



Agenda Book

May 16-17, 2022

Location:

Virginia Wesleyan University
Virginia Beach, VA



May 16-17, 2022, Council Meetings Agenda

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I. Academic Affairs Committee, Monday, May, 16, 2022 (The Shafer Room, Boyd Dining Center)	1:00 p.m.		
A. Call to Order	1:00 p.m.	Mr. Light	
B. Approval of Minutes from the March 21 Academic Affairs Committee	1:05 p.m.	Mr. Light	5
C. Action on Proposed Degree Program at Public Institution	1:10 p.m.	Dr. DeFilippo	9
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I. Receipt of Report of the Staff Liaison to the Academic Affairs Committee	2:35 p.m.	Dr. DeFilippo	45
J. Motion to Adjourn	2:45 p.m.	Mr. Light	
II. Resources and Planning Committee Monday, May 16, 2022 (Joan P. Brock Room, Brock Commons)	1:00 p.m.		
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C. Discussion of Higher Education Budget from 2022 General Assembly	1:10 p.m.	Ms. Kang	51
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H. Motion to Adjourn	2:45 p.m.	Ms. Harker	
III. Private College Advisory Board Meeting	3:00 p.m.		79

May 16, 2022 (Joan P. Brock Room, Brock Commons) (See separate agenda.)			
IV. VWU Batten Honors College Session & Tour: Empowering Scholar-Activists to Lead a Global Society's Sustainable Development	5:00 p.m.		88
V. Council Meeting Tuesday, May 17, 2022 (Joan P. Brock Room, Brock Commons)			
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C. Remarks from Virginia Wesleyan University President, Scott Miller	9:10 a.m.	President Miller	
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E. DEI Initiative: Action on the Disabilities Action Plan	9:40 a.m.	Ms. Salmon	105
F. Update on The Virginia Plan for Higher Education: Data-Informed Initiatives	10:00 a.m.	Ms. Salmon	123
Break	10:30 a.m.		
G. Report of the Academic Affairs Committee	10:50 a.m.	Mr. Light	
H. Report of the Resources and Planning Committee	11:10 a.m.	Ms. Harker	
I. Receipt of Items Delegated to Staff	11:30 a.m.	Mr. Blake	126
J. Report on Council Officer Elections	11:40 a.m.	Ms. Arriaga, Mr. Light	129
K. Action on Resolutions for Departing Council Members	12:00 p.m.	Mr. Blake	
L. Old Business	12:10 p.m.	Ms. Connelly	
M. New Business	12:15 p.m.	Ms. Connelly	
N. Receipt of Public Comment	12:20 p.m.	Ms. Connelly	
O. Closed Session (personnel matters)	12:25 p.m.	Ms. Connelly	
P. Motion to Adjourn	12:30 p.m.	Ms. Connelly	
<u>NEXT MEETING:</u> July 19, 2022, Germanna Community College (Fredericksburg)			

May 16-17, 2022, Council Meetings Schedule of Events

Virginia Wesleyan University
Fairfield Inn & Suites
Virginia Beach, Virginia

May 16, 2022

- 1:00 – 2:55 **Academic Affairs Committee (The Shafer Room in Boyd Dining Center building) -**
[Section I on the agenda](#)
Committee members: Henry Light (chair); Alex Arriaga (vice chair); Ken Ampy; Dr. Alvin J. Schexnider; Dr. Jeffery Smith; Jason El Koubi.
- 1:00 – 2:55 **Resources and Planning Committee (The Joan P. Brock Room in Brock Commons) -**
[Section II on the agenda](#)
Committee members: Victoria Harker (chair); John Broderick (vice chair); Thaddeus Holloman; Katharine Webb; Mirza Baig; Jennie O'Holleran.
- 3:00 – 5:00 **Private College Advisory Board (PCAB) Meeting (The Joan P. Brock Room in Brock Commons)**
[Section III on the agenda](#)
- 5:00 – 5:45 **VWU Batten Honors College Session & Tour: Empowering Scholar-Activists to Lead a Global Society's Sustainable Development**
[Section IV on the agenda](#)
- 6:00 – 6:45 **Reception (DeFord Manor, the President's House)**
Park in Goode Center parking lot and walk across the street. (See map.)
- 6:45 – 8:30 **Dinner (The Goode Center)**
Walk across the street from DeFord Manor to the Goode Center. (See map.)

May 17, 2022

- 9:00 – 12:30 **Council Meeting (The Joan. P Brock Room, Brock Commons)**
[Section V on the agenda](#)
Park in the Godwin Hall parking lot.
A full breakfast is available at the hotel; coffee and light snacks will be available in the meeting room.

NEXT MEETING: July 19, 2022 German Community College (Fredericksburg, VA)

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
March 21, 2022
DRAFT MINUTES**

Mr. Light called the meeting to order at 2:09 p.m. in the Virginia Room of the Rotunda's Maugans Building at Longwood University in Farmville, VA. Committee members present: Henry Light, Chair; Alexandra Arriaga, Vice Chair; Ken Ampy, and Alvin Schexnider.

Committee member absent: Jason El Koubi.

Staff members present: Joseph G. DeFilippo, Jodi Fisler, Sandra Freeman, Ashley Lockhart, and Paula Robinson.

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

APPROVAL OF MINUTES FROM THE JANUARY 11, 2022, ACADEMIC AFFAIRS COMMITTEE MEETING

On motion by Mr. Ampy, seconded by Dr. Schexnider, the minutes from the January 11, 2022, Academic Affairs Committee meeting were unanimously approved.

ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS

Dr. DeFilippo introduced the Master of Science degree in Business Analytics at George Mason University. He summarized the major parts of the program proposal, including duplication and increased employment demand.

There was some discussion on the differences between the Master of Science in Business Analytics and the Master of Business Administration degree programs. There were also questions regarding capstone courses and their use in this type of degree program.

On motion by Ms. Arriaga, seconded by Dr. Schexnider, the following resolution was unanimously forwarded to the full committee:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Science (M.S.) degree program in Business Analytics (CIP code: 30.7102), effective fall 2022.

REVIEW OF PROGRAM ANNOUNCEMENTS FROM PUBLIC INSTITUTIONS

Dr. DeFilippo reviewed the program announcements and described the two-stage process for submitting a program announcement. He explained that this agenda item is for informational purposes, and the Chair invited institutional guests to make remarks regarding their program announcements. UVA-Wise, George Mason University, Norfolk State University, and Old Dominion University briefly commented on their program announcements.

ACTION ON PRIVATE POSTSECONDARY INSTITUTION PROVISIONAL CERTIFICATION

Dr. DeFilippo introduced the action on provisional certification for Trine University, a regionally-accredited private nonprofit institution based in Indiana. He described the certification process and time period during which it must be completed.

There was some discussion about duplication and differentiation for degree programs at private and public institutions, as well as the fiscal health scoring model. Trine University representatives commented on their enrollment projections and described their hybrid instruction model.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia provisionally certifies Trine University to operate a non-profit 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, Trine 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, Trine University shall be allowed to recruit and hire faculty and staff;
3. That, during the period of provisional certification, Trine 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, 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 Trine University's online platform and content as a condition to authorizing the school to offer distance education;
7. That, prior to the expiration of the period of provisional certification, Trine 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;
8. That, prior to the expiration of the period of provisional certification, Trine University shall submit a surety instrument in an amount adequate to provide refunds to students in the event of school closure during the first year of operation; and

- 9. That Trine University's provisional certification shall lapse if conditions 5-8 are not fulfilled prior to March 22, 2023.**

BE IT FURTHER RESOLVED that Council delegates to the SCHEV Director authority to confer full certification on Trine University upon his determination, at a point in time prior to March 22, 2023, that Trine University has satisfied all Virginia Administrative Code requirements, including, but not limited to, conditions specifically enumerated above.

DISCUSSION OF PRIVATE POSTSECONDARY EDUCATION OPERATIONS AND ACTIVITIES

Ms. Freeman provided an overview of the Private Postsecondary Education operations and activities, including its statutory authority, investigative duties, and certification process. There was some discussion on institutional auditing and the school closure process. Ms. Freeman commented on the role of the Office of the Attorney General in civil complaints, and answered questions from Committee members regarding the potential for an investigative unit for uncertified institutions.

ACTION ON PRIVATE POSTSECONDARY FEE CHANGES REGULATION

Dr. DeFilippo introduced a proposal to raise the fees for the PPE unit, and explained SCHEV's statutory duties for establishing said fees. He described the current fee structure and the three-step process for adoption. There was some discussion about the rising costs of operating PPE and its current vacant positions.

On motion by Mr. Ampy, seconded by Dr. Schexnider, the following resolution was unanimously forwarded to the full committee:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the Proposed Fee Changes Regulation (8VAC40-31-260 Fees). Council further authorizes staff to make any necessary technical or formatting changes that may be necessary to put the regulations into final form.

RECEIPT OF REPORT FROM ACADEMIC AFFAIRS COMMITTEE STAFF LIAISON

Dr. DeFilippo commented briefly on the work of Academic Affairs staff, including the most recent PPE orientation, the State Committee on Transfer, and the civic learning and engagement initiative. He also introduced Karen Banks, the new administrative assistant for Academic Affairs.

ADJOURNMENT

Mr. Light adjourned the meeting at 3:53 p.m.

Henry Light
Chair, Academic Affairs Committee

Ashley Lockhart
Staff, Academic Affairs

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: May 16, 2022

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: January 11, 2022

Action: The Academic Affairs Committee heard testimony from SCHEV and University of Virginia staff and discussed the need for more information on employment demand. Committee members recommended revisiting the proposed program at a future meeting.

Purpose of this Agenda Item: The purpose of this agenda item is to present one proposed degree program, in accord with Council’s duty to “review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes” (Code of Virginia § 23.1-203).

Background Information/Summary of Major Elements:

Program Presented for Approval

- University of Virginia, Bachelor of Science (B.S.) in Behavioral Neuroscience (CIP: 42.2706)

Financial Impact: See program summary below

Timetable for Further Review/Action: None, unless Council tables the item for future action

Relationship to Goals of the Virginia Plan for Higher Education: Council’s consideration of this agenda item supports three strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Strategy 5: Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.
- Strategy 7: Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.

- Strategy 9: Improve the alignment between post-secondary academic programs and labor market outcomes.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Bachelor of Science (B.S.) degree program in Behavioral Neuroscience (CIP: 42.2706), effective fall 2022.

University of Virginia
Bachelor of Science (B.S.) in Behavioral Neuroscience
(CIP 42.2706)

Program Description

The University of Virginia (UVA) is seeking the creation of a Bachelor of Science (BS) degree program in Behavioral Neuroscience (CIP: 42.2706) to be initiated in fall 2022. The proposed program would be located in the Department of Psychology in the College and Graduate School of Arts and Sciences. The purpose of the proposed program is to prepare students to conduct, evaluate, and apply research on the nexus between the brain and behavior. The program would provide students with a foundation in brain and nervous system function and development, the relationship between brain activity and behavior, and their application to the treatment of neurological disease and disorders. Students would gain the knowledge and skills to perform basic brain and behavioral research, including specialized brain imaging methods. Graduates of the proposed degree would be prepared for entry-level positions as preclinical R&D laboratory scientists, technicians, research coordinators and assistants in the brain and behavioral sciences. Graduates would also be prepared for graduate study in neuroscience, psychology, and related disciplines.

The proposed program would require 56 credit hours of coursework: 32 credit hours of prerequisite and core coursework; 3 credits of psychological foundations; 6 credits of science foundations, 9 credits of advanced coursework; and 6 credits of restricted electives.

Justification

Specific Demand

The development of neuroscience and psychology as disciplines has been such that one of the major ways of studying neuroscience is through degree programs in psychology. This focus is often referred to by the label “psychobiology,” as well as the titling of the proposed program, “behavioral neuroscience.” Documentation in the proposal makes the case for the maturation of psychobiology/behavioral neuroscience as a discipline and the need for a pipeline of talent to pursue neuroscience at the graduate level. What is lacking is explicit evidence of a call for graduates specifically with a bachelor degree in behavioral neuroscience.

Employment Demand

UVA contends that the program responds to national and state needs, including the statement that “Virginia and the greater Washington, DC metropolitan region boast high industry presence and demand” for graduates of such a program. However, the proposal does not contain documentation to support this contention. For instance, of 12 employment advertisements included, 10 come from organizations in the higher education and research sectors, which rather suggests low *industry* demand.

Labor Market Information relevant to the program is related to the broader category of laboratory technician rather than employment specifically related to psychobiology/behavioral neuroscience. Of 12 employment advertisements submitted, six were from Virginia and six from out of state. Of the six Virginia ads, five do not meet usual criteria for ads to justify a new degree program; five of six out of state ads do meet SCHEV criteria. Since the presentation of the program at the January 2022 Council meeting, UVA has produced testimony from four Virginia employers to the effect that the proposed degree program is specifically aligned with their employment plans. For instance, from two of the letters:

- “We look for interns and full-time research staff to support and perform brain and behavioral research, including specialized brain imaging and data analysis. We expect to hire 3-5 such graduates in the next 3 years and would be eager to recruit from UVA.”
- “With its core focus on behavioral neuroscience, data analysis, and human brain research, the proposed degree program would provide an in-state source of potential future employees with the necessary skillsets to support our business needs. We expect to hire at least 2 such graduates in the next 2-3 years and would immediately consider recruiting from UVA.”

Student Demand

Evidence of student demand for the proposed degree program comes from enrollment in the existing neuroscience concentration within the Cognitive Science major in the BA in Interdisciplinary degree program. Average annual enrollment has been over 80 students over the past three years.

The summary of projected enrollments for the proposed program shows a headcount (HDCT) of 40 in the program’s first year, rising to a HDCT of 80 by the target year. Enrollment projections show a full-time equated student enrollment (FTES) of 40 in the program’s first year (2022-23). The projections continue as follows: FTES 2023-24, 40; 2024-25, 40; and 2025-26, 80. UVA anticipates 36 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.

Issues of Duplication

Four public institutions – Christopher Newport University, George Mason University, Virginia Tech, and the College of William & Mary – offer baccalaureate degrees in neuroscience. The University of Virginia would be the first public institution to offer a bachelor’s degree in behavioral neuroscience.

Christopher Newport University (CNU)

Christopher Newport University (CNU) offers a 120-credit hour BS degree in Neuroscience that is related to the proposed degree program. There are 16 credits of major core coursework. In addition, students also complete 3 credit hours of capstone (senior seminar).

Similarities

Both degree programs require an introductory neuroscience course, a research methods course, and a cognitive neuroscience course.

Differences

CNU's core requires coursework in biostatistics and neurobiology, which the proposed degree program will not require. The proposed UVA program requires core coursework in epigenetics, and ethical and inclusive science, which the CNU program does not require. The CNU program requires 3 credit hours of capstone, whereas the proposed UVA program will not require a capstone.

George Mason University (GMU)

George Mason University (GMU) offers a BS in Neuroscience that is related to the proposed degree. The degree program requires 120 credit hours. There are 17-18 credit hours of major core coursework.

Similarities

Both programs require introductory coursework in neuroscience.

Differences

Core coursework in the GMU program includes two introductory neuroscience courses focused on molecular, neurophysiological and pharmacological neuroscience, whereas UVA's proposed program requires only one introductory neuroscience course. Furthermore, the GMU core includes coursework in cellular and molecular neuroscience, developmental and systems neuroscience, statistics and a biopsychology laboratory, which are not required in UVA's proposed program. The UVA core includes psychology research methods and data analysis, cognitive neuroscience, epigenetics, and ethical and inclusive science, whereas the GMU program does not.

Virginia Polytechnic Institute and State University (Virginia Tech)

Virginia Tech has a BS in Neuroscience. The program requires 120 credit hours. Four majors are offered: Clinical Neuroscience, Cognitive and Behavioral Neuroscience, Computational and Systems Neuroscience, and Experimental Neuroscience. There are 18 credit hours of major core requirements. In addition, students also complete 3 credits of capstone (senior seminar).

Similarities

Both programs include a core introductory neuroscience course.

Differences

Virginia Tech's core requires introductory coursework in chemistry and psychology, as well as neuroscience orientation and laboratory courses, which UVA's proposed program will require as prerequisite coursework. Students at Virginia Tech do not complete core coursework in psychology research methods and data analysis, cognitive neuroscience, epigenetics, or ethical and inclusive science, while these

courses are included in the core of UVA's proposed degree. The VT program requires students to select a major, whereas the proposed UVA program will not offer sub-areas. VT requires 3 credit hours of capstone, which UVA will not require.

College of William & Mary (W&M)

The College of William & Mary offers a BS in Neuroscience. The program requires 120 credit hours. There are 12 credit hours of major core coursework.

Similarities

W&M requires a course in cognitive psychology that is similar to UVA's core cognitive neuroscience course.

Differences

W&M's core requires coursework in cellular biophysics and modeling, neurobiology, and physiological psychology, which the proposed degree program will require as prerequisites. The proposed UVA program requires core coursework in psychology research methods and data analysis, introductory neuroscience, epigenetics, and ethical and inclusive science, which W&M's program does not require.

Resource Needs

The Cost and Funding Sources to Initiate and Operate the proposed degree program was reviewed by SCHEV finance staff. 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. 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 11, 2020.

Staff Recommendation

Based on a review of the application, staff presents the **Bachelor of Science (B.S.) degree program in Behavioral Neuroscience (CIP: 42.2706)** to the Academic Affairs Committee.

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 Science (B.S.) degree program in Behavioral Neuroscience (CIP: 42.2706), effective fall 2022.

State Council of Higher Education for Virginia Agenda Item

Item: #I.D – Academic Affairs Committee – Action on Review of Proposed Doctoral Degree Program

Date of Meeting: May 16, 2022

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 this agenda item and project: The purpose of this agenda item is for the Academic Affairs Committee to consider whether the University of Virginia's (UVA) proposed PhD degree program in Media Studies may go to the external review stage.

Background Information/Summary of Major Elements: SCHEV's Academic Program Approval and Changes policy includes a process that allows any public institution to provide feedback regarding duplication of existing degree programs. The process was established by the Academic Affairs Committee so that it could assess whether a degree program being proposed by one public institution would constitute unnecessary duplication of existing degree programs already offered by other public institutions. The University of Virginia (UVA) has submitted a proposal for a new PhD degree program in Media Studies. When this degree program was announced, George Mason University (GMU) submitted a response that indicates the new degree program may be unnecessarily duplicative.

For doctoral-level degree programs, the SCHEV evaluation process proceeds in two steps. The proposal is first evaluated by staff. If staff determines that the proposal has justified need for the degree program, it advances to the next step, an external review. Staff is bringing this matter of duplication to the committee so that members may discuss and determine whether the UVA proposal for a PhD in Media Studies should be allowed to advance to the external review stage.

The SCHEV policy invites institutions to provide comment on any relevant aspect of the announced new program, but specifically requests that they address two questions:

- *Given your experience offering a degree program with this CIP code at this level, do you perceive the need for additional degree programs in Virginia? If not, why not?*

- *Would an additional degree program in Virginia with this CIP code at this level be likely to have a negative, positive or no effect on your institution's degree program, including student enrollment and access to external resources such as experiential learning sites?*

GMU responded:

"The Cultural Studies program at Mason (CIP code 24.0103) is much more likely to be impacted. This program has been established in the media studies space for 25 years and already attracts students focusing on media studies among its recurring fields of specialization.

This program would likely have a negative impact on Mason's Cultural Studies PhD program. Over the years, this program has attracted a steady stream of students whose primary interest is in media studies, a subset of cultural studies. A media studies program would likely reduce the admissions pool."

In the proposal, UVA addressed the GMU response, noting differences in the core and required coursework for both degree programs.

"UVA notes curricular differences as a response to the feedback on overlap with GMU's PhD in Cultural Studies. Specifically, there are distinct differences in the core and required coursework for the two degrees. GMU's PhD in Cultural Studies is an explicitly interdisciplinary degree that does not offer the focused disciplinary training in media studies that would be provided to students in UVA's proposed program. GMU's core includes coursework in histories and research methods of cultural studies and a cultural studies colloquium, which the proposed program will not require. In addition, GMU students complete 3 credits in cultural studies theory; 3 credits in cultural studies topics; and 18 credits in two additional fields of study, which will not be required in the proposed degree. The proposed PhD in Media Studies requires core coursework in media theory, content and technologies, and required coursework in media history and research, which the GMU PhD in Cultural Studies does not require. The six-course list from which UVA students would select their 6 credits of research methods includes one cultural studies course, but that is the extent of overlap between the two curricula, reflecting clear differences in program focus and content."

In addition, UVA has submitted a supplementary response, which addresses employment demand and duplication with GMU in greater detail. That response is included as an appendix herein.

Materials Provided:

- Appendix: Extract from UVA Response to Duplication Issues (April 2022)
- Program Announcement, PhD in Media Studies (submitted September 2020)

Financial Impact: N/A

Timetable for Further Review/Action: If approved, the proposal would be reviewed by a team of external reviewers prior to consideration for final action by Council.

Staff Recommendation:

Based on a review of the application, staff presents the proposed **Ph.D. degree program in Media Studies (CIP: 09.0102)** to the Academic Affairs Committee for consideration as to whether the program should move forward to the external review stage.

The Committee may vote to approve, disapprove, approve with condition, or table for future action.

If approved, adopt the following resolution:

BE IT RESOLVED that the Academic Affairs Committee authorizes staff to move the proposal for a Ph.D. degree program in Media Studies (CIP code: 09.0102) to the external review stage.

If not approved, adopt the following resolution and transmit it to Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia does not grant approval to the University of Virginia to initiate a Doctor of Philosophy (Ph.D.) degree program in Media Studies (CIP code: 09.0102).

Appendix

Extract from UVA Response to Duplication Issues (April 2022)

Issue #1: UVA’s original proposal relied on Bureau of Labor Statistics (BLS) projections of 12% job growth for postsecondary teachers. On review, SCHEV staff noted that BLS also provides projections by discipline, including *Communications*, and advised that, since Media Studies is a sub-area of Communications, the proposal should refer instead to the *Communications* projection. That projection—*25-1122 Communications teachers, postsecondary*—was 7.3%, slightly below the national average of 8%.

Responses:

- (a) The slightly lower than average projection for *Communications* teachers overall is due to the inclusion of junior (community) college faculty, which is not the target occupation for graduates of UVA’s proposed degree. The BLS sets forth the employment percentages and projections for junior colleges, and colleges, universities, and professional schools, as follows:

Industry Title	2020 Percent of Occupation	Projected 2030 Percent of Occupation	Employment Percent Change, 2020-2030
Junior colleges; state, local, and private	21.9	20.3	-0.4%
Colleges, universities, and professional schools; state, local, and private	77.5	79.1	9.3%

UVA’s proposed PhD in Media Studies targets the second category, *Colleges, universities, and professional schools*, for which projected growth is 9.3%, slightly above the national average. As cited in UVA’s original proposal, the BLS indicates that “[p]ostsecondary teachers who work for 4-year colleges and universities typically need a Ph.D. or other doctorate in their field of degree.” Accordingly, the UVA program is proposed at the doctoral level to prepare faculty for research and teaching careers at 4-year institutions, which account for the majority of *Communications* teachers and are projected to grow faster than the national average.

- (b) In addition, UVA notes that, within the umbrella field of Communications, Media Studies is in high demand. Of the 26 subspecialties recognized by the National Communication Association, “mass communications/media studies” was the second most in-demand:

Academic employment opportunities for Communication faculty continue to be among the highest in the humanities. ... Specialists in strategic communication/public relations/advertising remained the

most sought after, with 131 postings accounting for more than 13 percent of the total number of job postings. The next most sought-after research/teaching specialties in position postings were mass communication/media studies, with 90 mentions...

Issue #2: In response to the invitation for feedback, GMU has indicated that, while this program “is not likely to overlap” with its PhD in Communications, the Media Studies PhD “would likely have a negative impact on Mason’s Cultural Studies PhD program. Over the years, this program has attracted a steady stream of students whose primary interest is in media studies, a subset of cultural studies. A media studies program would likely reduce the admissions pool.”

Response: The proposed PhD in Media Studies is very different from GMU’s PhD in Cultural Studies, and we expect the Media Studies program to attract different applicants. The fundamental divergence between these programs is reflected in the fact that there is nearly no overlap in the curricula. The proposed PhD in Media Studies focuses on disciplinary training and includes core coursework in media theory, content and technologies; it also requires coursework in media history and research. The GMU Cultural Studies PhD does not require coursework in any of those areas. The GMU program is explicitly interdisciplinary and includes core coursework in histories and research methods of cultural studies and a cultural studies colloquium; in addition, GMU students complete 3 credits in cultural studies theory and 3 credits in cultural studies topics. None of that is required for the UVA degree. The only overlap between these curricula is this: the six-course list from which UVA students would select their 6 credits of research methods includes one 3-credit cultural studies course.

In addition, UVA would respectfully disagree with GMU’s view of media studies as a “subset” of cultural studies; rather, UVA regards media studies as a sub-field of Communications; and, indeed, the National Communication Association report cited above makes no mention of cultural studies. Similarly, GMU’s Cultural Studies PhD reports under CIP Code 24.0103 – *Humanities/Humanistic Studies*; whereas, the UVA program is proposed under the dedicated Communications family code 09.0102 – *Mass Communication/Media Studies*.

Program Announcement, UVA PhD in Media Studies

I. Basic Program Information

Institution (official name)	University of Virginia
Degree Program Designation	Doctor of Philosophy
Degree Program Name	Media Studies
CIP code	09.0102
Anticipated Initiation Date	Fall 2021
Governing Board Approval Date (actual or anticipated)	June 4, 2020

II. Curriculum Requirements. Address the following using appropriate bolded category headings:

Core Courses: 21 credit hours

MDST 8000 – Media, Culture & Technology (3 credits)

MDST 8500 – Media Studies Pedagogy (3 credits)*

MDST 8900 – Developing Media Research (3 credits)*

MDST 9000 – Colloquium (1 credit; students must enroll for a minimum of 6 semesters)*

MDST 9100 – Qualifying Preparation (3 credits)*

MDST 9200 – Prospectus Development (3 credits)*

Media History Requirement: 3 credits

Students will select one of the following:

MDST 7500 – Into the Archive* (3 credits)

MDST 7510 – Histories of Broadcasting* (3 credits)

MDST 7520 – Comparative Histories of the Internet* (3 credits)

Media Research Methods Requirement: 6 credits

Students will select two of the following:

MDST 7100 – Media and Cultural Industries*

MDST 7110 – Media Audiences*

MDST 7700 – Big Data and Computational Media*

MDST 7704 – Political Economy of Media

MDST 7840 – Cultural Studies: Theories and Methods*

Research Requirements – minimum 12 credit hours

MDST 9999 – Non-Topical Research in Media Studies (1-12 cr)*

Media Studies Electives: 30 credits

Students will select ten graduate-level Media Studies electives.

Total Credit Hours: 72

Before admission to candidacy for the Ph.D., students will be required to pass comprehensive exams and defend a dissertation proposal.

III. Description of Educational Outcomes. Use bullets to list outcomes. (max. 250 words)

- Analyze the historical development of media texts, technologies, industries, policies, and systems.
- Review and analyze theories of and literature on media, broadly construed.

- Evaluate the social and political implications of media in diverse contexts.
- Analyze and apply historiographical and at least one other core method in media studies, with attention to methodological principles and ethical issues.
- Design and conduct original media studies research.
- Effectively communicate complex research and information to diverse audiences in written, verbal and visual forms.
- Select and apply innovative and inclusive teaching practices to develop and deliver core and advanced media studies courses.
- Understand and participate in the professional practices of academia, including peer review, journal submissions, teaching observation and evaluation, conference presentations, and hiring practices.

IV. Description of Workplace Competencies/Skills. Use bullets to list outcomes. (max. 250 words)

- Pose compelling research questions about the relationship of media to its broader social, cultural, historical, technological, and/or global political contexts, with understanding of historical precedents.
- Develop and carry out rigorous and effective research projects, with attention to theoretical, methodological, and ethical dimensions.
- Synthesize information from a variety of sources, such as archives, news coverage, legal documents, social media, and research studies, to draw informed conclusions and/or conduct original analyses.
- Produce academic research in the form of peer-reviewed articles in reputable academic journals, presentations at academic conferences, and/or book-length studies.
- Communicate effectively verbally, visually, and in writing to expert and non-expert audiences in a variety of styles (academic, journalistic, grant-writing, long- or short-form briefings, policy whitepapers, social media).
- Develop and deliver introductory and advanced courses in media history, media theory, media audiences, digital media, media representations, and related topics.
- Work with diverse student populations and design equitable, innovative pedagogical strategies appropriate to a variety of teaching contexts.

V. Duplication. Provide information for each existing comparable degree program at a Virginia public institution at the same degree level. Use the [SCHEV C01A2](#) report for degrees granted data.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
GMU	PhD, Communications, 09.0905	4
VCU	PhD, Media, Art and Text, 30.9999	6

VI. Labor Market Information. Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC). Insert correct years (20XX and 20YY) to reflect the most recent 10-year projections. Add rows as necessary.

Labor Market Information: Bureau of Labor Statistics, 2018-28 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change	Typical Entry Level Education
Postsecondary Teachers	1,350,700	1,505,800	11%	Doctoral degree

Labor Market Information: Virginia Employment Commission, 2018-28 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % change	Annual Change	Education
Postsecondary Teachers	41,438	44,888	8.33%	345	Doctoral or professional degree

VII. Projected Resource Needs

Cost and Funding Sources to Initiate and Operate the Program			
Informational Category		Program Initiation Year 2021 - 2022	Program Full Enrollment Year 2024 - 2025
1	Projected Enrollment (Headcount)	5	20
2	Projected Enrollment (FTE)	5	20
3	Estimated Tuition and E&G Fees	\$17,076	\$17,076
4	Projected Revenue from Tuition and E&G Fees	\$102,456	\$341,520
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0	\$0

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

Media are the technologies (e.g., internet, apps) and texts (e.g., articles, tweets) that collectively shape communication. As media systems continue to increase in number and complexity, the field of media studies combines humanistic and social scientific approaches to examine media production, reception and regulation, and the human effects of existing and emerging media. Media-related industries are among the most rapidly growing sectors of the national and regional economy, epitomized by Amazon’s new headquarters in Crystal City, VA, which will further entrench the state as a hub for media policy, practice, research and innovation. The proposed PhD in Media Studies responds to current needs in the Commonwealth and the nation, for faculty who are trained in the analysis of media texts, industries, policies, and technologies, and equipped to communicate those analyses to students, policymakers, industry, and the public.

The Ph.D. program in Media Studies will prepare the next generation of media studies faculty with advanced knowledge and specialized skills to pursue original and high-caliber research, and teach diverse student bodies how to undertake creative, responsible media analysis, production and research. Graduates of the proposed program will be prepared to participate in and lead various forms of scholarly outreach and engagement, meeting the critical and growing need for Ph.D.-prepared media scholars and educators to engage in rigorous and innovative media teaching and research. BLS and VEC projections of over 8% growth in employment of *Postsecondary Instructors* over the next ten years demonstrate the viability for employment of graduates of the proposed degree.

State Council of Higher Education for Virginia Agenda Item

Item: #I.E – Academic Affairs Committee – Action on Private Postsecondary Institutional Certification

Date of Meeting: May 16, 2022

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

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

Background Information/Summary of Major Elements: Northeastern University, a regionally accredited, non-profit out-of-state institution based in Massachusetts, is seeking initial certification to operate in the Commonwealth of Virginia.

Materials Provided:

- Northeastern University application summary

Financial Impact: Northeastern University has submitted the required certification fee to operate as a postsecondary institution in Virginia.

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

- Strategy 5: Cultivate affordable postsecondary education pathways for traditional, non- traditional and returning students.
- Strategy 7: Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Strategy 9: Improve the alignment between post-secondary academic programs and labor market outcomes.

Timetable for Further Review/Action: N/A

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Northeastern University to operate as a degree-granting postsecondary institution in the Commonwealth of Virginia, effective May 17, 2022.

Northeastern University **Application Summary**

School Overview

Northeastern University is an out-of-state, non-profit institution of higher education based in Boston, Massachusetts. The school was incorporated under the laws of Massachusetts in 1916, and it is accredited by the New England Commission of Higher Education (NECHE). Northeastern operates instructional locations in multiple states including North Carolina, Maine, California and Washington. It now seeks certification to operate a site in Arlington, Virginia.

School Officers

Joseph E. Aoun, President
Kristen Smith, Director of Global Regulatory Affairs
Jamie Miller, Regional Dean and CEO

School Mission Statement

Northeastern University's mission statement is as follows:

We strive to create a vibrant and diverse community, characterized by collaboration, creativity, an unwavering commitment to excellence and an equally unwavering commitment to exhibiting respect for one other. We aspire to be a model for what our society can be.

Proposed Educational Programs and Credentials

Northeastern University will offer the following programs:

- Master of Science – Information Systems
- Master of Science – Software Engineering Systems
- Master of Science – Project Management
- Master of Science – Security and Resilience Studies
- Master of Science – Computer Science
- Master of Science – Computer Science with Align Bridge
- Master of Public Policy – Public Policy
- Master of Professional Studies – Analytics
- Graduate Certificate – Blockchain and Smart Contract Engineering
- Graduate Certificate – Software Engineering Systems

Proposed Location

Northeastern University will operate at:

1300 North 17 Street
Arlington, VA 22209

Financial Stability Indicator

SCHEV staff calculated Northeastern University's financial composite score as 3.0 out of a possible 3.0, which indicates the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

Northeastern University has submitted a surety for \$20,000, which is adequate to provide refunds to all Virginia students for the unearned non-Title IV portion of tuition and fees for the first year of enrollment in the event of school closure, pursuant to Virginia Administrative Code section 8VAC40-31-160(I).

Evidence of Compliance

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

Staff Recommendation

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

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

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Northeastern University to operate as a degree-granting postsecondary institution in the Commonwealth of Virginia, effective May 17, 2022.

State Council of Higher Education for Virginia Agenda Item

Item: #I.F – Academic Affairs Committee – Action on Final Distance Learning Regulation

Date of Meeting: May 16, 2022

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of Agenda Item: Pursuant to § 23.1-215, Council may adopt such regulations as are necessary to regulate certain private and out-of-state institutions operating in the Commonwealth. Under current law, out-of-state postsecondary schools that provide distance learning to Virginia residents are not required to be certified by Council unless they have physical presence in the state. However, in 2020, HB 457 amended the Code of Virginia (§ 23.1-219 G) to require such institutions either to be certified or to be participants in a reciprocity agreement to which the Commonwealth belongs. This new provision of law becomes effective on July 1, 2022.

Background Information/Summary of Major Elements: Through its Private Postsecondary Education (PPE) office, SCHEV regulates degree-granting institutions and career-technical schools at more than 300 locations in Virginia. Until the passage of HB 457, no authority existed for any state agency to regulate out-of-state institutions that do not operate a site located in the Commonwealth. Effective July 1, 2022, institutions that offer distance education to Virginia residents will be required to be certified by SCHEV or to be a participant in a reciprocity agreement to which the Commonwealth belongs. The final regulation proposed here sets forth detailed provisions to inform SCHEV’s oversight of the new requirement.

The regulation is intended to protect the welfare of citizens who are enrolled in programs operated by out-of-state distance-education providers. The national education landscape has changed such that online education programs have proliferated. While the offering of distance learning through “telecommunications equipment” located at a site within the state may once have been a common operational model, technological advancements have rendered that model obsolete. Out-of-state postsecondary schools can and do conduct business with Virginia citizens from locations entirely outside of Virginia. The new law affords Virginia residents equivalent

protections to those enjoyed by students enrolled in Virginia schools regulated by SCHEV.

The regulation will not affect out-of-state institutions that are members in good standing of the National State Authorization Reciprocity Agreement (NC-SARA)—it imposes no certification requirements on SARA members from other states. The NC-SARA framework ensures adequate consumer protections for students of SARA schools nationwide. In addition, the proposed regulation will not disrupt the educational pursuits of Virginians who are already enrolled in an institution that does not participate in NC-SARA. Such institutions may continue to instruct students who were enrolled prior to July 1, 2022 through completion of their program.

Process and timeline of regulation adoption

The process of evaluating new regulations in Virginia is extensive and consists of three main stages. The first two stages—“Notice of Intended Regulatory Action (NOIRA),” and “Proposed Regulation”—have been accomplished. Pending Council approval of the regulation proposed here, staff will initiate the third and final stage, “Final Regulation.” The stages of regulatory review and agencies involved in those stages are as follows:

Stage 1: Notice of Intended Regulatory Action (NOIRA)

Steps Involved	Agencies Involved	Date Submitted	Date Approved
1. Submit NOIRA to Virginia Regulatory Townhall (rulemaking website)	SCHEV	3/17/2021	
2. Executive Branch Review	Office of Attorney General (OAG); Department of Planning & Budget (DPB); Cabinet Secretary; and Governor.		5/6/2021
3. NOIRA is published in the Register, 30-day comment period begins.	N/A	6/7/2021	
4. Draft regulation is submitted for review in the next stage (Proposed Regulation). This concludes the NOIRA.	N/A	7/19/2021	

Stage 2: Proposed Regulation

Steps Involved	Agencies Involved	Date Submitted	Date Approved
1. Submit draft proposed regulation	SCHEV	7/19/2021	

2. Executive Branch Review	Office of Attorney General (OAG); Department of Planning & Budget (DPB); Cabinet Secretary; and Governor.		12/22/2021
3. Proposed regulation is submitted and published in the Register; 60-day comment period begins.	N/A	1/31/2022	

Stage 3: Final Regulation

The Final Regulation stage mirrors the first two stages in terms of the reviewing agencies and order of review, with the exception that the regulation takes effect following Governor’s approval.

Materials Provided:

- Proposed Final Distance Learning Regulation.

Financial Impact: N/A

Relationship to Goals of the Virginia plan for Higher Education: Council’s consideration of this agenda item supports three strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Strategy 5: Cultivate affordable postsecondary education pathways for traditional, non- traditional and returning students.
- Strategy 7: Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Strategy 9: Improve the alignment between post-secondary academic programs and labor market outcomes.

Timetable for Further Review/Action: N/A

Resolution:

Staff presents the Final Distance Learning Regulation 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 approves the Final Distance Learning Regulation (8VAC40-31-125). Council further authorizes staff to make any necessary technical or formatting changes that may be necessary to put the regulation into final form.

Final Distance Learning Regulation

8VAC40-31-125

Certification required for schools offering distance learning in Virginia

A. Any degree-granting postsecondary school providing distance learning to residents of the Commonwealth from a location outside of the Commonwealth shall be certified to operate in the Commonwealth or shall be a participant in a reciprocity agreement to which the Commonwealth belongs, in accordance with council's authority pursuant to § 23.1-211 of the Code of Virginia, for the purpose of consumer protection.

B. Any degree-granting postsecondary institution seeking initial or renewal authorization to offer distance education programs or courses to residents of the Commonwealth from a location outside of the Commonwealth that is not a participant in a reciprocity agreement to which the Commonwealth belongs must demonstrate that it meets the following eligibility criteria:

1. The institution is properly authorized to operate by and in good standing with the appropriate entity in the state where the institution has legal domicile.
2. The institution is a United States degree-granting institution that is accredited by an accrediting agency that is recognized by the U.S. Department of Education with a scope of authority, as specified by the U.S. Department of Education, that includes distance education.
3. The institution is in good standing, including having no current or pending show cause or probation actions against it.
4. The institution demonstrates minimum financial stability to qualify for certification defined as a federal Financial Responsibility Composite Score of 1.5 or better.

C. An institution certified pursuant to this section shall provide proof of the following disclosures to Virginia residents:

1. A notification that the school is certified to operate by council.
2. A notification outlining the procedures a student may follow to file a complaint against the school. The disclosure must include a statement that if the complaint is not resolved to the student's satisfaction, the student may contact the council as a last resort. The school must provide contact information for council and must ensure that the student will not be retaliated against for filing a complaint.
3. A notification stating that the transferability of credits earned at the school is at the sole discretion of the receiving institution.
4. For institutions offering programs or courses leading to or advertised as leading to professional licensure, a notification regarding whether completion of the program is sufficient to meet licensure requirements in Virginia. If the institution is unable to determine whether a program will meet the professional licensure requirements in Virginia, the notification shall provide current contact information for any applicable licensing boards and advise the student or applicant to determine whether the program meets requirements for licensure in Virginia prior to enrollment.

D. An institution certified pursuant to this section shall pay a nonrefundable initial and renewal authorization fee as provided in 8VAC40-31-260.

E. An institution certified pursuant to this section shall immediately inform the council and current enrolled students who are residents of the Commonwealth of any adverse action by the U.S. Department of Education or by its accrediting agency that threatens a disruption of the operation of the institution or exposes students to a loss of course or degree credit or financial loss.

F. The certificate of authorization for an institution certified pursuant to this section shall expire on the stated expiration date. Applications for annual renewals must be submitted to council at least 90 days prior to the expiration date of the current authorization.

G. In the case of an institution that has enrolled students who are residents of the Commonwealth prior to July 1, 2022, the institution may instruct only such students through completion of their program without being certified to operate in the Commonwealth or being a participant in a reciprocity agreement to which the Commonwealth belongs.

State Council of Higher Education for Virginia Agenda Item

Item: #I.G – Academic Affairs – Discussion of Transfer Policy Development

Date of Meeting: May 16, 2022

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of Agenda Item: The purpose of this item is to provide the Academic Affairs Committee with information regarding the groups and methods by which staff consults with institutions on transfer-related policies for which SCHEV is responsible.

Background Information/Summary of Major Elements: The Code of Virginia assigns SCHEV responsibility to develop and implement policies on a range of transfer-related topics, including: articulation agreements, dual admission agreements, dual enrollment transferability, pathway maps and Passport and Uniform Certificate of General Studies credentials. The State Policy on College Transfer serves as the overarching framework of these individual topics. Moreover, the Code of Virginia, § 23.1-203, charges SCHEV to:

27. Insofar as practicable, preserve the individuality, traditions, and sense of responsibility of each public institution of higher education in carrying out its duties.

and

28. Insofar as practicable, seek the assistance and advice of each public institution of higher education in fulfilling its duties and responsibilities.

The presentation will review the scope of SCHEV responsibilities related to transfer, with an emphasis on the advisory groups with which staff consults and methods used to promote collaboration and communication between SCHEV and institutions and among institutions.

Materials Provided:

- A presentation will be provided at the meeting.

Financial Impact: N/A

Timetable for Further Review: N/A

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

- Strategy 5: Cultivate affordable postsecondary education pathways for traditional, non- traditional and returning students.
- Strategy 7: Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Strategy 9: Improve the alignment between post-secondary academic programs and labor market outcomes.

Resolution: N/A

Transfer Policy Development

Paul A. Smith, Ph.D.

May 16, 2022



**STATE COUNCIL OF HIGHER
EDUCATION FOR VIRGINIA**

In this presentation

- **Transfer-related policies for which SCHEV is responsible**
- **Campus-based groups that SCHEV staff works with to implement policies and best practices**
- **Relationship to *Pathways to Opportunity: The Virginia Plan for Higher Education***

Transfer Policies (from 2018 legislation)

- **Dual Enrollment**
 - Establishes consistency across institutions and public transparency on the granting of course credit for students in dual enrollment courses
- **Passport and Uniform Certificate of General Studies**
 - Defines and establishes the Passport and UCGS programs and conditions governing the transferability of constituent courses
- **Transfer Agreements**
 - Establishes a uniform framework for transfer agreements
- **Pathway Maps**
 - Establishes the process for the development and implementation of pathway maps between two- and four-year institutions

Plus.....

- ***State Policy on College Transfer***
 - On the Academic Affairs Committee agenda for action today.
 - Serves as the philosophical and overarching framework for transfer in Virginia
 - In existence since the early 90's
 - Created, in collaboration with institutions, to improve articulation on a statewide basis
 - Last updated in 2016, before the 2018 legislation

Policy Development: Advisory Committees

- **State Committee on Transfer (SCT)**
 - Representatives from two- and four-year public and private institutions and state educational agencies. Committee compositions consists for registrars, directors of transfer, and transfer advisors.
 - Meets eight to ten times per year clustered in the spring and fall.
- **Dual Enrollment and Passport Advisory Committee (DEPAC)**
 - Representatives from two- and four-year public institutions, the Virginia Association of School Superintendents, and the VCCS.
 - Focuses on issues related to dual enrollment and the passport/certificate.
 - Recommendations from DEPAC are referred to SCT.
- **Instructional Program Advisory Committee (IPAC)**
 - Chief Academic Officers of public institutions of higher education
 - SCT and DEPAC recommendations go to IPAC for final review before Council.

Pathways to Opportunity: The Virginia Plan

Most Relevant Virginia Plan Strategies:

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

Questions?



State Council of Higher Education for Virginia Agenda Item

Item: #I.H – Academic Affairs Committee – Action on Updates to the State Policy on College Transfer

Date of Meeting: May 16, 2022

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

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: July 19, 2016

Action: Approval of updates to the *State Policy on College Transfer*

Purpose of Agenda Item: Via this agenda item, staff seeks Council’s approval on updates proposed to the *State Policy on College Transfer*.

Background Information/Summary of Major Elements: Presented here for Council’s consideration is an update to the *State Policy on College Transfer* (henceforth referred to as “Transfer Policy”). The State Committee on Transfer (SCT) – a SCHEV advisory committee composed of representatives from all public two- and four-year institutions – drafted the first iteration of the Transfer Policy in 1992, which was adopted by Council and has served as the definitive policy statement on transfer in the Commonwealth ever since. Subsequent updates were approved by Council in October 2004 and July 2016.

The Transfer Policy enhances cooperation and consistency among institutions of higher education in Virginia by promoting an efficient transfer system while respecting institutional culture and academic standards. Ideally, students should be able to move through Virginia’s public education system as if it were a continuum, rather than a system of distinct levels and separate stages. In short, the Transfer Policy establishes the framework and philosophical underpinning for transfer between public two- and four-year institutions within the state.

In 2018, changes in legislation created several new duties for both SCHEV and institutions, thereby prompting the need for an update to the Transfer Policy. Code of Virginia §23.1-203, §23.1-907, and §23.1-905.1 establish statutory requirements for SCHEV to develop four new transfer-related policies:

- *Public Higher Education Policy for Dual Enrollment Transferability* (approved by Council: January 2019)
- *Public Higher Education Policy on Passport and Uniform Certificate of General Studies Programs* (approved by Council: July 2019)
- *Public Higher Education Policy Guidelines for the Development of Transfer Agreements* (approved by Council: October 2020).
- *Public Higher Education Policy Guidelines for the Development of Pathway Maps* (approved by Council: January 2021).

Updates to the Transfer Policy proposed here align with goals of *The Virginia Plan for Higher Education* by reducing barriers to access and attainment and promoting affordable postsecondary education pathways for traditional, non-traditional and returning students. Major differences between the current and updated policy include:

- addition of language assuring equitable access and opportunity for all students;
- addition of a definition section;
- addition of language requiring institutional adherence to the four new transfer-related policies;
- addition of language reflecting the legislative requirement to develop and utilize a statewide transfer portal; and,
- addition of language reflecting SCHEV's role in periodically reporting on the effectiveness of transfer.

Beginning in June 2021, a subcommittee of representatives from the SCT convened to review the 2016 Transfer Policy for updates. A draft updated policy was presented to the full SCT at its September 2021 meeting, and further iterations were produced through the fall. A final draft was approved by the SCT in December. That draft was then presented to the Instructional Program Advisory Committee (IPAC) in January 2022 and, following an additional layer of review, was approved by IPAC in March 2022.

Materials Provided:

- *State Policy on College Transfer*

Financial Impact: The updated Transfer Policy will support students' ability transfer and complete a baccalaureate degree with greater efficiency, thus reducing the cost of earning a four-year degree.

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

- Strategy 5: Cultivate affordable postsecondary education pathways for traditional, non- traditional and returning students.
- Strategy 7: Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.

- Strategy 9: Improve the alignment between post-secondary academic programs and labor market outcomes.

Timetable for Further Review/Action: The updated Transfer Policy will go into effect immediately upon approval by Council.

Staff Recommendation: Staff presents the updated *State Policy on College Transfer* 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, approves the updated *State Policy on College Transfer*, effective immediately.

State Policy on College Transfer

Approved by Council: July 19, 2016

(Updated DATE)

I. Introduction:

Two to four-year transfer within the Commonwealth is established as an essential pathway ~~has increased as a popular means~~ for obtaining a bachelor's degree. The State Policy on College Transfer aims to enhance cooperation and consistency among institutions of higher education in Virginia with the intended goals of improving the transfer process for Virginia's students and increasing access and affordability to a bachelor's degree. ~~The State Policy on College Transfer seeks to improve collaboration among Virginia's institutions of higher education while promoting efficiency in the transfer process as well as recognizing the changing higher education environment.~~ Ideally, students should be able to move through Virginia's public education system as if it were a continuum, rather than a system of distinct levels and separate stages. This supports equitable access for all students, regardless of the origin of credits within Virginia's diverse public higher education community.

The State Policy on Transfer is guided by the following principles:

- All capable students in the Commonwealth should have equitable access to all levels of higher education.
- Senior institutions have a responsibility for enrolling students from public associate degree-granting institutions and expanding college transfer options that lead to confirmation of a baccalaureate degree (Code of Virginia § 23.1-301(7)).
- Transfer is a shared responsibility among all of Virginia's public institutions.
- Transfer between institutions should be as seamless as possible and should not increase a student's time to degree completion or result in repeated coursework successfully completed at other regionally accredited institutions of higher education.
- Transfer students should be assured of equitable treatment by each senior institution and afforded the same academic opportunities provided to native students in similar circumstances.
- Students shall be encouraged to progress as far through the higher education continuum as they are able.
- The Commonwealth shall have a coherent statewide policy on transfer that facilitates continued institutional cooperation that can be sustained over time.
- The institutional autonomy and diversity of Virginia's colleges and universities are valuable and must be assured.

II. 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 a transferable associate degree to optimize the completion of a four-year degree after transfer.

Continuous Enrollment – Enrollment for consecutive terms not interrupted by non-attendance. 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.

Transfer Virginia 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, the Associate of Arts and Sciences, and the Associate of Fine Arts (AFA). Under specific articulation agreements, some institutions may develop articulation agreements for the Associate of Applied Arts and the Associate of Applied Sciences for specified degree programs.

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

Uniform Certificate of General Studies – A 30 to 32 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.

University Parallel Coursework – A course at one institution of higher education which has comparable learning outcomes or objectives as those at another higher education institution. These are baccalaureate-level courses designed for transfer and satisfy accrediting body quality standards for courses taught at the baccalaureate-level.

III. **Equitable Access and Opportunity**

Two to four year transfer is an important pathway to the baccalaureate that supports the pursuit of economic opportunity for disadvantaged Virginians, including Virginians living with disabilities. However, the mere existence of a pathway is not sufficient to realize this opportunity as fully as possible. Pathways must be implemented effectively and relevant information routinely gathered to support transfer student success.

Therefore, institutions should routinely review data to assess equity and opportunity in student access and identify barriers to degree completion for transfer students. This review should include disaggregated data where available, to reveal trends by student groups, programs and/or institutions.

Admissions

1. Senior institutions have authority over institutional and programmatic admission decisions. Each senior institution shall have an institutional data-driven policy, approved by appropriate institutional parties and reviewed regularly, on admission of transfer students.
2. Each student who satisfactorily completes a transfer-degree program at a Virginia Community College or Richard Bland College shall be assured the opportunity to transfer to a state supported baccalaureate institution. Senior institutions have a responsibility to provide ~~reasonable~~ access to students graduating from Virginia's

- associate-degree granting institutions who meet admission requirements.
3. Admissions priority shall be given to transfer students who have completed a transfer degree over those who have not. However, admission to a given institution does not guarantee admission to a particular degree program, major, minor, or concentration of study. Every baccalaureate-degree program, including programs with competitive admission, shall provide an avenue for admission of transfer students that is applied equally to native and transfer students.
 4. Admission to a specific program, major, minor, or concentration of study may require a minimum grade point average and specific prerequisite courses. Such requirements shall be applied equally to native and transfer students. Guaranteed program admission agreements may exist for specific programs or majors which outline the parameters for admission. Any specific program, major, minor, or concentration of study admission requirements shall be included in all transfer agreements, pathway maps, and transfer guides. Additionally, this information shall be included in the Transfer Virginia Portal.
 5. Virginia's senior institutions shall develop policies addressing the admission of transfer students not completing a transferable ~~oriented~~ associate degree. These policies should consider course completion, earned credit, academic standing, and whether the student possesses an applied associate degree, Passport, or Uniform Certificate of General Studies (UCGS). To the extent possible, the provision should address the contribution of these factors on the admission decision.
 6. Senior institutions shall develop policies addressing the admission of high school students completing a transferable associate degree concurrent with high school, in accordance with Code of Virginia § 22.1-253.13:1(D)(10), § 23.1-907(E), and the Virginia Public Higher Education Policy Guidelines for the Development of Transfer Agreements.
 7. Senior institutions shall develop policies addressing the admission of students completing college credit through prior learning assessment and the contribution of these credits to the admission decision. The policy shall be compliant with Code of Virginia § 23.1-906 and the Virginia Public Higher Education Policy on Course Credit for AP, Cambridge, CLEP and IB.
 8. Pursuant to Code of Virginia § 23.1-907(A), each senior public institution of higher education shall develop, consistent with SCHEV's Virginia Public Higher Education Policy Guidelines for the Development of Transfer Agreements (further referred to as Guidelines for Transfer), ~~guaranteed admission agreements (GAA)~~ with the Virginia Community College System and Richard Bland College. ~~The GAA shall guarantee admission to a public senior institution for students earning an approved transfer associate degree and who meet institutional admission requirements.~~
 9. Institutional admission policies should be included in the Transfer Virginia Portal resource center.

IV. Acceptance and Application of Credits

1. It is the intention of the State Policy on Transfer that students working toward a baccalaureate degree by enrolling in a transfer program at a Virginia, regionally accredited public associate degree-granting institution will have their university-parallel coursework recognized as legitimate and equivalent to courses offered at the senior Virginia institution, except for those courses deemed as institutional specific requirements for all students.
2. Policies addressing the acceptance and application of credits earned via dual enrollment will be in accordance with the Virginia Public Higher Education Policy for Dual Enrollment Transferability.
3. Public senior institutions have authority over policies addressing acceptance and application of transfer credits. However, VCCS and Richard Bland College transfer students earning an associate degree based upon a baccalaureate-oriented sequence of courses ~~or admitted under a GAA~~ shall be considered to have met the lower division general education requirements of the senior institution ~~and considered to have attained junior standing~~, regardless of delivery mode. Where students must satisfy additional general-education requirements -- credits in upper-division general education or foreign languages required of native students, for example -- senior institutions should specify and publish such requirements.
4. The acceptance and application of credits for students earning a Passport or UCGS shall be in accordance with the Virginia Public Higher Education Policy on Passport and Uniform Certificate of General Studies Programs.
5. Development of programmatic pathways shall follow the policy guidelines established by the Public Higher Education Policy Guidelines for the Development of Pathway Maps.
6. All Virginia public institutions shall develop policies addressing the acceptance of credit awarded for prior learning (CPL). Four-year review of prior learning should be in accordance with the Virginia Public Higher Education Policy on Course Credit for AP, Cambridge, CLEP, and IB. Prior learning includes, but is not limited to, course credit for Advanced Placement, Cambridge, CLEP, IB, or military training. Credit awarded for prior learning is not guaranteed to transfer; ~~and~~ it may be subject to review by the institution to which a student seeks to transfer ~~upon enrollment at the four year institution~~. ~~prior learning assessment (PLA) and their application to transfer students. These policies will be as transfer friendly as possible and in compliance with Code of Virginia § 23.1-906 and the Virginia Public Higher Education Policy on Course Credit for AP, Cambridge, CLEP and IB.~~ Policies addressing CPL should provide a clear description of the CPL review process, address the acceptance of CPL awarded by other institutions prior to transfer, address student expectation of credit acceptance, and address the application of credits toward general education when CPL is included as part of the Passport, UCGS, or an associate degree.
7. Military education, training, and experience shall be accepted for college credit, where applicable, pursuant to Code of Virginia § 23.1-904 and SCHEV's Guidelines on Award of Academic Credit for Military Education, Training and Experience by Virginia Public Higher Education Institutions.
8. With regard to courses offered in distance education modalities:

- 1) Course content, not method of course delivery (pedagogy), should be the primary determining factor in the acceptance of credit in transfer between Virginia's two- and four-year public colleges and universities.
 - 2) For students completing online courses at a public two-year Virginia college prior to transfer, the two-year and four-year institutions will accept and apply the course work for all subject areas, including lab sciences, toward meeting general education requirements. Students majoring in the natural sciences may be required to complete in-person labs for lower division science courses.
9. Institutional policies governing the acceptance and application of credits should be included in the Transfer Virginia Portal resource center.

V. Communication and Information

1. ~~In accordance with Code of Virginia § 23.1-204(B),~~ Each institution of higher education shall provide a link to the postsecondary education and employment data published by the State Council of Higher Education on its website pursuant to ~~§ 23.1-204(A).~~ SCHEV institutional profile data can be obtained by accessing the following link: <http://research.schev.edu/iprofile.asp>. Code of Virginia § 23.1-908 requires the creation of an online state transfer portal that allows public access to transfer agreements, documents, and other transfer-related resources. All institutions shall maintain and update information housed in the State Transfer Portal in accordance with agreed upon portal practices. The online portal shall be available to the public on the websites of the Council, the System, and each public institution of higher education.
2. ~~Institutional and program specific articulation agreements between Virginia Community Colleges and Richard Bland College, and senior institutions are beneficial to student transfer and are encouraged by SCHEV. Formal articulation agreements should follow the Guidelines for Transfer.~~ Each institution shall have a communication process established to provide current information to other public institutions in the Commonwealth as well as to students who have expressed interest in transferring.

VI. Administrative Responsibility for Transfer

1. Transfer is the administrative responsibility of all Virginia public institutions. The Virginia Community Colleges, Richard Bland College, and Virginia's senior institutions have a responsibility to promote a culture of transfer and facilitate a seamless transition for students moving from one institution of higher education to another.
2. Each institution shall designate a chief transfer officer who has responsibility for the following functions:
 - Serves as a point of contact for all transfer-related communications among institutions.
 - Reviews transfer curricula for changes, updates articulation agreements, and the currency of transfer information.

- Serves as the initial point of contact for the development and modification of transfer agreements.
 - Reviews transfer student academic outcome data with the intended purpose of improving institutional transfer policy.
3. In addition, each college, school, or divisions within the senior institutions shall designate an official with final authority on the transferability of courses in the degree programs offered by the institution.
 4. Two- and four-year institutions shall participate in SCHEV coordinated review and maintenance of program pathways maps in accordance with the *Public Higher Education Policy Guidelines for the Development of Pathway Maps*.

VII. Transfer Student Responsibilities

Students intending to transfer are responsible for planning their course of study to meet the requirements of the institution(s) to which they desire to transfer. The student is responsible for seeking out the information and advice that is necessary to develop such a plan. Students should register with the online Transfer Virginia Portal to plan their course of study and explore institutional options. Students are encouraged to identify as early as possible the senior institution and program into which they would like to transfer and contact that institution by filling out the notification of intent to transfer within the Transfer Virginia Portal. Delays in developing and following an appropriate plan or changes in plan (e.g. changes in major) may reduce the applicability of transfer credit to the baccalaureate degree program a student ultimately selects.

~~VIII. Under-represented Student Populations and Transfer~~

~~Biases must not impede the educational goals of students, especially students from under-represented populations. Institutions shall systematically review enrollment practices relevant to students from under-represented populations and determine whether these students are being disproportionately steered into non-transfer programs, or subjected to other factors that impede their ability to transfer smoothly into baccalaureate degree programs. Students from under-represented populations shall be encouraged to progress through the levels of higher education, as their abilities allow, regardless of personal characteristics.~~

VIII. Tracking Transfer Students

1. Any VCCS institution or Richard Bland College should be able to request academic success data from the senior institution for transfer students matriculating from their institution.
2. Institutions shall use transfer student progress data and academic outcomes to improve upon or confirm the success of their transfer programs. In analyzing these data, all institutions shall pay particular attention to the performance, retention, time to baccalaureate completion, and graduation rates for the purposes of improving transfer student academic success and completion rates.

3. SCHEV will prepare a comprehensive annual report on the effectiveness of transfer which includes completion rate, average time to degree, credit accumulation, post-transfer student academic performance, and comparative efficiency.

~~Senior institutions should track transfer students based on modality of admission (CAA vs. non-CAA vs. lateral), associate degree status (with an associate vs. without), and type of associate degree if transferring with a degree (A.A., A.S., A.A.&S., A.A.A., or A.A.S).~~Footnote

~~Transfer degrees are the Associate of Arts (A.A.), the Associate of Science (A.S.), and the Associate of Arts and Sciences (A.A.&S.), (under specific articulation agreements, some institutions are accepting the Associate of Applied Arts (A.A.A.), and the Associate of Applied Sciences (A.A.S) for identified degree programs).~~

State Council of Higher Education for Virginia Agenda Item

Item: #I.1 – Academic Affairs – Report of the Staff Liaison

Date of Meeting: May 16, 2022

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, May 16, 2022

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

=====

PPE: Orientation Session for Schools Seeking Certification

- PPE staff virtually convened a group of prospective school owners on April 12, 2022. This orientation is the first step in the application process for entities seeking certification to operate a postsecondary school in Virginia. Staff presented participants with an overview of the laws and regulations pertaining to the operation of a private postsecondary school and a summary of the certification process. The orientation also included detailed instructions on how to complete the certification application. There were nineteen vocational school representatives in attendance.

State Committee on Transfer

- The State Committee on Transfer (SCT) met virtually March 10 and April 21, 2022. The SCT includes representatives from all public two- and four-year institutions.
 - March's meeting included a discussion led by **Dr. Paul Smith** on "In Progress" transcript notation for students transferring to four-year institution after completing a Uniform Certificate of General Studies. Currently, VCCS transcripts only note completion of the UCGS which creates a course selection issue for transferring students. The conversation on notating transcript with "In Progress" continued into the April meeting. Dr. Smith will collaborate with the VCCS on a solution to resolve the transcribing problem related to the UCGS.
 - At the April meeting, **Beverly Rebar** sought feedback from the SCT on the implementation of HB 1277, which requires each public institution of higher education to map the existing opportunities to earn education, experience, training, and credentials in the Armed Forces to the award of academic credit at the institution.
 - Additional items covered at the April meeting included a review of K-12 early college programs, a discussion of Transfer Virginia communication strategies, and a review of the timeline for updating Guaranteed Admission Agreements. The next SCT meeting will be held May 19, 2022.

Staff Activities and Recognition

Paul Smith

- Met with the Transfer Virginia institutional partners (March 21 and April 18). Meetings occur monthly and are jointly run by SCHEV and the VCCS. The purpose of these meetings is to maintain a continued dialogue with both public and private institutions participating in Transfer Virginia. Meeting sessions provide institutions with updates on the implementation of Transfer Virginia and

end with an open forum for institutions to ask questions and seek guidance on Transfer Virginia related topics. The next meeting will be held on May 16, 2022.

Academic Affairs Staff:

Public Sector Academic Affairs

Ms. Karen Banks, Academic Affairs Support Specialist
Dr. Joseph G. DeFilippo, Director, Academic Affairs & Planning
Ms. Darlene Derricott, Senior Coordinator, Academic Services
Dr. Jodi Fidler, Senior Associate for Assessment Policy & Analysis
Ms. Emily Hils, Academic Programs and Services Specialist
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

Private Postsecondary Education

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

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
RESOURCES AND PLANNING COMMITTEE
MARCH 21, 2022
MINUTES**

Ms. Harker called the meeting to order at 2:00 p.m. in the Rotunda's Maugans Building, The Martinelli Board Room, Farmville, Virginia. Committee members present: Marge Connelly, Victoria Harker, Thaddeus Holloman and Katharine Webb.

The following Committee member was unable to attend: Mirza Baig

Staff members present: Tom Allison, Lee Andes, Peter Blake, Grace Covello, Wendy Kang, Laura Osberger and Todd Massa.

Others present: Ramona Taylor from the Office of the Attorney General

APPROVAL OF MINUTES

On a motion by Mr. Webb and seconded by Mr. Holloman, the minutes from the January 11, 2022 meeting were approved unanimously.

DISCUSSION OF HIGHER EDUCATION FUNDING FROM 2022 GENERAL ASSEMBLY

Ms. Kang provided an overview of the 2022 amendments from the General Assembly.

The General Assembly adjourned without a budget. The budget amendments in submission include an overall higher investment in higher education, salary increases, internships, financial aid decrease in House, Senate Pell Enrollment funding, TAG aid increase, HBCU financial aid TAG add-on, mental health pilot, increased emphasis on data transparency, and transcript withholding (the language has been included in the house budget).

The Council discussed the potential funding split impact from the proposed increased salaries across the Commonwealth. There was also discussion around the rationale for the proposed reduction in financial aid.

DISCUSSION OF 2021 DEGREES AND CERTIFICATES AWARDED

Mr. Massa updated the committee on the degrees and certificates awarded in 2021.

Degrees and awards increased by ~3,000 – 4,000 in 2021. Associate's degree increased significantly but there was decreased overall enrollment. The largest loss of enrollment was seen in sub-baccalaureate certificates.

The Commonwealth appears to be on track for the 2030 goal of being the best educated state in the nation.

A discussion occurred on the disparities between gender as it relates to enrollment and graduation. The Committee asked to see a trend report at the next council meeting that highlights the last 10 years of enrollment demographics. There was also discussion on the impact of learning loss in 2020 on student success but additional monitoring is needed to observe any potential impact on this matter. The Council further discussed the need to have more data from the for-profit sector.

DISCUSSION OF THE NEW ECONOMY WORKFORCE CREDENTIAL GRANT ANNUAL REPORT

Mr. Allison reviewed the annual report with the committee.

The Workforce Credential Grant funding style and purpose of the program was presented along with the program goals and certificate/licensure attainment. In addition, Mr. Allison reviewed the supply and demand based on credential types. A wage analysis resulted in wage increasing post-completion of the Workforce Credential Grant.

Conversation occurred around the capacity of the grant program, eligibility of programs, and information gathering on for-profit credential programs related to demand of said programs. Further discussion focused on the for-profit impact related to employment in fields that overlap with the Workforce Credential programs.

DISCUSSION OF COST AND FUNDING NEED STUDY: PRINCIPLES AND DESIGN CONCEPT

Mr. Allison and Ms. Kang provided a review of the current status of the cost-study and what is upcoming.

Discussion on the status of the cost-study included review of the next phase which is to include the funding model. The committee reviewed the principles of the study based on the January council meeting. Mr. Allison and Ms. Kang noted that there will be a cost-study committee meeting to continue to work through the next deliverable. In addition, discussion was had on the measures of efficiency and effectiveness, SCHEV noted that we are ensuring institutions are using the same factors to ensure we have reliable data. Council also noted to ensure that the incentives programs are used for the right reasons and that we are not creating an implicit incentive to stop serving students. SCHEV is working to be sure that any impact from the cost-study incentives are used for the right reasons.

MOTION TO ADJOURN

The Chair adjourned the meeting at 4:00

ACTION LIST

Follow-up with the Council when there is an updated budget.

Provide a trend report on gender differences over the last 10 years.

Consider ways to gather more data on the for-profit sector as it relates to degrees and certificates awarded.

Better understand what ways we can track data for private credentials as it might impact the Workforce Credential Grant Program.

Provide the Council with an update on the funding model for the Cost and Funding Need Study when available.

Victoria Harker
Committee Chair

Laura Osberger
Interim Director, Executive & Board Affairs

State Council of Higher Education for Virginia Agenda Item

Item: #II.C. – Resources and Planning Committee – Discussion of Higher Education Budget from 2022 General Assembly

Date of Meeting: May 16, 2022

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

Most Recent Review/Action:

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

Date: January 11, 2022

Action: Council reviewed the Governor's introduced budget for higher education in the 2022-24 Biennium.

Purpose of Agenda Item:

The purposes of this item are: provide an overview of the 2022 General Assembly funding for Virginia higher education; identify alignment to the SCHEV budget recommendations; and, discuss next steps regarding primary areas of focus for staff in the 2022-24 biennium.

Background:

On December 16, 2021, Governor Northam introduced his budget for the 2022-2024 biennium.

Overall, the introduced budget adds a total of \$924 million, the highest amount the state has invested in higher education in a biennium. (The total includes funding for classified salary increases, which normally are considered outside of SCHEV's recommendations.) The Governor's biennial additional funding seeks to increase funding for higher education and general (E&G) programs – the core activities of institutions – by approximately 33% over FY 2022 levels, and would increase student financial aid program funding by 74%.

On February 20, 2022, the House and the Senate released their proposed budget amendments.

As staff prepared the materials herein, the budget conference committee had not reached an agreement on the 2022-24 budget. The General Assembly adjourned on April 27 without a budget. At today's meeting, staff will provide updates pending a release of the conference report. After the General Assembly completes its work on the budget, the

Governor will have an opportunity to offer amendments for the General Assembly's consideration.

Materials Provided:

If the General Assembly budget has been released by May 16, a summary will be provided at the meeting.

Financial Impact: TBD

Timetable for Further Review/Action: None

Resolution: None

State Council of Higher Education for Virginia Agenda Item

Item: #II.D. – Resources and Planning Committee – Discussion of Cost and Funding Need Study

Date of Meeting: May 16, 2022

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

Tom Allison
Senior Associate for Finance Policy and Innovation
tomallison@schev.edu

Most Recent Review/Action:

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

Date: March 21, 2022

Action: Staff provided an update on the progress of the project.

Purpose of Agenda Item:

The purpose of this item is to provide a status update on the cost and funding need study, which began in 2021.

Background Information/Summary of Major Elements:

The cost and funding need study was included in the 2021 General Assembly session at the request of SCHEV and Council recommendations. The following is language related to the study charge for SCHEV.

The State Council of Higher Education, in consultation with representatives from House Appropriations Committee, Senate Finance and Appropriations Committee, Department of Planning and Budget, Secretary of Finance, and Secretary of Education, as well as representatives of public higher education institutions, shall review methodologies to determine higher education costs, funding needs, and appropriations in Virginia. The review shall identify and recommend:

- (1) methods to determine appropriate costs, including a detailed cost analysis of Virginia institutions and peer institutions;*
- (2) measures of efficiency and effectiveness, including identifying opportunities for mitigating costs, increasing financial efficiencies, and incorporating current best practices employed by Virginia institutions and other institutions, nationwide;*

- (3) provisions for any new reporting requirements, including a possible periodic review of cost data and strategies employed to implement efficient and effective operational practices;*
- (4) strategies to allocate limited public resources based on outcomes that align with state needs related to affordability, access, completion, and workforce alignment, and the impact on tuition and pricing;*
- (5) the impact of funding on underrepresented student populations; and*
- (6) a timeline for implementation.*

Update

The following are tasks completed to date and new activities completed since Council's meeting in March:

Activities completed prior to March Council update:

- Contracted with National Center for Higher Education Management Systems (NCHEMS) to support the project.
- Submitted a [workplan](#) and [interim report](#). Items included in interim report: results of 50 state survey of how states fund higher education for base higher education costs, overall assessment of Virginia funding with comparative institutions, initial conceptual framework and study principles.
- Conducted a preliminary site visit in September with key stakeholders.
- Held ongoing meetings with stakeholders, including biweekly meetings with members of the OpSix (Secretary of Education, Secretary of Finance, Director of the Department of Planning and Budget, staff directors of the Senate Finance and Appropriations Committee and House Appropriations Committee and Director of SCHEV). Facilitated meetings with eight vice presidents of finance at institutions and four members of provosts' offices and provided updates to presidents, chief academic officers and legislative liaisons.

Activities completed since the March Council meeting:

- Conducted a site visit with NCHEMS (details below)
- Reviewed a draft model
- Summarized comments/concerns regarding the model and identified areas of consensus
- Continued stakeholder engagement

Model conceptual framework

The following diagram provides an overview of the conceptual framework on the model. During the Council meeting, staff will discuss the major components of the model to solicit feedback from members. Staff also will provide comments received to date from key stakeholders. Prior to today's meeting, staff reviewed the model with Council members, Ms. Harker and President Broderick.

Conceptual Framework for Costs & Funding Needs
April 2022

				Category	Function and Roles	Funding Responsibility
				Other	Advancement, auxiliaries, athletics, etc.	Institution
				Externally Funded Research and Public Service	Grants management, community engagement, museums, arts, extension services	External funders
	Incentive Funding Tied to State Goals & to Six-Year Plans			Purchase of Goods and Services	Funding for specific purposes, e.g., research on tobacco usage in Southwest Virginia, incentives to seed and support shared academic program delivery, noncredit offerings	Mix (State & External funders)
				Capacity Building	Funding needed to start new programs or fund initiatives prioritized by the General Assembly, the Governor's office, or through the 6-year plan process	Mix (State, external funders, & tuition)
Funding Model	Cost Model	Variable Costs		Performance / Incentives	Factors in the model that recognize: activities related to strategic plan, closing equity gaps, economic development	Mix (State & Tuition)
				Audience	Semester credit hours (SCH) weighted by student characteristic(s) or added weights applied to headcount	Mix (State & Tuition)
		Fixed Costs		Scale & Scope	Semester credit hours (SCH) weighted by level and discipline	Mix (State & Tuition)
				Preventative maintenance as applied to facilities, technology, and personnel	Shares of facilities replacement value of facilities, technology value, payroll (for professional development)	State
				"Frugal" foundational funding	Benchmarked against similar institutions with relatively low spending on administrative expenses	State

Materials Provided: See Update and Framework above.

Financial Impact: None at this time.

Relationship to Goals of The Virginia Plan for Higher Education: The cost and funding need study is intended to meet all three goals of the Plan – to be equitable, affordable and transformative. In addition, the study is a priority initiative identified as part of the Plan.

Timetable for Further Review/Action: The final report is due July 1, but additional work is expected to continue during the summer. Staff will identify action items for Council for its September and October meetings as part of the budget and policy recommendation process.

Resolution: None.

State Council of Higher Education for Virginia Agenda Item

Item: #II.E – Resources and Planning Committee – Discussion of Grants to Remove Barriers to Attainment: The Fund for Excellence and Innovation

Date of Meeting: May 16, 2022

Presenter: Lynn Seuffert
Senior Associate for Strategic Planning and Policy Studies
lynnseuffert@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Purpose of this Agenda Item:

The purpose of this item is to inform Council of the latest round of grants awarded from the Fund for Excellence and Innovation. These grants to Virginia institutions of higher education support their efforts to address attainment barriers, per Goal 2, Strategy 7, Initiative 7 of *Pathways to Opportunity: The Virginia Plan for Higher Education*.

Background Information/Summary of Major Elements:

In June 2021, Chair Connelly asked staff to consider the national report, “Innovating Together: Results from the University Innovation Alliance,” as the source of a potential model for a Virginia initiative to address barriers to educational attainment.

Staff identified the SCHEV-administered Fund for Excellence and Innovation (FFEI) as an ideal vehicle for such an initiative, given the Fund’s focus on and grant funds for stimulating collaborations among public school divisions, community colleges and universities to expand affordable student pathways.

In late 2021, staff developed the FFEI Collaborative Equitable-Attainment Grant Competition, which combines the three-pronged commitment made by institutional members of the University Innovation Alliance with the purposes of the Fund for Excellence and Innovation, and aligns both with Goal 2 of *The Virginia Plan*.

Staff issued the Call for Proposals in December 2021, with proposals due at the end of March 2022. Staff’s review of proposals continued through April 2022. Staff will announce the awards at today’s committee meeting.

Materials Provided:

Staff will present a slide presentation summarizing the FFEI Collaborative Equitable-Attainment Grant Competition.

Financial Impact:

This round of grants is awardable within the FFEI balance, which will be expended before the end of the fiscal year.

Relationship to Goals of The Virginia Plan for Higher Education:

This Item addresses Goal 2, Strategy 7, Initiative 7 of *Pathways to Opportunity: The Virginia Plan for Higher Education*. The Plan's second goal is: "Affordable," and its seventh strategy is: "Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency." Council's seventh initiative is: "Fund an initiative focusing on institutional collaboration and innovations to improve equitable student persistence and completion."

Timetable for Further Review/Action: None

Resolution: None

Discussion of Grants to Remove Barriers to Attainment: The Fund for Excellence and Innovation

May 16, 2022

Lynn Seuffert

Senior Associate for Strategic Planning and Policy Studies



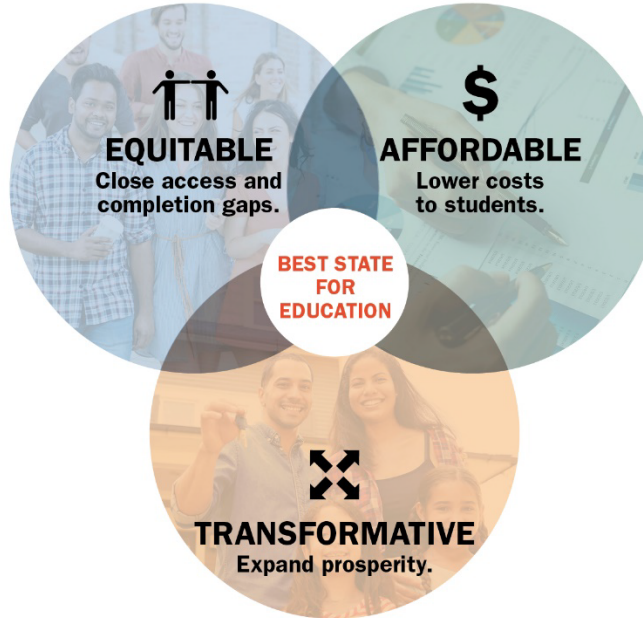
STATE COUNCIL OF HIGHER
EDUCATION FOR VIRGINIA

Agenda

- **Connection to Pathways to Opportunity: The Virginia Plan for Higher Education**
- **University Innovation Alliance – Background**
- **Fund for Excellence & Innovation**
- **Collaborative Equitable-Attainment Grant Competition**
- **Awards**

Pathways to Opportunity - Goals

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.



Invest in and support the development of initiatives that provide cost savings to students while maintaining the effectiveness of instruction.

Increase the social, cultural and economic well-being of individuals and communities within the Commonwealth and its regions.

Goal 2: Affordable – Lower Costs



Supporting Strategy

S.7: Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.

Priority Initiative

I.7: Fund an initiative focusing on institutional collaboration and innovations to improve equitable student persistence and completion.

University Innovation Alliance – Background

Established in 2014

Arizona State University

Georgia State University

Iowa State University

Michigan State University

North Carolina A&T State

University

The Ohio State University

Oregon State University

Purdue University

University of California

Riverside

University of Central Florida

UMBC

University Innovation Alliance (cont'd)

Goal: In 10 years, graduate 68,000 more students than they were otherwise projected to graduate; at least half of additional graduates from low-income backgrounds

Result: Goal met in 6 years and exceeded by 5,000 graduates; 36% more low-income graduates and 73% more graduates of color since the alliance started

University Innovation Alliance (cont'd)

Three-pronged commitment:

- **Rapid experimentation;**
- **Deep collaboration; and**
- **Radical sharing of challenges, insights and data**

Focus on what is and is not serving students – and what would serve them better

Fund for Excellence & Innovation

Established in 2016 by the General Assembly

Focus is:

- 1. to stimulate collaborations among public school divisions, community colleges and universities and to expand affordable student pathways and**
- 2. to pursue shared services and other efficiency initiatives at colleges and universities that lead to measurable cost reductions**

Fund for Excellence & Innovation (cont'd)

Previous use of funds

- **Affordable Pathways Partnership Grant:**
support affordable pathway partnership expansion or implementation
- **Planning grants**
- **Efficiency conference**

Collaborative Equitable-Attainment Grants

Institutions were asked to collaborate in teams:

- **R1 research institutions**
- **Other four-year public institutions**
- **Four-year private, non-profit institutions**
- **Two-year public institutions**
- **HBCUs**

Collaborative Grants (cont'd)

What are grantees required to do?

- **Dive into data**
- **Identify any gaps in attainment**
- **Figure out what is and what is not serving students**
- **Literature search, discover potential solutions**
- **Design and implement a pilot project**
- **Assess the impact of the pilot intervention**
- **Write reports**
- **Share results**

Collaborative Grant Awards

Proposals were received near the end of March.

Awards will be announced today!

State Council of Higher Education for Virginia Agenda Item

Item: #II.F. – Resources and Planning Committee – Discussion of Institutional Performance Standards and 6-year Plan Process for 2022

Date of Meeting: May 16, 2022

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

Tom Allison
Senior Associate for Finance Policy
TomAllison@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: October 27, 2020

Action: Council took action on the 2020 Biennial Assessment and certification for institutions.

Purpose of Agenda Item: The purpose of this item is to provide background for the 2022 assessment of institutional performance and the 6-year plan process.

Background Information/Summary of Major Elements:

The following information provides background regarding two processes related to performance and planning. As a note, Dr. Jean Huskey has served as the lead staff member for these projects for the last eight years. Dr. Huskey plans to retire this summer. This year, Wendy Kang and Grace Covello will complete the performance review process and determine how it could be incorporated into the performance component of the cost study. Tom Allison will lead the six-year plan process.

Assessment of Institutional Performance Standards (IPS)

SCHEV began assessing the performance of public institutions through the Institutional Performance Standards (IPS) beginning in 2005 as part of the Higher Education Restructuring Act and later through the Virginia Higher Education Opportunity Act of 2011 (Top Jobs Act or TJ21).

The [Appropriation Act of 2020-22](#) (Chapter 552, under General Provisions) outlines the IPS assessment process. The assessment includes six education-related measures and a review of financial and administrative standards.

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. These amounts total approximately \$7 million annually for the system. The language in § [23.1-1002.C](#) provides details about these financial benefits. The years under review for the 2022 Biennial Assessment are 2019-20 and 2020-21.

Next Steps: At Council's July meeting, staff will present the results for the six general education-related performance measures. The Financial and Administrative Standards reviews are underway by the Department of Planning and Budget. Staff anticipate receiving this information from the Office of the Secretary of Finance in late August. At Council's September meeting, staff will present the final results and provide recommendations regarding certification for institutions.

Six-year Plan Process

SCHEV also is responsible for facilitating the six-year planning process as outlined in § [23.1-306](#) of the Code of Virginia. The six-year plans are developed and reviewed by members of what is commonly referred to as Op Six, which includes the Director of the Department of Planning and Budget, the Secretary of Finance, the Secretary of Education, the Staff Director of the House Committee on Appropriations, the Staff Director of the Senate Committee on Finance and Appropriations and the Director of SCHEV.

Institutions develop their six-year plans in the odd-numbered years, in preparation for the biennial budget. In the even-numbered years, such as this year, the plans are affirmed or updated, if necessary. These plans are required to be developed through

The plans contain two parts. Part I is an Excel workbook. Part II is a narrative document.

Part I includes five spreadsheets that contain the following data:

1. **In-state Undergraduate Tuition and Fee Plan** - In this section, institutions provide any annual planned increases in in-state undergraduate tuition and mandatory Educational and General (E&G) fees and mandatory non-E&G fees for the 2022-24 biennium.
2. **Tuition and Other Nongeneral Fund (NGF) Revenue** - Based on assumptions of no new general fund, enrollment changes and other institution-specific conditions, institutions provide total collected or projected to collect revenues (after discounts and waivers) by student level and domicile (including tuition revenue used for financial aid), and other NGF revenue for E&G programs; and mandatory non-E&G fee revenues from in-state undergraduates and other students as well as the total auxiliary revenue.
3. **Academic-Financial Plan** - This section contains academic, finance, and support-service strategies that institutions intend to employ in meeting state needs/goals as found in the statewide strategic plan. An assumption exists of no new general fund to support the strategies.
4. **General Fund (GF) Request** – Institutions provide information in this section about items for which they anticipate making a request for state general fund support in the 2022-24 biennium. The item can be a supplement to a strategy or an item from the academic and financial plan, or it can be a free-standing request for which no tuition revenue would be used.
5. **Financial Aid** – In this section, institutions provide a breakdown of the projected source and distribution of tuition and fee revenue redirected to financial aid.

Part II contains more-detailed information about the data provided in Part 1, as well as about additional topics such as enrollment projections, new academic programs, major capital outlay projects, status update of previous plans' strategies, suggestions for improving efficiencies and economic development efforts.

The regular schedule for the six-year plan process is:

- May 1 – Templates and instructions sent to institutions.
- July 1 – Institutions submit plans.
- Late August – Op Six has a one-day meeting to discuss any updates to the plans and provide comments.
- September 1 – Op Six comments sent to the institutions.
- October 1 – Responses and final copies of the plans submitted by the institutions.
- December 1 – SCHEV posts copies of the final plans on its website.

Institutions submit copies of final plans to the Division of Legislative Automated Systems (DLAS).

Special Note: This schedule remains the same in the odd-numbered, development year, except instead of a one-day meeting in August, the Op 6 holds a meeting with each institution to discuss its plans. These meetings usually take place from mid-July through late August.

Next steps: SCHEV consulted with Op Six staff members in April. Members agreed not to make changes to the plans this year given that is an update year. As a result, the plan templates and instructions were released on May 1 to institutions. SCHEV noted that the deadline for submission may be extended if the budget is delayed past May 15.

In addition, Op Six members are interested in collecting additional data related to higher education. SCHEV is working with the Governor's Office and other staff to identify specific data elements and will be coordinating with institutions and members of Op Six on the data collection.

Materials Provided: None.

Financial Impact: Certified institutions are eligible to receive financial benefits. Plans are used for budget planning purposes.

Timetable for Further Review/Action: The projects will proceed as described above.

Resolution: None.

State Council of Higher Education for Virginia Agenda Item

Item: #II.G. – Resources and Planning Committee – Discussion of Additional Topic of Interest: Credential Tracking

Date of Meeting: May 16, 2022

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

Tod Massa
Director of Policy Analytics
Todmassa@schev.edu

Most Recent Review/Action:

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

Date: March 21, 2022

Action: In presentations regarding award data and the Workforce Credential Grant program, Council members requested additional information regarding how credentials meet the 70%-attainment goal and what data SCHEV can provide to understand how many workforce credentials (non-degree) are produced to contribute to the attainment goal.

Purpose of Agenda Item:

The purpose of this item is to provide additional information to Council in response to discussion at its March meeting regarding workforce credentials and how the data support the goal of reaching 70% attainment by 2030.

Background Information/Summary of Major Elements:

At Council's March meeting, staff presented data related to awards and the New Economy Workforce Credential Grant program. A key question for Council members was how the number of credentials support to the 70% attainment goal, which includes a target that 10% of attainment be from workforce credentials. In addition, members were interested in whether the credentials met demand or whether more were needed in certain areas.

Below is a summary of data reviewed to date and additional processes that may evolve to better support an understanding of how credentials support high demand jobs and Virginia's attainment goal.

How the top 10 workforce credentials from the Annual Report align to total credentials issued in Virginia and how well they may meet demand

Staff reviewed the 10 most awarded credentials and contacted the certifying entities. To date, staff has received data from three of the Commonwealth's top 10 credentialing agencies, including the Virginia Department of Transportation (highway construction certifications), the Board of Nursing (certified nurses' aides) and the Board of Pharmacy (pharmacy technicians).

While the Board of Nursing and the Board of Pharmacy have published unduplicated data presented in the table on the following page, the Virginia Department of Transportation's data is not unduplicated to unique individuals; i.e., the data includes multiple certifications earned by one individual.

Staff have contacted the credentialing agencies for the remaining top seven occupations to collect new licenses/certificates awarded in the last five years, including the following:

- Department of Motor Vehicles (CDL licenses);
- National Health Career Association (phlebotomy technicians, billing and coding specialists and medical coding);
- CompTIA (computer user support specialists); and
- Department of Professional and Occupation Regulation (carpenters).

Obtaining data from the credentialing agencies has been a challenge for SCHEV staff. Some challenges include:

- Lack of response.
- Data not available in the format needed. For example, the certifying entity for welding did not have data for individuals in Virginia.
- Differences in reporting dates. Some certifying entities maintain data on a calendar year versus a fiscal year.
- Data not unduplicated. If individuals received multiple credentials, then the data are not unduplicated; for example, if a count of three is provided, staff do not know whether one individual earned three certifications or whether three individuals earned one certification each.

New Economy Workforce Credential Grant Program Top 10 Credentials, Annual Openings by Related Occupational Field FY 2021 with Data on Total Credentials Issued for the Year

Occupation	Annual Job Openings by Occupation*	WCG Program	Individuals** Enrolled FY 2021	Preliminary data on total credentials issued by certifying entity in 2021 (Data Source)
Heavy and Tractor-Trailer Truck Drivers	5,819	Commercial Driver's License A	1,493	Contacted DMV, awaiting figures
Medical Assistants	2,122	Medical Assistant	517	n/a
Highway Maintenance Workers + Paving, Surfacing, and Tamping Equipment Operators	751	Highway Construction	487	2,430*** (VDOT)
Computer User Support Specialists	2,085	Computer Entry Level (CISCO Networking Technician and Associate, CompTIA IT Fundamentals, C	401	Contacted, but did not receive a response
Welders, Cutters, Solderers, and Brazers	1,080	Welding	382	Initial data were not complete
Carpenters	2,941	Core - Introductory Craft Skills	254	n/a
Phlebotomists	566	Phlebotomy Technician	252	n/a
Pharmacy Technicians	907	Pharmacy Technician	250	1,520 (Pharmacy Board)
Medical Records and Health Information Technicians	369	Billing and Coding Specialist	231	n/a
Nursing Assistants	5,484	Certified Nurse Aide (CNA)	198	5,818 (Nursing Board)

*Review based on Virginia Employment Commission long-term 2018-2028 projections. <https://virginiaworks.com/occupational-projections?page80257=1&size80257=12&page79862=1&size79862=12&page81630=1&size81630=12>

Differences may not represent a shortage as other individuals may complete certification through non-WCG programs.

**Enrollments figures can include individuals completing multiple credentials. The figures provided for individuals represents unduplicated count of the enrollments.

***VDOT is unable to provide non-duplicated (unique individual) counts of credentials. VDOT also counts certifications by calendar year, not by fiscal year.

In addition, staff notes that a high number of pharmacy technician and CNA licenses were issued in 2021 compared to the total openings. SCHEV staff reviewed annual reports from the Department of Health related to these occupations, and these reports indicated high turnover rates.

Other anticipated efforts related to credential tracking

The National Student Clearinghouse (NSC) is a national entity that maintains enrollment and degree data for all students at institutions that issue student loans. It was originally established to verify whether students were no longer enrolled, to ensure they would pay back their loans. NSC also provides degree verification for employers and is looking to expand this service to certifications. Recently, NSC engaged with Indiana to pilot the development and management of a Learning Employment Record.

The pilot identifies that:

Currently, there is no standard way beyond a resume to convey verifiable skills, credentials or training (whether it be formal or informal, classroom-based or workplace-based) to a potential employer.

By addressing that gap on a national level and creating a trusted platform where learners can post their skills for rapid search by employers, we can accelerate the process of helping students and workers land in-demand jobs.

As part of this effort, NSC is working to become a trusted repository of individual records from credential providers. SCHEV staff have met with NSC and requested a sample count of credentials awarded to Virginians. Staff expect a response in the coming weeks and will engage in further discussions toward a formal relationship and project.

In addition to efforts with NSC, the 2022 General Assembly session considered legislation ([HB 1275](#)) that would have directed SCHEV to create the Virginia Credential Registry. The purpose of the legislation was to ensure that the general public has access to essential information about all educational and occupational credentials, including all degrees, certificates, certifications, licenses, apprenticeships, military training, diplomas and badges that are delivered, issued, funded, recognized, authorized, overseen or governed in the Commonwealth.

SCHEV staff identified several challenges in creating such a registry and requested to work with the legislator over the summer on the proposal. As part of the process, staff contacted [Credential Engine](#), a nonprofit dedicated to mapping the credential landscape. Specifically, staff investigated the Credential Transparency Description Language, an open language that describes credentials, competencies, skills, providers, sectors and occupations and allows for publishing on Credential Engine's open-source Credential Registry.

All stakeholders, including the Governor's Office, agreed that pursuing such a registry would require buy-in from policymakers, institutions and employer groups as well as more time and money than possible during the 2022 General Assembly session.

Next steps: In the coming year, staff plan to follow up with the entities listed in the top 10 credentials; to continue meeting with National Student Clearing House; to align efforts with the Virginia Office of Education Economics; and to work with legislators and

Governor's staff regarding credential data. These efforts should improve the level of -- and the quality of -- data related to workforce credentials.

Materials Provided: See above.

Financial Impact: None at this time.

Relationship to Goals of The Virginia Plan for Higher Education: The tracking of credentials supports the goal of reaching 70% educational attainment by 2030.

Timetable for Further Review/Action: Based on Council discussion in May, staff will identify further actions steps.

Resolution: None.



Private College Advisory Board (PCAB) Meeting
Joan Brock Room, Brock Commons
Virginia Wesleyan University
Monday, May 16, 2022
3:00 p.m. – 5:00 p.m.

AGENDA

- 3:00** **1. Welcome and introductions**
Marge Connelly, Chair, State Council of Higher Education for Virginia
David Johns, Chair, Council of Independent Colleges in Virginia;
President, Ferrum College
- 3:10** **2. Priorities for Virginia higher education**
The Honorable Aimee Guidera, Secretary of Education
- 3:30** **3. Discussion: Challenges and opportunities after a tumultuous two years**
Presidents and Council members
- 4:00** **4. Institution highlight: Appalachian School of Law**
B. Keith Faulkner, Dean, Appalachian School of Law
- 4:10** **5. Updates from SCHEV staff**
- A. Virginia Tuition Assistance Grant (VTAG): Program and history**
Lee Andes, Assistant Director for Financial Aid
- B. 2022 legislation of relevance to PCAB members**
Beverly Rebar, Senior Associate for Academic, Legislative & Regulatory
Affairs and Sabena Moretz, Director of Government Relations & Member
Services (CICV)
- C. SCHEV review of student support services**
Emily Salmon, Senior Associate for Strategic Planning & Policy Studies
- D. Virginia Talent + Opportunity Program (V-TOP)**
Lynn Seuffert, Senior Associate for Strategic Planning & Policy Studies
- 5:00** **6. Adjournment**
(Tour of VWU Honors College to begin upon adjournment)

Critical Issues Impacting Student Well-being, Persistence and Completion

**Private College Advisory Board
May 16, 2022**

Emily Salmon, Senior Associate



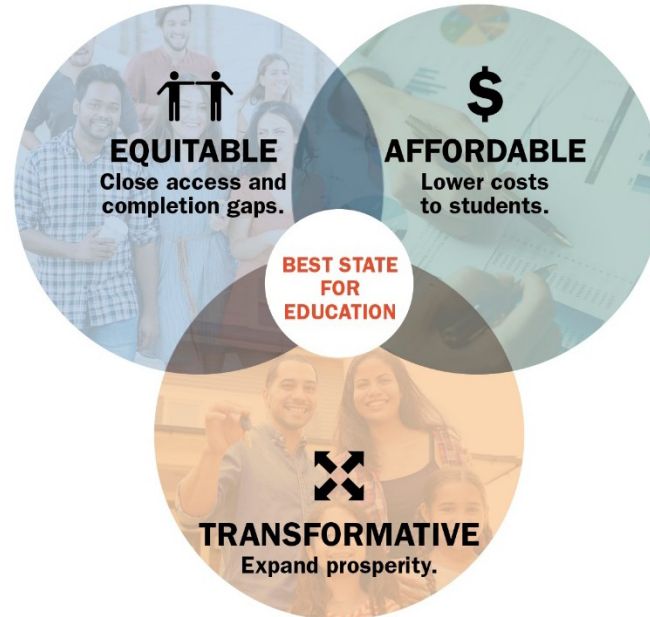
**STATE COUNCIL OF HIGHER
EDUCATION FOR VIRGINIA**

Objectives

- **Provide topical context for the review.**
- **Present questions for consideration.**
- **Summarize next steps.**

Pathways to Opportunity - Goals

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.



Invest in and support the development of initiatives that provide cost savings to students while maintaining the effectiveness of instruction.

Increase the social, cultural and economic well-being of individuals and communities within the Commonwealth and its regions.

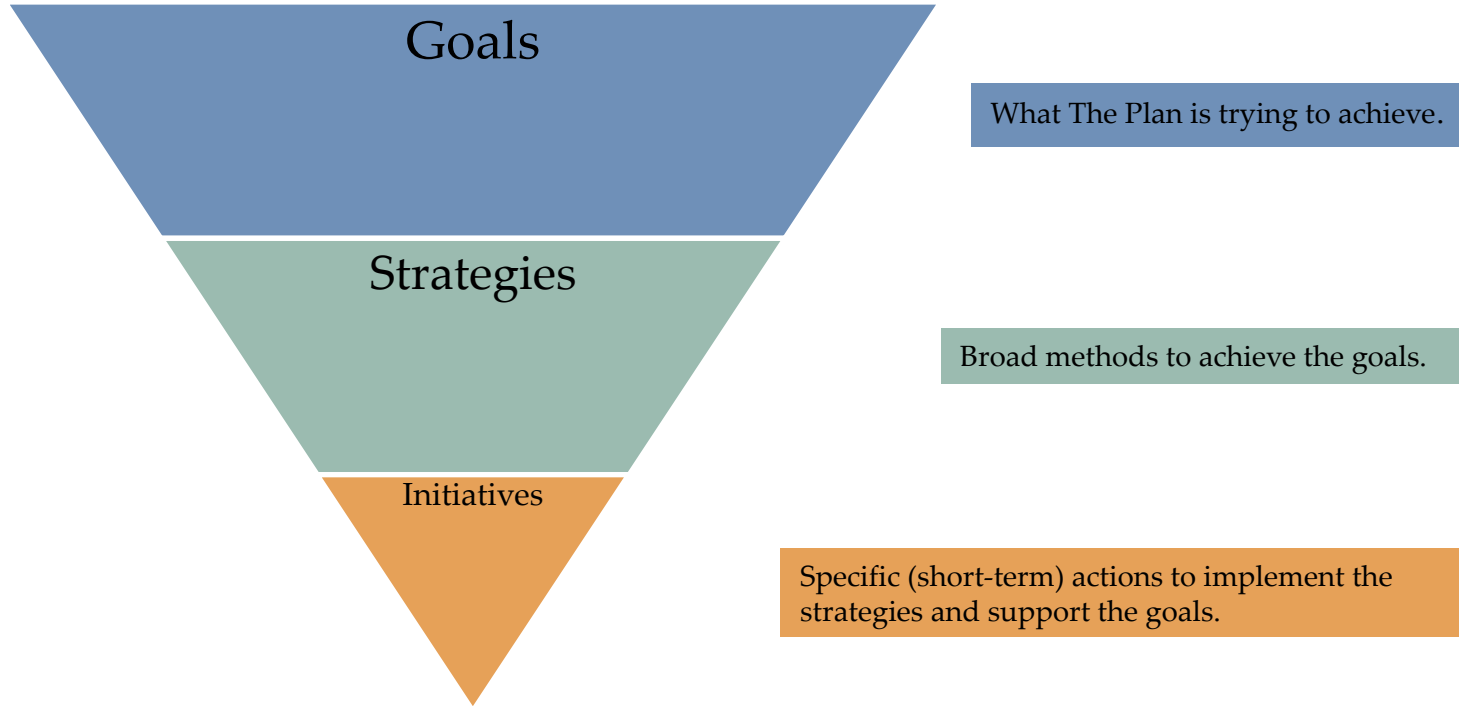
Goal 1: Equitable – Close Gaps



Supporting Strategies

S3. Strengthen student support services for persistence and completion: mental health, mentoring, career services, social, student basic needs, information technology, disability support and other services.

Plan Goals, Strategies and Initiatives



SCHEV Priority Initiatives

In September 2021, Council approved the following priority initiative to implement strategy S3 of the *Pathways to Opportunity Plan* Equity Goal.

“Identify critical student-support-services issues and formulate recommendations that will positively affect the student experience, persistence and completion.”

Questions for Consideration

- 1. What are the most critical issues facing students that impact their well-being, persistence and completion?**
- 2. What are the most critical issues facing Virginia's higher education student-support services that impact student well-being, persistence and completion?**

Next Steps

SCHEV staff will:

1. Obtain additional input from stakeholders;
2. Provide updates on emergent themes and potential recommendations; and
3. Submit the final report to Council by November 2022.

State Council of Higher Education for Virginia Agenda Item

Item: #IV - VWU Batten Honors College Session & Tour

Date of Meeting: May 16, 2022

Presenter: Virginia Wesleyan University Representatives

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of Agenda Item:

To learn more about VWU's Batten Honors College

Background Information/Summary of Major Elements:

Title: "Empowering Scholar-Activists to Lead a Global Society's Sustainable Development"

Sustainability is part of the common parlance when those of us in higher learning discuss theories of axiology. Similarly, vision statements in most corporations' annual reports invoke the term when describing their respective commitments to a "triple bottom line."

In 2016, a philanthropist-environmentalist challenged Virginia Wesleyan University to develop a "college within the college" that would graduate scholar-activists who are resolved to increase society's awareness of environmental problems and solutions, and to lead that society's various institutions in applying those solutions. In 2022, the Batten Honors College engages 160 students each year in that effort. An \$80 million endowment has been established to *sustain* that educational experience.

Materials Provided:

n/a

Financial Impact:

n/a

Relationship to Goals of The Virginia Plan for Higher Education:

Timetable for Further Review/Action:

Resolution:

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
MARCH 21-22, 2022
DRAFT MINUTES**

Ms. Connelly called the meeting to order at 9:01 a.m. in the Martinelli Board Room (#114) of the Rotunda at Longwood University, Farmville, VA.

Council members present: Marge Connelly, Ken Ampy, Henry Light, Katharine Webb, Victoria Harker, Alex Arriaga, Thaddeus Holloman, Alvin J. Schexnider, Jennie O'Holleran, John Broderick.

Council members absent: Mirza Baig, Jason El Koubi, Jeffery Smith.

Staff members present: Tom Allison, Peter Blake, Grace Covello, Joseph DeFilippo Alan Edwards, Jodi Fidler, Wendy Kang, Ashley Lockhart, Tod Massa, Laura Osberger, Beverly Rebar and Emily Salmon.

Ramona Taylor from the Office of the Attorney General also attended.

APPROVAL OF MINUTES

Mr. Light made a motion to approve the January 13, 2022, minutes, which were seconded by Ms. Harker. The minutes meeting were approved unanimously (10-0).

REMARKS FROM TAYLOR REVELEY, PRESIDENT, LONGWOOD UNIVERSITY

Ms. Connelly thanked Longwood University President Taylor Reveley IV for the warm hospitality shown by the Longwood University staff.

President Reveley delivered remarks about college students and the impact of COVID – what they lost and what they learned. He focused on students who “missed out on defining experiences amidst the inevitable diminishment of extracurricular life some of our restrictions imposed --- from dorm philosophizing over pizza to club sports to student organizations, and countless other aspects of the college experience that we supported as best we could but were inevitably curtailed.”

He reminded those present that “higher education is the great engine that prepares each generation for democracy ... [and] At a time when we are so politically and economically polarized, residential college campuses ... are the last best hope young people have of regularly encountering people with different ideas and backgrounds.”

After several questions from Council members, President Reveley concluded his [remarks](#).

CONVERSATION WITH STUDENTS: CRITICAL ISSUES IMPACTING STUDENT WELL-BEING, PERSISTENCE AND COMPLETION

Ms. Connelly introduced Ms. Allison and Ms. Salmon who introduced the Student Advisory Committee (SAC) members to discuss student issues on campus. Participants included:

IN-PERSON ATTENDEES

1. E.J. Miller (Hampton University, Senior, Political Science)
2. Zachary Wilkins (Longwood University, Senior, Political Science - Prelaw/Philosophy minor)
3. Tyler Roebuck (Longwood University, Senior, Liberal Studies)
4. Anne Patterson (Longwood University, Senior, Political Science)
5. Rio Weber (Longwood University, Senior, Political Science)

VIRTUAL ATTENDEES

6. Peyton Johnson (University of Virginia's College at Wise, Senior, Political Science)
7. Alexander Rice (Virginia Military Institute, Senior, Electrical and Computer Engineering)
8. Cassie Atkinson (University of Mary Washington, Junior, Political Science)
9. Sherlock Banks (Virginia Tech, Senior, Civil Engineering w/ interest in infrastructure investments)
10. Danny Gaffin (James Madison University, Sophomore, Political Science)
11. Bridget Groble (Old Dominion University, Senior, Political Science/Biology)
12. Veronica Mata (George Mason University, Senior, Government and International Politics and Integrative Studies with a concentration in Social Justice and Human Rights)

SAC members shared their thoughts on what they wanted Council members to know about current student life and identified the following issues: anxiety and depression, including long wait times to see mental health counselors; social anxiety; not being used to in-person learning; and lack of Personal Protective Equipment (PPE).

Students want the Commonwealth to do more to supply counseling services to students. They noted that the services are inconsistent across the campuses and that community colleges don't offer on-campus services. They suggested that colleges make consistent guidelines that all should follow, as well as provide training for staff and faculty so they can better understand student needs.

Council members agreed that these issues need to be addressed in a meaningful way. They also advocated for students to go out and become part of the campus community and engage more students to participate in student activities.

Council also asked if SCHEV should receive regular updates on where colleges stand on mental health issues, social networks, activities, etc.

REPORT OF THE AGENCY DIRECTOR

Mr. Blake highlighted the following items from his written report:

2022 General Assembly session: The 2022 General Assembly session began January 12 and ended without a budget on March 12. Staff provided additional

information, including disposition of legislation and new SCHEV responsibilities. The House and the Senate approved identical resolutions endorsing Pathways to Opportunity: The Virginia Plan for Higher Education. Ms. Rebar provided a bill update. Mr. Blake noted that it was a largely light session in that there were no controversial higher ed bills.

Jason El Koubi: Mr. El Koubi was named permanent director of VDEP. He was not able to be here today.

Outstanding Faculty Awards: The annual event took place March 1 at Lewis Ginter Botanical Gardens in Richmond. Chair Marge Connelly brought greetings from the Council. Council members Thaddeus Holloman and Katharine Webb read the names of the 12 recipients. Member Alvin Schexnider also attended. SCHEV also recognized 2021 recipients, who were unable to have an in-person ceremony last year because of COVID restrictions. Secretary of Education Aimee Guidera brought greetings from the Governor.

FAFSA Pop Up: On February 19, SCHEV helped organize and participated in a FAFSA Opportunities Fair. The event brought together 300 people to learn more about higher education opportunities and to get help with completing the Free Application for Student Aid and the new Virginia Alternative Student Aid application. Thirty organizations participated in the Opportunities Fair, including colleges and universities, state agencies and community based organizations. News coverage of the event can be found here.

Access and outreach to pre-K-12 and institutions: SCHEV staff members Melissa Benavidez and Erin McGrath provided a presentation to college administrators on how to serve college students experiencing homelessness at the Project Hope Virginia Conference. SCHEV has supported a pilot program to create a single point of contact at institutions for students. In addition, staff also presented on the new Virginia Alternate State Aid (VASA) application, SCHEV's 1-2-3 Go! activities and the new statewide college access campaign school counselors across Virginia at their annual Virginia School Counselor Association State Conference.

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JLARC: The Joint Legislative Audit and Review Commission adopted a resolution to study financial aid practices at Virginia's public college and universities. The resolution also asks JLARC to study dual enrollment programs and how students attending Historically Black Colleges and Universities are affected by rising costs and higher debt. SCHEV staff has met twice with JLARC staff. We will continue to meet with JLARC staff over the next several months. To ensure complementarity with the dual enrollment part of the JLARC study, we will await the completion of the JLARC work plan later this spring, and then develop a detailed plan to address barriers to dual enrollment opportunity in Virginia.

Virginia Military Institute: In December, the VMI board of visitors approved a quarterly report on the Commonwealth's equity audit. The report details actions taken by the VMI during the period of July 1 to December 15, 2021, in response to the final report of the state-contracted equity audit and investigation issued June 1.

REPORT FROM THE COMMITTEES

Report from Academic Affairs Committee

Mr. Light summarized the following items addressed by the Committee:

ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS

- *BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Science (M.S.) degree program in Business Analytics (CIP code: 30.7102), effective fall 2022.*

After a brief introduction by Mr. Light and the committee's recommendation, the above resolution was seconded by Ms. Harker and passed unanimously (10-0).

- *BE IT RESOLVED that the State Council of Higher Education for Virginia provisionally certifies Trine University to operate a non-profit 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, Trine 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, Trine University shall be allowed to recruit and hire faculty and staff;*
 3. *That, during the period of provisional certification, Trine 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, 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 Trine University's online platform and content as a condition to authorizing the school to offer distance education;*
 7. *That, prior to the expiration of the period of provisional certification, Trine 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;*
 8. *That, prior to the expiration of the period of provisional certification, Trine University shall submit a surety instrument in an amount adequate to provide refunds to students in the event of school closure during the first year of operation;*
and

9. *That Trine University's provisional certification shall lapse if conditions 5-8 are not fulfilled prior to March 22, 2023.*

BE IT FURTHER RESOLVED that Council delegates to the SCHEV Director authority to confer full certification on Trine University upon his determination, at a point in time prior to March 22, 2023, that Trine University has satisfied all Virginia Administrative Code requirements, including, but not limited to, conditions specifically enumerated above.

After a brief introduction by Mr. Light and the committee's recommendation, the above resolution was seconded by Ms. Harker and passed unanimously (10-0).

DISCUSSION OF PRIVATE POSTSECONDARY EDUCATION OPERATIONS AND ACTIVITIES

Mr. Ampy explained SCHEV staff's overview of the Private Postsecondary Education operations and activities, including its statutory authority, investigative duties and certification process.

ACTION ON PRIVATE POSTSECONDARY FEE CHANGES REGULATION

Mr. Ampy reviewed SCHEV's proposal to raise the fees for the PPE unit, and explained SCHEV's statutory duties for establishing said fees. He described the current fee structure and the three-step process for adoption.

- *BE IT RESOLVED that the State Council of Higher Education for Virginia approves the Proposed Fee Changes Regulation (8VAC40-31-260 Fees). Council further authorizes staff to make any necessary technical or formatting changes that may be necessary to put the regulations into final form.*

Mr. Light provided an introduction. After some Council questions, the resolution was seconded by Dr. Schexnider and was passed unanimously (10-0).

Report from the Resources & Planning Committee

Ms. Harker reviewed the following discussion items from the Resources & Planning Committee meeting:

DISCUSSION OF HIGHER EDUCATION FUNDING FROM THE 2022 GENERAL ASSEMBLY

The introduced budget would add a total of \$924 million, the highest amount the state has invested in higher education in a biennium. (The total includes funding for classified salary increases, which normally are considered outside of SCHEV's recommendations.) The Governor's biennial additional funding would increase funding for higher education and general (E&G) programs – the core activities of institutions – by approximately 33% over FY 2022 levels, and would increase student financial program funding by 74%.

The budget conference was slated to report on March 11, and the legislature was to take action on the report and adjourn on March 12. The legislature adjourned without a budget. The General Assembly will reconvene on April 4, 2022, to address final bills and budget.

DISCUSSION OF 2021 DEGREES AND CERTIFICATES AWARDED

Virginia's public and private nonprofit colleges and universities awarded 58,587 bachelor's degrees in 2020-21, once again the largest number ever. Virginia public four-year universities conferred 40,339 bachelor's degrees, which was 549 more than the previous year. Private nonprofit institutions conferred 18,248 bachelor's degrees, 272 more than the previous year. Virginia's community colleges and Richard Bland College conferred 18,731 associate degrees in 2020-21, which compares to 17,667 in the previous year. Together, the two-year institutions also produced 13,378 sub-baccalaureate certificates.

In total, Virginia's public and private nonprofit colleges and universities awarded 127,048 undergraduate and graduate degrees and certificates in 2020-21, a significant increase from last year's record of 122,869 awards.

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

The Commonwealth does not appear to be on-track to meet the Top Jobs Act 21's degree-award goals. Staff analysis indicates that, unless significant gains are made in degree completion over the remaining four years, Virginia will fall short by nearly 8,000 degrees at public institutions (assuming no growth and no further losses). This projected shortfall is predominantly the result of decreases in associate degrees.

DISCUSSION OF THE NEW ECONOMY WORKFORCE CREDENTIAL GRANT ANNUAL REPORT

The "New Economy Workforce Grant" (WCG) program, a pay-for-performance model grant established in 201 is offered by community colleges and the Southern Virginia Higher Education Center to students to fund noncredit workforce training that leads to an industry-based credential in a high-demand field. In 2021:

- Institutions offered training in nine high-demand occupational fields.
- Collectively, these institutions reported 8,904 enrollments, a 19% increase from FY 2020 and the most since the inception of the program. This increase is notable as for-credit enrollment at the community colleges declined 5%.
- Of the 8,904 enrollments included in this report, 8,591 (96%) completed training. Among program completers, 6,151 (72%) went on to earn the credential.
- The program with the highest enrollments was Commercial Driver's License (class A) with over 18% of enrollments. Highway Construction Programs had the second highest enrollments accounting for 13% of all enrollments in FY 2021.
- While gaps in program completion by race/ethnicity appeared to have closed, gaps in credential completion remain: Black or African American students were nine points less likely to earn their program's credential compared to white students. Hispanic students were four points less likely.
- The average student cost of the program was \$766, an \$89 increase from FY 2020.
- The average state cost per credential attained was \$1,848, a \$221 increase from FY 2020.

Credential earners' annual wages increased a median of \$7,000 or 31%. Students in the bottom quartile (with wages less than \$8,200 before completing their credential) saw the highest median wage increase.

DISCUSSION OF COST AND FUNDING NEED STUDY: PRINCIPLES AND DESIGN CONCEPT

The four project deliverables are:

- Deliverable #1: Review of funding policies
- Deliverable #2: Efficiency and effectiveness review
- Deliverable #3: Trends in costs for higher education
- Deliverable #4: Recommendations for a new funding model

SCHEV is working with the National Center on Higher Education Management Systems (NCHEMS), a national non-profit based in Boulder, Colorado, with expertise and experience in helping states design and implement higher education funding models.

RECEIPT OF ITEMS DELEGATED TO STAFF

Mr. Blake informed members that the actions taken by staff on behalf of Council as delegated items were included in the agenda book.

OLD BUSINESS

No old business was brought forward.

NEW BUSINESS

Chair Connelly asked council members Arriaga and Light to discuss and nominate new leadership for the Council in FY 2023.

MOTION TO ADJOURN

The meeting adjourned at 12:15 p.m.

Marge Connelly
Council Chair

Laura Osberger
Interim Director of 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 approved/not approved as delegated to staff:

Academic Program Actions

Institution	Degree/Program/CIP	Effective Date
George Mason University	Graduate Certificate Programs Approved: <ul style="list-style-type: none"> • Computing Foundations (11.0299) • Global Economic Policy and Technology (45.0605) • Information Security Management (52.1206) • Science Policy (44.0599) 	Fall 2022
George Mason University	Program Name Change Approved: Change the name of the Master of Arts degree program from International Commerce and Policy (45.0901) to Global Commerce and Policy (45.0901)	Fall 2022
George Mason University	Program Discontinuances Approved: <ul style="list-style-type: none"> • Bachelor of Science in Education in Health Education (13.1307) [Council Approval Date: August 1972] • Master of Science in Physical Education (13.1314) [Council Approval Date: August 1982] 	Spring 2022
John Tyler Community College	CIP Code Change Approved: Change the CIP code of the Associate of Applied Science degree program in Architecture Engineering Technology from (04.0901) to (15.0101)	Spring 2022
Virginia Commonwealth University	Baccalaureate Certificate Program Not Approved: <ul style="list-style-type: none"> • Public Health Laboratory Sciences (51.1005) 	February 16, 2022
Virginia Commonwealth University	Graduate Certificate Program Approved: Health Equity (51.2299)	Fall 2022
All Community Colleges	Certificate Program Name Change Approved: Change the name from the Certificate of General Education (24.0199) to Uniform Certificate of General Studies (24.0199)	Fall 2022
Virginia Polytechnic	Graduate Certificate Program Approved: Disaster Resilience (43.0399)	Summer 2022

Institution	Degree/Program/CIP	Effective Date
Institute and State University		

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

Internal and Off-Campus Organizational Changes

Institution	Change/Site	Effective Date
Radford University	<p>Reorganize the School of Dance and Theatre to establish two departments: the Department of Dance, and the Department of Theatre and Cinema. The Departments will reside in the College of Visual and Performing Arts. The reorganization will allow the University to “accurately reflect the organizational structure and operation of the school as two separate departments.” The establishment of separate departments will also enable the University to address governance recommendations of the National Association of Schools of Dance (NASD).</p>	July 1, 2022
Virginia Polytechnic Institute and State University	<p>Establish the School of Animal Sciences from the reorganization of the Department of Animal and Poultry Sciences and the Department of Dairy Science. The departments will be closed. The School will reside in the College of Agriculture and Life Sciences. The reorganization will provide an overarching, common structure needed to support “cohesive” academic programming, efficient use of resources including personnel, and “strategic decision-making” for the animal science disciplines. The establishment of the proposed school will “ensure that one academic unit is responsible for leading and supporting all of the institution’s endeavors and initiatives for the discipline of animal sciences.”</p>	July 1, 2022

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

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

Institution	Effective Date
Eastern Shore Community College	February 25, 2022
Riverside College of Health Careers	February 18, 2022

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
Accelerated Dental Assisting Academy – Centreville	Centreville, VA	02/22/2022
Accelerated Dental Assisting Academy – Stafford	Stafford, VA	02/22/2022
Carter Machinery Academy for Construction Related Trades	Mechanicsville, VA Sterling, VA Salem, VA	01/22/2022
The Chrysm Institute of Esthetics	Hampton, VA	01/18/2022

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
EDUCATION SESSION
March 21, 2022
DRAFT MINUTES

The education session convened at the Robert Russa Moton Museum in Farmville, Virginia. Following welcome remarks from W. Taylor Reveley IV, President of Longwood University, a panel of experts from the museum staff described the history of museum and its connection to the institution and the broader community. There was some discussion regarding the current relationship between the university and the museum and its student engagement. After the panel concluded, there was a guided tour of the museum.

State Council of Higher Education for Virginia Agenda Item

Item: #V.D. - Council – Report of the Agency Director

Date of Meeting: May 17, 2022

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date:

Action:

Purpose of Agenda Item:

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

Background Information/Summary of Major Elements: N/A

Materials Provided: Report of the Agency Director.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

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

Resolution: N/A

**State Council of Higher Education
Director's report
May 17, 2022**

2022 General Assembly session: The 2022 General Assembly reconvened on April 4. It met April 26 to consider the Governor's vetoes and amendments to legislation. Staff will continue to monitor the legislative session and report to Council as appropriate.

National Center for Higher Education Management Systems (NCHEMS): In April, SCHEV staff hosted several meetings with staff from [NCHEMS](#), our lead consultants on the [cost and funding study](#). Staff met with representatives from the House, Senate and the Governor's office, institutions, advocacy groups and business interests. (More information about the cost and funding study is available in the Resources and Planning Committee.)

General Professional Advisory Committee (GPAC) meeting: At the May meeting with public college and university presidents, Secretary of Education Aimee Guidera provided an overview of the administration's priorities. She described the following four features: a vibrant campus (which includes student health and safety and free expression); cost and effectiveness; success for the knowledge economy and the workforce; and alignment with PK-12. Presidents also discussed a vision statement to enhance student transfer between two-year and four-year institutions and a Joint Legislative Audit and Review Commission study of financial aid and dual enrollment. Representatives of the Student Advisory Committee also addressed the presidents. This was the final GPAC meeting for Christopher Newport University President Paul Triple and Virginia Community College System Chancellor Glenn Dubois.

Trends in student enrollment: At the March meeting, Council members asked about enrollment trends in Virginia's colleges and universities. Some members expressed an interest in learning more about the difference between enrollment of male and female students. [This article](#) provides a broad overview of the phenomenon and says that the difference could be attributed to labor market returns: that women benefit more from a college education than men do. Staff prepared a short document, which follows this report, showing some of the enrollment trends over the last 30 years in Virginia.

U.S. Secretary of Education and U.S. Senator Kaine visit: Secretary Cardona and Senator Kaine visited Reynolds Community College. I attended and spoke briefly with the Secretary. Staff and students at Reynolds profiled programs aimed at preparing students for jobs, especially in career and technical occupations. At a roundtable, Secretary Cardona and Senator Kaine [commended the college](#) for its outreach to PK-12 schools and to adults returning to college for relevant educational opportunities.

COVES Policy Fellow: For the second year, SCHEV submitted a proposal to the Virginia Academy of Science, Engineering and Medicine (VASEM) to serve as a host office for its COVES (Commonwealth of Virginia Engineering and Science) Policy Fellows program, which provides hands-on experience in public service and policymaking to a cohort of STEM-H graduate students and postdoctoral researchers at participating Virginia universities. This year, 20 agencies are competing for 15 Fellows, who will assist hosts this summer by performing policy analysis, research and report preparation. Ten COVES Fellows sought interviews with SCHEV; following a matching process, the program was to announce Fellows' assignments during the week of May 9. I will provide a verbal update to Council on May 17.

Decision Day in Virginia: Sometimes referred to as College Signing Day, Decision Day in Virginia occurs on or around May 1 and is part of SCHEV's 1-2-3 Go! access initiative. The date coincides with the May commitment-to-enroll deadline at most colleges. High schools across the Commonwealth celebrate the decisions of high school seniors in pursuing postsecondary education or training through recognition events, postings in local papers, T-shirts (over 4500 t-shirts sent to schools from SCHEV/GEAR UP Virginia), graduation cap decorating parties, bulletin boards, and more.

Staff events: In a continuing effort to keep staff engaged with one another – and especially for our newer staff – we have held several events over the past six weeks. In addition to an in-person staff social gathering, we had a virtual all-staff meeting that featured updates on agency-wide goals we established in January. As part of Public Service Week, staff gathered for lunch and admission to the Lewis Ginter Botanical Gardens in Richmond. As we come out of a slow-down in hiring, as we experienced the impact of COVID and awaited a budget, we have started filling vacant positions across the agency. We also anticipate that we will have additional resources to take on new duties when the fiscal year begins in July.

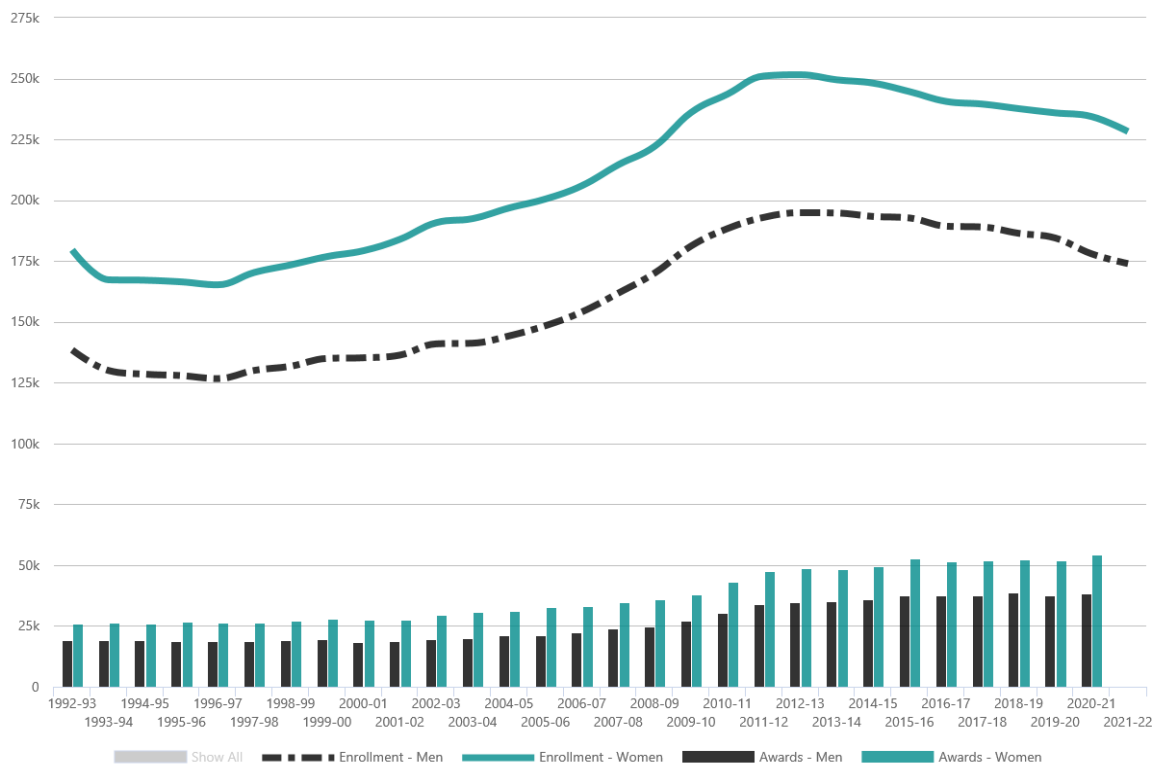
Out and about: Several staff members have had several meetings with and have provided briefings and materials for Secretary Guidera and other members of the new administration. I attended several board meetings, including the Southern Virginia Higher Education Center, Virginia 529, the Virginia College Building Authority and the “Six-pack” capital outlay review committee. Along with John Tyler Community College President Ted Raspillar, I participated in a virtual “town hall” meeting with Senator Ghazala Hashmi. Council vice chair Ken Ampy and I attended a reception for the board of GO Virginia. I spoke at the annual meeting of the Virginia Association of Physical Plant Administrators. I attended a retirement celebration for Piedmont Virginia Community College President Frank Friedman.

Gender Differentials in College Enrollment in Virginia

Men and women graduate from Virginia high schools in roughly equal numbers, with men having a slight edge of a few hundred more graduates. However, enrollment in college is markedly different. Women attend college at significantly higher rates, and have for at least 30 years. Overall, college participation rates for women graduating from high school hover between 74% and 77%. For men, this rate has been 57% and 59%.

These trends track for all institutional types (public, private, associate and baccalaureate).

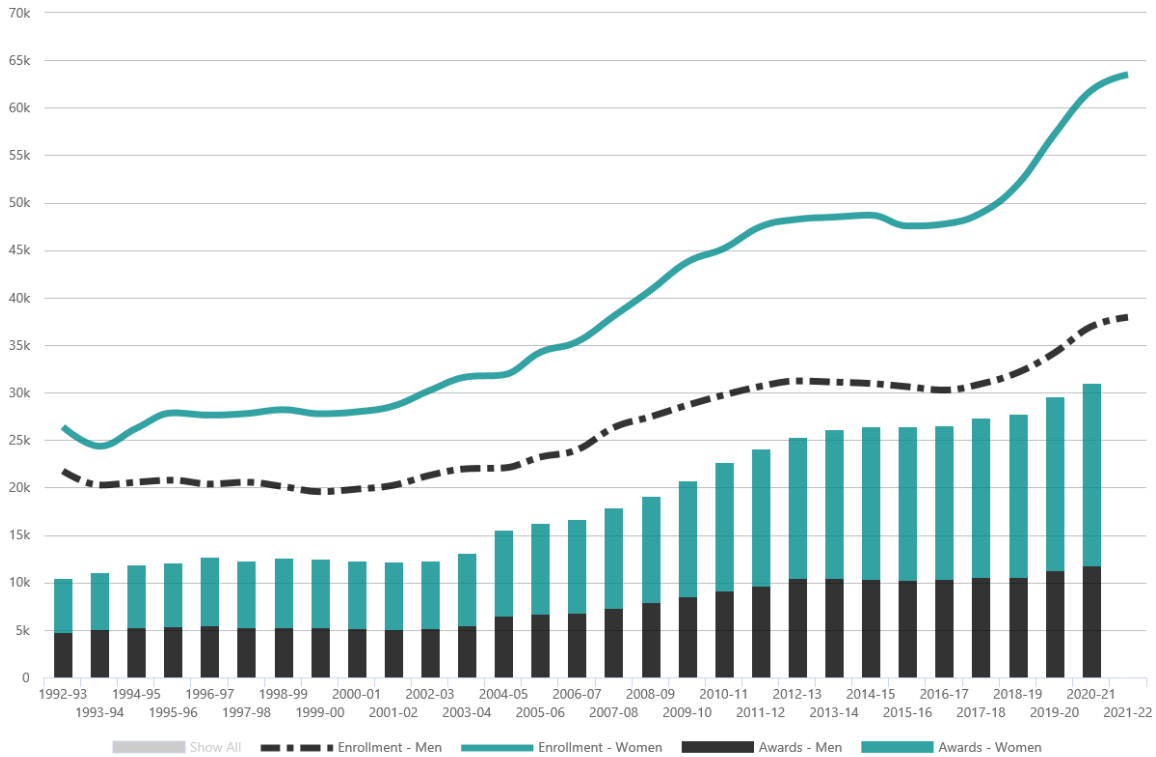
The chart below shows total undergraduate enrollment and degree awards between 1992-93 and 2021-22 at public and private institutions in Virginia. The solid line depicts the enrollment of women with dashed line representing men. The bar-chart represents the degrees and certificates awarded to both men and women.



Staff looked at the average retention and graduation rates over the last decade and observed that women persist and graduate at higher rates than men. At community colleges, women graduate at higher rates within two years (14% vs. 11%), three years (19% vs. 24%) and six years (31% vs. 25.5%). At the baccalaureate colleges the differences are even more significant. At Virginia public institutions, 58% of women graduate in four years compared to 46% of men. In six

years, the rates jump to 73% of women and 67% of men. Similarly, at the private colleges, 48% of women graduate in four years compared to 38% of men, and 57% of women in graduate in six years compared to 50% of men.

At the graduate level, the differences are more pronounced, which makes sense given the fact that one usually needs to have an undergraduate degree to pursue graduate work. The chart below shows the enrollment and degree award trends for men and women enrolled in graduate programs at both public and private institutions (and excludes first professional enrollment).



State Council of Higher Education for Virginia Agenda Item

Item: V.E. – DEI Initiative: Action on “Action Plan to Address Higher Education Barriers faced by Students with Disabilities”

Date of Meeting: May 17, 2022

Presenter: Emily Salmon
Senior Associate for Strategic Planning and Policy Studies
emilysalmon@schev.edu

Most Recent Review/Action:

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

Date: January 11, 2022

Action: Council received a presentation on “Diversity, Equity, Inclusion: Access to Higher Education for Students with Disabilities.” The proposed Action Plan follows up on discussion at that time, and Council members’ request that staff develop actions to address gaps for students with disabilities.

Purpose of Agenda Item:

This item summarizes the process, key domain areas and context for the Action Plan to Address Higher Education Barriers faced by Students with Disabilities. The intent is to seek Council’s input on and endorsement of the Action Plan and its goals.

Background Information/Summary of Major Elements:

At Council’s meeting on January 11, 2022, staff provided an education session on students with disabilities in higher education. The content of the education session served as the foundation for the proposed Action Plan, identifying the opportunities for students with disabilities as well the scale of the issue and its impact on economic opportunity in Virginia.

Staff has worked with the Disabilities Access to Higher Education Advisory Committee to develop the Action Plan and its goals therein. The committee will provide input on implementation of the plan upon Council’s adoption.

The Action Plan answers current policy priorities in the Commonwealth including those outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education* and Governor Youngkin’s Executive Order 10. With the number of students with disabilities in K-12 growing in Virginia, the plan provides a focused framework for action around higher-education data collection, access and success for students with disabilities. The Action Plan affords Virginia the opportunity to lead the nation with innovative data collection practices, policies and initiatives to enable improved higher education outcomes for students with disabilities.

Materials Provided:

- Action Plan to Address Higher Education Barriers faced by Students with Disabilities.

Financial Impact:

No estimated impact at this time.

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

The Action Plan serves to implement two strategies of *The Pathway to Opportunity Plan*: “Expand postsecondary opportunities and awareness to Virginians who may not view higher education as an option” and “strengthen student support services for persistence and completion [including] disabilities support and other services.” Work to implement these strategies supports The Plan’s equitable higher education goal which specifically identifies closing access and completion gaps for students with disabilities.

Timetable for Further Review/Action:

- June-August: Seek advisory committee input on implementation of the Action Plan.
- September: Identify and present pertinent initiatives to Council that inform any subsequent budget and policy recommendations.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia adopts the Action Plan to Address Higher Education Barriers faced by Students with Disabilities and authorizes staff to work with institutions and advisors to implement its provisions.

State Council of Higher Education for Virginia

Action Plan to Address Higher Education Barriers faced by Students with Disabilities

I. Opportunity for Students with Disabilities—A Strategic Priority for Virginia

This Action Plan is proposed in answer to current policy priorities of the Commonwealth, including (but not necessarily limited to):

A. Pathways to Opportunity: The Virginia Plan for Higher Education:

i. 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. 6, emphasis added).

ii. Strategies (Access):

- “Expand postsecondary opportunities and awareness to Virginians who may not view higher education as an option.
- Strengthen student support services for persistence and completion: mental health, mentoring, career services, social, student basic needs, information technology, disability support and other services” (p. 9, emphasis added).

B. Governor Youngkin’s Executive Order 10 (2022), which specifically includes among responsibilities of Virginia’s Chief Diversity, Opportunity & Inclusion Officer “to expand entrepreneurship and economic opportunities for disadvantaged Virginians, including Virginians living with disabilities” (emphasis added).

The number of students with disabilities in K-12 and their families is growing in Virginia. With an increase in this demographic, Virginia has an opportunity to lead the nation with innovative data collection practices, policies and initiatives to enable improved higher education outcomes for students with disabilities. Improved educational outcomes will translate into expanded opportunities for people with disabilities to realize their full potential, participate productively in the workforce, and contribute to their own and the Commonwealth’s economic and societal success.

II. Higher Education and Students with Disabilities in Virginia—The Scale of the Issue and its Impact on Economic Opportunity

The scale and scope of the issue is large and growing. For the 2021-2022 school year, there are currently 169,578 students with disabilities in K-12, approximately 13% of the total K-12 enrollment. Of those students, 14,116 are in the 12th grade this year, equivalent to 40% of the total number of first year students entering Virginia higher education institutions during the same time period.

Population of Students with Disabilities in Virginia Public Schools
(K-12) 2021-2022 School Year¹

Disability Type	Total Count
Autism	24,207
Deaf-Blindness	24
Developmental Delay	13,840
Emotional Disturbance	8,590
Hearing Impairments	1,171
Intellectual Disabilities	8,321
Multiple Disabilities	2,678
Orthopedic Impairments	489
Other Health Impairments	34,537
Specific Learning Disabilities	51,718
Speech or Language Impairments	23,143
Traumatic Brain Injured	335
Visual Impairments	525

People with disabilities participate in the labor force at greatly reduced rates.² According to the Department of Labor Office of Disability Employment Policy, persons with a disability aged 16-64 in 2021 had a 36.7% labor force participation rate, compared to 76.6% for those without a disability. Additionally, any postsecondary credential increases one’s earnings by 84% over a lifetime, and a Bachelor’s degree, on average, is worth \$2.8 million in additional lifetime earnings.³ However, only 41% of students with disabilities in Virginia enrolled in an institution of higher education complete their degree within six years, compared to 51% for students without disabilities.⁴

As of 2022, Virginia has three specialized programs that provide employment and independent living skills to adults with disabilities, in partnership with institutions of higher education. These Comprehensive Transition and Postsecondary Programs (CTP) serve students with intellectual and developmental disabilities, but they are currently able to serve fewer than 100 students, considerably less than the population of students willing and able to participate. Two institutions have plans to create CTPs, but lack the startup funding to get them off the ground.

¹ Virginia Department of Education, “Special Education Child Count.”
https://www.doe.virginia.gov/special_ed/reports_plans_stats/child_count/index.shtml

² U.S. Department of Labor Office of Disability Employment Policy, “Disability Employment Statistics.”
<https://www.dol.gov/agencies/odep/research-evaluation/statistics>

³ Carnevale, Anthony P., Ban Cheah, and Stephen J. Rose. “The college pay off.” (2011).

⁴ Newman, Lynn, Mary Wagner, Renee Cameto, Anne-Marie Knokey, and Debra Shaver. “Comparisons across Time of the Outcomes of Youth with Disabilities up to 4 Years after High School. A Report of Findings from the National Longitudinal Transition Study (NLTS) and the National Longitudinal Transition Study-2 (NLTS2). NCSER 2010-3008.” National Center for Special Education Research (2010).

III. Addressing Barriers to Opportunity for Students with Disabilities and Recommendations for Consideration

For students with disabilities, success in higher education enables greater participation in the workforce and improved economic opportunity, independent living, integration in society, and better health outcomes. The barriers students with disabilities currently face to access and succeed in higher education are likely to reduce their contributions in the workforce, and thus represent costs, not only to our students with disabilities, but to the Commonwealth as a whole. This Action Plan seeks to identify the most pressing barriers and steps to take in the near and intermediate term to remove them.

Neither Virginia, nor as far as we know, any other state, has attempted to develop a state-level plan to address barriers for students with disabilities in higher education. Therefore, the steps envisioned here are in many cases *first*, not final, steps. It is expected that this Action Plan will be subject to review, modification, and supplementation as we move forward, gain better information, and learn what does and does not work. The recommended next steps here span three domains, which have been identified as the most crucial areas to address. They are: **Data Collection**; **Access to Higher Education**; and **Success in Higher Education**.

Sections A-C below set out in order a brief description of each domain, followed in each case by “goals” for recommended actions. Highest priority goals are italicized. It is anticipated that SCHEV staff will use the Disabilities Access to Higher Education Advisory Committee to work through concrete approaches to most, if not all, the goals. The Disabilities Access to Higher Education Advisory Committee will provide input on the goals, steps, timelines and resources needed for implementation as well as metrics to measure success. The process will be iterative over time.

A. Data Collection

Currently, data collection for students with disabilities in higher education is inconsistent. Information on student transitions from secondary to postsecondary education is lacking, and data collection seeks to gather information already collected at the institutional-level to understand the full scale of the phenomenon. Expanding information collection to include disability as a specific category would thus address an “information injustice.” Outcomes can only be improved for populations about which information is known.

The Code of Virginia, § 23.1-203, states Council’s core data collection duty as follows:

9. Develop a uniform, comprehensive data information system designed to gather all information necessary to the performance of the Council’s duties. The system shall include information on admissions, enrollment, self-identified students with documented disabilities, personnel, programs, financing, space inventory, facilities, and such other areas as the Council deems appropriate. When consistent with the Government Data Collection and Dissemination Practices Act (§ 2.2-3800 et seq.), the

Virginia Unemployment Compensation Act (§ 60.2-100 et seq.), and applicable federal law, the Council, acting solely or in partnership with the Virginia Department of Education or the Virginia Employment Commission, may contract with private entities to create de-identified student records in which all personally identifiable information has been removed for the purpose of assessing the performance of institutions and specific programs relative to the workforce needs of the Commonwealth.
(emphasis added)

While SCHEV has long collected extensive unit record data from higher education institutions, including (but not limited to) student course and program enrollment, ethnographic characteristics, and geographic origins, it has not yet done so for “self-identified students with documented disabilities.” Adding standardized disabilities data to this collection will be a first step toward identifying actions that would promise to improve educational outcomes for students with disabilities. The collection of such data would both prompt uniformity in how institutions themselves collect data on their students and constitute the beginning of longitudinal information on outcomes for students with disabilities in accessing and completing higher education programs. All affected parties (students/families, institutions, and the Commonwealth) will be empowered to understand transitions between K-12 and higher education, and to identify gaps in services and opportunities for improvement.

Goals:

1. *Establish new, standardized guidelines for data collection on students with disabilities at the institution level and incorporate into SCHEV’s regular ongoing data collection responsibilities, in accordance with the Code of Virginia § 23.1-203(9).*

B. Access to Higher Education

Students with disabilities attend post-secondary institutions at a considerably lower rate than their non-disabled peers⁵ because the hurdles that a student must clear before enrolling in an institution of higher education are numerous. The first potential impediment for student access and enrollment is standardized testing itself. Receiving an accommodation from a testing company for a disability can be difficult, which can in turn affect a student’s competitiveness for admission, or preclude them from admissions testing entirely.

Another potential barrier for students with disabilities can be the cost of evaluations. After high school, a student may be required to obtain new disability documentation, which can cost several thousand dollars, and require a significant time investment. Moreover, documentation requirements vary across, and sometimes within, institutions. There can also be wide

⁵ Newman, Lynn, Mary Wagner, Renee Cameto, Anne-Marie Knokey, and Debra Shaver. “Comparisons across Time of the Outcomes of Youth with Disabilities up to 4 Years after High School. A Report of Findings from the National Longitudinal Transition Study (NLTS) and the National Longitudinal Transition Study-2 (NLTS2). NCSER 2010-3008.” National Center for Special Education Research (2010).

discrepancies in the ability of families to bear the costs of documentation, not to mention their relative capacities to navigate institutional bureaucracies.

In addition to the lack of standardized admissions documentation requirements, there is also a disconnect between the K-12 and higher education systems for assisting students with transitions. Perhaps the most difficult barrier for students and families is the lack of information about accommodation requirements, transition services and specialized programs, which can severely limit the educational opportunities for this population. Improved access and persistence for students with disabilities could result from strengthened partnerships with the Virginia Department of Education that improve transition services and provision of information about available resources and programs.

Goals:

1. *Develop guidelines for accommodation practices, including, but not limited to:*
 - a. *Standardized testing.*
 - b. *Enhanced consistency across and within institutions.*
 - c. *“Regulatory relief” for students’ utilization of accommodations, reducing barriers to access.*
 - d. *Systematized information about accommodation practices.*
2. *Develop budget recommendations for the 2023 General Assembly. Potential examples:*
 - a. *Expand the number of Comprehensive Transition and Postsecondary Programs in Virginia.*
 - b. *Recommendations identified by Council, the Committee and other stakeholders.*
3. *Explore the feasibility of actions to assist students with the transition from K-12 to higher education. Potential examples:*
 - a. *Implement final summary assessments of student experiences and postsecondary accommodations for secondary students with an Individualized Education Program (IEP) that can be used to help higher education institutions establish postsecondary accommodations for students.*
 - b. *Pathways partnerships between districts/schools and higher education institutions with a specific focus on disability issues.*

C. Success in Higher Education

Students with disabilities complete their degrees at a considerably lower rate than their non-disabled peers.⁶ Several factors contribute to this phenomenon, including—as referenced above—variegated and sometimes poorly understood standards for documentation. Documenting a disability as an adult takes time, considerable funds, and the psychological and logistical challenges of maintaining these accommodations can itself constitute a barrier to success. Students with disabilities have increased responsibilities in a higher education setting,

⁶ Newman, Lynn, Mary Wagner, Renee Cameto, Anne-Marie Knokey, and Debra Shaver. “Comparisons across Time of the Outcomes of Youth with Disabilities up to 4 Years after High School. A Report of Findings from the National Longitudinal Transition Study (NLTS) and the National Longitudinal Transition Study-2 (NLTS2). NCSER 2010-3008.” National Center for Special Education Research (2010).

and must advocate for their accommodations in every class, every semester. Each additional financial and psychological cost for documentation and advocacy puts less-resourced students at a further disadvantage. For students, it can mean making the choice between purchasing required textbooks or documenting their disability, and allocating time to the bureaucratic process or attending class.

Institutions can also face resource challenges when it comes to managing accommodations requests in a timely manner. Oftentimes, there is a “crunch” before midterm exams when students overwhelm the disabilities services office with requests. Some schools simply lack the staff, training and tracking tools to keep up with demand and maintain accountability. Schools may also lack the resources to supply evolving technology aids.

Goals:

1. *Explore funding and statutory basis for enhanced universal training for university faculty and staff. Potential examples:*
 - a. *Accommodating students with disabilities, including in online courses.*
 - b. *Universal design principles for incorporating accommodations into curriculum design.*
2. *Investigate the feasibility of developing and sharing transportable documentation between and within institutions of higher education to reduce unnecessary duplication of efforts by students seeking accommodations.*
3. Identify and assess emerging technology and statewide cost-sharing initiatives for potential use and adoption.
4. Develop guidelines for ensuring that students and parents understand their options for enabling parental support.

Access to and successful participation in higher education enables greater participation in the workforce, independent living, integration in society, and better health outcomes. Obstacles that hinder access and successful participation are most likely to reduce participation in the workforce and increase reliance on social services. Therefore, it is imperative that the Commonwealth of Virginia collect data on students with disabilities and align its policies and resources strategically to improve access and persistence in higher education.

Action Plan to Address Higher Education Barriers faced by Students with Disabilities

May 17, 2022

**Emily Salmon
Senior Associate for Strategic Planning and Policy Studies**



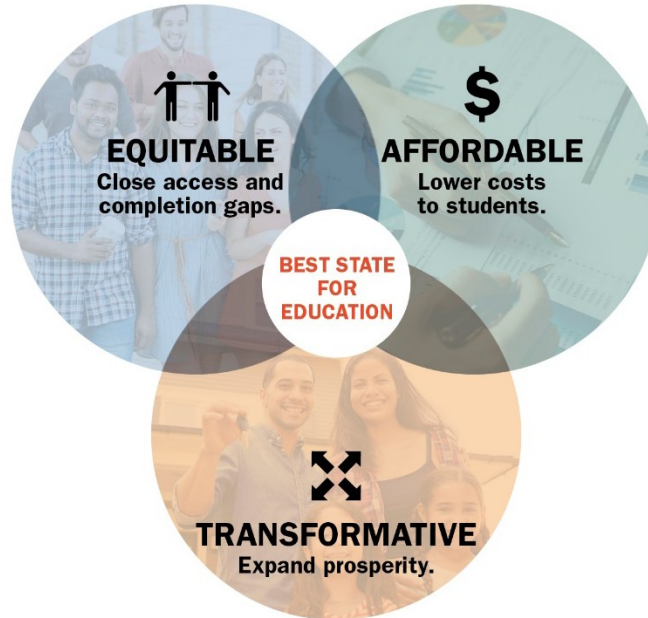
**STATE COUNCIL OF HIGHER
EDUCATION FOR VIRGINIA**

Objectives

- **Provide topical context for the action plan.**
- **Highlight three domain areas and primary goals of the action plan.**
- **Summarize next steps.**

Pathways to Opportunity - Goals

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.



Invest in and support the development of initiatives that provide cost savings to students while maintaining the effectiveness of instruction.

Increase the social, cultural and economic well-being of individuals and communities within the Commonwealth and its regions.

Answer to Current Policy Priorities

Pathways to Opportunity Plan supporting strategies:

- S1: Expand postsecondary opportunities and awareness to Virginians who may not view higher education as an option.
- S3: Strengthen student support services for persistence and completion: mental health, mentoring, career services, social, student basic needs, information technology, disability support and other services.

Governor Youngkin's Executive Order 10:

- Responsibilities of Virginia's Chief Diversity, Opportunity & Inclusion Officer "to expand entrepreneurship and economic opportunities for disadvantaged Virginians, including Virginians living with disabilities."

The Case for Action

During the current 2021-2022 school year, 169,578 students with disabilities are enrolled in K-12.

- ~13% of the total K-12 enrollment.

Of those students, 14,116 entered 12th grade this year.

- Equivalent to 40% of the total number of first year students entering Virginia institutions this year.

Any postsecondary credential improves one's earning power.

- Increases earnings by 84% over a lifetime.
- Labor force participation rates: 36.7% for those with disabilities and 76.6% for those without.
- Degree completion rates (within 6 years): 41% for students with disabilities and 51% for those without.

Disabilities Action Plan Domain Areas

- 1. Data Collection**
- 2. Access to Higher Education**
- 3. Success in Higher Education**

Data Collection

Goal:

- 1. Establish new, standardized guidelines for data collection on students with disabilities at the institution level and incorporate into SCHEV's regular ongoing data collection responsibilities, in accordance with the Code of Virginia § 23.1-203(9).***

Access to Higher Education

Goals:

- 1. Develop guidelines for accommodation practices.*
- 2. Develop budget recommendations for the 2023 General Assembly.**
- 3. Explore the feasibility of actions to assist students with the transition from K-12 to higher education.**

Success in Higher Education

Goals:

- 1. Explore funding and statutory basis for enhanced universal training for university faculty and staff.*
- 2. Investigate the feasibility of developing and sharing transportable documentation...to reduce unnecessary duplication of efforts by students seeking accommodations*
- 3. Explore and assess emerging technology and statewide cost-sharing initiatives for potential use and adoption.**
- 4. Develop guidelines for ensuring that students and parents understand their options for enabling parental support.**

Next Steps

SCHEV staff will:

1. Seek advisory committee input on implementation of the Action Plan; and
2. Identify and present pertinent initiatives to Council that inform any subsequent budget and policy recommendations.

State Council of Higher Education for Virginia Agenda Item

Item: V.F – Discussion of *Pathways to Opportunity: The Virginia Plan for Higher Education: Data-Informed Initiatives*

Date of Meeting: May 17, 2022

Presenter: Emily Salmon
Senior Associate for Strategic Planning and Policy Studies
emilysalmon@schev.edu

Most Recent Review/Action:

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

Date: September and October 2021

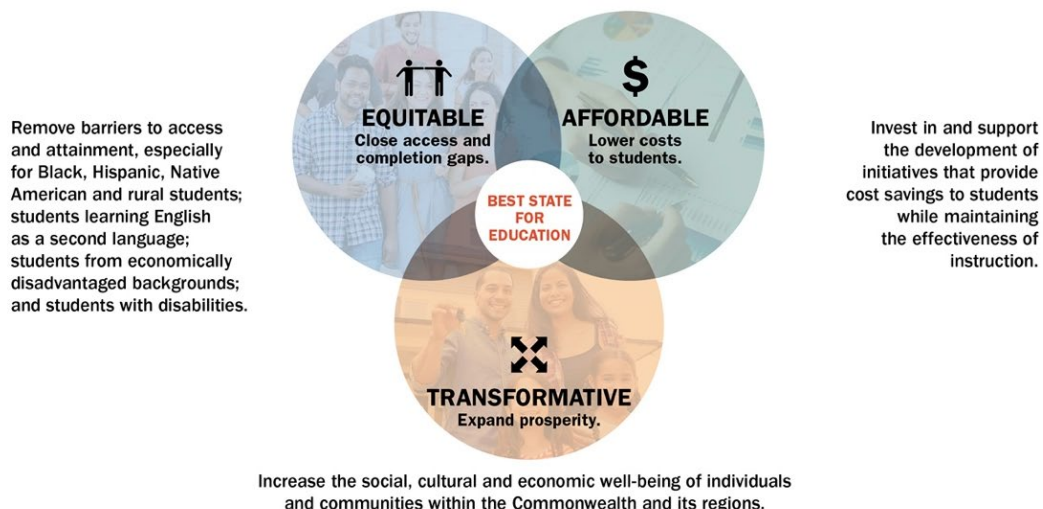
Action: Action on priority initiatives (Sept); review of annual report (Oct).

Purpose of this Agenda Item:

This item highlights key findings from baseline-measures data (2019-20 academic year) for the statewide strategic plan. These highlights focus on enrollment and degree-award measures, as well as consideration of baseline data to inform current and forthcoming priority initiatives supporting plan implementation. This presentation – and a future one on baseline measures for borrowing and wages – will provide context to inform Council’s development of priority initiatives for the coming year.

Background Information/Summary of Major Elements:

Pathways to Opportunity: The Virginia Plan for Higher Education creates the framework for statewide action through 2027. The plan defines the vision, overarching attainment target, goals (three) and strategies (ten) that are guiding the Commonwealth’s efforts.



SCHEV is tracking progress toward achievement of the plan’s goals via five measures: (1) attainment; (2) enrollment; (3) awards; (4) borrowing; and (5) wages. These measures focus on students and student-success above all else.

Measures to Assess Goal Fulfillment

Goals	Measure	Definition	Target	Desired Outcome
Goal 1 - Equitable: Close access and completion gaps.	Attainment	Percent of 25- to 64- year-olds with an associate degree or higher.*	Close gaps in attainment of selected groups.	Improved attainment for all.
	Enrollment	Fall headcount of public and private undergraduates.	Close enrollment gaps of selected groups to reflect the population.	Improved access for all.
Goal 2 - Affordable: Lower costs to students.	Awards	Undergraduate degrees and credentials produced each year.	Close award gaps of selected groups to reflect enrollment.	Improved success for all students.
	Borrowing	Average debt of graduates.	Close gaps in borrowing of selected groups.	Improved affordability for all students.
Goal 3 - Transformative: Expand prosperity.	Wages	Graduates' wages 10 years after graduation.	Close gaps in earnings of selected groups.	Improved prosperity for all graduates.

*Note: The Plan includes an overarching attainment objective as well as an attainment measure (above). The 70% attainment objective includes the percentage of 25- to 64- year-olds with a postsecondary certificate, certification or higher. The attainment measure includes the percentage of 25- to 64- year-olds with an associate degree or higher.

Data from AY2019-20 serve as the baseline from which to measure progress toward achieving the plan’s three goals. With the two-year time lapse of data and persistent barriers to access, affordability and success, efforts into and beyond 2027 will be needed to close these gaps.

As the Commonwealth and SCHEV (via Council’s data-informed priority initiatives) actively pursue the plan’s goals, impacts and improvement should be evident over time. Progress will be tracked, identifying advancements as well as challenges where efforts should continue.

Key findings from both aggregate and disaggregated baseline-measures data inform the development of priority initiatives, identifying where the biggest gaps exist and where work should focus. Staff’s two-part slide presentation will focus on specific measures, offering data insights supporting current initiatives and informing upcoming initiatives that Council will propose.

Materials Provided:

Presentation: The Pathways to Opportunity Plan: Data-Informed Initiatives

Financial Impact: None

Timetable for Further Review/Action:

- July: Review key findings from baseline data on borrowing and wages. Begin discussion of potential priority initiatives for the coming year.
- September: Either continue discussion of or take action on new/revised priority initiatives to implement the plan's strategies.
- October: If no action in September, then take action to approve new/revised priority initiatives. Align approved initiatives with Council's budget and policy recommendations where applicable.

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

This agenda item constitutes Council's standing item regarding the statewide strategic plan for higher education. This iteration describes aspects of staff's efforts to track progress toward achieving the plan's goals via two of the plan's five baseline measures.

Resolution: None

State Council of Higher Education for Virginia Agenda Item

Item: #V.I - Council – Receipt of Items Delegated to Staff

Date of Meeting: May 17, 2022

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:

Materials include listings related to the following items:

- Academic Program Actions
- Internal and Off-Campus Organizational Changes:
- National Council for State Authorization Agreements (NC-SARA) Renewal and
- Postsecondary, Non Degree Institutions Certified to Operate in the Commonwealth of Virginia

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 approved/not approved as delegated to staff:

Academic Program Actions

Institution	Degree/Program/CIP	Effective Date
George Mason University	Program Name Change Not Approved: Change the name of the Bachelor of Science degree program in Community Health (51.2208) to Public Health (51.2208)	April 15, 2022
George Mason University	Undergraduate Certificate Program Approved: <ul style="list-style-type: none"> Health Practice Management (51.0710) 	Fall 2022
Norfolk State University	Graduate Certificate Program Approved: <ul style="list-style-type: none"> CyberPsychology (42.2899) 	Fall 2022
Old Dominion University	Undergraduate Certificate Program Approved: <ul style="list-style-type: none"> Digital Forensics (43.0403) 	Fall 2022
Old Dominion University	Graduate Certificate Program Approved: <ul style="list-style-type: none"> Teacher Leadership (13.1299) 	Summer 2022
University of Virginia	Facilitated Staff Approval: Doctor of Philosophy degree program in Data Science (30.7001)	Fall 2022
Virginia Commonwealth University	Graduate Certificate Program Approved: <ul style="list-style-type: none"> Culturally Responsive Leadership (13.0499) 	Fall 2022
Virginia Polytechnic Institute and State University	Graduate Certificate Program Approved: <ul style="list-style-type: none"> Mechanical Engineering Professoriate (13.1399) 	Summer 2022
Virginia Polytechnic Institute and State University	Graduate Certificate Programs Approved: <ul style="list-style-type: none"> Construction Engineering for Infrastructure Projects (14.3301) Europe and Transatlantic Relations (05.0106) 	Fall 2022
William & Mary	Graduate Certificate Programs Approved: <ul style="list-style-type: none"> Corporate Finance (52.0801) Gifted Education (13.1004) 	Fall 2022

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

Discontinued Programs

Institution	Degree/Program/CIP	Effective Date
Virginia Polytechnic Institute and State University	Program Discontinuances Approved: <ul style="list-style-type: none"> • Metropolitan Studies (45.1201) • Religious Studies (38.0201) 	Summer 2022

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

Internal and Off-Campus Organizational Changes

Institution	Change/Site	Effective Date
Virginia Military Institute	Rename the Department of Physical Education to the Department of Human Performance and Wellness . The Department has been renamed to reflect the “comprehensiveness of the academic programming offered by the department.” The new name will ensure the department “will be able to attract quality and appropriate faculty to support the umbrella of academic programming.” The proposed name will also align with the equivalent department at VMI’s most closely aligned SCHEV peer institution.	July 1, 2022

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

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

Institution	Location	Effective Date
Accelerated Dental Assisting Academy	Newport News	03/22/2022
Blackstone Training Academy	Ashburn, VA	03/03/2022

State Council of Higher Education for Virginia Agenda Item

Item: #V.J. – Council – Report on Council Officer Elections

Date of Meeting: May 17, 2022

Presenter: Council members Ms. Alex Arriaga and Mr. Henry Light

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

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

Materials Provided: N/A

Financial Impact: N/A

Timetable for Further Review/Action: N/A

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

Resolution: Resolutions will be presented at the meeting.