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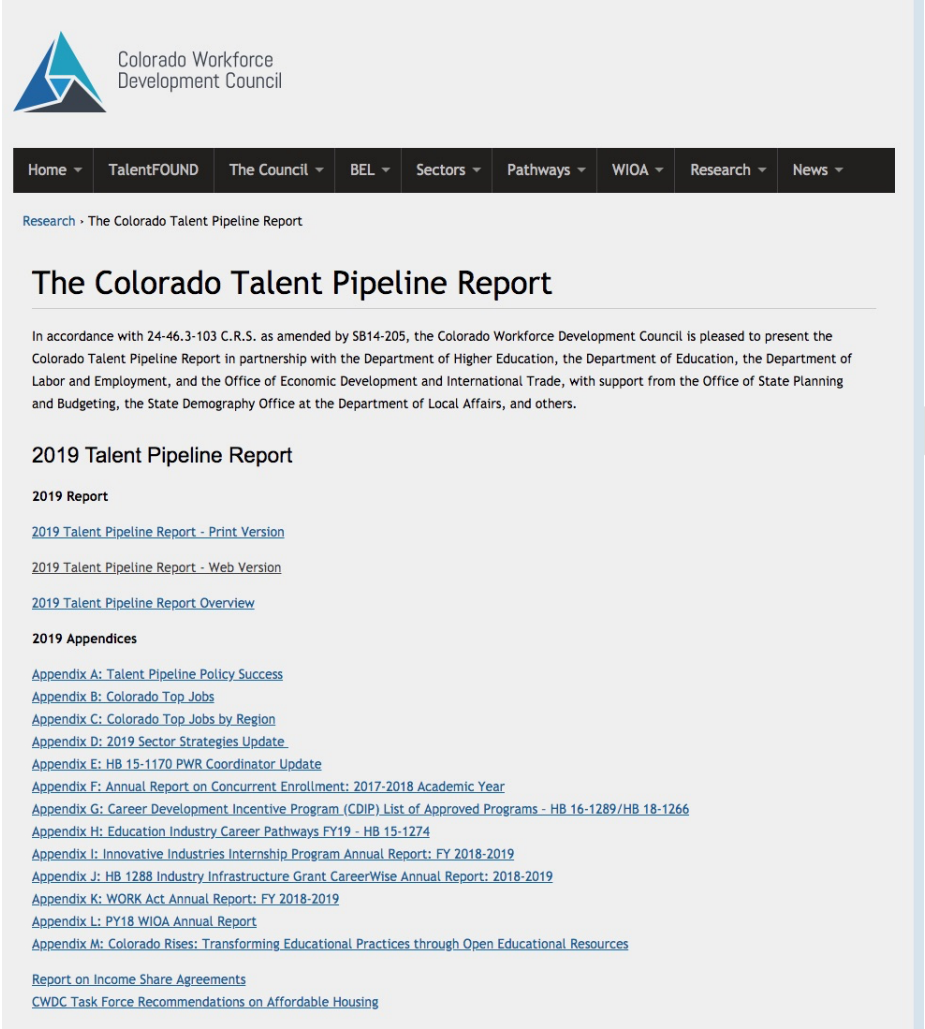
Appendix B: States Interviewed

Colorado Workforce Development Council

Colorado Talent Pipeline Report



Colorado Workforce Development Council

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Research › The Colorado Talent Pipeline Report

The Colorado Talent Pipeline Report

In accordance with 24-46.3-103 C.R.S. as amended by SB14-205, the Colorado Workforce Development Council is pleased to present the Colorado Talent Pipeline Report in partnership with the Department of Higher Education, the Department of Education, the Department of Labor and Employment, and the Office of Economic Development and International Trade, with support from the Office of State Planning and Budgeting, the State Demography Office at the Department of Local Affairs, and others.

2019 Talent Pipeline Report

2019 Report

2019 Talent Pipeline Report - Print Version

2019 Talent Pipeline Report - Web Version

2019 Talent Pipeline Report Overview

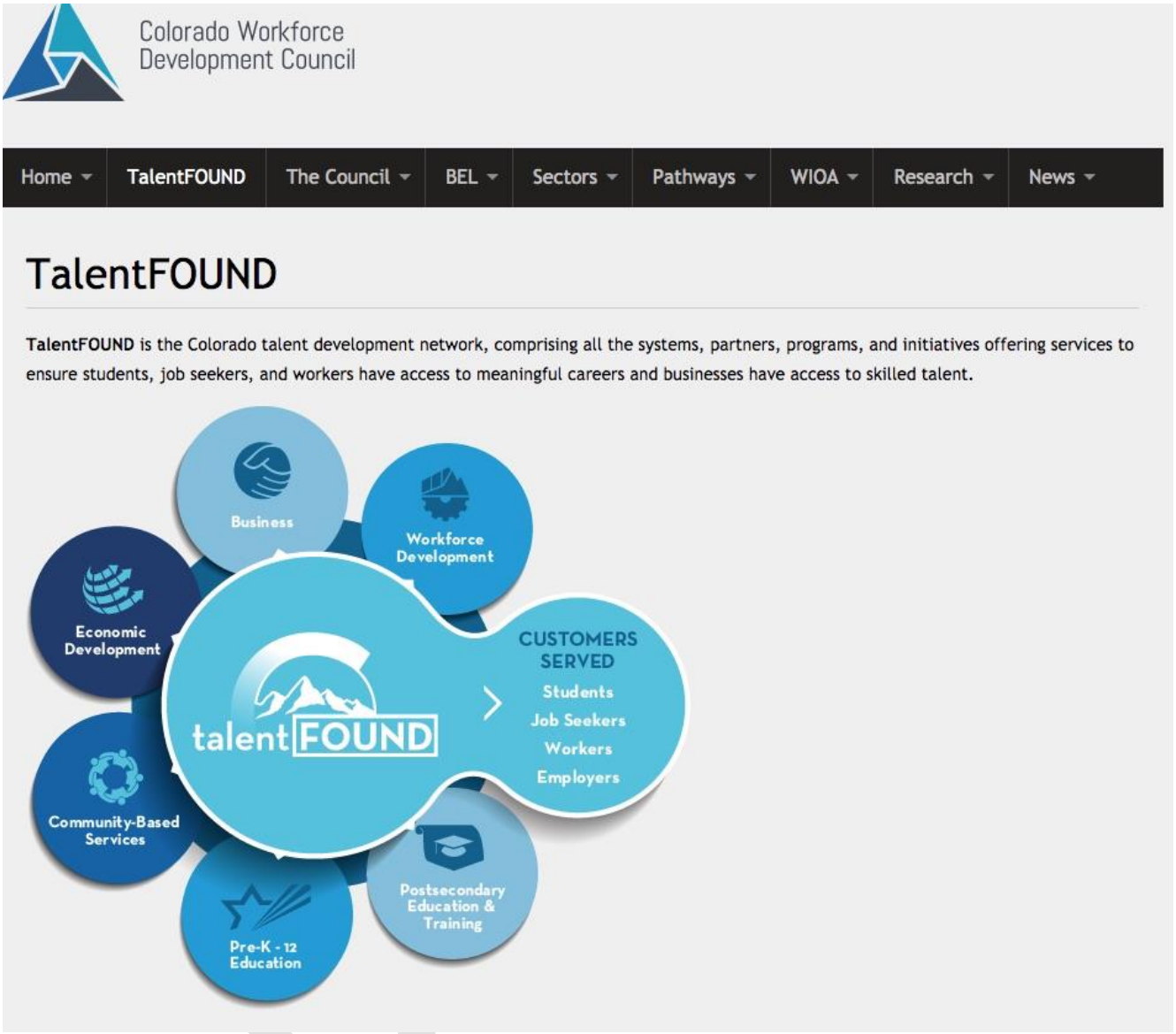
2019 Appendices

Appendix A: Talent Pipeline Policy Success
Appendix B: Colorado Top Jobs
Appendix C: Colorado Top Jobs by Region
Appendix D: 2019 Sector Strategies Update
Appendix E: HB 15-1170 PWR Coordinator Update
Appendix F: Annual Report on Concurrent Enrollment: 2017-2018 Academic Year
Appendix G: Career Development Incentive Program (CDIP) List of Approved Programs - HB 16-1289/HB 18-1266
Appendix H: Education Industry Career Pathways FY19 - HB 15-1274
Appendix I: Innovative Industries Internship Program Annual Report: FY 2018-2019
Appendix J: HB 1288 Industry Infrastructure Grant CareerWise Annual Report: 2018-2019
Appendix K: WORK Act Annual Report: FY 2018-2019
Appendix L: PY18 WIOA Annual Report
Appendix M: Colorado Rises: Transforming Educational Practices through Open Educational Resources

Report on Income Share Agreements
CWDC Task Force Recommendations on Affordable Housing

Source: Colorado Workforce Development Council

Colorado Talent FOUND



Source: Colorado Workforce Development Council

Colorado Sector Partnerships

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Sectors › Sector Partnerships

Sector Partnerships

Colorado has been launching and growing sector partnerships for over 11 years through a framework that fosters industry-driven alignment across economic development, workforce development and education. The state has invested in regional, public-private partnerships targeting key industries that are vital to our regional economies. Important work is done throughout the state at these industry-led, public partner supported shared tables.

Positive Return on Investment

Partnerships are proven to provide greater economic opportunity, as well as shareholder profit. More than 750 businesses are actively involved in sector partnerships across Colorado.

Across sector partnerships:

- 83% increased participation by businesses in target industry and region
- 65% increased participation by education, training and student/jobseeker support organizations (K-12, postsecondary, workforce programs, other)
- 83% shared data across support organizations
- 83% increased collaboration across partner organizations on talent development
- 83% experienced joint or shared decision-making across support organizations (education, workforce development, economic development, etc.)
- 78% implemented joint or shared projects across support organizations

Source: Colorado Workforce Development Council

University System of Georgia

ECONOMIC DEVELOPMENT
University System of Georgia

Aligning Talent Demand with Talent Development

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The University System of Georgia (USG) and its 26 institutions have a $16.8 billion impact on the State of Georgia. One of the USG's top priorities is to strengthen its partnership with Georgia-based businesses to address the critical need for talent throughout our state.

The USG's top economic development priorities and activities include:

- Facilitating employer and university partnerships to develop professional learning, academic curriculum, experiential learning, and innovation-driven research opportunities for the existing and future workforce.
- Conducting analyses of high-demand career sectors and create talent-development insights and playbooks with recommendations and initiatives for talent development with USG institutions.
- Mobilizing system-level assets and all USG institutions to address talent demand in high-demand career industries.

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Source: University System of Georgia

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Iowa College Aid

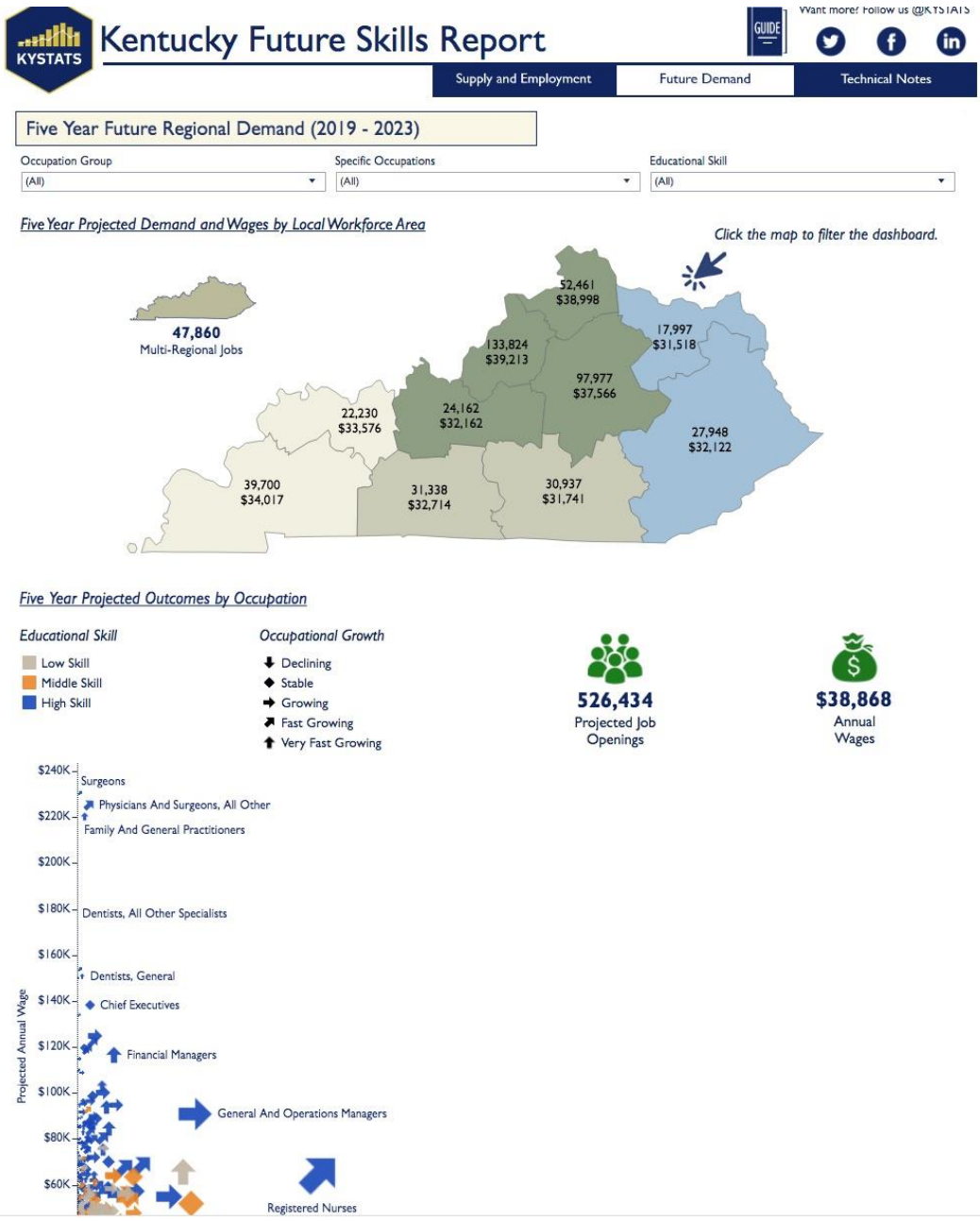
Future Ready Iowa

Future Ready Iowa connects Iowans to the education and training required for good paying jobs and careers to improve people's lives. The Future Ready Iowa goal is to have 70 percent of Iowans with education and training beyond high school by 2025.

Source: Iowa College Aid

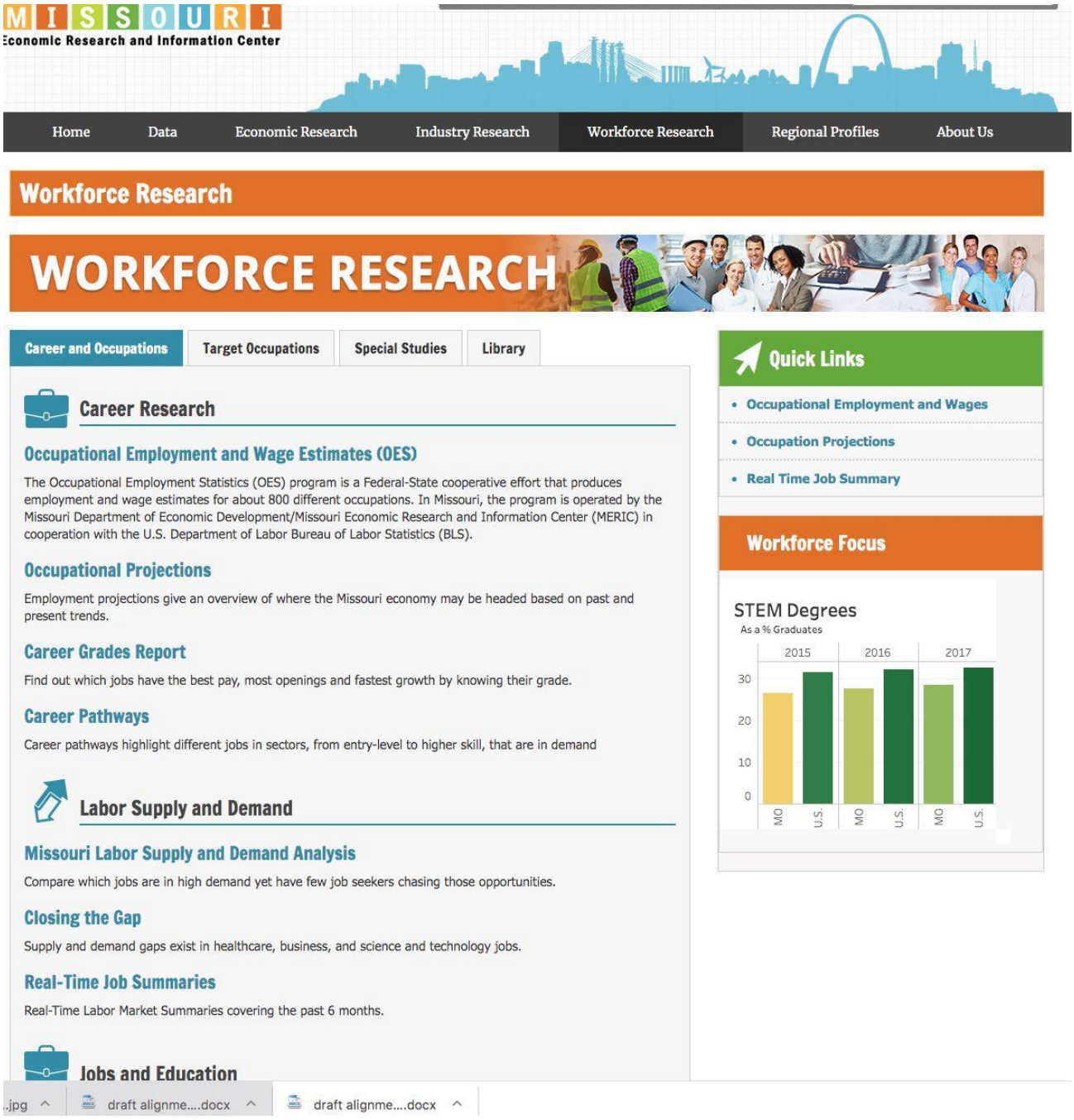
Kentucky Center for Research and Statistics

Future Skills Report



Source: KYSTATS

Missouri Economic Research and Information Center



Source: [Missouri Economic Research and Information Center]

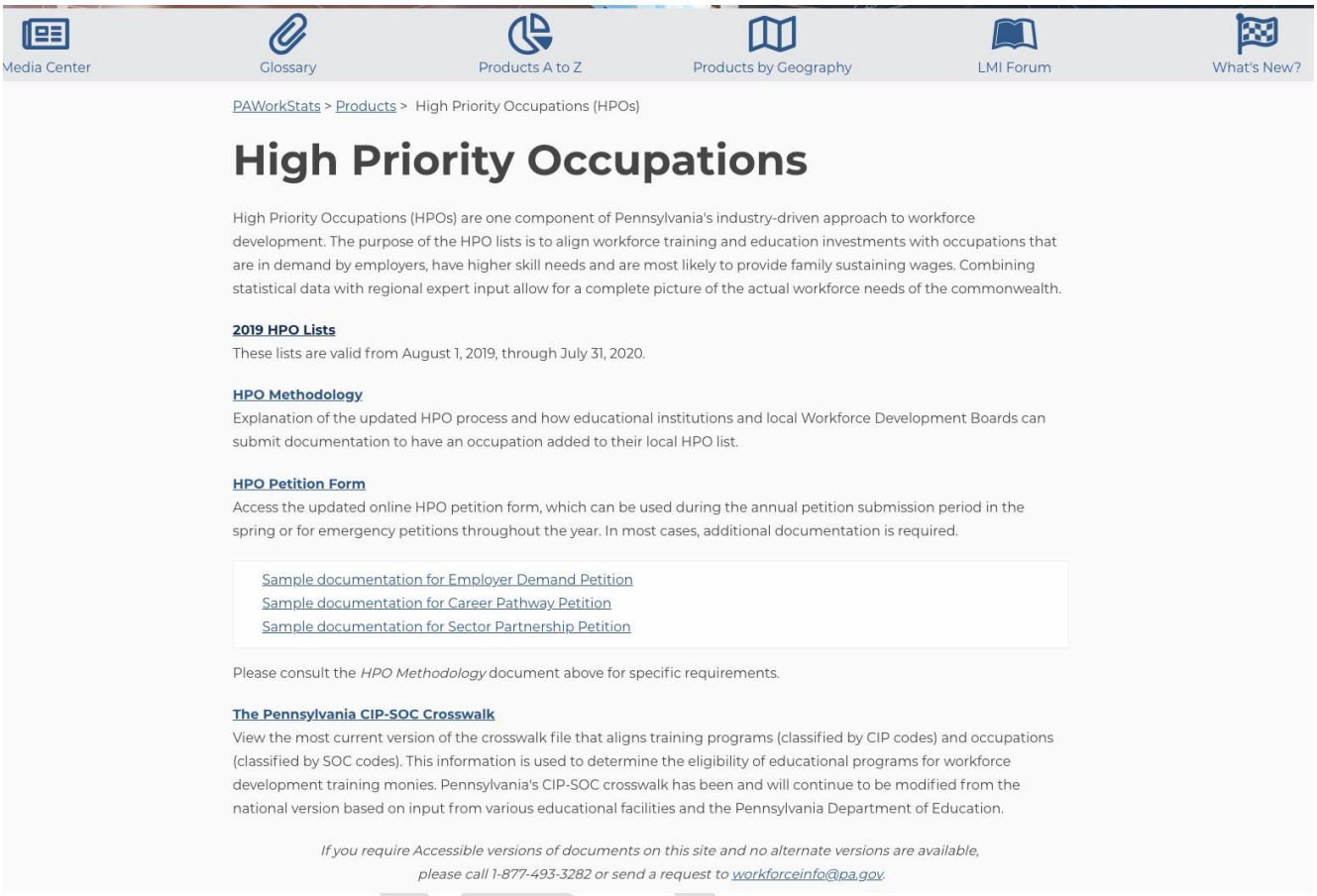
Montana Department of Labor and Industry

Meeting State Worker Demand

Source: [Montana Department of Labor and Industry]

Pennsylvania Center for Workforce Information and Analysis

High Priority Occupations



Media Center | Glossary | Products A to Z | Products by Geography | LMI Forum | What's New?

PAWorkStats > Products > High Priority Occupations (HPOs)

High Priority Occupations

High Priority Occupations (HPOs) are one component of Pennsylvania's industry-driven approach to workforce development. The purpose of the HPO lists is to align workforce training and education investments with occupations that are in demand by employers, have higher skill needs and are most likely to provide family sustaining wages. Combining statistical data with regional expert input allow for a complete picture of the actual workforce needs of the commonwealth.

2019 HPO Lists
These lists are valid from August 1, 2019, through July 31, 2020.

HPO Methodology
Explanation of the updated HPO process and how educational institutions and local Workforce Development Boards can submit documentation to have an occupation added to their local HPO list.

HPO Petition Form
Access the updated online HPO petition form, which can be used during the annual petition submission period in the spring or for emergency petitions throughout the year. In most cases, additional documentation is required.

Sample documentation for Employer Demand Petition
Sample documentation for Career Pathway Petition
Sample documentation for Sector Partnership Petition

Please consult the *HPO Methodology* document above for specific requirements.

The Pennsylvania CIP-SOC Crosswalk
View the most current version of the crosswalk file that aligns training programs (classified by CIP codes) and occupations (classified by SOC codes). This information is used to determine the eligibility of educational programs for workforce development training monies. Pennsylvania's CIP-SOC crosswalk has been and will continue to be modified from the national version based on input from various educational facilities and the Pennsylvania Department of Education.

If you require Accessible versions of documents on this site and no alternate versions are available, please call 1-877-493-3282 or send a request to workforceinfo@pa.gov.

Source: Pennsylvania Center for Workforce Information and Analysis

Texas Tri-Agency

Texas Tri-Agency legislation

Governor Abbott Charges Tri-Agency Workforce Initiative With Continued Transformation Of Workforce Development

February 13, 2020 | Austin, Texas | Press Release

Governor Greg Abbott today charged the Tri-Agency Workforce Initiative, consisting of the Commissioners of the Texas Education Agency (TEA), the Texas Higher Education Coordinating Board (THECB), and the Texas Workforce Commission (TWC), to marshal the combined resources of the three agencies to carry forward the reforms adopted by the 86th Legislature through the passage of House Bill 3 and to identify strategies to address long-term workforce development needs across the state. These charges will culminate with a report that will be presented to the Governor by September 1, 2020.

"The passage of House Bill 3 marked the most significant transformation of our education system in decades and an unwavering commitment to shaping the future of our workforce," said Governor Abbott. "We must continue in our efforts to ensure Texans of all ages have access to high-quality education and workforce skills training that empowers them to achieve their full potential. It is imperative that we build upon the resources of House Bill 3 and accompanying legislation to ensure today's students and tomorrow's workforce are prepared to meet Texas' long-term workforce needs in a comprehensive and efficient manner."

The Governor has charged the Commissioners with developing strategies to achieve the following:

- **Readiness:** The Commissioners should recommend strategies to ensure students are prepared for future growth at each stage in the educational pipeline.
- **Completion:** The Commissioners should recommend strategies to ensure students who pursue higher education and workforce educational programs can complete those programs in a cost-efficient and timely manner.
- **Transitions:** The Commissioners should analyze and make recommendations regarding strategies to streamline educational pathways, ensuring students can seamlessly transition into high-wage and high-demand careers.
- **Upskilling:** The Commissioners should recommend strategies for improving the capacity within the state to produce credentials of value aligned with the needs of high-wage and high-demand occupations.
- **Educator Pipeline:** The Commissioners should analyze and make recommendations to increase the supply of highly qualified and well-trained individuals entering the teaching profession across the state.
- **Partnerships:** The Commissioners should explore and recommend options for increasing economic activity in rural Texas, reducing regulatory burdens, and expanding educational partnerships between businesses, school districts, and colleges.
- **Infrastructure:** The Commissioners should identify strategies to align agency operations, increase program efficiency, improve data analysis and capacity, and to refine 60x30TX, if necessary, to ensure the state's goals continue to reflect the state's needs.

Governor Abbott established the Tri-Agency Workforce Initiative in 2016. The initiative assesses local economic activity, examines workforce challenges and opportunities, and considers innovative approaches to meeting the state's

Source: Texas Tri-Agency

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Appendix C: Additional Studies and Reports

Below is a list and links to studies and reports used to research alignment issues, ecosystems and policy. This represents a thorough but not exhaustive list.

American Academy of Arts & Sciences:

Improving Teaching: Strengthening the College Learning Experience

Brookings:

Talent-driven Economic Development

Business and Higher Education Forum:

Building Bridges to Success: Regional Business-Higher Education Partnerships to Grow and Diversity the STEM Workforce

Reskilling America's Workforce

Reskilling

Creating Purposeful Partnerships Aligning Postsecondary Education with Regional Workforce Needs: A Tale of Two States

Business Roundtable:

Closing the Skills Gap

Chronicle for Higher Education:

Responding to Workforce Needs Roundtable Report

Education Commission of the United States:

Postsecondary Workforce Development Policies

Principles of Policy Design for Connecting Education to Work

State Policy Models for Connecting Education to Work

Work-Based Learning Model Policy Components

Approaches to Workforce Development Systems

Forbes:

Turning Higher Education Upside Down

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Georgetown University Center on Education and the Workforce:

ROI of Liberal Arts Colleges

Hechinger Report:

Colleges Take a New Approach to Anticipating and Meeting Workforce Needs

Pressure Mounts for Universities to Anticipate & Train People for High Demand Jobs

Inside Higher Education:

The Imperative to Improve College Learning

Massachusetts Institute of Technology:

Preliminary Report: The Workforce Education Project

NASWA:

Evidence-Building Capacity in State Workforce Agencies

North Carolina State University:

Job Disruption Index

Occupational Change in North Carolina

Ohio University:

Guide to Launching an Analytics Initiative

PEW Charitable Trusts:

How States Use Data to Inform Decisions

Strada:

The New Learning Ecosystem

Back to School? What Adults Without Degrees Say About Pursuing Additional Education and Training

Changing the Value Equation for Higher Education

2018 Alumni Survey Report

The New Geography of Skills

United States Chamber of Commerce:

Hiring in the Modern Talent Marketplace

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Walmart

America at Work: A National Mosaic and Roadmap for Tomorrow

World Economic Forum:

Future of Jobs Report

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Appendix D: Workforce and Higher Education Data Inventory

The following inventory identifies existing, available data, sources and a brief description of the data. This inventory is not an exhaustive list and is sourced from VEDP's "Getting Smart on Virginia's Key Talent Focused Data Sources."

Virginia's Talent-Focused Data Sources
(not exhaustive)

Data Source	Data Set Owner	Focus of Data	Data Description	Most Granular Level of Data
Emsi Standard Industry & Occupational Employment	Emsi	Employment and Wages	This Emsi data set focuses on industry & occupational employment in the US. It gives statistics on employment and wages by industry and occupation in order to understand the "talent profile" of a specific geography. Leverages the NAICS and SOC occupational classification systems. (SOC O*Net Codes).	Zip Code
Emsi Job Analytics	Emsi	Job Postings	A scrape of all US job postings across dozens of job posting platforms (e.g., LinkedIn, Indeed, etc.). Then Emsi assigns occupational codes, skills codes, and a clean query interface. Data includes: types of jobs individuals are being hired for, length of time the posting is active, and what 'skills clusters' exist.	Zip Code
Emsi Profile Analytics	Emsi	Individuals with any professional profile	Aggregate statistics of anyone with a professional profile. Can glean insights on people's skills, experiences, and connect the dots between degrees, jobs, skills, and location. Similar use case as Emsi Job Analytics, but instead of job postings, references professional profiles data (including Facebook).	City Name or Place Name

Burning Glass	Burning Glass	Job Postings	A scrape of all US job postings across dozens of job posting platforms (e.g., LinkedIn, Indeed, etc.). Burning Glass's tool then de-duplicates, cleans, layers on insights around job market data, opportunities for training programs, and closer alignment of education & training initiatives. Also aims to help with improved site selection and recruiting decisions for companies.	Zip Code
O*NET	US Department of Labor	Employment	1) O*NET is a classification system that is a generally accepted national standard for how to classify knowledge, skills, abilities and other information on various occupations. It covers all of the standard taxonomy of occupations (SOCs). 2) O*NET also offers supporting tools, assessments, and job information to help individuals figure out what and where to get the credentials they need for any given occupation. 3) O*NET also produces reports on estimated occupational employment projections and does research on occupational clustering and occupational compatibility.	State
Skills aptitudes from PSAT Scores (under development - not yet released)	The College Board	High schoolers who took the PSAT or SAT	Skills aptitude and assessment based on PSAT and SAT data, which has 90% participation amongst American high schools nationwide. Connector between skills developed in high school to postsecondary education and training programs.	TBD

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Census Data	US Department of Commerce	Individuals who reside in the United States	Extensive datasets, but the major data sets used are: - Population estimates - American Community Survey The above data sets provide demographic and socioeconomic characteristics of inhabitants of the US. Data sets are useful in understanding the relationship between college major and occupation.	Ranges from country level to census block (depends on the data set).
Longitudinal Employer-Household Dynamics (LEHD)	US Department of Commerce	Workers employed in the US	Major datasets used: - Quarterly Workforce Indicators (QWI) - Origin-Destination Employment Statistics (LODES) - Job-to Job flows (J2J) Covers most workers employed in the US. LEHD makes available several data products that may be used to research and characterize workforce dynamics for specific groups.	QWI is county LODES is county J2J is MSA
Bureau of Labor Statistics	US Department of Labor	Workers employed in the US	Major datasets used: - Quarterly Census of Wages and Employment (QCEW) - Occupational Employment Statistics (OES) - Current Employment Statistics - Local Area Unemployment Statistics (LAUS) BLS provides data on what industries people work in, which occupations they work in, the typical level of education needed for those occupations, how much they get paid - and whether or not they are working.	QCEW is county OES Is MSA LAUS is county

			Covers most workers employed in the US.	
Superintendent's annual report	VA Department of Education	High schoolers who attend a Virginia public K12 school	Every K12 Virginia public school has to report various data mandatorily to VDOE.	School district
ACT	ACT Standardized Testing	High schoolers who took the ACT	State level descriptive characteristic statistics about students who took the ACT	State
The Perkins Network	US Department of Education	Individuals in the US enrolled in a CTE program	state level CTE data - breakout / enrollment by concentration.	State
QCEW Microdata	VA Employment Commission	Virginia's payrolled workers covered by UI	Provides firm-level QCEW data for Virginia's payrolled workers covered by UI -- firm-level data on employment and wages.	Firm
Integrated Postsecondary Education Data System (IPEDS)	US DOE - National Center for Education Statistics	Individuals in the US who are enrolled in or were awarded a degree at a higher education institution	6-part data set on postsecondary data: Covers degree and certificate awards, enrollment data, expenditure and outcome data for first time college / minorities, tuition data.	Institution
SCHEV Research	State Council of Higher Education for Virginia	Individuals in Virginia who are enrolled in or were awarded a degree at a higher education institution	Same as IPEDS above, but one more year recency than IPEDS. Includes awards by CIP code and wage outcomes dashboards.	Institution
Elementary Secondary Information System	US DOE - National Center for Education Statistics	Invidia's that are in the US K12 system	K12 data on enrollment, student/teacher ratios, high school completion rates.	School District
National Assessment of Educational Progress	US DOE - National Center for Education Statistics	Invidia's that are in the US K12 system	Also called "The Nation's Report Card" (marketing term). Concept similar to nationwide SOL/standardized learning assessment.	State
NCES Surveys	NSF - National Center for Science and Engineering Statistics	Graduates who took their survey	NCES conducts a number of surveys of including those that are longitudinal. Including graduates / recent graduates and the science & engineering workforce: - Survey of Earned Doctorates - Survey of Graduate	Institution

			Students and Post doctorates in Science and Engineering - Early Career Doctorates Survey - National Survey of College Graduates - National Survey of Recent College Graduates - Survey of Doctorate Recipients Includes HERD (higher education R&D survey), which is data on R&D spending across all higher ed institutions in the country. Can be broken down by workforce.	
Behavioral Risk Factor Surveillance System	Center for Disease Control	US residents who participated in survey	Nation's premier system of health-related telephone surveys that collect state data about U.S. residents regarding their health-related risk behaviors, chronic health conditions, and use of preventive services. An ongoing survey asking people about the condition of their health and relatives behaviors: such as alcohol consumption, physical activity etc.	MSA
National Survey on Drug Use and Health	US Department of Health and Human Services Substance Abuse and Mental Health Services Administration (SAMHSA)	US residents who participated in survey	Provides up-to-date information on tobacco, alcohol, and drug use, mental health and other health-related issues in the United States. (Including opioids data)	State
Moody's Analytics Employment Projections	Moody's Analytics	US residents	The Gold Standard for population projections, employment projections, and economic output projections.	County
Esri's population projections	Esri Business Analyst	US residents US infrastructure locations	Best source for population data. Also has a lot of random data, such as: household consumption, people's opinions about things, # of grocery stores, schools,	County

			airports, etc. within a certain radius, and GPS data on them.	
Weldon Cooper Center's population projections	Weldon Cooper Center	Individuals living in Virginia	Population projections for Virginia down to the county level. Professional demographers collect this data as a public service. Includes a blog called StatChat with data on remote workers.	County
US Dept of Veterans Affairs' veteran dataset	US Department of Veterans Affairs	US Veterans	Statistics about veterans related to their skills, location, employment status.	State
Cyberseek.org	Cyberseek	Individuals that work in cybersecurity and/or have credentials in it	A cyber-focused industry organization that has a data dashboard on industry certifications. They provide data on 1) estimated # of people working in cybersecurity across various occupations all aggregated together; 2) estimated # of people with various cyber-focused industry credentials.	MSA

Sourced from the Virginia Economic Development Partnership's "Getting Smart of Key Talent-Focused Data Sources." Not exhaustive. Compiled by Strategic Talent Initiatives, Research, and Economic Competitiveness team members.

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Appendix E: Implications of Data Driven Policies and Planning

A coordinated, comprehensive statewide alignment ecosystem can support more strategic policy and program development. However, the ecosystem's coordinated efforts must also ask the following questions and more as such data driven actions will influence the marketplace in different ways. A few of the big questions with policy and planning implications are listed below to spur further dialogue and ensure they obtain the attention they deserve.

1) If the alignment ecosystem identifies "high demand" degrees based on occupational shortages, how will that influence the cost of the high demand degree versus a traditional liberal arts degree? How will this impact overall tuition?

2) How will parameters concerning "high demand" occupations be determined? Will these be based on credentials, wage thresholds, industry sectors and/or potential pathways?

3) If occupational pathway is deemed one of the parameters, what pathways should Virginia focus on and how will these be determined?

4) Will the coordinated ecosystem's activities include sector strategies under its scope of work? How will the ecosystem handle inter-related sector strategies?

5) Will addressing a shortage via the ecosystem's coordinated efforts affect wages for that occupation positively or negatively? Regional and employer context must be assessed in an objective manner similar to quantitative labor market insight. For example, why does the shortage exist – because of a genuine lack of supply or employer(s) with workforce conditions that create retention issues? Another spin on this topic pertains to supply issues that cannot be addressed by increasing the pipeline – other systemic issues must be addressed. For example, wages or working conditions (i.e. nursing and teaching shortages).

6) In addition to occupational shortages and surpluses, a second order focus can be on signaling (refer to Appendix A for more examples of signaling issues). What are employers truly looking for – competencies versus skills versus degrees versus experience? What are the real issues and what signaling problems need addressed to adequately meet real employer needs.

7) Related to signaling, how will the ecosystem collectively assess and address underemployment, non-completers and those that did not seek a credential as part of the course of action?

8) Should coordinated ecosystem efforts focus on 2-year, 4-year, graduate degrees relative to shortages? Should initial focus start with one, if so, which?

Illustrating the complexity of alignment, addressing these and other questions will uncover additional questions and implications.

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State Council of Higher Education for Virginia
Agenda Item

Item: # I.F. – Academic Affairs – Report on Fairfax University of America (formerly Virginia International University)

Date of Meeting: July 13, 2020

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: March 18-19, 2019

Action: Council passed a resolution authorizing staff to initiate revocation procedures against Virginia International University (VIU). Staff subsequently held an Informal Fact Finding Conference with the school and arrived at a consent agreement governing its continuing operation in Virginia. This agenda item is a follow-up report to Council's action. VIU has since changed its name to Fairfax University of America (FXUA).

Purpose of the Agenda Item: The purpose of this agenda item is to present the results of a limited scope audit in accordance with the terms of a consent agreement between FXUA and SCHEV signed on June 13, 2019.

Background Information/Summary of Major Elements: On August 14-16, 2018, SCHEV staff conducted an audit of FXUA. The resulting report of audit found five categories of non-compliance, two of which were repeat violations from prior audits and one of which adversely affects the quality of education. These findings included:

- unqualified faculty;
- unqualified administrators;
- failure to follow stated admissions standards;
- incorrect refund calculations; and
- substandard quality of distance education courses.

According to *Guidelines for Procedures Related to Audits of Certified Institutions* (adopted by Council on January 14, 2019), SCHEV staff shall report results to Council if it is determined that one or more of the following is present:

- any violation that adversely affects the quality of education;
- any violation that adversely impacts students financially; or
- any repeat violation from an audit conducted in the past five years.

As a result, staff recommended instituting revocation procedures. At its March 19, 2019 meeting, Council resolved to initiate the revocation of FXUA's certificate to operate in accordance with the Administrative Process Act. As a result of an Informal Fact-Finding Conference held between SCHEV and school representatives, both parties agreed to enter into a consent agreement, dated June 13, 2019, rather than to proceed to a formal hearing.

According to terms of the consent agreement, SCHEV staff would conduct a "limited scope" audit of FXUA no later than January 31, 2020 – specifically, the audit would be limited to the evaluation of FXUA's previous areas of non-compliance, including:

- faculty qualifications;
- adherence to stated admissions standards;
- proper maintenance of school records; and
- processing of refunds.

The limited scope audit of FXUA was conducted on January 28-29, 2020, and found two items of non-compliance. On February 4, 2020, a report of audit (ROA) was sent to FXUA detailing the findings of the audit. FXUA responded to the ROA on April 3, 2020, satisfactorily resolving the outstanding issues noted by SCHEV staff during the limited scope audit. Thus, as of June 24, 2020, FXUA has addressed all items of non-compliance, and no further action is required. The consent agreement remains in existence until June 12, 2022.

Materials Provided: N/A

Financial Impact: N/A

Timetable for Further Review/Action: No further Council action is anticipated, but the consent agreement shall be in effect until June 12, 2022.

Relationship to Goals of the Virginia Plan for Higher Education: Council's responsibility for regulating certified institutions is related to Goals 2 and 4 of the Virginia Plan:

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

Resolution: N/A

State Council of Higher Education for Virginia
Agenda Item

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

Date of Meeting: July 13, 2020

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, July 13, 2020

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

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COVID-19 Response & Recovery Work Group

- **Beverly Rebar** and **Paul Smith** are both participating as staff representatives to the Secretary of Education's COVID-19 Response & Recovery Work Group. This workgroup is tasked to develop policy recommendations for educational institutions, both K-12 and higher education, in response to the COVID-19 pandemic. The workgroup is divided into five subcommittees addressing specific areas of education. The subcommittees are the Digital Divide, Learning Gaps, Physical and Mental Health, Food Insecurity and Basic Needs, and Cross System Policy Alignment. **Dr. Smith** is assigned to the subcommittee on Physical and Mental Health, which is charged with developing strategies to improve the social, emotional, and physical health of students and staff as they return to campus. **Ms. Rebar** is assigned to the Digital Divide subcommittee. The subcommittees are scheduled to provide their final recommendations to the Secretary's office by July 13, 2020.

Virginia-SARA (State Authorization Reciprocity Agreement)

- **Darlene Derricott** and **Emily Hils** hosted a Virginia-SARA webinar for Virginia's 68 participating SARA institutions on **May 6**. Staff provided updates on SCHEV, the Southern Regional Education Board (SREB), and the National Council for State Authorization Reciprocity Agreements (NC-SARA) responses to COVID-19. The webinar also included guidance and presentations on NC-SARA's 2020 Data Reporting, an overview of the SARA renewal application process, and resources available to participating Virginia-SARA institutions. Participants were notified that due to COVID-19, the Virginia-SARA Advisory Committee Meeting in November has been canceled.

Private Postsecondary Education (PPE) New School Orientation Session

- The PPE staff convened a group of prospective school owners on **May 26** for its first ever virtual new school orientation session. 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. A total of 26 participants attended the orientation – eight from degree-granting institutions and 18 from vocational schools.

Private Postsecondary Education (PPE) Online Portal Training

- The PPE section has launched a new online portal to manage the certification and recertification of schools authorized to operate in Virginia. The PPE Portal provides an efficient way for schools to recertify and update their data electronically, including contact information, programs, and enrollment figures.

Additionally, schools will be able to make electronic payments of all applicable fees. **Sandra Freeman** and **Kathleen Kincheloe** hosted a virtual training session for certified private and out-of-state postsecondary schools on **June 12**. Staff provided information on designating users, updating primary contact, data reporting tools, an overview of the renewal application process and available resources. The training also included guidance on changes regarding surety instruments and waivers. This is the second of three one-hour sessions that SCHEV will host with certified institutions through July.

Dual Enrollment and Passport Advisory Committee (DEPAC)

- **Paul Smith** convened DEPAC virtually on **June 13**. **Dr. Smith** presented DEPAC with a draft of the *Public Higher Education Guidelines for the Development of Transfer Agreements* for final review before presentation to the Institutional Programs Advisory Committee (IPAC) in July. These guidelines are a requirement of transfer legislation passed by the General Assembly in 2018. This was the first of three one-hour meetings that SCHEV will host with DEPAC throughout June and July.

Statewide Teleconference for Higher Education Reopening.

- **Joseph G. DeFilippo** and **Jodi Fisler** held a statewide teleconference on **June 17** for higher education institutions subject to Governor Northam's *Higher Education Reopening Guidance*. The teleconference was attended by more than 200 representatives from Virginia institutions. Opening remarks were made by SCHEV **Director Peter Blake** and **Deputy Secretary Fran Bradford**. **Dr. DeFilippo** then reviewed instructions for the submission of plans to SCHEV by the July 6 deadline and relevant parameters of the SCHEV review process.

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Staff Activities and Recognition

Darlene Derricott

- Attended the virtual SREB-SARA Regional Steering Committee Meeting (June 2-3). Member states engaged in discussions on state appeals processes, professional licensure disclosure requirements and resources, and catastrophic events practices and policies related to COVID-19. The policy, communications, and training and development working groups shared progress and set goals for the October 2020 meeting. NC-SARA briefed members on its May 2020 Board meeting, current activities and upcoming data reporting requirements. Member states approved several SARA State Renewal Applications, discussed updated steering committee guidelines, and shared resources for planning a SARA state meeting.

Ashley Lockhart

- Convened the Sexual Violence Advisory Committee (SVAC) for a virtual meeting to discuss the new Title IX Final Rule, which has an August 14 implementation date (May 22). Due to the complex and rapid implementation of the new

regulations, Ms. Lockhart held three additional regional meetings of the SVAC (June 11 and 12) and one small working group on the impact on employee processes under Title IX (June 18).

Beverly Rebar

- Convenes the institutional legislative liaisons regularly to discuss matters related to the COVID-19 crisis with Deputy Secretary Bradford and SCHEV leadership and staff.
- Convened the Military Education Advisory Committee virtually and heard updates from both the Department of Veterans Services and SCHEV on the COVID response and other matters related to their work with military-related students. The group provided input on developing the Veteran Student Transition Fund Program.
- Working with the Open Virginia Advisory Committee to develop a series of online events for faculty, administrators and staff to discuss various aspects of open access and open resources and their role in higher education.

State Council of Higher Education for Virginia
Agenda Item

Item: # II.B - Resources and Planning Committee – Discussion of Legislative Changes Impacting the Tuition Assistance Grant program and In-state Tuition Eligibility

Date of Meeting: July 13, 2020

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

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
Date: March 16, 2020
Action: Review: summary legislative review

Purpose of the Agenda Item: This agenda item provides Council members with an update on new legislation regarding in-state tuition provisions and restrictions on the Virginia Tuition Assistance Grant (TAG) program.

Background Information/Summary of Major Elements: In the 2020 session of the General Assembly, legislators passed several bills designed to increase access to in-state tuition for students in various circumstances. SCHEV staff is working actively with institutional domicile officers and legal counsel to develop the associated guidance needed for these new provisions.

New legislation within the Appropriations Act phases-in restrictions on TAG usage by students enrolled into an on-line and distance learning program. In addition, institutions face complications if COVID-19 requires increased use of on-line or distance learning education. Staff successfully secured budget language providing SCHEV authority to develop guidance to navigate any delivery complications caused by COVID-19.

As with any most new laws, the provisions are effective July 1, 2020, and apply to students as of the fall 2020 term. The timeline for drafting, vetting and approving new language into the domicile guidelines or TAG regulations requires institution input, legal counsel review and regulatory review that can take at least six months and sometimes up to a year. Since the institutions are using these provisions now, staff, with assistance from legal counsel, historically has provided preliminary guidance in advance of the July 1 effective date.

SCHEV staff has developed preliminary guidance for implementation of the new TAG requirements and partial and ad hoc guidance on the new in-state tuition provisions.

New statutory legislation:

Legal status of the parent (HB1315)

23.1-503

J. No student shall be deemed ineligible to establish domicile and receive in-state tuition charges solely on the basis of the immigration status of his parent.

This bill codifies what SCHEV incorporated into the domicile guidelines in 2018. Under state law, dependent students are presumed to have the domicile of their supporting parent; therefore, the institutions must start any domicile process with a parent. While a "presumption" provides a starting point, it does not preclude – in fact, it anticipates – that there could be exceptions.

Previously, there were reports that some institutions had ended the review process and assigned the out-of-state tuition status if the parent was determined to be legally unable to demonstrate domicile. However, in cases where the student is a U.S. citizen, is a Deferred Action for Childhood Arrivals (DACA) recipient or has another domicile-eligible legal status, the student may still be able to demonstrate that Virginia is his or her domicile. This language makes clear that if the parent has a legal status that is not eligible to demonstrate domicile, the institution is expected to extend the review to determine whether the student is able to make a case for domicile.

Dependents of active-duty military, modification of eligibility criteria (HB447)

23.1-505

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

Since 2008, military service members have been able to secure in-state tuition for their dependents if the member is assigned to Virginia or contiguous state and is residing in Virginia. In such cases, the student is "deemed as domiciled" and eligible for in-state tuition for as long as continuously enrolled.

Recently, a spouse of a military member was able to secure in-state tuition using this provision and the military member was subsequently reassigned out of Virginia. Under the law, the student would retain in-state tuition for as long as continuously enrolled; however, the student took a semester off in order to facilitate the move. As a result, the student lost eligibility for in-state tuition.

Legislators passed this legislation in order to secure in-state tuition as long as the student's break in enrollment was for no longer than one year and was due to a military reassignment. Staff is developing guidance to facilitate this new exemption.

Refugees and Special Immigrant Visas, immediate in-state tuition (HB1179)

23.1-506

Any individual who (i) was admitted to the United States as a refugee under 8 U.S.C. § 1157 within the previous two calendar years or (ii) received a Special

Immigrant Visa that has been granted a status under P.L. 110-181 § 1244, P.L. 109-163 § 1059, or P.L. 111-8 § 602 within the previous two calendar years and, upon entering the United States, resided in the Commonwealth and continues to reside in the Commonwealth as a refugee or pursuant to such Special Immigrant Visa.

Students residing in Virginia with a Refugee or Special Immigrant Visa are able to demonstrate domicile and thereby secure in-state tuition. In order to do this, these individuals need to take domiciliary steps by securing permanent physical housing and then changing personal records to Virginia. These records must then be in place for at least one year before securing in-state tuition. The unique circumstances of these students often makes it difficult to complete domicile steps in a timely manner, which will further delay their ability to pursue an affordable education.

This legislation provides refugees and special immigrant visa holders with a two-year window in which they can obtain in-state tuition and the time to complete the steps needed to demonstrate domicile.

Child of active-duty member, in-state tuition extended (SB462)

23.1-506
Any child of an active duty member or veteran who claims Virginia as his home state and filed Virginia tax returns for at least 10 years during active duty service.

Active duty members and their dependents can obtain in-state tuition and retain it for duration of the military career, regardless of location of assignment, if Virginia continues to be claimed as the member's state of legal residence (domicile). During a military career, the home of record is unlikely to change; however, the state of legal residence can often change based on the needs of the member. The state of legal residence declared by the member is reflected on the individual Leave and Earnings Statement as the state of taxation.

This legislation provides access to in-state tuition for the children of active duty members and veterans who have claimed Virginia as their home state and their state of legal residence for at least ten years of their military career.

In-state tuition for high school completers (HB1547 / SB935)

§ 23.1-506. Eligibility for in-state tuition; exception; certain out-of-state and high school students.
A. Notwithstanding § 23.1-502 or any other provision of law to the contrary, the following students are eligible for in-state tuition charges regardless of domicile:
Any student who
(i) attended high school for at least two years in the Commonwealth and either
(a) graduated on or after July 1, 2008, from a public or private high school or program of home instruction in the Commonwealth or
(b) passed on or after July 1, 2008, a high school equivalency examination approved by the Secretary of Education;

(ii) has submitted evidence that he or, in the case of a dependent student, at least one parent, guardian, or person standing in loco parentis has filed, unless exempted by state law, Virginia income tax returns for at least two years prior to the date of registration or enrollment; and
(iii) registers as an entering student or is enrolled in a public institution of higher education in the Commonwealth.
Students who meet these criteria shall be eligible for in-state tuition regardless of their citizenship or immigration status, except that students with currently valid visas issued under 8 U.S.C. § 1101(a)(15)(F), 1101(a)(15)(H)(iii), 1101(a)(15)(J) (including only students or trainees), or 1101(a)(15)(M) are not eligible.
Information obtained in the implementation of this subdivision shall only be used or disclosed to individuals other than the student for purposes of determining in-state tuition eligibility.
Any non-Virginia student granted in-state tuition pursuant to this subsection shall be counted as a Virginia student for the purposes of determining college admissions, enrollment, and tuition and fee revenue policies.

Landmark legislation was passed during the 2020 session creating a new pathway to in-state tuition. Many of the potential recipients have called, and continue to call, Virginia their home state but have been unable to receive in-state status due to restrictions on who can demonstrate domicile.

This bill provides an alternate path to the standard domicile review. Students must meet the high school enrollment and completion requirements and the parent must have filed Virginia state taxes for at least two years. There is no immigration requirement for the parent and only students holding a F-student, H3-trainee, J-exchange visitor, M-vocational and language visas are ineligible. The legislation goes on to require appropriate security of information.

SCHEV staff began developing guidance for implementing this provision with virtual meetings with institutional domicile staff and a separate meeting with various other stakeholders including student advocates and state policymakers. Staff continue to develop guidance for this legislation with legal counsel.

2020 Act of Appropriation, Chapter 1289.

Virginia Tuition Assistance Grant – usage restriction

Item 150
11. Beginning with the fall of 2020, new incoming students enrolled in an online education or distance learning program are not eligible to receive awards from the Tuition Assistance Grant Program. However, existing students enrolled in online education or distance learning programs as of the 2019-20 academic year shall remain eligible to receive awards of up to the 2019-2020 award amounts for as long as the student maintains enrollment in each successive fiscal year, unless granted an exception for cause by SCHEV, until current degree completion or current degree program eligibility limits have otherwise expired, whichever comes first. This requirement shall not be applicable to otherwise place-based students required by the institution to receive distance learning instruction due to on-going

COVID-19-related concerns. Council shall develop appropriate guidance for implementation of this requirement, including definitions and administrative procedures.

In order to increase the Tuition Assistance Grant (TAG) program from the previous $3,400 undergraduate amount to as much as $4,000 by the end of the FY20-22 biennium, policymakers agreed to phase-out TAG eligibility for students enrolled in an on-line and distance education program.

After full implementation, undergraduate and graduate TAG participation could be reduced by over 12 percent overall. This restriction directly affects six private institutions; four of which have on-line TAG recipients exceeding 30 percent of their total undergraduate participation.

With the on-going COVID-19 virus concerns, many colleges and universities are faced with the possibility that a portion or all of fall 2020 instruction may be conducted on-line. Staff was successful in creating an exception for such circumstances so that students having no choice in instructional delivery may receive the award in 2020-21. TAG regulations will need to be updated in accordance with the long-term ineligibility of on-line and distance learning programs.

Materials Provided:
No additional materials are provided

Financial Impact:

Timetable for Further Review/Action:
Staff will bring proposed updates to appropriate guidelines and regulations to Council, as ready. January 2021 is the earliest projected date for Council review.

State Council of Higher Education for Virginia
Agenda Item

Item: # II.C. - Resources and Planning Committee – Report on State of Higher Education Funding Data

Date of Meeting: July 13, 2020

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: July 16, 2019
Action: SCHEV staff presented the higher education funding to the council members

Purpose of the Agenda Item: The purpose of this agenda item is to provide initial data elements for a report on the state of higher education funding that staff will publish this summer.

Background Information/Summary of Major Elements: This report serves as a background for the upcoming budget and policy recommendations that SCHEV will approve in October in advance of the 2021 session. While COVID-19 will these considerations, the need to focus on goals of The Virginia Plan and priorities areas remains the same.

During the meeting, staff will review the funding data seek input from committee members on priority areas for budget and policy considerations, with a particular focus on the following topics:

- Equity
- Access
- Affordability
- Completion
- Innovation and investment
- Quality
- Workforce and economic development

Materials Provided:
Link to the data presentation is available on the website.

Financial Impact:

No impact at this time.

Timetable for Further Review/Action:

Resolution: None.

State Council of Higher Education for Virginia
Agenda Item

Item: # II.D. - Resources and Planning Committee – Receipt of Report from Resources and Planning Committee Staff Liaison

Date of Meeting: July 13, 2020

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:
Action:

Purpose of the agenda item:

This agenda item provides an update of other activities occurring that staff will provide updates on with the resource and planning committee at a later time.

Background Information/Summary of Major Elements:

Review of institutional performance measures: SCHEV typically begins the process to assessing institutional performance during the July Council meeting. Assessment of institutional performance is outlined in the Higher Education Restructuring Act in 2005, the Virginia Higher Education Opportunity Act of 2011 (Top Jobs Act or TJ21) and related Code of Virginia amendments and is a responsibility assigned to SCHEV to perform biennially. The measures of assessment include education-related measures and financial and administrative standards. Each institution certified as having met the performance assessment criteria are eligible to receive financial benefits (approximately $7-8 million for public institutions annually) from the state. Staff currently is working with institutions on this review; however, due additional staff time needed to prepare for students this fall, staff is allowing institutions additional time to review their data. As a result, staff is delaying this report until the September meeting.

Insights: In May, SCHEV launched the Insights blog to help improve communication efforts with a focus on data. Since the launch, SCHEV posted three Insights focused on the budget, a student survey and a scan of national surveys. Additional posts are planned in the coming months focused on the CARES funding and several other topics. In addition, SCHEV is seeking input through an advisory group of external stakeholders to help inform future content. Council member Webb will serve on the group.

Materials Provided: None.

Financial Impact: None.

Timetable for Further Review/Action: As needed.

Resolution: None.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
JOINT MEETING WITH PRIVATE COLLEGE ADVISORY BOARD (PCAB)
MAY 18, 2020
MINUTES

Mr. Fralin called the virtual meeting to order at 3:05 p.m. Council members present: Ken Ampy, Rosa Atkins, Marge Connelly, Heywood Fralin, Victoria Harker, Thaddeus Holloman, Henry Light, William Murray, Carlyle Ramsey, Marianne Radcliff, Tom Slater and Katharine Webb.

Council members absent: Stephen Moret

SCHEV staff present: Lee Andes, Peter Blake, Joe DeFilippo, Alan Edwards, Jodi Fisler, Wendy Kang, Tod Massa, Paula Robinson Lee Ann Rung and Kristin Whelan. Deb Love from the Office of the Attorney General also was in attendance.

A complete list of attendees is attached.

WELCOME AND INTRODUCTIONS

Mr. Blake provided ground rules for the meeting and reminded attendees to mute their microphones when they are not speaking.

Mr. Fralin explained that the Council's March meeting was canceled due to the pandemic. Although the Council met in April, the discussions in that meeting were only to address the emergency.

Mr. Fralin further explained that due to a change in legislation during the pandemic, the Council is now able to conduct its business remotely without a quorum assembled in person. He thanked the Governor and legislature for making this change. He also noted that the meeting was being recorded as required by 2020 Acts of Assembly, Chapter 1283, item 4.0.01.g. A copy of the recording will be posted to the SCHEV website.

Mr. Fralin welcomed Secretary of Education, Atif Qarni and asked Mr. Blake to conduct the remainder of the meeting.

Mr. Blake thanked Dr. Miller for agreeing to host the meeting that was scheduled at Virginia Wesleyan University (VWU) and he expressed his hope that the visit to the VWU campus could be rescheduled.

REMARKS FROM LARRY STIMPERT, PRESIDENT, HAMPDEN-SYDNEY COLLEGE

Mr. Blake introduced President Stimpert, who also serves as Chair of the Council of Independent Colleges in Virginia (CICV) and is the 25th president of Hampden-Sydney College. President Stimpert welcomed all private college presidents and thanked SCHEV for hosting the virtual meeting.

President Stimpert noted that CICV's primary focus this year is to work aggressively to increase the size of the Tuition Assistance Grant (TAG), which benefits families by making privates more affordable and providing more options to students. The Governor and legislature endorsed an increase in TAG to $4,000 prior to COVID-19. President Stimpert said the last few months of the pandemic reinforced the value of the highly personal touch that private institutions provide. He said that many students will not enroll if campuses do not open in fall, and noted that institutions cannot give students a full experience if they are not on campus. Most campuses have developed task forces to address ways in which they can open safely, realizing that some students are eager to resume campus life but others are frightened. President Stimpert stressed that federal, local and state support is needed, suggesting that there be protocols in place to reassure the public that any reopening is safe and is a responsible course of action. He noted that a parallel set of guidelines for higher education, much like what the Pre-K12 system developed was needed.

STATE OF THE COVID-19 RESPONSE AND RECOVERY

Mr. Blake introduced Secretary of Health and Human Resources, Dr. Daniel Carey, Deputy Secretary of Commerce and Trade, Ms. Angela Navarro and Deputy Commissioner of Population Health at the Virginia Department of Health (VDH), Dr. Laurie Forlano.

Dr. Carey provided an update on the pandemic now that it has been in Virginia for approximately 10 weeks. He discussed the timeline of activities since last December. He thanked all agencies involved and noted that it has been a whole government approach. Dr. Carey recognized the need to make plans for summer and fall soon to alleviate concerns from students, faculty and the community. The VDH is looking at trends in hospitalization, medical equipment, beds and ventilators to gauge the resiliency of the health care system. Dr. Carey stated that the goal is to understand the virus, but he noted that every aspect has been challenging.

Dr. Laurie Forlano provided information to better understand key measures to assess where Virginia is in the pandemic. All of the information is available on the VDH website. The presentation is on the SCHEV website.

Dr. Forlano reviewed statewide specifics and measures about the pandemic. Ms. Navarro addressed Phase I and explained the strategies used in developing each phase and what it will look like as the state begins to gradually reopen. Dr. Forlano discussed the considerations for higher education that are unique to this sector. She noted that plans include repopulation of campuses; monitoring health conditions to detect infection, containment to prevent future spread and the method for shutting down if it becomes necessary. Additional considerations are to address mental health, case management/health care capacity and community mitigation strategies (class size, occupancy, physical distancing, social gatherings, housing considerations, communal spaces, face coverings, education/communication on prevention and control).

Mr. Blake introduced Secretary of Education, Atif Qarni and he provided an update on the Governor's press conference held earlier in the day. He explained that the task force the Governor formed with a team from the VDH would work on guidance for higher

education. The task force will provide criteria for public and private institutions. It also will include subject matter experts as partners to develop a plan, which should be available in early June.

All of the speakers answered questions from Council members. In response to a question about legal liability, Secretary Qarni recommended that the private institutions as a group begin communication with the Office of the Attorney General. He offered to assist in this effort if needed. Some presidents expressed concern that the task force report will be too late to help institutions plan for the fall.

DISCUSSION ABOUT FALL OPENING (LARRY STIMPERT AND TAYLOR REVELEY IV, PRESIDENT, LONGWOOD UNIVERSITY)

Mr. Blake introduced President Stimpert and President Reveley. They discussed the op ed that they co-wrote and published in the *Richmond Times-Dispatch* about why colleges can and must reopen this fall.

President Reveley began by saying one positive aspect in Covid-19 is that the spirit of collaboration across the higher education community (public and private) is thriving. He also noted that colleges and universities have developed muscle memory in dealing with infectious disease during recent years. He talked about the social justice consideration of opening campuses. If they do not open in fall, the burden will fall disproportionately on the service workers employed at institutions. President Reveley also reminded presidents of the role of in loco parentis that institutions play. As colleges contemplate changes they will need to make before reopening, it will be important to work closely with local officials. He suggested that if private institutions are not located near a public institution, they should make an effort to start a conversation with a state park, a museum or a local Pre-K12 system to share information.

President Stimpert highlighted the need to work with students about changes when they return to campus, including how they will access campus, how they will socialize, and how the college will institute sanitizing residence halls, academic buildings and cafeterias. He remains positive about fall reopening and noted steps he is taking at his institution. President Stimpert stressed the importance of communication within communities.

Presidents Reveley and Stimpert answered questions from attendees.

SCHEV REPORTS

TUITION ASSISTANCE GRANT PROGRAM UPDATES

Mr. Andes provided an update of financial aid programs, including the Tuition Assistance Grant (TAG). He provided a presentation on the financial aid appropriations, noting:

- TAG proposed to grow to $3,750 in FY21 and $4,000 in FY22 and included phase-out of TAG support for distance learning students.
- COVID-19 disrupted revenues and increased costs; the Governor “unallotted” all new appropriations; funding set at FY20 levels.

- SCHEV's COVID-19 web page contains guidance for state aid issued on April 28, 2020.

TALENT, INNOVATION AND EQUITY (TIE) GRANT

Dr. Robinson explained the four-year, $500,000 educational equity grant awarded by the Lumina Foundation to Virginia and three other states. The grant will help Virginia increase educational achievement and advance equity in the Commonwealth. Virginia is focusing on students who have traditionally been left behind, as it works toward the goal of being the best-educated state by 2030.

She addressed the differences between equality and equity and discussed what is needed to increase equity in higher education. Virginia will use the grant to pursue improvements in four critical areas: leadership culture and values; equity policy and initiatives; communications and outreach; and programming to improve educational attainment. Dr. Robinson noted that in the current environment some activities that had been planned have now changed. Community roundtables to view how students view higher education in Virginia will need to be adjusted to gather the information differently.

Dr. Robinson explained that a Governor's summit on equity was postponed due to the pandemic. She noted that she is working to plan a future event to bring higher education officials together to share best practices. Dr. Robinson explained some of the accomplishments that have been realized in spite of the pandemic, noting that calls among various groups will continue in an effort to share information. SCHEV is working with Virginia's first Chief Diversity Officer, Dr. Janice Underwood, to keep the plan moving forward. Dr. Robinson said right now we are all in same storm, but not all in same boat.

OPEN DISCUSSION OF MATTERS OF COMMON INTEREST

Mr. Fralin thanked all participants and encouraged attendees to remember two things. First, even if Virginia gets ahead of the curve on the virus, it is likely that it will re-emerge. Second, most researchers say climate change will create new diseases and viruses in the future. He stressed the need to learn from the current crisis to ensure the state is better prepared for the future. He hoped that SCHEV would have more statistics in the fall to determine the effects on the higher education community.

Mr. Blake opened the floor for discussion among presidents and Council members. Mr. Lambeth thanked the Council members for the interesting presentations and productive conversations. He agreed that communication is key and noted that CICV has excellent communications and conversation with SCHEV staff, saying that SCHEV has been dealing with complex issues in a collegial way with good results. He also noted that CICV has been in communication with the Governor's office and the Secretary of Education's office. He noted that communication between the public and private college presidents was lacking. He urged SCHEV to consider ways to fill this void.

Mr. Blake and Mr. Lambeth will discuss some of the issues raised with members of the Governor's task force.

Mr. Fralin thanked staff, presidents and cabinet secretaries for the important conversations and said SCHEV will consider ways to improve communication.

The meeting adjourned at 5:25 p.m.

_____
Katie Webb
Council Secretary

_____
Lee Ann Rung
Director, Executive and Board Affairs

The following executives were in attendance at the Joint PCAB meeting with Council on May 18, 2020:

PRIVATE COLLEGE PRESIDENTS:
President Kenneth Garren, University of Lynchburg
President Reed Wilcox, Southern Virginia University
President Michael McGlothlin, Appalachian College of Pharmacy
President David Olive, Bluefield College
President David Bushman, Bridgewater College
President Nathaniel Bishop, Jefferson College of Health Sciences
President Pamela Fox, Mary Baldwin University
President Irma Becerra, Marymount University
President Robert Lindgren, Randolph-Macon College
President Michael Maxey, Roanoke College
President Tracy Fitzsimmons, Shenandoah University
President Ronald Crutcher, University of Richmond
President Scott Miller, Virginia Wesleyan University
President-elect Alison Morrison Shetlar, University of Lynchburg
President Brain Blount, Union Presbyterian Seminary
President Susan Schultz Huxman, Eastern Mennonite University
President Hakim Lucas, Virginia Union University
President David Johns, Ferrum College
President Tiffany Franks, Averett University
President Dixie Tooke-Rawlins, Edward Via College of Osteopathic Medicine
President Nancy Oliver Gray, Hollins University
President Meredith Woo, Sweet Briar College
President Taylor Reveley, IV, Longwood University
President Scott Miller, Virginia Wesleyan University
President Ronald Crutcher, University of Richmond
President Larry Stimpert, Hampden Sydney-College
President William Dudley, Washington and Lee University

CICV STAFF:
Robert Lambeth and Sabena Moretz

OTHERS:
Atif Qarni, Secretary of Education
Fran Bradford, Deputy Secretary of Education
Justice Elizabeth McClanahan, Dean of Appalachian School of Law
Daniel Carey, Secretary of Health and Human Services
Deb Love, Office of Attorney General
Angela Navarro, Deputy Secretary of Commerce and Trade
Laurie Forlano, Director of Office of Epidemiology

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING (VIRTUAL)
MAY 19, 2020
MINUTES

Mr. Fralin called the meeting to order at 9:02 a.m. Council members present: Ken Ampy, Marge Connelly, Heywood Fralin, Victoria Harker, Thaddeus Holloman, Henry Light, William Murray, Marianne Radcliff, Carlyle Ramsey, Tom Slater and Katharine Webb.

Council member absent: Rosa Atkins, Stephen Moret.

Staff members present: Peter Blake, Joseph DeFilippo, Alan Edwards, Wendy Kang, Tod Massa, Lee Ann Rung, Emily Salmon and Kristin Whelan.
.
Deb Love from the Office of the Attorney General was also in attendance.

Mr. Fralin explained that due to a change in legislation during the pandemic, the Council is now able to conduct its business remotely without a quorum assembled in person. As Council chair, Mr. Fralin has the authority to suspend committee meetings. As a result, all actions taken at this meeting will be taken by the entire body. He also noted that the meeting was being recorded as required by 2020 Acts of Assembly, Chapter 1283, item 4.0.01.g. A copy of the recording will be posted on the SCHEV website. He moved the nominating process report to end of the agenda.

APPROVAL OF MINUTES

On a motion by Mr. Fralin and seconded by Dr. Murray, the minutes of the January 7, 2020, Academic Affairs Committee, Resources and Planning Committee and Council meeting as well as the April 23, 2020, Council meeting, were approved unanimously (11-0) in block after a roll call vote.

REMARKS FROM NEAL KASSELL, FOUNDER AND CHAIRMAN, FOCUSED ULTRASOUND FOUNDATION

Mr. Fralin introduced Dr. Kassell and Mr. Blake read his bio, which was included in the agenda materials. Dr. Kassell provided a presentation that staff will post on the SCHEV website. Focused ultrasound is an early stage, non-invasive therapeutic technology that can be performed on an outpatient basis with no incision, less pain, and decreased complications at a lower cost. He showed examples of how the treatment has improved the lives of some patients. Dr. Kassel explained that moving any new disruptive therapeutic technology to widespread use requires a process that often takes decades. The Focused Ultrasound Foundation, recognized as one of top 10 research organizations in America, is inventing ways to overcome impediments in the process. Its major objective is to organize, conduct and fund research, with a focus on the brain, Alzheimers, Parkinsons, cancer and immunotherapy pancreatic cancer. The Foundation also is working with Virginia Tech's Department of Veterinary Medicine. Dr. Kassell's group hosts the largest and most important meeting of focused ultrasound in Washington, D.C. every two years. He noted that this year's meeting will likely be held online. The University of Virginia is the leading site for focused ultrasound in cancer

and cancer immunotherapy, with state support. He answered questions from members. Mr. Fralin noted that President Steger, former President of Virginia Tech, was serving on the Foundation board at time of his death.

RECEIPT OF STAFF REPORTS

Report from agency director

Mr. Blake highlighted some items from the written report in the agenda book.

Outstanding Faculty Awards: On March 9, the State Council of Higher Education and Dominion Energy hosted the 2020 Outstanding Faculty Awards ceremony at the Jefferson Hotel. Each of the 12 recipients received a $7,500 award. This year's program featured perspectives from Governor Northam and from Jill Mitchell, one of last year's recipients. Council members Heywood Fralin, Marge Connelly, Henry Light and Bill Murray attended.

General Professional Advisory Committee: The committee of public college presidents and SCHEV staff last met in person on January 27. Since the advent of the Governor's Executive Orders SCHEV has participated in regular conference calls with presidents.

Tech Talent Incentive Program: In November, Governor Northam announced that he and 11 university presidents had signed agreements to provide computer science and related educational programming to at least 30,000 students over the next 20 years. While the Governor and the General Assembly froze most new funding for the biennium, they preserved the funding for the Tech Talent Incentive Program.

Student Advisory Committee (SAC): SAC members served as panel guests at SCHEV's first virtual SCHEV Talk in April: COVID-19 from a Student's Perspective.

Secretary's task force on COVID-19-related issues: The group has met twice. Council member Marianne Radcliff also is participating.

Medical Reserve Corps: On April 10, Governor Northam issued a call for students enrolled at Virginia institutions to volunteer for the Medical Reserve Corps (MRC), which is a stand-by force of individuals ready to support the community in the event of public health emergencies like COVID-19. Prior to the Governor's challenge, SCHEV partnered with the Virginia Department of Health (VDH) to substantially revise the MRC volunteer database to ensure its readiness for the influx of student volunteers and to ensure that data on the numbers and types of student volunteers could be tracked and reported. Several agency staff worked many hours to standardize the student-volunteer information in the MRC database and then to validate enrollment against SCHEV records. He commended Lynn Seuffert, Emily Salmon, Tod Massa and Yan Zheng for their work on this project.

Equity in the Time of COVID-19: On April 27, SCHEV hosted a conversation with state and higher education leaders focusing on equity during a time of crises. Governor Northam, Secretary of Education Atif Qarni, Health Commission Norm Oliver, Chief Diversity, Equity and Inclusion Officer Janice Underwood and Lumina Foundation's

Senior Vice President and Chief Strategy Officer Danette Howard shared information and led discussions. As a follow-up, public institutions are responding to a survey about their diversity, equity and inclusion and strategic plans. Mr. Blake noted that this could lead to new ways of thinking about online education. He suggested that Council discuss the matter further at its July meeting.

Virginia Management Fellow: Grace Wheaton recently began a rotation with SCHEV as a Virginia Management Fellow. The fellowship is a state program designed to expose recent college graduates with employment opportunities in state agencies.

Exemplar Lumina grants: SCHEV will receive additional funding from Lumina to support equity work at six institutions that are already closing gaps. SCHEV will receive $40,000 to administer the grants, create alignment across the programs and with state goals/efforts and to further the state's equity agenda.

Retirements: Mr. Blake noted that two SCHEV staffers will retire soon. Sylvia Rosa-Casanova, SCHEV's PPE Director, will retire on June 1. He saluted Ms. Rosa-Casanova's work during her career at SCHEV to protect students. Lee Ann Rung will retire on August 1, after serving the Council and the agency for 20 years. President John Broderick, President of Old Dominion University, will be retiring within the next year.

Mr. Blake called members' attention to the report from committees that was included in the agenda materials. He said there has been much progress on The Virginia Plan, but staff will need to bring suggestions to the July meeting for a modified approach to certain items, given the current circumstances.

ACTION ITEMS

ACTION ON PROGRAM APPROVALS AT PUBLIC INSTITUTIONS

Mr. Ampy asked Dr. DeFlippo to provide a brief explanation of each of the programs. Dr. DeFilippo explained that these programs were submitted under the old approval system. The program actions under the new process will appear on the October agenda. On a motion by Mr. Ampy and seconded by Ms. Webb the following resolutions were approved unanimously in block (11-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Old Dominion University to initiate a Bachelor of Science (B.S.) degree program in Exercise Science (CIP code: 31.0505), effective fall 2020.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Old Dominion University to initiate a Master of Science (M.S.) degree program in Data Science and Analytics (CIP code: 11.0802), effective summer 2020.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Radford University to initiate a Master of Science in Athletic Training (M.S.A.T.) degree program in Athletic Training (CIP code: 51.0903), effective summer 2021.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Bachelor of Science (B.S.) degree program in Finance (CIP code: 52.0801), effective fall 2020.

BACHELOR DEGREE PROGRAMS IN TEACHER EDUCATION AT PUBLIC INSTITUTIONS

Mr. Ampy requested that Dr. DeFilippo provide background information on degree programs from James Madison University (JMU), Longwood University (LU), Norfolk State University (NSU), and the University of Mary Washington (UMW). On a motion by Mr. Ampy and seconded by Ms. Webb, the following resolution was approved unanimously (11-0) after a roll call vote:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the seven institutions listed below to implement the specified bachelor degree programs in teacher education, effective fall 2020.

Inst.	Degree	Program Name	CIP
JMU	Bachelor of Science (BS)	Teaching English to Speakers of Other Languages	13.1401
LU	Bachelor of Science (BS)	Early Childhood Education	13.1210
LU	Bachelor of Science (BS)	Elementary Education and Teaching	13.1202
LU	Bachelor of Science (BS)	Elementary and Middle School Education and Teaching	13.1206
NSU	Bachelor of Science in Education (BSEd)	Elementary Education	13.1202
NSU	Bachelor of Science in Education (BSEd)	Special Education	13.1001
UMW	Bachelor of Science in Education (BSEd)	Elementary Education	13.1202

PRIVATE POSTSECONDARY INSTITUTION CERTIFICATIONS

Dr. DeFilippo provided background information on Eastern Nazarene College and Southside College of Health Sciences. On a motion by Mr. Ampy and seconded by Mr. Holloman the following resolutions were approved unanimously (11-0) after a roll call vote:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Eastern Nazarene College to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective May 19, 2020.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Southside College of Health Sciences to operate a degree-granting postsecondary institution within the Commonwealth of Virginia, effective May 19, 2020.

REVOKE MEDICAL LEARNING CENTER'S (MLC) CERTIFICATE TO OPERATE

Dr. DeFilippo said this action will allow staff to begin the process for revocation in compliance with the Administrative Process Act. He noted that the request for this action stems from MLC's failure to provide staff with information requested in connection with an audit. On a motion by Mr. Ampy and seconded by Ms. Radcliff, the following resolutions were approved unanimously (11-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia instructs staff to initiate procedures to revoke Medical Learning Center's certificate to operate, in accordance with requirements of the Administrative Process Act.

DRAFT REPORT ON ESTABLISHING A PROCESS FOR AN INVENTORY OF R&D ASSETS

Mr. Slater provided background information and asked Ms. Salmon to present the information. Ms. Salmon went through the presentation and answered questions from members. Mr. Fralin provided a summary from the Virginia Research Investment Committee (VRIC). Mr. Slater complimented Ms. Salmon for her work to accomplish this task with few resources. Mr. Blake also commended Ms. Salmon for producing a high quality product to hand off to VRIC's successor, the Virginia Innovation Partnership Authority. He was also grateful for Mr. Fralin's work on VRIC. On a motion by Mr. Slater and seconded by Mr. Light the following resolution was approved unanimously (11-0) after a roll call vote:

WHEREAS the State Council of Higher Education for Virginia finds the draft Report on Establishing a Research and Development Inventory to provide a clear process for creating a catalog of R&D assets within the Commonwealth in compliance with statutory requirements; and

THEREFORE, BE IT RESOLVED that the Council approves the draft Report on Establishing a Research and Development Inventory and following any revisions requested by Council," encourages its submission to the Virginia Research Investment Committee for review and approval.

BRIEFING ON GRADUATE OUTCOMES SURVEY

Dr. DeFilippo introduced Dr. Ellis who provided an update to the graduate outcomes survey, explained the delays encountered due to the pandemic, and answered questions from members.

BRIEFING ON 2019 FALL ENROLLMENTS AT PRIVATE NON-PROFIT INSTITUTIONS AND COMMUNITY COLLEGES

Mr. Massa said there was not much to talk about with regard to fall 2019 enrollments since fall 2020 will be so impacted by COVID-19. He answered questions from members, and noted that there have been few updates to what was presented in April, i.e., FAFSA completions are down and early enrollments are down about 1% overall

from last fall.

There was some discussion about the possibility of foreign students returning in the fall due to travel restrictions. Mr. Massa said once staff learns if institutions will be fully open in fall, he will have a better sense of what will happen.

BRIEFING ON LAUNCH OF SCHEV INSIGHTS

Ms. Kang introduced Mr. Allison to provide a presentation on this new communication tool. Mr. Allison provided background on the new platform, *Insights*, explaining that its purpose is to communicate SCHEV data to legislators, policy makers, the media and administrators at institutions to advance SCHEV's mission. He provided a timeline of how this platform was launched. The publication will be updated six to eight times per year. He shared the page from the SCHEV website and noted that SCHEV would be sending a press release on May 20. He answered questions from members.

BRIEFING ON WORKFORCE ALIGNMENT PROJECT

Ms. Webb introduced Ms. Salmon who engaged with a variety of other stakeholders on how to improve alignment between higher education program offerings and workforce needs. Ms. Salmon explained the purpose of the project and provided a presentation describing common themes from stakeholder input. Ms. Salmon's presentation focused on the aspects of Virginia's higher education and workforce alignment ecosystem that need strengthened. The presentation also summarized potential near- and longer- term recommendations for Council's input. She asked for Council's input to include it in the draft report that will be shared at the July meeting. She answered questions from members. Mr. Fralin and Ms. Radcliff suggested that whatever we do must include career counseling at each institution and must start at the state level and progress to the regional level. Mr. Blake said Dr. Moret was not able to attend the meeting but noted that he was in strong support of these efforts.

RECEIPT OF ITEMS DELEGATED TO STAFF (MARCH AND MAY)

Mr. Blake noted that both the delegated items from March and May were included. Copy of both are attached to the minutes.

PRELIMINARY DISCUSSION OF 2021 MEETING SCHEDULE AND LOCATIONS

Mr. Blake said some outstanding questions will result if the locations for this year cannot be scheduled due to the pandemic. If that occurs, staff recommends that these same institutions host a meeting in 2021, if possible. Mr. Blake requested that members provide additional comments over the next few weeks. A revised version of the schedule will be brought to July meeting for approval.

RESOLUTION REGARDING COUNCIL DIRECTOR

Mr. Fralin explained that May is typically the month that the Council meets in closed session to review the evaluation of its director and awards salary or bonus actions. Because of the pandemic and the salary freeze currently imposed in the Commonwealth, the Council would like to postpone this action until September. Mr.

Blake was in agreement. On a motion by Mr. Fralin and seconded by Ms. Connelly, the following resolution was approved unanimously (11-0) after a roll call vote:

BE IT RESOLVED that the Council delays until September 2020 the evaluation of its director and any salary or bonus actions authorized in Chapter 1283 of the 2020 General Assembly, also known as the Appropriation Act; and

BE IT FURTHER RESOLVED that the Council extends the employment contract with its director from June 30, 2020, to September 30, 2020.

RECEIPT OF PUBLIC COMMENT

Mr. Fralin introduced Ms. Stacie Gordon from the Partners for College Affordability and Public Trust. Ms. Gordon spoke about the exploratory study on a review of program-level cost and the financial aid study. Ms. Gordon submitted a copy of her remarks to staff.

OLD BUSINESS

None.

NEW BUSINESS

None.

REPORT FROM NOMINATING COMMITTEE

Dr. Ramsey noted that the Council bylaws state "The Council annually shall elect a chair and vice chair and appoint a secretary from its membership to serve until their successors have been elected," and that these elections "shall be held at the last meeting of the Council prior to June 30 each year.

Drs. Atkins, Murray and Ramsey conferred individually with all members to bring forth the slate of officers for 2020-2021. Dr. Ramsey made a motion to nominate **Marge Connelly Chair, and Tom Slater Vice Chair.** The motion was seconded by Dr. Murray. No further nominations were brought forward and the resolution was approved unanimously (12-0) after a roll call vote.

Dr. Ramsey noted that the bylaws call for **appointment of a secretary**. He made a motion that **Ms. Webb serve a second term** in this role. The motion was seconded by Mr. Slater and approved unanimously on a roll call vote of 10-1 (Ms. Webb abstained).

Mr. Fralin thanked Council for its support over the last several years. He noted that in spite of the pandemic, things look good for the future but noted there are a number of challenges facing higher education. Higher education will see several changes due to the pandemic. Mr. Fralin said Ms. Connelly is well qualified to lead SCHEV to greater heights and has a great Council and staff behind her.

Ms. Connelly thanked Mr. Fralin for his leadership, strength and guidance that has

brought focus to the educational needs of rural communities, and offered a different approach to research. She thanked Council members for their trust and confidence, and noted that Council will need to rethink and reprioritize some efforts due to the pandemic. Ms. Connelly noted that the agency plays a number of different roles but has three powerful tools to make things happen, i.e., the role of convener, coordinator and trusted provider of objective expertise data and analysis. SCHEV has earned respect because of the quality of its staff and the experience and character of Council members. The terms of the new officers will take effect in FY 2021.

MOTION TO ADJOURN

On a motion by Mr. Slater and seconded by Mr. Holloman the meeting adjourned at 12:13 p.m.

_____
Katharine Webb
Council Secretary

_____
Lee Ann Rung
Director, Executive and Board Affairs

Items Delegated to Director/Staff
(from March 2020)

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

Degree Program Actions

Institution	Degree/Program/CIP	Effective Date
George Mason University	**CIP Code Change Approved:** Change the CIP code of the Bachelor of Arts degree program in Communication from 23.1304 to 09.0101	Summer 2020
George Mason University	**Name Change Approved:** Change the name of the Master of Science degree program in Computer Forensics (43.0403) to Digital Forensics (43.0403)	Summer 2020
Virginia Commonwealth University	**Facilitated Staff Approval:** Doctor of Philosophy degree program in Special Education (13.1001)	Fall 2020
Virginia Polytechnic Institute and State University	**CIP Code Change Approved:** Change the CIP code of the Master of Science (M.S.) in Architecture and the Master of Architecture (M.Arch.) in Architecture from 04.0201 to 04.0902	Spring 2020

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

Diploma, Certificate, Discontinued and Modified Programs

Institution	Degree/Program/CIP	Effective Date
George Mason University	**Program Discontinuances:** Discontinue the following: Degree Programs: Bachelor of Arts in Latin American Studies (05.0107) [Council Approval: March 8, 2005] Master of Arts in History of Decorative Arts (50.0799) [Council Approval: March 11, 2011] Master of Science in Management of Secure Information Systems (43.0303) [Council Approval: July 19, 2011]	Summer 2020

Institution	Degree/Program/CIP	Effective Date
	Doctor of Arts in Community College Education (13.1299) [Council Approval: May 2, 1990] Certificate Programs: Post-baccalaureate in Signal Processing (14.1001) Post-baccalaureate in Wireless Communications (11.0901)	
George Mason University	Initiate a new Graduate Certificate program in Science Communication (09.0908)	Fall 2020
University of Virginia	Initiate a new Graduate Certificate in Real Estate Design and Development (04.1001)	Fall 2020
Virginia Commonwealth University	**Program Discontinuances:** Discontinue the following: Certificate Programs Post-baccalaureate in Autism Spectrum Disorder (13.1013) Post-baccalaureate in College Student Development (13.1102)	Fall 2020
Virginia Polytechnic Institute and State University	Initiate a new Graduate Certificate program in Construction Management (52.2001)	Summer 2020
Virginia Polytechnic Institute and State University	**Program Discontinuance:** Discontinue the Bachelor of Science degree program in Engineering Science and Mechanics (14.1101) [Council Approval: BCHE]	Summer 2020
Virginia State University	**Simple Program Modification:** Add an online delivery format to the Doctor of Education in Educational Administration and Supervision (13.0401)	Fall 2020

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

Institution	Change/Site	Effective Date
George Mason University	Create the **Department of Cyber Security Engineering**. The Department will reside in the Volgenau School of Engineering. The creation of the Department will provide the infrastructure	March 1, 2020

Institution	Change/Site	Effective Date
	for the management of academic programs and demonstrate the University's dedication to education and research in cyber security engineering. The Department will also provide synergy to "facilitate faculty collaboration and promote a cohesive academic focus."	
George Mason University	Rename the Prince William Campus, an off-campus site in Manassas, VA to the **Science and Technology Campus**. The off-campus site has been re-named to provide a precise description of the academic programs located at the site and accurately identify and brand the site as "the science and technology hub of the university."	February 17, 2020
Virginia Polytechnic Institute and State University	Change of Address of the **Virginia Tech Newport News Center** Off-Campus Site: New address: **Virginia Tech Newport News Center, 700 Tech Center Parkway, Suite 305, Newport News, VA 23606**	February 25, 2020

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

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

Institution	Effective Date
Randolph College	February 18, 2020

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
Augusta Health School of Clinical Laboratory Science (Instructional location)	Fishersville, VA	12/16/2019
Cookology21 Professional Culinary School	Arlington, VA	8/19/2019
Data N Tech Institute of Information Technology	Alexandria, VA	12/16/2019
Excella Training	Arlington, VA Herndon, VA	1/10/2020
Inova Histology Program	Fairfax, VA	12/13/2019
Intellectual Point (additional site)	Sterling, VA	11/06/2019
Jazz Barber & Hairstyling Academy	Petersburg, VA	9/16/2019
Rapp Center for Education	Sperryville, VA	10/24/2019
SyLearn	Arlington, VA	1/10/2020
TMOG Learning Center	Virginia Beach, VA	9/20/2019
Williams Academy of Medical Coding	Virginia Beach, VA	1/22/2020

Pursuant to the Code of Virginia, Section § 23.1-203 and Council's policy "Mission Statement Changes at Public Institutions," the following item was approved as delegated to staff. As specified in code, the new mission statement will take effect 30 days following the adjournment of the next General Assembly Session following SCHEV approval.

Virginia Polytechnic Institute and State University (Virginia Tech)

Previous Mission Statement:
Virginia Polytechnic Institute and State University (Virginia Tech) is a public land-grant university serving the Commonwealth of Virginia, the nation, and the world community. The discovery and dissemination of new knowledge are central to its mission. Through its focus on teaching and learning, research and discovery, and outreach and engagement, the university creates, conveys, and applies knowledge to expand personal growth and opportunity, advance social and community development, foster economic competitiveness, and improve the quality of life.

New Mission Statement:
Inspired by our land-grant identity and guided by our motto, Ut Prosim (That I May Serve), Virginia Tech is an inclusive community of knowledge, discovery, and creativity dedicated to improving the quality of life and the human condition within the Commonwealth of Virginia and throughout the world.

COIA-Exception Policy Approvals

Institution	Policy	Effective Date
William & Mary	Policy on Financial Conflict of Interest	January 3, 2020

Items Delegated to Director/Staff
(May 2020)

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

Degree Program Actions

Institution	Degree/Program/CIP	Effective Date
The College of William and Mary in Virginia	**Facilitated Staff Approval:** Bachelor of Science degree program in Data Science (30.7001)	Fall 2020
George Mason University	**Name Change Approved:** Change the name of the Master of Science degree program in Computer Forensics (43.0403) to Digital Forensics (43.0403)	Summer 2020
George Mason University	**Facilitated Staff Approval:** Master of Science degree program in Cyber Security Engineering (43.0303)	Fall 2020
Tidewater Community College	**Facilitated Staff Approval:** Associate of Applied Science degree program in Cyber Security (11.1003)	Summer 2020
University of Virginia	**CIP Code Changes Approved:** Master of Arts degree program in Economics from 45.0601 to 45.0603 Doctor of Philosophy degree program in Economics from 45.0601 to 45.0603	Spring 2020
Virginia Commonwealth University	**Degree Designation Discontinuance:** Discontinue the Master of Bioinformatics (MBIN) degree designation. The institution will continue to offer the Master of Science (MS) in Bioinformatics (26.1103)	Summer 2020
Virginia Commonwealth University	**Facilitated Staff Approval:** Doctor of Philosophy degree program in Special Education (13.1001)	Fall 2020
Virginia Polytechnic Institute and State University	**CIP Code Change Approved:** Change the CIP code of the Master of Science (M.S.) in Architecture and the Master of Architecture (M.Arch.) in Architecture from 04.0201 to 04.0902	Spring 2020

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

Diploma, Certificate, Discontinued and Modified Programs

Institution	Degree/Program/CIP	Effective Date
George Mason University	**Program Discontinuances:**	Summer 2020

Institution	Degree/Program/CIP	Effective Date
	Degree Programs: Bachelor of Arts in Latin American Studies (05.0107) [Council Approval: March 8, 2005] Master of Arts in History of Decorative Arts (50.0799) [Council Approval: March 11, 2011] Master of Science in Management of Secure Information Systems (43.0303) [Council Approval: July 19, 2011] Doctor of Arts in Community College Education (13.1299) [Council Approval: May 2, 1990] Certificate Programs: Certificate in Foreign Language Licensure (13.1306) Post-baccalaureate in Signal Processing (14.1001) Post-baccalaureate in Wireless Communications (11.0901)	
George Mason University	Initiate a new Graduate Certificate program in Science Communication (09.0908)	Fall 2020
University of Virginia	Initiate a new Graduate Certificate in Real Estate Design and Development (04.1001)	Fall 2020
Virginia Commonwealth University	**New Certificate Programs:** Baccalaureate in Disability Studies (05.0210) Post-baccalaureate in Clinical Research (51.0719) Graduate in Health Care Innovation (51.0722)	Fall 2020
Virginia Commonwealth University	**Program Discontinuances:** Post-baccalaureate Certificate Programs Autism Spectrum Disorder (13.1013) College Student Development (13.1102)	Fall 2020
Virginia Polytechnic Institute and State University	**New Graduate Certificate Programs:** Construction Management (52.2001) Leadership for an Aging Society (19.0702)	Summer 2020
Virginia Polytechnic Institute and State University	Discontinue the Bachelor of Science degree program in Engineering Science and Mechanics (14.1101) [Council Approval: BCHE]	Summer 2020
Virginia State University	**Simple Program Modification:** Add an online delivery format to the Doctor of Education in Educational Administration and Supervision (13.0401)	Fall 2020

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

Institution	Change/Site	Effective Date
George Mason University	Create the **Department of Cyber Security Engineering**. The Department will reside in the Volgenau School of Engineering. The creation of the Department will provide the infrastructure for the management of academic programs and demonstrate the University's dedication to education and research in cyber security engineering. The Department will also provide synergy to "facilitate faculty collaboration and promote a cohesive academic focus."	March 1, 2020
George Mason University	Rename the Prince William Campus, an off-campus site in Manassas, VA to the **Science and Technology Campus**. The off-campus site has been re-named to provide a precise description of the academic programs located at the site and accurately identify and brand the site as "the science and technology hub of the university."	February 17, 2020
University of Mary Washington	Create the **Department of Chemistry and Physics** from the reorganization of the Department of Chemistry and the Department of Physics. The Department will reside in the College of Arts and Sciences. The reorganization will allow for administrative efficiency and a decrease in operation cost. The establishment of one academic unit will support the sharing of common resources and "provide opportunities for collaborative research" among faculty "in areas of shared interest."	July 1, 2020
University of Mary Washington	Reorganize the Department of English, Linguistics, and Communication to create two departments: the **Department of English and Linguistics** and, the **Department of Communication and Digital Studies**. The Departments will reside in the College of Arts and Sciences. The reorganization will allow the institution to create two distinct	July 1, 2020

Institution	Change/Site	Effective Date
	academic units that will improve administration of resources and academic programming offered by the departments. The establishment of separate departments will also create "a department home based on disciplinary needs for the faculty and students."	
Virginia Commonwealth University	Rename the Department of Clinical Laboratory Sciences to the **Department of Medical Laboratory Sciences**. The Department has been renamed to "reflect current certification nomenclature for the profession." VCU indicates that the new name "will align with the names of similar departments at VCU's SCHEV peer institutions."	August 1, 2020
Virginia Polytechnic Institute and State University	Change of Address for the **Virginia Tech Newport News Center** Off-Campus Site: New address: **Virginia Tech Newport News Center, 700 Tech Center Parkway, Suite 305, Newport News, VA 23606**	February 25, 2020

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
Augusta Health School of Clinical Laboratory Science (Instructional location)	Fishersville, VA	12/16/2019
Cookology21 Professional Culinary School	Arlington, VA	8/19/2019
Daniels Institute of Massage and the Healing Arts	Roanoke, VA	4/16/2020
Data N Tech Institute of Information Technology	Alexandria, VA	12/16/2019
Excella Training	Arlington, VA Herndon, VA	1/10/2020
Inova Histology Program	Fairfax, VA	12/13/2019
Intellectual Point (additional site)	Sterling, VA	11/06/2019

Institution	Location	Effective Date
Jazz Barber & Hairstyling Academy	Petersburg, VA	9/16/2019
Rapp Center for Education	Sperryville, VA	10/24/2019
Stylez & Kutz School of Barbering & Cosmetology	Portsmouth, VA	4/16/2020
SyLearn	Arlington, VA	1/10/2020
TMOG Learning Center	Virginia Beach, VA	9/20/2019
Williams Academy of Medical Coding	Virginia Beach, VA	1/22/2020
ZioTek Institute of Technology	Vienna, VA	3/2/2020

Pursuant to the Code of Virginia, Section § 23.1-203 and Council's policy "Mission Statement Changes at Public Institutions," the following item was approved as delegated to staff. As specified in code, the new mission statement will take effect 30 days following the adjournment of the next General Assembly Session following SCHEV approval.

Virginia Polytechnic Institute and State University (Virginia Tech)

Previous Mission Statement:
Virginia Polytechnic Institute and State University (Virginia Tech) is a public land-grant university serving the Commonwealth of Virginia, the nation, and the world community. The discovery and dissemination of new knowledge are central to its mission. Through its focus on teaching and learning, research and discovery, and outreach and engagement, the university creates, conveys, and applies knowledge to expand personal growth and opportunity, advance social and community development, foster economic competitiveness, and improve the quality of life.

New Mission Statement:
Inspired by our land-grant identity and guided by our motto, Ut Prosim (That I May Serve), Virginia Tech is an inclusive community of knowledge, discovery, and creativity dedicated to improving the quality of life and the human condition within the Commonwealth of Virginia and throughout the world.

Dr. Janet Gullickson became the sixth president of Germanna Community College in July 2017. She came to the job from Washington state, where she was president of Spokane Falls Community College. She was born and raised in South Dakota, on a livestock and grain farm established by her great-grandparents.

After holding various positions within the Colorado Department of Higher Education, the Minnesota State Colleges and Universities system and Community Colleges of Spokane, Dr. Gullickson became President of Spokane Falls Community College, beginning July 1, 2012. Prior to becoming president, she served as District Academic Services Officer for the Community Colleges of Spokane since October 2010. Reporting directly to the Chancellor, she provided district-wide academic support services and spearheaded process improvement strategies in the areas of student enrollment services, grant solicitations and service consolidations.

Dr. Gullickson served three years as Chief Outreach and Client Relations Officer for the Colorado Department of Higher Education and CollegeInvest and led the statewide delivery of strategic and operational college accessibility in support of students of color and those identified as low income. She held the Executive Director position for the Denver Scholarship Foundation, charged with increasing high school graduation rates for Denver Public Schools. As Front Range Community College President, she initiated a successful multidisciplinary strategic visioning process for the college, secured significant grant funding to serve at-risk students, and strengthened secondary/postsecondary partnerships to improve high school and college graduation rates.

Dr. Gullickson has also held a variety of other key positions over her career, including Interim President, Interim Provost, Executive Vice President, Vice President for Academic and Student Affairs, faculty, and as a consultant in the areas of strategic planning, college foundation board development, student learning assessment, and organizational change. She serves on the boards of Spokane Area Boys and Girls Club Board and United Way's Excelerate Success, has been a featured key note speaker for various events around the country, and is a member of Phi Kappa Phi and Gamma Sigma Delta Honorary Scholastic Societies. She was recently recognized by the Boys and Girls Clubs of America with a National Service to Youth award.

Dr. Gullickson holds a Doctorate of Higher Education degree from the University of Minnesota and a Master of Science degree in Rural Sociology from South Dakota State University. She completed the Lean Enterprise certification. And, she is most proud to be a wife and a mother to three adult children, two of whom live in the Fredericksburg area.

State Council of Higher Education for Virginia
Agenda Item

Item: # III. D - Council – Receipt of Report from the Agency Director

Date of Meeting: July 13, 2020

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
July 13, 2020

Governor's reopening guidance: On June 11, Governor Northam announced guidance for colleges and universities to follow for reopening their campuses for in-person instruction. SCHEV has worked with the office of the Secretary of Education and the Virginia Department of Health. The deadline for submitting plans to SCHEV for review was July 6. We have mobilized a team and a process for reviewing the plans. Staff will provide an initial overview of the plans at the meeting.

COVID-19 Education Work Group: Staff members remain involved with formal and informal groups looking at various aspects of college and university reopening, including testing, contact tracing, face coverings, etc. Notably, we also are lending staff support to the Secretary of Education's COVID-19 Education Work Group. The work group has five subcommittees studying the following topics: cross-system policy alignment; digital divide; food insecurity and basic needs; learning gaps; and mental and physical health. Council member Marianne Radcliff serves on the work group.

OECD meeting: The Organization for Economic Cooperation and Development, an international group "that works to build better policies for better lives" held a meeting of its Group of National Experts on Higher Education on June 18. Among other topics, the meeting included a summary of the OECD work in four U.S. states, including Virginia. I spoke to the relevance of the report to The Virginia Plan and related activities. Council member Marge Connelly and staff member Alan Edwards also attended the virtual meeting. OECD released the U.S. report on July 8. We will have more details on the report at the meeting.

Board affairs: In the last month, we met with the college and university board professionals and with the planning group for the October board of visitors new member orientation program. The orientation session is scheduled for October 20-21 and will be held (subject to conditions) at the Lewis Ginter Botanical Gardens in Richmond. With the board professionals, we discussed board reporting on tuition increases, new requirements on existing board member training and plans for in-person meetings, among other topics.

General Professional Advisory Committee: The agenda for the June 22 meeting with the public college and university presidents included presentations by officials from the Virginia Department of Health. Also, Secretary of Finance Aubrey Layne provided an update on revenue and spending conditions and the planning for a special legislative session, probably in August. University of Virginia's College at Wise's Chancellor Donna Henry, completing her last meeting as chair of the Council of Presidents (COP), gave an overview of an initiative among several presidents called "Equity in Action." Virginia Commonwealth

University President Michael Rao is the incoming chair of the COP, and Virginia State University President Makola Abdullah is the incoming vice chair.

Organizational culture and values: Jim Burke, Linda Pierce and Sherida Davis-Bryan with the Performance Management Group at VCU continue their organizational culture and values work that began in January, albeit curtailed somewhat by COVID-19 conditions. SCHEV staff member Paula Robinson is leading the project. These efforts are part of the Talent, Innovation and Equity grant from the Lumina Foundation. Since working remotely, PMG has facilitated three meetings with managers and staff and is now working directly with a 10-person staff workgroup to draft revised mission and values statements. In closely related work, we have hosted three all-staff conversations over the last two months, in part to maintain the momentum of the PMG work but also in response to the Black Lives Matter movement and heightened awareness about the presence and impact of systemic racism.

Senate Finance and Appropriations Committee: On June 22, I presented an overview of the condition of Virginia higher education during the time of COVID-19 to the Higher Education Subcommittee. The presentation included information about institutional expenses and revenue losses, federal funding and budget priorities during a special legislative session.

Op-six. The individuals named in the Code of Virginia responsible for the higher education six-year plan process – the Secretary of Education, the Secretary of Finance, the Director of the Department of Planning and Budget, the staff directors of the House Appropriations Committee and the Senate Finance and Appropriations Committee, and the Director of the State Council of Higher Education – met twice in the last two months. In even-numbered years, institutions are required to submit revised plans to the six-year plans they submit in off-numbered years. Given the disruption of COVID-19, we postponed the submission of revised plans. Yet, op-six members have asked for limited information that will be useful during the special legislative session.

VRIC: The final meeting of the Virginia Research Investment Committee took place June 23. The Governor and the General Assembly established VRIC in 2016 and made the SCHEV director the chair of the committee. In 2020, the Governor and the General Assembly created the Virginia Innovative Partnership Authority (VIPA) as the successor organization to VRIC. At the last VRIC meeting, the committee approved the report, “Establishing the Commonwealth’s Research and Development Inventory,” prepared by SCHEV staff member Emily Salmon. SCHEV had approved the report at its May meeting. VRIC also recommended a $15 million allocation to a consortium of 11 public and private universities for a proof-of-concept fund, subject to approval by the new VIPA. Council member Henry Light also attended the virtual meeting. I would like to extend a special thanks to SCHEV staff members who stood up VRIC and led it through its formative years: Alan Edwards, Lynn Seuffert and Emily Salmon.

Staff retirements: We wish two SCHEV members well as they enter retirement. Sylvia Rosa-Casanova most recently led the Private Postsecondary Education unit at SCHEV. She began working at SCHEV in 2010. Lee Rung, who came to SCHEV in 2000, most recently served as Executive and Board Affairs Director. Both Sylvia and Lee leave legacies of commitment, faithfulness and excellence.

State Council of Higher Education for Virginia
Agenda Item

Item: # III.E. - Council – Discussion of COVID-19 Impacts on Virginia Higher Education

Date of Meeting: July 13, 2020

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 the impact of COVID-19 on college and university finances and enrollment.

Background Information/Summary of Major Elements:
The global pandemic is causing widespread disruption in higher education. Colleges and universities moved students off campus in March, and campuses have been largely unoccupied since March. Institutions are facing increases costs associated with safety and health, and they are losing revenue due to refunds and depressed enrollments. The federal CARES Act (Coronavirus Aid, Relief and Economic Security Act) provides some assistance to institutions, but the funding is limited and one-time. Proponents are advocating for additional federal relief.

At the July 13 meeting, staff will review the fiscal impact of the spring semester, the federal CARES Act and a preview of fall on-campus enrollment. Staff also will describe specific SCHEV activities related to COVID-19 impacts.

Materials Provided: N/A

Financial Impact: N/A

Timetable for Further Review/Action: N/A

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

Resolution: N/A

State Council of Higher Education for Virginia
Agenda Item

Item: # III.F - Council – Talent, Innovation and Equity

Date of Meeting: July 13, 2020

Presenter: Paula Robinson
Associate Director of Equity & Engagement
paularobinson@schev.edu

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

Purpose of Agenda Item: The purpose of the item is to explore opportunities to advance the Council priorities for equity in higher education and to initiate an ongoing discussion about the Council's role, commitment and preparation to engage in this process.

Background Information/Summary of Major Elements: The Virginia Plan for Higher Education calls for Virginia to be the best-educated state by 2030. As Council members have discussed in the past, Virginia cannot achieve that distinction until it changes the trajectory of educational attainment for many Virginians. Notably, African-American, Hispanic and Native American Virginians participate in and complete higher education at significantly lower rates than white and Asian students. As a result, educational attainment gaps in Virginia persist and threaten to undermine progress.

Closing these gaps is the goal of the Talent Innovation and Equity (TIE) grant awarded to SCHEV in November of 2019 by the Lumina Foundation and a critical step in achieving the goal of being the best-educated state by 2030. The TIE grant lays out a plan to: 1) nurture an equity-minded leadership and higher education community **culture**; 2) advance the design and assessment of **policies** supporting equity and attainment; 3) **communicate** intentions, resources and progress and further outreach; and, 4) implement **programming** and partnerships.

The COVID-19 pandemic brings a new urgency to these efforts, as African-American and Hispanic populations are among the hardest hit by the pandemic. Furthermore, obligations to tend to health, income and other basic needs and without comprehensive reforms likely will contribute to wider attainment gaps. These educational and health issues are converging at a time when evidence of

systemic racism is becoming more apparent. This recognition helps to answer why students of color are not achieving at the same rate as others. It also heightens the need to identify state level policy and practices that can dismantle racial barriers and to support of institution-based efforts.

The discussion at the July meeting will feature speakers who are leading equity efforts.

Materials Provided: None

Financial Impact: None

Timetable for Further Review/Action: N/A

Relationship to Goals of The Virginia Plan for Higher Education: Virginia will not be able to achieve its educational goals without successful engagement of African-American and Hispanic students. Currently, the first goal of the Virginia Plan for Higher Education ("Provide affordable access for all") is one element of equity in The Plan. As Council amends and updates The Virginia Plan, it should seek ways to weave equity more deeply throughout the plan.

Resolution: N/A

Scott Jenkins is a strategy director for Lumina Foundation, an independent, private foundation in Indianapolis that is committed to making opportunities for learning beyond high school available to all. In that role, he leads development and advancement of the foundation's **State Policy Agenda.**

Jenkins has a broad and extensive background in institutional, state, and federal policy development and execution. Before joining Lumina, he served as education policy director to two governors: John Engler of Michigan and Indiana's Mitch Daniels. He also served as director of external relations for Western Governors University, and as a deputy assistant secretary in the U.S. Department of Education in the George W. Bush administration.

Jenkins holds a bachelor's degree in political science from the University of Central Florida.

On February 1, 2016, Makola M. Abdullah, Ph.D., was officially named the 14th President of Virginia State University (VSU) to revitalize the only historically black land-grant institution in the Commonwealth of Virginia.

On June 16, 2016, under his leadership, the Southern Association of Colleges and Schools Commission on Colleges reaffirmed the University's full accreditation. Under Embracing Our Opportunity for Excellence, Abdullah emphasizes focus areas to sustain VSU as an 1890 University in providing a transformative experience for students, strategically investing in academic programs, partnering together as a University to tell the story, embracing the University as a top Land-Grant University, and embracing the University's role as Virginia's Opportunity University.

As VSU president, Abdullah heads the No. 12 institution for historically black colleges or universities (HBCUs) in America as named by College Choice. Out of 104 HBCUs, VSU is a winning institution with high-ranking programs, departments and students. VSU placed fifth among the nation for top producers of teachers; the Department of Art and Design was named the Best Fine Arts Program at an HBCU according to HBCU Digest.

The Criminal Justice program ranks third out of 40 Virginia institutions analyzed by correctionalofficer.org. The Reserve Officers Training Corp program is nationally ranked in the country where two alumni were recently inducted in the United States Army Cadet Command Hall of Fame. VSU scholars are beyond great where the U.S. Fulbright Student Scholarship Board awarded a student an English Teaching Assistantship, 16 students participated in the prestigious Leadership Institute by the Thurgood Marshall College Fund and a scholar served as a student ambassador for the White House Initiative on HBCUs. VSU significantly impacts the community. In June of 2016, VSU alumna, Deshauna Barber, was crowned Miss USA. The University also has an award winning Gospel Chorale, marching band and athletics program.

Abdullah is an academic administrator committed to excellence. He is an internationally renowned educator recognized for outstanding research. Throughout his career, the quantity of African Americans in the STEM discipline have increased, four Ph.D.s and six M.S. scholars have graduated, more than $20 million has been

secured in funding from various federal agencies such as the National Science Foundation, National Aeronautical and Space Administration, Boeing and Federal Emergency Management Agency, with more than $5 million given as a single principle investigator in research funding.

He is an advocate of historically black colleges and universities, and land-grant institutions. Prior to his appointment as president, he served as provost and senior vice president of Bethune-Cookman University in Daytona Beach, Fla. (2013-2016), provost and vice president for academic affairs at Florida Memorial University in Miami Gardens, Fla. (2011-2013), and dean and director of 1890 land grant programs at Florida Agricultural and Mechanical University in Tallahassee, Fla (2008-2011). Many equate him to being a true educator and a forward thinker who embraces his presidency by holding on to something precious, and relying on alumni to recruit and steer academic excellence in future Trojans.

President Abdullah is a Chicago native who is the youngest African American to receive a Ph.D. and master's degree from Northwestern University. His earned his undergraduate degree from Howard University in civil engineering. He serves as member of the Alpha Phi Alpha Fraternity, Incorporated, and the 5000 Role Models of Excellence. He and his wife, Ahkinyala Cobb-Abdullah, Ph.D., are the proud parents of two aspiring HBCU college bound teens, Mikaili and Sefiyetu.

State Council of Higher Education for Virginia
Agenda Item

Item: # III.G. – Council – Update on Graduate Outcome Survey

Date of Meeting: July 13, 2020

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

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
Date: May 18, 2020
Action: Council received an update on the graduate outcomes survey.

Purpose of the Agenda Item: The purpose of this agenda item is to inform the Council of the current status of the project to conduct a comprehensive survey of graduates of Virginia public institutions, as funded by the 2019 General Assembly.

Background Information/Summary of Major Elements: The 2019 General Assembly passed an amended budget allocating $750,000 for the administration of a one-time survey of graduates of public institutions of higher education. This funding allocation was based on a request from Council for $1.25 million for a survey to determine the success of Virginia graduates in securing employment, earning wages, and contributing to the civic life of their communities. Council is seeking additional funding from the public colleges and universities and the Virginia Economic Development Partnership.

SCHEV has entered into a Memorandum of Understanding (MOU) with the VCU Survey and Research Evaluation Laboratory to conduct the survey and analyze and report on its results.

Dr. Ellis will provide an update on the outcomes of the pilot survey, provide recommendations for the design and implementation of the production survey, and seek Council guidance.

Materials Provided:

- Executive Summary of "Virginia Educated: A Post-College Outcomes Study Pilot Survey Report"
- PowerPoint will be provided at the time of the Council meeting.

Financial Impact: N/A

Timetable for Further Review/Action: Continuing updates will be provided at Council meetings through 2020.

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

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

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

Goal 2:

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

Goal 4:

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

Resolution: N/A

State Council of Higher Education for Virginia
Agenda Item

Item: # III.H – Council - Discussion of The Virginia Plan for Higher Education

Date of Meeting: July 13, 2020

Presenter: Marge Connelly
Chair, SCHEV Council

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
Date: January 7, 2020
Action: Council approved updates to priority initiatives and reviewed a process for further modifying The Virginia Plan.

Purpose of this agenda item and project:
This agenda item revisits the six-year review of The Virginia Plan which began in July 2019. The purpose is to discuss potential modifications in language around goals and strategies as part of the six-year review process and in the context of recent events.

Background Information/Summary of Major Elements:
From July 2019 to January 2020, Council members engaged in a series of activities to help inform updates to The Virginia Plan for Higher Education – the statewide strategic plan developed in 2014. The updates are part of a review process occurring at least every six years as required in the Code of Virginia and ensuring the Plan remains relevant to the Commonwealth's needs. In January, Council approved modifications to its priority initiatives, seven shorter-term actions designed to make progress on the larger plan. Staff notes the similarity in some of the priority initiatives with existing strategies within the four goals. Staff is reviewing the existing goals, strategies, measures and targets to determine whether to recommend further revisions. Input resulting from Council's discussions on the below issues will inform such revisions.

Staff seeks input from Council members regarding the following issues:

1. How should the Plan reflect our emerging thinking about equity; how should this be threaded through various components (goals, strategies, initiatives and measures) of the Plan? Does the Plan adequately address closing the attainment gap?

2. What is the relationship between the four broad goals and the overarching vision to be the "best-educated state"? Do all of the goals, strategies, and measures support the 2030 objective? Do they make clear the imperative of educational

attainment? How else should the Plan define “best educated”? Does it speak to the educational needs, concerns and aspirations of families and students?

3. Does the Plan give appropriate balance to “educational quality” and “workforce preparation”? How are they the same or different?

4. Should the Plan include a statement of values, ethics or culture, or should such a statement appear in other materials?

5. What is the relationship between the statewide plan for the system of higher education and the work plan of the agency itself? How consultative should the process be in terms of input from institutions and stakeholders external to SCHEV?

Materials Provided:
The strategic plan framework, measures and targets, and priority initiatives for 2020-2021 are included for reference to help guide the discussions. Also enclosed is a summary of the 2019 Annual Report for The Virginia Plan.

Financial Impact:
None.

Timetable for Further Review/Action:
Timeline:

- January: Approve 2020-2021 priority initiatives. COMPLETED.
- July-August: Based on Council’s input on identified issues, review and adjust the goals, strategies, measures and targets. Align with priority initiatives.
- September/October: Consider proposed modifications and approve revised version of The Virginia Plan.

Resolution: None.

FRAMEWORK OF THE STATEWIDE STRATEGIC PLAN FOR HIGHER EDUCATION

(As Adopted by the State Council of Higher Education for Virginia
on September 16 and October 28)

MISSION: Higher education in Virginia will advance postsecondary learning, research and public service that enhance the civic and financial health of the Commonwealth and the well-being of all its people.

VISION: Higher education will transform the lives of Virginians, our communities and our Commonwealth.

GOAL 1: Provide Affordable Access for All

STRATEGIES:

1.1 Expand outreach to PK-12 and traditionally underserved populations

1.2 Improve the college readiness of all students

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

1.4 Align state appropriations, financial aid and tuition and fees such that students have broader access to postsecondary education opportunities regardless of their ability to pay

GOAL 2: Optimize Student Success for Work and Life

STRATEGIES:

2.1 Strengthen curricular options to ensure that graduates are prepared with the competencies necessary for employment and civic engagement

2.2 Provide effective academic and student services infrastructures focused on persistence and completion

2.3 Increase on-time completion of certificates and degrees

2.4 Engage adults and veterans in certificate and degree completion and lifelong learning

GOAL 3: Drive Change and Improvement through Innovation and Investment

STRATEGIES:

3.1 Identify and implement public funding strategies to sustain long-term planning and responsiveness

3.2 Cultivate innovations that enrich quality, promote collaboration and improve efficiency

3.3 Foster faculty excellence, scholarship and diversity

3.4 Enhance higher education leadership, governance and accountability

GOAL 4: Advance the Economic & Cultural Prosperity of the Commonwealth & its Regions

STRATEGIES:

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

4.2 Become a catalyst for entrepreneurship and a model for business incubation

4.3 Target funding, resources and partnerships to support research and development

4.4 Expand participation and engagement in public service & institutional service to the community

4.5 Demonstrate the impact of higher education on state and regional economic development

The Virginia Plan for Higher Education
MEASURES AND TARGETS
(approved by the State Council of Higher Education for Virginia on July 21, 2015)

The four goals of The Virginia Plan for Higher Education – affordable access, student success, change and improvement, and economic and cultural prosperity – establish a framework to guide higher education in the Commonwealth. Six high-level measures and accompanying targets will guide the Council as it monitors progress toward achievement of the goals and implementation of the strategies. These measures and targets will undergird the Council's development of initiatives, inform and motivate a broad set of stakeholders, and comprise a portion of an annual report to the Governor and the General Assembly. Accompanying the measures and targets is a set of 15 related progress indicators. Together, the measures, targets and indicators support the plan and create an essential mechanism to assess and report on achievement of the statewide goals.

SUMMARY	
By 2030, more Virginians will graduate with high quality credentials without excessive debt. The Commonwealth, through its public and private colleges and universities, will award 1.5 million degrees and workforce credentials, improve student success, and increase by 30 percent Virginia's share of research expenditures.	
THE COMMONWEALTH'S TARGETS FOR THE YEAR 2030	
M1 Awards	*Measure:* Undergraduate degrees and workforce credentials awarded to students *Target:* 1.5 million total awards, including those that close the gap in unfilled jobs in high-demand occupations
M2 Student Success	*Measure:* Completion rates of students *Target:* Annual improvement in completion rates of students that closes the success gap between underrepresented populations (URP) and non-URP students by 2030 *(Note: URP students meet one or more of: non-white, Pell grant recipient, age 25 or older, from a Virginia locality with low undergraduate attainment rates.)*
M3 Afforda-bility	*Measure:* Financial resources available to a student as a percentage of the cost of attendance *Target:* 50 percent for a student from a low- or middle-income family *(Note: Financial resources represent expected family contribution, federal and state grants and exclude loans, scholarships, work, and institutional aid. The cost of attendance includes transportation, room and board, tuition and fees, supplies, books and other expenses.)*
M4 Research Activity	*Measure:* Virginia academic-research expenditures as a percentage (share) of the US total *Target:* A share 30 percent larger than in federal FY2013
THE COMMONWEALTH'S ANNUAL COMMITMENTS	
M5 Price	*Measure:* Tuition and fees of in-state undergraduates as a percentage of family income *Target:* Lower than the national average; less than 10 percent of income for low- and middle-income students
M6 Economic Prosperity	*Measure:* Wages of graduates in the workforce *Target:* 75 percent of graduates earn sustainable wages three years after graduation *(Note: The definition of sustainable wages is consistent with the lower end of the range for middle income, as recommended by the Higher Education Advisory Committee and approved by Council in 2011.)*

The Virginia Plan Priority Initiatives, 2020

1.	*Establish with the Virginia Department of Education and the Secretary of Education a shared goal for educational attainment and create reports to track progress.*	*In process.*
2.	*Identify and implement policies and practices that improve student success and close equity gaps in access, completion and attainment.*	*Ongoing.*
3.	*Recommend options by which policy makers can assess employer demand, identify workforce shortages and align higher education practices programs and practices.*	*Alignment project underway.*
4.	*Seek legislative and policy changes to assess higher education costs, funding needs and allocation of public resources.*	*Included in 2020- 22 biennial budget.*
5.	*Produce and broadly distribute information about the value and benefit of higher education.*	*Ongoing.*
6.	*Implement the statewide innovative internship program through institutions and in partnership with employers.*	*Ongoing.*
7.	*Establish a process for maintaining an inventory of the Commonwealth's current research and development endeavors in both the public and private sectors that can be used to attract research and commercialization excellence in the Commonwealth.*	*Completed June 2020.*

Approved by Council on January 7, 2020

The Virginia Plan for Higher Education provides a framework for making the Commonwealth the best-education state in the nation by 2030 through goals, initiatives and progress measures.

The summary below highlights 2019's strengths and areas for improvement, as well as recommendations for the coming year. Please see the 2019 Annual Report for more information.

Strengths	Areas for Improvement
Educational Attainment	
✓ The rate of Virginians with a postsecondary degree or credential rose to 54%.	✖ Gaps in educational attainment, averaging 20 to 30 percentage points, remain by region and by race/ethnicity.
✓ Virginia ranks 6th in the nation in educational attainment.	
Access and Affordability	
✓ Tuition held flat for 2019-20 and financial aid increased over the biennium, primarily resulting from additional state funding.	✖ Tuition as a percentage of family income increased slightly.
Student Success	
✓ Students earned 122,168 awards (degrees, certificates and credentials) last year, the highest number ever in a single year.	✖ Success gaps for underrepresented students remain.
Innovation and Investment	
✓ Virginia's degrees cost less to produce than other states.	✖ In-state students still contribute 52% of the educational related costs of college, well above the state's goal of 33%.
Economic and Cultural Prosperity	
✓ Earnings increased slightly for those with a degree or credential.	✖ Virginia's ranking in annual research expenditures compared to other states remained flat.

State Council of Higher Education for Virginia
Agenda Item

Item: # III.J. – Council – Action on 2021 Meeting Schedule and Locations

Date of Meeting: July 13, 2020

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
Date: May 19, 2020
Action: Council reviewed the proposed schedule

Background Information/Summary of Major Elements: The Council meets regularly in the months of January, March, May, July, September and October. Additional meetings may be held with reasonable public notice for ad hoc committee meetings and/or retreats at the call of the Council chair.

Since 2009, the Council has included in its schedule a meeting with the public college presidents. The date of that meeting will be coordinated with the Council of Presidents (COP) but will coincide with the regular Council meeting in September, as noted below.

The General Assembly session begins on Wednesday, January 13, 2021.

The proposed schedule includes one-day meetings (committee meetings and the full Council) in January and July instead of the usual day-and-a-half schedule in subsequent months.

Meetings generally are held on the third Monday/Tuesdays except for all-day meetings and as follows:

- The January date was chosen in order to meet prior to the start of the General Assembly session.
- The October 25-26 dates were chosen to allow additional time between the September and October meetings to prepare final budget recommendations.

Staff has confirmed that the institutions listed will host.

Materials Provided: None.

Financial Impact: None.

Timetable for Further Review/Action: Meeting locations are subject to change if restrictions remain in place for social distancing.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following schedule for calendar year 2021 and requests that staff distribute the dates to the Council:

January 11 – SCHEV
March 22-23 – Radford University (tentative)
May 17-18 – Virginia Wesleyan (confirmed through CICV - tentative)
July 13 – Germanna Community College
September 13-14 – Longwood University or University of Virginia if September 14-15, 2020 is a virtual meeting (tentative)
October 25-26 - SCHEV

State Council of Higher Education for Virginia
Agenda Item

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

Date of Meeting: July 13, 2020

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
Date: March 20, 2002, July, 2002, September 2006
Action: The Council approved delegation of certain items to staff

Background Information/Summary of Major Elements:

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

Materials Provided:

Degree Program Actions:
Blue Ridge Community College
Christopher Newport University
George Mason University
University of Virginia
Virginia Commonwealth University
Wytheville Community College

Diploma, Certificate, Discontinued and Modified Programs:
George Mason University
University of Virginia
Virginia Commonwealth University

Policies and Procedures for Internal and Off-Campus Organizational Changes:
University of Virginia

Mission Statement Change:

National Council for State Authorization Reciprocity Agreements (NC-SARA) Approvals:
Paul D. Camp Community College
Roanoke College

Postsecondary, Non-Degree Institutions Certified to Operate in the Commonwealth of Virginia:
Carver Institute
Cyber Bytes Academy
Cybertek School
Jolie Hair Academy
LINXERVE Academy
LitheSpeed

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

Degree Program Actions

Institution	Degree/Program/CIP	Effective Date
Blue Ridge Community College	**Program Name Change Approved:** Change the name of the Associate of Applied Science degree program in Mechanical Design Technology to Engineering Technology (15.0899)	Fall 2020
Christopher Newport University	**Program Name Change Approved:** Change the name of the Bachelor of Arts degree program in Communications (09.0101) to the Bachelor of Arts degree program in Communication (09.0101)	Fall 2020
George Mason University	**Program Modification Approved:** Modify the credit hours of the Master of Education degree program in Guidance and Counseling (13.1101) from 45-52 credit hours to 60 credit hours.	Summer 2020
George Mason University	**Facilitated Staff Approval:** Master of Science degree program in Learning Design and Technology (13.0501)	Fall 2020
University of Virginia	**Facilitated Staff Approval:** Bachelor of Science degree program in Materials Science and Engineering (14.1801)	Spring 2021
University of Virginia	**Name Change Not Approved:** Change the name of the Master of Education degree program in Student Affairs Practice in Higher Education (13.0406) to Higher Education	May 4, 2020
Virginia Commonwealth University	**Program Name Change and Modification Approved:** Change the name of the Post-Baccalaureate Certificate in Real Estate and Urban Development (52.1501) to Real Estate, and • Decrease the required credit hours from 18 to 12; • Add an online delivery format	Fall 2020
Virginia Commonwealth University	**Name Change Not Approved:** Change the name of the Doctor of Philosophy degree program in Systems Modeling and Analysis (27.9999) to Mathematical and Data Science	May 19, 2020

Institution	Degree/Program/CIP	Effective Date
Wytheville Community College	**Program Name Change Approved:** Change the name of the Associate of Applied Science degree program in Police Science (43.0103) to Administration of Justice	Fall 2020

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

Diploma, Certificate, Discontinued and Modified Programs

Institution	Degree/Program/CIP	Effective Date
George Mason University	Initiate the following new Certificate Programs: Baccalaureate • Secondary Education-Biology (6-12) (13.1322) • Secondary Education-Chemistry (6-12) (13.1323) • Secondary Education-Computer Science (6-12) (13.1321) • Secondary Education-English (6-12) (13.1305) • Secondary Education-Mathematics (6-12) (13.1311) • Secondary Education-Physics (6-12) (13.1329) Graduate • Art Education Licensure (13.1302) • Illicit Trade Analysis (45.0699) • Literature and Composition (23.1401) • Naval Ship Design (14.2201)	Fall 2020
University of Virginia	**Program Discontinuance:** Discontinue the Undergraduate Certificate Program in Human Resources Management (52.1001)	Summer 2020
Virginia Commonwealth University	**Program Discontinuances:** Degree Programs • Educational Specialist in Teacher Leadership (13.0101) [Council Approval: September 9, 2008] Certificate Programs	Fall 2020

Institution	Degree/Program/CIP	Effective Date
	• Baccalaureate in Fundamentals of Computing (11.0101) • Post-baccalaureate in Environmental Studies (03.0103) • Post-baccalaureate in Human Resource Management (52.1001)	
Virginia Commonwealth University	Initiate the following new Graduate Certificate Programs: • Clinical Genetics (26.0806) • Genomics Data Science (26.0807) • Teaching: Elementary Education (13.1202)	Fall 2020

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

Institution	Change/Site	Effective Date
University of Virginia	Create the **Department of American Studies**. The Department will reside in the College and Graduate School of Arts and Sciences. The creation of the Department will allow the institution "to establish leadership and authority at the department level to coordinate and oversee resources" for American Studies. The establishment of a stand-alone department will place the University in a more "competitive position to attract and retain talented faculty members… [and] demonstrate the institution's commitment of academic pursuits of the field of American Studies."	May 22, 2020

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

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

Institution	Effective Date
Paul D. Camp Community College	May 13, 2020
Roanoke College	May 29, 2020

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
Carver Institute	Chantilly, VA	06/05/2020
Cyber Bytes Academy	Stafford, VA	06/08/2020
Cybertek School	McLean, VA	06/08/2020
Jolie Hair Academy	Great Falls, VA	06/08/2020
LINXERVE Academy	Alexandria, VA	06/05/2020
LitheSpeed	Herndon, VA	06/05/2020

Institutional Student Financial Aid Plans

Pursuant to §4-5.01.b.1.a of the Virginia Acts of Assembly, Chapter 1289, staff has reviewed each individual institution's plan for expenditure of its appropriation for undergraduate student financial assistance and assumptions and calculations for determining the cost of education and student financial need. The institutions' reportshave been received and reviewed in accordance with the Appropriation Act.

2020-21 Full Cost Report

Since the 1990s Virginia has had a tuition policy that requires nonresident students to pay at least 100 percent of cost of education. Item 4-2.01.b.2 in the 2020 Appropriation Act states:

> *b) The Boards of Visitors or other governing bodies of institutions of higher education may set tuition and fee charges at levels they deem to be appropriate for all nonresident student groups based on, but not limited to, competitive market rates, provided that: I) the tuition and mandatory educational and general fee rates for nonresident undergraduate and graduate students cover at least 100 percent of the average cost of their education, as calculated through base adequacy guidelines adopted, and periodically amended, by the Joint Subcommittee Studying Higher Education Funding Policies.*
>
> *c) For institutions charging nonresident students less than 100 percent of the cost of education, the State Council of Higher Education for Virginia may authorize a phased approach to meeting this requirement, when in its judgment, it would result in annual tuition and fee increases for nonresident students that would discourage their enrollment.*

Based on institutions' 2020-21 tuition charges, it is estimated that all institutions but Norfolk State University (NSU) will meet the requirement that nonresident tuition and mandatory E&G fee rates cover at least 100 percent of the average cost of their education in 2020-21 (Table 1).

SCHEV staff is working with NSU administration to develop a phased plan so that NSU will meet the requirement that nonresident tuition and mandatory E&G fee rates cover at least 100 percent of the average cost of their education in the future.

Table 1

2020-21 Average Nonresident Tuition
As a Percent of Average Cost of Education

Institutions	Average Per Student Cost[1]	Average Nonresident Tuition [2]	% of Cost
GMU	$18,411	$33,255	181%
ODU	$16,236	$27,978	172%
UVA	$27,572	$41,897	152%
VCU	$22,628	$31,108	137%
VT	$20,289	$30,079	148%
WM	$25,221	$37,174	147%
CNU	$16,096	$21,574	134%
UVAW	$17,930	$25,254	141%
JMU	$15,684	$24,475	156%
LU	$16,928	$25,193	149%
UMW	$20,417	$24,941	122%
NSU	$24,013	$17,970	<100%
RU	$14,910	$19,234	129%
VMI	$23,005	$36,128	157%
VSU	$15,882	$17,656	111%
RBC	$11,829	$11,970	101%
VCCS	$9,827	$10,609	108%
TOTAL[3]	$16,817	$29,040	154%

[1] Derived by dividing 2020-21 adjusted E&G appropriations by 2020-21 projected enrollment approved by SCHEV in 2019.

[2] Enrollment-weighted tuition averages of both undergraduate and graduate students.

[3] Total percent of cost calculation has been weighted by level-specific (doctoral, comprehensive, and two-year) enrollments.