

Agenda Book

October 26-27, 2020

Location: Virtual



October 26 - 27, 2020, Council Meetings Agenda

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I. Academic Affairs Committee Monday, October 26, 2020	3:00 p.m.		
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I.D. Action on Private Postsecondary Institution Provisional Certification	3:30 p.m.		40
I.E. Action on Modifications to the Policy on Course Credit for Examinations	3:50 p.m.	Dr. DeFilippo	45
I.F. Action on Guidelines for the Development of Transfer Agreements	4:20 p.m.	Dr. DeFilippo	49
I.G. Receipt of Report of the Staff Liaison to the Academic Affairs Committee	4:50 p.m.	Dr. DeFilippo	58
I.H. Motion to Adjourn	5:00 p.m.	Mr. Ampy	
II. Resources and Planning Committee Monday, October 26, 2020			
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II.D. Action on Certification of Institutional Performance Standards	3:30 p.m.	Dr. Huskey	78
II.E. Discussion of the Statewide Internship Program	3:45 p.m.	Ms. Seuffert	90
II. F. Discussion of Updates from the Office of the Qualified Education Loan Ombudsman	4:05 p.m.	Mr. Kemp	96
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II. H. Discussion of Legislative Studies	4:40 p.m.	Ms. Kang	116
II.I. Receipt of Report of the Staff Liaison to the Resources and Planning Committee	4:50 p.m.	Ms. Kang	119
II.J. Motion to Adjourn	5:00 p.m.	Ms. Harker	
III. Council Meeting Tuesday, October 27, 2020			
III. A. Call to Order	9:00 a.m.	Ms. Connelly	

III. B. Approval of Minutes from September 14 Joint SCHEV/COP Meeting	9:05 a.m.	Ms. Connelly	121
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III.D. Remarks from Gregory Washington, President, George Mason University	9:10 a.m.	Dr. Washington	139
III.E. Student Perspectives on the Fall Semester with guests Josh McCray (UVA Wise and Student Advisory Committee member), and William Walker (University of Richmond and GEAR UP Intern)	9:30 a.m.	Mr. McCray and Mr. Walker	141
III.F. Receipt of Report from the Agency Director	9:50 a.m.	Mr. Blake	142
III. G. Update on the Status of Colleges and Universities	10:00 a.m.	Mr. Blake	145
III. H. Action on The Virginia Plan Goals and Next Steps	10:15 a.m.	Ms. Salmon	146
III.I. Report of the Academic Affairs Committee	10:55 a.m.	Mr. Ampy	
III.J. Report of the Resources and Planning Committee	11:15 a.m.	Ms. Harker	
III.K. Receipt of Items Delegated to Staff	11:35 a.m.	Mr. Blake	153
III.L. Old Business	11: 45 a.m.	Ms. Connelly	
III. M. New Business	11:50 p.m.	Ms. Connelly	
III. N. Receipt of Public Comment	11:55 p.m.	Ms. Connelly	
III.O. Closed Session	12:00 p.m.	Ms. Connelly	
III.P. Motion to Adjourn	12:30 p.m.	Ms. Connelly	
<u>NEXT MEETING:</u> January 11, 2021 SCHEV			

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
September 15, 2020
DRAFT MINUTES

Mr. Ampy called the meeting to order at 9:05 a.m., by electronic means, as prescribed in § 4-0.01 of the Code of Virginia. Committee members present: Ken Ampy, Chair; Carlyle Ramsey, Vice Chair; Alexandra Arriaga, and Heywood Fralin.

Committee members absent: Rosa Atkins and Marianne Radcliff

Staff members present: Peter Blake, Joseph G. DeFilippo, Jodi Fisler, Ashley Lockhart, Beverly Rebar.

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

APPROVAL OF MINUTES FROM THE JULY 13 ACADEMIC AFFAIRS COMMITTEE MEETING

On motion by Mr. Ampy, seconded by Ms. Arriaga, the minutes from the July 13, 2020, Academic Affairs Committee meeting were unanimously approved.

Roll call:
Arriaga – yea
Fralin – yea
Ampy – yea
3 yeas; the motion passes.

ACTION ON PRIVATE POSTSECONDARY INSTITUTIONAL CERTIFICATION

Dr. DeFilippo provided contextual remarks regarding the institutional certification process, as well as the history of Bon Secours St. Mary's Hospital School of Medical Imaging as a non-degree granting institution. There was some discussion about the accreditation of the institution.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Bon Secours St. Mary's Hospital School of Medical Imaging to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective September 15, 2020.

Roll call:
Arriaga – yes
Fralin – yes
Ramsey – yes
Ampy – yes
4 yeas; the motion passes.

ACTION ON PRIVATE POSTSECONDARY INSTITUTIONAL PROVISIONAL CERTIFICATIONS

Dr. DeFilippo introduced the private postsecondary institutional provisional certification, which is intended to allow schools to operate in a limited fashion for one year. He described the differences between the two resolutions being presented, as one is intended to be fully online, and the other with in-person instruction. Dr. DeFilippo then went on to illustrate the structure of provisional certification and the conditions required in order to get full certification. There was discussion about the ownership of the Virginia Business College and its plans to rehabilitate the campus.

On motion by Dr. Ramsey, and seconded by Mr. Fralin, the following resolutions were approved to be forwarded to the full Council:

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

1. that, during the period of provisional certification, American Sterling University shall be allowed to advertise and receive student applications, but not actually enroll or instruct students;
2. that, during the period of provisional certification, American Sterling University shall be allowed to recruit and hire faculty and staff;
3. that, during the period of provisional certification, American Sterling University may not collect tuition from prospective students, though it may collect initial non-refundable fees of no more than \$100, as per 8 VAC 40-31-130(E) of the Virginia Administrative Code;
4. that, during the period of provisional certification, all publicity, advertisement, and promotional material must include a statement that the school is provisionally certified to operate in Virginia by SCHEV;
5. that, during the period of provisional certification, no changes to the Board of Directors may be made without explicit approval from SCHEV; State Council of Higher Education for Virginia 29
6. that, prior to the expiration of the period of provisional certification, SCHEV staff shall conduct a final review of faculty and administrator credentials hired during the provisional certification period
7. that, prior to the expiration of the period of provisional certification, SCHEV staff (or an assigned expert) shall conduct a review of American Sterling University's online platform and content as a condition to authorizing the school to offer distance education;
8. that, prior to the expiration of the period of provisional certification, American Sterling University shall satisfy a site review conducted by SCHEV staff demonstrating that the facility conforms to all federal, state and local building codes and that it is equipped with classrooms, instructional and resource facilities, and laboratories adequate for the size of the faculty and student body and adequate to support the educational programs to be offered by the school;

9. that, prior to the expiration of the period of provisional certification, American Sterling University shall submit a surety instrument in an amount adequate to provide refunds to students in the event of school closure during the first year of operation; and
10. that American Sterling University's provisional certification shall lapse if conditions 6-9 are not fulfilled prior to September 15, 2021.

BE IT FURTHER RESOLVED that Council delegates to the SCHEV Director authority to confer full certification on American Sterling University upon his determination, at a point in time prior to September 15, 2021, that American Sterling University has satisfied all Virginia Administrative Code requirements, including, but not limited to, conditions specifically enumerated above.

Roll call:

Arriaga – yes

Fralin – yes

Ramsey – yes

Ampy – yes

4 yeas; the motion passes.

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

[Note: highlighting in the third line of the resolution below indicates correction of a typo in the resolution as it appeared in the final agenda book.]

BE IT RESOLVED that the State Council of Higher Education for Virginia provisionally certifies Virginia Business College to operate a postsecondary institution in the Commonwealth of Virginia, effective October 29, **20240** and for a period of one (1) year, in accordance with the conditions enumerated below:
State Council of Higher Education for Virginia

1. that, during the period of provisional certification, Virginia Business College shall be allowed to advertise and receive student applications, but not actually enroll or instruct students;
2. that, during the period of provisional certification, Virginia Business College shall be allowed to recruit and hire faculty and staff;
3. that, during the period of provisional certification, Virginia Business College may not collect tuition from prospective students, though it may collect initial non-refundable fees of no more than \$100, as per 8 VAC 40-31-130(E) of the Virginia Administrative Code;
4. that, during the period of provisional certification, all publicity, advertisement, and promotional material must include a statement that the school is provisionally certified to operate in Virginia by SCHEV;
5. that, during the period of provisional certification, no changes to the Board of Directors may be made without explicit approval from SCHEV;
6. that, prior to the expiration of the period of provisional certification, SCHEV staff shall conduct a final review of faculty and administrator credentials hired during the provisional certification period;

7. that, prior to the expiration of the period of provisional certification, Virginia Business College shall satisfy a site review conducted by SCHEV staff demonstrating that the facility conforms to all federal, state and local building codes and that it is equipped with classrooms, instructional and resource facilities, and laboratories adequate for the size of the faculty and student body and adequate to support the educational programs to be offered by the school;
8. that, prior to the expiration of the period of provisional certification, Virginia Business College shall submit a surety instrument in an amount adequate to provide refunds to students in the event of school closure during the first year of operation; and
9. that Virginia Business College's provisional certification shall lapse if conditions 6-8 are not fulfilled prior to October 29, 2021.

BE IT FURTHER RESOLVED that Council delegates to the SCHEV Director authority to confer full certification on Virginia Business College upon his determination, at a point in time prior to October 29, 2021, that Virginia Business College has satisfied all Virginia Administrative Code requirements, including, but not limited to, conditions specifically enumerated above.

Roll call:

Arriaga – yes

Fralin – yes

Ramsey – yes

Ampy – yes

4 yeas; the motion passes.

ACTION ON DISTANCE EDUCATION ONLINE COURSE POLICY

Dr. DeFilippo presented the longstanding policy statement on distance education, which dates back to 2001. Dr. DeFilippo expressed concern that the current circumstances may extend beyond 2020, so the addition to the policy statement about online courses counting towards general education credits is necessary and may be amended further at another date. There was some discussion about the categories of courses that have sometimes not transferred well, such as lab sciences and foreign languages.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia adopts changes to the SCHEV Policy Statement on Distance Education, effective immediately.

Roll call:

Arriaga – yea

Fralin – yea

Ramsey – yea

Ampy – yea

4 yeas; the motion passes.

REVIEW OF PROGRAM ANNOUNCEMENTS FROM PUBLIC INSTITUTIONS

Dr. DeFilippo introduced the program announcements from public institutions and explained that individual representatives were available to respond to any questions. There was some discussion regarding curricula at George Mason University for the communication component of the biodiversity conservation program, the ethical data collection component of the forensic science program, and strategies for collaboration in the special education program.

RECEIPT OF REPORT FROM ACADEMIC AFFAIRS COMMITTEE STAFF LIAISON

Dr. DeFilippo commented on the work of Academic Affairs and how Staff conducted some of the reopening plan reviews. He went on to describe the work of Staff on various advisory committees such as disabilities access, military education, and transfer of credits. There was discussion on the reopening plans and the common challenges at the Commonwealth's institutions of higher education.

ADJOURNMENT

Mr. Ampy adjourned the meeting at 9:52 a.m.

Kenneth Ampy
Chair, Academic Affairs Committee

Ashley Lockhart
Staff, Academic Affairs

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: October 26, 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 eight proposed degree programs for approval (7) or disapproval (1), in accord with Council's duty to "review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes" Code of Virginia § 23.1-203 (5).

Background Information/Summary of Major Elements:

Programs Presented for Approval

- University of Virginia, Bachelor of Art (B.A.) in Media Studies (CIP 09.0102)
- University of Virginia, Master of Education (M.Ed.) in Quantitative Analytics in Education and the Social Sciences (CIP 13.0604)
- University of Virginia, Master of Urban Design (M.U.D.) in Urban Design (CIP 04.0403)
- Virginia Commonwealth University, Bachelor of Science (B.S.) in Health Services, (CIP: 51.0701)
- Virginia Commonwealth University, Bachelor of Arts (B.A.) in Human and Organizational Development, (CIP: 52.1005)
- Virginia State University, Master of Social Work (M.S.W.) in Social Work (CIP: 44.0701)
- Northern Virginia Community College, Associate of Science (A.S.) in Biology (CIP: 26.0101)

Program Presented for Disapproval

- Virginia Commonwealth University, Master of Brand Strategy and Design (M.B.S.D.) in Brand Strategy and Design (CIP: 52.1499)

Financial Impact: See Program Summaries Below

Timetable for Further Review/Action: N/A

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

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

Resolutions:

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

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

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

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

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

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

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

BE IT RESOLVED that the State Council of Higher Education for Virginia does not grant approval to Virginia Commonwealth University to initiate a Master of Brand Strategy and Design (M.B.S.D.) degree program in Brand Strategy and Design (CIP code: 52.1499) in fall 2021.

**University of Virginia
Bachelor of Art (B.A.) in Media Studies
(CIP 09.0102)**

Program Description

The University of Virginia (UVA) is proposing the creation of a Bachelor of Arts (BA) degree program in Media Studies to be initiated fall 2021. The proposed program would be located in the College and Graduate School of Arts and Sciences, Department of Media Studies. The purpose of the proposed program is to prepare students “with critical media literacy and skills to thrive in media-intensive roles and organizations.” The program will provide students with an understanding of media history, theory, politics, and culture that inform media use and development. The curriculum will include core coursework in the history of media, introduction to media studies, topics in global media, and media research. Students will learn to analyze the production, form, reception and influence of media texts and technologies. Students enrolled in the honors program will also take a course in theory and criticism of media and complete a thesis or research project.

Graduates will be prepared for entry-level positions and possess the knowledge and skills to: 1) monitor print and online media and produce concise analyses and summaries of relevant coverage; 2) create and edit creative, compelling content for web and print media; 3) conduct media landscape research and competitive analysis research to help secure an organization’s footprint in the market; 4) develop and implement a media strategy to connect with an organization’s target audiences; and 5) manage social media channels to track public opinion and boost an organization’s brand profile and messaging. UVA developed three new courses for the proposed program.

The proposed program would require 120 credit hours: 16-22 credit hours of core coursework; 55 credit hours of general education coursework; three credit hours for a diversity and inclusion requirement; three credit hours for a practice of media requirement; nine credit hours of elective coursework; and 24-38 credit hours of electives.

Justification for the Proposed Program

UVA has offered a major in Media Studies within the BA in Interdisciplinary degree program since 2000. UVA contends that “the expansion of the major to a standalone degree is needed to: 1) eliminate the curricular restraints of the interdisciplinary degree; and 2) allow students to earn a degree with a program name that clearly and accurately matches the program focus and coursework.” An expansion of the core curriculum will allow the program to encompass both traditional forms of mass media and cutting edge digital media systems. The standalone degree program will be “better aligned with similar offerings across the country and will be more clearly defined and appealing to prospective students.”

UVA affirms that the proposed degree program is needed to address the needs of media organizations and divisions in the private and private sectors. “Today media are having a profound effect on the social, political, and economic areas of life, underscoring the need to study the impact of the media...” In the 2019 article *Is Media Studies About to Go Viral?* the author wrote, “social media platforms have allowed every user to be simultaneously a producer, distributor and consumer of media texts.... In such a world, we have a greater than ever need for expansive, robust and diverse media studies scholarship to help make sense of where we have been and where we are going” (<https://www.timeshighereducation.com/features/media-studies-about-go-viral>). Further, UVA writes that “professionals with core media literacy and skills are increasingly critical to all organizations.” A 2019 article in Forbes notes that “media companies and traditional business are adjusting their idea of where, how, and why content is created and published.... To stand out in today’s media landscape, companies to need to embrace the reality that ‘content is king’ and start investing in quality media” (<https://www.forbes.com/sites/nathanpettijohn/2019/02/07/why-every-company-is-a-media-company/#212462cc7391>). Graduates of the proposed program will be prepared to provide media insight, respond to the impact of technological innovation on media, and ensure that organizations have the media studies knowledge to “reach, connect, and engage with their core clients and constituencies.”

Student Demand

UVA provided one form of student demand. Data on student enrollment in an existing major in media studies in the Bachelor of Arts (BA) in Interdisciplinary Studies indicates student demand for the proposed degree program. In 2016-2017 academic year, 376 students were enrolled; in 2017-2018, 335 students were enrolled; and in 2018-2019, 331 students were enrolled in the major.

The summary of projected enrollments for the proposed program shows a headcount (HDCT) of 160 in the program’s first year, rising to a HDCT of 320 by the target year. Enrollment projections show a full-time equated student enrollment (FTES) of 160.0 in the program’s first year (2021-22). The projections continue as follows: FTES 2022-23, 320.0; 2023-24, 320.0; and 2024-25, 320.0. UVA anticipates 150 graduates per year beginning in 2025-26. If projections are met, then this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand

UVA indicates that graduates of the proposed BA in Media Studies will be prepared “to seek entry-level positions in the areas of media analysis, strategy, and coordination. Graduates will be prepared to work in positions as assistants, media analysts, social media strategists, and media coordinators.” Employment announcements in Virginia show demand for bachelor-level trained personnel. 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 “media analysts.” However, data from the BLS show demand for positions with similar skills and knowledge. Public relations specialists, also called communications specialists and media specialists “craft media releases and develop

social media programs to shape public perception of their organization and increase awareness of its work and goals” (<https://www.bls.gov/ooh/media-and-communication/public-relations-specialists.htm#tab-2>). The BLS projects that between 2019 and 2029 employment of public relations specialists is expected to grow “faster than the average of all occupations” or 7% (<https://www.bls.gov/ooh/media-and-communication/public-relations-specialists.htm#tab-6>). The VEC, Labor Market Information projects that between 2018 and 2028 employment of public relations specialists is expected to increase 7.82% or 56 positions annually (<https://viriniaworks.com/occupational-projections?page79862=1&size79862=12&page80257=1&size80257=12&page81630=1&size81630=12&search79862=public%20relations%20specialists>).

Issues of Duplication

UVA would be the first public institution in Virginia to offer a BA in Media Studies. Five public institutions (CNU, JMU, LU, RU, and Virginia Tech) offer degree programs in the area of communications. Two public institutions (VCU and VSU) offer degree programs in mass communications. UVA notes that “with their broad focus on the comprehensive study of communication, the five communication degree programs in the Commonwealth are not similar or related to the proposed BA in Media Studies.”

The bachelor degree programs in mass communications at VCU and VSU are related to the proposed BA in Media Studies. Both programs require coursework in introductory media/mass communication and a capstone course. However, no other coursework or experiential learning is the same as UVA’s proposed degree program. Further, both degree programs in mass communications have a different focus than the proposed program. Mass communications “generally focuses on the traditional large-scale communication forms of television, film, radio, and print journalism.” The proposed degree program “focuses on research and analysis on media texts, industries, and audiences; how people experience and understand media content; and the role of media in producing and transforming culture.”

Resource Needs

SCHEV Finance Policy staff has reviewed financial information submitted under the proposal heading “Cost and Funding Sources to Initiate and Operate.” The institution will have adequate faculty resources to support projected student enrollment in the degree program. Projected revenue from tuition and educational and general (E&G) fees will support the proposed program. UVA affirms the institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval

The UVA Board of Visitors approved the proposed program on December 5, 2019.

Staff Recommendation

Based on a review of the application, staff presents the **Bachelor of Arts (B.A.) degree program in Media Studies (CIP: 09.0102)** to the Academic Affairs Committee for approval.

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

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

University of Virginia
Master of Education (M.Ed.) in Quantitative Analytics in Education and the Social Sciences
(CIP 13.0604)

Program Description

The University of Virginia (UVA) seeks approval for a Master of Education (M.Ed.) in Quantitative Analytics in Education and the Social Sciences. The proposed program will be administered by the Department of Leadership, Foundations and Policy, which resides in the Curry School of Education and Human Development. The target date of the program's initiation is spring 2021.

The purpose of the proposed program is to prepare students to use rigorous data analysis to inform and improve research, management, and policy decisions in education and the social sciences. The program will provide students with a deep understanding of quantitative analytics, assessment tools and methodologies, and dynamic data reporting. Students will learn to undertake research, effectively communicate research findings, and help inform data-based decisions in education and social science settings. Graduates will be skilled at working with sophisticated data management and analysis tools and will be prepared to address the demand for professionals with quantitative research and assessment expertise, particularly in educational institutions and civil society organizations, government data departments, and education testing and technology companies.

The proposed program would require 30 credit hours, including 21 credit hours of core courses in quantitative research design, analysis and assessment, with a focus on large education and demographic data sets. A 3-credit independent capstone is a required component of the core. The remaining nine credit hours would consist of restricted electives covering an array of additional quantitative research methods, as well as courses in qualitative research, educational policy, and program evaluation.

Justification for the Proposed Program

The proposed program would replace an existing concentration in Research, Statistics and Evaluation within the department's M.Ed. in Educational Psychology. UVA asserts the expansion to a standalone degree program is needed to enable students to earn a degree with a program name that clearly and accurately matches the program focus and coursework. The proposed program would equip students with the same knowledge and skills needed to work effectively as analysts and researchers in a variety of educational settings, and, in the faculty's view, will be more readily understood and recognized as relevant by prospective employers.

UVA contends that "the use of [quantitative analytics] in education and the social sciences has traditionally lagged behind other fields of study. As noted in a recent report of the Learning Analytics Workgroup at Stanford University, 'education is a sector far behind the curve in taking advantage of the advances being made in data science in adjacent sectors of the economy'" (<https://ed.stanford.edu/sites/default/files/>

[law_report_executivesummary_24-pager_09-02-2014.pdf](#)). UVA notes that in the P-12 educational sector, there is a lack of staff with sufficient skills to make the best use of quantitative data. The institution quotes from a report by the Alliance for Excellence in Education, which states, “To capitalize on the potential of data and assessment, and specifically ‘big data,’ for student learning, districts need dedicated professionals with the analytical and technical ability to develop and manage the necessary systems and help stakeholders find meaning in the data that can readily be applied to students’ learning paths” (<https://all4ed.org/wp-content/uploads/2014/06/LearningAnalytics.pdf>).

Similar arguments have been made for the postsecondary sector as well. UVA cites the *EDUCAUSE Horizon Report: 2019 Higher Education Edition*, which says, “data does not speak for itself. More analysts in IR offices, teaching and learning centers, and other units are needed to help administration and faculty understand the trends in students learning and respond to them thoughtfully” (<https://library.educause.edu/-/media/files/library/2019/4/2019horizonreport.pdf?la=en&hash=C8E8D444AF372E705FA1BF9D4FF0DD4CC6F0FDD1>). A study of the educational analytics landscape, conducted by Hanover Research at the Curry School’s request, found that “according to the [Bureau of Labor Statistics], over half of instructional coordinators, statisticians, and survey researchers reported having a graduate degree” and that “the master’s degree was the most commonly reported award level among all three occupations.”

Student Demand

In the fall of 2020, the Department of Leadership, Foundations and Policy conducted a survey of undergraduate students at UVA. The survey was sent to undergraduate students in the following majors: Cognitive Science, Politics, Psychology, Public Policy and Leadership, Sociology, Statistics, Youth and Social Innovation. A total of 178 undergraduate students completed the survey, of which 90 were fourth-years and 78 were third-years years. Focusing on third- and fourth-years (n=168), when asked if UVA offered the proposed M.Ed. in Quantitative Analytics would they apply, three indicated “definitely yes,” 15 indicated “probably yes,” and 50 indicated they would “possibly” apply. Among this same cohort, when asked if they were to apply and be admitted to the proposed program would they enroll, eight indicated “definitely yes,” 46 indicated “probably yes,” and 74 indicated “possibly.”

Considering that the target enrollment for the first year of the proposed program is only six full-time students and that prospective students would likely also be drawn from outside the university’s own undergraduate programs, SCHEV staff concurs that the survey indicates adequate student demand.

Market/Employer Demand

UVA asserts that the proposed program will prepare graduates to work as researchers and analysts in education systems and institutions; local, state and national government; testing companies; educational think tanks and start-ups; and city, state and federal departments of education. Graduates would also be prepared to pursue doctoral study in related academic disciplines. Consistent with the information from the Bureau of Labor Statistics (BLS) presented in the previously referenced report by

Hanover Research, employment announcements in Virginia and elsewhere show clear demand for candidates with a masters-level credential and skills in quantitative data analytics.

Neither the BLS nor the Virginia Employment Commission (VEC) have job titles that correspond exactly to data analysts in education and the social sciences. UVA, therefore, uses data for the job “Statisticians” to justify the demand for graduates of the proposed program. The BLS projects that employment of statisticians will “grow 35 percent from 2019 to 2029, much faster than the average for all occupations” (<https://www.bls.gov/ooh/math/mathematicians-and-statisticians.htm#tab-6>). The VEC’s Labor Market Index predicts even stronger growth in Virginia, with a projected increase of 43.46% from 2016 to 2026 (<https://viriniaworks.com/occupational-projections>). Both the BLS and the VEC indicate that employment as a statistician typically requires a master’s degree.

Issues of Duplication

UVA would be the first institution in Virginia to offer a M.Ed. in Quantitative Analytics in Education and the Social Sciences. No similar or related degree programs exist.

Resource Needs

SCHEV Finance Policy staff has reviewed financial information submitted under the proposal heading “Cost and Funding Sources to Initiate and Operate.” The institution will have adequate faculty resources to support projected student enrollment in the degree program. Projected revenue from tuition and educational and general (E&G) fees will support the proposed program. UVA affirms the institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval

The UVA Board of Visitors approved the proposed program on June 6, 2019.

Staff Recommendation

Based on a review of the application, staff presents the **Master of Education (M.Ed.) degree program in Quantitative Analytics in Education and the Social Sciences (CIP: 13.0604)** to the Academic Affairs Committee for approval.

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

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

University of Virginia
Master of Urban Design (M.U.D.) in Urban Design
(CIP 04.0403)

Program Description

The University of Virginia (UVA) is proposing the creation of a Master of Urban Design (MUD) in Urban Design degree program to be initiated fall 2021. The proposed degree program will be administered by the Office of the Dean of the School of Architecture. The MUD is a post-professional degree program designed for individuals currently working in the fields of architecture, landscape architecture, or urban planning. The proposed program is intended to provide students with the skills “to develop and implement sound, comprehensive urban designs at the neighborhood, district, city and regional level.” The program will provide students with an understanding of urban design theory and analysis, global urbanization, and urban ecology and economics. The curriculum includes coursework in urban design history, theory, analysis, and practice, emphasizing “hands-on” experiential learning. The core of the program is a sequence of urban design studio (18 credit hours) courses focusing on project-based design training exploring environmental, structural, geographical, and social factors impacting urbanization. Additional coursework provides the student with the skills to utilize simulation software to model, visualize, and communicate urban design projects. Students are required to complete a research-oriented thesis on an urban design problem prior to graduation.

Graduates will be prepared for “advanced, post-professional-level” positions and possess the knowledge and skills to: 1) synthesize advanced knowledge in architecture, landscape architecture, and urban planning to solve design problems; 2) integrate knowledge from allied fields of urban ecology, sociology, and economics to improve urban design projects; 3) use qualitative and quantitative research methods to analyze cities and patterns of urbanization at multiple scales; 4) utilize urban design software to conduct geospatial analysis in Geographic Information Systems, 3D modeling, and animations; and 5) communicate urban scenarios, research findings, and design proposals to general and specialist audiences. UVA developed seven new courses for the proposed program.

The proposed program would require a total of 45 credit hours: 27 credit hours of core coursework; nine credit hours of restricted elective coursework; and nine credit hours elective coursework.

Justification for the Proposed Program

UVA currently offers a Graduate Certificate in Urban Design but contends that “the certificate introduces students to contemporary urban design, and prepares graduate to gauge and orient their projects in relationship to public spaces, larger urban patterns, and surrounding ecosystems.” The proposed MUD provides students with more “advanced knowledge” in urban design principles, including structural, environmental, economic, and social factors. The proposed MUD has a research and experiential

learning approach not found UVA's Urban Design certificate program. The MUD responds to current demand by: 1) providing "highly trained" urban designers to address design challenges facing many urbanized areas; and 2) filling a gap in the "built environment workforce to include more focused, advanced, interdisciplinary urban design education and training."

UVA contends that the discipline of urban design has evolved to meet the need for an interdisciplinary approach as a solution to challenges faced by modern urban environments, which include climate change. Citing the article *The Fight Against Climate Change Starts in Cities: Urban Design Can Help Solve Our Most Pressing Environmental Challenges* (Medium, July 2019), the field of urban design is "[a] blurring of boundaries taking place across the design profession. We must work better to understand the global forces at play so that we may find new forms of collaboration...Building the cities of the future will require a coordinated effort across many fields" (<https://medium.com/@SOM/the-fight-against-climate-change-starts-in-cities-ee0db9b03c5e>).

UVA states that the MUD is needed to fill the knowledge gap among design professionals (architects, landscape architects, and urban planners) by providing them with "advanced knowledge and skills to meet the market demand for innovative, integrated urban design at the local, regional and global levels. Citing Mathew Carmona & Steven Tiesdell's (2007), *Urban Design Reader*, "[U]rban design has become a serious and significant area of academic endeavor...reflected by the increasingly widespread recognition of its value across the public and private sectors around the world...matched by increasing demand for urban design practitioners and, more generally, for urban design skills throughout the built environment and land and property professions, and by an increasing demand for urban design education at universities..." (https://books.google.com/books/about/Urban_Design_Reader.html?id=UvorBgAAQBAJ&source=kp_book_description).

Graduates of the proposed program will be prepared to provide "adaptive solutions to real-world situations" by closing the knowledge gap "among and across the traditional disciplines by preparing graduates with much needed post-professional knowledge and skills in urban design and practice."

Student Demand

UVA provided two sources of student demand: data on current enrollment in the Urban Design Certificate and emailed expressions of student interest. In 2015-16 the certificate program enrolled nine students; by 2019-20 certificate enrollment increased to 28 students. Student enrollment in four urban design courses showed similar growth, from 28 in 2015-16 to 63 in 2019-20. In addition, UVA provided 12 support emails from current students or recent graduates from related graduate programs. The emails showed support for the proposed program with a strong interest to enroll.

The summary of projected enrollments for the proposed program shows a headcount (HDCT) of 12 in the program's first year, rising to a HDCT of 18 by the target year.

Enrollment projections show a full-time equated student enrollment (FTES) of 12 in the program's first year (2021-22). The projections continue as follows: FTES 2022-23, 18; 2023-24, 18; and 2024-25, 18. UVA anticipates 11 graduates per year beginning in 2025-26. If projections are met, then this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

UVA indicates that graduates of the proposed MUD program will work in "advanced, post-professional-level" positions in Urban Design. Employment announcements nationally and in Virginia show demand for master-level academically trained personnel. 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 specific to "urban designers." However, data from the BLS show demand for the occupation of Urban and Regional Planner, which has the most closely related skills and knowledge. According to the BLS, "Urban and regional planners develop land use plans and programs that help create communities, accommodate population growth, and revitalize physical facilities in towns, cities, counties, and metropolitan areas (<https://www.bls.gov/ooh/life-physical-and-social-science/urban-and-regional-planners.htm#tab-1>). The BLS projects that between 2018 and 2028 employment for Urban and Regional Planners is expected to grow "faster than the average of all occupations" or 11%.

The VEC projects that between 2016 and 2026, employment of Urban and Regional Planners will increase by 14.72%, or 18 positions annually.

Issues of Duplication

UVA would be the first public institution in Virginia to offer a MUD. No similar or related degree programs exist. Virginia Tech offers urban design as a concentration in its Master of Science in Architecture degree program but does not offer a standalone degree.

Resource Needs

SCHEV Finance Policy staff has reviewed financial information submitted under the proposal heading "Cost and Funding Sources to Initiate and Operate." The institution will have adequate faculty resources to support projected student enrollment in the degree program. Projected revenue from tuition and educational and general (E&G) fees will support the proposed program. UVA affirms the institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval

The UVA Board of Visitors approved the proposed program on March 1, 2019.

Staff Recommendation

Based on a review of the application, staff presents the **Master of Urban Design (M.U.D.) degree program (CIP: 04.0403)** to the Academic Affairs Committee for approval.

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

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

Virginia Commonwealth University
Bachelor of Science (B.A.) in Health Services
(CIP: 51.0701)

Program Description

Virginia Commonwealth University (VCU) is proposing the creation of a Bachelor of Science (B.S.) degree program in Health Services to be initiated in the fall 2021 semester.

VCU writes that the purpose of the proposed degree program is “to prepare students to work as medical and health services administrators, charged with planning, directing, and coordinating medical and health services,” and that graduates “will be prepared to work in a variety of settings, such as hospitals, specific clinical areas or departments within those facilities, health management organizations or in medical practice groups.” Students will be required to complete coursework covering essential health services and administrative responsibilities, including: health economics and finance; fiscal and budget management; organizational planning and implementation of office policies and procedures; basic skills in human resources; and patient relations/customer service best practices. Students will also be required to complete a service learning experience in the senior year, which will emphasize preparation for initiating a job search in the field and designing a professional development plan.

The BS in Health Services would require 120 credit hours: 48 credit hours of core coursework; 30 credit hours of general education coursework; and 42 credit hours of restricted electives.

Justification for the Proposed Program

VCU attests that health care administrators are employed at the upper, middle, and entry levels across the spectrum of health care delivery organizations, and that bachelor's degrees in health services, health administration, health services administration or health management are widely recognized as sufficient preparation for entry-level and mid-level positions.

VCU appeals to the Department of Labor's Occupational Information Network (O*Net) database to support the contention that the bachelor degree in health services is aligned with needs of health care organizations. According to O*Net Online, as of 2016, 65% of companies who employ medical and health services managers in the U.S. cite the bachelor's degree as the level of education required for available positions (<https://www.onetonline.org/link/details/11-9111.00>).

VCU notes further that an anticipated expansion of healthcare services will entail growth in the demand for healthcare administrators to keep facilities running. In Virginia, there are 27 hospital systems that operate a total of 110 community, psychiatric, rehabilitation and specialty hospitals, 345 nursing and assisted-living facilities, and 62 free and charitable clinics. Currently, the Virginia Department of Health is reviewing 23 letters of

intent from health care providers seeking to add 57 acute care hospital beds, 6 operating rooms, 20 psychiatric beds, and one cardiac catheterization site to existing health care facilities. There are also requests for 300 new residential substance abuse beds (<https://www.vdh.virginia.gov/licensure-and-certification/the-certificate-of-public-need-program/letters-of-intent/>).

Student Demand

VCU provided two forms of student demand to indicate interest in the proposed program: 1) a survey of Virginia Community College students enrolled in health-related programs, and 2) a survey of VCU freshman and sophomore students with undeclared majors. Of 265 VCCS students completing a student interest survey, 34.3% (n=91) answered that they would be “extremely likely” to apply, 27.9% (n=74) that they would be “very likely,” and 21.9% (n=58) “somewhat likely.” Of 60 VCU students with an undeclared major who responded to an on-campus survey, 41.7% (n=25) responded that they would “definitely apply” to the proposed program; 20% (n=12) responded “very likely.”

Enrollment projections show a full-time equated student enrollment (FTES) of 45.0 in the program’s first year (2021-22). The projections continue as follows: FTES 2022-23, 75.0; 2023-24, 75.0; and 2024-25, 75.0. VCU anticipates 50 graduates each year beginning in 2025-26. If these enrollment and graduation projections are met, then this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand

VCU indicates that graduates of the proposed program will be prepared to work in a variety of settings, such as hospitals, clinics, health management organizations, and medical practice groups. Employment advertisements indicate a need for bachelor-level personnel to fill entry-level positions. The CEO of one Virginia health system wrote: “Not only would we be interested in having your students intern within our facilities; but, we would hire these individuals as well. In fact, every year we hire approximately 5-10 administrators that are entry level with a bachelor's degree requirement and less than 2 years experience.” The Bureau of Labor Statistics (BLS) projects that between 2019 and 2029 employment of medical and health services managers is expected to grow 32% or “much faster than average for all occupations” (<https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>). The Virginia Employment Commission (VEC), Labor Market Index projects that between 2018 and 2028 employment of medical and health services managers is expected to increase 18.29% or 150 net positions annually (<https://virginiaworks.com/occupational-projections/page79862/1/size79862/12/page80257/1/size80257/12/page81630/1/size81630/12?search79862=medical%20and%20health%20service%20managers&page79862=1&size79862=12&page80257=1&size80257=12&page81630=1&size81630=12>).

Issues of Duplication

Four public institutions in Virginia have a similar or related degree programs: GMU, JMU, NSU, and ODU. Each program prepares students for entry-level administrative positions and administrative staff support roles in health organizations such as hospitals, hospital systems, ambulatory clinics, physician practices, nursing homes, and managed care organizations

GMU offers a BS in Health Care Administration with three concentrations - (1) Health Systems Management, (2) Health Informatics, and (3) Assisted Living/Senior Housing Administration. The required core curriculum and electives are the same for all three concentrations. The major requirements differ for each concentration, with the result that while VCU has coursework that overlaps with much of the overall content of the GMU degree program, it does not align precisely with any of the separate GMU concentrations.

JMU offers a BS in Health Services Administration. JMU's core requirements overlap substantially with required coursework in the VCU program, with differences being that JMU requires Gerontology for Health Services Administration, Accounting for Non-Business Majors, Principles of Marketing, Epidemiology, Health Program Planning and Evaluation, Managed Care, and Health Politics and Policy. VCU's proposed program does not require these courses in the core but some or all of this content can be covered in electives.

NSU offers a BS in Health Services Management. NSU's core requirements overlap substantially with required coursework in the VCU program, with differences being that NSU requires Personal and Community Health, Medical Terminology, Principles of Microeconomics, Principles of Macroeconomics, Health Personnel Management, Organizational Behavior and Theory, Health Care Marketing, Population Health, Comprehensive Health Planning, Long Term Care Administration, Public Health Administration, and Managerial Epidemiology. VCU's proposed program does not require these courses in the core but some or all of the content can be covered in electives.

ODU offers a BS in Health Sciences with a major in Health Services Administration. ODU's core requirements overlap substantially with required coursework in the VCU program, with differences being that ODU requires Public Health Science, Population Health, Managerial Epidemiology, Public Health Science, Population Health, Critical Issues in Public/Community Health Administration and Health Promotion. VCU's proposed program does not require these courses in the core but some or all of the content may be covered in electives

Resource Needs

SCHEV Finance Policy staff has reviewed financial information submitted under the proposal heading "Cost and Funding Sources to Initiate and Operate." The institution will have adequate faculty resources to support projected student enrollment in the degree program. Projected revenue from tuition, and education and general fees (E&G)

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

Board Approval

The VCU Board of Visitors approved the proposed program on May 10, 2019.

Staff Recommendation

Based on a review of the application, staff presents the **Bachelor of Science (B.S.) degree program in Health Services (CIP: 52.1005)** to the Academic Affairs Committee for approval.

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

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

Virginia Commonwealth University
Bachelor of Arts (B.A.) in Human and Organizational Development
(CIP: 52.1005)

Program Description

Virginia Commonwealth University (VCU) is proposing the creation of a Bachelor of Arts (BA) degree program in Human and Organizational Development to be initiated fall 2021. VCU writes that the purpose of the proposed degree program “is to prepare students to enter the field of learning and development” to serve as human resource development, organizational and employee development, or talent development professionals. The program will focus on providing students with the knowledge and skills to plan and develop learning programs and interventions for adult learners in a variety of organizational settings. Students will be required to complete courses in adult learning and theory, instructional design for adult learners, digital literacy, designing online learning, organizational development and change, psychology, project management in learning and development, and developing intercultural competence in the workplace. Students will be trained to deliver programs both in-person and through online formats. Through an internship, students will learn to manage a training course from inception to completion and facilitate at least one module of a training course. Graduates of the proposed degree will be able to assess workplace issues and training needs, design learning modules, develop training manuals, deliver training to employees using a variety of instructional techniques, and evaluate training programs. VCU developed 11 new courses for the proposed program.

The BA in Human and Organizational Development would require 120 credit hours: 35 credit hours of core coursework; 30 credit hours of general education coursework; eight credit hours of additional required courses; 15 credit hours of restricted electives; and 32 credit hours of electives.

Justification for the Proposed Program

VCU affirms that “talent development and strategic workforce planning is a growing field as employers are increasingly looking at ways to attract and retain employees. As the field grows, a need for bachelor’s-level graduates prepared to enter the training and development workforce also grows.” To support their assertion, VCU cites the LinkedIn Learning Workplace Learning Report for 2019: “2019 is the breakout year for talent development. Executives are increasingly looking to talent developers to support the business in strategic workforce planning, including attracting and retaining talent, and ensuring their people have the right skills for today and tomorrow” (<https://learning.linkedin.com/content/dam/me/business/en-us/amp/learning-solutions/images/workplace-learning-report-2019/pdf/workplace-learning-report-2019.pdf>). VCU also notes the results of a 2018 LinkedIn survey of 200 executives in which “81% of executives say talent is the number one priority at the company [and] 90% of executives say that learning and development is a necessary benefit to the employees at the company” (<https://learning.linkedin.com/content/dam/me/learning/en-us/pdfs/linkedin-learning-workplace-learning-report-2018.pdf>).

VCU notes that organizations need professionals who can to develop the talent of new and existing employees. The LinkedIn Workplace Learning Report for 2020, proposes three areas of need in learning and development within organizations: 1) upskilling the workforce; 2) digital transformation in learning; and 3) creating a culture of learning in organizations. For upskilling the workforce, the results of the LinkedIn study showed that of the 1,200 learning and development professionals, “51% plan to launch ‘upskilling’ programs in 2020” (learning new skills for the same job function), while “43% plan to launch ‘reskilling’ programs” (teaching employees new skills for a different job function) (<https://learning.linkedin.com/content/dam/me/learning/resources/pdfs/LinkedIn-Learning-2020-Workplace-Learning-Report.pdf>).

In spring 2018, VCU conducted a survey of members of the Richmond Association for Talent Development. Twenty-eight members of the organization participated in the survey. The members were asked, what academic degree level is preferred when hiring for entry-level positions. Of the 28 respondents, “20 (74.1%)” preferred a bachelor’s level degree for entry-level positions. The members were also asked how many years of experience are preferred when hiring for entry-level positions. Of the 26 respondents, “10 (38.5%)” indicated a preference for “0-1 years” of experience. The results of the survey indicate bachelor-level trained professionals will address organizational needs for academically trained professionals to serve as human resource development and organizational development practitioners. Moreover, the proposed BA in Human and Organizational Development with a required internship will provide graduates with experience to ensure they are prepared and ready to take the first step to pursue a career in the field of human and organizational development.

Student Demand

In October 2019, VCU worked with J Sargeant Reynolds Community College to conduct an online survey of degree-seeking students who had not declared a major. VCU asked students their likelihood of enrolling in the proposed program. Of the 67 respondents, six (approximately 9%) indicated “definitely” to enroll and 12 (approximately 18%) indicated “very likely” to enroll; 14 respondents indicated “likely” to enroll in the proposed degree program.

Enrollment projections show a full-time equated student enrollment (FTES) of 13.0 in the program’s first year (2021-22). The projections continue as follows: FTES 2022-23, 27.0; 2023-24, 41.0; and 2024-25, 54.0. VCU anticipates 17 graduates each year beginning in 2025-26. If these enrollment and graduation projections are met, then this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand

VCU indicates that the proposed program will “prepare graduates to assist organizations in performance management, as well as organizational development. Graduates will be qualified to serve as entry-level human resource development professionals (e.g., learning and development specialists, training and development specialists, talent development specialists, and organizational development

specialists.” Employment advertisements in Virginia indicate a need for bachelor-level personnel to fill entry-level positions. The Bureau of Labor Statistics (BLS) projects that between 2019 and 2029, employment of training and development specialists is expected to grow 9% or “much faster than average for all occupations” (<https://www.bls.gov/ooh/business-and-financial/training-and-development-specialists.htm#tab-6>). The BLS notes that “employment of training and development specialists is projected to grow in many industries as companies develop and introduce new media and technology into their training programs. Innovations in training methods and learning technology should continue throughout the next decade.” The Virginia Employment Commission (VEC), Labor Market Index projects that between 2018 and 2028, employment of training and development specialists is expected to increase 15.66% or 203 positions annually (<https://viriniaworks.com/occupational-projections?page79862=1&size79862=12&page80257=1&size80257=12&page81630=1&size81630=12&search79862=training%20and%20development%20spe>).

Issues of Duplication

VCU will be the first public institution to offer a BA in Human and Organizational Development. No other institution offers a similar or related degree program.

Resource Needs

SCHEV Finance Policy staff has reviewed financial information submitted under the proposal heading “Cost and Funding Sources to Initiate and Operate.” The institution will have adequate faculty resources to support projected student enrollment in the degree program. Projected revenue from tuition and education and general fees (E&G) will support the proposed program. VCU affirms the institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval

The VCU Board of Visitors approved the proposed program on February 28, 2020.

Staff Recommendation

Based on a review of the application, staff presents the **Bachelor of Arts (B.A.) degree program in Human and Organizational Development (CIP: 52.1005)** to the Academic Affairs Committee for approval.

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

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

Virginia State University
Master of Social Work (M.S.W.) in Social Work
(CIP: 44.0701)

Program Description

Virginia State University (VSU) is proposing the creation of a Master of Social Work (MSW) degree program in Social Work to be initiated spring 2021. The program would be located in the College of Humanities and Social Sciences, Department of Social Work. Designed to prepare students for licensure as clinical social workers, the proposed program will educate students in the assessment, diagnosis, and treatment of emotional and mental illness and other behavioral disturbances. The proposed program will provide students with an understanding of how to provide clinical social services to individuals (adults and children) and families. Students will develop knowledge and skills to address and ameliorate psychological and social dysfunction. The program will have a specific focus on trauma-informed practice and provide students with cutting-edge training to work with individuals affected by traumatic experiences, including: combat trauma, gender-based violence, interpersonal and/or community violence, natural disasters, race-based violence, and terrorism. The curriculum will require coursework in neuroscience and social work practice, trauma-informed clinical social work practice with families, trauma and attachment theory, differential assessment and diagnosis, trauma-focused research, and human behavior in the social environment. Graduates of the degree program would possess the skills to: 1) provide clinical counseling and therapeutic services to clients; 2) develop treatment plans and intervention plans to address client needs; 3) provide direct support and mentoring to individuals experiencing issues due to trauma; 4) serve as a client advocate; and 5) develop and deliver training and technical assistance in trauma and resilience strategies. To meet the curriculum requirements, VSU developed all new courses for the program.

The proposed degree program is designed to meet the Virginia Department of Health Professions Board of Social Work regulations for licensure as a Licensed Clinical Social Worker (LCSW). The curriculum meets the educational requirements set forth by the Board.

The proposed degree program is designed to be accredited by the Council on Social Work Education (CSWE). VSU plans to initiate the application process for accreditation in January 2021 and anticipates accreditation in February 2024.

The proposed degree program would require a minimum 45 credit hours of graduate coursework for students who enter with a bachelor's degree in social work: 21 credit hours of core coursework; nine credits in foundation courses; nine credit hours in a field practicum; three credit hours of restricted elective coursework; and a three-credit research project course. The program will require 60 credit hours for students who do not hold a bachelor's degree in social work: 21 credit hours of core coursework; 21

credits of foundation courses; 12 credit hours in field practicum; three-credit hours of restricted elective coursework; and a three credit hour research project course.

Justification for the Proposed Program

VSU asserts that citizens of Virginia and the nation are facing mental health and behavioral health challenges that create a demand for clinical social workers. Challenges include “demographic” issues (e.g., living in underserved and rural communities), “behavioral health prevalence” (e.g., increase in substance abuse and mental health cases), and “economic and social changes” (e.g., loss of employment, lack of housing, and racism). A 2016 study of the United States’ social worker workforce states that “according to the projections, the number of states with shortage ratios more severe than the current national ratio will increase from 11 states in 2012 to 30 states by 2030 and the nation will experience a total shortfall of over 195,000 social workers...” (<https://pubmed.ncbi.nlm.nih.gov/26897994/>). In 2019, the National Association of Social Work (NASW) wrote, “social workers have become even more essential as economic inequality and health disparities increase, as the population ages, and as the middle class struggles to maintain stability.” The Association also projects “an imminent shortage of professionals to meet the increased demand for social work services” (<https://www.socialworkers.org/advocacy/policy-issues/social-work-reinvestment-act>).

The increase in mental health and substance abuse disorders resulting from traumatic experiences has resulted in a need for trained clinical social workers with expertise in trauma-informed practice. In 2019, the International Society for Traumatic Stress Studies indicated “research demonstrates a strong link between exposure to traumatic events and substance use problems. Many people who have experienced child abuse, criminal attack, disasters, war, or other traumatic events turn to alcohol or drugs to help them deal with emotional pain, bad memories, poor sleep, guilt, shame, anxiety, or terror” (https://www.istss.org/ISTSS_Main/media/yDocuments/ISTSS_TraumaStressandSubstanceAbuseProb_English_FNL.pdf). Graduates of the proposed program will understand the effects of trauma on individuals and their families and be able to coordinate and integrate services with other clinicians and health professionals. Graduates will also be prepared to serve clients in underserved areas, particularly the Southside region of Virginia and surrounding communities and be able to work with groups who are socioeconomically disadvantaged.

Student Demand

In fall 2019, VSU conducted an online survey of undergraduate students majoring in social work. Of the 104 respondents, 15 were juniors and seniors. When asked about the likelihood of applying to the proposed program, of the 15 juniors and seniors, seven (approximately 47%) indicated they were “very likely” to apply and five (approximately 33%) indicated they are “likely” to apply to the proposed program.

In fall 2019, VSU conducted an online survey of alumni who had graduated from VCU’s BSW in Social Work. Of the 91 respondents, 52 reported that they had not earned a Master of Social Work (MSW). When asked about the likelihood of applying to the

proposed program, of the 52 respondents, 41 (approximately 80%) indicated they were “very likely” to apply and 6 (approximately 12%) indicated they were “likely” to apply to the proposed program.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 30.0 in the program’s first year (2020-21). The projections continue as follows: FTES 2021-22, 35.0; 2022-23, 55.0; and 2023-24, 80.0. VSU anticipates 30 graduates per year beginning in 2024-25. If these enrollment and graduation projections are met, this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand

Graduates of the proposed program “will be qualified to serve as clinical social workers” and prepared to utilize knowledge of trauma-informed practice to provide “clinical counseling and services to individuals, couples, families, and groups.” With advanced clinical knowledge and skills and in-depth knowledge and skills in trauma-informed practice, graduates will be prepared to work in industry sectors such as: aging services, child welfare agencies, clinics, community mental health centers, hospitals, schools, social service agencies, substance use treatment and recovery programs, and in private practice. Employment advertisements in Virginia and nationally show demand for master-level graduates with a degree in social work. The Bureau of Labor Statistics (BLS) projects between 2019 and 2029 employment of social workers is projected to grow “13 percent;” employment of child, family, and school social workers is projected to grow “12 percent;” employment of healthcare social workers is projected to grow “14 percent;” and employment of mental health and substance abuse social workers is projected to grow “17 percent.” The growth for all of the position titles is “much faster than the average for all occupations” (<https://www.bls.gov/ooh/community-and-social-service/social-workers.htm#tab-6>). The BLS indicates that “job prospects should be very good, particularly for clinical social workers. The continuing growth of healthcare spending and treatment increases the opportunities for clinical social workers as compared to social workers who do not offer treatment services.” The Virginia Employment Commission (VEC) projects that between 2018 and 2028, employment of child, family, and school social workers is expected to increase 7.05% or 68 positions annually (<https://viriniaworks.com/occupational-projections?page80257=1&size80257=12&page81630=1&size81630=12&page79862=1&size79862=12&search79862=child%20family%20social%20workers>); employment of healthcare social workers is expected to increase 15.69% or 61 positions annually (<https://viriniaworks.com/occupational-projections?page80257=1&size80257=12&page81630=1&size81630=12&page79862=1&size79862=12&search79862=healthcare%20social%20workers>); employment of mental health and substance abuse social workers is expected to increase 12.18% or 60 positions annually (<https://viriniaworks.com/occupational-projections?page80257=1&size80257=12&page81630=1&size81630=12&page79862=1&size79862=12&search79862=mental%20health%20social%20workers>).

Issues of Duplication

Four public institutions (GMU, NSU, RU, and VCU) offer similar or related degree programs. All of the degree programs are accredited by the Council of Social Work Education (CSWE). Given the standards set forth by the CWSE, there are similarities among the degree programs in terms of course offerings, including VSU's proposed degree program. All of the programs require coursework in human behavior and the social environment, research, and social work practice with individuals, families, and groups. A practicum is required for all of the degree programs.

GMU offers a MSW in Social Work. GMU's program focuses on children, youth, and families and, healthy aging. GMU's program differs from the proposed program in that it offers two specializations: children, youth, and families, and adults and healthy aging. The proposed program will not offer subareas.

NSU offers a MSW in Social Work. NSU's program differs from the proposed program in that it offers four specializations: clinical social work, military social work, child welfare, and school social work. The proposed program will not offer subareas.

Radford offers a MSW in Social Work. Radford's program differs from the proposed program in that it offers a concentration in community-based practice. The proposed program will not offer subareas.

VCU offers a MSW in Social Work. VCU's program differs from the proposed program in that it offers two specializations: clinical social work and, administration, planning, and policy practice. The proposed program will not offer subareas.

VSU's proposed MSW in Social Work differs from the other programs in that it has a particular focus on trauma-informed social work practice and requires a trauma-focused research course that includes a research capstone project. In fact, VSU will be "the first Historically Black College or University (HBCU) to offer a master of social work program with a focus on trauma-informed social work practice." VSU also contends that the proposed program "will be the only program of its kind physically located in and directly serving the Central and Southside Region of Virginia."

Resource Needs

The proposed program will be funded primarily through reallocations within the institution with support from the Department of Social Work and the College of Humanities and Social Sciences. A total of \$740,436 will be provided to support four new faculty hires, a new classified position, and other personnel and program costs. VSU asserts that support for the proposed degree program will not negatively affect existing programs in the department, college, or at the institution. The institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval

The VSU Board of Visitors approved the proposed program on November 15, 2019.

Staff Recommendation

Based on a review of the application, staff presents the **Master of Social Work (M.S.W.) degree program in Social Work (CIP code: 44.0701)** 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 State University to initiate a Master of Social Work (M.S.W.) degree program in Social Work (CIP code: 44.0701), effective spring 2021.

Northern Virginia Community College
Associate of Science in Biology
(CIP: 26.0101)

Program Description

Northern Virginia Community College (NVCC) is proposing the creation of an Associate of Science (AS) degree program in Biology to be initiated in spring 2021. The proposed program will be offered at NVCC's Alexandria, Annandale, Loudoun, Manassas and Woodbridge campuses and housed within the Department of Mathematics, Sciences, Technology and Business.

The proposed degree program provides a transfer pathway for students aspiring to complete a degree in the biological sciences (e.g. agriculture, cell biology, botany, pre-dentistry, forestry, genetics, microbiology, molecular biology). The development of the proposed program resulted from increased student interest in biology programs at both NVCC and following transfer to the four-year institutions.

The AS in Biology will offer students a curriculum that satisfies Virginia Community College System (VCCS) associate degree requirements and aligns course requirements with four-year biology baccalaureate programs. The proposed degree requires students to complete 60-62 credit hours. The number of credit hours to complete the degree is dependent upon the student's math preparedness; calculus-ready students may complete the program with 60 credits, but students who are not calculus-ready require 1-2 extra credits. The program would require 36 credit hours of general education coursework and 23-26 credit hours of core coursework. Thus, the total number of credits required is below the maximum of 63 allowed by SCHEV policy. Graduates of the program will 1) demonstrate an understanding of biological principles such as biochemistry, ecology, evolution, hereditary genetics, and molecular biology; 2) demonstrate and apply the scientific method; 3) understand and use biological terminology; 4) understand and use biological laboratory techniques; and, 5) demonstrate effective scientific communication skills.

Justification for the Proposed Program

NVCC asserts that its current AS in Science includes "too many electives in math and science to adequately prepare students interested in transferring to biology programs at the four-year institution." The proposal posits that the AS in Biology will better prepare students for transfer into biology programs by specifying appropriate courses in biology. "In particular, it will guide students to take chemistry early and to take only foundational biology courses." NVCC argues that "Biology is an extremely popular major" for transfer students, with 323 students transferring into biology bachelor's programs at GMU and VCU in 2018-19. NVCC contends that the AS in Biology would provide "the best academic pathway" for a "large number of students."

Student Demand

NVCC provided two sources of data to show student demand: biology course enrollment and a student interest survey. Biology courses in 2017 generated FTES

enrollment of 2,096, second only to English and mathematics. Since fall 2015, 3,342 students enrolled in biology courses were enrolled in the AS in Science and 10,519 students were enrolled in the AS in General Studies.

In Fall 2018, a student interest survey was sent to 999 students enrolled in biology, chemistry, and physics classes as well as 681 students enrolled in the AS in Science program at NVCC. Students were asked whether they “would choose a biology major if it were available at NOVA?” Of the 999 students surveyed, 58% (580 students) indicated that they would choose the AS in Biology if it were available. Of 681 current AS in Science students surveyed, 69% (470) said they would choose an AS in Biology if it were available.

The summary of projected enrollments for the proposed program show a headcount (HDCT) of 350 in the program’s first year, rising to a HDCT of 612 by the target year. Enrollment projections show FTES of 152 in the program’s first year (2021-22). The projections continue as follows: FTES 2022-23, 228; 2023-24, 306; and, 2024-25, 306. NVCC anticipates 263 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.

Transfer

NVCC provided documentation that the program would transfer effectively from biology faculty at six universities. Faculty and student advisors from GMU attested that the proposed AS in Biology would be a “better option” for biology transfer students than the AS in Science. The remaining five institutions (VCU, Tech, JMU, ODU, and Marymount University) attest that the AS in Biology creates an improved pathway for transfer students intending to major in biology.

Resource Needs

SCHEV Finance Policy staff has reviewed financial information submitted under the proposal heading “Cost and Funding Sources to Initiate and Operate.” The institution will have adequate faculty resources to support projected student enrollment in the degree program. Projected revenue from tuition and educational and general fees (E&G) will support the proposed program. NVCC affirms the institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval

The State Board of Community Colleges approved the proposed program on November 21, 2019.

Staff Recommendations

Based on a review of the application, staff presents the **Associate of Science in Biology (CIP: 26.0101)** to the Academic Affairs Committee for approval.

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

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

Virginia Commonwealth University
Master of Brand Strategy and Design (M.B.S.D.) in Brand Strategy and Design
(CIP: 52.1499)

Program Description

Virginia Commonwealth University (VCU) has proposed the creation of a Master of Brand Strategy and Design (MBSD) degree program in Brand Strategy and Design to be initiated fall 2021. The proposed program would be located in the School of Business, VCU Brand Center.

The program is designed to prepare students “to create persuasive branding concepts.” The goal of the program is to “educate students to develop and implement innovative brand messaging that resonates with the appropriate audience and ultimately makes a positive impact on the marketing and products and services, while applying social and ethical responsibility principles.”

The program as proposed would require 45 credit hours of coursework: 30 credit hours of core coursework; 12 credit hours in concentration area; and three credit hours for a capstone portfolio.

Staff Analysis

Since 2013, VCU has offered a Master of Science (MS) in Business with the following concentrations: branding/art direction, branding/copywriting, branding/creative brand management, branding/experience design, and branding/strategy. VCU stated a few reasons to expand the concentrations to a degree program are: 1) other concentrations in the Business program have very different areas of focus from the branding concentrations; 2) the curriculum for a stand-alone degree program can be designed to provide students with a core foundation in brand strategy and design and include concentrations that focus on a particular craft; and 3) a standalone degree program will provide students with a degree and degree name that more accurately reflect the coursework taken. Staff analysis concludes that documentation and information provided in the proposal do not support a recommendation of approval to Council. There are two broad points:

- The proposal lacks documentation to support the claim that there is specific demand (response to current needs) for the degree program at the proposed degree level.
- The proposal lacks documentation to support the claim that there is employment demand in the marketing industry for the proposed degree program.

VCU asserts that “the proposed program responds to needs in the nation for highly trained branding professionals.” No quoted evidence was provided to document demand from industry for master-level trained graduates. No evidence was produced in the proposal to indicate a need exists for masters-educated professionals with the proposed degree.

VCU indicated that “graduates will be prepared to work in positions such as brand manager, advertising manager, and marketing manager.” Employment announcements to show current demand for professionals were primarily comprised of announcements for senior level executives, with a bachelor’s degree and five to 10 years of experience. The employment announcements are not for entry-level positions although, in letters of support, professionals in the field indicate the degree program “will help prepare students for entry-level” or junior level roles in the advertising industry. VCU provided no job announcements for junior level professionals to demonstrate the proposed master’s degree is needed.

Staff Recommendation

For reasons cited, evidence and arguments advanced in the program proposal do not satisfy SCHEV’s customary standards for a staff recommendation to approve a new standalone degree program. According to Council policy, staff may elect not to recommend approval of a proposed program, but authority to render a final decision rests with Council. Thus, following careful review of the proposed program, staff recommends that the Academic Affairs Committee approve the resolution below and forward it to the full Council.

BE IT RESOLVED that the State Council of Higher Education for Virginia (SCHEV) does not grant approval to Virginia Commonwealth University to initiate a Master of Brand Strategy and Design (M.B.S.D.) degree program in Brand Strategy and Design (CIP code: 52.1499) in fall 2021.

State Council of Higher Education for Virginia Agenda Item

Item: #I.D - Academic Affairs Committee – Action on Private Postsecondary Institution Provisional Certifications

Date of Meeting: October 26, 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 the agenda item is to present one postsecondary institution for provisional certification by Council, in accord with Code of Virginia §23.1-219.

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

Materials Provided:

- Arizona College of Nursing application summary

Financial Impact: Arizona College of Nursing has 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: See the Application Summary.

Arizona College of Nursing **Application Summary**

School Overview

Arizona College of Nursing is an out-of-state proprietary institution of higher education seeking provisional certification to operate from Falls Church, Virginia. The school is owned and operated by Phoenix-based Eduvision, Inc., and is accredited by the Accrediting Bureau of Health Education Schools. Arizona College of Nursing, has locations in Arizona, Nevada, Texas and Florida. This location would be the institution's first Virginia location.

School Officers

President/CEO – Nick Mansour

School Mission Statement

Arizona College of Nursing's mission statement is as follows:

The mission of the Arizona College of Nursing is to educate students seeking to become registered nurses. Students in the nursing program are prepared to be nurse leaders who are responsive to the health care needs of culturally diverse individuals and groups across the lifespan in a complex global community.

Proposed Educational Programs and Credentials

- Bachelor of Science in Nursing

Proposed Location

Arizona College of Nursing will operate at the following address:

3130 Fairview Park Drive, 8th floor
Falls Church, VA 22042

Financial Stability Indicator

Arizona College of Nursing submitted a Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated its financial composite score as 3.0 out of a possible 3.0, which indicates that the institution demonstrated overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

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

Evidence of Compliance

The application submitted by Arizona College of Nursing indicates that the institution has appropriate plans for full compliance with the following sections of the Virginia Administrative Code.

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

Staff Recommendation

Based on a thorough review of the application, staff presents the provisional certification of **Arizona College of Nursing** to the Academic Affairs Committee for approval with conditions as described in the resolution.

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

Resolution:

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

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

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

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

State Council of Higher Education for Virginia

Agenda Item

Item: #I.E. - Academic Affairs– Action on Revised Policy on Course Credit for AP, Cambridge, CLEP, and IB Exams

Date of Meeting: October 26, 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 2016

Action: Council adopted the *Virginia Public Higher Education Policy on Course Credit for AP, Cambridge, CLEP, and IB*

Purpose of Agenda Item: This agenda item seeks Council's approval for modifications to the *Virginia Public Higher Education Policy on Course Credit for AP, Cambridge, CLEP, and IB*.

Background Information/Summary of Major Elements: The 2015 General Assembly created a new duty for SCHEV, according to which Council would have responsibility for establishing “a policy for granting undergraduate course credit to entering freshman students who have taken one or more Advanced Placement, Cambridge Advanced (A/AS), College-Level Examination Program (CLEP), or International Baccalaureate examinations” (§23.1-906). Council subsequently adopted the *Virginia Public Higher Education Policy on Course Credit for AP, Cambridge, CLEP and IB* in March 2016. Following adoption of the Policy, institutions conducted an initial review of their credit award determinations and reported those to SCHEV in 2017-18. Since then, the testing agencies have added, discontinued, or substantially redesigned exams in several subjects, making it necessary for institutions to revisit their credit award determinations for those exams. As the practice of updating exams is common among the testing agencies, the SCHEV policy needs to reflect more clearly the ongoing nature of the credit award review process. Furthermore, Cambridge International has notified SCHEV staff that the minimum threshold for credit articulated in the original policy (a score of C) is higher than what Cambridge International considers appropriate. Under the Cambridge International scoring system, a score of E is supposed to be equivalent to a C in a U.S. college course and equivalent to a score of 3 on an AP exam. Independent sources consulted by SCHEV staff support this assertion. The modifications proposed here, therefore, (1) establish a score of E as the minimum threshold for credit for Cambridge International exams, (2) acknowledge more explicitly the need for ongoing review of exams and justification of new and/or revised credit awards, and (3) update and/or correct exam names and minor errors contained in the

original policy. The proposed modifications have been reviewed and were approved by consensus by the Instructional Program Advisory Committee (IPAC) at its September 4, 2020 meeting.

The *Virginia Public Higher Education Policy on Course Credit for AP, Cambridge, CLEP and IB* is provided in an appendix, with additions in ***bold italics*** and deletions in ~~strikethrough~~ text. The adoption of these modifications supports Council's fulfillment of the duty described by §23.1-906 and is in accord with its general responsibility to establish policies for public higher education in the commonwealth, as per §23.1-203:15.

Materials Provided:

- *Virginia Public Higher Education Policy on Course Credit for AP, Cambridge, CLEP and IB* (with modifications in ***bold italics*** or ~~strikethrough~~ text)

Financial Impact: N/A

Relationship to Goals of The Virginia Plan for Higher Education: Council's adoption of course credit policies is related to Goal 2 of the Virginia Plan:

- Optimize Student Success for Work and Life

Timetable for Further Review/Action: N/A

Staff Recommendation: Staff presents the updated *Virginia Public Higher Education Policy on Course Credit for AP, Cambridge, CLEP, and IB* to the Academic Affairs Committee for approval.

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

Resolution:

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

Virginia Public Higher Education Policy on Course Credit for AP, Cambridge, CLEP, and IB

Virginia Code §23.1-906, enacted by the 2015 General Assembly, states:

A. The State Council of Higher Education for Virginia (Council), in consultation with the governing board of each public institution of higher education, shall establish a policy for granting undergraduate course credit to entering freshman students who have taken one or more Advanced Placement, Cambridge Advanced (A/AS), College-Level Examination Program (CLEP), or International Baccalaureate examinations. The policy shall:

- 1. Outline the conditions necessary for each public institution of higher education to grant course credit, including the minimum required scores on such examinations;*
- 2. Identify each public institution of higher education's course credit or other academic requirements that the student satisfies by achieving the minimum required scores on such examinations; and*
- 3. Ensure, to the extent possible, that the grant of course credit is consistent across each public institution of higher education and each such examination.*

B. The Council and each public institution of higher education shall make the policy available to the public on its website.

The State Council of Higher Education for Virginia (SCHEV) promulgates the policy guidelines below in fulfillment of the duty described by §23.1-906, and in accord with its general responsibility to establish policies for public higher education in the commonwealth, as per §23.1-203:15.¹

Prologue

The purpose of the *Virginia Public Higher Education Policy on Course Credit for AP, Cambridge, CLEP, and IB* (the Policy) is to facilitate consistency, to the extent possible, across institutions in credit granting policies related to the referenced assessments. In keeping with priorities of the General Assembly, Governor, and Council, this Policy intends to

- maximize students' ability to earn college credit consistent with institutions' academic standards;
- enhance transparency for Virginia students seeking course credit for prior learning;
- contribute to lower costs for Virginia families by enhancing students' ability to complete a degree in a timely manner;
- improve the college transfer environment; and
- support quality of undergraduate education at Virginia public institutions.

Guidelines

I. Each public institution of higher education shall approve a policy or policies governing the granting of course credit to entering first year students according to their performance on the following assessments:

- Advanced Placement
- Cambridge ***International AS and A Levels*** ~~Advanced (A/AS)~~
- College-Level Examination Program (CLEP)
- International Baccalaureate

Institutional policies shall conform to parameters delineated under section II below.

II. Parameters of Institutional Review and Policy-Setting

¹ The Council shall “adopt such policies and regulations as the Council deems necessary to implement its duties established by state law. Each public institution of higher education shall comply with such policies and regulations.”

- A. Each institution shall review AP, Cambridge **International**, CLEP, and IB exams in comparison to its course offerings and curricular requirements to determine the proper grant of credit for each level of performance at or above the minima specified:
 1. (3) or higher on an Advanced Placement examination
 2. (4) or higher on a higher level (**HL**) International Baccalaureate examination
 3. (5) or higher on a standard level (**SL**) International Baccalaureate examination
 4. (50) or higher on a CLEP examination
 5. (**EC**) or higher on a Cambridge **International AS or A Level** Advanced examination (**A/AS**)
- B. Institutional policies shall grant the maximum credit for each level of performance on each assessment consistent with the faculty's review of the content of the assessment and its alignment with the following criteria:
 1. institutional curriculum and academic standards;
 2. qualitative and quantitative student success data; and
 3. institutional persistence and completion patterns.
- C. Each institution shall make a submission to SCHEV of its final policies, specifying grants of credit, if any, for each level of performance on each assessment, and providing justification for each case where the minimum threshold for granting credit is above the minimum indicated under II.A above.
- D. Each institution shall review and determine the proper grant of credit for new AP, Cambridge International AS and A Level, CLEP and IB exams, as indicated under II.A and II.B above, at such time as those exams are introduced and evaluation materials become available. Institutions shall provide justification for each case where the minimum threshold for granting credit is above the minimum indicated under II.A above. Such justifications must be approved by SCHEV.**
- E. Each institution shall inform SCHEV of any changes to previously-approved credit policies. Changes that eliminate credit or raise the minimum threshold for credit in any exam subject must be accompanied by justification and approved by SCHEV before taking effect.**
- F. Additional considerations
 1. Students should be given the opportunity to earn the maximum credit consistent with the likelihood of student success and with the faculty's judgment of consistency with the institution's curriculum and academic standards.
 2. The faculty shall have responsibility for specifying all curricular equivalencies for each level of performance on each assessment, to include (but not necessarily to be limited to) the following considerations:
 - a. number of course credits granted;
 - b. course designation(s) for which credit is granted;
 - c. general education, program, or other degree requirements satisfied; and
 - d. program-based exceptions to a-cd.
 3. An institution is not required to award course credit for performance on an assessment whose subject matter is not offered in its curriculum.

III. Process

- A. This Policy takes effect immediately. SCHEV staff and institutional staff and faculty shall cooperate to facilitate approval of institutional policies as expeditiously as possible.
- B. The Director of SCHEV may provide further guidance to institutions and establish whatever processes or advisory groups he judges necessary to facilitate institutions' conformance with this Policy.
- C. Each institution shall make its final policy or policies available on its web site in a format that is easily understood by the general public. SCHEV shall maintain a web resource that includes links to institutional policies.
- ~~D. Future changes to institutional policies shall be developed in conformity with this Policy.~~

State Council of Higher Education for Virginia Agenda Item

Item: #I.F. - Academic Affairs Committee – Action on Guidelines for the Development of Transfer Agreements

Date of Meeting: October 26, 2020

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

Most Recent Review/Action:

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

Date:

Action:

Purpose of Agenda Item: This agenda item seeks Council's approval of the *Virginia Public Higher Education Policy Guidelines for the Development of Transfer Agreements*.

Background Information/Summary of Major Elements: The 2018 General Assembly passed HB919/SB631 creating a responsibility for SCHEV to establish policy guidelines for the development of dual admission agreements, guaranteed admission agreements and articulation agreements, collectively referred to as "transfer agreements." The 2018 legislation tasked SCHEV with the development of a total of four policies with the specific intent of improving two- to four-year transfer. Council previously has approved two policies required by the 2018 legislation, the *Virginia Public Higher Education Policy for Dual Enrollment Transferability* (January 2019) and the *Virginia Public Higher Education Policy on Passport and Uniform Certificate of General Studies Programs* (July 2019).

Presented here for Council's consideration is the *Virginia Public Higher Education Policy Guidelines for the Development of Transfer Agreements*. Beyond satisfying SCHEV's legislated responsibility, the guidelines establish a uniform framework for transfer agreements that does not currently exist in policy. This uniformity will improve the efficiency of transfer and provide clarity to students and advisors in both pre-K-12 and higher education.

To develop the guidelines, SCHEV staff worked through the State Committee on Transfer (SCT), the Dual Enrollment and Passport Advisory Committee (DEPAC) and the Instructional Programs Advisory Committee (IPAC). The Transfer Virginia project – including the Aspen Institute Center for College Excellence and HCM Strategists – contributed crucial expertise and advice throughout the development process.

Consultation on the guidelines began at the September 2019 meeting of the SCT and concluded at the September 2020 meeting of IPAC.

The proposed guidelines establish provisions for the development of transfer agreements between two- and four-year institutions. They constitute an innovation for Virginia higher education in that they 1) provide a single coherent policy covering all transfer agreements; 2) place a premium on students' rights by providing transparency and uniformity; and 3) require pathway maps as an adjunct to transfer agreements. The guidelines are organized into three sections. Section I, *Definitions*, ensures consistent use of transfer terminology. Section II, *Guidelines Specific to all Transfer Agreements*, outlines requirements common to all types of transfer agreement. Section III, *Agreement Specific Guidelines*, outlines provisions specific to each type of transfer agreement.

The guidelines include the following key features:

- four-year institutions are required to develop each type of transfer agreement with the VCCS and Richard Bland College;
- four-year institutions are required to clarify how transfer agreements apply to students earning an associate degree concurrent with high school;
- institutions are required to renegotiate transfer agreements to remain consistent with ongoing curricular modification;
- transfer agreements must address the general education and programmatic requirements for institutional and programmatic admission;
- the establishment of systematic guaranteed *program* admission agreements is encouraged;
- a common structure is established for all types of transfer agreement;
- four-year institutions are required to honor the catalog year in effect at the time a student enters at the two-year institution; and,
- institutions are required to develop a simplified student-facing document that clearly articulates admission criteria and a four-year pathway map.

The proposed guidelines are consistent with and support the *State Policy on College Transfer* (updated by Council in 2016) by promoting the development of an efficient and effective transfer system for Virginia's students. If approved, SCHEV staff will work through existing advisory committees to achieve full implementation as soon as practicable.

Materials Provided:

- *Virginia Public Higher Education Policy Guidelines for the Development of Transfer Agreements*

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

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

- Optimize Student Success for Work and Life

Timetable for Further Review/Action: The guidelines will go into effect immediately. Complete implementation across all institutions will be accomplished by the end of the 2021-22 academic year.

Staff Recommendation: Staff presents the *Virginia Public Higher Education Policy Guidelines for the Development of Transfer Agreements* to the Academic Affairs Committee for approval.

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

Resolution:

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

State Council of Higher Education for Virginia

Virginia Public Higher Education Policy Guidelines for the Development of Transfer Agreements

Code of Virginia §23.1-203 states:

The Council shall: Develop, pursuant to the provisions of [§ 23.1-907](#), guidelines for articulation, dual admissions, and guaranteed admissions agreements, including guidelines related to a one-year Uniform Certificate of General Studies Program and a one-semester Passport Program to be offered at each comprehensive community college. The guidelines developed pursuant to this subdivision shall be developed in consultation with all public institutions of higher education in the Commonwealth, the Department of Education, and the Virginia Association of School Superintendents and shall ensure standardization, quality, and transparency in the implementation of the programs and agreements. At the discretion of the Council, private institutions of higher education eligible for tuition assistance grants may also be consulted.

The policy guidelines offered here apply to the development and implementation of articulation, dual admission, and guaranteed admission agreements required by [§ 23.1-908 \(B\)](#). These guidelines are intended to support a framework for an efficient and effective system of transfer that provides clarity to students, so they can maximize their ability to complete a baccalaureate program within the designed timeframe and with no loss of credit. These guidelines should be used in conjunction with the *State Policy on College Transfer* when developing transfer agreements between two- and four-year institutions. Private institutions wishing to develop transfer agreements with public two-year institutions will need to create agreements based on these guidelines.

I. Definitions:

Articulation Agreement – A formal agreement between two- and four-year institutions outlining the transfer policies for a specific academic program or degree and specification of course-by-course equivalencies. Articulation agreements enable students following the terms of the agreement to optimize the completion of a four-year degree after transfer.

Continuous Enrollment – Enrollment not interrupted by non-attendance for consecutive terms. Some institutions may choose to have a more flexible definition of continuous enrollment.

Dual Admissions Agreement – An agreement between two- and four-year institutions granting qualified students simultaneous admission at both institutions of higher education, and specifying applicable co-curricular requirements and privileges.

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

Guaranteed Admission Agreement (GAA) – An agreement between a two- and a four-year institution according to which a student is guaranteed admission to the four-year institution by earning a transferrable associate degree (or specified associate degree) and satisfying specified academic benchmarks and criteria. A GAA may guarantee general admission to the institution only, or to a specific program of study at the institution. Students transferring under a general admission GAA are not necessarily entitled to be admitted to a specific program.

Guaranteed Program Admission Agreement (GPAA) – An agreement between two- and four-year institutions guaranteeing students earning a transferrable associate degree and reaching specified academic benchmarks admission to a specific program of study.

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

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

Reverse Transfer Agreement – An agreement specifying the process of retroactively awarding associate degrees to students who did not complete the requirements for an associate degree before transferring from a two- to four-year institution.

Statewide Transfer Portal – An online resource for public access that provides students with transfer-related information, to include transfer agreements, transfer-related resources, course equivalencies, and pathway maps.

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

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

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

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

II. Guidelines Applicable to all Transfer Agreements

- 1) Pursuant to Code of Virginia § 23.1-907(A), each public four-year institution shall develop articulation, dual admission, and guaranteed admission agreements with each public two-year institution. To the extent possible, articulation and guaranteed program admission agreements should be between the VCCS and the four-year institution to ensure uniform application to all community colleges.
- 2) Transfer agreements are intended to reduce the time-to-degree for students with an approved transfer associate degree by providing students with specific information on the transferability of programs and courses as well as the applicability of courses within a given program.
- 3) Students completing a transfer associate degree earned concurrently with high school may be classified as first-time in college students upon enrollment at a public four-year institution. Any distinction on student classification or additional institutional requirements should be specified in any applicable transfer agreements and student advisory materials. Evaluation of dual enrollment coursework is subject to the requirements outlined in the [Virginia Public Higher Education Policy for Dual Enrollment Transferability](#).
- 4) Pursuant to Code of Virginia § 23.1-908(C), each public institution shall re-negotiate its transfer agreements upon catalog publication of any program modifications that affect the terms of such agreements. Re-negotiated transfer agreements (and any other relevant transfer-related documents and resources) shall be provided to the Virginia Community College System (VCCS) and Richard Bland College (RBC).
- 5) Public four-year institutions shall develop transfer agreements that address the general education and programmatic requirements for admission into the senior institution and specific program(s) of study.
- 6) Consistent with the State Policy on College Transfer, transfer students following a prescribed transfer agreement will be assured equitable treatment by the senior institution and afforded the same academic program opportunities provided to native students in similar circumstances.
- 7) Each transfer agreement shall include the following components if and when applicable:
 - (i) the obligations of each student accepted in such program or institution, including admission grade point average requirements, acceptable associate degree majors, and completion timetables;
 - (ii) four-year pathway maps outlining a four-year sequence of courses, transfer-course equivalents, the inclusion of the Passport and Uniform Certificate of General Studies, and any waivers granted by SCHEV consistent with the *Virginia Public Higher Education Policy on Passport and Uniform Certificate of General Studies Programs*;
 - (iii) information on the application of the agreement to dual enrollment students completing a transferable associate degree concurrently with high school; and
 - (iv) any other information required by law or deemed relevant by the institution.

- 8) Students completing a SCHEV-recognized transferrable associate degree under a transfer agreement shall be considered to have met the lower-division general education requirement of the senior institution.
- 9) For the purposes of the transfer agreement, four-year institutions will honor the catalog in effect at the time of the student's first post high school enrollment at the two-year institution. For students maintaining continuous enrollment, this entitlement will be in effect for a minimum of four years from the time of the student's first enrollment at the two-year institution. Students must enroll at the four-year institution within one year of completing their associate degree.
- 10) The transfer agreement should have a simplified student-facing document that clearly articulates the admission criteria and a four-year pathway map. This document will follow a standardized format defined as the Transfer Guide.
- 11) Institutions should allow students to declare, via the online-portal, their intent to transfer to the four-year institution(s) of their choosing.
- 12) Transfer agreements, documents, and other transfer-related resources will be housed in Virginia's Statewide Transfer Portal, as required by Code of Virginia § 23.1-908(C).

III. Agreement Specific Guidelines

A. Articulation Agreements

- 1) Articulation agreements with the VCCS and RBC guarantee all articulated credit defined within the program's pathway map will be awarded by the four-year institution and apply to programmatic and institutional graduation requirements.
- 2) Each articulation agreement should clearly outline the necessary requirements for a student to gain direct admission into a specific program of study.
- 3) Articulation agreements shall provide a detailed pathway map that corresponds to a four-year program of study at the senior institution.
- 4) Admission to specific degree programs will be afforded equitably to native and transfer students. Transfer students following the prescribed four-year pathway map as set forth in the articulation agreement shall be evaluated the same as native students for admission to competitive admission programs.

B. Dual Admissions Agreements

- 1) Consistent with Code of Virginia § 23.1-907(A), four-year institutions shall develop dual admission agreements.
- 2) In accordance with Code of Virginia § 23.1-908(B) dual admission agreements shall set forth:
 - (i) the obligations of each student accepted to such a program, including grade point average requirements, acceptable associate degree majors, and completion timetables; and

- (ii) the extent to which each student accepted to such a program may access the privileges of enrollment at both institutions while enrolled at either institution.
- 3) Students taking advantage of a dual admission agreement shall not be subject to any other admission requirements of the four-year institutions if all provisions of the dual admissions agreement are satisfied

C. Guaranteed Admission Agreements

- 1) GAA's should provide students with certainty in their plans to transfer seamlessly from a two- to four-year institution and clearly articulate necessary qualifications for students to gain admission. There should be no additional admission requirements beyond what is in the GAA.
- 2) The GAA shall guarantee admission to a public senior institution for students earning a SCHEV-recognized transfer associate degree and who meet established institutional admission requirements.
- 3) To maximize transfer efficiency and student benefit, institutions should develop guaranteed program admission agreements (GPAA) where possible.
- 4) GAA's with the VCCS and RBC should be structured so that if a student follows the parameters of the GAA, all course credit taken at the two-year institution will count toward completion of the baccalaureate degree. GAA's shall make explicit any conditions or exceptions (e.g., prior learning credit or program-specific requirements) that could result in loss of credit. These exceptions or conditions shall be publicized and included in the Transfer Guide as well as the GAA.
- 5) As per Code of Virginia [§ 23.1-907\(A\)](#) GAA's may provide for the guaranteed admission of a student who earns an associate degree concurrently with a high school diploma through a dual enrollment program. The GAA's will state whether the four-year will or will not guarantee admission to high school students earning a transferable associate degree through dual enrollment, and if not, outline the terms of transfer that will be honored.

Reverse Transfer Agreements

- 1) Reverse transfer agreements are not mandated by code. However, institutions that opt to develop reverse transfer agreements are subject to the general transfer agreement provisions of this policy in addition to the reverse transfer specific guidelines below.
- 2) Reverse transfer agreements will retroactively apply the benefits of a transferable associate degree as identified in these policy guidelines and the State Policy on College Transfer to students having completed a minimum of 45 credits prior to transfer. Four-year institutions may elect to apply the same benefits to any reverse transfer student completing an associate degree. These include, but are not limited to, awarding satisfaction of lower-division general education requirements and qualification for transfer-specific state-level financial aid.

- 3) Institutions opting to develop reverse transfer agreements should consult the Virginia Reverse Transfer Tool Kit and Resource Guide and apply given recommendations whenever possible to promote consistent application of reverse transfer and maximize the number of students served.

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: October 26, 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, October 27, 2020

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

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2020 Recertification

- The Private Postsecondary Education (PPE) section launched its online portal in time for the annual recertification cycle. Approximately 226 private and out-of-state institutions successfully completed the recertification process which began in May and ended on October 2, 2020. The PPE Portal provides an efficient way for schools to update their data electronically, including contact information, programs, data reporting tools and enrollment figures. Approximately a dozen schools decided not to recertify with SCHEV, citing declining enrollment due to COVID-19 as the reason for their closure. PPE staff are working with these schools to ensure proper closure and maintenance of student records in accord with state law.

NC-SARA

- **Darlene Derricott** and **Emily Hils** Attended the National Council for State Authorization Reciprocity Agreements (NC-SARA) Virtual State Portal Entity (SPE) Conference (September 15-18). Dr. Lori Williams, NC-SARA President & CEO, welcomed member states and provided updates on NC-SARA activities. Presentations included information on NC-SARA's policy revision cycle, proposed SARA Manual modifications, NC-SARA's cost savings project, state appeals processes, professional licensure disclosures, and regional steering committee best practices. Ms. Derricott served on the SARA State Meetings panel and presented resources for planning a SARA state meeting.

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Staff Activities and Recognition

Jodi Fisler

- Moderated a panel discussion for the Virginia Assessment Group on September 30, entitled "Assessment in the Time of...Everything."
- Co-authored an article, "Civic Engagement in Virginia's Public Higher Education Institutions," with Dr. Lynn Pelco from VCU. The article was released in early September as part of the latest issue of AAC&U's *Diversity & Democracy* magazine.
- Was invited to participate in the American Council on Education's Civic Engagement and Democratic Practices learning community for the fall semester. The community meets bi-weekly to discuss issues related to civic participation on U.S. college campuses, and to develop strategies for improving the quality of civic dialogue and political/civic engagement in higher education and in the U.S. generally.

Paul Smith

- Convened the Dual Enrollment and Passport Advisory Committee (DEPAC) (September 17). The committee typically meets quarterly for half-day sessions. In response to COVID-19, DEPAC has been meeting more frequently for reduced time periods via video conference. During this period, DEPAC reviewed the *Public Higher Education Policy Guidelines for the Development of Pathway Maps* and recommended the policy be reviewed by the Institutional Program Advisory Committee at the October 9, 2020 meeting. DEPAC is scheduled to meet again on December 10, 2020.
- The State Committee on Transfer (SCT) met via video conference (September 3 and October 1). At the September meeting, Dr. Smith, in collaboration with the committee's co-chairs and the Director of Transfer Virginia, led discussions on the impact of COVID-19 on transfer admissions and advising, the development of transfer agreements, and the *Public Higher Education Policy Guidelines for the Development of Pathway Maps*. At the October meeting, Dr. Smith provided a historical overview on recognition of the Associate in General Studies degree program as a transfer degree, approved Eastern Shore Community College's Associate of General Studies degree program as a transfer degree, and updated the committee on the progress of Transfer Virginia. Ongoing work on transfer initiatives slowed as a result of the COVID-19 pandemic. The SCT normally meets twice a year in the Spring and Fall but has adjusted the fall meeting schedule to accommodate social distancing guidelines. Instead of a single full-day Fall meeting, the SCT will hold several shorter video conferences between August and November 2020. The SCT is scheduled to meet again on October 29, 2020.

Academic Affairs Staff:

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

Ms. Darlene Derricott, Senior Coordinator, Academic Services

Dr. Jodi Fisler, Associate for Assessment Policy & Analysis

Ms. Sandra Freeman, Assistant Director and Officer in Charge, Private Postsecondary Education

Ms. Emily Hils, Academic Programs and Services Specialist

Ms. Ashley Lockhart, Coordinator for Academic Initiatives

Dr. Monica Osei, Associate Director for Academic Programs & Instructional Sites

Ms. Beverly Rebar, Senior Associate for Academic & Legislative Affairs

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

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
RESOURCES AND PLANNING COMMITTEE
SEPTEMBER 15, 2020
DRAFT MINUTES**

Ms. Harker called the meeting to order at 9:00 a.m., by electronic means, as prescribed in § 4-0.01 of the Code of Virginia. Committee members present Victoria Harker, Chair, Marge Connelly, Thaddeus Holloman, Henry Light, Tom Slater and Katharine Webb.

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

DISCUSSION OF OUTCOMES OF THE SPECIAL SESSION

Ms. Kang led the discussion on the outcomes of the ongoing special session and some of the issues that have come up during the session.

She mentioned that the Secretary of Finance conveyed that the stop in discretionary funding, the unallotment of funds in the spring and higher revenues than expected allowed the state to build up reserves. The revenue outlook could change and there will be a new updated forecast in the fall. In addition, if current trends continue, the state could face an estimated \$400 million shortfall in FY2022.

She also mentioned that the Governor conveyed in his remarks to money committee staff in August and the Secretary affirmed that the state needs preserve cash and avoid additional recurring expenditures.

Ms. Harker mentioned she was pleased to hear the community colleges were a little better off than they otherwise anticipated. She asked about reallocations, specifically carry over funds. Ms. Kang said carryover funds were being reallocated.

Mr. Light mentioned that after listening to the presidents yesterday and the discussion they had, if there is additional money available for broadband or computer equipment for needy students because it is top concern of the state. He asked if it is something the General Assembly could look at now. Ms. Kang mentioned the Governor unallotted funding in the broadband area in his introduced budget and staff would continue to monitor the budget.

Ms. Kang touched on institution reopenings and how that may impact budgets. SCHEV continues to monitor reopening plans and early enrollment estimates that institutions are providing. Institutions gained some savings in the springs but incurred additional expenses particularly in the auxiliaries.

Ms. Connelly mentioned that in consideration of budget cuts in the future, if the Council could be proactive in looking at the institutions that are most likely to feel stress by coming up with stress test scenarios that will show what a meaningful shift will look like and ask them for their plans to react to those scenarios.

Ms. Kang mentioned staff has have worked with various members in Capitol Square in identifying some institutions that may have more difficulty. Staff will continue to identify some specific options that the Council could pursue.

Ms. Harker suggested that institutions could provide whatever analysis they are already using without asking for anything new.

DISCUSSION OF BUDGET AND POLICY CONSIDERATIONS FOR 2021 GENERAL ASSEMBLY SESSION

Ms. Kang led the discussion of the budget and policy considerations for the 2021 General Assembly Session. SCHEV generally affirms the two-year budget passed in the prior General Assembly session, considers SCHEV recommendations that did not receive support in the previous session and seeks budget and language adjustments based on new circumstances that arise. Since this is a unique year, Council may want to be cautious by reviewing funds that were unallotted and look at prioritization of funding in areas that will support the safety and security of students, staff and their communities.

Ms. Harker expressed an interest in support for co-ops and internships and growth of remote options. She thought it will particularly be helpful for both the workplace and the academic agenda.

Mr. Slater emphasized the importance of the G3 program to help move the numbers of being the most educated state. Mr. Holloman followed up by emphasizing his support of Mr. Slater's comments.

Ms. Connelly suggested possibly revising the base adequacy calculation to better align with the true expense associated with providing the necessary kind of support. That will potentially have a good impact on the equity.

Ms. Kang responded by saying that the study SCHEV proposed was unallotted and SCHEV is looking at proposing some adjusted budget language in that area.

DISCUSSION OF INSTITUTIONAL PERFORMANCE STANDARDS

Dr. Jean Huskey presented the preliminary findings for the six measures. We will receive the results soon for the financial and administrative standards and will bring before Council in the October meeting.

Ms. Harker expressed concern at the look-back period of time and asked if adopting something that is more current would be helpful. It is a retrospective period when in crisis mode.

Dr. Huskey responded by saying that staff will have internal conversations about that and will come back before Council in October with some ideas. The language allows for an annual review, but staff are only required to bring them before council every two years. The timing of the data is the usually the issue.

Mr. Slater mentioned the remediation approach has served as well in the past and was in favor of continuing that approach.

Mr. Holloway asked if it is time to revise the benchmarks for IPS since they are 10 years old.

Dr. Huskey agreed to take a look but noted measures are not perfect for all the institutions.

Ms. Webb asked about the history of institutions having problems meeting the performance standards and whether we are seeing the same institutions having difficulty.

Dr. Huskey pointed out that sometimes it was the same institutions but different measures. Institutions such as Virginia Tech have never had a deficiency.

Mr. Light concluded this discussion by saying it is better to respond to deficiencies by remediations rather than depriving them of resources and agreed with Mr. Holloman's suggestion of adjusting the benchmarks.

DISCUSSION OF LEGISLATIVE STUDIES

Mr. Andes led the discussion on the financial aid study. This is a continuation of the work initiated last year related to state financial aid, where SCHEV provided recommendations in several key areas. The first of those recommendations was the successful adoption of new financial aid funding methodology that directed aid to institutions serving primarily low-income students, diminished the impact of an institution raising tuition and improved the calculation of need for very low-income students. In addition, there were several recommendations included in that report that SCHEV proposed to continue working on in the coming year.

Mr. Slater asked to what extent are Virginia public institutions using tuition revenue to aid the students who need financial help to stay in college or get into college.

Mr. Andes pointed out that it varies by institution. Some use only 3 to 5 percent of tuition revenue for financial aid, others are in the 15 to 20 percent range and a number of them are in-between. There are also a few institutions who make less use of the tuition revenue for aid program and more use of unfunded scholarships.

Mr. Slater wants to see a little more detail or a report on this possibly in the next meeting. It will be a very useful tool in improving our minority students getting onto college.

Ms. Zheng concluded the meeting by presenting information on the development of a statewide survey of institutional expenditures by program and academic discipline. The study focuses on identifying methods to implement reporting of institutional expenditures by program and academic discipline to determine the effectiveness of spending related to the attainment of state and institutional goals.

MOTION TO ADJOURN

The Chair adjourned the meeting at 10:15 a.m.

Victoria Harker
Committee Chair

Felix Sam
Associate for Finance Policy

State Council of Higher Education for Virginia Agenda Item

Item #II.C. - Resources and Planning Committee – Action on Budget and Policy Considerations for 2021 General Assembly Session

Date of Meeting: October 26, 2020

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

Most Recent Review/Action:

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

Date: September 15, 2020

Action: SCHEV staff briefed the council members of the state 2020-22 biennial budget situation and provided a preliminary review of budget and policy recommendations that SCHEV could propose as part of the 2021 General Assembly session.

Purpose of Agenda Item: The purpose of this agenda item is to review budget and policy recommendations that the Council will recommend to the Governor and General Assembly for the budget amendments in the 2020-22 biennium.

Background: In the second year of the biennial budget, SCHEV generally affirms the two-year budget passed in the prior General Assembly session, considers SCHEV recommendations that did not receive support in the previous session and seeks budget and language adjustments based on new circumstances that may arise.

SCHEV staff presents the budget recommendations based on FY 2022 higher education funding that the General Assembly passed in the 2020 regular session and later unallotted and prioritizes item in three groups, depending on the availability of additional state funds in FY 2022.

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

Materials Provided: Summaries of issues SCHEV staff identified and suggested non-budget and policy actions that SCHEV could implement and considerations for budget and policy that SCHEV could recommend for the upcoming session.

Financial Impact: The proposed general fund budget recommendations total approximately \$136.6 million for FY 2022. The report and supporting tables on the following pages provide additional details.

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

Timetable for Further Review/Action: Staff will incorporate any changes resulting from the October meeting and transmit the recommendations to the Governor and the General Assembly.

Resolution:

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

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

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

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

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

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

SCHEV Budget and Policy Recommendations for FY 2022

The 2020 General Assembly adjourned its regular session by providing over \$390 million in additional general fund support for Virginia higher education institutions in the 2020-22 biennium. However, in March, the nation experienced the COVID-19 pandemic. In order to address the repercussions of the COVID-19 pandemic on state revenues, Governor Northam and General Assembly unallotted nearly all new spending in the state budget for the 2020-22 biennium. In August, the Governor convened the 2020 Special Session with minimal changes to the budget. The House and Senate issued a conference report on October 14 that increased funding to higher education primarily in fiscal year 2021. The unallotted funding for higher education for FY 2022 primarily remained.

In addition to the pandemic and the economic impact on state revenues, recent events related to racial justice also raised short- and long-term questions regarding how higher education's budgets, policies and practices support equity at a state and institution level. This topic has been the focus of extensive discussion among policy makers and institutions.

These changes impact Virginia's objective to be the best-educated state by 2030 and raise concern that gaps in attainment by race and income will grow and costs will increase which will require an increased need for higher education to adapt and grow.

The following report provides SCHEV's overview and assessment of the impact of events that have occurred over the last nine months, additional funding provided to higher education in 2020 and budget and policy recommendations for Governor and General Assembly consideration for the upcoming 2021 session.

Impact of Current Issues on Virginia's Objective to Be the Best-educated State by 2030

The current issues resulting from the pandemic and economic impacts could significantly affect Virginia's objective of having 70% of the working age population holding a degree or postsecondary credential by 2030 – the expected percentage needed to have the highest educational attainment rate in the nation. While Virginia had made consistent progress in improving educational attainment each year prior to the pandemic, gaps by race, income and region remained and could grow without increased effort by all given the current environment. To ensure our higher education system continues to be relevant and meet the needs of individuals, the Commonwealth and our communities, we will need an increased focus on equity, affordability and transformative processes.

Even prior to the pandemic and racial justice events, Virginia faced challenges related to institutional culture and inequitable outcomes for students. The current environment, however, has made these and other long-standing issues more acute. In addition, with more high school, college and outreach activities occurring virtually, the Commonwealth could see growing access and attainment gaps among students more vulnerable to the pandemic, including first-generation, low-income, African American, Hispanic and other individuals who already face barriers. Similarly, while affordability was a primary concern

prior to the pandemic, more students and parents are facing job losses and reduced pay as a result of the pandemic. Affordability could be a key driver for students to decide not to attend college or not return.

To address these growing concerns, higher education has and will need to adapt and transform through short- and long-term strategies. This includes state and institution-based reviews of operations, such as the delivery virtual learning services, the availability of access to broadband and computers, the alignment of programs to changing workforce demands and the assessment of space and future capital needs.

State and Federal Funding Support to Institutions as a Result of COVID in 2020

In spring, Virginia public colleges and universities shut down and students continued their education at home through remote learning. It also required many institutions to provide refunds to students for parking, housing and meal plans. Using the Governor's [Guidance on Reopening Higher Education](#), most institutions reopened in fall semester by offering a mix of hybrid and in-person learning. The changes occurring in the fall and spring semesters required institutions to expend additional resources related to cleaning, disinfection, expanded capacity for technology and internet access. The federal and state government responded by providing a mix of funding and costs savings. In the spring, the federal Coronavirus Aid, Relief and Economic Act Security (CARES) Act that provided additional federal support to institutions and the state. The Governor also authorized additional funds through the CARES act and provided an option for institutions to refinance some debt.

Federal funding support

Based on [SCHEV estimates](#) of the federal Coronavirus Aid, Relief and Economic Security Act (CARES) funding to date, Virginia's public institutions have received approximately \$287 million, \$105 million of which went directly to students. The majority of funds received by Virginia's institutions came from the Higher Education Emergency Relief Fund (HEERF). The HEERF funds were divided into three different sections. The first section allocated the largest portion of HEERF (90% of the fund) as direct aid to institutions. However, lawmakers required at least 50% of this section's allocation go directly to students as emergency aid.

In addition to HEERF direct aid, public institutions also received assistance from two discretionary CARES provisions: the Governor's Emergency Education Relief Fund (GEERF), which provided flexible funds to governors to use for both pre-K-12 and higher education and the Coronavirus Relief Fund (CRF), which assists state agencies in covering costs related to COVID-19 response. In addition, the recent conference report issued during the Special Session includes an additional \$120 million in CRF funds to higher education.

Table 1 provides a summary of funding to institutions as of October 2020.

Table 1: CARES Funding as of October 2020 to Virginia Higher Education Institutions

(An additional \$120 million is allocated in the Special Session conference report)

CARES Funding by Sector and Source					
Fund Source	Public 4 Year	Public 2 Year (VCCS & RBC)	Total - Publics	Private Non-profit	Grand Total
Higher Education Emergency Relief Fund (HEERF)	\$162,181,833	\$74,868,596	\$237,050,429	\$72,645,199	\$309,695,628
Governor's Emergency Education Relief Fund (GEERF)	\$14,380,500	\$5,024,500	\$19,405,000	\$3,780,000	\$23,185,000
Coronavirus Relief Fund (CRF)	\$27,049,179	\$3,436,400	\$30,485,579	\$0	\$30,485,579
Grand Total	\$203,611,511	\$83,329,495	\$286,941,006	\$76,425,198	\$363,366,204
Institutional Use (Total less Student Aid)	\$134,640,621	\$47,140,199	\$181,780,820	\$50,594,052	\$232,374,872
Student Aid	\$68,970,890	\$36,189,297	\$105,160,187	\$25,831,147	\$130,991,334

Note - Table excludes CARES funds received by medical centers and for-profits institutions.

Additional State Support

In August, the Governor called a Special Session of the General Assembly to address the budget and other legislative concerns. In October, the House and Senate issued a conference report that provides an additional \$98.7 million in FY 2021 to higher education. This includes \$93.9 million provided to all public institutions. The majority of these funds support affordable access by providing institutions with the flexibility to use the funding for financial aid or operational activities. The General Assembly did not increase funding for students attending private nonprofit institutions. In FY 2022, the General Assembly provided additional funds for limited initiatives, including funding for GMU, ODU and the Online Virginia Network. As of the posting of this agenda item, the Governor is reviewing the budget.

As a result of this additional funding, SCHEV estimates that between the regular and special sessions, SCHEV estimates that in FY 2021, higher education will receive 59% of the funding initially allocated based on the regular session conference report. For FY 2022, higher education only will receive 26%.

The funding provided by the state primarily provides support for financial aid and education and general (E&G) programs. However, in September the Governor also [announced](#) a refinancing plan to reduce the institution debt payments for state-issued debt totaling \$300 million over the next two years. This debt supports institution's auxiliary operations, including financing for dorms, dining halls, parking garages. SCHEV

estimates that these savings reduce the institution's existing debt payments by half over the next two years for those who participate.

Budget Recommendations

While additional state and federal support over the last nine months has provided added relief to higher education, the state's budget outlook remains uncertain and funding for FY 2022 remains largely unallotted. Also, the federal funding provided largely provided funding for 2020, but no additional funding is expected for FY 2022 at this time. The Council is concerned that if the Governor and the General Assembly do not provide additional funds in FY 2022, the most vulnerable students – those who are minority race, low-income and first-generation – will experience the greatest loss. As a result, existing gaps in educational attainment will get worse.

Should revenue estimates for FY 2022 allow for additional appropriations, the following budget recommendations offer ways the Governor and the General Assembly can prioritize funding. They are grounded in the higher education funding and policies that the General Assembly and Governor approved in the 2020 session (later unallotted).

The budget recommendations are categorized into three priority areas:

Priority 1: Hold students harmless by continuing financial aid funding and increasing access and outreach

The 2020 General Assembly session concluded with several initiatives to support affordability, completion and equity efforts. This included increases to undergraduate financial aid, the Tuition Assistance Grant (TAG) program and the military survivors programs and new funding to support increased outreach to students who may not pursue postsecondary education. The following list provides recommendations that include partial or full funding for these programs as the highest priority.

- **Maintain funding for the undergraduate need-based aid and the Tuition Assistance Grant at the amounts provided through the federal GEER funds in FY 2021:** At the end of the 2020 session, the undergraduate need-based aid amounts for FY 2022 were approximately \$30.1 million. These amounts were developed based on a new methodology the Council approved that better targets those institutions serving more low-income students, reduces the impact of an individual institution increasing tuition costs and improves the calculation of need for low-income students.

In addition, the 2020 Session concluded with the goal of increasing the TAG award to \$3,750 in FY 2021 and \$4,000 in FY 2022 for undergraduates and maintaining \$2,200 awards for graduate students attending private nonprofit institutions through the TAG. The legislation also restricted state support for online education by phasing out TAG eligibility for new students enrolled exclusively online beginning FY 2021. As with state need-based aid, the increase in funding in FY 2022 of \$7.9 million needed to achieve these goals was unallotted.

During the pandemic, the administration provided funding through the Governor's Emergency Education Relief (GEER) Fund (via the CARES Act) of approximately \$15.6 million for undergraduate need-based aid for students at public institutions and \$3.8 million for TAG-eligible undergraduate students for FY 2021. These funds will no longer be available in FY 2022; therefore, providing funding at the GEER levels will maintain funding to these students. SCHEV estimates that funding TAG at the \$3.8 million level could increase the award to \$3,760.

- **Maintain funding commitments to the Virginia Military Survivors and Dependents Education Program (VMSDEM):** This program provides assistance to dependents of Virginia's veterans who have made significant personal sacrifices, including loss of life, liberty or "limb" (90% or more disabled as result of service) by waiving tuition and required fees and providing a stipend. During the 2020 regular session, the General Assembly provided an additional \$750,000 in each year of the 2020-22 biennium, but the funding later was unallotted. Restoring these funds will allow the Commonwealth to maintain its commitment to this population.
- **Implement the Guidance to Postsecondary Success (GPS) initiative:** This initiative increases outreach efforts to potential students who may not consider postsecondary education as an option. According to SCHEV's [early enrollment estimates](#), while overall fall enrollments declined 1.3%, many institutions with higher percentages of minority and low-income students had larger declines. With more high schools operating in a virtual environment and students, particularly those with lower rates of postsecondary enrollment – low-income, African-American, Hispanic, Native American and first-generation – may not know the steps to prepare, apply and pay for college. As a result, fewer students who could benefit from postsecondary education may not find their way to it. The GPS initiative will provide materials, resources and outreach efforts to help address these concerns.
- **Support the Virtual Library of Virginia (VIVA) program:** This [consortium initiative](#) provides support to both public and private institutions across Virginia and funding was proposed to increase by \$400,000 for each year of the biennium prior to the unallotments. The Special Session conference report provides funding in FY 2021. Some priority areas of focus for funding for this program are to increase demand in digital resources and expand access to more diverse materials. This recommendation maintains the same level of funding in the second year of the biennium.

Priority 2: Increase support and aid for the most vulnerable populations and help individuals get back to work.

The second priority increases support and aid to vulnerable students and the institutions serving them. It considers initiatives that help individuals who are unemployed or underemployed update their skills and get back to work.

This includes the following:

- **Restore undergraduate need-based aid and TAG to unallotted amounts.** The funding amounts included in priority one maintain the funding levels provided through the GEER funds. The additional funding amounts would restore the remaining funding unallotted during the 2020 session.
- **Implement the Governor's Get Skilled, Get a Job, Give Back (G3) initiative.** This initiative, passed during the 2020 session, provided free community college to low- and middle-income students in high-demand areas. The program can be especially helpful to individuals whose work was disrupted by COVID. This recommendation offers a scaled approach to restoring the full amounts originally approved by the 2020 General Assembly. It prioritizing funding for the following students: (1) individuals who are unemployed or underemployed; (2) programs that lead to specific high-demand occupations; and (3) programs and credentials of shorter-length to avoid obligating state funds on a continuing basis.
- **Provide institutions with support to assist vulnerable students:** The unallotted amounts provided to institutions included a combination of general operating support and special initiatives to make college more affordable. In addition, actions in the Special Session (subject to the Governor's approval) appropriated \$93.9 million in FY 2021 to colleges and universities and included flexible use of the funds to be used for financial aid or operational support. Except for ODU and GMU, the General Assembly provided no additional funding in FY 2022. SCHEV recommends that for this priority group funding should consider institutions that enroll more vulnerable students and flexibility in the use of funds should continue to better manage the impacts of the pandemic.
- **Increase funding for the Higher Education Equipment Trust Fund (HEETF) to support growth in technology needs as a result of moving more instruction online:** While the pandemic created crisis situations that have understandably been addressed with short-term strategies, the state also could include long-term strategies related to important priorities. For example, the switch to more online learning will increase the need for ongoing technology infrastructure support. One option to support this growing need is to consider additional investments in the Higher Education Equipment Trust Fund. Last year, SCHEV recommended an allocation of \$114.1 million for HEETF in each year of the 2020-22 biennium. The 2020 General Assembly provided an allocation of \$84.1million for FY 2022, of which \$69.1 million supports instructional equipment and \$15 million supports specialized research equipment. An additional \$31 million for FY 2022 would meet the Council's original recommendation and increase the support to meet the need of remote learning. It is estimated that \$4.9 million is required to pay the annual debt service for the additional funding and the payment will not begin until FY 2023.
- **Grow funding for the Innovative Internship Program:** This program was established in 2018 through legislation and is intended to grow internship and work-based learning opportunities statewide and is administered by SCHEV. The program currently receives \$700,000 a year. The program provides grants to institutions to grow internship programs and to match employers establishing internship programs. Over the last year, SCHEV partnered with the Virginia

Chamber of Commerce to create a brand and provide resources to employers to establish or grow their programs. Additional funding will expand these efforts.

Priority 3: Use remaining funding to support new initiatives, grow specialized programs and support affordability.

In addition to supporting additional funding through the items listed above, the General Assembly included additional funding for other initiatives. This included funding for specific research activities, higher education centers, graduate aid and several SCHEV-specific initiatives.

The following is a summary of SCHEV staff proposed budget considerations by priority area for FY2022.

Summary of SCHEV Budget Considerations for FY 2022

Item	FY 2022 Unallotted Amount	Funding Priorities		
		Priority 1	Priority 2	Priority 3
Undergraduate Financial Aid	\$30,285,800	\$15,623,200	\$14,662,600	
G3-free community college	\$34,500,000		\$17,250,000	\$17,250,000
Affordable Access/Institution Support*	\$52,596,480		\$26,298,240	\$26,298,240
Graduate Aid	\$1,500,000			\$1,500,000
Other (higher ed centers, research and non-specific funding)	\$6,531,598			\$6,531,598
HEETF**				
SCHEV				
Tuition Assistance Grant	\$7,900,000	\$3,780,000	\$4,120,000	
Military Survivor Program	\$750,000	\$750,000		
Guidance to Postsecondary Success	\$250,000	\$250,000		
Virtual Library of Virginia	\$400,000	\$400,000		
Innovative Internship Fund	\$1,300,000		\$300,000	\$1,000,000
Other (cost study, earth system science, grow your own teacher, title IX)	\$595,375			\$595,375
Grand Total	\$136,609,253	\$20,803,200	\$62,630,840	\$53,175,213
Priority 1: Hold the most vulnerable students harmless through financial aid and increase access and outreach				
Priority 2: Increase support for vulnerable populations and help individuals get back to work				
Priority 3: Support for new initiatives and increasing support for existing initiatives				

Notes:

*The Special Session Conference report included approximately \$93 million in institution support for FY 2021 with flexibility to use the funds for financial aid or operational support. This amount may be adjusted if the budget is approved.

**SCHEV recommends increasing the HEETF allocation by \$31 million in FY 2022. The debt service of this increase is estimated at \$4.9 million which won't begin until FY 2023.

Policy Considerations

In addition to the above budget considerations, the Governor and General Assembly also may wish to consider several initiatives that align with efforts to improve equity, affordability and support transformation. This includes the following:

Labor market and education alignment

In 2020, SCHEV conducted a review of national labor market and education alignment efforts and identified a set of [core recommendations](#) to further the alignment between labor market outcomes and education. These recommendations also included state-level efforts to better identify the talent needs of Virginia's economy and related education to meet those needs. The Council supports legislation and initiatives that could further the recommendations of the report.

Pre-K-12 and equity alignment

Last summer, the Governor formed the Virginia African American History Education Commission and tasked the group to review K-12's "curricula, professional development practices, and instructional supports to make recommendations for improving the way African American history is taught in Virginia schools." The Commission issued its [recommendations](#) in August 2020. The Council supports these recommendations and will work closely with higher education institutions to further align these efforts through its teacher education and leadership programs and through institution-based efforts that support similar reviews.

Higher education costs and planning reviews

The need to transform operations based on recent events and to ensure that higher education remains relevant, provides an opportunity for SCHEV and the state to review principles for prioritizing limited state funding. Last year, SCHEV conducted a review of its [state financial aid funding formula](#) and awarding practices. As a result, SCHEV recommended a revised formula that focused limited state dollars on students with the highest unmet need. Additional reviews could be conducted in other areas, such as base costs, capital outlay and the six-year planning process to ensure practices are equitable and align with the changing needs of the Commonwealth.

Cost and funding review: The 2020 General Assembly provided funding for SCHEV to conduct a study over the 2020-22 biennium. This funding was later unallotted. SCHEV could adjust the scope of the project over the coming year to focus on identifying and recommending (1) measures of productivity and efficiency and (2) strategies to allocate limited state resources based on outcomes that align with state needs that are related to affordability, access, completion and equity.

Capital projects policies and guidelines study: Virginia Code § 23.1-203(12) requires the Council to review biennially and approve or disapprove all changes in the inventory of educational and general space that any public institution of higher education may propose, and to make a report to the Governor and the General Assembly. The process includes data collections from the institutions that would normally take place in November 2020. SCHEV uses the information in the review and prioritization of capital project requests from the institutions.

However, the coronavirus COVID-19 pandemic has affected planning activities for Virginia's higher education institutions. Therefore, SCHEV submitted a request on behalf of the institutions, which the Governor's office granted, to delay these data collection activities. In discussions with Six-year Project Advisory Committee (Six-PAC) about the

request, SCHEV received a recommendation to take this opportunity to review the data collection activities, as well as all guidelines and procedures associated with the review and prioritization of capital project requests from the public higher education institutions.

For example, the Fixed Asset Guidelines for Educational and General Programs have been in place since July of 2001. A 2004 SCHEV study found that the guidelines were reasonable and should remain in place. In 2010, SCHEV updated the document to include guidelines for auxiliary enterprises for two-year institutions. Therefore, it has been at least 10 years since SCHEV has reviewed the fixed asset guidelines.

SCHEV uses the guidelines and related activities as a means to recommend equitable distribution of limited public resources for higher education capital projects. Moreover, a study is needed to determine how the digital learning environment affects space utilization considerations and how SCHEV can ensure that programmatic and state needs inform the prioritization process.

The following is potential budget language to support this study:

Page 200, add section T to Item 152 and insert:

- 1. The State Council of Higher Education for Virginia, SCHEV, in consultation with staff from the House Appropriations Committee, the Senate Finance and Appropriations Committee, Department of General Services, and Department of Planning and Budget, as well as representatives of public higher education institutions shall perform a review of capital outlay guidelines and policies in Virginia higher education.*
- 2. The Council's review shall include fixed asset guidelines and SCHEV's internal review process for determining recommendations for the prioritization of capital projects.*
- 3. By November 1, 2021, the Council shall submit an interim report to the Governor and the Chairs of the House Appropriations and Senate Finance and Appropriations Committee.*
- 4. By November 1, 2022, the Council shall submit a final report and any related recommendations to the Governor and the Chairs of the House Appropriations and Senate Finance and Appropriations Committee.*

6-year plan review: With the changes occurring to higher education, the [six-year plan process](#) should be updated to eliminate duplicative reporting or other unnecessary data collection activities and to determine if other reporting is needed. For example, for the last several years, institutions have been required to provide economic impact and intellectual property information in their six-year plans. However, it may be that the newly formed Virginia Innovation Partnership Authority will want to collect this type of data directly from the institutions. In addition, with increased interest in the finances of institutions, the plans could include reporting related to measures of fiscal health and stress-testing. The Council recommends that staff review these plans in collaboration with stakeholders and identify any changes that may be needed to improve this process.

State need-based aid for high school graduates who qualify for in-state tuition through recent legislation

The 2020 session of the General Assembly provided in-state tuition eligibility to recent high school graduates. This legislation was established to provide an alternative approach to establish eligibility for in-state tuition for individuals who are unable to establish domicile. Since then, there is interest to extend access to state financial assistance to these students. This proposal can improve financial equity for those that call Virginia their home but currently are ineligible for state or federal aid. Depending on how a provision is constructed, there will be both logistical and financial challenges, including a need to develop an alternate application process for a need-based provision as students who are undocumented would remain ineligible for federal aid, such as the Pell grant. In addition, there are several financial aid options to be considered with each providing varying levels of equity, cost, complications and time required to be available. The Council supports providing assistance in this area and recommends that staff works closely with policymakers, advocacy groups and to identify the requirements to implement any legislation related to these efforts.

Summary

These recommendations seek to maintain the momentum established in the 2020 General Assembly session. They recognize that we have witnessed considerable change since then, with a global pandemic and heightened awareness of social justice concerns. While it is possible that state revenues will not permit any additional investment in higher education in the 2021 General Assembly Session, the recommendations provide a path to prioritizing appropriations should revenues be sufficient and policy operations to address the state's most urgent higher education needs.

**SCHEV Recommended Allocation
for Higher Education Equipment Trust Fund in FY2022**

Institutions	SCHEV Original Recommendation of FY2022 Allocation	General Assembly FY2022 Allocation (Chapter 1289)	Required Additional Allocation in FY2022
GMU	\$6,124,772	\$4,421,431	\$1,703,341
ODU	\$5,948,745	\$5,345,270	\$603,475
UVA	\$24,771,036	\$15,647,817	\$9,123,219
VCU	\$13,626,662	\$9,848,982	\$3,777,680
VT	\$23,143,693	\$15,572,097	\$7,571,596
W&M	\$2,886,751	\$2,896,350	
W&M-VIMS	\$1,086,030	\$537,407	\$548,623
CNU	\$912,325	\$754,464	\$157,861
UVA-Wise	\$450,693	\$250,681	\$200,012
JMU	\$2,722,601	\$2,309,646	\$412,955
LU	\$851,931	\$743,433	\$108,498
UMW	\$689,202	\$655,746	\$33,456
NSU	\$1,404,747	\$2,350,108	
RU	\$2,116,947	\$1,744,993	\$371,954
VMI	\$1,096,543	\$886,084	\$210,459
VSU	\$1,339,877	\$1,342,189	
RBC	\$184,727	\$160,149	\$24,578
VCCS ⁽²⁾	\$22,358,282	\$17,596,542	\$4,761,740
SWVHEC	\$86,338	\$80,111	\$6,227
RHEA	\$65,804	\$77,623	
IALR	\$222,980	\$274,172	
SVHEC	\$216,639	\$95,790	\$120,849
NCI	\$75,456	\$34,486	\$40,970
EVMS	\$1,742,065	\$524,429	\$1,217,636
TOTAL	\$114,124,843	\$84,150,000	\$30,995,127

State Council of Higher Education for Virginia Agenda Item

Item: #II.D. - Resources and Planning Committee – Action on Certification of Institutional Performance Standards

Date of Meeting: October 26, 2020

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

Most Recent Review/Action:

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

Date: September 15, 2020

Action: Discussed preliminary results for the six general education-related performance measures.

Purpose of the Agenda Item: The purpose of this agenda item is to present the final results for the 2020 assessment of institutional performance and take action regarding certification of the institutions. In addition, staff noted that Council members discussed a review of the measures for future review. Staff will provide an update on this review at a future Council meeting.

Background Information/Summary of Major Elements:

The State Council of Higher Education has assessed institutional performance for over a decade beginning with 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. The Appropriation Act of 2020-22 (Chapter 1289 under General Provisions) outlines the assessment process and lists the six education-related measures and the financial and administrative standards by which the Council shall base its assessment and certification.

The full text from the Appropriation Act is available [online](#). Specifically, the following text relates to SCHEV's responsibilities:

In general, institutions are expected to achieve all performance measures in order to be certified by SCHEV, but it is understood that there can be circumstances beyond an institution's control that may prevent achieving one or more performance measures. The Council shall consider, in consultation with each institution, such factors in its review: (1) institutions meeting all performance measures will be certified by the Council and recommended to receive the financial

benefits, (2) institutions that do not meet all performance measures will be evaluated by the Council and the Council may take one or more of the following actions: (a) request the institution provide a remediation plan and recommend that the Governor withhold release of financial benefits until Council review of the remediation plan or (b) recommend that the Governor withhold all or part of financial benefits.

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

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

Institutions that meet certification criteria are eligible to receive financial benefits from the state. Section § [23.1-1002](#) contains the details about these financial benefits. The benefits include approximately \$14 million for the biennium. Institutions certified by SCHEV during this current assessment process will be eligible to receive benefits for FY 2021 and FY 2022.

As discussed at the Committee's meeting in September, there are two areas of measurement. The six general education-related performance measures comprise one area. The financial and administrative standards comprise the second area. Additional information regarding the contains the six general education-related measures and the financial and administrative standards is available on the SCHEV website under [Institutions/Planning Performance/Institutional Performance Standards](#)

Findings:

Six Education-Related Performance Measures:

These are the six education-related measures:

1. HEADCOUNT - Institution meets at least 95 percent of its State Council-approved biennial projections for in-state undergraduate headcount enrollment.
2. DEGREE AWARDS - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state associate and bachelor degree awards.
3. STEM-H DEGREE AWARDS - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state STEM-H (Science, Technology, Engineering, Mathematics and Health professions) associate and bachelor degree awards.

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

5. DEGREES FOR UNDER-REPRESENTED STUDENTS - Maintain or increase the number of in-state associate and bachelor degrees awarded to students from underrepresented populations.

6. TWO-YEAR TRANSFERS - Maintain or increase the number of in-state two-year transfers to four-year institutions.

The years under review for these measures for the 2020 Biennial Assessment are 2017-18 and 2018-19. Results for the six measures indicate that Systemwide all six measures were achieved. Table I contains the aggregate information.

TABLE 1
RESULTS FOR SIX GENERAL INSTITUTIONAL PERFORMANCE MEASURES
Aggregate Information
October 2020

PERFORMANCE MEASURE	2017-2018			2018-2019 (Biennium- M5 & M6)		
	Target	Actual	Result	Target	Actual	Result
1 - Institution meets at least 95 percent of its State Council-approved biennial projections for in-state undergraduate headcount enrollment .	301,461	303,817	101%	299,881	298,830	100%
2 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state associate and bachelor degree awards .	50,122	48,855	98%	51,020	49,136	96%
3 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state STEMH associate and bachelor degree awards .	11,241	11,361	101%	11,640	12,313	106%
4 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state, upper level – sophomore level for two-year institutions and junior and senior level for four-year institutions – program-placed, full-time equivalent students .	70,858	78,352	111%	72,191	78,540	109%
5 - Maintain or increase the number of in-state associate and bachelor degrees awarded to students from underrepresented populations .	For this measure, we compare the average for the two years under review to the average for the three prior years.			30,358	30,366	+8
6 - Maintain or increase the number of in-state, two-year transfers to four-year institutions .	For this measure, we compare the average for the two years under review to the baseline figure from 2010-11.			9,579	11,200	+1,621

Table 2 contains the results at the institutional level along with staff recommendations regarding the findings.

TABLE 2
BIENNIAL ASSESSMENT RESULTS BY INSTITUTION
Performance Measures 1 - 6
October 2020

Institution	PM 1	PM2	PM 3	PM4	PM5	PM 6	Recommendations
CNU	P	F2	F1&2	P	F	F	Remediation Plan
GMU	P	P	P	P	P	P	Passed
JMU	P	P	F1&2	P	P	P	Feedback Only
LU	F2	P	F1&2	F1&2	F	P	Remediation Plan
NSU	F1&2	F1&2	F1&2	P	F	F	Remediation Plan
ODU	P	P	P	P	P	P	Passed
RU	F2	P	P	P	P	F	Feedback Only
UMW	P	P	P	P	P	P	Passed
UVA	P	P	P	P	P	P	Passed
UVA-W	P	P	F1	P	F	F	Feedback Only
VCU	P	P	F2	P	F	P	Feedback Only
VMI	P	P	P	P	P	P	Passed
VSU	F2	F1&2	F1&2	P	F	F	Remediation Plan
VT	P	P	P	P	P	P	Passed
W&M	P	P	F1&2	P	P	F	Feedback Only
VCCS	P	F1&2	P	N/A	F	N/A	Feedback Only
RBC	F1&2	P	F1&2	N/A	P	N/A	Feedback Only

P = Pass F = Fail (F1 = 2017-18 and F2 = 2018-19) N/A = Not Applicable

PERFORMANCE MEASURES:

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

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

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

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

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

PM 6 - Maintain or increase the number of **in-state two-year transfers to four-year institutions**.

Results indicate that six institutions achieved all six measures. These institutions are George Mason University, Old Dominion University, University of Mary Washington, University of Virginia, Virginia Military Institute and Virginia Tech.

Staff worked with the other institutions to discuss the results and obtain feedback about any deficiencies. In particular, there are concerns about institutions that have deficiencies for three or more measures. These institutions include Christopher Newport University, Longwood University, Norfolk State University and Virginia State University. Although the University of Virginia's College at Wise appears to fall into this category, results indicate that for Performance Measure 3 there was improvement made from the first year of the review period, 2017-18, to the second year, 2018-19, resulting in achieving the 95% target for that measure.

In past years, the Council has chosen to require remediation plans for institutions with deficiencies for three or more measures. Staff recommends the same approach for this assessment period.

Staff also proposes that an interim review occur next summer in 2021 to monitor performance for these four institutions, as well as provide more timely feedback to all institutions.

Table 3 provides more detailed information for each institution by performance measure and year of the review period.

TABLE 3
BIENNIAL ASSESSMENT RESULTS BY INSTITUTION AND MEASURE
(Using 2017 Projections)
October 2020

Institution	PM1		PM2		PM3		PM4		PM5	PM6
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	Biennium	Biennium
CNU	P	P	P	91.5	81.9	88	P	P	-47	-33
GMU	P	P	P	P	P	P	P	P	P	P
JMU	P	P	P	P	88	86.6	P	P	P	P
LU	P	93.6	P	P	92.4	93.1	86.4	76.2	-4	P
NSU	94.4	90.2	88.2	79.3	90.7	61.7	P	P	-243	-124
ODU	P	P	P	P	P	P	P	P	P	P
RU	P	93.6	P	P	P	P	P	P	P	-36
UMW	P	P	P	P	P	P	P	P	P	P
UVA	P	P	P	P	P	P	P	P	P	P
UVA-W	P	P	P	P	86.8	P	P	P	-18	-31
VCU	P	P	P	P	P	90.9	P	P	-9	P
VMI	P	P	P	P	P	P	P	P	P	N/A
VSU	P	93.2	84.1	74.2	89.4	87.1	P	P	-66	-11
VT	P	P	P	P	P	P	P	P	P	P
W&M	P	P	P	P	94.1	82.6	P	P	P	-8
VCCS	P	P	94.1	91.9	P	P	N/A	N/A	-523	N/A
RBC	85.1	91.9	P	P	82.6	90.5	N/A	N/A	P	N/A

PERFORMANCE MEASURES:

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

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

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

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

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

PM 6 - Maintain or increase the number of in-state **two-year transfers to four-year institutions**

The six education-related measures support the goals of The Virginia Plan for Higher Education, in particular, the goals related to access and student success.

Financial and Administrative Standards

The Department of Planning and Budget under the Secretary of Finance performed a review of the results for the Financial and Administrative Standards for 2018-19. Institutions must meet a passing score on these standards of at least 80%.

Table 4 contains the results by institution.

TABLE 4
FINANCIAL AND ADMINISTRATIVE STANDARDS
Results by Institution
October 2020

INSTITUTION	SCORE	RESULT
Christopher Newport University	100%	Pass
George Mason University	100%	Pass
James Madison University	100%	Pass
Longwood University	88%	Pass
Norfolk State University	100%	Pass
Old Dominion University	100%	Pass
Radford University	100%	Pass
Richard Bland College	100%	Pass
University of Mary Washington	84%	Pass
University of Virginia	100%	Pass
University of Virginia's College at Wise	100%	Pass
Virginia Commonwealth University	100%	Pass
Virginia Community College System	88%	Pass
Virginia Military Institute	100%	Pass
Virginia State University	78%	Fail
Virginia Tech	94%	Pass
William & Mary	88%	Pass

Eleven institutions scored 100%: Christopher Newport University, George Mason University, James Madison University, Norfolk State University, Old Dominion University, Radford University, Richard Bland College, University of Virginia, University of Virginia's College at Wise, Virginia Commonwealth University, and Virginia Military Institute.

All other institutions, except Virginia State University, achieved passing scores. VSU has an anticipated material weakness in internal controls in FY 2019 related to its management of two National Institute of Food and Agriculture (NIFA) grant programs. VSU is responsible for repaying to NIFA disallowable costs. Since the disallowable costs have been identified, VSU has been working closely with NIFA on a resolution.

SCHEV staff, in concurrence with the Secretary of Finance, recommends that VSU be certified for a probationary period of one year, instead of the normal two-year period. VSU would retain benefits in FY 2021. Next summer, the Secretary of Finance and SCHEV will review again the financial and administrative standards for VSU in order to determine certification for FY 2022. Staff also recommends that VSU submit a remediation plan to provide more details about its plan to resolve the situation with NIFA.

Appendix A contains the specific results by standard for the Level Three institutions. Appendix B contains the specific results by standard for the Level One and Level Two institutions.

Materials Provided:

Appendix A: Results of the Review of the Financial and Administrative Standards for Level Three Institutions

Appendix B: Results of the Review of the Financial and Administrative Standards for Level One and Level Two Institutions.

Financial Impact: Certified institutions are eligible to receive financial benefits listed in § [23.1-1002](#).

Timetable for Further Review/Action: This review completes the 2020 assessment process. The next review must be completed by October 1, 2022.

Resolution:

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

APPENDIX A

RESULTS OF THE REVIEW OF THE FINANCIAL AND ADMINISTRATIVE STANDARDS FOR LEVEL THREE INSTITUTIONS

Assessment of Institutional Performance
Financial and Administrative Standards - Level Three Institutions
Achievement of Measures

FY 2019					
University Achievement of Measures	W&M	JMU	UVA	VCU	VPI
Total measures	17	17	17	17	17
Achieved measures	15	17	17	17	16
Percent achieved	88.2%	100.0%	100.0%	100.0%	94.1%

Specific Performance Measures				FY 2019 Result				
Measure #	Measure Category	Measure	Benchmark	W&M	JMU	UVA	VCU	VPI
1	1. Financial	Financial Statements and Internal Controls	a) An unqualified opinion from the Auditor of Public Accounts upon the audit of the public institution's financial statements;	Y	Y	Y	Y	Y
2	1. Financial	Financial Statements and Internal Controls	b) No significant audit deficiencies attested to by the Auditor of Public Accounts;	Y	Y	Y	Y	Y
3	1. Financial	Compliance with financial directives	c) Substantial compliance with all financial reporting standards approved by the State Comptroller;	Y	Y	Y	Y	Y
4	1. Financial	Accounts Receivable	d) Substantial attainment of accounts receivable standards approved by the State Comptroller, including but not limited to, any standards for outstanding receivables and bad debts; and	Y	Y	Y	Y	Y
5	1. Financial	Accounts Payable	e) Substantial attainment of accounts payable standards approved by the State Comptroller including, but not limited to, any standards for accounts payable past due.	Y	Y	Y	Y	Y
6	2. Debt Management	Bond Rating	a) The institution shall maintain a bond rating of AA- or better;	Y	Y	Y	Y	Y
7	2. Debt Management	Investments	b) The institution achieves a three-year average rate of return at least equal to the imoney.net money market index fund; and	Y	Y	Y	Y	Y
8	2. Debt Management	Debt burden ratio	c) The institution maintains a debt burden ratio equal to or less than the level approved by the Board of Visitors in its debt management policy. – (maximum annual debt service on long term debt) divided by (total operating expenses plus principal and interest on capital related debt less research operating expenses)	Y	Y	Y	Y	Y
9	3. Human Resources	Turnover rate	a) The institution's voluntary turnover rate for classified plus university/college employees will meet the voluntary turnover rate for state classified employees within a variance of 15 percent; and	Y	Y	Y	Y	Y
10	3. Human Resources	Internal progression	b) The institution achieves a rate of internal progression within a range of 40 to 60 percent of the total salaried staff hires for the fiscal year.	N	Y	Y	Y	Y

Specific Performance Measures				FY 2019 Result				
Measure #	Measure Category	Measure	Benchmark	W&M	JMU	UVA	VCU	VPI
11	4. Procurement	SWAM Participation	a) The institution will substantially comply with its annual approved Small, Women and Minority (SWAM) procurement plan submitted to the Department of Small Business and Supplier Diversity; however, a variance of 15 percent from its SWAM purchase goal, as stated in the plan, will be acceptable; and	Y	Y	Y	Y	Y
12	4. Procurement	Procurement orders processed through eVA	b) The institution will make no less than 80 percent of purchase transactions through the Commonwealth's enterprise-wide internet procurement system (eVA) with no less than 75 percent of dollars to vendor locations in eVA.	N	Y	Y	Y	Y
13	5. Capital Outlay	Capital projects within budget	a) The institution will complete capital projects (with an individual cost of over \$1,000,000) within the budget originally approved by the institution's governing board at the preliminary design state for projects initiated under delegated authority, or the budget set out in the Appropriation Act or other Acts of Assembly which provides construction funding for the project at the preliminary design state. If the institution exceeds the budget for any such project, the Secretaries of Administration and Finance shall review the circumstances causing the cost overrun and the manner in which the institution responded and determine whether the institution shall be considered in compliance with the measure despite the cost overrun;	Y	Y	Y	Y	N
14	5. Capital Outlay	Owner requested change orders	b) The institution shall complete capital projects with the dollar amount of owner requested change orders not more than 2 percent of the guaranteed maximum price (GMP) or construction price; and	Y	Y	Y	Y	Y
15	5. Capital Outlay	Competitive rates for leased office space	c) The institution shall pay competitive rates for leased office space - the average cost per square foot for office space leased by the institution is within 5 percent of the average commercial business district lease rate for similar quality space within reasonable proximity to the institution's campus.	Y	Y	Y	Y	Y

Specific Performance Measures				FY 2019 Result				
Measure #	Measure Category	Measure	Benchmark	W&M	JMU	UVA	VCU	VPI
16	6. Information Technology	Project Management	a) The institution will complete major information technology projects (with an individual cost of over \$1,000,000) on time and on budget against their managed project baseline. If the institution exceeds the budget and/or time schedule for any such project, the Secretary of Technology shall review the circumstances causing the cost overrun and/or delay and the manner in which the institution responded and determine whether the institution appropriately adhered to Project Management Institute's best management practices and, therefore, shall be considered in compliance with the measure despite the cost overrun and/or delay; and	Y	Y	Y	Y	Y
17	6. Information Technology	Information Security	b) The institution will maintain compliance with institutional security standards as evaluated in internal and external audits. The institution will have no significant audit deficiencies unresolved beyond one year.	Y	Y	Y	Y	Y

APPENDIX B

RESULTS OF THE REVIEW OF THE FINANCIAL AND ADMINISTRATIVE STANDARDS FOR LEVEL TWO AND LEVEL ONE INSTITUTIONS

All metrics for FY 2019	APA		DOA			Institution	DHRM	SBSD	DGS	VITA	DGS / DPB		
Institution	Unqualified Opinion from APA	No Significant Audit Deficiencies	Substantial Compliance with Financial Reporting	Accounts Receivable Standards	Accounts Payable Standards	Complies with Debt Mgmt Policy	Within 15% of Turnover Rate Goal	Within 15% of SWaM Plan Goal	No less than 75% of Dollar Purchases from vendors in eVA	Complete IT projects under original budget	Complete capital projects under original budget	Score	Pass/Fail
	12 points	12 points	12 points	10 points	10 points	10 points	6 points	6 points	6 points	8 points	8 points	100	
Christopher Newport University	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	100	Pass
Richard Bland College	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	100	Pass
George Mason University	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	100	Pass
Longwood University	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	88	Pass
Norfolk State University	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	100	Pass
Old Dominion University	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	100	Pass
Radford University	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	100	Pass
University of Mary Washington	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	84	Pass
University of Virginia's College at Wise	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	100	Pass
Virginia Community College System	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	88	Pass
Virginia Military Institute	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	100	Pass
Virginia State University	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	78	Fail

Notes

Passing = 80 points; consistent with prior assessments

State Council of Higher Education for Virginia Agenda Item

Item: #II.E. - Resources and Planning Committee – Discussion of the Statewide Internship Program

Date of Meeting: October 26, 2020

Presenter: Lynn Seuffert
lynnseuffert@schev.edu

Most Recent Review/Action:

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

Date:

Action:

Purpose of Agenda Item: The purpose of the agenda item is to provide an update on the recent activities associated with the statewide Innovative Internship Fund and Program administered by SCHEV.

Background Information/Summary of Major Elements:

The General Assembly created the Innovative Internship Fund and Program in 2019. The purpose of the program is to expand paid or credit-bearing student internship and other work-based learning opportunities in collaboration with Virginia employers. The program comprises institutional grants and a statewide initiative to facilitate the readiness of students, employers and institutions of higher education to participate in internship and other work-based learning opportunities.

In 2020, SCHEV staff focused on several efforts to support the development of the program, including the following:

- Consulted with a Policy and Employer Advisory Panel to guide SCHEV's work
- Formed six workgroups to advise SCHEV on the following concepts: employer toolkits; remote work-based experiences; student readiness; professional development (work-ready) experience; technology, data and measures of success; professional development for practitioners.
- Partnered with the Virginia Chamber of Commerce to engage employers statewide, create a brand for the program and support training for employers.

Planned activities for 2021 are outlined in the attached update along with more detailed information on the activities above.

Materials Provided: Update attached.

Financial Impact: The Appropriation Act provides base funding of \$700,000 for the program. It also includes increases of \$300,000 in FY 2021 and \$1.3 million in FY 2022 – increases that were “unalotted” in this year’s budget process.

Relationship to Goals of The Virginia Plan for Higher Education:

These activities support two goals of The Virginia Plan for Higher Education:

Goal 2 Student Success: Optimize student success for work and life.

Goal 4 Prosperity: Advance the economic and cultural prosperity of the Commonwealth and its regions.

Timetable for Further Review/Action: NA

Innovative Internship Fund and Program – Update

In 2018, the General Assembly appropriated funds for a new grant competition designed to stimulate public colleges and universities to partner with employers and provide innovative paid internship opportunities for students. In 2019, the effort was expanded and enacted into law as the Innovative Internship Fund and Program. The annual budget is \$700,000.

The statute (Va. Code § 23.1-903.4) stipulates that SCHEV shall engage stakeholders from business and industry, secondary and higher education, economic development and state agencies and entities that are successfully engaging employers or successfully operating internship programs.

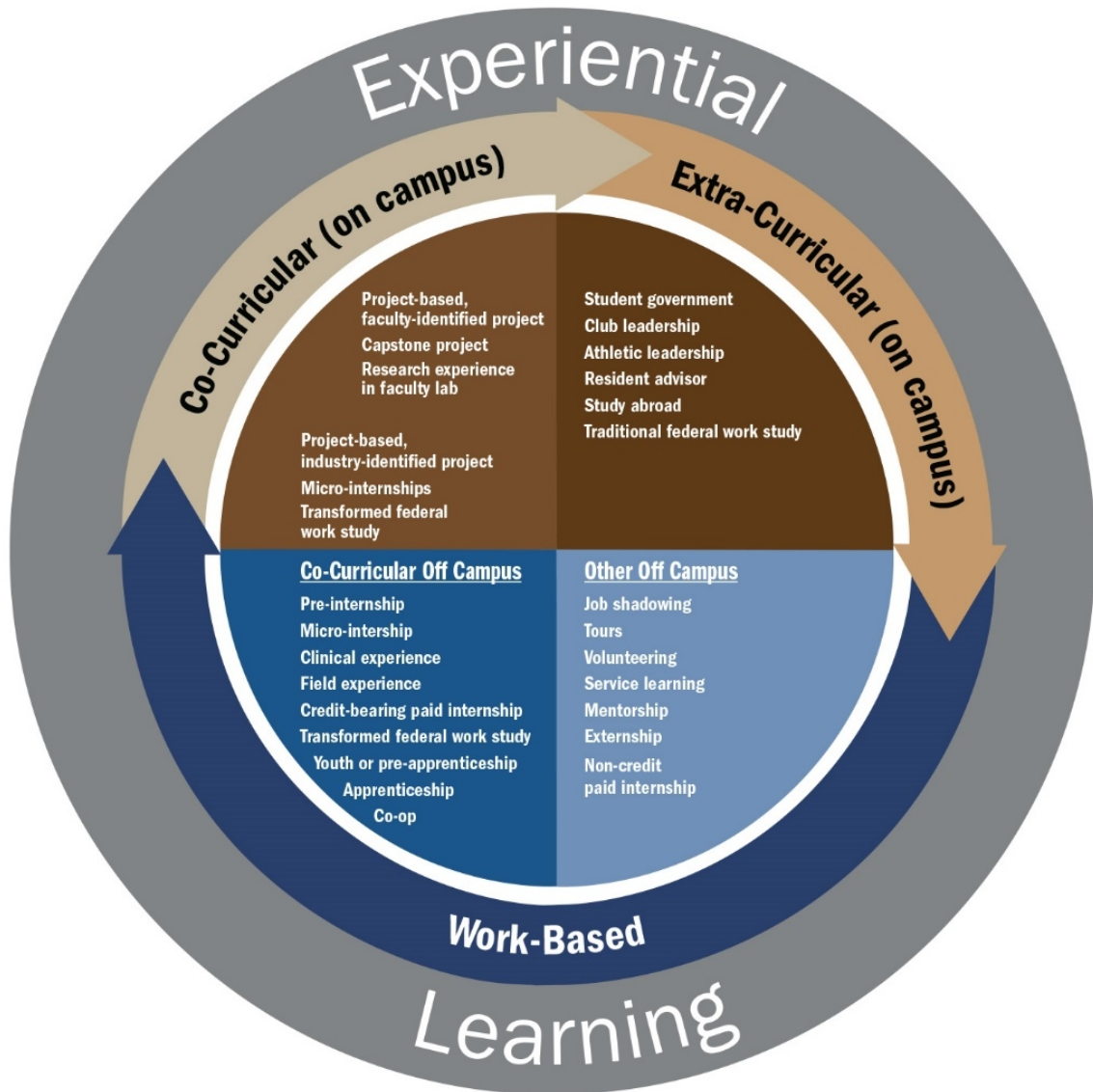
The following is an update of activities to date for the program. Also, additional information is available on the [SCHEV Internship](#) website.

Advisory Panel: To help guide the implementation of the fund and program, SCHEV staff formed a Policy and Employer Advisory Panel, which includes the following members:

- Fran Bradford, Deputy Secretary of Education, Office of the Governor
- Nicole Bunce, Director of Communications and External Affairs, Virginia Chamber of Commerce
- Sara Dunnigan, Deputy Director, GO Virginia and Economic Development, Department of Housing and Community Development
- David Eshelman, Director for Workforce Development and Initiatives, Virginia Department of Education
- Don Finley, Virginia Business Higher Education Council
- Deanna Goldstein, Senior Talent Management Consultant, Department of Human Resource Management
- Rahul Keshap, Board Member, Center for Nonprofit Excellence
- Carl Knoblock, District Director, Virginia District Office, U.S. Small Business Administration
- Martina Murray, Director of Education Programs, Virginia Department of Veterans Services
- John Newby, Chief Executive Officer, Virginia Bio
- Nicole Riley, Virginia State Director, National Federation of Independent Business
- Felix Schapiro, Workforce Policy Analyst, Office of the Chief Workforce Development Advisor, Office of the Governor
- Landon Webber, Manager, Economic Competitiveness, Virginia Economic Development Partnership

Initial scan and concepts for internships and experiential learning: In 2019, staff conducted an environmental scan, convened regional meetings with internship practitioners from institutions of higher education and convened regional meetings with employers.

Staff learned that institutions and employers have different definitions of experiential learning. The graphic below illustrates that institutions have a significantly broader view of experiential learning. Employers and the statute governing the program focus on the bottom half of the wheel – work-based learning.



Taking into account everything staff learned from the regional meetings, two questions emerged:

Question 1: How can a statewide initiative support institutions to scale their efforts while maintaining consistency and quality for students and employers?

Question 2: How can a statewide initiative support employers to scale their efforts while maintaining consistency and quality?

Implementation activities in 2020: Beginning in 2020 SCHEV initiated several activities, including the formation of workgroups and the development of a partnership with the Virginia Chamber of Commerce.

Workgroups:

Six workgroups were formed in summer 2020 to explore the answers to the questions above.

Workgroups

- Employer Toolkit
- Remote Work-Based Experiences
- Student Readiness
- Professional Development (Work-Ready) Experience
- Technology, Data and Measures of Success
- Professional Development for Practitioners

Collectively, the work groups have 69 members:

- 12 from community colleges
- 8 from private four-year institutions
- 39 from public four-year institutions
- 10 from other entities (VCCS, VITA, Virginia Space Grant Consortium, etc.)

Each workgroup has met twice.

Partnership with the Chamber of Commerce:

SCHEV partnered with the Virginia Chamber of Commerce, the Chamber Foundation and regional Chambers with the ultimate goals to:

- Identify thousands of new employer partners to host work-based experiential learning opportunities
- In collaboration with institutions, ensure the readiness of employers to offer evidence-based programs

SCHEV's contract with the Chamber Foundation will deliver:

- Marketing materials and branding
- Employer resources (including the toolkit & website)
- Statewide rollout (includes highlighting this effort at the Chamber's annual Education and Workforce Conference on October 27, 2020)

The Chamber Foundation has delivered the new brand and logo, which will be announced at this week's Chamber Education and Workforce Conference. The program has been renamed the Virginia Talent + Opportunity Partnership or VirginiaTOP. The theme aligns with Virginia's goals to be the top state for business and the top state for education.



The Chamber Foundation convened a Work-Based Learning Task Force to develop a toolkit for employers that want to create a new internship program or improve their existing program. The work of that group was supplemented by SCHEV's Employer Toolkit Work Group. The new toolkit will be previewed at the conference, along with the new website.

While the work for the first edition of the employer toolkit is almost complete, plans are already underway for the second edition, which will include one or two additional topics and enhanced information about maintaining best practices for remote experiential learning opportunities.

Planned activities for 2021:

- Designing a program to ensure students are well-prepared for their work-based learning experience (the statute directs SCHEV to "develop internship readiness educational resources, delivery methods, certification procedures, and outreach and awareness activities"); timeframe for completion is late winter 2021
- Designing an internship experience specifically for first- and second-year students that is focused on competencies such as critical thinking and problem solving, communication, teamwork, technology, leadership, professional/work ethic, career management, global/intercultural fluency (these eight competencies are defined by the National Association of Colleges and Employers); timeframe for completion is late winter 2021
- Convening regional collaboratives, in partnership with GO Virginia, to (1) identify and prioritize opportunities for employers to engage with students from pre-K-12 through graduate programs; (2) inform employers about those programs and ensure participation is easy; and (3) deliver modules that will walk a company through the steps of creating an internship program. The timeframe for an announcement of opportunity for regions to submit proposals is December 2020. Regions will determine their own timeframes for each of the three activities listed, with potential completion by December 2021. Delivery of information and modules to employers will continue indefinitely
- Identifying key measures of performance, finding baseline data and setting targets for the program; timeframe for completion is late spring 2021; tracking progress and success measures will be ongoing

As a note, the work of the two remaining groups, remote experiences and professional development for practitioners, is ongoing and will infuse the activities of the other groups.

State Council of Higher Education for Virginia Agenda Item

Item: #II.F. - Resources and Planning Committee – Discussion and Updates from the Office of the Qualified Education Loan Ombudsman

Date of Meeting: October 26, 2020

Presenter: Scott w. Kemp
Student Loan Advocate
scottkemp@schev.edu

Most Recent Review/Action:

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

Date:

Action:

Purpose of Agenda Item: The purpose of this item is to apprise the Council of the work of the Student Loan Advocate and to consult with Council on the establishment and maintenance of a “qualified education loan borrower education course” that will be implement in 2021.

Background Information/Summary of Major Elements: The Code of Virginia charges the Council with creating within the agency an “Office of the Qualified Education Loan Ombudsman.”

§ 23.1-232

A. The Council shall create within the agency the Office of the Qualified Education Loan Ombudsman. The Office of the Qualified Education Loan Ombudsman shall provide timely assistance to any qualified education loan borrower of any qualified education loan in the Commonwealth. All state agencies shall assist and cooperate with the Office of the Qualified Education Loan Ombudsman in the performance of its duties under this article

In addition, the office is required to report to the Governor and the General Assembly annually on activities and the status of implementing a “qualified education loan borrower education course.”

Materials Provided: Update from the Office of the Qualified Education Loan Ombudsman.

Financial Impact: The Appropriation Act provides base funding of \$224,000 in FY 2021 and \$174,000 in FY 2022.

Relationship to Goals of The Virginia Plan for Higher Education: The work of the Office of the Qualified Education Loan Ombudsman supports many of the goals and strategies within The Virginia Plan, including, but not limited to the following:

Provide Affordable Access for All

- Expand outreach to PK-12 and traditionally underserved populations
- Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.

Timetable for Further Review/Action: This document is for review and discussion only at this time. Staff will continue to update the Council of the development of the education course and provide a final version of the 2020 annual report at a future meeting.

Update from the Office of the Qualified Education Loan Ombudsman

General Overview of Debt

Just over 1 million Virginians have some type of student loan debt, and the average debt they carry is over \$39,000. As of August 2019, the three-year loan default rate for Virginia was 9.8%, just below the national average of 10.1%, which has been trending downward in the last few years.

At the 2019 Federal Student Aid (FSA) conference last December, U.S. Secretary of Education Betsy DeVos said that the Department of Education considered 43% of student loans in “distress.” This means that loans are delinquent or at risk of default, or that borrowers are not paying enough on their loans.

Borrowers seek the assistance of the Student Loan Advocate in Virginia for help with the complex nature of their loans. Currently, 11 other states have a similar position, and many others have such a position in various stages of legislation and implementation.

Office Activities

The primary function of the Student Loan Advocate is to assist qualified education loan borrowers who reside in the Commonwealth. The office gives priority to borrowers with federal loans, but the office can assist private loan borrowers with identifying other available resources. The [student loan advocate webpage](#) includes a variety of resources for borrowers and a student complaint form.

The Office began serving borrowers in October 2018, with a formal launch of the services provided on January 22, 2019, with the issuance of a press release.

Analysis of Borrower Cases

Since October 2018, the office has handled over 300 unique cases related to student loans. The following includes a general profile of the student cases:

- 32% attended a proprietary, for-profit institution
- 44% earned a credential (of those 48% have a degree at the bachelor’s level or above)
- 53% are seeking loan forgiveness
- The average age of those who provided a date of birth is 45 years.
- The average debt load they carry is around \$74,000.

Borrower cases come to the office from various sources, with emails being the primary method, followed by the student complaint form available through the SCHEV website and phone calls. In addition, borrowers are referred to the office by state legislators, the Governor’s office, the Attorney General’s office and the Secretary of Education’s office.

Without regulatory authority, the office relies on advocating on behalf of the borrower as its main service. So far, 54% of cases have required contact with another entity to understand the particulars of a borrower’s loan account and to collaborate on next

steps for the borrower. This includes reaching out to loan servicers for 25% of the cases, followed by other federal agencies (FSA/CFPB).

Of the 303 cases as of September 30, 2020, the office has closed 210. Most of these cases closed after sharing requested information or clarifying the nature of the loan payment schedules. Some involved borrowers from outside Virginia. The office referred these cases to the appropriate state or federal agency. Other cases were redirected to other SCHEV departments or Virginia agencies.

The most common complaint is with the federal Public Service Loan Forgiveness (PSLF) program. Borrowers contact the office because they recently learned that they are ineligible for the loan forgiveness. Borrowers have either the wrong kind of repayment plan or the wrong kind of loans. For the former situation, borrowers can seek the Temporary Expanded PSLF program. For the latter situation, borrowers can consolidate their debt into a direct loan and re-start the process for qualifying for forgiveness.

The cases that remain open the longest are for borrowers who submitted a Borrower Defense to Repayment (BDR) claim with the Federal Student Aid office. Nationally, over 180,000 cases are pending. FSA recently has begun ruling on these cases, and so far, Virginia and other states are seeing all cases being denied with minimal explanation for the denial. All of the borrowers who sought BDR assistance from the office have a claim related to a school closure.

Development of the Education Course

The “qualified education loan borrower education course,” which is stipulated in the Code of Virginia, will provide self-help content to three primary audiences:

- future loan borrowers wanting to know about the benefits and consequences of borrowing for their education;
- current college students preparing to begin the repayment process; and
- exited students needing assistance with their student loans.

SCHEV initiated a request for proposals to implement the course in late 2019, but after reviewing proposals and planned costs, SCHEV stopped the process due a need for additional funding. SCHEV received additional funding during the 2020 General Assembly session and released a revised RFP in October 2020. SCHEV expects to make the course available by April 2021. The course also will include content related to private education loans, as required by legislation signed during the 2020 General Assembly session. In the interim, SCHEV created web pages on understanding student loans; exploring loan repayment plans; avoiding loan default; and escaping a loan crisis. It also created a quick reference guide.

Policy Recommendations

The Student Loan Advocate analyzes data and identifies trends in borrower complaints to provide policy to provide relief to borrowers. With the analysis of a caseload of over 300 cases, some common trends have emerged that point to some policy recommendations. In addition, some policy recommendations from last year have been partially resolved.

The following items synthesize potential policy recommendations and related progress, where appropriate:

- Revisit and improve the servicing contract requirements between the federal government and the student loan servicers.
 - Update: Federal Student Aid has added five new loan servicers and will terminate the contracts of several others effective fall 2021.
 - Update: Federal Student Aid is centralizing borrower communication and record-keeping process to ensure better accountability with the activities provided by loan servicers on the back end.
- Simplify the repayment plan options because of confusion about the payment plan process.
- Fix the Public Service Loan Forgiveness application and approval process.
 - Provide timely relief to borrowers with the wrong repayment plan under the Temporary Expanded PSLF (TEPSLF) program.
 - Create a relief program for borrowers with the wrong type of loans who were not advised to convert to the correct type of loan.
 - Update: Federal Student Aid is revising the application process so that applying for PSLF and TEPSLF involves one application, and not two.
- Resolve the over 180,000 Borrower Defense to Repayment (BDR) claims that are mostly related to school closures.
 - Update: After a court ruling against Secretary DeVos, FSA began ruling on BDR claims, but the trend is towards denying all claims with minimal explanation.
- Allow borrowers to separate loans that initially were consolidated through the Spousal Consolidation Loan program.
- Stop the practice of putting all defaulted loans into collections; this practice increases the debt load for borrowers.
- Require annual loan counseling for students taking out loans, including a truth-in-lending statement.
 - Update: The process for annual loan counseling was being developed when COVID-19 hit, causing implementation to be delayed.
- Incentivize borrowers who pay off their loans early.
- Provide incentives for companies that assist borrowers with student loan repayment.

Impact of COVID-19 on Student Loan Advocacy

When the COVID-19 pandemic occurred and businesses closed, more borrowers were unable to continue repayment of their education loans. The Coronavirus Aid, Relief and Economic Stability (CARES) Act provided temporary relief for all federally held education loans. SCHEV created guidance to help borrowers navigate this relief.

For education loans that did not qualify for the CARES Act relief, Virginia worked with several other states to advocate that borrowers have the option for a 90-day disaster forbearance. SCHEV collaborated with the Governor's office to announce this option in April. All of the major loan servicers agreed to comply, with the stipulation that interest would accrue during the months of non-payment. That relief option ran out in July, and

most of the loan servicers refused to offer another 90-day option for borrowers. Instead, some are offering 30-day forbearances with the option to renew at the loan holders discretion.

2020 General Assembly Session

During the 2020 General Assembly session, two key pieces of legislation passed that impact education loan borrowers in Virginia. The first allows for the licensing of loan servicers (HB10/SB77). The legislation provides a “borrower bill of rights,” tasks the State Corporation Commission with regulatory authority, prohibits certain activities and provides the ability to levy fines for violations. The regulatory authority must be in place by July 1, 2021.

The second requires that all students attending Virginia institutions and receiving private education loans must receive specified private student loan disclosures (HB743). The disclosures include sharing the contact information for Virginia’s Student Loan Advocate and providing a link to the private education loan information on the SCHEV website. SCHEV will develop the content as part of the education course and will be accessible through a direct link from the SCHEV website. The process must be in place by July 1, 2021.

State Council of Higher Education for Virginia Agenda Item

Item #II.G: - Resources and Planning Committee – Discussion of Updates to Domicile Guidelines.

Date of Meeting: October 26, 2020

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

Most Recent Review/Action:

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

Date: January 7, 2020

Action: Approval of amendments to the Guidelines

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

Background Information/Summary of Major Elements: In the 2020, the General Assembly and the Governor approved legislation designed to increase access to in-state tuition for students in various circumstances.

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

Final guidance is now before the Council for review in October and as an action item scheduled for January 2021.

New statutory legislation:

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

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

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

§ 23.1-506

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

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

23.1-506

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

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

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

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

- (i) attended high school for at least two years in the Commonwealth and either
 - (a) graduated on or after July 1, 2008, from a public or private high school or program of home instruction in the Commonwealth or*
 - (b) passed on or after July 1, 2008, a high school equivalency examination approved by the Secretary of Education;**
- (ii) has submitted evidence that he or, in the case of a dependent student, at least one parent, guardian, or person standing in loco parentis has filed, unless exempted by state law, Virginia income tax returns for at least two years prior to the date of registration or enrollment; and*
- (iii) registers as an entering student or is enrolled in a public institution of higher education in the Commonwealth.*

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

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

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

Materials Provided: A document containing the proposed guidance.

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

Timetable for Further Review/Action: Council will review and discuss these proposed additions at the October meeting, with final approval scheduled for January 2021.

Draft Domicile Guideline Updates
(select sections for proposed modification based on 2020
legislation)

Part III
In-State Tuition for Military-Related Students

Section 18. Spouses and dependents of military member.

D. Application of military provision.

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

- (ii) The specific reason for the break in enrollment, aside from that indicated in section (2) above.

ADDENDUM C

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

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

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

I. Eligible student:

A. Any child:

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

B. Whose military parent:

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

II. State taxes:

- A. Filed Virginia state income taxes for at least 10 years during active duty service.
- B. There is no requirement that the 10 years of filing were continuous or that filing is current.
- C. There is no restriction on when state taxes were filed, except that filing must have occurred while on active duty.

- D. The review is on military income only. Non-military income is not considered.
- E. State tax returns must have been filed as a Virginia legal resident.

III. Verification:

- A. Proof of current (military orders) or prior active duty status (DD-214).
- B. Proof of having Virginia as home of record during active service.

IV. Administration

- A. This provision provides access to in-state tuition but not access to state financial aid.
- B. Proof of Virginia residency or physical presence is not required for this provision.

Section 10. Refugees and Special Immigrant Visa

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

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

f) SI8: Children of SI1 or SI6, adjustments.

- C. Such individual was admitted into the United States within the last two calendar years.
 - 1. If the individual is applying for the fall of 2021, the individual must have been admitted no earlier than January 1, 2019 (the “previous two calendar years” are 2019 and 2020).
 - 2. If the individual was admitted earlier than two calendar years prior to the year of enrollment, the individual is no longer eligible under this provision.
- D. Initial and continued residence is in Virginia.
 - 2. There is no minimum time for residing in Virginia under this provision. A student meeting the requirements may be eligible immediately.
 - 3. An individual whose arrival in the United States was in another state while ultimately in transit to Virginia may be eligible.
 - 4. An individual settling into another state but then voluntarily transferring to Virginia is not eligible.

II. Administration:

- A. Eligibility continues as long as the student:
 - 1. Is enrolled within the two-year window,
 - 2. Retains the required Refugee or Special Immigrant Visa status, and
 - 3. Continues to reside in Virginia.
- B. Once no longer eligible under this provision:
 - 1. Or sooner, if able, the individual may be reviewed under the standard domicile review process. A student found eligible under this provision should be encouraged to establish domicile in Virginia as soon as practical and not wait for the two-year eligibility period to expire.
 - 2. If the student is a dependent student and the parents are not eligible for domicile (due to legal status or currently residing in another country), the institution may consider whether the student is independent of the parents or review the domicile of the student even as a dependent student.
 - 3. If the student is otherwise unable to demonstrate domicile or meet the requirements of another provision, the student must be assigned the out-of-state tuition rate.
- C. This provision provides access to in-state tuition but not access to state financial aid.

Section 11: Tuition Equity provision for high school completers

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

I. High school enrollment:

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

B. Recognized Virginia high school means:

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

C. Two-year enrollment requirement.

1. The student must demonstrate enrollment in a Virginia high school (as described in section B above) or a combination of Virginia high schools for two full years prior to the date of initial enrollment in a Virginia public college or university.
2. The two years of enrollment need not be immediately prior to enrollment into a public college or university or in successive years and may include partial years that combine for an equivalency of two full years. Examples:
 - ✓ Student began enrollment as of first day of classes in fall 2017 and maintained enrollment through graduation in May 2019. The student completed two full years: 2017-18 and 2018-19. The student has met the requirement.
 - ✓ Student began enrollment as of January 2017 and maintained enrollment in any Virginia school through December 2018. The student completed two full years: half year of January to May 2017, full year of 2017-18, and additional half year August to December 2018. The student has met the requirement.
 - ✓ Student completed grade 9 in 2015-16 in Virginia and then moved out of state. Student returned to complete grade 12 in

2018-19. Student completed two full years of high school in Virginia. The student has met the requirement.

- ❖ Student began enrollment in October 2017 and maintained enrollment through May 2019. The student was enrolled for less than two full years and does not meet the requirement.
- 3. Proof of enrollment may be verified by either an official copy of a school transcript, letter from high school showing dates of attendance, or, in the case of a home school student, verification from the school district office that the letter of intent has been filed for each period of enrollment. For dual enrollment, a verification from the high school that such enrollment counted toward completing high school requirements.

II. High school completion:

A. Completion timeframe requirements:

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

B. Completion by high school graduation:

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

C. Completion by passing an equivalency examination:

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

D. Completion by home school:

1. A student fulfilling the requirement by completing home school instruction must declare completion at the conclusion of a school year in which a letter of intent has been filed with the Virginia local school district.

2. A student completing their high school while home schooled in another state for their final year are not covered by this provision.

III. Filing state taxes

A. Individual reviewed for filing of state income taxes:

1. For an independent student or emancipated minor, the institution would review the tax filings of the student. An independent student includes a foster child, ward of the court or one who otherwise meets the definition of "independent student" under the Code of Virginia, § 23.1-500.
2. For a dependent student, it is presumed that the person responsible for meeting the tax filing requirement is:
 - a) The supporting parent: biological, adoptive or step, or
 - b) The supporting individual granted legal guardianship.
3. Person standing in loco parentis:
 - a) The institution may verify the person standing in loco parentis as defined by the adult providing the primary financial support within the household in which the student resides if:
 - 1) The parents are:
 - (a) deceased,
 - (b) whereabouts unknown,
 - (c) medically incapacitated,
 - (d) incarcerated,
 - (e) estranged (as verified by a third-party professional), or
 - (f) not in the United States.
 - 2) There is no current formal court-recognized legal guardianship, or
 - 3) The student is not a foster child or ward of the court but was formally directed into a household by a federal or state court or an agent of the Virginia department of social services.
 - b) For purposes of verifying filing of state income taxes, the person standing in loco parentis cannot be an organization, agency or institution. In such cases, the student's tax filing is reviewed.
4. The parent, legal guardian or person standing in loco parentis not providing the primary financial support may be used if that individual has met the income threshold and has filed Virginia state income taxes.
5. If the parents, legal guardians or persons standing in loco parentis have not filed Virginia income taxes and do not qualify for the filing exemption, the dependent student is not eligible.
6. If a dependent student has no parent, legal guardian or person standing in loco parentis, as verified by a third-party professional, the

institution should consider whether to treat the student as an independent student.

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

B. Filing of state income taxes:

1. Tax years to be reviewed:
 - a) For a student already enrolled at the institution, the institution will verify the two years immediately prior to when the student uses the provision.
 - b) For a student beginning enrollment, the institution will verify the two years immediately prior to the student's initial enrollment with the institution.
2. Once verified, the institution need not annually review tax filings as long as the student remains continuously enrolled.
3. If the student breaks enrollment, the student must be reviewed again upon reenrollment in the institution.
4. Each institution should conduct its own verification of whether the student meets the eligibility criteria.
5. If the individual did not file taxes on-time for the tax year under review, eligibility may still be obtained by providing evidence that the individual has filed a late tax form, no matter how much time has since expired.

C. Exemptions for filing taxes:

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

2. Income earned in another state:
 - a) An individual with taxable earnings in another state cannot claim an exemption based on the income not having been earned in the Commonwealth.
 - b) If the parent, legal guardian or person standing in loco parentis claims not to have earned enough income to meet the Virginia filing requirement, the institution should verify that the person is residing in Virginia and not residing, working and filing taxes in another state.
 - c) If the parent, legal guardian or person standing in loco parentis is out-of-state, whether meeting the earnings threshold or not, and the student cannot meet the definition of an independent student, the student is not eligible.
3. Federal exemptions: An individual not required to pay state taxes due to a current valid federal treaty retain eligibility under this provision. The burden of proof falls on the individual to demonstrate eligibility for such exemption, including verification that the eligible immigration status is current and valid and that an existing treaty exempts such individual from taxation in the United States.

IV. Legal status:

- A. Eligibility is not dependent upon a student's citizenship or immigration status, or the lack thereof, except:
 1. An individual with any variation of the following current valid visas as of the first day of enrollment is not eligible:
 - a) F: student,
 - b) H3: trainee,
 - c) J: exchange visitor, or
 - d) M: vocational visa.
 2. An individual who, subsequent to enrollment, obtain a valid F, H3, J or M, visa. Such student is ineligible.
 3. An individual holding dual documentation, such as, but not limited to, holding both a Temporary Protective Status (or other eligible visa or status) and an ineligible visa under section 1 above. Such student is ineligible.
- B. An individual with a Receipt Notice for I-485 Application for Permanent Residency is no longer held to the restrictions of their prior visa status and so would be eligible.

- C. A student that is undocumented, has an expired visa or otherwise does not have a current valid visa or status providing legal presence is eligible for this provision.
- D. The immigration or citizenship status of the parent, legal guardian or person standing in loco parentis is immaterial and not restricted. It is not necessary for the institution to inquire, store or report this information.

V. Protection of student information:

- A. Institutions should gather and retain only the minimum information needed to verify eligibility under this provision.
- B. Information gathered under this provision:
 - 1. Is to be used solely for determining eligibility for in-state tuition under this provision.
 - 2. May not be made available to any other person, including employees of the institution, other than the student and institutional staff responsible for administration of this provision unless otherwise required by law.
 - 3. Should not be made available per any external subpoena or FOIA without first being reported to institutional counsel.

VI. Administrative guidance:

- A. Institutions should incorporate a stand-alone application for this provision.
- B. The student should be provided an opportunity to choose which provision under which to be reviewed and not required to complete the domicile review process prior to consideration under this provision. However, the student should be made aware that access to state financial aid is only possible through a domicile determination.
- C. The student is not required to provide a reason for seeking eligibility for in-state tuition under this provision rather than the domicile review process.
- D. The law is effective July 1, 2020, and is applicable to all new students enrolling for terms beginning on or after July 1, 2020, as well as all current or previously enrolled students. This provision does not require or permit any retroactive adjustment from out-of-state to in-state tuition for any term beginning prior to July 1, 2020.

- E. This provision provides access to in-state tuition if the student meets the eligibility criteria but does not provide access to state financial aid.
- F. Circumstances not contemplated or covered by this guidance may be addressed by institutional legal counsel.
- G. Institutions shall administer this provision so that individual determinations are based on the record, consistent and not arbitrary, capricious, or otherwise contrary to law.

State Council of Higher Education for Virginia Agenda Item

Item: #II.H. - Resources and Planning Committee – Discussion of Legislative Studies

Date of Meeting: October 26, 2020

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

Most Recent Review/Action:

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

Date: September 2020 Council meeting

Action: Staff provided an overview of the studies and progress to date.

Purpose of Agenda Item: This agenda item provides proposed recommendations for two reports from the 2020 General Assembly session to (1) continue the study of financial aid and report recommendations and (2) develop a plan for implementing a statewide survey of institutional expenditures by program and academic disciplines. Both reports are due to the Governor and the Chairs of the House Appropriations and Senate Finance and Appropriations Committees on November 1, 2020.

Background: At the September 2020 Council meeting, staff provided an overview of the two studies. The following material provides additional information on the reports.

Financial Aid Study

The financial aid study is a continuation of the work initiated last year related to state financial aid where SCHEV provided [recommendations](#) in several key areas. Due to staff limitations at the state and institution level as a result of COVID, the report will highlight several items SCHEV will implement in the coming year and include a proposal for staff to begin working on a legislative process to combine the two state need-based financial aid programs as part of the 2022 General Assembly session.

- **Combine the two financial aid programs into a single program:** SCHEV plans to work with policymakers and institutions to pursue this as part of the 2022 legislative session to allow adequate time for institutional input and legal and legislative review.
- **Adjust the minimum award requirement:** SCHEV plans to recommend a minimum award amount that also includes federal aid to provide greater flexibility to institutions while ensuring that aid is prioritized to the neediest students.

- **Restrict aid to low- and middle-income students:** SCHEV plans to recommend limiting aid to students and families with an Expected Family Contribution (a more comprehensive measure of ability to pay) of less than \$15,000.
- **Restructure the incentives designed to encourage student progression to graduation:** When combining the two financial aid programs as described above, SCHEV also will amend current incentive provisions to improve the continuity of funding for students and student progression towards completion.
- **Provide institutions with additional award flexibility while prioritizing low- and middle-income students and families:** SCHEV's proposal to provide institutions with the option to use Expected Family Contribution for determining student awards will provide greater flexibility and simplify the administration and communication of the program.
- **Continue to monitor tuition revenue used for aid as reported annually in the six-year plan process to allow reviewers to assess and provide feedback regarding an increase in use of the program:** This is in process and will occur with the next submission of the six-year plans and in enhanced annual reports.
- **Implement increased transparency by publicly reporting the amount of tuition revenue being used for financial aid:** SCHEV plans to recommend increased transparency through institution websites regarding this information.
- **Authorize institutions to use a portion of tuition revenue to fund emergency awards for low-income students facing unique expenses that threaten their continued enrollment:** After further review, SCHEV does not recommend additional action at this time as most of the institutions have emergency grant programs. Further, using tuition revenues for non-tuition-related expenses may expand the original intent of the program.
- **Combine the existing Unfunded Scholarships Program (§23.1-612) with the policies pertaining to using tuition revenue for financial aid:** After additional review and input from institutions, SCHEV does not recommend further action at this time. Instead, SCHEV recommends increased transparency of these two programs through the reporting through SCHEV and institutional websites proposed above.

Plan for Implementing a Statewide Survey of Institutional Expenditures by Program and Academic Discipline (Item 152.P)

Appropriation Act language sought a plan to report institutional expenditures by program and academic discipline. Over the summer, SCHEV staff researched other state and institution practices related to this issue. Based on these reviews and input from institutions, SCHEV staff plans to propose three options for reporting institutional expenditures as described should the Governor and the General Assembly wish to pursue such reporting. Each option has opportunities and challenges.

The following is a summary of each option:

- **Option 1:** Have all institutions participate periodically in the [National Study of Instructional Costs and Productivity](#) (commonly known as Delaware Cost Study), which collects self-reported departmental instructional costs at four-year public and private institutions. It does not include community college data. This study provides benchmarks and national peer comparisons in areas such as instructional expenditures per student credit hour and faculty teaching load. It includes only instructional costs, not total educational and general costs.
- **Option 2:** Have SCHEV collect aggregated data from institutions that they submit to the Delaware Cost Survey or similar surveys. This would allow for greater flexibility in reporting and might allow for the inclusion of community colleges. It would limit the opportunity for peer-based comparisons outside of Virginia and increase costs for SCHEV to administer, analyze and report the data.
- **Option 3:** Have SCHEV collect record-level data to create aggregate data reports. This option would require extensive databased and reporting development at SCHEV and for institutions, but would provide more detailed data than existing reporting.

SCHEV is reviewing cost ranges for these options and will include these in the final report.

Materials Provided: None.

Financial Impact: To be determined.

Relationship to Goals of The Virginia Plan for Higher Education: These studies related to the goals of providing access and affordability for all and driving change and improvement through innovation and investment.

Timetable for Further Review/Action: None

Resolution: None.

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #II. H. – Receipt of report from Resources and Planning committee staff liaison

Date of Meeting: October 26, 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:

Updates on Legislative reports to the Governor and General Assembly:

- **Six-year plan deferral to next year:** These reports are required for all public institutions annually. SCHEV serves as lead staff for the review process and worked the Secretaries of Finance and Education, the Department of Planning and Budget and money committee staff to defer these reports for 2020 (due December 1) due to increased demands on institutions and the continuous changes in data related to enrollments and finances that have occurred as a result of the pandemic. The members listed above agreed to issue special requests for data if needed as an alternative.
- **Submission of STEM-H award data:** In August, SCHEV submitted data related to [STEM-H award production](#) as part of a new reporting requirement included in budget language.
- **Submission of institutional expenditures:** SCHEV also submitted a report of annual institutional [expenditures related to education and general programs](#) as part of an annual reporting requirement. SCHEV plans to provide this information and historical data through the research.schev.edu website in the coming months.
- **Submission of financial feasibility studies for state-issued debt that requires payment from project revenues (9 C debt):** SCHEV also

[completed a review](#) of two projects that will be supported by project revenues (mandatory non-E&G fees) for the coming year.

Additional upcoming reports include the two legislative studies mentioned in item II. H. and the annual report of the Office of the Qualified Loan Ombudsman.

Insights

SCHEV issued two additional [Insights](#) in September/October. The first provided a summary of the early enrollment estimates and the second provided a summary of the federal CARES act funds to higher education institutions in Virginia. Additional planned Insights include one on financial aid and an update on the state budget for higher education.

Materials Provided:

Financial Impact:

Timetable for Further Review/Action:

Resolution: None.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
JOINT MEETING WITH PUBLIC PRESIDENTS
DRAFT SEPTEMBER 15, 2020
DRAFT MINUTES**

WELCOME AND INTRODUCTIONS

SCHEV Chair Marge Connelly called the virtual meeting to order at 3:15 p.m. She welcomed everyone to the meeting and introduced Michael Rao, president of Virginia Commonwealth University (VCU) and Virginia State University (VSU) president, Makola Abdullah, who led the discussion.

A full list of attendees is attached.

DISCUSSION OF THE CURRENT STATE OF HIGHER EDUCATION

President Rao, Chair of the Council of Presidents, discussed VCU's COVID response and the response of the public institutions in the Commonwealth. He discussed the common goal is to create a safety net to catch the positive cases on campuses. Each campus created a COVID-focused team to plan and respond to the public health crisis.

Faculty spent much of the summer in training to learn the skills necessary for distance learning. He discussed the challenges they recognize for many of their students who lack access to the necessary technology in their homes for distance learning. Many students, faculty and staff also are managing challenging personal circumstances with younger children at home. He stated how pleased he is with the human resilience he has witnessed while mindful of vulnerabilities they are addressing. President Rao thanked the Governor, Executive Cabinet, SCHEV and the Virginia Business and Higher Education Council for the support they have provided to the institutions.

Dr. Abdullah opened his remarks by expressing his appreciation for the members of the Council of Presidents and the camaraderie he has found among them during this incredible period of uncertainty. He also expressed his gratitude for the support VSU has received from the Governor's administration, the House and the Senate. Dr. Abdullah discussed how VSU's approach to the fall semester is different from the other public institutions. In light of toll of the novel coronavirus on the constituencies that VSU serves, VSU decided not to invite students to campus for the fall. All classes moved to a distance-learning model to protect the student, faculty and staff. He stated that while this was the correct discussion for VSU, it does highlight the inequities many students face with broadband access. Addressing the social unrest and how it intersects with campus safety and policy is another challenge facing the Commonwealth's public institutions. Dr. Abdullah spoke about the need to monitor student activity on and off campus while providing policing and public safety in a fair and equitable way.

President Rao took a moment to recognize and introduce Gregory Washington, the new president of George Mason University to the meeting. He was previously with the University of California, Irvine. Ms. Connelly also welcomed President Washington and asked SCHEV Director Peter Blake to take over the question and answer period.

GENERAL DISCUSSION ON TOPICS OF MUTUAL INTEREST

Mr. Blake opened up the meeting for questions and discussions among COP members and Council members.

Council member Tom Slater asked the group to describe the financial impact of COVID on their institutions. The impacts varied depending upon the institution but the crises affected enrollment, revenue and bond payments. Institutions have incurred additional expenditures for technology upgrades, personal protective equipment, while experiencing lost revenue from enrollment drops and loss of room and board revenue.

Many in the meeting expressed unease about future budget impacts and the availability of federal assistance. While the institutions are saving money on travel, conferences and are appreciative of the assistance of CARES Act funds, they wonder how the next year will look as the crisis continues and the benefits run out.

Meeting participants also expressed concern for the mental health of their student bodies. Underfunded before the pandemic, campus mental health resources are now being stretched even further. The pandemic and the social unrest of recent months have created a higher level of vulnerability in students, and campuses are seeing more students reporting depression and anxiety.

The meeting discussed the job market for graduating students. Many noted that the numbers of students graduating into the job market in the spring of 2020 who were able to find work did not measurably change from the previous year, but that many students were starting new employment remotely. Internship opportunities have been more difficult for students to land because of the pandemic, and this could be a prelude to a worsening job market for those graduating in the near future. Institutions and SCHEV need to strengthen the pathways to work for graduates and soon-to-be graduates.

Participants also discussed the widening attainment gap and stressed the pandemic has widened the gap further. Inequities around broadband access have made distance learning hard on students who do not have broadband access.

The presidents discussed some ways they have addressed the attainment gap at their institutions. They close the gap by assigning a professional cadre of advisors to students. Institutions create smaller cohorts of students in their first year and have the cohorts move through several classes as a unit. Faculty are encouraged to build strong relationships with students so that there is a better understanding of the stresses students face outside the classroom. Finally, some institutions are assigning recent graduates to incoming students to act as mentors.

In the final discussion of the meeting, the presidents were asked to provide SCHEV with suggestions for how the Council could better support their institutions. Among the recommendations were the following: a coaching, mentorship or internship program; a dedicated higher education rainy day fund; programs to support keeping graduates from migrating out of the state and; a funding model that is more favorable to the student.

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

Katharine Webb
Council Secretary

Kristin Whelan
Coordinator, Executive and Board Affairs

ATTENDANCE
JOINT COUNCIL/COUNCIL OF PRESIDENTS MEETING
SEPTEMBER 14, 2020

PRESIDENTS

Makola Abdullah, Virginia State University
Javaune Adams-Gaston, Norfolk State University
Jonathan Alger, James Madison University
John Broderick, Old Dominion University
Brian Hemphill, Radford University
Glenn DuBois, Chancellor, Virginia Community College System
Jackie Gill Powell, Danville Community College
Brian Hemphill, Radford University
Shannon Kennedy, Rappanhanock Community College
Troy Paino, University of Mary Washington
Paula Pando, J. Sargeant Reynolds Community College
Donna Price Henry, University of Virginia's College at Wise
W. Taylor Reveley IV, Longwood University
Katherine Rowe, William & Mary
Michael Rao, Virginia Commonwealth University
James Ryan, University of Virginia
Tim Sands, Virginia Tech
Debbie Sydow, Richard Bland College
Gregory Washington, George Mason University

COUNCIL MEMBERS

Ken Ampy
Alex Arriaga
Marge Connelly Heywood
Fralin Victoria Harker
Thaddeus Holloman
Henry Light
Stephen Moret
Tom Slater
Katharine Webb

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Lee Andes
Peter Blake
Richard Cole
Joe DeFilippo
Alan Edwards
Jodi Fisler
Jean Huskey Wendy
Kang
Scott Kemp
Ashley Lockhart Tod
Massa Laura

Osberger
Feng Raoking
Beverly Rebar Paula
Robinson
Emily Salmon
Felix Sam
Kristin Whelan
Susan Yale

OTHERS

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

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING (VIRTUAL)
SEPTEMBER 15, 2020
DRAFT MINUTES**

Ms. Connelly called the meeting to order at 10:15 a.m. Council members present: Ken Ampy, Alexandra Arriaga, Marge Connelly, Heywood Fralin, Victoria Harker, Thaddeus Holloman, Henry Light, Stephen Moret, Carlyle Ramsey, Tom Slater and Katharine Webb.

Council members absent: Rosa Atkins and Marianne Radcliff.

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

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

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

APPROVAL OF MINUTES

On a motion by Mr. Slater and seconded by Ms. Harker, the minutes of the July 13, 2020, Council meeting were approved unanimously (11-0) in block after a roll call vote.

REMARKS FROM JAMES RYAN, PRESIDENT, UNIVERSITY OF VIRGINIA

Ms. Connelly thanked President Ryan for his time and expressed her appreciation for his input. She also expressed the Council's hope to visit UVA for a site visit in the near future. Mr. Blake briefly introduced President Ryan by sharing his biography and describing his long distinguished career and passion for higher education.

President Ryan thanked the Council for their partnership and advocacy and also expressed the hope for an in-person meeting in the coming year.

President Ryan shared an update on the state of the grounds with regard to the public health crisis. UVA delayed bringing students onto grounds and started classes two weeks later to better align with their safe start plan. Among other benefits, this plan gave UVA the opportunity to observe and learn from other campuses. Through their observations, the safe start team noticed three key factors for a safe start. First, UVA created and communicated clear expectations for student behavior around health and safety protocols. Second, testing before students arrived, prevalence testing and randomized testing were key to staying ahead of the problem. Third, the institution needed to provide ample space for isolation and quarantine. President Ryan said that

they are still learning and adjusting to student behaviors. The silver lining for the presidents has been their greater collaboration during the pandemic and the opportunities to learn from each other.

In addition to the pandemic, President Ryan spoke about grappling with the large scale social unrest around issues of race. Early in the summer, President Ryan created a commission tasked with creating a set of recommendations about racial equity. The group submitted a report with goals, recommendations and initiatives to the President's office. President Ryan chose several of the initiatives for focus and submitted them to the UVA Board of Visitors. The report focused on student and faculty diversity and tenure and curriculum policies. It expressed bold goals such as doubling UVA faculty diversity within 10 years and creating a student body that looks more like the wider population.

President Ryan revisited a question that arose during the joint SCHEV/COP meeting about what SCHEV can do to help the institutions right now. President Ryan encouraged the Council to focus on championing flexibility in the budget. The losses in auxiliary services because of refunds from spring 2020 and reduced capacity in the fall are leading institutions to look for ways to offset the shortfall. In addition, President Ryan said that flexibility in carrying forward funds from one year to the next would help.

President Ryan concluded by answering questions from the members.

PRESENTATION ON LEARNING AT A DISTANCE

Ms. Connolly introduced Evan Feinman, the Governor's Chief Broadband Advisor, to share a presentation about the Governor's goal of universal broadband coverage in Virginia no later than 2028.

Mr. Feinman shared the Commonwealth Connect initiative, which aims to solve the two major factors that have prevented universal broadband coverage for all Virginians.

The first obstacle is access. The infrastructure does not exist in the Commonwealth to make internet coverage universally available, particularly in rural parts of the state. The Commonwealth Connect plan addresses access in three parts: 1. direct grants through public/private partnerships; 2. policy changes through the Governor's office and the legislature; and 3. local planning support.

The second obstacle to broadband availability is affordability. One-and-a-half million Virginians are low to moderate income and cannot pay for service even when it is available in their area. Mr. Feinman stressed that there are no easy solutions to this part of the challenge. Other states have added broadband access to their social service offerings.

Mr. Feinman closed his presentation by asking for an all-hands-on-deck approach to improving the quality and accessibility of the expanded distance learning resulting from COVID 19.

Dr. Filippo and Dr. Fisler followed up Mr. Feinman's presentation with a short discussion of national trends in distance learning and the challenges of remote teaching and online education.

RECEIPT OF REPORT FROM THE AGENCY DIRECTOR

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

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 worked with the office of the Secretary of Education and the Virginia Department of Health to develop and distribute the guidance documents. Institutions submitted plans on or about July 6. We completed reviews and certified nearly all of the plans by the end of July. We completed reviews and certification of all institutions except one by August 20.

Board affairs: The planning group for the annual board of visitors orientation session continues to meet. Council members Thaddeus Holloman and Katharine Webb are working alongside representatives from the Governor's office, institutions and SCHEV. The orientation session is scheduled for October 20-21 and will be held remotely.

General Professional Advisory Committee: SCHEV held a joint meeting with the Council of Presidents (COP) on August 24. The agenda included a budget overview from Secretary of Finance Aubrey Layne; an update on the presidents' and SCHEV's "Equity in Action" initiative; an update of SCHEV priorities; and general discussions about the special legislative session, potential advocacy efforts and college reopening experiences. VCU president Michael Rao is the COP chair for 2020-21. VSU president Makola Abdullah is vice chair.

Statewide equity plan: In collaboration with the state's Chief Diversity Officer, Dr. Janice Underwood, staff has collected Diversity Equity and Inclusion (DEI) plans from institutions for review. Institutions developed the plans to guide the creation of statewide goals for "inclusive excellence." Inclusive excellence is a framework that includes cohesive, coherent and collaborative integration of diversity into an institution's culture. Common elements include emphasis on student access and success; climate and relations; education and training; infrastructure; and community engagement.

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 – known collectively as "op-six," met twice in the last two months. The meetings included discussions of college and university reopening plans, the six-year plan process and the current budget situation.

Governor's Education Emergency Relief Grants: SCHEV staff helped the Secretary of Education's office prepare instructions for public and private institutions receiving

\$23.5 million through these federal grants. Institutions will use the majority of the funds for student financial assistance.

Virginia Business Council presentation: Along with Secretary of Education Atif Qarni and Superintendent of Public Instruction James Lane, Peter Blake participated in a presentation to the Virginia Business Council. Members indicated particular interest in SCHEV's recent labor market and academic program alignment project and the Innovative Internship Program. They asked for additional information at a future meeting.

Lumina Foundation: SCHEV hosted a Talent, Innovation and Equity (TIE) grant partners meeting on July 29 to revisit our plan, assess progress and consider changes resulting from the pandemic and social justice considerations. This month, SCHEV received another grant from Lumina to support and advance equity work at institutions and align their work with state-level priorities. A total of \$675,000 of the \$725,000 grant will be sub-granted to four, four-year universities (George Mason, Norfolk State, Old Dominion and Virginia Commonwealth), two community colleges (Patrick Henry, J. Sargeant Reynolds) and the Virginia Community College System.

Strada Education Network grant: In late August, SCHEV received news that it submitted one of the four successful proposals to Strada's Recovery Incubator Grant program. The Recovery Incubator Grant program focuses on establishing a common, real-time data system to drive state level and regional decision making relative to training and higher education. The grant also incorporates collaboration with other state agencies and a pilot program to address COVID-related layoffs. SCHEV's proposal includes the Virginia Economic Development Partnership, GO Virginia, the Virginia Employment Commission, the Virginia Community College System and two community colleges. More information will be forthcoming in early October.

REPORT FROM COMMITTEES

Academic Affairs Committee

Action on Private Postsecondary Institution Certification

Mr. Ampy provided background information on the following program. The committee's recommendation was seconded by Mr. Fralin approved unanimously after a roll call vote (11-0).

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Bon Secours St. Mary's Hospital School of Medical Imaging to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective September 15, 2020.

Action on Private Postsecondary Institutional Provisional Certifications

REPORT FROM COMMITTEES

Academic Affairs Committee

Action on Programs at Public Institutions

Mr. Ampy provided background information on the following program. The committee's recommendation was seconded by Ms. Webb and approved unanimously after a roll call vote (11-0). Mr. Fralin abstained:

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.

Action on Private Postsecondary Institution Certification

Mr. Ampy introduced the private postsecondary institutional provisional certification, which is intended to allow schools to operate in a limited fashion for one year. He described the differences between the two resolutions being presented, as one is intended to be fully online, and the other with in-person instruction. Mr. Ampy presented the following resolution for approval. The motion was seconded by Mr. Fralin and approved unanimously after a roll call vote (11-0):

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

1. that, during the period of provisional certification, American Sterling University shall be allowed to advertise and receive student applications, but not actually enroll or instruct students;
2. that, during the period of provisional certification, American Sterling University shall be allowed to recruit and hire faculty and staff;
3. that, during the period of provisional certification, American Sterling University may not collect tuition from prospective students, though it may collect initial non-refundable fees of no more than \$100, as per 8 VAC 40-31-130(E) of the Virginia Administrative Code;
4. that, during the period of provisional certification, all publicity, advertisement, and promotional material must include a statement that the school is provisionally certified to operate in Virginia by SCHEV;
5. that, during the period of provisional certification, no changes to the Board of Directors may be made without explicit approval from SCHEV; State Council of Higher Education for Virginia 29
6. that, prior to the expiration of the period of provisional certification, SCHEV staff shall conduct a final review of faculty and administrator credentials hired during the provisional certification period

7. that, prior to the expiration of the period of provisional certification, SCHEV staff (or an assigned expert) shall conduct a review of American Sterling University's online platform and content as a condition to authorizing the school to offer distance education;
8. that, prior to the expiration of the period of provisional certification, American Sterling University shall satisfy a site review conducted by SCHEV staff demonstrating that the facility conforms to all federal, state and local building codes and that it is equipped with classrooms, instructional and resource facilities, and laboratories adequate for the size of the faculty and student body and adequate to support the educational programs to be offered by the school;
9. that, prior to the expiration of the period of provisional certification, American Sterling University shall submit a surety instrument in an amount adequate to provide refunds to students in the event of school closure during the first year of operation; and
10. that American Sterling University's provisional certification shall lapse if conditions 6-9 are not fulfilled prior to September 15, 2021.

BE IT FURTHER RESOLVED that Council delegates to the SCHEV Director authority to confer full certification on American Sterling University upon his determination, at a point in time prior to September 15, 2021, that American Sterling University has satisfied all Virginia Administrative Code requirements, including, but not limited to, conditions specifically enumerated above.

Mr. Ampy presented the following resolution for approval. The motion was seconded by Mr. Fralin and approved unanimously after a roll call vote (11-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia provisionally certifies Virginia Business College to operate a postsecondary institution in the Commonwealth of Virginia, effective October 29, 2021 and for a period of one (1) year, in accordance with the conditions enumerated below: State Council of Higher Education for Virginia

1. that, during the period of provisional certification, Virginia Business College shall be allowed to advertise and receive student applications, but not actually enroll or instruct students;
2. that, during the period of provisional certification, Virginia Business College shall be allowed to recruit and hire faculty and staff;
3. that, during the period of provisional certification, Virginia Business College may not collect tuition from prospective students, though it may collect initial non-refundable fees of no more than \$100, as per 8 VAC 40-31-130(E) of the Virginia Administrative Code;
4. that, during the period of provisional certification, all publicity, advertisement, and promotional material must include a statement that the school is provisionally certified to operate in Virginia by SCHEV;
5. that, during the period of provisional certification, no changes to the Board of Directors may be made without explicit approval from SCHEV;

6. that, prior to the expiration of the period of provisional certification, SCHEV staff shall conduct a final review of faculty and administrator credentials hired during the provisional certification period;
7. that, prior to the expiration of the period of provisional certification, Virginia Business College shall satisfy a site review conducted by SCHEV staff demonstrating that the facility conforms to all federal, state and local building codes and that it is equipped with classrooms, instructional and resource facilities, and laboratories adequate for the size of the faculty and student body and adequate to support the educational programs to be offered by the school;
8. that, prior to the expiration of the period of provisional certification, Virginia Business College shall submit a surety instrument in an amount adequate to provide refunds to students in the event of school closure during the first year of operation; and
9. that Virginia Business College's provisional certification shall lapse if conditions 6-8 are not fulfilled prior to October 29, 2021.

BE IT FURTHER RESOLVED that Council delegates to the SCHEV Director authority to confer full certification on Virginia Business College upon his determination, at a point in time prior to October 29, 2021, that Virginia Business College has satisfied all Virginia Administrative Code requirements, including, but not limited to, conditions specifically enumerated above.

ACTION ON DISTANCE EDUCATION ONLINE COURSE POLICY

Mr. Ampy introduced this item and discussed the reasoning behind the addition to the policy statement about online courses counting toward general education credits is necessary and may be amended further at another date. Mr. Ampy presented the following resolution for approval. The motion was seconded by Mr. Fralin and approved unanimously after a roll call vote (11-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia adopts changes to the SCHEV Policy Statement on Distance Education, effective immediately.

Mr. Ampy also reported that the committee received a report from the staff liaison, Dr. DeFilippo. Mr. Ampy reported that staff conducted some of the reopening plan reviews, and he described the work of staff on various advisory committees such as disabilities access, military education and transfer of credits.

Resources and Planning Committee

Discussion of Outcomes of the Special Session

Ms. Harker reported the Secretary of Finance conveyed that the stop in discretionary funding, the unallotment of funds in the spring and higher revenues than expected allowed the state to build up reserves. This outlook could change, and there will be a

new updated forecast in the fall. In addition, if current trends continue, the state could face an estimated \$400 million shortfall in FY2022. The Governor mentioned this in his remarks, and the Secretary affirmed the need to preserve cash and avoid additional recurring expenditures.

Discussion of Budget and Policy Considerations for 2021 General Assembly

Ms. Harker reported that because of the unique year, budget and policy considerations would need to be prioritized to areas that will support the safety and security of students, faculty and staff. The committee discussed further discussed new and continuing programs to prioritize.

Discussion of Institutional Performance Standards

Dr. Huskey presented the preliminary results for the six measures. The committee will receive the results soon for the financial and administrative standards and will bring before Council at the October meeting. In light of the public health crisis, committee members discussed new measurements as ways to look back over a shorter period of time.

Discussion of Legislative Studies

Mr. Andes updated the committee on the progress of the work that has been done with the financial aid recommendations SCHEV proposed last year. The first of those recommendations was the successful adoption of new financial aid funding methodology that directed aid to institutions serving primarily low-income students, diminished the impact of an institution raising tuition and improved the calculation of need for very low-income students. In addition, there were several recommendations included in that report that SCHEV proposed to continue working on in the coming year.

Ms. Zheng concluded the meeting by presenting information on the Statewide Survey of Institutional Expenditures by Program and Academic Discipline. The study focused on identifying methods to implement reporting of institutional expenditures by program and academic discipline to determine the effectiveness of spending related to the attainment of state and institutional goals.

RECEIPT OF ITEMS DELEGATED TO STAFF

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

OLD BUSINESS

None.

NEW BUSINESS

None.

RECEIPT OF PUBLIC COMMENT

Ms. Connelly announced that a public comment request had been received from Stacie Gordon with Partners for College Affordability and Public Trust. Due to connectivity issues, Ms. Gordon was unable to deliver her comments. A copy of her statement is attached to these minutes.

MOTION TO CONVENE A CLOSED SESSION

On a motion by Ms. Connelly, seconded by Mr. Light, Council moved that, pursuant to Virginia Code§ 2.2-371 I(A)(I), the State Council for Higher Education of Virginia convened in a closed meeting for the purposes of addressing personnel issues related to SCHEV's Director. The motion was approved unanimously (11-0) in block after a roll call vote.

Upon resumption of the Council meeting, Ms. Connelly presented the following resolution for approval. The motion was seconded by Mr. Fralin and approved unanimously after a roll call vote (11-0):

BE IT RESOLVED that the Council delays until October 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 September 30, 2020, to October 31, 2020.

Katharine Webb
Council Secretary

Kristin Whelan
Interim Director, Executive and Board Affairs

Items Delegated to Director/Staff

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

Degree Program Actions

Institution	Degree/Program/CIP	Effective Date
The College of William and Mary in Virginia	Facilitated Staff Approvals: <ul style="list-style-type: none"> Bachelor of Arts degree program in Linguistics (16.0102) Master of Science degree program in Marketing (52.1401) 	Fall 2020
George Mason University	Degree Designation Discontinuance Approved: Discontinue the Bachelor of Arts (B.A.) degree designation in the Bachelor of Arts (B.A.)/Bachelor of Fine Arts (B.F.A.) degree program in Dance (50.0301)	Spring 2021
George Mason University	Program Modification Approved: Add an online delivery format to the Master of Arts in Economics (45.0601)	Fall 2020
John Tyler Community College	Facilitated Staff Approval: Associate of Applied Science degree program in Web Design (11.0801)	Fall 2020
Lord Fairfax Community College	Facilitated Staff Approval: Associate of Applied Science degree program in Surgical Technology (51.0909)	Fall 2020
Virginia Commonwealth University	Program Modification Not Approved: Graduate Certificate program in Nursing (51.3818)	June 29, 2020
Virginia Commonwealth University	Program Modification Approved: Modify the credit hours of the Master of Science degree program in Nursing (51.3818) from 41-51 to 35-44 credit hours	Fall 2020
Virginia Commonwealth University	Certificate Designation Change Approved: Change the designation from a Post-Baccalaureate to a Graduate Certificate program in Real Estate (52.1501)	Fall 2020
Virginia Polytechnic Institute and State University	CIP Code Change Approved: Change the CIP code of the Graduate Certificate program in Urban Computing from 11.0199 to 30.7099	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
The College of William and Mary in Virginia	Initiate a new Graduate Certificate Program in Addictions Counseling (51.1501)	Fall 2020
George Mason University	Program Discontinuances: <ul style="list-style-type: none"> • Bachelor of Science in Global and Environmental Change (40.9999) [Council Approval: 03/13/2007] • Bachelor of Science in Rehabilitation Science (51.2314) [Council Approval: 05/04/2016] • Graduate Certificate in Rehabilitation Science (26.1503) • Doctor of Philosophy in Rehabilitation Science (26.1503) [Council Approval: 09/21/2010] 	Fall 2020
George Mason University	Initiate a new Baccalaureate Certificate Program in Secondary Education-Earth Science (6-12) (13.1337)	Fall 2020
James Madison University	Initiate a new Graduate Certificate Program in Teacher Leadership (13.0404)	Fall 2020
Lord Fairfax Community College	Initiate a new Certificate Program in Paramedic (51.0904)	Fall 2020
Virginia Polytechnic Institute and State University	Initiate the following new Graduate Certificate Programs: <ul style="list-style-type: none"> • Applied Statistics (27.0304) • Big Data (30.7101) • Business Data Analytics (30.7102) • Cybersecurity Management (52.0299) • Cybersecurity Policy (43.0404) • Cybersecurity Technologies (43.0401) • Health Information Technology (11.0199) • Information Systems Design (11.0401) • Information Technology Management (52.1206) • Internet and Network Technologies (11.0901) • Software Development (11.0201) 	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 were approved as delegated to staff:

Institution	Change/Site	Effective Date
George Mason University	Rename the School for Conflict Analysis and Resolution to the Jimmy and Rosalynn Carter School for Peace and Conflict Resolution . The school has been renamed to honor the Carters' legacy of peacebuilding and conflict resolution and to fulfill a philanthropic campaign to support the renaming. The goal of the campaign was to raise \$10 million by June 30, 2023. To date, the campaign's silent phase has raised \$5,025,027. The name change also would reflect the changing terms used for the School's activities in the external community.	September 1, 2020
Radford University	Rename the Department of Information Technology to the School of Computing and Information Sciences . Radford indicates that the proposed name change will not result in "a school in which departments will reside." The new name better reflects the multiple degree programs in the unit and faculty research interests. The new name also will eliminate confusion between the academic department and the unit supporting the information technology needs of the university. The term "school" is needed to establish consistent naming practices for academic units that administer a similar number of academic programs.	August 5, 2020
Virginia Polytechnic Institute and State University	Rename the Department of Communication to the School of Communication . Virginia Tech indicates that the proposed name change will not result in "a school with reporting departments." The new name will align with the names of similar departments at Virginia Tech's SCHEV peer institutions." The term "school" is also needed to acknowledge and highlight the breadth of activities and programming offered by the unit.	August 1, 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
Advanced Dental Assistant Training School	Haymarket, VA	07/27/2020
Hair Technology Center	Norfolk, VA	07/07/2020
ImpactTek	Annandale, VA	07/07/2020



Washington, the former dean of the Henry Samueli School of Engineering at the University of California, Irvine (UCI), and former interim dean of the College of Engineering at Ohio State University, is regarded nationally as a strategic and collaborative solutions-oriented leader who is committed to providing opportunities for students of all backgrounds.

In his seven years at UCI, Washington expanded undergraduate enrollment in the engineering school by 1,100 students and graduate enrollment by more than 200. He led a freshman experiential learning initiative that resulted in more than 60 percent of undergraduate engineering students conducting research. He established the University of California's first student makerspace and helped establish the OC STEM Initiative, one of the nation's first STEM ecosystems, which impacts more than 100,000 students each year in Orange County, California. He also launched a regional effort to help community college students transfer to four-year institutions.

Committed to multidisciplinary scholarship and research, Washington created new graduate and undergraduate programs with the UCI business and humanities schools and led the development of the Horiba Institute for Mobility and Connectivity to advance next-generation advanced mobility systems. He played an integral role in the development of the planned Interdisciplinary Science and Engineering Building, a facility that will expand UCI's research capacity.

Washington recruited and hired one of the most diverse engineering faculty cohorts in the country, with more than 40 percent of his 60 hires being women or from underrepresented groups. He's raised more than \$100 million in public and private philanthropy for the engineering school, including more than \$15.5 million in gifts targeted to reach more diverse student populations.

The first African American dean of engineering at any University of California campus, and the first African American president at Mason, Washington established an Office of Access and Inclusion at UCI to enhance campus life for all students and chaired the Task Force on Ensuring a Positive Climate for the Campus' Black Community.

Washington launched his academic career in 1995 as an assistant professor in the Department of Mechanical and Aerospace Engineering in the College of Engineering at Ohio State University. He became an associate professor in 2000 and a professor in 2004. He began serving as the college's associate

dean for research in 2005 and also led the university's Institute for Energy and the Environment. From 2008 to 2011, Washington served as interim dean of the Ohio State engineering school, one of the largest in the country.

Washington is an accomplished researcher and educator who specializes in dynamic systems, with an emphasis in the modeling and control of smart material structures and systems. He is the author of more than 160 technical publications in journals, edited volumes, and conference proceedings. At Ohio State, Washington received the Alumni Award for Distinguished Teaching, the Harrison Faculty Award for Excellence in Engineering Education and the Lumley Research Award. He also received the National Science Foundation (NSF) Faculty Early Career Development (CAREER) Award.

Washington has conducted research for NSF, NASA, General Motors, the Air Force Research Laboratory, and the U.S. Army Research Office, among others. He has served as a member of the U.S. Air Force Scientific Advisory Board, NSF Engineering Advisory Committee, Institute for Defense Analyses, the Octane Board of Directors and other boards. Washington also is past chair of the Engineering Deans Council of the American Society for Engineering Education and a Fellow of the American Society of Mechanical Engineers.

A first-generation college graduate, Washington is a New York City native who attended high school in North Carolina. He earned bachelor's (1989) and master's degrees (1991) and his PhD (1994), all in mechanical engineering, at North Carolina State University. He is a member of the NC State Engineering Foundation's Board of Directors.

Student Biographies

Joshua McCray is a third-year student at the University of Virginia's College at Wise double majoring in biochemistry and history. On-grounds, I am an active member of several clubs and organizations, including the student government association, Circle K International, and The National Society of Leadership and Success. I am also involved in several undergraduate research projects ranging from feminism to Appalachian water quality and ruthenium supramolecular hexamers. After graduating from UVA Wise, I aspire to go to medical school and complete an MD/Ph.D. program to take my place in my community as a research physician.

Will Walker is a student leader at the University of Richmond where he pursues a BA in Leadership Studies. Will is passionate about higher education and is currently pursuing those passions through organizations such as SCHEV, GearUp Virginia and Leadership Enterprise for a Diverse America.

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: October 27, 2020

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:

☒ No previous Council review/action

☐ Previous review/action

Date:

Action:

Purpose of Agenda Item:

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

Background Information/Summary of Major Elements: N/A

Materials Provided: Report of the Agency Director.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

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

Resolution: N/A

State Council of Higher Education
Director's report
October 27, 2020

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

Early enrollment estimates: Earlier this month, SCHEV released a [report](#) on college and university early enrollment estimates. “The number of students enrolled in Virginia's public and private non-profit institutions this fall declined 1.3% or 6,658 students,” the report said. “While not something to celebrate, it is far better than the [20% decline predicted by some analysts](#) last spring.” First-time enrollment at public four-year universities is down by 10%. More detailed enrollment information will become available in mid-November, at which time we will have a better understanding of enrollment by race, ethnicity and income as well as the impact of a smaller first-year class.

Virginia College Access Network annual meeting: We are excited about VCAN this year. The COVID-19 environment has created many challenges, but also new opportunities. The annual conference will be virtual for the first time ever and, as such, will be free. We hope this creates an opportunity to expose VCAN and its network and knowledge to more people, including Council members and other SCHEV staff. A registration is required, and attendees will be able to participate in as many sessions as is convenient. The event takes place December 1-2. Registration materials can be found [here](#).

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

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

Statewide messaging campaign: For the third installment of this communications effort, SCHEV is working with multiple colleges (public, private and two-year) to develop a video about SCHEV's 123Go! initiative, which is geared toward creating

a pipeline of high schools students to college. We will complete the video in November and distribute it via social media.

Virtually out and about: In the month of October, I will be representing SCHEV in a number of virtual settings, including the following:

- Lumina Foundation policy conference (two appearances: equity initiatives in Virginia and Organization for Education Cooperation and Development report on Virginia's labor market outcomes)
- Virginia Business Council (SCHEV's labor market alignment report)
- Senate Finance and Appropriations Committee (status of Virginia's colleges and universities, notably early enrollment estimates)
- Virginia Chamber workforce and education conference (career pathways for in-demand careers)
- Virginia529 board retreat and annual meeting
- Webinar on the digital divide (Apple and UVA-Wise)
- Vibrant Virginia Conference (hosted by Virginia Tech)

State Council of Higher Education for Virginia Agenda Item

Item: #III.G. – Council – Update on the Status of Colleges and Universities

Date of Meeting: October 28, 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 provide an update on matters related to the impacts of COVID-19.

Background Information/Summary of Major Elements: N/A

Materials Provided: NA

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.G. – Council - Proposed Goal Revisions to The Virginia Plan for Higher Education

Date of Meeting: October 27, 2020

Presenter: Emily Salmon,
Senior Associate

Purpose of this agenda item:

This agenda item summarizes The Virginia Plan six-year review process, activities and emergent themes from stakeholder input over the past twelve months. The input and emergent themes subsequently shaped revisions to The Virginia Plan goals. Once approved, revisions to The Virginia Plan goals will create a framework for any revisions to other Plan elements such as measures, targets, strategies and priority initiatives.

Six-Year Review Timeline:

- October: Approve revisions to The Virginia Plan goals.
- October- December: Conduct additional stakeholder outreach including Council, internal staff and external constituents to provide input on draft revisions to The Virginia Plan strategies, priority initiatives, measures and targets based on approved goal revisions.
- January: Consider proposed modifications to strategies, measures and targets to include 2021-22 priority initiatives. Approve revised version of The Virginia Plan, closing out the six-year review process.

Background Information/Summary of Major Elements:

From July 2019 through August 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**. Most recently, in August the Council retreat focused input on draft goal revisions in anticipation of action on changes to The Virginia Plan goals during the October Council meeting.

Materials Provided:

The Virginia Plan Six-Year Review and Proposed Goal Revisions document includes proposed revisions to goals, associated strategic themes and existing as well as draft measures.

Financial Impact:

No estimated impact at this time.

Timetable for Further Review/Action:

Today, staff proposes Council approval of the goal revisions to The Virginia Plan for Higher Education. Following Council action (and any revisions requested by Council), input on potential revisions to other plan elements will occur, culminating in the updated Virginia Plan to be presented for Council's action in January, closing out the six-year review.

Resolution:

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

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

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

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

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

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

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

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

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

The Virginia Plan for Higher Education – Six-Year Review and Revised Goals

Overview of the Plan:

The Code of Virginia charges the State Council of Higher Education for Virginia (SCHEV) to develop a statewide strategic plan for higher education (the Virginia Plan for Higher Education). The code specifies that the plan: includes statutory goals for higher education in the Commonwealth; identifies a coordinated approach to such state and regional goals; and emphasizes the future needs for higher education in Virginia. The Virginia Plan for Higher Education included extensive stakeholder engagement as part of its development and subsequent release in 2014.

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.

Objective: Best-educated state by 2030 with Virginia supporting higher education at all levels. Target: 70% educational attainment by 2030.

Six-year review of the Plan:

The Code language pertaining to the statewide strategic plan for higher education requires a six-year review to ensure that the plan remains relevant to the Commonwealth's needs. The six-year review process began in late summer 2019 with input on key issues facing higher education in Virginia both in the near and long term. The review paused due to Covid-19 in the winter/spring 2020 and activity resumed in early summer to get insight from stakeholders about how recent events influence those key issues. Three resounding points came through. First, equity should be incorporated as a specific goal and the topic should be carried throughout revisions to various plan components. Second, with regard to recent events, now is the time for bold and clear goals. Lastly, the relationship between the various plan components (goals, measures, targets, strategies and initiatives) should be strengthened.

Timeline:

- October: Approve revisions to the Virginia Plan goals. Formal goal revisions will create the framework for revisions to other plan elements (measures, targets, strategies – near and longer term).
- October-December: Conduct additional stakeholder outreach; seek input on remaining plan elements.
- January: Approve revised version of The Virginia Plan and close out the six-year review process.

This Document:

Table 1 outline the four existing Virginia Plan goals and associated strategic themes (detailed topics of focus relating to each goal). Table 2 offers up the proposed goal revisions – moving from four goals to three – based on a wide array of stakeholder input. The revised goals emerged from stakeholder input about the most important issues facing higher education in Virginia in the near term and long term. The strategic themes within the revised goals incorporate detailed input on specific topics related to the goals/issues. Table 3 associates existing and proposed measures with the revised goals.

Table 1: Current Virginia Plan goals and strategic themes

<p>Goal 1 Affordable access: Provide affordable access for all.</p> <ul style="list-style-type: none"> • PK-12 outreach • College readiness • Affordable postsecondary pathways • Align state investment 	<p>Goal 2 Student success: Optimize student success for work and life.</p> <ul style="list-style-type: none"> • Curricular options/competencies • Support and academic services • On-time completion • Adult and veteran completion and lifelong learning 	<p>Goal 3 Innovation & investment: Drive change and improvement through innovation and investment.</p> <ul style="list-style-type: none"> • Funding for long-term planning and responsiveness • Innovation for quality, collaboration and efficiency • Faculty excellence • Higher education leadership, governance and accountability 	<p>Goal 4 Prosperity: Advance the economic and cultural prosperity of the Commonwealth and its regions.</p> <ul style="list-style-type: none"> • Competitive, future-ready workforce • Catalyst for entrepreneurship • Research and development • Public engagement and institutional service • Higher education impact on state and regional economic development
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Table 2: Proposed revisions to The Virginia Plan goals and detailed strategic themes

Modified mission: Higher education in Virginia will advance postsecondary learning, research and public service that enhance equity, prosperity and well-being for the Commonwealth and of all its people. Fulfillment of this mission will be achieved through **equitable, affordable and transformative** higher education.

<p>Goal 1 Equitable: Close access and completion gaps. Remove barriers to access and attainment, especially for: Black, Hispanic, Native American and rural students; students learning English as a second language; students from economically disadvantaged backgrounds; and students with disabilities.</p> <ul style="list-style-type: none"> • Equitable access and attainment - close access and attainment gaps for underrepresented students • PK-20 talent pipeline 	<p>Goal 2 Affordable: Lower costs to students. Invest in and support the development of initiatives that provide cost savings to students while maintaining the effectiveness of instruction.</p> <ul style="list-style-type: none"> • Align state investment/financial aid <ul style="list-style-type: none"> ○ Revisit base adequacy calculations • Level and consistency of state funding <ul style="list-style-type: none"> ○ "Rainy day fund" - institutional reserve protections or other strategies ○ Communication campaign articulating the ROI of higher education 	<p>Goal 3 Transformative: Expand prosperity. Increase the social, cultural and economic well-being of individuals and communities within the Commonwealth and its regions.</p> <ul style="list-style-type: none"> • Social mobility <ul style="list-style-type: none"> ○ Experiential learning ○ Graduate outcomes ○ Post completion earnings ○ Debt to income • Labor market alignment <ul style="list-style-type: none"> ○ Competencies including digital ○ Program productivity review
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<ul style="list-style-type: none"> ○ Impact of COVID-19 on college readiness • Digital access, adoption and literacy • Quality and effectiveness of remote-learning programs • Support services <ul style="list-style-type: none"> ○ Mental health ○ Mentoring ○ Career services ○ Social, student basic needs, disability support services and other services 	<ul style="list-style-type: none"> • Quality affordable pathways <ul style="list-style-type: none"> ○ Targeted pathways <ul style="list-style-type: none"> ▪ High school students/recent graduates ▪ Underrepresented students ▪ Those with some college but no degree ▪ Adults and veterans ▪ Apprenticeships ○ Credit for prior learning <ul style="list-style-type: none"> ▪ Dual enrollment ▪ Transfers/articulation agreements ▪ Military ▪ Work experience ○ Online learning <ul style="list-style-type: none"> ▪ Effective resources, training and development for faculty ▪ Enhanced collaboration among institutions around platforms and delivery methods • Institutional stability • Administrative and program efficiency 	<ul style="list-style-type: none"> ○ Education Economics Office – for insight and action ○ Short credential programs to respond to job loss or underemployment • Higher education impact on cultural and economic prosperity throughout Virginia • Six-year plan modifications reflecting the revised Virginia Plan • Innovation through scholarship, research and diversity of faculty • Lifelong learning, civic and community engagement as well as cultural appreciation
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Note 1: Bullets in blue represent themes from the existing Virginia Plan goals.

Note 2: Bullets in bold serve/relate to all three goals.

Table 3: Proposed revisions to The Virginia Plan goals and measures (existing and proposed)

<p>Goal 1 Equitable: Close access and completion gaps. Remove barriers to access and attainment, especially for: Black, Hispanic, Native American and rural students; students learning English as a second language; students from economically disadvantaged backgrounds; and students with disabilities.</p> <p>Measure (access):</p> <ul style="list-style-type: none"> • Difference in access gaps (% of recent high school graduates who enroll in postsecondary program).* • Percentage of enrollment as a representation of the general population.* • Fall headcount undergraduate enrollments (R). <p>Measure (completion):</p> <ul style="list-style-type: none"> • Number and percentage of first-time students in developmental courses (R). • Number and percentage of students who maintain enrollment (R). • Mean undergraduate time-to-degree of graduates and the percentage of those completing within the normal time for each degree (R). • Completion rates of students. • Student success index: Includes transfer, part-time and full-time students who graduate or remain enrolled.* 	<p>Goal 2 Affordable: Lower costs to students. Invest in and support the development of initiatives that provide cost savings to students while maintaining the effectiveness of instruction.</p> <p>Measure (cost to students):</p> <ul style="list-style-type: none"> • Financial resources available to a student as a percent of the cost of attendance with a breakdown by income.* • Unmet need with breakdown by income.* • Tuition and fees of in-state undergraduates as a percentage of family income.* • Net price. • Number and percentage of undergraduate students with debt; average debt for enrolled students (R). <p>Measure (funding and effectiveness):</p> <ul style="list-style-type: none"> • Cost per degree year. • Expenditures per student. • Average time to degree (R). • State funding as a percentage of in-state undergraduate costs (R). • Number of institutions conducting reviews of their academic, administrative, or organizational policies and processes (R). • Number of public institutions meeting institutional performance standards (R). • Number of institutions meeting accreditation requirements (R). 	<p>Goal 3 Transformative: Expand prosperity. Increase the social, cultural and economic well-being of individuals and communities within the Commonwealth and its regions.</p> <p>Measure (personal prosperity):</p> <ul style="list-style-type: none"> • Wages of graduates in the workforce with a breakdown by race, ethnicity and income.* • Percentage of graduates moving from lower income to middle or upper income within 10 years of completion (R).* • Overall cohort default rate on federal student loans compared with other states (R). <p>Measure (cultural prosperity):</p> <ul style="list-style-type: none"> • Virginia's rankings on various state rankings/lists (R). <p>Measure (economic prosperity):</p> <ul style="list-style-type: none"> • Number of degrees, certificates and related workforce credentials to close the gap of unfilled jobs in identified high-demand occupations (R). <p>Measure (other):</p> <ul style="list-style-type: none"> • Virginia academic-research expenditures as a percentage (share) of the US total. • Annual academic-research expenditures (R). • Faculty and staff diversity.* • Percent of enrolled students registered to vote and percent of students who voted.
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Measure (attainment): <ul style="list-style-type: none"> Undergraduate degrees and workforce credentials awarded to students. Percent of 25- to 64-year-olds having attained a postsecondary degree or credential.* 		
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Note 1: Measures in blue are from the existing Virginia Plan (2014).

Note 2: (R) Refers to related indicators under The Virginia Plan (<https://schev.edu/docs/default-source/virginia-plan/relatedindicatorsendorsed07212015.pdf>)

Note 3: * Indicates data can be stratified by race, ethnicity, and/or income.

Discussion questions pertaining to measures:

1. Are the existing measures and indicators relevant/applicable to the proposed goals? If yes, which ones?
2. Should any modifications be made to the existing measures and indicators in order to make them more relevant/applicable to the proposed goals? If so, what modifications?
3. Do the proposed measures sufficiently assess success (goal fulfillment)? What falls short? What is missing?

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: October 27, 2020

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:

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

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

Action: The Council approved delegation of certain items to staff

Background Information/Summary of Major Elements:

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

Materials Provided:

Degree Program Actions:
Virginia Community Colleges
George Mason University
Lord Fairfax Community College

Diploma, Certificate, Discontinued and Modified Programs:
George Mason University

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

Mission Statement Change:

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

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

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

Full Cost Report:

Financial Impact: N/A

Timetable for Further Review/Action: N/A

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

Resolution: N/A

Items Delegated to Director/Staff

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

Degree Program Actions

Institution	Degree/Program/CIP	Effective Date
<u>Virginia Community Colleges</u> Blue Ridge Central Virginia Dabney S. Lancaster Danville Eastern Shore Germane John Tyler Mountain Empire New River Northern Virginia Patrick Henry Piedmont Virginia Rappahannock Reynolds Southside Virginia Southwest Virginia Thomas Nelson Tidewater Virginia Highlands Virginia Western Wytheville	Program Modification Approved: Modify the curriculum of the Associate of Applied Science (AAS) degree in Technical Studies (15.0612)	Fall 2020

Institution	Degree/Program/CIP	Effective Date
George Mason University	Facilitated Staff Approval: Doctor of Philosophy degree program in Public Health (51.2201)	Spring 2021
Lord Fairfax Community College	New Degree Program Approved: Associate of Applied Science degree program in Technical Studies (15.0612)	Fall 2020

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

Diploma, Certificate, Discontinued and Modified Programs

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

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

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

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