

Agenda Book

January 9, 2024

Location:

State Council of Higher Education



January 9, 2024, Council Meeting Schedule of Events

SCHEV Offices
James Monroe Building
101 N. 14th Street
Richmond, VA 23219

January 9, 2024

- 10:00 – 11:30** **Academic Affairs Committee (10th Floor Conference Room)**
[Section I on the agenda](#)
Committee members: Cheryl Oldham (chair); Thaddeus Holloman (vice chair); Jason El Koubi; Scott Fleming; William Harvey; Doug Straley
- 10:00 – 11:30** **Resources and Planning Committee (9th Floor Main Conference Room)**
[Section II on the agenda](#)
Committee members: Jennie O’Holleran (chair); John Broderick (vice chair); Victoria Harker, Walter Curt; John Jumper; Delceno Miles.
- 12:10 – 3:30** **Council Meeting (9th Floor Main Conference Room)**
[Section III on the agenda](#)

NEXT MEETING: March 18-19, 2024, George Mason University



Council Meetings – January 9, 2024

Agenda

SCHEV

101 N. 14th Street, 9th floor

Richmond, VA 23219

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I. Academic Affairs Committee Tuesday, January 9, 2024 SCHEV 10th Floor Conference Room	10:00 a.m.		
I.A. Call to Order	10:00 a.m.	Ms. Oldham	
I.B. Approval of Minutes from the October 23, 2023, Academic Affairs Committee	10:05 a.m.	Ms. Oldham	5
I.C. Action on Proposed Degree Programs at Public Institutions	10:10 a.m.	Dr. DeFilippo	8
I.D. Action on Proposed Education Licensure Degree Programs in Shortage Areas	10:30 a.m.	Dr. DeFilippo	22
I.E. Action on a Proposed Mission Statement Change at a Public Institution	10:40 a.m.	Dr. DeFilippo	26
I.F. Discussion of Academic Affairs Committee Responsibilities (<i>continued from October 2023 meeting</i>)	10:50 a.m.	Dr. DeFilippo	31
I.G. Receipt of Report of the Staff Liaison to the Academic Affairs Committee	11:20 a.m.	Dr. DeFilippo	36
I.H. Motion to Adjourn	11:30 a.m.	Ms. Oldham	
II. Resources and Planning Committee Tuesday, January 9, 2024 SCHEV Main Conference Room (9th Floor)	10:00 a.m.		
II.A. Call to Order	10:00 a.m.	Ms. O'Holleran	
II.B. Approval of Minutes from the October 23, 2023, Resources and Planning Committee AND the November 21, 2023, special Resources and Planning Committee meeting	10:05 a.m.	Ms. O'Holleran	41
II.C. Action on Budget and Policy Recommendations for the 2024-26 Biennium	10:10 a.m.	Mr. Allison	50
II.D. Discussion of the Governor's Introduced Budget for the 2024-26 Biennium	10:40 a.m.	Dr. Khattar/Ms. Zheng	83
II.E. Update on 2023 Degrees and Certificates Awarded	11:10 a.m.	Mr. Massa	85

II.F. Motion to Adjourn	11:30 a.m.	Ms. O'Holleran	
LUNCH	11:30 a.m.		
III. Council Meeting Tuesday, January 9, 2024 SCHEV Main Conference Room (9th floor)			
III.A. Call to Order	12:10 p.m.	Mr. Ampy	
III.B. Approval of Minutes from October 24, 2023, Council Meeting; the minutes from the December 12, 2023, Special Council Meeting; and the minutes from the December 21, 2023, Special Council Meeting	12:15 p.m.	Mr. Ampy	101
III.C. Discussion of Six-Year Plans and Fact Packs	12:20 p.m.	Mr. Allison	112
III.D. Discussion of the 2024 General Assembly Session	12:40 p.m.	Dr. Khattar	116
III.E. Update on Virginia Talent + Opportunity Partnership (V-TOP)	1:00 p.m.	Dr. Bazemore	118
Break	1:15 p.m.		
III.F. Remarks from William & Mary's President Katherine Rowe	1:30 p.m.	Dr. Rowe	121
III.G. Update on the Annual Report on the Statewide Strategic Plan: Pathways to Opportunity	2:00 p.m.	Ms. Salmon	122
III.H. Receipt of Report from Interim Agency Director	2:20 p.m.	Dr. Edwards	161
III.I. Report of the Academic Affairs Committee	2:25 p.m.	Ms. Oldham	
III.J. Report of the Resources and Planning Committee	2:40 p.m.	Ms. O'Holleran	
III.K. Receipt of Items Delegated to Staff	2:55 p.m.	Dr. Edwards	165
III.L. Update on the Director Search Committee	3:00 p.m.	Ms. Harker	169
III.M. Closed Session	3:10 p.m.	Mr. Ampy	
III.N. Resolution of Appreciation for Retired Agency Director	3:30 p.m.	Mr. Ampy	
III.O. Old Business	3:40 p.m.	Mr. Ampy	
III.P. New Business	3:45 p.m.	Mr. Ampy	
III.Q. Receipt of Public Comment	3:50 p.m.	Mr. Ampy	
III.R. Motion to Adjourn	3:55 p.m.	Mr. Ampy	
<u>NEXT MEETING:</u> March 18-19, 2024, George Mason University			

*Use of courtesy titles is based on the expressed preference of the individual

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

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
October 24, 2023**

DRAFT MINUTES

Cheryl Oldham called the meeting to order at 3:09 p.m., at the Virginia Community College System Office, Room #115, in Richmond, Virginia. Committee members present: Jason El Koubi, Scott Fleming, Cheryl Oldham, and J. Douglas Straley. William Harvey arrived at 4:16pm.

Staff members present: Karen Banks, Darlene Derricott, Joseph G. DeFilippo, Jodi Fisler, Sandra Freeman, Monica Osei, Kirstin Pantazis, Paula Robinson, and Paul Smith.

APPROVAL OF MINUTES FROM THE SEPTEMBER 18 ACADEMIC AFFAIRS COMMITTEE MEETING

On motion by Mr. El Koubi and seconded by Mr. Fleming, the minutes were approved unanimously (4-0).

Ms. Oldham introduced and invited staff to present information on the following topics:

ACTION ON PROPOSED EDITS TO THE SCHEV PROGRAM APPROVAL POLICY

Dr. DeFilippo detailed the background of the proposed edits, including the 2019 review of policy by Council leading to edits effective since 2020. Dr. DeFilippo introduced Dr. Osei, associate director for academic programs and instructional sites, who consulted with institutional representatives on the proposed edits. Dr. Osei and Dr. DeFilippo reviewed all proposed edits, detailed on pages 11-22 of the agenda book.

In response to a query from Ms. Oldham, Dr. Osei noted that the proposed certificate cost forms are responding to the governor's focus on cost transparency in higher education. Ms. Oldham expressed interest in seeing all program approvals being driven by industry need.

In response to a query from Mr. El Koubi, Dr. DeFilippo noted that the proposed edits to the associate degree transfer framework incorporate policy approved in January of this year and will allow for more robust student intent data collection.

In response to a query from Ms. Oldham, Dr. DeFilippo commented that institutions are given notice of the opportunity to comment on duplicative program proposals. Dr. DeFilippo further noted that the proposed edit related to duplication has been crafted in response to input received from the Instructional Program Advisory Committee (IPAC).

The following resolution was approved unanimously (4-0) to be forwarded to the full Council:

BE IT RESOLVED, that the State Council of Higher Education for Virginia adopts the “Proposed Policy Edits (2023),” and directs staff to incorporate the proposed edits into the SCHEV program approval policy as soon as practicable.

BE IT FURTHER RESOLVED, that staff may incorporate additional minor textual edits necessary to improve the clarity and accuracy of the program approval policy.

DISCUSSION OF THE WORK OF THE ACADEMIC AFFAIRS COMMITTEE

Dr. DeFilippo presented on the duties of the Academic Affairs staff of SCHEV which fall into two main categories: Public Sector Academic Affairs and Private Post-Secondary Education. Dr. DeFilippo referred to pages 25-27 of the agenda book for an outline of all staff responsibilities and noted that these responsibilities are derived from the Code of Virginia.

Dr. DeFilippo introduced Dr. Osei who reviewed all actions related to program approvals and organizational changes. Ms. Oldham commented that messaging from SCHEV about proposals should emphasize the need for clear alignment with employment opportunity. Mr. Fleming asked if educational policy around requiring proof of industry demand for specific degree levels should be responsive to Commonwealth hiring practices. Ms. Oldham added that SCHEV could be driving the conversation around education articulating skills learned in degree programs. Mr. El Koubi asked for details on how Virginia’s processes compare with other states. Dr. Osei responded that some other states have patterned their processes on Virginia’s.

Dr. DeFilippo introduced Ms. Derricott, senior coordinator of academic services, who discussed the National Council of State Reciprocity Agreements (NC-SARA). In response to a query from Mr. Straley, Ms. Derricott noted that SCHEV staff conducts an annual review of Virginia SARA institutions.

Dr. DeFilippo introduced Dr. Fisler, senior associate for assessment policy and analysis, who discussed student assessment as a process and the policy on credit for performance. Credit for performance refers to credit by examination and includes AP, IB, CLEP and Cambridge International exams. Dr. Fisler noted that while the state set a minimum acceptable score for receiving credit, institutions may request to require higher minimum scores for specific exams, with justification.

Dr. DeFilippo introduced Dr. Smith, senior associate for student mobility, who discussed five policies on transfer and one on military education. Dr. Smith noted that all policies related to student mobility policy are discussed with the State Committee on Transfer before being brought to Council.

Dr. DeFilippo noted that in the interest of time, discussion on Private Post-Secondary Education should be moved to the January Academic Affairs Committee meeting. Ms. Oldham noted the importance of reviewing the work of Academic Affairs and recognized the myriad responsibilities of Academic Affairs staff. Mr. Straley requested additional discussion around the divide between policy related to public institutions and responsibilities related to private institutions. Mr. Fleming suggested a 90-minute virtual

meeting before January to continue the discussion of the scope of Academic Affairs. Dr. DeFilippo agreed to investigate the feasibility of a virtual meeting for discussion purposes only.

RECEIPT OF REPORT FROM ACADEMIC AFFAIRS COMMITTEE STAFF LIAISON

Dr. DeFilippo commented on the recent activities and accomplishments of Academic Affairs staff.

ADJOURNMENT

Ms. Oldham adjourned the meeting at 4:30 p.m.

Cheryl Oldham
Chair, Academic Affairs Committee

Kirstin Pantazis
Staff, Academic Affairs

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: January 9, 2024

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: March 20, 2023

Action: The Academic Affairs Committee considered duplication issues associated with the proposed JMU EdD in Education degree program. The Committee resolved to continue the full review of the program proposal. See the program summary below for more information.

Purpose of the Agenda Item:

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

Background Information/Summary of Major Elements:

Programs Presented for Approval

- James Madison University, Bachelor of Science (B.S) in Health Sciences (CIP 51.0000)
- Virginia State University, Bachelor of Science (B.S) in Mechanical Engineering (CIP 14.0901)

Program Presented with Recommendation not to Approve

- James Madison University, Doctor of Education (Ed.D.) in Education (CIP CIP 13.0411)

Financial Impact: See Program Summaries Below

Timetable for Further Review/Action: N/A

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

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

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

Resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to James Madison University to initiate a Bachelor of Science (B.S.) degree program in Health Sciences (CIP code: 51.0000), effective fall 2024.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia State University to initiate a Bachelor of Science (B.S.) degree program in Mechanical Engineering (CIP code: 14.0901), effective fall 2024.

BE IT RESOLVED that the State Council of Higher Education for Virginia does not grant approval to James Madison University to initiate a Doctor of Education (Ed.D.) degree program in Education (CIP 13.0411).

James Madison University
Bachelor of Science (B.S.) in Health Sciences
(CIP: 51.0000)

Program Description

James Madison University is proposing the creation of a Bachelor of Science (BS) degree program in Health Sciences to be initiated fall 2024. The proposed degree program is located in the Department of Health Sciences, in the College of Health and Behavioral Studies.

The proposed degree program is designed to educate students “to use the basic sciences of biology, chemistry, epidemiology and health statistics in understanding patterns of human disease and wellness. Students will learn how to apply these sciences to the prevention of and intervention for human disease states. They will use research methodologies ... to design and conduct basic studies into individual and community disease and wellness issues.” The degree program is intended to prepare graduates both for employment in health prevention and education occupations, and for post-graduate studies in disciplines leading to licensure “in a variety of allied health professional fields such as physician assistant studies, occupational therapy, and physical therapy.”

The BS in Health Sciences would require 120 credit hours: 47 credits of general education; 38 credit hours of core coursework; 11-12 credit hours of chemistry/biology; 16 credit hours of focused electives; and seven-eight credit hours of electives.

Justification for the Proposed Program

JMU contends that the proposed BS degree program responds to a current need for broadly trained entry-level professionals who understand the causes of disease, strategies for promoting wellness and behavior change, and the scientific basis and methodologies for analysis of health concerns for both individuals and populations. JMU contends that a systems-oriented approach to critical population and individual health challenges is needed in response to two specific demands: 1) a need for broadly-trained, entry level allied health professionals, and 2) a need for a health sciences undergraduate degree that will provide students with the bachelor’s level pre-requisites for graduate health science programs such as physician assistant studies, occupational therapy, physical therapy, and medicine. JMU cites a US News and World Report web resource to support the relevance of health sciences degree programs to societal needs: “Health science programs combine laboratory science classes with courses that are essential for understanding population health, reasons individuals make unhealthy choices and factors outside of a person’s control that influence his or her health” (<https://www.usnews.com/education/best-colleges/articles/what-you-can-do-with-a-health-science-degree>). JMU attests that the requirements for entry into allied health graduate programs would be satisfied “by the proposed curriculum including work in biology, chemistry, statistics/mathematics, research methods, epidemiology and health determinants.” To support this contention, a career guide site is cited, which states that for admission into physical therapy schools, “Health Sciences and other science majors are the best choices” (<https://careerkarma.com/blog/how-to-get-into-physical-therapy-school/>). JMU further cites studies that identify the persistence of shortages in the US

healthcare workforce. A Deloitte study identifies “workforce supply” as one of several factors exerting pressure on health systems and states that “the US health care industry is facing an unprecedented staffing shortage, particularly among frontline clinicians. The workforce is increasingly burned out, overworked, and unsatisfied... And the result is a true talent emergency – one that requires urgent action from all health care leaders” (<https://www2.deloitte.com/us/en/insights/industry/health-care/healthcare-workforce-shortage-solutions.html>).

Student Demand

As evidence of student interest in the proposed degree program, JMU cites enrollment in the BS in Community Health Education degree program, which had an enrollment of more than 300 first year students in fall 2022.

Enrollment projections show a full-time equated student enrollment (FTES) of 200 in the program’s first year (2024-25). The projections continue as follows: FTES 2025-26, 340; 2026-27, 480; and 2027-28, 620. JMU anticipates more than 200 graduates each year beginning in 2027-28. If these enrollment and graduation projections are met, then this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand

According to the U.S. Bureau of Labor Statistics (BLS) Occupational Outlook Handbook, Health Care related occupations are projected to grow “13 percent from 2021 to 2031, much faster than the average for all occupations”, which would add “about 2 million new jobs over the next decade” (<https://www.bls.gov/ooh/healthcare/home.htm>). This projected growth stems largely from the aging healthcare work force and “the need to replace workers who leave their occupations permanently” (ibid.).

The Virginia Employment Commission’s (VEC) Labor Market Information website mirrors the BLS projections. In Virginia, occupations of Health Education Specialists and Community Health Workers are projected to have 13.91% and 20.6% ten-year (2021-31) growth respectively (<https://viriniaworks.com/Occupational-Projections#accordion1-collapse1>).

Issues of Duplication

Three public institutions in Virginia offer degree programs that are similar or related to the proposed degree program: GMU, ODU, and Radford. No objections or concerns were posed to the JMUU program when it was announced in September 2022.

GMU offers a BS in Community Health. The degree program requires 36 core credits, with 8 credits of required courses in biology and applied anatomy & physiology. Five specializations are offered: general, global health, clinical science, nutrition, or physical activity. GMU’s program requires several classes that are not required in the proposed degree program: introduction to public health, health planning, programming and evaluation, and a capstone experience.

ODU offers a BS in Health Sciences, which functions in actuality as a health services administration program. The ODU program's core requirements cover public health, health equity, informatics, and basic statistics. Unlike the proposed degree program it does not require coursework in personal wellness, medical terminology, health determinants, chronic and infectious disease, health behavior, ethics, or epidemiology.

Radford offers a BS in Health Sciences that requires 30-36 core credits and 12 credits of restricted electives. Radford's degree program requires a service learning and civic engagement experience, and a capstone or internship. Similarly to the proposed degree program, Radford requires courses in infectious and chronic disease and health policy. Unlike the proposed degree program, Radford does not require coursework in personal wellness, medical terminology, health determinants, health behavior change, or epidemiology.

Resource Needs

Projected revenue from tuition, and education and general fees (E&G) will support the proposed program, though at a level below the normal state funding formula for the expected enrollment. JMU affirms the institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval

The JMU Board of Visitors approved the proposed degree program on June 24, 2021. (The program proposal was submitted to SCHEV in July 2023).

Staff Recommendation

Based on a review of the application, staff presents the **Bachelor of Science (B.S) degree program in Health Sciences (CIP: 51.0000)** to the Academic Affairs Committee for approval.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to James Madison University to initiate a Bachelor of Science (B.S.) degree program in Health Sciences (CIP code: 51.0000), effective fall 2024.

Virginia State University
Bachelor of Science (B.S.) in Mechanical Engineering
(CIP: 14.0901)

Program Description

Virginia State University (VSU) requests approval to establish a Bachelor of Science (BS) degree program in Mechanical Engineering. The proposed program would be located in the College of Engineering and Technology, Department of Engineering. The anticipated initiation is fall 2024.

The degree program is designed to prepare students for engineering practice by using problem-solving skills to design, develop, build, test, and maintain mechanical devices and systems in both private and public sectors. Students will learn to design and plan for a variety of production-wide products such as transmissions, engine parts, aircraft engines, control systems, semiconductor tools, sensors, gas turbines, wind turbines, fuel cells, robots, machine tools, pumps, and power plants. Students will obtain knowledge and skills to analyze and design mechanical and manufacturing systems and gain in-depth experience in thermal systems. Graduates of the proposed program will be prepared to work in engineering services, research and development, manufacturing, and other industries.

The proposed BS in Mechanical Engineering would require 120 credit hours: 35 credit hours of general education; 61 credits of core coursework; 18 credits of required courses; and six credits of restricted electives. The core requirements include a two-semester capstone experience.

Justification for the Proposed Program

VSU contends that the proposed degree program is needed to meet workforce demands in Virginia and nationally, and that the institution's unique position as a public HBCU enables it to respond to industry calls for greater diversity in the engineering workforce. VSU points out that *U.S. News & World Report* has reported on numerous sectors within which mechanical engineers are needed, including designing gears for common gadgets; devices invisible to the naked eye; power plants, water desalination; robotics; industrial Artificial Intelligence (AI); aeronautics; automotive; and technical sales. (<https://www.usnews.com/education/best-graduate-schools/top-engineering-schools/articles/what-you-can-do-with-a-mechanical-engineering-degree>.) To emphasize the versatility of a bachelor-degree education in mechanical engineering, a senior vice president of a multinational consulting firm has stated that "to use a sports analogy, a mechanical engineer is the utility player of the engineering world...the opportunities are endless" (ibid). VSU further contends that mechanical engineering is in high demand because "mechanical engineers perform some of the most important career roles in the country... Further, the future potential for mechanical engineers is extremely high. New technologies, such as nanotechnology and additive manufacturing will likely create new fields and thousands of job opportunities" (*In-Demand Mechanical Engineering Jobs in the US: Industries and Opportunities, Why is Demand So High?*, May 25, 2023. <https://www.ssaltd.com/news-resources/in-demand-mechanical-engineering-jobs-in-the-us-industries-and-opportunities/>).

VSU has cited data to demonstrate that there is a lack of racial/ethnic and gender diversity in engineering in general and mechanical engineering specifically. “The workforce of mechanical engineers in 2021 was 316,460 people, with 9.46% women and 90.5% men” (*DATAUSA: Mechanical Engineers, Diversity, 2021*. <https://datausa.io/profile/soc/mechanical-engineers>). In the three-year period 2020 to 2022, at the six Virginia public institutions with bachelor degree programs in mechanical engineering, 4.8% and 4.2% of degrees awarded were to Blacks/African-Americans and women, respectively (https://research.schev.edu//Completions/C6_Report.asp). VSU’s Department of Engineering has a proven track record of graduating Blacks/African-Americans and women in engineering. The establishment of the proposed degree program would contribute a substantial increase to the Commonwealth’s production of Black/African American mechanical engineers.

Student Demand

VSU administered a survey to demonstrate student demand for the proposed degree program. An online survey was sent to 130 freshmen and sophomore students who had not declared a major. In response to the question, “If Virginia State University were to offer a BS in Mechanical Engineering program, how likely are you to enroll?” 26 respondents answered “definitely,” and 11 answered “somewhat likely.”

Enrollment projections show a full-time equated student enrollment (FTES) of 15 in the program’s first year (2024-25). The projections continue as follows: FTES 2025-26, 42; 2026-27, 60; and 2027-28, 60. VSU anticipates 12 graduates each year beginning in 2027-28. If these enrollment and graduation projections are met, then this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand

VSU contends that graduates of the proposed BS in Mechanical Engineering will be qualified to serve as mechanical engineers in various industry sectors, such as engineering firms, manufacturing plants, research and development labs, power plants, aerospace and automotive industry, and the oil and gas industry.

According data available from the U.S. Bureau of Labor Statistics (BLS), Occupational Outlook Handbook, employment for mechanical engineers is “expected to grow 10% from 2022 to 2032, much faster than the average for all occupations” (<https://www.bls.gov/ooh/architecture-and-engineering/mechanical-engineers.htm#tab-6>)

The most recent Virginia projection (2020-30) anticipates somewhat less strong growth, 6.63%, in employment for mechanical engineers. (<https://virginiaworks.com/Occupational-Projections>).

Issues of Duplication

Six public institutions in Virginia offer bachelor degree programs in mechanical engineering: GMU, ODU, UVA, VCU, VMI, and Virginia Tech. If the proposed program is approved, VSU would be the only HBCU in Virginia, public or private, to offer a bachelor degree program in mechanical engineering. No objections or concerns were posed to the VSU program when it was announced in March 2023.

The six existing public institutions in Virginia are accredited by the Accreditation Board for Engineering and Technology (ABET accredited). Given the standards set forth by the ABET Criteria for Accrediting Educational Programs, 2022-2023, there are strong similarities among these degree programs in terms of core course offerings. Similar courses will be found at all accredited institutions in Virginia, including the proposed degree program at VSU.

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 education and general fees (E&G) will support the proposed program. GMU affirms the institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval

The VSU Board of Visitors approved the proposed program on April 21, 2023.

Staff Recommendation

Based on a review of the application, staff presents the **Bachelor of Science (B.S.) degree program in Mechanical Engineering (CIP: 14.0901)** to the Academic Affairs Committee for approval.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia State University to initiate a Bachelor of Science (B.S.) degree program in Mechanical Engineering (CIP: 14.0901), effective fall 2024.

**James Madison University
Doctor of Education (Ed.D.) in Education
(CIP: 13.0411)**

At its March 20, 2023 meeting, the Academic Affairs Committee considered duplication concerns related to JMU's proposal to initiate a Doctor of Education (EdD) degree program in Education (CIP 13.0411). This item came to the committee because two public institutions (VCU and VT), of six that already offer EdD programs, objected to the duplicative nature of the proposed program. Both institutions noted the number of existing EdD programs in Virginia, attested that there is no need for another EdD, and that the JMU program would have a negative effect on enrollment of their existing programs. The Committee was presented with the totality of objections from VCU and VT, JMU's response, and a brief staff analysis of relevant aspects of the program proposal. JMU officials were present and were invited by the Committee to present information about the proposed degree program. As a result of ensuing discussion, the Committee passed the following resolution:

Be it resolved that the Academic Affairs Committee approves continuation of a full review of the proposal from James Madison University to initiate a Doctor of Education in Education degree, to include an exhaustive analysis of the data as a part of the full review.

March Committee meeting minutes are included as an Appendix.

Following the March 2023 meeting, SCHEV staff met with JMU and requested updated information/data, as specified:

1. JMU to compose a new "specific demand" section, with a focus on documenting objective "calls" for the proposed degree program, i.e., at the level and in the subject being proposed.
2. JMU to conduct further research on the totality of employment opportunities in Virginia in educational administration/leadership, with reference to relevant employment skills and applicability of the doctorate (i.e., whether preferred or required).
3. JMU to conduct an updated survey of relevant stakeholders. The survey must: (1) explicate the specific degree program being offered so respondents understand clearly what they are responding about; and (2) include a freestanding question on student intent to enroll in such program.

In addition, a fourth data element would be collected by SCHEV: a survey of Virginia school districts to gauge state need/interest in an additional EdD degree program offered by a Virginia public institution. The Virginia Association of School Superintendents graciously announced the survey to superintendents through its newsletter.

SCHEV Staff Analysis of Data, by Element:

1. Specific Demand. JMU adduced four considerations to demonstrate a call for the proposed degree program:

- a) pathway from the educator pipeline to the Superintendentcy and other district-level positions;
- b) specialized training for executive leadership;
- c) value add for career advancement;
- d) addressing the teacher shortage by preparing and retaining high-quality educational leaders.

Staff Analysis:

(a) In Virginia, the doctorate is one of four qualifying credentials for the position of superintendent. (b) With regard to other district/school leadership positions, it is true that many professionals do pursue the doctorate, but no data have been adduced to allow an estimate of the extent to which districts require or prefer the doctorate for these positions. (c) JMU’s contention that the doctorate adds career value is supported by survey testimony from education professionals and data on district-based pay differentials for those with the doctorate. (d) With regard to teacher shortages and retention, no data have been adduced to document that teacher retention is improved under doctorally-educated principals or superintendents.

Conclusion: documentation of specific demand is “mixed.” The doctorate is a recognized credential for superintendents in Virginia, and the career value for individuals who achieve it has been documented. On the other hand, there are no data to document either the extent to which the doctorate is preferred in non-superintendent positions, or whether doctorally-educated school leaders produce improved results in teacher retention.

2. Employment Demand in re the Doctorate. JMU introduced data from the Virginia Department of Education (VDOE) regarding positions and vacancies by school/district administrator position:

Virginia Staffing and Vacancy Report 2022-2023

Employment Classification	# of Positions	# of Vacancies
Assistant Principal	2,918	50
Principal	1,956	12
Assistant Superintendent	178	3
Deputy Superintendent	37	4
Superintendent	127	3
Central Office Administrator	3,598	171
Central Office Instructional Coordinator	1,921	90
Total	10,735	333

Staff Analysis:

These data indicate a low level of employment demand for doctorally-educated professionals in Virginia school districts. Superintendent (three openings statewide in 2022-23) is the only one of these positions for which the doctorate

is by regulation a qualifying credential. By contrast, in 2023 alone, the already existing EdD programs at Virginia public institutions produced **156** graduates. (An additional **133** graduates were produced by PhD programs in education, which can also be a qualifying credential for superintendents.) Thus, the concerns expressed by VCU and VT regarding “market saturation” of EdD programs appear founded. Further, it is worth noting that of the six existing EdD’s at public institutions, five can be taken online.

Conclusion: employment demand for the proposed degree program has not been documented.

3. JMU Survey of potential students. JMU administered a new survey to gauge student interest in enrolling in a JMU EdD program, with results reported as of May 1, 2023.

Staff Analysis:

The JMU survey indicates strong interest from potential students. For instance, 332 responses were received to the following question: “If JMU offers an EdD program such as the one described above, which response describes most accurately your level of interest in enrolling in the program?” 26.2% of respondents indicated that were “strongly interested,” and 30.7% indicated they were “interested.”

Conclusion: student demand for the proposed degree program has been documented.

4. SCHEV Survey of School Districts. SCHEV administered a survey of school districts to gauge the extent of district needs for additional doctoral education opportunities. Responses were received from 17/140 districts.

Staff Analysis:

The rate of response to this survey was disappointing, but the consistency of responses indicates a Survey data indicate that school districts find the current availability of doctoral education in Virginia to be sufficient for their human resource needs. This result is consistent with the above analysis of employment demand, as well as the duplication concerns expressed by VCU and VT. See below for a sampling of key responses from the survey.

Conclusion: statewide school district interest in having more EdD opportunities for their staff has not been documented.

Illustrative questions/responses from the survey:

For the last full academic year, 2021-2022, please select the answer that best reflects the number of advertised positions in your division that require an EdD in Education that is designed to prepare superintendents and master-level education administrators (principals, assistant principals, and teacher leaders) to lead system-wide efforts in school divisions.

- **Fifteen districts responded “zero.” Two responded “1-5”**

Currently in Virginia, EdD in Education degree programs are offered by six (6) public institutions (College of William & Mary, Radford University, University of Virginia, Virginia Commonwealth University, Virginia Tech, Virginia State University), with fully online options available from all but William & Mary. The degree programs include a focus on preparing students to serve as superintendents, principals, assistant principals, and teacher leaders. These degree programs currently produce approximately 130 graduates per year. Given your knowledge of your division's employment needs, select the most accurate statement:

- Currently available opportunities for pursuing a doctorate are sufficient for the employment needs of the division. **Fifteen selected this answer.**
- Currently available opportunities for pursuing a doctorate are insufficient for the employment needs of the division. **One selected this answer.**
- It is unknown whether currently available opportunities for pursuing a doctorate are sufficient for the employment needs of the division. **One selected this answer.**

Do you have any suggestions for actions, education policies, or degree programs that public higher education institutions in Virginia or the state could adopt that would help school divisions meet the school and district education leadership workforce needs?

Comments Received:

- *I would love to see more attention to the leadership crisis we are facing as it has become increasingly difficult to find leaders.*
- *One suggestion is to provide support, mentoring, and an opportunity to connect for principals moving into the role.*
- *Better preparation of aspiring leaders in special education leadership programs and specifically in the*
- *Encouraging more students to pursue education as a career alternative through higher pay, statewide benefit plans, and additional scholarship opportunities. Make the path to getting School Bus Driver certification easier.*
- *In our division, we seem to have a fairly significant number of folks who meet the technical/educational qualifications to become a division or building leader. I've found that many folks earn the degree but don't do anything after that to better position themselves to become a school/division leader. Some way to emphasize/follow-up with folks on things to do and ways to involve themselves in leadership other than just applying for principal positions would be helpful. It doesn't seem like everyone understands that becoming a school/division leader may require more resume building than just attaining the degree.*
- *Focus should be on MEd not EdD*

Staff Recommendation

Based on a full review of data in support of the application, staff presents the **Doctor of Education (Ed.D.) degree program in Education (CIP: 13.0411)** to the Academic Affairs Committee with recommendation not to approve.

The Committee may vote to approve, disapprove, approve with condition, or table for future action. If the Committee accepts the staff recommendation, 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 James Madison University to initiate a Doctor of Education (Ed.D.) degree program in Education (CIP 13.0411).

**Appendix: Extract from Minutes of the Academic Affairs Committee Meeting,
3/20/23**

ACTION ON REVIEW OF PROPOSED DOCTORAL DEGREE PROGRAM

Dr. DeFilippo described the background of the proposed Doctor of Education in Education degree program at James Madison University (JMU). Virginia Commonwealth University (VCU) and Virginia Tech (VT) had objected to the proposal based on duplication of an existing degree program, so the item is before the committee for adjudication of the duplication issue. If approved, the program would be permitted proceed to a full review. Dr. DeFilippo answered questions from committee members.

Mark L'Esperance, Dean of the College of Education at (JMU), addressed Council noting that full review is an opportunity to address concerns and that the proposed program aligns with the governor's educational objectives. He then responded to questions regarding curricular differences with existing programs.

In the course of discussion Dr. DeFilippo explained duplication is one part of SCHEV's evaluation of proposed degree programs and that concerns about duplication are presented to Council under its statutory duty to review and "approve or disapprove" any new degree program proposed by a public institution of higher education. A discussion of the significance of duplication followed. Mr. Walter Curt noted that pitting institutions against each other is detrimental, particularly when facing declining enrollment. Dr. Alvin Schexnider added that national trends are moving away from blatant competition over new programs. Ms. Cheryl Oldham requested that more rigorous data be collected on the alignment of the program with position requirements. Mr. El Koubi suggested establishing principles for adjudicating the duplication issue. Dr. Smith noted that duplication concerns should balance saturation with demands of the profession and that in this case duplication in itself should not stop the review process from continuing.

On motion by Dr. Smith and seconded by Dr. Ampy the following resolution was approved unanimously (5-0) to be forwarded to the full council:

Be it resolved that the Academic Affairs Committee approves continuation of a full review of the proposal from James Madison University to initiate a Doctor of Education in Education degree, to include an exhaustive analysis of the data as a part of the full review.

State Council of Higher Education for Virginia Agenda Item

Item: I.D – Academic Affairs Committee – Action on Proposed Education Licensure Degree Programs in Shortage Areas

Date of Meeting: January 9, 2024

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: October 24, 2023

Action: Via the resolution below, Council adopted a set of initiatives in support of the goals of the statewide strategic plan for higher education and Governor Youngkin’s higher education objectives and key results (OKR’s):

BE IT RESOLVED that the State Council of Higher Education for Virginia approves and adopts the biennial initiatives proposed in support of the goals of the statewide strategic plan for higher education and Governor Youngkin’s objectives and key results (OKRs), as discussed and agreed upon on September 19, 2023.

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

Purpose of this Agenda Item:

The purpose of this item is to inform Council’s action on proposed degree programs leading to education licensure in shortage areas.

Background Information/Summary of Major Elements:

Biennial priority initiatives represent Council-endorsed actions that SCHEV will take to support the goals and strategies of *Pathways to Opportunity: The Virginia Plan for Higher Education*. After an iterative process, ten priority initiatives were adopted by Council in October 2023. One of those initiatives is focused on establishing criteria to define and incentives to address urgent labor market needs. A discrete action supporting this initiative involves developing teacher licensure degree programs that will strengthen Virginia’s K-12 educator workforce pipeline:

Governor’s OKR	SCHEV Initiative Action
<p data-bbox="332 254 839 323">2. Build the college and career pipeline in partnership with K-12.</p> <p data-bbox="332 363 760 506">2.4 Leverage the Schools of Education to attract, grow and retain the greatest PreK-12 teaching force in the nation.</p>	<p data-bbox="862 254 1308 323">Develop Teacher Preparation Degree Programs:</p> <p data-bbox="862 363 1330 571">Collaborate with institutions of higher education and Virginia Department of Education on approval of new teacher preparation degree programs for fall 2024 or later implementation.</p>

In support of the initiative, staff consulted with public institutions’ chief academic officers via the Instructional Programs Advisory Committee (IPAC) and held dedicated virtual meetings with academic program and teacher education contacts at the institutions. As a result of those consultations, an appetite was evident for an initiative that would facilitate creation of degree programs in teacher preparation, and other education licensure professions, for which Virginia is currently experiencing shortages. This determination was consistent both with concurrent news reports on the persistence of teacher shortages in the Commonwealth (e.g., https://richmond.com/news/state-regional/education/virginia-teacher-shortage/article_38aaab38-4374-11ee-8330-f3eeacd8aee2.html), and with the September 2023 report by the Joint Legislative Audit and Review Commission (JLARC) on the Teacher K-12 Pipeline (<https://jlarc.virginia.gov/landing-2023-virginias-k-12-teacher-pipeline.asp>). The JLARC report highlights the persistence of shortages in Virginia and notably asserts that “direct pathways to licensure tend to better prepare teachers to be successful in the classroom” (emphasis added). The initiative under which this action item is being presented to Council will expand Virginia public institutions’ capacity to produce licensed education professionals via direct pathways.

The process developed for this initiative involved creation and distribution of a specialized guidance for program proposals that streamlined required information, and specified that the justification for the proposed degree program must document both (i) that the proposed program would address a licensure/endorsement area for which there is a current shortage in Virginia, and (ii) that the proposed program would enable the institution to increase its production of educators in that licensure/endorsement area.

The timeline created for the initiative involved establishing a submission “deadline” of November 17, 2023, with a commitment to present proposed programs for Council action by March 2024. The four degree programs presented here were submitted in advance of the November 17 deadline and thus are being presented for action early. It is anticipated that a second installment of degree programs to address shortages will be presented under this initiative at Council’s March 2024 meeting.

Materials Provided:

Table: Programs by Institution, with Projected Increase in Licensed Educator Production.

Financial Impact:

The financial impacts of the degree programs presented here will vary by program and institution. In the case of the two EdS (Education Specialist) School Psychologist programs (GMU and UVA), the institutions have extensive faculty resources in place; future investment will be minimal and readily supported by program revenue. In the case of the CNU BAEd (Bachelor of Arts in Education), two faculty positions will be added (Special Education and Reading), which will also be supported by program revenue. For CNU students, a concrete favorable financial impact is expected, equivalent to saving the cost of a year of graduate education.

Timetable for Further Review/Action:

In accord with the initiative, staff anticipates that an additional set of degree programs will be presented for Council action in March 2024.

Resolution:

Based on a full review of institutional submissions, staff presents to the Academic Affairs Committee four new degree programs to address education licensure shortage areas, from three institutions: Christopher Newport University (CNU), George Mason University (GMU), and the University of Virginia (UVA).

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 three institutions listed below to implement the specified degree programs in education licensure shortage areas, effective fall 2024.

Institution	Degree/Credential	Program Name	CIP
CNU	BAEd	Elementary Education PreK-6	13.1202
GMU	EdS	School Psychology	42.2805
UVA	MEd	School Psychology	42.2805
UVA	EdS	School Psychology	42.2805

Table: Programs/Endorsements by Institution, with Projected Increase in Licensed Educator Production.

Institution	Award	Title	CIP	Initial License/Endorsement	Increase in Annual Production
CNU	BAEd	Elementary Education PreK-6	13.1202	Elementary Education PreK-6	22
GMU	EdS	School Psychology	42.2805	School Psychologist	3
UVA	MEd/EdS	School Psychology	42.2805	School Psychologist	10

State Council of Higher Education for Virginia Agenda Item

Item: I.E – Academic Affairs Committee – Action on a Proposed Mission Statement Change at a Public Institution

Date of Meeting: January 9, 2024

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:

The purpose of this item is to inform Council’s action on a public institution’s proposed mission statement change, in accord with *Code of Virginia* § 23.1-203(2), which states:

[The Council shall] review and approve or disapprove any proposed change in the statement of mission of any public institution of higher education and define the mission of all newly created public institutions of higher education. The Council shall report such approvals, disapprovals, and definitions to the Governor and the General Assembly at least once every six years. No such actions shall become effective until 30 days after adjournment of the session of the General Assembly next following the filing of such a report.

Background Information/Summary of Major Elements:

In accord with its statutory duty, Council policy distinguishes three levels of mission statement change – “Modification,” “Expansion,” and “New” – of which the latter two require action by Council. The category of “Expansion” applies when changes in wording occur that expand the focus of the mission statement without altering the institution’s essential character or curricular offerings.

Presented here for Council consideration is a mission statement change for Old Dominion University (ODU). Staff has determined that the proposed change falls under the category of “Expansion” according to Council policy, since the proposed mission statement includes substantially changed wording and introduces concepts absent from the institution’s current mission statement. ODU explains the scope and purpose of the change as follows:

The purpose of the proposed change is to better reflect how the University's strategic successes over the last several years have affected ODU as a university. The change will also help ground the current and future strategic plans to ensure initiatives and goals are formed within the scope of the mission and identity of ODU.

The proposed mission statement will help the University ensure that the comprehensiveness of the institution is more accurately reflected, particularly regarding the University's achievement of Carnegie Research 1 (R1) Classification in December 2021, the increased focus on providing leadership on key topics, the expansion of attention given to identifying solutions to complex problems, the growth of its strategic partnerships, and the expansion of its efforts to increase learning opportunities.

The proposed mission statement can be viewed side by side in comparison with the current one in an appended table, with explanations of each category of significant change. The proposed mission statement was approved by the ODU Board of Visitors on December 9, 2022.

ODU attests that no new costs or new curricular directions will be entailed by the mission statement change. Council's approval of the change does not imply approval of any specific budgetary action or alteration of the institution's degree program profile.

Materials Provided:

- Appendix: Comparison of Current and Proposed Mission Statements with Explanations

Financial Impact: N/A

Timetable for Further Review/Action:

If the proposed mission statement change is approved by Council, SCHEV staff will report the change to the Governor and General Assembly, as required by statute. The new mission statement would then take effect 30 days following adjournment of the 2024 General Assembly session.

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

Council's consideration of the proposed mission statement change supports the following strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Expand postsecondary opportunities and awareness to Virginians who may not view higher education as an option.
- 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.
- Support experiences that improve students' employment outcomes, income and community engagement.

- Improve the alignment between post-secondary academic programs and labor market outcomes.
- Cultivate a climate of inclusion and innovation through scholarship, research, a diverse faculty and other programming.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the proposed mission statement for Old Dominion University, to take effect 30 days following adjournment of the 2024 General Assembly:

Old Dominion University (ODU) is a preeminent public research university located in Coastal Virginia. Our world-class faculty fosters dynamic on-campus and global online learning for undergraduate and graduate students that enriches their lives, promotes insightful and perceptive leadership, and motivates the pursuit of excellence in dedicated fields and professions. We collaborate with strategic partners to address challenges and propose solutions that impact the economy, environment, health and wellness, and social justice. In pursuit of equity and inclusion, ODU provides opportunities for educational, artistic, and professional growth to our diverse Monarch community.

Appendix: Comparison of Current and Proposed Mission Statements with Explanations

I. Comparison of Current and Proposed Mission Statements

<u>Current Mission Statement</u>	<u>Proposed Mission Statement</u>
<p>Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation, and the world through rigorous academic programs, strategic partnerships, and active civic engagement.</p>	<p>Old Dominion University (ODU) is a preeminent public research university located in Coastal Virginia. Our world-class faculty fosters dynamic on-campus and global online learning for undergraduate and graduate students that enriches their lives, promotes insightful and perceptive leadership, and motivates the pursuit of excellence in dedicated fields and professions. We collaborate with strategic partners to address challenges and propose solutions that impact the economy, environment, health and wellness, and social justice. In pursuit of equity and inclusion, ODU provides opportunities for educational, artistic, and professional growth to our diverse Monarch community.</p>

II. Explanations of Significant Wording Changes

<u>Wording Change</u>	<u>Explanation</u>
<p><u>References to locality</u> The reference to Norfolk/Hampton Roads was replaced with “Coastal Virginia” and a specific reference to “the Commonwealth of Virginia, the nation, and the world” was omitted.</p>	<p>Old Dominion University has a presence in every city in Hampton Roads. Business leaders have expressed a desire to refer to the region as “Coastal Virginia” because it is more easily understood. The specific reference to Virginia, the nation, and the world was omitted because it was deemed to be unnecessary.</p>
<p><u>Research focus</u> The phrase “dynamic public research institution” was replaced with “preeminent public research institution.”</p>	<p>The language “preeminent public research university” better reflects ODU’s research classification as it clearly references our status as a university and our status as an R1 institution.</p>
<p><u>Serving students</u> “Serves its students” has been replaced by (a) “on-campus and global online learning for undergraduate and graduate students that</p>	<p>The new terminology better reflects the commitment to serve both undergraduate and graduate students through on-campus and online courses. In addition, the new language</p>

<u>Wording Change</u>	<u>Explanation</u>
enriches their lives,” and (b) “ODU provides opportunities for educational, artistic, and professional growth to our diverse Monarch community.”	specifically emphasizes the types of growth that students experience from the institution’s service to them.
<u>Leadership</u> “Promotes insightful and perceptive leadership” replaced “active civic engagement.”	In focus groups conducted prior to the strategic plan process, community leaders emphasized the need for Old Dominion University to embrace its role as a leader in the region. The phrase “active civic engagement” minimized the role ODU plays as a leader.
<u>Academic quality</u> “Pursuit of excellence in dedicated fields and professions” replaced “rigorous academic programs.”	During the review process, it was determined that the phrase “rigorous academic programs” created a disconnect between higher education and industry. The new phrase connects education with professional careers.
<u>Partnerships</u> “Strategic partnerships” has been expanded to “we collaborate with strategic partners to address challenges and propose solutions that impact the <u>economy, environment, health and wellness, and social justice.</u> ”	During the review process, it was determined that the previous language did not distinguish our partnerships from those that other universities have with the community. It was also determined that the previous language did not focus on the institution’s efforts to solve problems related to “the economy, environment, health and wellness, and social justice.” We added language reflecting our commitment to economic development, coastal resilience, improved health outcomes, and reducing inequities, particularly in the areas of healthcare delivery and income inequality.
<u>Equity and inclusion</u> The phrase “in pursuit of equity and inclusion” has been added to the mission statement.	It was determined during strategic planning discussions that ODU’s diverse student population, focus on research related to health inequities and other community problems, and emphasis on social mobility warranted recognition that the institution aims to provide opportunities to increase equity and inclusion in our community.

State Council of Higher Education for Virginia Agenda Item

Item: I.F – Academic Affairs Committee – Continuation of Discussion of Academic Affairs Committee Responsibilities

Date of Meeting: January 9, 2024

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: October 23, 2023

Action: The Academic Affairs Committee engaged in discussion of SCHEV Academic Affairs responsibilities relating to public higher education. Due to time constraints, the Committee was not able to discuss SCHEV responsibilities for private postsecondary education.

Purpose of the Agenda Item:

The purpose of this item is to inform the Academic Affairs Committee’s continued discussion of SCHEV responsibilities related to academic affairs, as begun in the October 2023 Council meeting. The Committee’s January 2024 discussion will focus primarily on SCHEV’s responsibilities for private postsecondary education in Virginia.

Background Information/Summary of Major Elements:

The Academic Affairs Committee oversees work of the agency’s Academic Affairs section by taking action on a range of items that come before Council for approval or disapproval, and by receiving reports of staff and institutional activities related to higher education policy and the regulation of private postsecondary education. The work of the Academic Affairs section falls under two main categories, relating to public and private postsecondary education respectively.

Materials Provided:

The staff document, “SCHEV Academic Affairs Responsibilities,” is provided behind this cover sheet. Information on private postsecondary responsibilities begins on its second page.

Financial Impact: N/A

Timetable for Further Review: N/A

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

Work overseen by the Academic Affairs Committee supports the following strategies, among others, of *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Expand postsecondary opportunities and awareness to Virginians who may not view higher education as an option.
- 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.
- Support experiences that improve students' employment outcomes, income and community engagement.
- Improve the alignment between post-secondary academic programs and labor market outcomes.
- Cultivate a climate of inclusion and innovation through scholarship, research, a diverse faculty and other programming.

Resolution: N/A

SCHEV Academic Affairs Responsibilities

I. Public Sector Academic Affairs

Main SCHEV duties related to academic affairs at public institutions of higher education:

- **Approval Actions:**
 - Degree and certificate program approval and program actions approval
 - Distance education and state authorization reciprocity (National Council on State Authorization Reciprocity)
 - Instructional site approval and instructional site change approval
 - Mission statement change approval

- **Policy Development and Administration:**
 - AP/Cambridge/CLEP/IB policies
 - Dual enrollment credit acceptance
 - Military-friendly policies
 - Student learning assessment policy
 - Transfer-related policies:
 - State Policy on College Transfer
 - Guidelines for the Development of Transfer Agreements
 - Guidelines for the Development of Pathway Maps
 - Policy on Policy on Passport and Uniform Certificate of General Studies Programs

- **Liaisonship:**
 - Assessment Policy Advisory Group
 - Instructional Programs Advisory Committee (IPAC), Chief Academic Officers of public institutions of higher education
 - Military Education Advisory Committee (MEAC)
 - Open Virginia Advisory Committee (OVAC)
 - Virginia Assessment Group (VAG)
 - Virginia Educational Development Collaborative (VEDC)
 - Virginia Department of Education, Advisory Board on Teacher Education Licensure (ABTEL)

- **Policy Analyses (examples):**
 - Access for students with disabilities
 - Transfer effectiveness
 - Electronic learning capital needs

- Faculty recruitment
- Dental school in Wise
- Community colleges and teacher education pathways
- Past Grant-supported Programs:
 - Faculty Collaboratives (Association of American Colleges and Universities)
 - Interstate Passport (Western Interstate Commission for Higher Education)
 - No Child Left Behind—Higher Education (U.S. Department of Education)
 - Transfer Virginia (Aspen Institute), in cooperation with VCCS

II. Private Postsecondary Education (PPE)

SCHEV duties related to the authorization and regulation of private and out-of-state institutions certified to operate in Virginia. (“Certification” is Virginia’s term for state authorization.)

- Certification by SCHEV is required for the following institutional types to operate in Virginia:
 - any new private degree-granting institution
 - any new vocational postsecondary institution
 - any out-of-state institution with physical presence in Virginia
 - any degree-granting, out-of-state institution that enrolls Virginia residents in a solely online format, unless the institution is a State Authorization Reciprocity Agreement (SARA) member
- Categories of activity administered by PPE:
 - New applications for certification
 - Annual recertification (approx. 230 certified institutions currently operate in the Commonwealth)
 - Review of religious/theological schools eligible for exemption
 - Oversight of school closures and ongoing preservation of student records
 - Compliance audits of certified schools, both periodic and in response to student complaints
- Issues:
 - PPE provides regulatory assurance required by federal government agencies (U.S. Departments of Education and

- Defense) in order for students of Virginia institutions – both public and private – to be eligible for federal financial aid programs.
- PPE supports the analysis of student protection legislation – recent examples: enrollment agreements; out-of-state distance education authorization.
 - Degree-granting institutions are freed from requirement of annual recertification after a 20-year period of regulation.
 - PPE is a non-general fund unit; its operating expenses are funded by fees collected from certified schools.
- Liaisonhip:
 - Career College Advisory Board (CCAB)
 - Regional and national accreditors
 - U.S. Department of Education (USED)
 - Virginia Office of the Attorney General (OAG)
 - Virginia Department of Veterans Services (DVS)
 - Virginia licensing boards: Department of Professional and Occupational Regulation (DPOR); Board of Nursing
 - Workforce Investment Boards (WIBs)

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: January 9, 2024

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

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

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Private Postsecondary Education (PPE): 2023 Recertification

- The PPE section utilized its online portal to complete the annual recertification of 237 private and out-of-state institutions that require SCHEV certification to operate in Virginia. As of November 30, PPE staff have completed their review of 237 submissions and issued each school a new “Certificate to Operate.” Twenty schools decided not to recertify with SCHEV, citing declining enrollment as the reason for their closure. PPE staff are working with these schools to ensure proper maintenance of student records, in accord with COV § 23.1-223.

Private Postsecondary Education (PPE): Orientation Sessions for Schools Seeking Certification

- PPE staff virtually convened a group of prospective school owners on October 31. 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 a summary of the certification process and an overview of the laws and regulations pertaining to the operation of a private postsecondary school. The orientation also included detailed instructions on how to complete the certification application. Three participants from degree-granting schools and seventeen from vocational schools were in attendance.

Military Education Advisory Committee

- The Military Education Advisory Committee (MEAC) met on November 1, 2023. MEAC implements and monitors military-related education policies and facilitates communication regarding military education. The committee is comprised of representatives from two- and four-year public institutions with liaisons from various interested state and military-related agencies. At the meeting, the Virginia Department of Veterans Services provided an update on institutional tuition reimbursement practices, while the Virginia Community College System provided a demonstration on updates to the “Credits2Careers” portal (<https://www.credits2careers.org>). MEAC will reconvene in spring 2024.

Open Virginia Advisory Committee

- The Open Virginia Advisory Committee (OVAC) met October 19 and November 16, 2023. The committee includes representatives from public two- and four-year institutions. The agendas included discussion on the effects of inclusive access and generative artificial intelligence (AI) on the adoption of open education resources, and collaborative opportunities with other committees. The OVAC is scheduled to reconvene on January 18, 2024.

State Committee on Transfer

- The State Committee on Transfer (SCT) met October 19, 2023. The SCT includes representatives from all public two- and four-year institutions and many private institutions. The agenda included a discussion of a statewide data exchange for transfer students and an update on Transfer Virginia. The SCT is scheduled to reconvene in February 2024.

Virginia-SARA Advisory Committee

- Darlene Derricott and Emily Hills organized the 9th annual meeting of the Virginia SARA (State Authorization Reciprocity Agreements) Advisory Committee, on November 2, 2023, in Richmond, Virginia. The Committee is mandated by law (§ 23.1-211) and consists of representatives from each Virginia SARA institution (78 in total). This year's program included an array of diverse institutions of higher education participants and speakers from Thompson Coburn LLP, NC-SARA, Southern Regional Education Board (SREB) and the State Authorization Network (SAN). Topics covered included US Department of Education distance education regulations, state authorization best practices, trends in distance education, professional licensure disclosures, institutional enrollment, and out-of-state learning placements reporting.

Instructional Programs Advisory Committee (IPAC)

- IPAC was convened for a virtual meeting on December 15, 2023. Topics included: SCHEV budget recommendations, SCHEV strategic plan activities, an update on the SB1280 (internship credit recommendations) workgroup, and the Governor's Free Speech Summit on November 29.

Staff Activities and Recognition

Karen Banks

- Attended the 2023 Procurement Conference, Embracing Innovation in Procurement, in Virginia Beach, VA, on November 12-15, 2023. Topics included Electronic Virginia (eVa) updates, documentation for sole source procurements, use of another entity's cooperative agreement, and statewide contract exemptions.

Joseph G. DeFilippo

- Served as a panelist at the SCHEV Board of Visitors Orientation on November 15, 2023, in Richmond. The panel topic was "Boards' Roles in Graduate Outcomes and Labor Market Needs."
- Presented on state needs for data science programs at a Data Science Workshop hosted by the George Mason University College of Engineering, on November 17, 2023.
- Attended Governor Youngkin's Higher Education Summit on Free Speech and Intellectual Diversity at the University of Virginia on November 29.

Jodi Fisler

- Presented on October 24 to a group of faculty developers from the University System of Maryland about strategies for coordinating assignment design workshops at scale across the state.
- Attended and presented at the Virginia Assessment Group's annual conference in Richmond on November 15-17.
- Attended Governor Youngkin's Higher Education Summit on Free Speech and Intellectual Diversity at the University of Virginia on November 29.
- Attended meetings of the Virtual Library of Virginia (VIVA) Steering Committee and the SCHEV Library Advisory Committee at the University of Richmond on December 4.
- Attended the College Board's AP State Agency Roundtable in New York City on December 7-8.

Sandra Freeman

- Testified as a witness on behalf of the Virginia Board of Nursing at a formal administrative hearing on November 16 to inquire into evidence that a nursing school may have violated certain laws and regulations governing its approval to operate a practical nursing program in Virginia. The Board voted to withdraw approval of the practical nursing program and issued a final order to that effect on November 20, 2023.

Emily Muniz

- Participated in the Virginia Association of Collegiate Registrars and Admissions Officers (VACRAO) Fall 2023 transfer fair tour to promote the Transfer Virginia initiative. Through September and October, she attended transfer fairs at Danville Community College, Patrick & Henry Community College, Central Virginia Community College, and Northern Virginia Community College (Alexandria, Annandale, and Loudoun campuses) and spoke with students, faculty, and staff about transfer in Virginia.
- Attended and presented at the Virginia Community College Association (VCCA) 2023 conference in Richmond, Virginia, September 27-29. The presentation was designed to educate Virginia Community College System (VCCS) faculty and staff about the Transfer Virginia initiative.
- Attended and presented at the Virginia College Access Network (VCAN) conference in Virginia Beach, Virginia, November 29-December 1. The presentation educated Virginia high school counselors, Virginia community college advisors, and higher education staff about the Transfer Virginia initiative and trained them to use the Transfer Virginia portal.
- Presented to the Council of Independent Colleges in Virginia (CICV) Admissions Winter Business Meeting at Sweet Briar College on December 5. She provided updates about Transfer Virginia including portal progress and data pertaining to private colleges in Virginia.

Paul Smith

- Led the Virginia state team at the U.S. Department of Education's Summit *Tackling Transfer to Increase Access, Improve Completion, and Prepare*

Today's Workforce on November 9, 2023, at the Annandale campus of Northern Virginia Community College. The purpose of the summit was to "...tackle the transfer problem in an effort to increase access and improve completion for all students in order to prepare the workforce of today and tomorrow." The summit brought together teams from 13 states as well as specific institutional experts and other leaders in the field of transfer. Transfer efforts in Virginia were at the forefront of the conversation.

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
Ms. Emily Muniz, Associate for Transfer and Talent Pathways
Dr. Monica Osei, Associate Director for Academic Programs & Instructional Sites
Dr. Kirstin Pantazis, Associate for Academic 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
October 23, 2023**

DRAFT MINUTES

Ms. O'Holleran called the meeting to order at 3:03 p.m. in Room 116 at the Virginia Community College System Office. Committee members present: Victoria Harker, John Broderick, Walter Curt; Jennie O'Holleran; and John Jumper.

The following Committee members were absent: Delceno Miles.

Staff members present: Tom Allison; Lee Andes; Peter Blake; Alan Edwards; Grace Covello Khattar; Tod Massa; Laura Osberger; Emily Salmon; Kristin Whelan and Yan Zheng.

APPROVAL OF MINUTES

On a motion by General Jumper and seconded by Mr. Curt, the Committee approved the minutes of its September 18, 2023, meeting.

ACTION ON BUDGET AND POLICY RECOMMENDATIONS FOR THE 2024-26 BIENNIUM

Ms. O'Holleran asked Mr. Allison to facilitate a discussion of staff's proposed budget and policy recommendations for the 2024-26 biennium. He advised that the information in the meeting materials reflected revisions to the prior-meeting materials based on input and feedback from members at and following the September meeting, as well as staff calculations using prior and new data.

Mr. Allison briefly summarized proposals for Council to recommend to the executive and legislative branches regarding several specific budget line-items/programs within three general categories: (i) improving student success and labor market outcomes; (ii) affordability and access; and (iii) institutional operations. He advised that the proposals sought increases of \$157.3 million in the first year (or 4.8% above the FY 2024 baseline) and \$225.3 million in the second (or 6.8% above the FY2024 base), totaling \$382.6 million in additional general funds over the biennium.

During the discussion of items/programs within the student success/labor market outcomes category, Gen. Jumper inquired about the impact of the Mental Health Workforce Pilot program. Ms. Salmon reviewed the grants' feedback mechanisms for assessing the impact of the program, noting a series of data points, interviews and reports completed since the program's initiation in late-2022. President Broderick inquired about the intent behind staff's proposal. Mr. Allison reported that the propose of additional funding would be sufficient to fund one additional counselor at the remaining nine four-year public institutions; he also noted that the proposal included transforming the program from a two-year pilot to a permanent program.

During discussion of the affordability and access category, Gen. Jumper noted that the waiver component of the Virginia Military Survivors and Dependents Education Program (VMSDEP) contained a policy consideration regarding review of the program's eligibility standards; he inquired how and by whom these eligibility standards would be reviewed in fulfillment of such a recommendation. Mr. Andes responded that such a review would involve various stakeholders, including the Youngkin Administration, the Department of Veterans Affairs and representatives of the legislative branch. President Broderick inquired about the by-institution breakdown of the VMSDEP waiver proposal. Mr. Allison directed members' attention to a table in the material's appendix. Gen. Jumper requested clarification on the funding of VMSDEP for in-state versus out-of-state students. Mr. Andes responded that, due to the unique population served by this program, some students may be out-of-state given the nature of their military service.

Also during the affordability-and-access discussion, Ms. O'Holleran recognized Chris Peace, president of the Council of Independent Colleges in Virginia (CICV), at the outset of discussion of the Virginia Tuition Assistance Grant (TAG) program. Following his remarks, Mr. Peace introduced presidents of two private institutions who each spoke about the impact of the TAG program at their institutions. In response to Mr. Curt's inquiry into the percentage of all Virginia undergraduate degrees earned at the nonprofit private institutions, CICV staff responded that around 30% of all baccalaureate degrees in Virginia are awarded by private colleges. Mr. Curt also engaged the two presidents in discussion of the enrollment capacity of private colleges as well as the recent action of Bridgewater College to reduce its published tuition price.

During discussion of the institutional-operations category, Gen. Jumper asked whether out-of-state students are eligible for grants through the Virginia Sea Grant and/or Virginia Space Grant consortia. Staff noted that the Sea Grant proposal was not for additional funds for student grants, and that staff would follow-up regarding the Space Grant program.

Additionally, Mr. Allison reviewed the Higher Education Equipment Trust Fund (HEETF), which is authorized by bonds; noted the criteria for the capital outlay process; and highlighted the (non-budgetary) policy considerations proposed by staff for the 2024-26 biennium.

On a motion by General Jumper and seconded by President Broderick, the committee unanimously approved the proposed budget and policy recommendations for the 2024-26 biennium.

ACTION ON ENROLLMENT PROJECTIONS

Ms. O'Holleran invited Mr. Massa to facilitate members' review and discussion of institutions' submissions of projected enrollments over the next six years.

In response to a question from Ms. Harker, Mr. Massa summarized the processes of enrollment-projection development and review, as well as how the "feasibility" of projections is approached. He noted state and national sources of data and projections,

as well as the review of enrollment information in each odd-numbered year by the state-level Op-Six group during its preparations for and meetings with the public institutions regarding their draft six-year operating plans.

Mr. Massa presented data regarding projected enrollments in total and by sector, with particular focus on in-state, first-time-in-college students and on projections by the public four-year institutions. While the institutions as a whole project enrollment increasing by more than 13,000 between fall 2022 and fall 2029, he clarified that enrollment changes will vary greatly across the sectors. Mr. Massa reported that, nonetheless, staff's conclusion was that the projections were feasible at the state level in terms of in-state undergraduates; he noted rebounding enrollments at some public institutions as support for staff's conclusions.

Mr. Curt noted data from the Weldon-Cooper Center at UVA indicating that the number of current Virginia kindergarteners is approximately 20,000 fewer than the current number of ninth graders. He stressed the importance of continued attention on the future of enrollment at the public institutions and urged that staff Council help the Youngkin Administration and future administrations address current and looming enrollment challenges.

President Broderick inquired of the past accuracy of enrollment projections. At the invitation of Mr. Blake, GMU vice president of enrollment management, David Burge, responded that he perceived recent projections to have been reasonably accurate; he noted that the institutions work closely with SCHEV staff throughout the process.

Gen. Jumper asked about the factors that the Weldon-Cooper Center considers in its projections. Mr. Massa responded that the Center uses all the tools at its disposal to develop projections. In response to a question from Gen. Jumper regarding the accuracy of institutions' projections, Mr. Massa advised that from his experience, some institutions have more difficulty than others in projecting; but overall, most institutions are on track.

On a motion by Gen. Jumper and seconded by Ms. Harker, the committee voted to approve (4 yay, 1 nay) the FY 2023 – FY 2029 institutional enrollment projections and degree estimates for the purposes of budgetary and fiscal planning and performance measurement, with Mr. Curt voting against.

MOTION TO ADJOURN

Ms. O'Holleran motioned, seconded by Mr. Curt, the adjournment of the meeting at 4:45 p.m.

Jennie O'Holleran
Committee Chair

Grace Covello Khattar
SCHEV Staff

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SPECIAL RESOURCES AND PLANNING COMMITTEE MEETING
ALL-VIRTUAL MEETING
November 21, 2023**

DRAFT MINUTES

Ms. O'Holleran called the all-virtual meeting to order at 9:45 a.m. Committee members virtually: Ken Ampy; John Broderick; Walter Curt; Scott Fleming; William Harvey; Thadeus Holloman; John Jumper; Delceno Miles; Cheryl Oldham; Jennie O'Holleran and Doug Straley.

The following Committee members were absent: Victoria Harker and Jason El Koubi.

Staff members present: Tom Allison; Lee Andes; Peter Blake; Alan Edwards; Grace Covello Khattar; Tod Massa; Laura Osberger; Kristin Whelan; and Yan Zheng.

DISCUSSION OF BUDGET AND POLICY RECOMMENDATIONS FOR THE 2024-26 BIENNIUM

Ms. O'Holleran asked Mr. Allison to facilitate a discussion of staff's proposed budget and policy recommendations for the 2024-26 biennium. He reviewed the process of submitting the recommendations to the General Assembly and to the Governor's team.

Mr. Allison began with the proposed policy recommendations. He noted that the enrollment recommendations included initiating a student-level data collection process to better understand where students are admitted and where they enroll. In addition to the data collection, staff also proposed flexibility for selective institutions to enroll more out-of-state students and flexibility on the cost to out-of-state students. Ms. Oldham inquired about the out-of-state enrollment recommendations and the conversations that occurred during the six-year plan process. Mr. Allison reviewed the budgetary and statutory language that prohibit out-of-state student growth, such as the requirement that non-resident students pay at least the full cost of their education, as well as the policy that caps each institution's proportion of out-of-state students. Regarding the institutional performance standards' 95% threshold for projections, Gen. Jumper expressed interest in the remediation plans of institutions that do not meet their projections. Mr. Broderick commented on capital outlay being important to achieving projections. Mr. Curt noted that times are different from when Mr. Broderick was a university president, and that enrollment has changed significantly.

Regarding the proposed affordable-talent-pathways recommendation, Gen. Jumper commented on current efforts to build student pathways to success between community colleges and four-year institutions, and he expressed his belief that the analytical power of SCHEV staff could be used to improve affordability.

Regarding proposals related to the Virginia Military Survivors and Dependent Education Program (VMSDEP), which has grown dramatically in cost and scope over the last five years, Mr. Allison said that the recommendations were designed to mitigate the

program's costs without impacting the benefits to veterans and their families, and he reviewed various options. Gen. Jumper inquired about the verification process for certifying that a veteran is in fact eligible. Mr. Allison and Mr. Andes responded that the Department of Veterans Services verifies veterans' VMSDEP eligibility, noting that SCHEV does not have an administrative role in this process. Gen. Jumper commented that the suggested "guardrails" seemed appropriate.

Mr. Allison and Mr. Andes also reviewed a series of proposals to change state financial-aid programs, including the consolidation of Virginia's two need-based aid programs and possible enhancement of award distributions. Mr. Fleming observed that the two programs operate under different calculations and inquired whether the formulas were under consideration. Staff responded that the formulas' differences were negligible and that institutions determine how the awards are distributed. Gen. Jumper voiced support for including some of staff's proposals in Council's recommendations and requested that the recommendations provide appropriate guardrails and track results. Mr. Andes noted that staff had worked closely with institutions' financial aid offices, the Youngkin administration and the General Assembly, expressing confidence that the proposed recommendations involved changes necessary to ensure that state financial aid is simplified; easier for students to understand; and more transparent. Ms. Miles inquired about the potential impacts on Virginia HBCUs. Staff responded that potential negative impacts on HBCUs are checked-for regularly when making such considerations.

Staff noted a series of aid-related changes recently at the federal level, including a change from calculation and use of Expected Family Contribution (EFC) to Student Aid Index (SAI), as well as the treatment of Selective Service registration for financial aid. Noting dual enrollment as another policy consideration, staff advised of a 2022 study conducted by the Joint Legislative Audit and Review Commission (JLARC) suggesting that SCHEV could have a more significant role in dual enrollment.

Mr. Allison reviewed multiple policy considerations regarding the set of institutional performance standards (IPS) that the Restructuring Act requires public institutions to meet to be eligible for certain, limited benefits. Gen. Jumper offered suggestions for making the IPS process more precise and specific, and Mr. Curt requested that Gen. Jumper's ideas be included in the proposals brought forward at the January meeting. Chair O'Holleran agreed that staff should include more specific information in January. Gen. Jumper advised that performance measurement year-over-year will look different given current enrollment trends, and he suggested that Council's recommendations should address the current demographic shifts and enrollment changes.

Regarding campus safety as a policy consideration, staff reviewed how institutions' security-related requests are funded and also advised of the involvement of SCHEV staff on an inter-agency threat assessment task force, recommendations from which are forthcoming in a late-2023 report to the General Assembly. Gen. Jumper commented that SCHEV should assist in ensuring that safety costs are not passed on to students and that staff should identify how institutions currently cover these costs so that Council can be more informed and active on these matters.

Staff reviewed new budget language from the 2023 Special Session that permits a public institution to use a portion of its state financial-aid appropriation for emergency

assistance programs for students. Mr. Andes advised that the concept of emergency assistance was not new, but that implementation at the state level was. He explained that, for a student, the amount of such assistance is usually minimal (\$500 or less), assisting with “emergency” situations such as food insecurity, automobile repairs and similar unexpected circumstances that can jeopardize a student’s continued enrollment. Gen. Jumper and Ms. Miles expressed concerns about abuse of such assistance and sought assurance of eligibility guardrails and close monitoring to ensure the program’s integrity and longevity. Mr. Broderick commented that an emergency fund not only can help a student stay enrolled, but also can help them avoid losing funds if they must withdraw. In response to Mr. Curt’s question of what specifically staff was asking of Council regarding this matter, Mr. Allison responded that in balancing specificity with more detail, staff were asking Council to direct staff to take responsibility for developing policies around emergency aid.

Regarding the policy consideration of institutions’ recruitment and retention of talent, staff explained that the item was not a proposal of increases in specific institutional staff, but rather a recommendation of continued efforts to provide competitive salaries and increases thereof statewide to faculty and staff. Staff also proposed consideration of the creation of a funding pool to support the recruitment and retention of talent in public higher education as a personnel strategy other than across-the-board salary-increase mandates, which require nongeneral fund (i.e., tuition) shares from institutions (students). As a result, such a fund also could mitigate the need for tuition increases on in-state undergraduates. Mr. Curt requested consideration of ways to encourage institutions to restructure their organization charts and mid-level staffing to reduce costs. Gen. Jumper suggested that Council investigate whether mid-level staffing numbers are increasing and, if so, verify where and how increases have occurred.

Chair O’Holleran turned the discussion to staff’s proposed budget recommendations. Mr. Allison reviewed budget line-items/programs within three general categories: (i) improving student success and labor market outcomes; (ii) affordability and access; and (iii) institutional operations. He advised that the proposals sought increases of \$157.3 million in the first year (or 4.8% above the FY 2024 baseline) and \$225.3 million in the second (or 6.8% above the FY 2024 base), totaling \$382.6 million in additional general funds over the biennium.

The first category of proposals -- improving student success and labor market outcomes – included: a funding increase for the Workforce Credential Grant (WCG) program; a codification of the mental health workforce (now) pilot program and a funding increase to expand the program to all public institutions; a reiteration of Gov. Youngkin’s 2022 recommendation of funding to secure a common vendor for mental health programs; a funding increase for graduate education in support of economic development; and new funds for near-peer and high-touch college advising, counseling and coaching. Gen. Jumper inquired how WCG-program outcomes compare to other states. He also asked whether the foci of the mental health workforce pilot program are on the greatest needs. Gen. Jumper suggested an examination of graduate aid to ensure that funds target institutions that perform best and results are documented. Ms. Oldham asked how the state ensures that the WCG program is focused on the most-needed credentials. Mr. Allison responded that staff could provide more information on how demand is tracked and compare credentialing with growth of occupations. Mr. Blake noted that staff

prepares a report annually on the Workforce Credential Grant program, which would be provided to members. Ms. Oldham and Gen. Jumper noted a need to track data for the graduate-aid recommendation and labor market outcomes.

The second category of proposed recommendations – affordability and access – included: undergraduate need-based financial aid; the Virginia Military Survivors and Dependent Education Program (VMSDEP) waiver and stipend; and the Virginia Tuition Assistance Grant (TAG) program. Mr. Allison reviewed each item, with the associated budget recommendation proposed by staff. Chair O’Holleran advised that all recommendations associated with VMSDEP should be associated with the previously-discussed policy considerations.

Gen. Jumper inquired of the feasibility of converting the Tuition Assistance Grant program from a residency-based assistance program into a need-based aid program, suggesting that the time might be right for exploration of such a concept. Ms. Oldham agreed. Chair O’Holleran suggested that more time to study the issue was needed prior to deciding what, if any, alterations to the TAG program be recommended to the 2024 General Assembly. Ms. Oldham commented that Council should state an intent to look further into the matter, with a goal of producing a thoughtful policy recommendation. Mr. Broderick suggested that staff work with representatives of the private institutions to get a better sense of the impacts and consequences of making TAG need based. Mr. Harvey observed the total proposed budget increase for TAG and asked how Council’s past recommendations have fared with prior governors and legislatures. Mr. Allison noted variable uptake, with some items being adopted as recommended, but with other items being revised significantly or not addressed. Mr. Blake noted that Council’s most recent recommendations were smaller amounts than the actual totals adopted in the state budget.

The final category of proposed recommendations – institutional operations – included: tuition mitigation; funding disparities; operation and maintenance (O&M) for new facilities; Virtual Library of Virginia; Virginia Sea Grant; and Virginia Space Grant Consortium. Mr. Allison reviewed these items in detail and described the upshot of the proposals as “leveling the playing field.” Mr. Curt asked about institutions like Radford, where state funding has not decreased proportionally to its enrollment decline, and whether its ongoing funding was part of staff’s “leveling” characterization. Mr. Allison described staff’s identification of three institutions operating below the 30th percentile and said that such identifications are part of staff’s assessments in proposing budget and policy recommendations. Dr. Harvey suggested the use of zero-based budgeting. Gen. Jumper suggested that it was time for SCHEV to reevaluate these processes and to determine a new spending goal. Staff responded that they would adjust the language in the recommendation to reflect Council’s input and desires. Gen. Jumper asked about tuition mitigation and funding disparities, stating that institutions are not incentivized to limit their budget requests. He inquired about the existence and effectiveness of a “dampening mechanism.” He also requested that the budget recommendations be crafted in ways that ensure that the institutions have “skin in the game.”

Gen. Jumper also asked whether the Sea Grant and Space Grant programs received funds other than state funds. Dr. Edwards advised that both are federal programs, and that the Sea Grant receives no direct state funds. Gen. Jumper advised that he

preferred to not include these programs' requests in Council's recommendations. Dr. Harvey observed that while other sources can support these programs, he was not opposed to supporting them. Mr. Holloman also voiced support.

Mr. Curt observed that staff's proposals constituted a 43.8% increase in general funds through 2026. He asked for the totals of Council's recommendations for FY 2024, which staff agreed to provide. Mr. Curt asked how staff justified the proposed increase. Mr. Allison advised that staff's recommendation of an additional \$157.3 million in the first year and \$225.3 million in the second year represented, respectively, a 4.8% increase and a 6.8% increase over the state budget's FY 2024 baseline. Mr. Blake noted most of staff's proposed increases were in need-based undergraduate financial aid and VMSDEP. Gen. Jumper stated that Council and staff must monitor the outcomes of the recommendations, with the confidence to defend them to external constituencies. He stated that the recommendations need to be "airtight" to justify such allocations of taxpayer money.

Chair O'Holleran adjourned the committee meeting at 11:54 a.m.

Jennie O'Holleran
Committee Chair

Grace Covello Khattar
SCHEV Staff

State Council of Higher Education for Virginia Agenda Item

Item: II.C – Resources and Planning Committee – Action on Budget and Policy Recommendations for the 2024-26 Biennium

Date of Meeting: January 9, 2024

Presenter: Tom Allison
Assistant Director of Finance Policy & Innovation
tomallison@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: November 21, 2023

Review: In November, the Resources and Planning Committee held a special session to further discuss staff’s proposed budget and policy recommendations for the 2024-26 biennium; most Council members participated. In October, the committee recommended that Council approve the proposed recommendations. However, Council deferred action in October, pending additional review and information, which prompted the special meeting in November.

Purpose of the Agenda Item:

The purpose of this item is to inform Committee action on proposed budget and policy considerations that Council recommends to the Governor and General Assembly for the 2024-26 biennium.

Background Information/Summary of Major Elements:

Council plays multiple statutory roles in budgetary and policy matters related to Virginia higher education. As outlined in COV § 23.208, central among Council’s roles is the development of budgetary and policy recommendations for consideration by the executive and legislative branches.

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

During its special meeting in November, the Resources and Planning committee provided feedback to staff and requested revisions to the proposed budget and policy recommendations. In follow-up, staff distributed to members additional resources and responses; staff also developed the revised proposed recommendations herein.

As a result of the committee's October and November discussions, and staff's resultant revisions, the proposals herein yield recommendations for additional appropriations of \$132.5 million in FY 2025 and \$195.3 million in FY 2026, which in total are \$54.8 million lower over the biennium than the recommendations proposed at the October meeting (as detailed in the bulleted items immediately below). Staff also have added additional details and emphases in the policy considerations (as detailed in the bulleted items on the next page).

Changes in the budget recommendations:

- **Graduate aid:** Staff proposes a recommendation that appropriations for aid to graduate students be increased at the same rate as increases from the previous biennium. Such yields recommended increases of \$4 million in the first year (previously, \$10 million) and \$6 million in the second year (previously, \$20 million). Staff proposes that Council's recommendation include a "guardrail" proviso that the additional appropriations be distributed based on institutions' production of graduate degrees in high-demand fields. Governor Youngkin's recently-proposed Virginia's Research Triangle initiative acknowledges the economic-development impacts of graduate education and research, and staff believe that this proposal will further the governor's research initiative.
- **Tuition mitigation:** A 75% reduction in the first-year inflation discount rate on nonpersonal services results in proposed recommendations of an additional \$18.2 million in the first year (previously, \$24.3 million) and \$29.5 million in the second year (previously, \$35.7 million). This modification assumes that institutions will achieve increased operational efficiencies to cover inflationary costs above the 75% discount.
- **Funding disparities:** Rather than address funding disparities in the first year, staff's revised proposal is a recommendation that the disparities be addressed via a phase-in approach over the two years. Such would involve an appropriation of \$15.2 million in the first year (previously, \$30.5 million) and \$30.5 million in the second year (same as previous). No institution's expenditures are at a level above the 75th percentile on two sets of the peer groups, an analogous threshold that drove the recommendation to increase an institution's funding. Therefore, this analysis did not result in a recommendation to reduce any institution's funding.
- **Workforce Credential Grant:** Based on additional data submitted to SCHEV since October, staff proposes that Council's WCG recommendations be increased – revised upward to \$4 million in the first year (previously, \$1.5 million) and \$4 million in the second year (previously, \$2.5 million).

- **Undergraduate need-based aid:** Based on additional data and adjusted assumptions, staff proposes that Council's recommendation for undergraduate need-based be reduced in the second year – revised downward to \$39.9 million in the second year (previously, \$51.2 million).

Changes in the policy considerations:

- **Virginia Military Survivors and Dependent Education Program (VMSDEP):** The revised proposed recommendation conveys stronger emphasis on the importance of this program and the current and future challenges that the recommendation seeks to address.
- **Tuition Assistance Grant (TAG):** The new proposed recommendation includes initiation of a potential study of the feasibility of transforming some or all of the TAG student-assistance program into a need-based aid program.
- **Institutional Performance Standards (IPS):** The revised proposed recommendation includes specific options for improving the standards and addressing some of the challenges entailed in the current standards and IPS process.
- **Recruitment and retention of talent:** The revised proposed recommendation continues to support efforts to provide competitive salary increases and emphasizes support for instructional staff while also maintaining operational efficiencies.

Only the Governor and General Assembly may enact changes to the *Code of Virginia* and adopt a state budget. That process is often iterative, starting with the Governor's introduced budget in December. Deliberations by both chambers of the General Assembly produce extensive changes and compromises throughout legislative session. Therefore, SCHEV staff's proposals seek to ensure that Council's recommendations achieve a balance between generalizations and specificity. Even though Council's recommendations traditionally have included specific dollar amounts with supporting calculations, these recommendations also have left opportunity for policymakers to remain flexible throughout the process.

Staff offers its proposed budget and policy recommendations as an integrated package. The individual components were developed in concert with one another. For example, staff proposed a modest compromise on funding for the Virginia Military Survivors and Dependents Education Program (VMSDEP) and also proposed funding to mitigate tuition increases overall. Staff could have proposed that Council recommend a larger amount for VMSDEP and nothing for tuition mitigation. The dollar amount of the combined total might be about the same, but the distribution among institutions would be different. The proposed integrated strategy reflects staff's conclusion that such an allocation was a fairer way to allocate funds for the two items.

Another example of the recommended package’s integration relates to the funding for the Tuition Assistance Grant (TAG) program. Council historically has chosen to increase TAG an amount that is “commensurate with” the increase recommended for public institutions. If Council recommends more or less for public institutions, then it might want to revisit the recommendations for TAG.

Staff also calls attention to the [“fact packs” and high-level summary report](#) that the Boston Consulting Group produced in consultation with the Secretary of Education, the Secretary of Finance, the Director of the Department of Planning and Budget, the Staff Director of the House Appropriations Committee, the Staff Director of the Senate Finance and Appropriations Committee and the Director of SCHEV, collectively known as Op-Six. SCHEV staff relied heavily on insights from these reports, the individual institutional six-year plans and conversations with institutional leadership and Op-Six members in developing its budget and policy proposals. (See Appendix II.)

Finally, staff proposes that Council recommend that the Governor and the General Assembly establish a genuine biennial budget – for two years. Such is why the proposed second-year amounts are higher than the numbers in the first year. Having a two-year budget will improve institutional planning and also holds the potential of providing more transparency in tuition planning if institutions choose to set tuition for two years instead of one.

Materials Provided:

Staff document, “Budgetary and Policy Considerations for the 2024-2026 Biennium,” appears on the pages behind the resolution below. Following an introductory section, the information on the proposed budget and policy recommendations is presented in six categories: (1) improving student success and labor market outcomes; (2) affordability and access; (3) institutional operations; (4) capital outlay; (5) policy considerations; and (6) conclusion. An appendix of background information also is provided.

Financial Impact: None.

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

Council’s budget and policy recommendations are the means through which it and its staff seek support – financial and otherwise – for the strategies and initiatives that are integral to achieving the goals and objectives of the statewide strategic plan.

Timetable for Further Review/Action: None.

Resolution:

WHEREAS, *Pathways to Opportunity*, the statewide strategic plan for higher education, seeks to make Virginia the best state for education by 2030; and

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

WHEREAS, budget recommendations for the 2024-26 biennium focus on improving access, affordability, student success, labor market outcomes and institutional efficiencies and effectiveness; now therefore,

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the proposed budget and policy recommendations for the 2024-26 biennium, as amended and adopted on January 9, 2024.

Budget and Policy Recommendations for the 2024-2026 Biennium

Introduction

Council historically has prepared budget and policy recommendations each year, with a particular focus on the biennial budget process, which begins in odd-numbered years. Recommendations to amend the biennial budget occur in even-numbered years.) Because Council did not meet in July 2023, the staff materials provided for Council's September 2023 meeting were not as detailed as in prior odd-numbered years.

The 2023 special session of the General Assembly made significant investments in higher education, on top of an already significant investment in higher education over the 2022-24 biennium. Generally, staff budget recommendations reflect "running in place," with new general fund dollars aimed at keeping up with the growth in inflation, student financial need, minimum standards of instruction and students' opportunity to succeed. The recommendations herein are similarly focused and structured.

Summary of Estimated General Fund Requests for 2024-26 Biennium

In the table that follows, staff proposes budget recommendations that total \$132.5 million in additional general funds in the first year and \$195.3 million in the second year, totaling \$327.5 million in additional general funds over the biennium.

The increase for FY 2025 would represent a 4.0% increase over the FY 2024 baseline, and the increase for FY 2026 would represent a 5.9% increase compared to the same FY 2024 baseline.

For context, in 2021 Council [recommend](#) \$233 million in FY 2023 and \$468 million in FY 2024. And in 2019, Council [recommended](#) \$76 million and \$137 million for FY 2021 and FY 2022, respectively.

Following the table, explanations of the proposed budget and policy recommendations are grouped into six sections: (1) improving student success and labor market outcomes; (2) affordability and access; (3) institutional operations; (4) capital outlay; (5) policy considerations; and (6) conclusion.

Budget Recommendations for 2024-26 Biennium			
		FY 2025	FY 2026
Category	Item	(in millions)	
Improving Student Success and Labor Market Outcomes	Workforce Credential Grant	\$4.0	\$4.0
	Mental health workforce pilot program	\$0.5	\$1.0
	Mental health grants	\$9.0	\$0.0
	Graduate Financial Aid	\$4.0	\$6.0
	Advising and coaching	\$0.8	\$1.5
Affordability and Access	Undergraduate need-based financial aid	\$33.9	\$39.9
	Virginia Military Survivors and Dependent Education Program (VMSDEP) - Waiver	\$33.3	\$60.5
	Virginia Military Survivors and Dependent Education Program (VMSDEP) - Stipend	\$2.0	\$2.0
	Virginia Tuition Assistance Grant (TAG)	\$0.0	\$3.6
Institutional Operations	Tuition Mitigation	\$18.2	\$29.5
	Address Funding Disparities	\$15.3	\$30.5
	O&M for new facilities	\$8.7	\$13.5
	Virtual Library of Virginia (VIVA)	\$2.3	\$2.8
	Virginia Sea Grant	\$0.4	\$0.4
	Virginia Space Grant Consortium	\$0.1	\$0.1
Total general fund recommendations		\$132.5	\$195.3

1. Improving Student Success and Labor Market Outcomes

Workforce Credential Grant: The Workforce Credential Grant (branded as FastForward by the community colleges) has grown enrollments while maintaining completion and credentialing rates, thus triggering more performance payments. Adjustments to the maximum state reimbursement (raised from \$3,000 to \$4,000 in the 2023 General Assembly) will put pressure on the current appropriation of \$13.5 million per year. Recognizing the need to invest in this program, the General Assembly added \$5 million for FY 2024 in its budget amendments. Based on analysis of FY 2023 performance and financial data, as well as the \$5 million addition from the budget amendments, SCHEV staff recommend an increase of \$4.0 million for FY 2025 and \$4.0 million in FY 2026. This addition would bring the total appropriation to \$22.5 million in each year.

Mental Health Workforce Pilot program: The 2022 General Assembly allotted funds for SCHEV to award grants that enable institutions to underwrite the salary and benefits of an onsite licensed clinical social worker (LCSW) or licensed professional counselor (LPC) candidate for two years. In turn, the hosting universities hired, trained and are supervising the LCSW/LPC candidates over the two-year period to work at on-campus mental health care facilities until licensed. The higher education mental health workforce pilot seeks to address immediate student demand for services and long-term campus behavioral health workforce development.

Staff's recent report on the program's progress indicates that the pilot is increasing counseling capacity and reducing staff burnout at counseling centers. Within a four-month period, the five grant-funded pre-licensees served 220 individual student-patients, reduced appointment wait times and improved staff morale.

However, the pilot program was oversubscribed; of the ten institutions that applied, funding was available to support only six institutions with \$500,000 in FY 2023 and \$500,000 in FY 2024. Making the pilot into a permanent program and assuming that the original \$500,000 of the pilot is rolled into the next biennium, then increasing funding by \$500,000 in the first year and \$1 million in the second year would fund up to 15 candidates completing supervision for licensure approximately every two years.

Mental health services to institutions: In his proposed budget amendments for FY 2024, Governor Youngkin included \$9 million as a one-time appropriation to support student mental health services in institutions of higher education. His proposal was not included in the final FY 2024 budget. With such funding and in consultation with the Secretary of Education, SCHEV could coordinate and define an allocation process for public institutions to receive a portion of the total funding to provide mental health services to students on their campuses. Private not-for-profit colleges could be eligible to participate in any common vendor contracts procured through this process. Institutions could receive the flexibility to include faculty and staff in their contracts. Such services could include virtual care.

Economic Development through graduate education (Virginia Graduate Commonwealth Award): While most of the attention on affordability is focused on undergraduate enrollments, graduate programs are also critical to the economic health of the Commonwealth. This program is designed to better position the institutions in attracting the best and most diverse students for their graduate programs.

Graduate financial assistance is often associated with economic development. With increasing competition from other states to attract top graduate students, the Commonwealth should consider increasing its investment in this program, especially for research institutions and STEM programs. Staff believe that financial aid for graduate students aligns with the state’s goal of cultivating talent for the jobs of the future. According to a recent report from the Georgetown Center on Education and the Workforce, by 2031, an additional 5.5 million jobs will require a graduate degree, representing a 2-percentage-point proportional increase. The average holder of a graduate or professional degree earns over 30% more (over \$23K) annually than the average bachelor’s degree holder.

Education Attainment Level	Median Earnings (Virginians 25-64 years-old)
Less than high school graduate	\$30,436
High school graduate (includes equivalency)	\$39,730
Some college or associate degree	\$45,135
Bachelor's degree	\$73,893
Graduate or professional degree	\$96,914
U.S. Census Bureau. "Educational Attainment." American Community Survey, ACS 1-Year Estimates Subject Tables, Table S1501, 2022, Accessed on October 10, 2023.	

In December, Governor Youngkin proposed a “Virginia’s Research Triangle” initiative, a collaboration between the University of Virginia’s Manning Institute for Biotechnology, Virginia Tech’s Fralin Biomedical Research Institute at VTC, and the Virginia Commonwealth University’s Medicines for All Institute. Additional graduate aid will better enable these institutions to attract talent and better assist students interested in graduate-level research afford their education.

After receiving no new funding in the prior two biennia, the program grew from \$22.9 million in FY 2022 to \$28.9 million in FY 2024. Staff recommends an increase of \$4 million in FY 2025 and \$6 million in FY 2026, with a particular emphasis on research institutions. This amount reflects the same rate of increase as in FY 2024. Staff also proposes an additional “guardrail” proviso that the additional appropriations be

distributed based on the institutions' production of graduate degrees in high-demand fields. The proposed by-institution distribution appears in Appendix I.

Advising and coaching: Staff proposes that Council recommend funding to support additional near-peer and high-touch college counseling and coaching, which are strategies shown by research to improve rates of postsecondary enrollment and student success. These coaches could use resources and tools that highlight the diverse workforce training and postsecondary options Virginia offers to students. Programming also could leverage existing relationships with community-based college access organizations.

An additional \$750,000 in the first year and \$1.5 million in the second year could place college coaches in Virginia high schools with low postsecondary enrollment rates and high numbers of students receiving free and reduced priced lunch. Recent SCHEV analysis shows that college access services such as college campus visits, financial aid workshops and career counseling can improve the number of students pursuing postsecondary education and training. Research also shows the positive impact of near-peer advising (advisors who are close in age and experience to advisees) and comprehensive personal communication on postsecondary enrollment and outcomes.

SCHEV recently partnered with Strada Education Foundation in its review of the six-year plan process. "Quality Coaching" is one of the five pillars of the Strada Education Foundation, a leading national philanthropic and research organization working to ensure learning after high school provides equitable pathways to opportunity. According to a 2021 survey of recent high school graduates conducted by Strada, students ranked having an advisor as the most helpful support they could have in their pursuit of further education, with students from low-income households reporting it more difficult to find information and guidance.

2. Affordability and Access

Staff offers a series of proposals that staff perceives as connected and balanced, and as a result will make college more affordable and accessible for students. Rather than address affordability through a single strategy, staff believes that making college more affordable requires efforts by many actors on many fronts. The means outlined below are the most common ways to reduce the cost burden for students; other means are described in different sections of this document, such as initiatives to improve student success and labor market alignment (see previous section).

Staff also supports efforts by institutions and the Commonwealth to help students and families plan for higher education. To improve planning and increase transparency of student costs, staff proposes that Council recommend that the Governor and the

General Assembly provide funding for each year of the biennium so that institutions can make tuition decisions for a two-year period rather than one year at a time.

Undergraduate need-based financial aid: The Commonwealth’s primary state financial aid program is the Virginia Student Financial Assistance Program. This program provides direct appropriations to public institutions to award the Virginia Commonwealth Award and the Virginia Guaranteed Assistance Program to Virginia students demonstrating financial need. In 2019, SCHEV adopted changes that weighted state aid funding toward institutions whose enrollment has the highest average need per student.

Studies have demonstrated a correlation between levels of unmet need and rates of student retention and completion. Public institutions demonstrating the highest levels of average need typically fall below the system-average completion/graduation rate. Providing higher funding levels to these institutions will assist in addressing access, affordability, retention and completion goals.

The Commonwealth provided historic increases in student financial assistance during the 2022-24 biennium. These new funds will reduce unmet need across institutions as well as narrow the funding gap between institutions; however, the actual impact cannot be measured until student-level data is available for the 2022-23 and 2023-24 award years.

Staff recommendations for additional financial aid are aimed at “running in place” – essentially not reducing unmet student need, but rather maintaining current levels given cost increases and changes in federal policy.

The changes enacted by the federal *FAFSA Simplification Act* impact student need in multiple ways ending in two primary results. Low-income students will demonstrate increased financial need given that the new Student Aid Index (SAI) calculation for these students is projected to be lower than the current Expected Family Contribution (EFC). In contrast, most middle-income students will experience a higher SAI and less need under the new model, which will put returning students at risk of having to drop out after losing eligibility for need-based aid. Furthermore, many four-year institutions have recently undertaken aggressive initiatives to increase low-income, Pell-eligible enrollments. For these reasons, the Commonwealth needs to increase financial aid appropriations to maintain the status quo of student financial need.

Projected increases in student need can be addressed through a combination of general fund support to reduce current tuition assumptions and additional funding in student financial assistance. Based on current tuition assumptions, the following major factors impact financial need.

- The current model projects that additional funds in the FY 2024 budget amendments should mitigate need in FY 2025 but rising costs will increase student financial need by \$12.5 million in FY 2026.

- Analysis of the *FAFSA Simplification Act* projects that student need will increase by about 4 percent overall. A commensurate increase in student financial aid would cost \$17.9 million in each year.
- The Commonwealth should consider protecting financial aid levels for students receiving aid in 2023-24 but no longer demonstrating need under the new model in 2024-25. The cost of this provision is indeterminate but could cost \$16 million in FY 2025 and \$9.6 million in FY 2026.

In light of the historic investment in financial aid in the prior biennium, staff recommends that the Commonwealth address factors that increase need between FY 2024 and the 2024-26 biennium. Such will ensure that the Commonwealth maintains the progress gained in addressing student need with recent appropriations. Collectively, these factors total \$33.9 million for FY 2025 and \$39.9 million for FY2026.

Virginia Military Survivors and Dependent Education Program (VMSDEP): The VMSDEP aids Virginia’s veterans who have made significant personal sacrifices, including loss of life, liberty (prisoner of war or missing in action), or “limb” (90% or more disabled as a result of service) by waiving tuition and required fees and providing a stipend to their dependents.

Over the past four years, the estimated cost of the tuition waivers has quadrupled, growing from \$12 million in FY 2019 to \$19.4 million in FY 2020, to \$31.3 million in FY 2021, and \$46.3 million in FY 2022. These increases reportedly are due to enhanced marketing and advising by state and federal offices providing services to veterans and their families, increased assistance in completing the VMSDEP applications and increased efficiency in obtaining federal records to verify eligibility. When tuition is waived for one student, the institution either forgoes the tuition revenue or spreads the cost of that waiver to other students.

How long this rate of growth can be sustained is unknown, as is when participation and usage will level off; nonetheless, the Department of Veterans Services reports that high growth rates should continue for at least the next biennium. Under current projections, the lost tuition revenue could grow from \$46.3 million in FY 2022 to over \$190 million by FY 2026 and the stipend expenditures from \$2.8 million to over \$13 million over the same timeframe.

While the growth rate for tuition waivers has been uneven across institutions, the speed and amount of the increase has strained every institution’s budget. To address the concerns, policymakers could fund all or a portion of the tuition waivers; fund a portion of the net increase in lost waivers; make changes to the eligibility criteria; make changes to the program benefits or implement a combination of the options. A general fund offset on the tuition waivers would provide immediate but short-term relief; however, careful and appropriate changes to the program requirements and benefits can provide a longer lasting solution while preserving the intent of the program.

Sharing half of the marginal increase above FY 2023 is estimated to cost \$33.3 million in FY 2025 and \$60.5 million in FY 2026. A cost-sharing model would provide needed instant relief, but the Commonwealth could address the program long-term by amending program conditions and use requirements. (For policy recommendations regarding VMSDEP, please refer to Section 5: Policy Considerations below.)

Staff also proposes that Council recommend increasing funding in FY 2025 and FY 2026 for the VMSDEP stipend by \$2 million, yielding a total appropriation of \$9.7 million in each year. Additional funding for FY 2026 can be considered again next year after reviewing final data for FY 2024 and preliminary data for FY 2025.

Virginia Tuition Assistance Grant Program (TAG): The Tuition Assistance Grant supports students enrolled into a Virginia private, non-profit colleges and universities. While not a need-based program, approximately 80% of recipients are low- and middle-income students. Over the last two biennia, the Governor and the General Assembly have increased the maximum undergraduate award from \$3,750 to \$5,000.

Following an all-time high of over 23,000 TAG recipients in FY 2019, the program has experienced a steady decline each year since, awarding 20,848 unique students in FY 2023. In FY 2023, the maximum TAG award for Historically Black College and University institutions was increased by an additional \$7,500 above the maximum authorized for all other institutions for a total maximum award of \$12,500 in FY 2024.

Raising the TAG award would improve affordability and retention as well as encourage students to consider enrolling at a Virginia private institution. The cost would be approximately \$1.7 million per \$100 increase to the residential award, which is currently set at \$5,000.

Staff recommends increasing the TAG award to \$5,125 in FY 2025 and to \$5,250 in FY 2026. As previously recommended by the Governor’s Office, the Commonwealth could also consider setting the award for online education and distance learning programs at 75 percent of the residential award. Due to declining participation in this program and available balances, the combination of these changes would cost \$0 in additional funding in FY 2025 and \$3.6 million in FY 2026.

Council has discussed the possibility of changing TAG eligibility to be based on need. The Policy Considerations section (Section 5 below) proposes a potential study of this option.

3. INSTITUTIONAL OPERATIONS

Tuition Mitigation: The *Code of Virginia* mandates that SCHEV calculate “the basic operations and instructional funding need for each public institution of higher education” in each year of the next biennium. Based on objective calculations of generally

accepted elements, staff estimated base budget adequacy using the FY 2023 Full-time Equivalent (FTE) enrollments and the FY 2025 resources for each institution. The calculation showed that all institutions are estimated at or above the base funding threshold when compared with their available resources.

Staff recognizes that institutional operation costs have faced unavoidable increases and demands on tuition over the last several years. Notably, inflation for goods and services spiked in 2021 and remains tenacious. Also, institutions have used tuition revenue to pay the institutional share of faculty and staff salary increases and the operation and maintenance of new classrooms and laboratories (see below). Given the ongoing pressures on tuition and SCHEV's commitment to affordability and access, staff proposes that Council recommend an additional \$18.2 million in FY 2025 and \$29.5 million in FY 2026 from the general fund. Staff calculated the additional funds by projecting inflation costs on institutional nonpersonal services expenditures.

This amount differs slightly from the original proposal from October by discounting the projected inflation rate for FY2025 by multiplying the rate by 75 percent. Furthermore, in a break with the traditional way of funding core operating costs, staff recommend a cost-share calculation that provides additional funds for in-state undergraduate students. The net effect of covering a portion of unavoidable cost increases and supporting 100% of the costs for in-state undergraduate students will result in tuition increases next biennium that will be materially lower than they would have been otherwise.

Address funding disparities: Due to Virginia public institutions' diverse missions and changing enrollments, state support to these institutions is not necessarily proportional to state goals and strategies. Addressing base budget disparities would establish an equitable base appropriation for all institutions and serve as a starting point for future discussions of a funding model for higher education. This adjustment would assist the joint subcommittee on Higher Education Funding Policies, set to meet in December 2024, to review and improve funding models

During SCHEV's cost and funding needs study, which the forthcoming Joint Subcommittee is required to consider, a series of comparison were developed to measure Virginia institutions' expenditures to their national peers. Staff recommends adjustments to three institutions' base operating budgets based on this analysis.

Four peer groups were developed as follows:

- 2007 Salary peers – Institutions in the [salary peers](#) were selected through a cluster analysis of public and private institutions. The resulting list of 75 institutions was negotiated down to 25 institutions.
- Updated salary peers – The same cluster analysis was run with more recent data producing a list of 75 institutions.

- NCHEMS peers – As part of the [Higher Education Cost and Funding Needs Study](#), the National Center for Higher Education Management Systems (NCHEMS) conducted a cluster analysis based on sector, programs offered, enrollment, and mission.
- Carnegie Classification - Carnegie classifications consist of five categories of public institutions: 2-year, Baccalaureate, Masters, High Research, and Very High Research.

Staff used national Integrated Postsecondary Education Digest of Statistics (IPEDS) data to compare institutions' education and general (E&G) expenditures (instruction, academic support, student services and institutional support expenditure per full-time equivalent student) compared to the interquartile range (25th and 75th percentile) of each set of comparison institutions.

For institutions whose education-related expenditures fell below the 25th percentile of two peer groups, staff calculated the cost of bringing that institution up to the 25th percentile of the Carnegie classification, the broadest set of peer institutions. Staff also included additional general funds provided for FY 2024 as well as applied the cost share between the Commonwealth and institutions. The calculations resulted in funding recommendations to three institutions: George Mason University, James Madison University and Virginia Tech. The budget and policy recommendations originally proposed addressing the disparities in each year.

No institution's expenditures are at a level above the 75th percentile on two sets of the peer groups, an analogous threshold that drove the recommendation to increase an institution's funding. Therefore, this analysis did not result in a recommendation to reduce any institution's funding. Revised proposals recommend the funding be phased in over the biennium. SCHEV staff will also work with the Joint Legislative Audit and Review Commission on its recently [authorized study of higher education cost efficiency](#).

Operation and maintenance (O&M) of new facilities: In addition to growth in costs, each year the state supports a portion of the costs of opening a new building. As a result, new buildings that are expected to open in the coming year will require additional funding for operation and maintenance of the facilities. Staff surveyed institutions for new facilities coming online in 2024-26 and received funding requests for a total of 29 new facilities. The total funding need is approximately \$21 million for the biennium. In FY 2024, staff's O&M recommendation for general fund is \$8.5 million, and in FY 2025 staff's general fund recommendation is \$12.5 million.

Higher Education Equipment Trust Fund (HEETF): Each year, institutions receive funding for equipment through the Higher Education Equipment Trust Fund (HEETF). In 2000, Council established an equipment allocation methodology for the HEETF based on institutional needs for (1) regular inventory replacement and (2) technology upgrades.

Using the methodology for equipment funding based on research equipment replacement, staff calculates an additional \$24.5 million annually to maintain current funding levels in research. In addition, staff identified gaps between existing research allocations and what might reasonably be expected based on research activity and recommends an additional funding for George Mason University, Virginia Commonwealth University and James Madison University. The total annual recommended allocation in education facilities revenue bonds for the HEETF program is \$122.9 million. Staff notes that an increase in HEETF allocations could impact debt service levels depending on interest rates.

Virtual Library of Virginia (VIVA): The Virtual Library of Virginia (VIVA) is the consortium of academic libraries in Virginia. VIVA provides a national model of collaboration in higher education that combines industry-specific procurement expertise with a robust suite of services to achieve efficiency and cost containment. VIVA has identified significant collection needs in the areas of workforce and career development, foundational research skills to support and improve student retention, artificial intelligence/emerging technologies and streaming media. In addition, VIVA greatly expands the reach of its member institutions' existing collections through the implementation of resource sharing services for students and faculty and through participation in regional and national shared collection initiatives. Staffing is needed to enable greater discovery and access by students and faculty as well as increase Virginia's shared administrative savings through existing and future agreements. An increase of \$2,285,000 in FY 2025 and \$2,810,000 in FY 2026 would address the significant gaps in collection needs.

Virginia Space Grant Consortium: The Virginia Space Grant Consortium (VSGC) is requesting \$120,000 in funding to support students attending accredited colleges in Virginia for internships at NASA Centers. Each year VSGC is provided with a list of potential interns who attend higher education institutions in Virginia. These interns have been selected by a NASA mentor and VSGC sponsorships for the student stipend ensure the students get placed. Placements are made in spring, summer, and fall semesters. This funding would support an estimated 12-16 interns per year.

Virginia Sea Grant: The Virginia Sea Grant (VASG) requests \$392,113 in general fund support each year to support one-third of its 10 core staff salaries to enhance federal funding readiness. A university-based state-federal partnership program, VASG currently has no GF support. This legally constrains staff from writing federal grant proposals while being paid only from a federal grant. Between 2020 and 2022, the number of competitive funding announcements from the National Sea Grant Office increased by 60 percent and available funding doubled. A general fund investment would enable VASG to better compete against neighboring Sea Grant programs (NC, MD, DE, and NY), which receive between \$500,000 to \$1 million in state support, and give it the capacity to pursue additional federal funds to expand core programming. The

result could be an increased annual economic return on investment to the Commonwealth in the range of \$7.5 million.

4. Capital Outlay

Capital investments, planning and maintenance reserve: The *Code of Virginia* (§ 23.1-208) outlines SCHEV’s duties, one of which is to make capital outlay recommendations. The state has made significant capital investments in the 2022-24 biennium. This year, institutions submitted capital requests to the Department of Planning and Budget (DPB) for the 2024-26 biennium. A total of 102 general fund projects were submitted to DPB for consideration. 67 projects submitted were renovation/improvement projects and do not include expanding total square footage on campus. 31 projects are defined as new buildings on campus, expanding total square footage, three projects are acquisition requests, and one project was submitted for a demolition request. Staff have reviewed these requests and provided criteria to consider in the selection of these projects if the Governor and General Assembly wish to provide additional capital in the upcoming biennium. SCHEV’s criteria included factors related to the relative age of the facility, critical maintenance components including campus safety, space need and space utilization analysis, enrollment, and programmatic justification. Further, given the large investments over the years in capital, continued investments to maintain facilities should be a priority through increased maintenance reserve amounts.

The table below is a summary of projects submitted to the Department of Planning and Budget in June by the institutions:

Summary of Capital Outlay Requests for the 2024-26 Biennium

Total # of Projects	New Construction	Renovations/Improvements	Acquisition	Demolition
102	31	67	3	1

5. Policy Considerations

Enrollment: In March, Council’s Enrollment Ad Hoc Workgroup reported its efforts and analyses toward better understanding of enrollment trends and projections in Virginia, as well as the factors that have impacted and will continue to impact enrollment in the future. That report noted declines in the college-going rate for recent high school graduates, enrollment declines in for-credit community college programs, and many other trends disaggregated by institution, income, race, ethnicity and gender. The workgroup developed multiple potential policy considerations, some of which would carry budgetary implications.

Throughout the summer, SCHEV staff participated in six-year-plan meetings with each of the public institutions. SCHEV also received and reviewed institutional enrollment projections for the next six years (see related item on approval of enrollment projections and degree estimates).

Based on the work of Council over the last year and the additional insights gained through meetings with institutions and leadership around Capitol Square, SCHEV staff recommends the following actions:

1. Restart a data collection from institutions on student applications and admissions. Over 20 years ago, SCHEV collected this information but suspended it during a period of agency and institutional budget reductions. Such a collection would enable a comprehensive state-level analysis of potential students: where they apply, where they were accepted and where they ultimately enrolled. This would involve costs at both the institutions and SCHEV for staff and data storage, but it will provide insight into the mobility of those applying and attending institutions.
2. Establish an advisory committee to monitor changing demographics, college and university enrollments and strategies underway to ensure a strong and sustainable system of public and private colleges and universities. This would be similar to other advisory committees SCHEV employs to help establish and implement policies and practices.
3. Consider modifying the requirement that institutions charge at least 100% of costs to out-of-state students. This policy was put in place in the 1990s during a recession. Prior to the policy change, the state paid for 25% of the cost of education for out-of-state students. The world has changed since 1990. Other states are lowering their prices to compete for Virginia students. Virginia should consider eliminating or modifying the requirement for all institutions, for some institutions, for some academic programs, or to retain top talent in the Commonwealth. The General Assembly took a step in this direction in 2023 for Norfolk State University and Virginia State University. Previously, it authorized the University of Virginia's College at Wise to lower tuition for students from Appalachian Regional Commission footprint.
4. Reexamine limits to amount of growth in the number and percentage of out-of-state students an institution can enroll. At this time, those limits do not seem to be preventing institutions with significant out-of-state demand to enroll additional out-of-state students. The advisory committee described above should monitor that policy. If it becomes a factor in limiting out-of-state enrollment in a way that would be detrimental to an institution or the system, then the Commonwealth may want to raise the limits.
5. Make targeted investments in "education-to-career" coaching; tuition mitigation; need-based financial aid; outreach and communication to high school students and adults; and talent pathways. These are proven strategies to improve recruitment and retention of students and should be a part of any strategy to address demographic changes and other competitive enrollment pressures. The

Commonwealth and the nation are in an era when more people need higher levels of education.

6. Expand and improve data collection for non-credit credential programs. SCHEV currently collects student-specific data for individuals who received funding through the Workforce Credential Grant program. Some evidence suggests that students are choosing these programs over credit-based programs. Enhancing current data collection efforts for non-credit programs will improve decision-making by institutions and the Commonwealth.
7. Combined with a reconsideration of the status of out-of-state students, consider a recruitment campaign featuring Virginia higher education to attract students from other states. Such a campaign could highlight the quality of higher education in Virginia, unique features and employment and lifestyle opportunities.

Affordable “talent pathways”: The development and enhancement of affordable pathway programs is a key strategy for improving the success of students and graduates. These strategies can include the development of new degree programs in high-demand areas, such as healthcare, information technology and public health, as well as the enhancement of existing programs to include additional work-based learning and more intern placements. The Commonwealth must ensure that students have opportunities to incorporate work-based learning to further their academic experience, gain on-the-job skills and increase their opportunities for employment, while meeting employer needs. A significant focus in this area, including internship opportunities, could make Virginia the top state for talent, further attract employers to the state and improve the overall quality of life. Staff also notes that the Commonwealth could consider contracting with private non-profit institutions for specific academic programs in high-demand, high-need programs such as nursing and teaching.

Virginia Military Survivors and Dependent Education Program (VMSDEP): VMSDEP aids Virginia’s veterans who have made significant personal sacrifices, including loss of life, liberty (prisoner of war or missing in action), or “limb” (90% or more disabled as a result of service) by waiving tuition and required fees and providing a stipend to their dependents. Additional information and history on this program is available under the same heading within the Access and Affordability section of this agenda item.

The costs of this program are escalating quickly and significantly, which is negatively impacting the institutions, other students’ tuition charges and the state general fund. As a result, staff believes strongly that the Commonwealth should consider amending program requirements and benefits, while minimizing any negative impact on students. Potential policy options include all, some or any of the following:

1. Give preference to students enrolled in undergraduate programs. Graduate programs cost \$7.3 million in FY 2022, or 16% of total cost of the program.

2. Give priority to waiving tuition and educational and general fees prior to waiving non-educational and general fees.
3. Consider other forms of aid before using the VMSDEP waiver. The amount of tuition and fees to be waived will be the remaining balance, if any, after applying the following forms of financial aid.
4. Require that all program recipients complete the federal Free Application for Federal Student Aid (FAFSA) or the Virginia Alternative State Aid Application (VASA), whichever is applicable.
5. Waive only the in-state tuition portion of tuition charges. Non-resident students would still benefit but only up to the amount available to a Virginia student.
6. Restrict the award to those qualifying for in-state tuition – a variation of the above but there would be *no* benefit for those paying out-of-state tuition. Out-of-state students cost \$2.6 million in FY2022, or 6% of total cost of the program.
7. Seek funding from the state general fund to pay for up to half of any incremental increase in the total cost of tuition waivers above FY 2023 levels.

Financial aid award restructuring: In 2019, SCHEV made several recommendations to improve the state’s primary financial aid programs. The first of these recommendations has been completed, as the funding model for institutional appropriations is now better aligned to identify and provide funding to institutions enrolling the neediest students. In 2022, JLARC (Joint Legislative Audit Review Commission) completed its own review, and the resulting recommendations aligned closely with those of SCHEV. The 2022 Joint Legislative Audit and Review Commission (JLARC) report can be found [here](#).

With the recommendations from the two reports in general agreement, work to adopt these recommendations should be completed by late spring 2024 in order to be considered by the 2025 session of the General Assembly. As a reminder, the five recommendations in SCHEV’s 2019 report, “Review of Financial Aid Funding Formulas and Awarding Practices,” are:

- 2.1 Combine the two financial aid programs into a single program.
- 2.2 Adjust the minimum award requirements.
- 2.3 Restrict aid to low- and middle-income students.
- 2.4 Restructure the incentives designed to encourage student progression to graduation.
- 2.5 Provide institutions with additional award flexibility while maintaining accountability in prioritizing low- and middle-income students and families.

Opinions vary on recommendation 2.5; therefore, staff recommends seeking consensus on a student award policy that is more transparent to the student and easier to administer by the institution.

FAFSA Simplification Act Impact: State financial aid is reliant on federal methodology for much of its administration. The Free Application for Federal State Aid (FAFSA) uses information provided by the student to assess student financial strength, which is then

used to determine student financial need. The federal *FAFSA Simplification Act of 2021* amends the terminology and methodology used to assess financial strength.

The most visible change is in terminology. The prior calculation of student financial strength was referred to as the Expected Family Contribution, or EFC. Beginning with the current application cycle, this calculation will be named the Student Aid Index, or SAI. This change better reflects the intent and usage of the calculation. The calculation for the SAI will also change as more students will be automatically assigned the maximum Pell grant and calculation for determining the individual SAI will use different data components.

Cumulatively, these changes are good news for low-income, Pell-eligible students who will complete a stream-lined FAFSA and qualify for larger Pell awards; however, a negative overall impact is projected for students falling outside the Pell-eligible range. More detail on these issues are available in the September 2023 Council agenda.

The *FAFSA Simplification Act* will impact the administration of state financial aid programs in several areas. The Commonwealth should consider the following:

1. Amend state law references from EFC to SAI. Staff has drafted language that universally recognizes the new SAI as a replacement for the EFC. It is imperative that this be addressed in the next legislative session.
2. Understand the impact on state financial aid need calculations and funding recommendations since the new SAI provides a new calculation that is difficult to model. Various projections estimate an increase in total calculated need of approximately 4 percent. Staff has addressed this within VSFAP funding recommendations.
3. Extend eligibility for returning state financial aid recipients. Current students qualifying for need-based aid under the EFC calculation could lose eligibility under the SAI calculation and be in danger of dropping out due to loss of aid. Staff has addressed this within the VSFAP funding recommendations.
4. Consider impact of using of the negative 1,500 SAI for need calculations. The negative SAI is in recognition of students living under the poverty level and so have greater need for living costs; however, state aid is restricted to tuition and fees. Staff has developed language that would set the minimum SAI at zero for all state funded award calculation purposes. Institutions retain the option to use the negative SAI for purposes of awarding other aid.
5. Consider conforming with the federal title IV treatment for Selective Service registration. With the federal government no longer requiring that students be in compliance with Selective Service registration, the institutions are now required to manually track compliance among students, which is an unfunded mandate. Staff recommends following the federal treatment of this requirement.
6. Consider adjusting the Transfer Grant maximum EFC (currently \$12,000) to a new SAI threshold. This issue is not an imperative for the next session but could be taken up again once data is available to identify a comparable number in SAI to the 12,000 EFC.

Financial aid technical changes: Staff will periodically review financial aid requirements and make recommendations that will improve efficiency, equity and administration of state aid programs. Staff have identified the following concerns:

1. Tuition Assistance Grant Program – TAG has undergone several changes in recent years and as a result current budget language has become obsolete. Staff recommends deleting obsolete language requiring lower graduate student awards and the language addressing the phase-out of TAG eligibility for students enrolled into online education and distance learning programs.
2. Cybersecurity Public Service Scholarship – the Cybersecurity Public Service Grant was defunded in the 2023 special session; however, staff continue to administer the precedent scholarship program, which requires that recipients work in Virginia post-graduation. Some of these students are having trouble meeting the specific work requirements for the program. Staff recommends that the work requirement be modified to recognize any work within the Commonwealth.
3. Teacher Scholarship Programs – Two programs within SCHEV’s budget are largely duplicative of programs operated by the Department of Education (VDOE). Staff recommends that the programs be merged into the VDOE budget for greater efficiency.
4. Participation in State Aid Programs – Private non-profit institutions can participate in selected state financial aid programs; however, the criterion for participation is inconsistent. Specifically, the eligibility requirements for the Virginia Tuition Assistance Grant program are far more stringent than that of the Two-Year College Transfer Grant. Staff recommends that the Commonwealth establish a single definition that can be consistently applied across all current and future programs available to private institutions.

Tuition Assistance Grant: Established in 1972, the Tuition Assistance Grant Program (TAG) is designed to assist Virginia residents who attend accredited private, nonprofit colleges and universities in Virginia. To be eligible, students must establish domicile and enroll full-time at an eligible institution. Currently, Virginia employs no means-test, such as income or Expected Family Contribution, to determine eligibility. The current grant is set at \$5,000 for all undergraduate students (\$2,500 per semester). Based on members’ interest, Council could direct staff to study the feasibility of changing TAG eligibility to be based on student and family financial need. Any such study should consider the impact on students, private institutions and the potential administrative costs of processing applications, determining eligibility and setting awards.

Dual-enrollment pricing: A 2022 JLARC [study](#) assessed the costs of Virginia’s dual enrollment program. While most dual-enrollment courses are taught at high schools by high school teachers, neither dual enrollment courses taught on college campuses nor in career and technical education were included in the study. The report identified a shortage of high school teachers to teach dual enrollment courses and estimated (via survey) that the school divisions incur more expenses than community colleges to

operate dual enrollment programs. The report made numerous recommendations including legislative action to assign responsibility to SCHEV for overseeing the state's dual enrollment program.

Institutional performance standards: This policy initiative seeks to streamline and enhance the statutory Institutional Performance Standards (IPS) by updating the measures to be more timely and relevant to the current and future needs of the Commonwealth. In September, Council discussed the set of performance standards (many of which involve meeting 95% of goals set in the enrollment and degree projections) that are used to assess public institutions' eligibility for certain limited financial benefits (approximately \$10.7 million each year).

Staff's development of the potential changes highlighted three important factors: (i) enforcement and accountability; (ii) measures based on self-projected benchmarks; and (iii) confusion over years on which data are presented. Since the inception of the IPS process, no institution has failed to be certified for each fiscal year in question, although in some years Council required additional information prior to certification. Also, four of the six education-related performance measures are based on an institution's ability to self-project. This process could be better aligned to measure actual results opposed to projections. Finally, given the current timeline for enrollment projection data submission, a lag exists when using the data to assess the measures. Updating the process to be a true biennial review – as opposed to the annual data that are provided currently – would allow for data that are aligned more closely with the IPS process. Those materials are accessible on pages 136-142 of the September Agenda Book [here](#).

Campus security: The Campus Threat Assessment Task Force was created out of legislation in the 2023 General Assembly Session; SCHEV is represented among its membership. This task force seeks to determine best practices and develop model policies and procedures for all threat assessment teams and public institutions of higher education. One goal of this task force is to consider and make legislative recommendations on the qualification of members of the campus task force groups by December 1, 2023. The taskforce has also discussed budgetary needs on college campuses to increase campus safety. Council and staff recognize the need to ensure students, staff and faculty are safe on college campuses in the Commonwealth and support institutional requests related to improving campus safety.

SCHEV role in emergency aid: The Commonwealth provides funding to address access to and affordability of higher education. However, many students experience one-time unanticipated expenses, sometimes as little as \$500, that can make it difficult for a student to maintain enrollment. National reports show the benefit of providing programs that can help a student through a financial emergency. Most public institutions operate such programs, and consensus exists on standard practices for awarding such aid. The existing programs are relatively small and are funded by each institution or by private contributions. SCHEV has previously considered expanding these programs.

In the 2023 special session of the Virginia General Assembly, additional financial assistance was provided to the institutions in FY 2024. Along with these funds is language permitting a portion of state financial aid to be used for emergency assistance programs. SCHEV staff are working to develop guidelines for use of these funds.

Recruitment and retention of talent: Recruiting and retaining talented employees enhances the quality and diversity of any organization. Virginia provided 5% annual salary increases for state employees, including those employed at public institutions in FY 2020, FY 2022 and FY 2023, and then a 7.1% salary increase in FY 2024. Reports from the American Association of University Professors (AAUP) indicate that, nationally over the past three years, instructional faculty salaries increased an average of only 2.4%.

In public higher education, the Commonwealth's policy has been to fund each institution's average faculty salary at the 60th percentile of its national peers. Staff analyses project that six public institutions' average faculty salaries will meet or exceed the 60th percentile of their peers in FY2024, and seven institutions' average faculty salaries will be above the 50th percentile to their peers. One institution, George Mason University, is below the 30th percentile.

In their draft 2023 six-year plans, several institutions identified a need to use funds to address "talent" issues such as salary compression, diversity (faculty and staff) and differentials in high-demand fields where salaries are lower than in the private sector, not only in academic programs but also in general operation fields. Though the monthly *US Economic Outlook* published by S&P Global Market Intelligence projects that inflation in 2025 and 2026 will be slightly lower than 2024, the labor market will remain tight. Such will create difficulties in institutions' staffing recruitment and retention.

Staff recommends continued efforts to provide competitive salary increases, particularly for instructional staff while also maintaining operational efficiencies. SCHEV also recommends consideration of the creation of a funding pool to support public higher education staff recruitment and retention as a talent recruitment and retention strategy other than across-the-board salary-increase mandates, which require nongeneral fund (i.e., tuition) shares. As a result, such a fund also could mitigate the need for tuition increases on in-state undergraduate students.

6. Conclusion

This set of budget and policy recommendations considers significant recent investments in Virginia higher education. As a result of that additional funding, Virginia is in a stronger position than it has been for a long time to offer high-quality, affordable, accessible and relevant education across the Commonwealth – public, independent, four-year and two-year. It also allows the state and the institutions to step back and manage the new funding ways that result in meaningful outcomes.

As such, the recommendations for this biennium are more modest and targeted at specific activities that have been identified as priorities. They seek a balance between support for institutions and support for students. They embrace an approach to state budgeting that has the potential to make tuition decisions earlier and more transparent. The recommendations also position the Commonwealth and the institutions to make additional investments in the future.

APPENDIX I

FY 2025 E&G Recommendations						
	FY 2024	Tuition Mitigation	Funding Disparities	VMSDEP Waiver	Total	% Increase
CNU	\$46,097,000	\$346,000		\$1,131,000	\$1,477,000	3%
GMU	\$208,433,000	\$2,151,000	\$9,268,000	\$4,163,000	\$15,582,000	7%
JMU	\$136,028,000	\$1,327,000	\$396,500	\$2,040,000	\$3,763,500	3%
LU	\$41,843,000	\$211,000		\$751,000	\$962,000	2%
NSU	\$82,467,000	\$354,000		\$1,048,000	\$1,402,000	2%
ODU	\$177,494,000	\$1,236,000		\$5,130,000	\$6,366,000	4%
RU	\$70,290,000	\$417,000		\$1,018,000	\$1,435,000	2%
UMW	\$41,976,000	\$283,000		\$772,000	\$1,055,000	3%
UVA	\$169,628,000	\$1,898,000		\$2,191,000	\$4,089,000	2%
UVAW	\$30,520,000	\$147,000		\$87,000	\$234,000	1%
VCU	\$250,913,000	\$2,018,000		\$6,482,000	\$8,500,000	3%
VMI	\$21,641,000	\$121,000		\$523,000	\$644,000	3%
VSU	\$63,158,000	\$374,000		\$676,000	\$1,050,000	2%
VT	\$220,559,000	\$2,271,000	\$5,589,500	\$3,493,000	\$11,353,500	5%
W&M	\$66,364,000	\$630,000		\$1,713,000	\$2,343,000	4%
RBC	\$13,035,000	\$108,000		\$100,000	\$208,000	2%
VCCS	\$511,910,000	\$4,334,000		\$2,022,000	\$6,356,000	1%
Total	\$2,152,356,000	\$18,226,000	\$15,254,000	\$33,340,000	\$66,820,000	3%

* Does not include GF share of 7.1% salary increases or TTIP.

FY 2026 E&G Recommendations						
	FY 2024	Tuition Mitigation	Funding Disparities	VMSDEP Waiver	Total	% Increase
CNU	\$46,097,000	\$557,000		\$2,055,000	\$2,612,000	6%
GMU	\$208,433,000	\$3,420,000	\$18,536,000	\$7,562,000	\$29,518,000	14%
JMU	\$136,028,000	\$2,138,000	\$793,000	\$3,706,000	\$6,637,000	5%
LU	\$41,843,000	\$347,000		\$1,364,000	\$1,711,000	4%
NSU	\$82,467,000	\$593,000		\$1,905,000	\$2,498,000	3%
ODU	\$177,494,000	\$2,075,000		\$9,319,000	\$11,394,000	6%
RU	\$70,290,000	\$676,000		\$1,849,000	\$2,525,000	4%
UMW	\$41,976,000	\$470,000		\$1,403,000	\$1,873,000	4%
UVA	\$169,628,000	\$2,927,000		\$3,981,000	\$6,908,000	4%
UVAW	\$30,520,000	\$247,000		\$158,000	\$405,000	1%
VCU	\$250,913,000	\$3,260,000		\$11,776,000	\$15,036,000	6%
VMI	\$21,641,000	\$194,000		\$950,000	\$1,144,000	5%
VSU	\$63,158,000	\$615,000		\$1,228,000	\$1,843,000	3%
VT	\$220,559,000	\$3,609,000	\$11,179,000	\$6,345,000	\$21,133,000	10%
W&M	\$66,364,000	\$1,041,000		\$3,112,000	\$4,153,000	6%
RBC	\$13,035,000	\$182,000		\$181,000	\$363,000	3%
VCCS	\$511,910,000	\$7,164,000		\$3,672,000	\$10,836,000	2%
Total	\$2,152,356,000	\$29,515,000	\$30,508,000	\$60,566,000	\$120,589,000	6%

* Does not include GF share of 7.1% salary increases or reductions in TTIP.

FY 2024-26 Recommendations for Need-Based Undergraduate Financial Aid

	FY2024	FY2025				FY2026			
	FY2024	Maintain Current Level of Need	Increase need from FAFSA Simplification Act	Hold Harmless Previous Awards	Total	Maintain Current Level of Need	Increase need from FAFSA Simplification Act	Hold Harmless Previous Awards	Total
CNU	\$7,800,000		\$312,000	\$585,000	\$897,000	\$216,000	\$312,000	\$351,000	\$879,000
GMU	\$74,696,000		\$2,988,000	\$1,965,000	\$4,953,000	\$1,121,000	\$2,988,000	\$1,179,000	\$5,288,000
JMU	\$20,909,000		\$836,000	\$1,107,000	\$1,943,000	\$1,079,000	\$836,000	\$664,000	\$2,579,000
LU	\$9,209,000		\$368,000	\$523,000	\$892,000	\$253,000	\$368,000	\$314,000	\$935,000
NSU	\$25,907,000		\$1,036,000	\$815,000	\$1,851,000	\$438,000	\$1,036,000	\$489,000	\$1,963,000
ODU	\$59,375,000		\$2,375,000	\$1,706,000	\$4,082,000	\$2,291,000	\$2,375,000	\$1,024,000	\$5,690,000
RU	\$27,635,000		\$1,105,000	\$855,000	\$1,960,000	\$5,000	\$1,105,000	\$513,000	\$1,624,000
UMW	\$6,779,000		\$271,000	\$289,000	\$561,000	\$179,000	\$271,000	\$174,000	\$624,000
UVA	\$11,439,000		\$458,000	\$269,000	\$727,000	\$214,000	\$458,000	\$162,000	\$833,000
UVAW	\$5,902,000		\$236,000	\$231,000	\$467,000	\$1,000	\$236,000	\$139,000	\$375,000
VCU	\$54,398,000		\$2,176,000	\$2,858,000	\$5,034,000	\$1,745,000	\$2,176,000	\$1,715,000	\$5,636,000
VMI	\$1,543,000		\$62,000	\$104,000	\$166,000	\$50,000	\$62,000	\$63,000	\$174,000
VSU	\$18,498,000		\$740,000	\$692,000	\$1,432,000	\$519,000	\$740,000	\$415,000	\$1,674,000
VT	\$29,176,000		\$1,167,000	\$1,417,000	\$2,584,000	\$1,545,000	\$1,167,000	\$850,000	\$3,562,000
W&M	\$5,199,000		\$208,000	\$311,000	\$519,000	\$47,000	\$208,000	\$186,000	\$442,000
4-Year Total	\$358,465,000		\$14,339,000	\$13,727,000	\$28,066,000	\$9,702,000	\$14,339,000	\$8,236,000	\$32,277,000
RBC	\$2,346,000		\$94,000	\$53,000	\$147,000	\$11,000	\$94,000	\$32,000	\$137,000
VCCS	\$87,553,000		\$3,502,000	\$2,180,000	\$5,682,000	\$2,745,000	\$3,502,000	\$1,308,000	\$7,556,000
2-Year Total	\$89,899,000		\$3,596,000	\$2,234,000	\$5,830,000	\$2,757,000	\$3,596,000	\$1,340,000	\$7,693,000
Total	\$448,364,000		\$17,935,000	\$15,961,000	\$33,896,000	\$12,459,000	\$17,935,000	\$9,577,000	\$39,970,000

FY 2024-26 Recommendations for Graduate Financial Aid

	FY 2024	FY 2025 Recommendation	FY 2026 Recommendation
CNU	\$26,563	\$4,000	\$6,000
GMU	\$3,538,891	\$928,000	\$1,392,000
JMU	\$1,177,121	\$96,000	\$144,000
LU	\$36,264	\$12,000	\$18,000
NSU	\$497,302	\$32,000	\$48,000
ODU	\$3,483,345	\$424,000	\$636,000
RU	\$1,180,647	\$116,000	\$174,000
UMW	\$37,033	\$5,000	\$5,000
UVA	\$6,047,345	\$648,000	\$972,000
VCU	\$4,401,184	\$684,000	\$1,026,000
VIMS	\$412,502	\$25,000	\$50,000
VSU	\$557,359	\$12,000	\$18,000
VT	\$6,524,825	\$972,000	\$1,458,000
W&M	\$1,051,024	\$65,000	\$130,000
Total	\$28,971,405	\$4,000,000	\$6,000,000

FY 2024-26 O&M Recommendations		
	FY 2025	FY 2026
CNU	\$1,296,000	\$2,597,000
GMU	\$155,000	\$716,000
JMU	\$0	\$278,000
LU	\$676,000	\$699,000
NSU	\$0	\$0
ODU	\$0	\$0
RU	\$509,000	\$454,000
UMW	\$119,000	\$119,000
UVA	\$1,052,000	\$2,078,000
UVAW	\$0	\$0
VCU	\$0	\$0
VIMS	\$216,000	\$241,000
VMI	\$0	\$0
VSU	\$119,000	\$1,035,000
VT	\$4,052,000	\$4,332,000
WM	\$90,000	\$483,000
RBC	\$0	\$0
VCCS	\$438,000	\$438,000
Total	\$8,722,000	\$13,468,000

FY 2024-26 HEETF Recommendations						
	FY 2025			FY 2026		
	Traditional	Research Initiative	FY 2025 Total	Traditional	Research Initiative	FY 2026 Total
CNU	\$934,000	\$0	\$934,000	\$934,000	\$0	\$934,000
GMU	\$5,939,000	\$2,465,000	\$8,404,000	\$5,939,000	\$2,465,000	\$8,404,000
JMU	\$3,069,000	\$300,000	\$3,369,000	\$3,069,000	\$300,000	\$3,369,000
LU	\$1,067,000	\$0	\$1,067,000	\$1,067,000	\$0	\$1,067,000
NSU	\$1,574,000	\$0	\$1,574,000	\$1,574,000	\$0	\$1,574,000
ODU	\$6,307,000	\$493,000	\$6,800,000	\$6,307,000	\$493,000	\$6,800,000
RU	\$2,073,000	\$0	\$2,073,000	\$2,073,000	\$0	\$2,073,000
UMW	\$734,000	\$0	\$734,000	\$734,000	\$0	\$734,000
UVA	\$19,230,000	\$7,145,000	\$26,375,000	\$19,230,000	\$7,145,000	\$26,375,000
UVAW	\$497,000	\$0	\$497,000	\$497,000	\$0	\$497,000
VCU	\$10,352,000	\$5,203,000	\$15,555,000	\$10,352,000	\$5,203,000	\$15,555,000
VIMS	\$389,000	\$933,000	\$1,322,000	\$389,000	\$933,000	\$1,322,000
VMI	\$1,115,000	\$0	\$1,115,000	\$1,115,000	\$0	\$1,115,000
VSU	\$1,277,000	\$0	\$1,277,000	\$1,277,000	\$0	\$1,277,000
VT	\$17,623,000	\$9,194,000	\$26,817,000	\$17,623,000	\$9,194,000	\$26,817,000
WM	\$2,577,000	\$743,000	\$3,320,000	\$2,577,000	\$743,000	\$3,320,000
RBC	\$209,000	\$0	\$209,000	\$209,000	\$0	\$209,000
VCCS	\$18,548,000	\$0	\$18,548,000	\$18,548,000	\$0	\$18,548,000
SWVHEC	\$65,000	\$0	\$65,000	\$65,000	\$0	\$65,000
RHEA	\$23,000	\$0	\$23,000	\$23,000	\$0	\$23,000
IALR	\$2,000	\$0	\$2,000	\$2,000	\$0	\$2,000
SVHEC	\$315,000	\$0	\$315,000	\$315,000	\$0	\$315,000
NCI	\$269,000	\$0	\$269,000	\$269,000	\$0	\$269,000
EVMS	\$2,241,000	\$0	\$2,241,000	\$2,241,000	\$0	\$2,241,000
Total	\$96,429,000	\$26,476,000	\$122,905,000	\$96,429,000	\$26,476,000	\$122,905,000

APPENDIX II

Background

Council plays multiple, statutory roles in budgetary and policy matters related to Virginia higher education, including:

- “develop policies, formulae, and guidelines for the fair and equitable distribution and use of public funds among the public institutions of higher education, taking into account enrollment projections and recognizing differences and similarities in institutional missions” (*Code of Virginia*, § 23.1-208);
- “provide periodic updates of base adequacy funding guidelines” (*Code of Virginia*, § 23.1-203); and
- “calculate each [public] institution's basic operations and instruction funding need for each year of the next biennium and shall make that calculation available to the Governor, the General Assembly and all public institutions of higher education” (*Code of Virginia*, § 23.1-303).

Council historically has prepared budget and policy recommendations each year, with a particular focus on the biennial budget process, which begins in odd-numbered years. Recommendations to amend the biennial budget occur in even-numbered years.) Because Council did not meet in July 2023, the staff materials provided for Council's September 2023 meeting were not as detailed as in prior odd-numbered years.

State Context: The 2023 special session of the General Assembly made significant investments in higher education, on top of an already significant investment in higher education over the 2022-24 biennium. Additional funding in the FY 2024 budget amendments include additional allocations to operating, financial aid, and SCHEV's initiative to help institutions recruit and retain more Pell students. The conference budget included an additional 2% salary increase, on top of the already implemented 5% increase. Such impacts the estimated costs of any potential additional 2% salary increases, as the base of that 2% increase will be higher.

Virginia's [unemployment rate in August was an historically low 2.5%](#), and lower than the U.S. rate of 3.5%. The Virginia Employment Commission also [reported](#) labor force participation rate (the proportion of adults either working or looking for work out of the population) at a ten-year high. In his [August presentation to the Joint Money Committees](#), Secretary of Finance Stephen Cummings recommended continued caution as risk factors could still lead to an economic downturn.

Agency Context: SCHEV staff's development of potential budget and policy recommendations is guided by the statewide strategic plan, *Pathways to Opportunity: The Virginia Plan for Higher Education (The Virginia Plan)*, which is created by Council at least every six years. The current *Virginia Plan* lays out three goals for higher education: equitable, affordable and transformative.

For the current plan, Council has approved a series of priority initiatives to guide the agency's implementation of its roles in fulfilling *Pathways to Opportunity*. Council's priority initiatives are aligned with the four goals of the Governor's Higher Education Guiding Objectives, which are: (i) Prepare Students for the Increasing Demands of the Knowledge Economy; (ii) Maintain Affordability and Reduce the Cost of Higher Education; (iii) Build the College and Career Pipeline in Partnership with K-12; and (iv) Promote a Vibrant Campus Life.

SCHEV staff also consider the national context and how Virginia compares to other states. The State Higher Education Executive Officers (SHEEO) "State Higher Education Finance (SHEF) Report" compares how states finance their higher education enterprises. Consistent with previous years, this year Virginia ranks near the median (27th) of states in total funding (state budget and tuition revenues combined) per student in FY 2022. However, Virginia relies more on tuition revenue (18th in nation) and less on state funding (32nd) compared to other states.

Current Environment of Higher Education

The current environment of higher education is also evolving. Policymakers, researchers, students and families are focused on enrollment volume and composition, financial effectiveness and sustainability, and program outcomes and alignment.

While enrollment at Virginia institutions generally [stabilized](#) in Fall 2022, some Virginia institutions are experiencing declining enrollment. (See Item IV.D on enrollment projections for more information on the enrollment outlook as well as the 2023 early enrollment estimates.)

In ranking Virginia the [#2 Best State For Business](#), CNBC ranked Virginia #1 for education, a factor which included long-term trends in state support for higher education and each state's each state's community college and career education systems.

A [2021 SCHEV survey](#) of graduates of Virginia institutions found that 88% of graduates were satisfied with their education overall, but only 57% thought their education was worth the cost. A 2022 [Strada Education Foundation's outcomes survey](#) found that 65% of bachelor's degree graduates nationwide reported that their education was "worth the cost."

Also, a sharpening focus exists on mental health, free speech, and diversity equity and inclusion on campus. The [2022-23 Student Advisory Council](#), comprised of student leaders from institutions across the Commonwealth, focused on these issues. Many participated in participated in Governor Youngkin's mental health summit, held at the College of William & Mary in March 2023.

The 2023 six-year plan process reflects these themes. The revised templates emphasized enrollment volume and composition, financial effectiveness and

sustainability, and program outcomes and alignment. All institutions included some sort of proposal for internships / experiential learning.

The information below summarizes the agency's processes on budget and policy recommendations and outlines some initial options for Council's consideration. Council's discussion and feedback to staff in September and thereafter will shape and structure the final budget and policy recommendations that staff brings forward at Council's October meeting.

Agency Process: SCHEV's typical process for developing recommendations includes the following assessments, in consideration of the statewide strategic plan's three goals – equitable, affordable and transformative – in each area:

- **Institution requests:** This process begins with the six-year plans and SCHEV's review of planned items. This year plans were received July 17, and staff are in the process of reviewing these requests along with staff of the legislative money committees, the Secretary of Finance, the Secretary of Education and the Department of Planning and Budget.
- **Financial and academic analysis:** This process is an assessment of financial and academic measures to help understand areas of opportunity. For financial matters, this analysis can include a review of funding and costs per full-time equivalent student (FTE), fiscal health of the institutions and comparisons to national averages at a state or institutional level. For academic matters, this analysis can include changes in enrollment, retention, and completion of students (including subgroups). The financial and academic matters can be merged into a performance funding mechanisms to incentivize outcomes aligned with state strategy.
- **Economic factors:** This process includes assessing current economic conditions, such as the impact of costs due to inflation, minimum wage increases, etc. Last year, SCHEV estimated increased costs at institutions for nonpersonal services due to changes in minimum wage and inflationary costs. In addition, SCHEV looks at revenue forecasts for the state in terms of whether additional funds may be available or if cuts may need be considered (in the case of an economic downturn).
- **State or regional needs:** In addition, other factors to support state and regional needs may be considered. Council has developed several priority initiatives related to topics such as strategic access efforts, mental health and disabilities support, restructuring state financial aid, and transparency in transfer. Other state and regional needs include: workforce development, college access and enrollment, and constructive dialogue programs. Staff will review additional statewide and regional needs through the six-year plan process.

SCHEV 2024-26 Policy Recommendations	
Policy Item	Op-Six summary of key takeaways and policy considerations
Enrollment	<p>Seek to drive up college-going rate.</p> <p>Gain market share among in-state students and/or attract more out-of-state students.</p> <p>Increase transparency of enrollment data and projections.</p>
Affordable Talent Pathways	<p>Strengthen partnerships with employers, regional economic development organizations at scale.</p> <p>Enhance support / incentives for in-demand skills / degrees.</p> <p>Increase funding for work-based learning.</p>
VMSDEP	<p>Review / optimize VMSDEP to ensure program continues its important mission in a sustainable manner</p>
Financial Aid Award Restructuring	<p>Increase need-based financial aid and maintain gains on reducing unmet need.</p> <p>Being more targeted with state funding (E&G + Financial Aid) to better drive key priorities, incentivize desired actions, support students, and address critical institutional needs.</p> <p>Promote greater aid transparency.</p>
FAFSA Simplification Act Impact	<p>Increase need-based financial aid and maintain gains on reducing unmet need.</p> <p>Being more targeted with state funding (E&G + Financial Aid) to better drive key priorities, incentivize desired actions, support students, and address critical institutional needs.</p> <p>Promote greater aid transparency.</p>
Financial Aid Technical Changes	<p>Increase need-based financial aid and maintain gains on reducing unmet need.</p> <p>Being more targeted with state funding (E&G + Financial Aid) to better drive key priorities, incentivize desired actions, support students, and address critical institutional needs.</p> <p>Promote greater aid transparency.</p>
Dual-Enrollment Pricing	<p>Coordinate & incentivize pathways between high school, community college, and 4-year institutions.</p> <p>Being more targeted with state funding (E&G + Financial Aid) to better drive key priorities, incentivize desired actions, support students, and address critical institutional needs.</p>
Institutional Performance Standards	<p>Continue to explore performance-based funding models; To tie a portion of funding to outcomes and incentivize desired IHE action on state priorities</p>
Campus Security	<p>Introduce more comprehensive suite of wraparound services to fit student needs E.g., counseling, health services, transportation</p>
SCHEV Role in Emergency Aid	<p>Expand emergency financial support E.g., state funding for greater IHE support for high-need students facing financial disruption</p>
Recruitment and Retention of Talent	<p>Explore new funding formula.</p> <p>Enhance support / incentives for in-demand skills / degrees.</p> <p>Encouraging / supporting lower tuition increases to slow down growth in cost of attendance.</p>

State Council of Higher Education for Virginia Agenda Item

Item: II.D – Resources and Planning Committee – Discussion of the Governor’s Introduced Budget for the 2024-26 Biennium

Date of Meeting: January 9, 2024

Presenter: Grace Khattar
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Yan Zheng
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Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Purpose of the Agenda Item:

The purpose of this agenda item is to facilitate the committee’s discussion of Governor Youngkin’s Introduced Budget via staff’s overview and summary of the relevant higher-education components of the Governor’s proposals.

Background Information/Summary of Major Elements:

On December 20, 2023, Governor Youngkin proposed his budget for the 2024-26 biennium. (Given the timing of the production of Council’s meeting materials, staff were unable to include details of the Introduced Budget in the materials here.)

For the budget bill, the next step is legislators’ submission of their own budget amendments, which are due January 12. In February, the Senate and House will develop their committee reports and then form a conference committee, which will develop a conference report for review and approval by the General Assembly. The approved budget then will go to Governor Youngkin for his review. Throughout this process, staff will use applicable budget and policy recommendations approved by Council at the January 2024 meeting as a guide in monitoring amendments and reports, and staff will work with legislators, legislative staff and institutions to provide input.

Materials Provided:

None herein. Prior to the meeting on January 9, staff will provide to Council via electronic message an overview and summary of the Introduced Budget. At the January meeting, staff will provide as a paper handout, “Summary of the Governor’s Proposed Budget for the 2024-26 Biennium.”

Financial Impact: None

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

The summary of the Governor's budget amendments relates to all three goals of the statewide strategic plan - equitable, affordable and transformative.

Timetable for Further Review/Action:

At Council's March and/or May meetings, staff will review the status and outcomes of the budget-development process.

Resolution: None.

State Council of Higher Education for Virginia Agenda Item

Item: II.E – Resources and Planning Committee – Update on 2023 Degrees and Certificates Awarded

Date of Meeting: January 9, 2024

Presenter: Tod Massa
Director of Policy Analytics
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Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: January 10, 2023

Action: Council received a report on degree and certificate awards for 2021-22.

Purpose of the Agenda Item:

The purpose of the item is to provide an update on the degrees and certificates awarded in 2022-23, including progress toward the Commonwealth's goals.

Background Information/Summary of Major Elements:

In 2022-23, Virginia's public and private nonprofit colleges and universities awarded **56,591 bachelor's degrees**, 195 more than the previous year.

- Public four-year institutions conferred 39,012 bachelor's degrees, which was 115 fewer than the previous year.
- Private nonprofit institutions conferred 17,579 bachelor's degrees, 310 more than the previous year.

In 2022-23, Virginia's community colleges and Richard Bland College conferred **17,010 associate degrees**, which compares to 18,061 in the previous year. (The public and private four-year institutions conferred an additional **1,259 associate degrees**.)

Together, the two-year institutions also produced **12,396 sub-baccalaureate certificates** in 2022-23. (The public and private four-years conferred **1,214**.)

Together, the public and private universities also produced **34,129 graduate and professional degrees** and **4,669 post-graduate certificates** in 2022-23.

In total, Virginia's public and private nonprofit colleges and universities awarded **127,268 undergraduate and graduate degrees and certificates** in 2022-23, slightly below last year's record of 128,620 awards.

The top four programs for bachelor-degree awards at public institutions are psychology, biology, computer and information sciences, and liberal arts and sciences. Business administration (fifth) and registered nursing (sixth) follow closely. All six programs had at least 1,400 graduates in 2022-23; together these programs represent over 26% of all bachelor-degree awards at public institutions. Computer and information sciences was the fastest growing program, moving from sixth place in 2021-22 to third in 2022-23. All other programs each had fewer than 1,000 graduates in 2022-23 (political science, 994; business/commerce, 979; speech communication, 946; rest, below 800).

Degrees in STEM-H fields (science, technology, engineering, math and health professions) continued to grow. Public institutions awarded 28,683 STEM-H degrees, or 38.2% of all degrees – the highest number and percentage ever. Private nonprofit colleges and universities awarded 8,820 STEM-H degrees, slightly more than the previous year, or 23.9% of all degrees.

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

The Commonwealth does not appear to be on-track to meet TJ21’s degree-award goals, with 1,356 fewer undergraduate degrees awarded in-state students compared to last year. Staff analysis indicates that, unless significant gains are made in degree completion over the remaining four years, Virginia will fall short by as many as 30,000 degrees at public institutions (assuming no growth and no further losses). This projected shortfall is predominantly the result of decreases in the annual award of associate degrees and a lack of growth in bachelor’s degrees since 2016-17. The COVID-19 pandemic exacerbated the situation.

While challenges remain for the Commonwealth to meet goals around student access and completion, this year’s degree report indicates that Virginia remains on pace to meet *The Virginia Plan* goal of having 70% of working-age Virginians holding a degree or workforce credential by 2030. To date, 808,418 undergraduate credentials have been awarded since 2014-15 with a target goal of 1.5 million by 2030.

Materials Provided:

Enclosed is a briefing on 2022-23 degree awards, with a focus on completions by in-state undergraduates at public and private nonprofit institutions. These data, as well as those on completions of non-degree credentials, are accessible on the Research section of the SCHEV website (<https://research.schev.edu/info/Reports.Guide-to-the-Degrees-Awarded-Reports>).

Financial Impact: None.

Timetable for Further Review/Action: None.

Resolution: None.

Degree Completions and Other Awards in 2022-23

Overview

The information below details degree completions and other awards in 2022-23, with particular focus on in-state undergraduates at public and private nonprofit institutions. Presented are summaries of degree- and certificate-award totals in the public and private sectors, comparisons of 2022-23 in-state undergraduate degree awards to past years and to current estimates, and analyses of progress toward the degree goals of the Top Jobs Act (TJ21), which is a step toward becoming the best-educated state in the nation by 2030.

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

In 2022-23, Virginia public and private nonprofit institutions awarded a total of 127,268 degrees and certificates, compared to 128,620 in the previous year, representing a decrease of 1,352 awards.

Virginia's public and private nonprofit colleges and universities awarded 56,591 bachelor's degrees in 2022-23, an increase of 195 from the previous year (56,396).

Degree	Public Two-years	Public Four-years	Private Four-years	Total
Certificates	12,396	731	483	13,610
Associate	17,010	48	1,211	18,269
Bachelor	0	39,012	17,579	56,591
First Professional	0	1,367	1,822	3,189
Master	0	13,347	12,257	25,604
Doctor	0	2,111	3,225	5,336
Post-grad Certificates	0	2,733	1,936	4,669
Total Degrees	17,010	55,885	36,094	108,989
Total Awards	29,406	59,349	38,513	127,268

Who Graduated?

In 2022-23, 53% of the total number of graduates were white, non-Hispanic, compared to 60% in 2013-14. Awards to Black, Non-Hispanic students have decreased from 13.8% of the total to 13.4%; to Asian students, the increase is from 6% to 7%; and for Hispanic/Latinx students the increase is from 5% to 8%.

Overall, women represent 58% of the degree and certificate awardees, compared to 42% for men. Women represent most credential recipients in all categories except Non-Resident Alien (International Students).

	2013-14		2022-23	
American Indian or Alaska Native (Non-Hispanic)	342	0%	318	0%
Asian (Non-Hispanic)	6,222	6%	8,900	7%
Black or African American (Non-Hispanic)	15,629	14%	17,079	13%
Hispanic/Latinx	5,859	5%	10,391	8%
Multi-Race (Non-Hispanic)	2,294	2%	4,865	4%
Native Hawaiian or Other Pacific Islander (Non-Hispanic)	287	0%	179	0%
Non-Resident Alien	3,865	3%	5,467	4%
Unknown/Unreported (Non-Hispanic)	11,178	10%	12,664	10%
White (Non-Hispanic)	67,291	60%	67,405	53%
Overall	112,967		127,268	

	Men		Women	
American Indian or Alaska Native (Non-Hispanic)	130	41%	188	59%
Asian (Non-Hispanic)	3,953	44%	4,939	56%
Black or African American (Non-Hispanic)	6,020	35%	11,046	65%
Hispanic/Latinx	4,073	39%	6,310	61%
Multi-Race (Non-Hispanic)	1,940	40%	2,913	60%
Native Hawaiian or Other Pacific Islander (Non-Hispanic)	77	43%	102	57%
Non-Resident Alien	2,976	55%	2,434	45%
Unknown/Unreported (Non-Hispanic)	5,666	45%	6,921	55%
White (Non-Hispanic)	28,497	42%	38,844	58%
Overall	53,332	42%	73,697	58%

All Degree Awards to In-State Undergraduates at Public Institutions

TJ21 set a goal for public institutions of awarding a cumulative additional 100,000 undergraduate degrees to in-state students between 2010-11 and 2024-25. Through the 2020-21 academic year, public two- and four-year institutions awarded a cumulative additional 70,431 qualifying associate and baccalaureate degrees. Awards last year were 5,410 above TJ21's baseline (42,825 in 2010-11).

In 2022-23, in-state students completed 48,235 undergraduate degrees (associate and bachelor) at public institutions. This total is 1,356 (-2.7%) below the prior year's count. In the spring of 2022, public institutions had estimated a total 48,931 degree awards to in-state undergraduate students in 2022-23. The degree award total is below the estimate for the year by 696 (-1.4%).

Academic Year	Associate	Bachelor	Total	Projections
2010-11	15,606	27,219	42,825	
2011-12	17,534	28,870	46,404	
2012-13	18,135	29,366	47,501	
2013-14	17,835	29,548	47,383	
2014-15¹	17,918	30,077	47,995	47,026
2015-16¹	18,585*	31,141	49,726	47,100
2016-17²	18,063	31,128	49,191	49,407
2017-18²	17,829	31,026	48,855	50,145
2018-19³	17,633	31,503	49,136	50,093
2019-20³	17,401	31,633	49,034	50,577
2020-21⁴	18,353	32,898*	51,251*	50,061
2021-22⁴	17,741	31,850	49,591	49,642
2022-23⁵	16,689	31,546	48,235	48,931

*Denotes an all-time high.

¹ Projections approved in October 2015; ² Projections approved in October 2017; ³ Projections approved in January 2020; ⁴ Projections approved in October 2021; ⁵ Projections approved in October 2023.

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

In 2022-23, in-state students completed 16,689 associate degrees at public institutions – 16,641 at two-year institutions and 48 at four-years. The total is 1,052 (-6%) lower than the prior year’s count.

While decreases in associate degrees occurred at all but three community colleges between 2021-22 and 2022-23, the 998-award decrease in associate degrees from the prior year count at the public two-year colleges is primarily due to a 152 degree-award decrease at Northern Virginia Community College and nine other colleges with at least a 5% increase over last year.

	Net Decrease	Percentage
Northern Virginia Community College	-152	-3%
Virginia Peninsula Community College	-146	-19%
Germanna Community College	-124	-11%
Brightpoint Community College	-105	-11%
Tidewater Community College	-84	-4%
Danville Community College	-64	-32%
Virginia Western Community College	-60	-9%
J Sargeant Reynolds Community College	-54	-5%
Blue Ridge Community College	-45	-10%

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

In 2022-23, in-state students completed 31,546 baccalaureate degrees at public institutions. This total is 304 (-1%) lower than the 2021-22 count.

The 304-award decrease in bachelor’s degrees between 2021-22 and 2022-23 was attributable to decreases in completions at eight public four-year institutions, with the largest percentage-wise year-to-year decrease at Longwood University, while Virginia Commonwealth University and George Mason University had greater decreases in the raw number of graduates.

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

	2121-22	2022-23	Difference
Longwood University	817	659	-19%
University of Mary Washington	891	764	-14%
Virginia Commonwealth University	4,667	4,382	-6%
George Mason University	5,379	5,185	-4%
Old Dominion University	3,231	3,124	-3%
Virginia Military Institute	234	229	-2%
Christopher Newport University	966	953	-1%
University of Virginia	3,136	3,108	-1%
Radford University	1,447	1,441	0%
James Madison University	3,521	3,528	0%
University of Virginia's College at Wise	198	199	1%
William & Mary	1,019	1,061	4%
Virginia State University	438	462	5%
Virginia Tech	5,370	5,861	9%
Norfolk State University	536	590	10%

The largest increases were from Norfolk State University (54; 10%) and Virginia Tech (491; 9%).

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

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

The 48,235 degree completions by in-state undergraduate awards at public institutions in 2022-23 are 5,410 more than in 2010-11, the baseline year for the Top Jobs Act goal of 100,000 cumulative additional in-state undergraduate awards by 2025. In the twelve academic years since TJ21 was enacted, public institutions have awarded a total of 70,431 additional in-state undergraduate degrees toward the goal. These awards are important components of *The Virginia Plan for Higher Education’s* target of 1.5 million degrees and workforce credentials between 2014 and 2030.

The 5,410 increase in awards since 2010-11 represents an overall increase of 13%, which averages to 1% per year, ranging from -3% to 8% in annual changes. At this point, given the trend in the last four years, Virginia appears likely to fall well short of 100,000 cumulative additional degrees. If awards remain flat, then staff now estimates (with two years of degree awards remaining) that 81,388 cumulative additional undergraduate degrees will be awarded to in-state students. Given where enrollments have been the past few years, staff are of the opinion that very little will change.

When this goal was established, calculations indicated that public institutions would need to achieve an average increase of 953 in-state associate and bachelor's degree awards per year. Given current enrollments and completion rates, it is not possible to achieve the 100,000 cumulative additional degrees as the number of awards would have to be an average of approximately 10,000 greater for the next three years.

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

In 2022-23, in-state students completed 6,621 undergraduate degrees (197 associates and 6,424 bachelors) at private nonprofit institutions. This total represents a decrease in undergraduate-degree awards of 92 from the prior year's count.

Academic Year	Associate	Bachelor	Total	Projections
2010-11	172	5,858	6,030	
2011-12	228	6,368	6,596	
2012-13	232	6,583	6,815	
2013-14	222	6,683	6,905	
2014-15 ¹	314*	6,659	6,973	6,953
2015-16 ¹	304	6,875	7,179	7,088
2016-17 ²	294	6,799	7,093	7,212
2017-18 ²	268	6,950	7,218	7,475
2018-19 ³	253	7,076*	7,329*	6,772
2019-20 ³	211	6,982	7,193	6,757
2020-21 ⁴	205	6,994	7,199	7,049
2021-22 ⁴	195	6,518	6,713	7,119
2022-23 ⁵	197	6,424	6,621	6,114

*Denotes an all-time high.

¹ Projections approved in October 2015; ² Projections approved in October 2017; ³ Projections approved in January 2020; ⁴ Projections approved in October 2021; ⁵ Projections approved in October 2023

More than half of the private nonprofit colleges decreased in degree awards over the prior year. Twelve experienced an increase. The largest year-to-year decreases are shown on the following table:

	Net Decrease	Percentage
Regent University	-85	-12%
Hampden-Sydney College	-70	-41%
Liberty University	-65	-1%
George Washington University	-40	-13%
Shenandoah University	-39	-6%
Eastern Mennonite University	-36	-17%
Emory & Henry College	-34	-18%
Virginia Union University	-34	-22%
Marymount University	-32	-6%
Roanoke College	-29	-11%
Randolph College	-26	-23%

The largest increases were at Hampton University (49, 32%), Randolph-Macon College (25, 10%), and Edward Via College of Osteopathic Medicine (25, 26%).

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

The 6,621 degree completions by in-state undergraduates at private nonprofit institutions in 2022-23 are 591 more than in 2010-11, the baseline year for TJ21’s goal for these institutions to produce an increase in awards by 2025 that is “comparable” to the TJ21’s target for public institutions. This increase occurred despite the closure of two institutions – Saint Paul’s and Virginia Intermont – during the period.

SCHEV staff has estimated that a comparable increase in private nonprofits’ undergraduate awards to in-state students would be at least an additional 15,000 awards by 2025. In the years since TJ21 was enacted, private nonprofit institutions have awarded 14,487 additional undergraduate degrees. If no growth or loss occur in the next two years, the sector will exceed the target by 669 degrees for a total of 15,669 cumulative undergraduate degrees to in-state students.

TABLE 9: Degree Awards to In-State Undergraduates by Private Nonprofit Institutions

Year	Degrees	% Change	Annual Degree Growth
2009-10	5,587		
2010-11	6,030	7.9%	443
2011-12	6,596	9.4%	566
2012-13	6,815	3.3%	219
2013-14	6,905	1.3%	90
2014-15	6,973	1.0%	68
2015-16	7,179	3.2%	213
2016-17	7,093	-1.2%	-86
2017-18	7,218	1.8%	125
2018-19	7,329	1.5%	111
2019-20	7,193	-1.8%	-136
2020-21	7,199	0.1%	6
2021-22	6,713	-6.8%	-486
2022-23	6,621	-1.4%	-92

Becoming the Best State for Education in the Nation by 2030

To achieve the Commonwealth’s goal of becoming the best state for education in the nation by 2030, SCHEV has estimated that Virginia colleges and universities need to award 1.5 million undergraduate degrees, certificates and workforce credentials between 2014-15 and 2029-30. Staff estimates that this will place Virginia above other states in terms of the percentage of working-age adults with a degree or workforce credential. At this point, 808,841 undergraduate degrees and certificates have been awarded to all students, by all institutions, public and nonprofit private. Estimates based on zero growth or loss between now and 2030 will result in 1,428,131 awards. We know that this number likely will not be adequate to achieve the goal, as other states are making the same attempt to increase educational attainment. Further, any number of

factors, such as net in-state migration and a slowing in the growth in the number of high-school graduates until 2027 followed by a decline, will create challenges to meeting this goal.

Although *The Virginia Plan* does not include degrees from for-profit institutions in the 1.5 million target, Virginia residents with degrees from this sector do contribute to the overall level of educational attainment in the state. Based on federal data, these institutions awarded approximately 11,211 certificates or degrees in 2018-19, with 6,953 of these awards being associate or bachelor's degrees. Since 2013-14, the total awards in this sector are approximately 112,000 when adding an estimate of 11,000 for the 2020-21 academic year. We would expect this total to almost double by 2030; thus, staff assume that 200,000 credentials can be added to the projected totals from public and nonprofit institutions, creating a total 1,628,131 undergraduate credentials.

Finally, students earn other valuable credentials not included in this report through the New Economy Workforce Credential program and the registered apprenticeship program, both of which contribute to the prosperity of the Commonwealth. In FY 2023, the New Economy Workforce Credential Grant program awarded 9,515 credentials in high-demand workforce programs. Since its implementation in fiscal year 2017, the program has tallied a total of 59,263 students enrolled, 55,442 program completions and 42,328 credentials earned. If we assume no annual growth here, which seems unlikely, staff estimates another 50,000 workforce credentials, for roughly 92,328 by 2030, resulting in a grand total of 1,720,459 undergraduate and workforce credentials by 2030.

APPENDIX A:

Institutions’ Average Time-to-Degree, Average Attempted Credits, and Top Majors in 2022-23

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

	Ave. Time-to-Degree (Elapsed Years)	Ave. Credits-to-Degree
FTIC, Full-Time at Entry	3.65	77
FTIC, Part-Time at Entry	6.03	81
Top Five Most Popular Majors	Number Grads	Percentage of Total
Liberal Arts and Sciences/Liberal Studies (24.0101)	3,539	21%
General Studies (24.0102)	2,105	12%
Business Administration and Management, General (52.0201)	1,486	9%
Registered Nursing/Registered Nurse (51.3801)	1,158	7%
Social Sciences, General (45.0101)	1,026	6%

	Ave. Time-to-Degree (Elapsed Years)	Ave. Credits-to-Degree
FTIC, Full-Time at Entry	4.46	126
FTIC, Part-Time at Entry	5.98	118
New Transfer, Full-Time at Entry	3.45	83
New Transfer, Part-Time at Entry	4.24	70
Top Five Most Popular Majors	Number Grads	Percentage of Total
Psychology, General (42.0101)	2,787	7%
Biology/Biological Sciences, General (26.0101)	2,146	6%
Computer and Information Sciences, General (11.0101)	1,611	4%
Liberal Arts and Sciences/Liberal Studies (24.0101)	1,499	4%
Business Administration and Management, General (52.0201)	1,421	4%

TABLE A.3: Private four-year nonprofit colleges, Bachelor's Degrees		
	Ave. Time-to-Degree (Elapsed Years)	Ave. Credits-to-Degree
FTIC, Full-Time at Entry	4.41	124
FTIC, Part-Time at Entry	5.40	110
New Transfer, Full-Time at Entry	3.45	76
New Transfer, Part-Time at Entry	4.55	69
Top Five Most Popular Majors	Number Grads	Percentage of Total
Business Administration and Management, General, (52.0201)	2,468	14%
Psychology, General, (42.0101)	1,706	10%
Multi-/Interdisciplinary Studies, Other, (30.9999)	1,433	8%
Registered Nursing/Registered Nurse, (51.3801)	969	6%
Criminal Justice/Safety Studies, (43.0104)	633	4%

APPENDIX B: Public Institutions' Associate-Degree Awards to In-State Students, 2022-23

Institution	Awards in 2022-23			Estimates for 2022-23 (Approved Oct. 2023)		
	N	Change from 2021-22		N	Difference between Awards and Estimates*	
		N	%		N	%
Total Public Four-Year Institutions	48	-54	-53%	50	-2	-4%
Norfolk State University	1	-1	-50%	0	1	100%
Radford University	13	-53	-80%	12	1	8%
Virginia Tech	34	0	0%	38	-4	-11%
Total Public Two-Year Institutions	16,641	-998	-6%	17,698	-1,057	-6%
Richard Bland College	181	48	36%	157	24	15%
Virginia Community College System	16,460	-1,046	-6%	17,541	-1,081	-6%
Blue Ridge CC	391	-45	-10%			
Central Virginia CC	868	-105	-11%			
Dabney S. Lancaster CC	384	-18	-4%			
Danville CC	133	-64	-32%			
Eastern Shore CC	53	-4	-7%			
Germanna CC	979	-124	-11%			
J Sargeant Reynolds CC	1,028	-54	-5%			
John Tyler CC	746	-29	-4%			
Lord Fairfax CC	244	-14	-5%			
Mountain Empire CC	114	-27	-19%			
New River CC	447	-28	-6%			
Northern Virginia CC	5,389	-152	-3%			
Patrick & Henry CC	340	-12	-3%			
Paul D Camp CC	114	-19	-14%			
Piedmont Virginia CC	473	-4	-1%			
Rappahannock CC	238	-41	-15%			
Southside Virginia CC	421	-34	-7%			
Southwest Virginia CC	266	-19	-7%			
Thomas Nelson CC	2,058	-84	-4%			
Tidewater CC	260	6	2%			
Virginia Highlands CC	640	-146	-19%			
Virginia Western CC	582	-60	-9%			
Wytheville CC	292	31	12%			
Total Public Institutions	16,689	-1,052	-6%	17,748	-1,059	-6%

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

APPENDIX C: Public Institutions' Bachelor-Degree Awards to In-State Students, 2022-23

Institution	Awards in 2022-23			Estimates for 2022-23 (Approved Oct. 2023)		
	Total	Change from 2021-22		N	Difference between Awards and Estimates	
		N	%		N	%
Total Public Four-Year Institutions	31,546	-304	-1%	31,183	363	1%
Christopher Newport University	953	-13	-1%	910	43	5%
George Mason University	5,185	-194	-4%	5,196	-11	0%
James Madison University	3,528	7	0%	3,504	24	1%
Longwood University	659	-158	-19%	650	9	1%
Norfolk State University	590	54	10%	594	-4	-1%
Old Dominion University	3,124	-107	-3%	3,260	-136	-4%
Radford University	1,441	-6	0%	1,347	94	7%
University of Mary Washington	764	-127	-14%	811	-47	-6%
University of Virginia	3,108	-28	-1%	3,081	27	1%
University of Virginia's College at Wise	199	1	1%	175	24	14%
Virginia Commonwealth University	4,382	-285	-6%	4,465	-83	-2%
Virginia Military Institute	229	-5	-2%	215	14	7%
Virginia State University	462	24	5%	425	37	9%
Virginia Tech	5,861	491	9%	5,451	410	8%
William & Mary	1,061	42	4%	1,099	-38	-3%

APPENDIX D: Private Nonprofit Institutions' Bachelor-Degree Awards to In-State Students, 2022-23

Institution	Awards in 2022-23			Estimates for 2022-23 (Approved Oct. 2023)		
	N	Change from 2021-22		N	Difference between Awards and Estimates	
		N	%		N	%
Total Private, Nonprofit, Four-Year Institutions	6,424	-94	-1%	5,917	507	9%
Averett University	186	47	34%	129	57	44%
Bluefield University	118	-25	-17%	146	-28	-19%
Bridgewater College	257	20	8%	239	18	8%
Christendom College	43	6	16%	43	0	0%
Eastern Mennonite University	138	-25	-15%	160	-22	-14%
Emory & Henry College	124	-8	-6%	137	-13	-9%
Ferrum College	121	-5	-4%	116	5	4%
George Washington University	183	-29	-14%	200	-17	-9%
Hampden-Sydney College	99	-70	-41%	120	-21	-18%
Hampton University	151	38	34%	53	98	185%
Hollins University	72	9	14%	71	1	1%
Liberty University	2,515	86	4%	2,454	61	2%
Mary Baldwin University	217	-24	-10%	230	-13	-6%
Marymount University	262	1	0%	267	-5	-2%
Randolph College	67	-16	-19%	94	-27	-29%
Randolph-Macon College	265	25	10%	274	-9	-3%
Regent University	209	-62	-23%	310	-101	-33%
Roanoke College	229	-29	-11%	237	-8	-3%
Shenandoah University	308	-31	-9%	351	-43	-12%
Southern Virginia University	37	17	85%	38	-1	-3%
Sweet Briar College	45	3	7%	35	10	29%
University of Lynchburg	267	-28	-9%	231	36	16%
University of Richmond	184	20	12%	176	8	5%
Virginia Union University	61	-25	-29%	62	-1	-2%
Virginia Wesleyan University	169	-4	-2%	180	-11	-6%
Washington and Lee University	97	15	18%	98	-1	-1%

APPENDIX E: Top 10 Degrees by Degree, Major, and Gender in 2022-23

TABLE E.1: Total Public Two-Year Institutions' Top 10 Associate-Degree Awards by Major to Men, 2022-23

Major	Total Degrees	Percent
Liberal Arts and Sciences/Liberal Studies, (24.0101)	1,273	7%
Business Administration and Management, General, (52.0201)	766	5%
General Studies, (24.0102)	704	4%
Computer and Information Systems Security/Auditing/Information Assurance., (11.1003)	430	3%
Engineering, General, (14.0101)	371	2%
Biological and Physical Sciences, (30.0101)	369	2%
Computer Science, (11.0701)	348	2%
Computer and Information Sciences, General, (11.0101)	310	2%
Information Technology, (11.0103)	309	2%
Social Sciences, General, (45.0101)	308	2%

TABLE E.2: Total Public Two-Year Institutions' Top 10 Associate-Degree Awards by Major to Women, 2022-23

Major	Total Degrees	Percent
Liberal Arts and Sciences/Liberal Studies, (24.0101)	2,255	13%
General Studies, (24.0102)	1,395	8%
Registered Nursing/Registered Nurse, (51.3801)	1,021	6%
Business Administration and Management, General, (52.0201)	716	4%
Social Sciences, General, (45.0101)	714	4%
Biological and Physical Sciences, (30.0101)	561	3%
Humanities/Humanistic Studies, (24.0103)	247	1%
Business Administration, Management and Operations, Other, (52.0299)	225	1%
Child Care Provider/Assistant, (19.0709)	221	1%
Psychology, General, (42.0101)	180	1%

TABLE E.3: Total Public Four-Year Institutions' Top 10 Bachelor -Degree Awards by Major to Men, 2022-23

Major	Total Degrees	Percent
Computer and Information Sciences, General, (11.0101)	1,311	3%
Business Administration and Management, General, (52.0201)	787	2%
Biology/Biological Sciences, General, (26.0101)	652	2%
Mechanical Engineering, (14.1901)	616	2%
Finance, General, (52.0801)	572	1%
Business/Commerce, General, (52.0101)	557	1%
Liberal Arts and Sciences/Liberal Studies, (24.0101)	554	1%
Psychology, General, (42.0101)	524	1%
Political Science and Government, General, (45.1001)	462	1%
History, General, (54.0101)	393	1%

TABLE E.4: Total Public Four-Year Institutions' Top 10 Bachelor -Degree Awards by Major to Women, 2022-23

Major	Total Degrees	Percent
Psychology, General, (42.0101)	2,261	6%
Biology/Biological Sciences, General, (26.0101)	1,492	4%
Registered Nursing/Registered Nurse, (51.3801)	1,242	3%
Liberal Arts and Sciences/Liberal Studies, (24.0101)	945	2%
Business Administration and Management, General, (52.0201)	633	2%
Speech Communication and Rhetoric, (09.0101)	628	2%
Sociology, General., (45.1101)	533	1%
Political Science and Government, General, (45.1001)	531	1%
English Language and Literature, General, (23.0101)	520	1%
Multi-/Interdisciplinary Studies, Other, (30.9999)	502	1%

TABLE E.5: Total Private Nonprofit Institutions' Top 10 Bachelor -Degree Awards by Major to Men, 2022-23

Major	Total Degrees	Percent
Business Administration and Management, General, (52.0201)	1,360	8%
Multi-/Interdisciplinary Studies, Other, (30.9999)	648	4%
Aeronautics/Aviation/Aerospace Science and Technology, General, (49.0101)	398	2%
Religion/Religious Studies, (38.0201)	396	2%
Criminal Justice/Safety Studies, (43.0104)	355	2%
Psychology, General, (42.0101)	298	2%
Political Science and Government, General, (45.1001)	240	1%
History, General, (54.0101)	210	1%
Information Technology, (11.0103)	195	1%
Sport and Fitness Administration/Management, (31.0504)	140	1%

TABLE E.6: Total Private Nonprofit Institutions' Top 10 Bachelor-Degree Awards by Major to Women, 2022-23

Major	Total Degrees	Percent
Psychology, General, (42.0101)	1,406	8%
Business Administration and Management, General, (52.0201)	1,105	6%
Registered Nursing/Registered Nurse, (51.3801)	866	5%
Multi-/Interdisciplinary Studies, Other, (30.9999)	784	4%
Elementary Education and Teaching, (13.1202)	360	2%
Biology/Biological Sciences, General, (26.0101)	347	2%
Criminal Justice/Safety Studies, (43.0104)	277	2%
Social Work, (44.0701)	270	2%
Religion/Religious Studies, (38.0201)	226	1%
Political Science and Government, General, (45.1001)	206	1%

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SPECIAL COUNCIL MEETING
DECEMBER 12, 2023**

DRAFT MINUTES

Council Members present: John Broderick (virtual), Walter Curt, Jason El Koubi, Scott Fleming, Victoria Harker, Thaddeus Holloman, John Jumper, Delceno Miles, Jennie O'Holleran and Cheryl Oldham. Council Members absent: Ken Ampy, William Harvey and Doug Straley.

Others present: Katharine Webb (as Search Committee co-chair) and Aimee Guidera (as Search Committee member); Karen Avery and Isabelle Atkinson (as representatives of the Isaacson Miller search firm; both virtual); and Deborah Love (Senior Assistant Attorney General).

Ms. Harker called the meeting to order at 9:30 a.m. at an undisclosed location. She confirmed that the number of Council members present met the quorum requirement and led a motion to allow Mr. Broderick to participate virtually due to the distance between his principal residence and the meeting location.

Council members entered a closed session for the purpose of confidential interviews with candidates for the position of Director of the State Council of Higher Education for Virginia and for discussion of those candidates.

The meeting adjourned at 1:45 p.m. upon a motion by Ms. Oldham that was seconded by Mr. Fleming.

Thaddeus Holloman
Council Secretary

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
OCTOBER 24, 2023**

DRAFT MINUTES

Ms. Harker called the meeting to order at 9:15 a.m. in the board room of the Virginia Community College System Office, Richmond, Virginia.

Council members present: John Broderick, Walter Curt, Jason El Koubi, Victoria Harker, William Harvey, Thaddeus Holloman, Cheryl Oldham, John Jumper, Scott Fleming, Jennie O'Holleran, Douglas Straley and Delceno Miles.

Council members absent: Ken Ampy.

Staff members present: Tom Allison, Lee Andes, Peter Blake, Grace Covello Khattar, Joe DeFilippo, Emma Donovan, Alan Edwards, Deon Hamner, Jodi Fisler, Sandra Freeman, Tod Massa, Laura Osberger, Kirstin Pantazis, Paul Smith, Emily Salmon, Bob Spieldenner, Kristin Whelan, Samantha White and Yan Zheng.

Notable: Deputy Secretary of Education Nicholas Kent.

APPROVAL OF MINUTES

On a motion by Ms. Oldham, seconded by Mr. Holloman, the minutes from the September 18, 2023, joint meeting with the Council of Presidents and the minutes from the September 19, 2023, Council were approved 12-0.

REMARKS FROM DAVID DORE, CHANCELLOR VIRGINIA COMMUNITY COLLEGE SYSTEM

Ms. Harker introduced Dr. Doré, the Chancellor of the Virginia Community Colleges. Dr. Dore started in April of 2023 and within his first 36 days he visited all 23 community colleges. He described his goals for the VCCS and changes he is implementing.

Dr. Doré is shifting the direction of the community colleges and asking the colleges to look at themselves regionally and to collaborate across colleges to better align with the workforce and economic needs of Virginia. The colleges also are shifting their delivery models to better address the needs of the labor market. Many of the high-demand sectors also are the costliest for the community colleges to credential, so the VCCS is asking for a greater investment to improve labs.

Dr. Doré discussed responding to the "new majority" of learners who are nontraditional students and need more flexibility. His goals for student success are high standards and greater completion. Serving the needs of the new majority better will lead to increased enrollment.

The VCCS also is responding to the national upheaval in higher education. More learners do not have the luxury to wait for work to complete a four-year degree. A

more customized approach and credit-for-prior-learning will help more students complete credentials. Dr. Doré discussed blurring of the line between non-credit and credit so that credentials are stackable and can be completed over time while students remain in the workplace.

Council members asked about workforce, and Dr. Dore singled out the success of the Fast Forward program as a new way to look at skilled trades. Mr. Allison was asked to comment on the success of the Workforce Credential Grant program.

The Chancellor's final comments stressed that the community colleges serve many students who are part of the ALICE (asset limited, income constrained, employed) population and that turning these students into taxpayers will save the state from having to provide services.

In response to questions, Dr. Dore also discussed dual enrollment.

DISCUSSION OF SCHEV'S ROLE IN CIVIC ENGAGEMENT AND THE DAY OF DIALOGUE

Dr. Fisler, SCHEV's senior associate for assessment and policy analysis delivered a presentation on SCHEV's role in civic engagement. Civic engagement is one of the four competencies as outlined in SCHEV's Policy on Student Learning Assessment and Quality in Undergraduate Education. Two additional competencies are chosen by and specific to the institutions.

Institutions are teaching civic engagement skills through a variety of methods. Some integrate civic learning into courses, others integrate it into on-campus activities.

SCHEV has convened several virtual and in-person gatherings for institutional faculty and staff for the purpose of discussing various aspects of teaching and assessing civic engagement. These gatherings have allowed faculty and staff to share success stories and helpful resources with one another and allowed SCHEV staff to hear from institutional representatives about the challenges they face. SCHEV staff use insights and feedback generated at these gatherings to inform further action in a manner appropriate to SCHEV's mission and statutorily assigned duties.

The ultimate goal of civic engagement efforts is to prepare Virginia's students to be effective participants in a pluralistic democratic society.

ACTION ON STRATEGIC PLAN'S PRIORITY INITIATIVES

Ms. Salmon updated the Council on the strategic plan progress. The 10 proposed priority initiatives are as follows and incorporate suggestions from Council input:

1. ***Promote access to postsecondary education: Develop, implement and collaborate on a variety of strategic activities, including marketing, professional development, and direct student and family programming (such as mentoring, summer bridge programs, counseling and advising via GEAR UP), to improve awareness of and access to a variety of postsecondary education opportunities for Virginia's low-income and underserved students.***

2. **Support a market survey by Online Virginia Network (OVN):** Gather insight on Virginia higher education alumni including those who obtained some college and no degree and their interest in completing a degree through OVN.
3. **Develop resources for mental health and disabilities supports:** Partner to deliver additional resources to institutions and support front line professionals that provide mental health services to students and/or assist students with disabilities.
4. **Establish consensus on higher education cost and funding needs:** Build consensus around higher education cost and funding needs in accordance with work done last year.
5. **Establish pathways maps as means to lower students' costs by ensuring a smooth transition from two-year to four-year institutions:** Create system-wide course equivalencies and complete seven pathways maps, strengthening pathways to the baccalaureate for transfer students as well as high school students.
6. **Report on student choices and outcomes to ensure commitment to completion and student success:** Produce report on public and private postsecondary education outcomes and transparently communicate the results. Similarly, assess factors influencing an individual's decision to pursue/not pursue higher education.
7. **Automate database for private postsecondary education:** Automate database to improve reliability and increase productivity in regulation of private postsecondary education.
8. **Scale Virginia Talent + Opportunity Partnership (V-TOP):** Scale the Virginia Talent + Opportunity Partnership, launch new V-TOP initiatives that address barriers to work-based learning and evaluate progress/success to expand the statewide effort.
9. **Establish criteria for high demand jobs:** In cooperation with the Virginia Office of Education Economics (VOEE) and institutions, work to establish criteria to define and incentives to address urgent labor market needs.
10. **Foster activities and partnerships that improve students' civic knowledge and their ability to contribute effectively to civic life.**

RECEIPT OF REPORT FROM AGENCY DIRECTOR

Mr. Blake highlighted the following from the Director's report, published on page 142 of the agenda book:

Board of visitors orientation planning: A planning committee continues to meet and refine the agenda for the November 14-15 orientation program for new college and university board members. Featured presenters include Governor Youngkin, Attorney General Jason Miyares, Secretary of Education Guidera, Secretary of Finance Cummings, director of the Department of Planning and Budget Michael Maul and several board rectors, members and university presidents. Council members Delceno Miles and John Jumper serve on the planning group. They and other Council members, including chair Ken Ampy and vice-chair Victoria Harker, will participate in the event, which will be held at the Lewis Ginter Botanical Garden in Richmond.

“Level Up Virginia” launch: On October 2 and in collaboration with the Virginia Department of Education, SCHEV launched a new “student-facing” website, www.levelupvirginia.org. The website offers resources to Virginia’s students and families on a broad range of postsecondary pathways, including two- and four-year colleges, credentials, apprenticeships and the military. It features a directory connecting students and families to local college access providers and spotlights an “ROI College Explorer” tool from VirginiaStudentLoanHelp.org. Visitors can access an event calendar for the latest in college-going activities. While the target audience is students who are underrepresented in higher education, their families and the educators who serve them, it is a resource for anyone in Virginia looking to advance their educational journey.

Data Science Innovation Hub workgroup meeting: On October 4, Joe DeFilippo convened the workgroup assembled by SCHEV to work with a consultant (SRI International) on the feasibility of a university-consortia data science innovation hub in the Hampton Roads region. The group reviewed SRI’s phase 2 report, as well as plans for focus-group discussions with relevant alumni of the designated institutions.

Virginia Education and Workforce Conference: This annual event is scheduled for October 26, from 9 a.m. to 2 p.m., at the Richmond Convention Center. SCHEV’s Virginia Talent + Opportunity Partnership is a co-host for the event along with the Virginia Chamber Foundation and the Virginia Business Higher Education Council. SCHEV staff member Alisha Bazemore will participate on a panel to talk about the value of internships in expending the educational experience of students. If Council members are interested in attending, please tell Kristin Whelan (kristinwhelan@schev.edu), who will register you for the conference.

Wrapping up: I will spend the last two months as SCHEV director on activities related to the annual board of visitors orientation program, SCHEV’s budget and policy recommendations and the Governor’s introduced budget, the Virginia Talent + Opportunity Partnership, the conclusion of the six-year-plan process, internal agency operations and the transition to the new director. The Council made me the interim director in April 2011 and the permanent director in January 2012. I have worked with six Council chairs and dozens of members. Together, we have produced over 100 Council regular meetings, special meetings, retreats and conferences. I have enjoyed (just about) every moment and have been inspired by the Council members’ commitment, thoughtfulness, creativity, knowledge, experience and respect for one another. You will continue to be supported by an exceptional and talented staff and by many friends of higher education around Capitol Square and at the institutions. Thank you.

REPORT FROM THE COMMITTEES

Report from Academic Affairs Committee

Ms. Oldham highlighted the following from the Academic Affairs committee:

The committee discussed two agenda items.

The first item was an action item of proposed changes to the program approvals policy.

The Academic Affairs Committee heard from Dr. DeFilippo and Dr. Osei on proposed edits to the program approvals policy. Detail of the proposed changes are on page 9 of the agenda book. Proposed changes of particular interest include adding cost information to certificate program proposals, updating the timeline and process for degree program approvals and modifying the process for submitting feedback on duplicative programs. The committee voted on this action and approved unanimously to move the item to the full Council for approval.

On a motion from Mr. Fleming and seconded by Ms. Miles, the edits to the programs approval policy were approved unanimously.

For the second item, the Academic Affairs Committee also engaged in a discussion on the work of the Academic Affairs Committee with Dr. DeFilippo and staff.

The Academic Affairs work falls under two main categories: public higher education policy and private postsecondary regulation. Discussion of the included work in the public education sphere included approval actions (e.g., degree and certificate program proposals), policy development and analysis, and liaisonship with multiple campus-based groups. The discussion was informative, and staff has been asked to continue the conversation in future meetings beginning with work in the private education sphere.

Report from the Resources & Planning Committee

Ms. O'Holleran highlighted the following from the Resources and Planning committee:

The committee discussed two agenda items.

The first item was an action on budget and policy recommendations for the 2024-26 biennium.

Mr. Allison reviewed the budget and policy recommendations highlighting staff's proposals in the following three categories:

1. Improving student success and labor market outcomes.
2. Affordability and access.
3. Institutional operations.

Mr. Allison also reviewed capital outlay and equipment recommendations for the upcoming biennium. Staff concluded the presentation with a series of policy considerations for the 2024-26 biennium for Council to consider related to enrollment, campus safety and affordability.

The committee discussed staff's proposals and took action to approve the proposed recommendations on the budget and policy items contained in the materials. The resolution that the committee brings forward for consideration by Council appears on page 37 of the materials.

After a discussion, Council members determined that another meeting may be required to have the time needed to hammer out details of budget recommendations. This meeting date and time will be determined later.

The second item was an action item on institutions' enrollment projections.

Mr. Massa presented enrollment projections to the committee. He highlighted Council's duties in statute as it relates to enrollment projections, the process institutions, SCHEV, and Op-Six go through as it related to the projections and presented detailed data by sector and institution on enrollment projections through Fall of 2029.

Mr. Massa highlighted key findings by institution type noting that four-year institutions are anticipating an overall decrease in in-state first-time in college students. Among four-year institutions there is an even split among institutions that project a decrease and those that project an increase.

Staff concluded the presentation noting that we are on track to meet the cumulative goal in the Virginia Plan to have 1.5 million undergraduate degrees and credentials by 2030. Staff estimates that, by 2030, 70% of Virginia's working-age population will have an associate or bachelor's degree or other relevant workforce credential.

The committee discussed various ways to continue to enhance the enrollment projection process and data collection methods to better project and work with institutions to accurately project enrollment. The committee took action to approve institutions' enrollment projections; the vote was four in favor, with Walter Curt voting against. The resolution that the majority of the committee brings forward for consideration by Council appears on pages 75 and 76.

On a motion from Ms. Miles that was seconded by Mr. Holloman, the institutional enrollment projections were passed by a vote of 11-1, with Mr. Curt voting no.

REPORT FROM THE SCHEV DIRECTOR SEARCH COMMITTEE

Ms. Harker reported on the activities of the Executive Search Committee.

The position was posted in several periodicals and on the SCHEV website. A longer description is being used by the search company, Isaacson, Miller for their search. The search firm has been in touch with 150 individuals. The search committee met last week and discussed roughly a dozen carefully vetted candidates. The committee is currently working on dates for virtual committee interviews in November and finalist visits to follow shortly after. The committee remains on track to hire by the end of the calendar year.

RECEIPT OF ITEMS DELEGATED TO STAFF

Mr. Blake confirmed no new items were delegated to staff. He told the new members where to find the item in the agenda book.

OLD BUSINESS

No old business.

NEW BUSINESS

No new business.

RECEIPT OF PUBLIC COMMENT

No public comment.

MOTION TO ADJOURN

The meeting adjourned at 12:00 p.m.

Ken Ampy
Council Chair

Kristin Whelan
SCHEV Staff

Items Delegated to Director/Staff

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

Academic Program Actions

Institution	Degree/Program/CIP	Effective Date
Old Dominion University	Undergraduate Certificate Program Establishment Approved: • Human Factors (42.2899)	Spring 2024

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

Program Discontinued

Institution	Degree/Program/CIP	Effective Date
George Mason University	Graduate Certificate Program Discontinuance Approved: • Information Security and Assurance (11.1003)	Spring 2024

Pursuant to *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
George Mason University	<p><u>Rename</u> the School of Business to the Donald G. Costello College of Business. The school has been renamed to recognize the Donald G. Costello Foundation financial support and provision of scholarships to students in the business school. The \$52 million gift of the Costello Foundation trusts is “the largest donation to name an academic unit” in the university’s history. In addition, the change from “school” to “college” will “acknowledge the size of the unit” and accurately align it with other large academic units at the university.</p>	November 1, 2023

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SPECIAL COUNCIL MEETING
ALL-VIRTUAL MEETING
DECEMBER 21, 2023**

DRAFT MINUTES

Council Members present: Ken Ampy, John Broderick, Walter Curt, Scott Fleming, Victoria Harker, William Harvey, Thaddeus Holloman, Jennie O'Holleran and Cheryl Oldham. Council Members absent: Jason El Koubi, Delceno Miles, John Jumper and Doug Straley.

SCHEV staff present: Alan Edwards, Laura Osberger and Kristin Whelan.

Others present: Deborah Love (Senior Assistant Attorney General).

Mr. Ampy called the meeting to order at 9 a.m. in a WebEx virtual meeting space for the purpose of convening a closed session of the Council.

Mr. Ampy moved that, pursuant to Virginia Code § 2.2-371 I(A)(I) and § 2.2-371 I(A)(8), the State Council for Higher Education of Virginia convene a closed meeting for the purposes of discussing personnel matters and for consultation with counsel.

He asked Ms. Osberger to record a roll call. All Council members present consented to convene a closed session.

Council members reconvened in the WebEx space at the end of the closed session.

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

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

Mr. Ampy asked Ms. Osberger to record a roll call vote. All of the Council members affirm the purpose and substance of the closed session and none of the Council members reported a statement of departure.

Mr. Ampy moved that the Council authorize the Chair to negotiate and execute such contracts as are necessary and appropriate for the future leadership of the State Council of Higher Education consistent with the discussion that was held in closed

session. Ms. Oldham seconded the motion and after a roll call vote, it was approved unanimously.

Mr. Ampy adjourned the meeting at 11:24 a.m.

Thaddeus Holloman
Council Secretary

State Council of Higher Education for Virginia Agenda Item

Item: III.C – Discussion of Six-Year Plans and Fact Packs

Date of Meeting: January 9, 2024

Presenter: Tom Allison
Assistant Director for Finance & Innovation
tomallison@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: September 18, 2023

Review: The Resources and Planning Committee received a staff briefing on the review process for public institutions' draft six-year operating plans and on the work of a consulting firm (Boston Consulting Group) to assist with this review and to suggest revisions to the process.

Purpose of the Agenda Item:

The purpose of this item is to inform Council's understanding and discussion of the board-approved versions of the public institutions' six-year operating plans and the "fact packs" that the consultant created about each institution on: (i) enrollment volume and composition; (ii) degree-program alignment and performance; and (iii) financial effectiveness and sustainability.

Background Information/Summary of Major Elements:

As prescribed in COV [§ 23.1-306](#), the governing board of each public institution of higher education is required to develop and adopt a six-year operating plan for its institution. The statute vests responsibility largely with SCHEV for facilitating the process at the state level. The plans and their common template serve as an opportunity to facilitate meaningful strategic dialogue between the public postsecondary institutions and the Commonwealth about each institution's enrollment, academic / programmatic and financial plans.

As specified in the statute, institutions' draft plans are reviewed by a six-member group referred to informally as Op-Six, which is comprised of the Director of the Department of Planning and Budget (DPB), the Secretary of Finance, the Secretary of Education, the Staff Director of the House Committee on Appropriations (HAC), the Staff Director of the Senate Committee on Finance and Appropriations (SFAC) and the Director of SCHEV. The statute stipulates that the plans "shall be in a form and manner prescribed by the Council." Following review by Op-Six and potential revisions in response to that review, each board adopts its institution's six-year plan.

Via their boards, the public institutions develop their six-year plans in each odd-numbered year, such as 2023, in conjunction with the state's preparations for the next biennial budget. In even-numbered years, the boards affirm or update the plans, if/as necessary.

The templates provided by the state for institutions' plans contain two parts: Part I, an Excel workbook; and Part II, a narrative document. Part I includes six spreadsheets to capture the following data:

1. In-state Undergraduate Tuition and Fee Plan. In this section, the institution provides any planned annual increases in in-state undergraduate tuition and mandatory Educational and General (E&G) fees and mandatory non-E&G fees for the biennium.
2. Tuition and Other Nongeneral Fund (NGF) Revenue. Based on assumptions of no new general fund, enrollment changes and other institution-specific conditions, the institution provides 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. Financial Aid. In this section, the institution provides a breakdown of the projected source and distribution of tuition and fee revenue redirected to financial aid.
4. Academic-Financial Plan. This section captures the academic, financial and support-service strategies that the institution intends to employ in meeting state needs/goals as found in the statewide strategic plan. Traditionally, institutions have been advised to use a planning assumption of no new general fund to support the strategies.
5. Six-Year Pro Forma. A new section populated by the revenue and financial sheets to calculate a pro forma budget surplus/deficit for six years.
6. General Fund (GF) Request. Each institution provides information here about items for which it anticipates making a request for state general fund support in the upcoming 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.

Part II contains more-detailed information about the data provided in Part 1, as well as additional topics such as enrollment projections, new academic programs, major capital outlay projects, status update of previous plans' strategies, suggestions for improving efficiencies, commitments to and economic development efforts. In addition to requirements in statute and budget, in 2023 the narrative questions also aligned with the sections of the fact packs (defined and described below).

SCHEV staff worked closely with the Boston Consulting Group (BCG), which the Youngkin administration engaged in early 2023 to review the six-year plan process. Staff provided BCG with introductions to key stakeholders, organized feedback sessions with SCHEV advisory groups (presidents, academic officers and finance officers), compiled datasets of financial information and student outcomes and reviewed draft materials.

In 2023, Op-Six focused on three themes during the six-year-plan process:

1. Adapting to shifts in student/enrollment pipelines in the design and operations of institutions and programs;
2. Continuing to innovate on how to best prepare students for success and meet the state's evolving labor market needs; and
3. Ensuring that both tuition payers and taxpayers are getting the greatest possible return on their higher-education investments.

Using SCHEV data collections and publicly-available financial data, BCG developed a "fact pack" for each institution of data visualizations on three aspects of the higher education enterprise: (i) enrollment volume and composition; (ii) program alignment and performance; and (iii) financial effectiveness and sustainability. Thereafter, additional questions related to the fact packs were added to the narrative of portion of the plan template (i.e., Part II). The fact packs have been published on SCHEV's six-year-plan webpage; see: <https://www.schev.edu/institutions/planning-performance/six-year-plans>

Public institutions' initial plans were submitted to Op-Six in July. Throughout August and September, Op-Six, staff, and BCG held eighteen, two-hour, institution-specific meetings to review and discuss the six-year plans with each institution's administrators. Op-Six distributed follow-up questions and comments to the institutions in September, and institutions responded in October. In October and November, the institutions had opportunity to revise their plans if desired in advance of approval by their boards prior to the December 1 statutory deadline. All final plans were submitted by December 1, 2023, and are accessible on the SCHEV six-year-plan webpage; see: <https://www.schev.edu/institutions/planning-performance/six-year-plans>.

The data and proposals in institutions' six-year plans are used throughout the state's budget and policy process. For example, SCHEV staff used the tuition and fee plan and the projected increase in non-general fund revenue to estimate the increase in student financial need over the next two years, an important factor in staff's proposed recommendation on undergraduate need-based aid. Legislative staff may look for the all-institution cost of a potential salary increase when determining whether to include in the state budget a raise for state employees. Additionally, policymakers may look for common themes in the academic and financial plans, such as initiatives addressing mental health or student success, and may develop statewide policies to address common issues more cohesively than via institution-specific, one-off approaches.

Summary of / Findings from Public Institutions' Board-Approved Six-Year Plans

- On average, institutions propose raising tuition and e&g fees by 4.0% in 2025 and 3.9% in 2026.

- The General Fund (GF) portion of the cost of plans' assumptions on salary, health insurance and VITA changes are \$51 million in FY 2025 and \$101 million in FY 2026.
- Institutions requested \$825 million in FY 2025 and \$662 million in new GF.
- The most common categories of GF requests were Career Readiness and Placement; Education Innovation / Online Learning; Financial Aid; and Research.
- All institutions included some sort of proposal for internships / experiential / work-based learning.
- Many institutions' plans included new degree programs in Data Science.
- Most institutions' plans included proposals to address deferred revenue through the Virginia Military Survivors and Dependent Education Program (VMSDEP). Total GF requests for this program were \$72 million and \$82 million in the first and second year, respectively.

Materials Provided:

Institutions' board-approved 2023 six-year plans, the fact packs and a summary of key takeaways and policy considerations developed by the consult in collaboration with the Op-Six are available on SCHEV's six-year-plan webpage; see:

<https://www.schev.edu/institutions/planning-performance/six-year-plans>

Financial Impact: None

Relationship to Goals of The Virginia Plan for Higher Education:

Since 2015, institutions have organized their six-year plans around the goals of the statewide strategic plan. In that year, joint resolutions (HJR 555 and SJ 228) required that the mission, vision, goals and strategies expressed in The Virginia Plan should guide the public institutions' development of their six-year plans.

Timetable for Further Review/Action: None

Resolution: None

State Council of Higher Education for Virginia Agenda Item

Item: III.D – Discussion of the 2024 General Assembly Session

Date of Meeting: January 9, 2024

Presenter: Grace Khattar
Senior Associate for Finance Policy and Government Relations
gracekhattar@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Purpose of this Agenda Item:

The purpose of this item is to facilitate Council's discussion of legislation pertaining to and/or likely to affect higher education in the 2024 session of the General Assembly. Staff will provide an overview of SCHEV's role in the legislative process and will highlight and summarize relevant bills.

Background Information/Summary of Major Elements:

The 2024 Virginia General Assembly will begin its session on January 10. Pending confirmation by the body, the tentative legislative calendar is:

January 10: General Assembly convenes; committee assignments announced.

January 12: Budget amendment deadline.

January 19: Bill filing deadline.

February 13: Crossover Day (the date on which each chamber may consider only that legislation and amendments introduced in the other chamber, except the budget bill and revenue bills).

February 18: Money committees report-out respective versions of the budget.

February 28: Budget bills reported-out of each chamber; budget conferees appointed.

March 9: Adjournment.

During the session, staff will review all bills and budget amendments related to higher education and work with legislators and their staff as needed to address concerns. Via the interim agency director, staff will provide Council with updates at various points during the process.

Materials Provided:

None herein; at the meeting, staff will provide a handout that lists the current bills.

Financial Impact: NA

Timetable for Further Review/Action: NA

Resolution: NA

State Council of Higher Education for Virginia Agenda Item

Item: III.E – Update on the Virginia Talent + Opportunity Partnership (V-TOP)

Date of Meeting: January 9, 2024

Presenter: Dr. Alisha Bazemore
Assistant Director for Innovative Work-Based Learning Initiatives
AlishaBazemore@schev.edu

Most Recent Review/Action:

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

Date: January 10 and May 15, 2023

Review: During 2023, Council discussed the V-TOP initiative's activities and plans during its January meeting and heard a staff briefing on V-TOP during the joint meeting with the Private College Advisory Board in May.

Purpose of the Agenda Item:

The purpose of this item is to update and inform Council of ongoing, new and planned activities related to the Innovative Internship Fund and Program, known externally as the "Virginia Talent + Opportunity Partnership" (V-TOP), and to afford an opportunity for members to discuss those activities.

Background Information/Summary of Major Elements:

The 2018 General Assembly appropriated funding to SCHEV to encourage public institutions' development of partnerships that would provide innovative, paid internship opportunities for students. The legislature expanded and enacted the effort into law in 2019 as the Innovative Internship Fund and Program ([§ 23.1-903.4](#)). In 2020, in partnership with the Virginia Chamber Foundation, SCHEV rebranded the program's public-facing components as the Virginia Talent + Opportunity Partnership, or V-TOP. The Virginia Business-Higher Education Council (VBHEC) joined V-TOP as a partner in 2023.

The statutory purpose of the program is to expand paid and/or credit-bearing student internships and other work-based learning (WBL) opportunities in collaboration with Virginia employers. The program comprises: (i) institutional grants; and (ii) a statewide initiative to facilitate "readiness" – the readiness of students to participate in all types of work-based learning; the readiness of employers to offer these learning opportunities; and the readiness of institutions to coordinate and facilitate more and better internships and other work-based learning opportunities.

V-TOP's readiness resources include:

For Employers	An employer toolkit and online modules for guidance on starting an internship
	Year One and Year Two experiences offering employers the opportunity to engage earlier with students and facilitating more flexibility in the types of tasks that interns perform
	Support services for employers delivered by regional grantees
	Training sessions for mentors, supervisors, and mentees through Mentor Virginia
	A staffing agency providing human-resource support for small employers (<250 employees)
	Matching funds for small employers (<150 employees)
For Students	Online modules for career-ready competencies
	Online modules on seeking work-based learning
	First-year and second-year experience (iGROW with V-TOP)
For Institutions	Vision grants (up to \$25,000 per grant)
	Professional development scholarships (up to \$2,500 per scholarship)
	Assistance with transforming Federal Work-Study into internships, on and off campus
	Assistance with data governance

V-TOP highlights and accomplishments include:

- <https://viriniatop.org>, a freestanding website for students, employers and institutions maintained externally by the Virginia Chamber Foundation;
- The “Big Goal:” Every graduate of a two- and four-year Virginia institution of higher education has participated in at least one paid or credit-bearing student internship or other work-based-learning (WBL) opportunity.
- Regional Collaborative Grants awarded to all nine regions (up to \$250,000 over two years to a regional collaborative led by a public institution);
- Vision Grants awarded to nine institutions (eight public, one private);
- Virginia Intern Day proclamations by Gov. Youngkin in July 2022 and July 2023:
 - July 2022 was the Commonwealth’s first official proclamation/observance;
 - 100 “top employers for interns” were recognized in July 2023;
- Procurement of a contract for development of online training/modules and roll out of three free online courses (<https://virinia.atomiclms.com/courses>):
 - “Developing an Internship Program” for employers;
 - “Developing Career Readiness Skills” for students; and
 - “Student Internship Toolkit for students
- Procurement of a contract with iQuasar for staffing-agency services to small employers (<250 employees);
- Collaboration with Mentor VA to offer free training sessions for the business community (mentors, supervisors, and mentees)
- Launching of “iGrow with V-TOP” (for 1st- and 2nd-year student experiences);
- Transforming Federal Work-Study (FWS) jobs into paid internships:
 - Development of an online “toolkit” to assist institutions with transforming students’ FWS jobs (on campus and off) into internships;
 - Transforming FWS grants awarded to eight institutions in 2023;
- Engagement with three community colleges in the Mike Rowe Works training;
- Coordination with the Council of Presidents (COP) on an academic workgroup on data governance related to work-based learning opportunities/experiences;
- Participation on the SB 1280 workgroup (exploring the integration of internships into the curricula of all students at public institutions);
- Piloting of a summer intern program for state-government agencies;
- Creation of five V-TOP-dedicated staff positions; and

- Creation of two additional grant opportunities:
 - Institutional Award for Student Internship Support Grant (\$100,000 per four-year public institution); and
 - Institutional Internship Data Collection Grant (\$100,000 per four-year public institution).

Major activities planned for 2024 include:

- Develop and roll out a statewide outreach and awareness plan;
- Allocate first round of matching funds to small employers (summer internships);
- Evaluate V-TOP's outcomes and progress.

In Fall 2023, the Youngkin administration solicited the Strada Education Foundation for assistance with assessing the V-TOP initiative and understanding what next steps were necessary to make V-TOP the nation's premier state-level work-based learning effort. In December, that information was under consideration by the administration; staff will be able to provide Council with additional information at the January meeting.

Materials Provided: None beyond the summary above.

- At the meeting, staff will provide an overview of V-TOP's recent, ongoing and planned activities via a PowerPoint presentation.

Financial Impact: None

Timetable for Further Review/Action:

Staff will provide updates at future meetings as/when requested by Council.

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

V-TOP supports the plan's first goal (equitable) and third strategy (strengthen career services), as well as its third goal (transformative) and eighth strategy (support experiences that improve students' employment outcomes). To the extent that more paid internships become available, V-TOP also supports the second goal (affordable).

Resolution: NA



On February 20, 2018, William & Mary's Board of Visitors unanimously elected Katherine A. Rowe as the 28th president of the university. Nationally recognized as an innovator in higher education, Rowe champions the liberal arts, entrepreneurship and strengthening education-workforce pathways. She began on July 1, 2018 and was inaugurated on February 8, 2019. On November 19, 2021, the Board unanimously approved an early extension of President Rowe's contract, through June 2028.

Under Rowe's leadership, William & Mary has advanced access and affordability, holding tuition flat for five years, from 2019-2023. Her cross-university initiatives include a central Entrepreneurship Hub, a Studio for Teaching & Learning Innovation, W&M's first Sustainability Plan and Climate Action Roadmap, realization of William & Mary's long-planned Memorial to the Enslaved, a Veteran to Executive Transition program, an Institute for Integrative Conservation and a university-wide approach to inclusive excellence. William & Mary successfully closed its For the Bold campaign in June 2020, raising just over \$1 billion.

Rowe oversaw the creation of William & Mary's ambitious strategic plan, Vision 2026, via an inclusive, multi-year planning process. During the first phase of planning, the university community came together to craft William & Mary's first-ever statement of shared values. Consistent with the strategic goals outlined in Vision 2026, Rowe announced in 2022 a commitment to cover full tuition and fees for all in-state Pell Grant recipients beginning in fall 2023.

As president, Rowe led William & Mary's effective COVID-19 response, joining forces with the City of Williamsburg and other key local partners. In August of 2020 William & Mary reconvened in-person learning, uninterrupted – flexibly adapting every university practice and system to ensure that students could maintain momentum to their degrees. Key institutional innovations were launched during the pandemic: enhanced career development for students, a unified approach to Communications and Marketing and a whole-university Council for Community Partnerships.

Rowe serves on the Northern Virginia Technology Council, the Virginia Business and Higher Education Council Board, RVA757 Connects, the Virginia American Revolution 250 Commission and the GoVA Region 5 Council. Rowe was named to the Virginia Business Virginia 500 Power List in 2020, 2021 and 2022. In 2020, *Diverse: Issues in Higher Education* named Rowe one of the top 35 women in higher education.

Rowe shares her love of Ultimate with her spouse, Bruce Jacobson, William & Mary's First Gentleman. They have two adult children, Daniel and Beah.

State Council of Higher Education for Virginia Agenda Item

Item: III.G – Update on the Annual Report on the Statewide Strategic Plan:
Pathways to Opportunity

Date of Meeting: January 9, 2024

Presenter: Emily Salmon
Senior Associate for Strategic Planning and Policy Studies
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Most Recent Review/Action:

- No previous Council review/action
 Previous review: Council reviews the strategic plan's Annual Report each January.

Purpose of the Agenda Item:

The purpose of this item is to facilitate Council's review and discussion of the activities and initiatives undertaken during 2023 in support of the goals and strategies of *Pathways to Opportunity: The Virginia Plan for Higher Education*. Staff will summarize the report's key findings in terms of progress toward the plan's three goals (equitable, affordable and transformative higher education) as assessed via its five measures (attainment, enrollment, awards, borrowing and wages).

Background Information/Summary of Major Elements:

In the *Code of Virginia*, the first of Council's various duties is to develop a statewide strategic plan. This plan must: reflect the statutory goals for Virginia higher education; identify a coordinated approach to such state and regional goals; and emphasize the future needs for postsecondary education in the Commonwealth. As approved by Council in January 2021, *Pathways to Opportunity: The Virginia Plan for Higher Education (The Plan)*, identifies demographic, economic and social trends that the Commonwealth must address if it is to continue to prosper and succeed.

The *Code* also requires SCHEV to submit, by January 1 each year, an annual report on progress toward the statutory goals. Staff submitted the 2023 annual report in December; it is enclosed here. The report summarizes the key findings from an assessment of where Virginia stands relative to the goals as well as upcoming and recent activities that directly support the *Pathways to Opportunity* plan.

Organized into three sections, the annual report provides: (i) key findings; (ii) supporting activities; and (iii) appendices with detailed data tables.

- The key findings identify progress toward the five measures relative to the baseline data (2019-2020 academic year). The remainder of the report's data reference the 2021-2022 academic year.
- The report's supporting-activities section summarizes various activities and initiatives that serve to implement *The Plan's* 10 strategies.
- The appendices include data tables to visualize the key findings in more detail as well as information on Council's previous and current priority initiatives.

Materials Provided:

Enclosed is the 2023 *Pathways to Opportunity Plan* Annual Report. At the meeting, staff will provide a presentation.

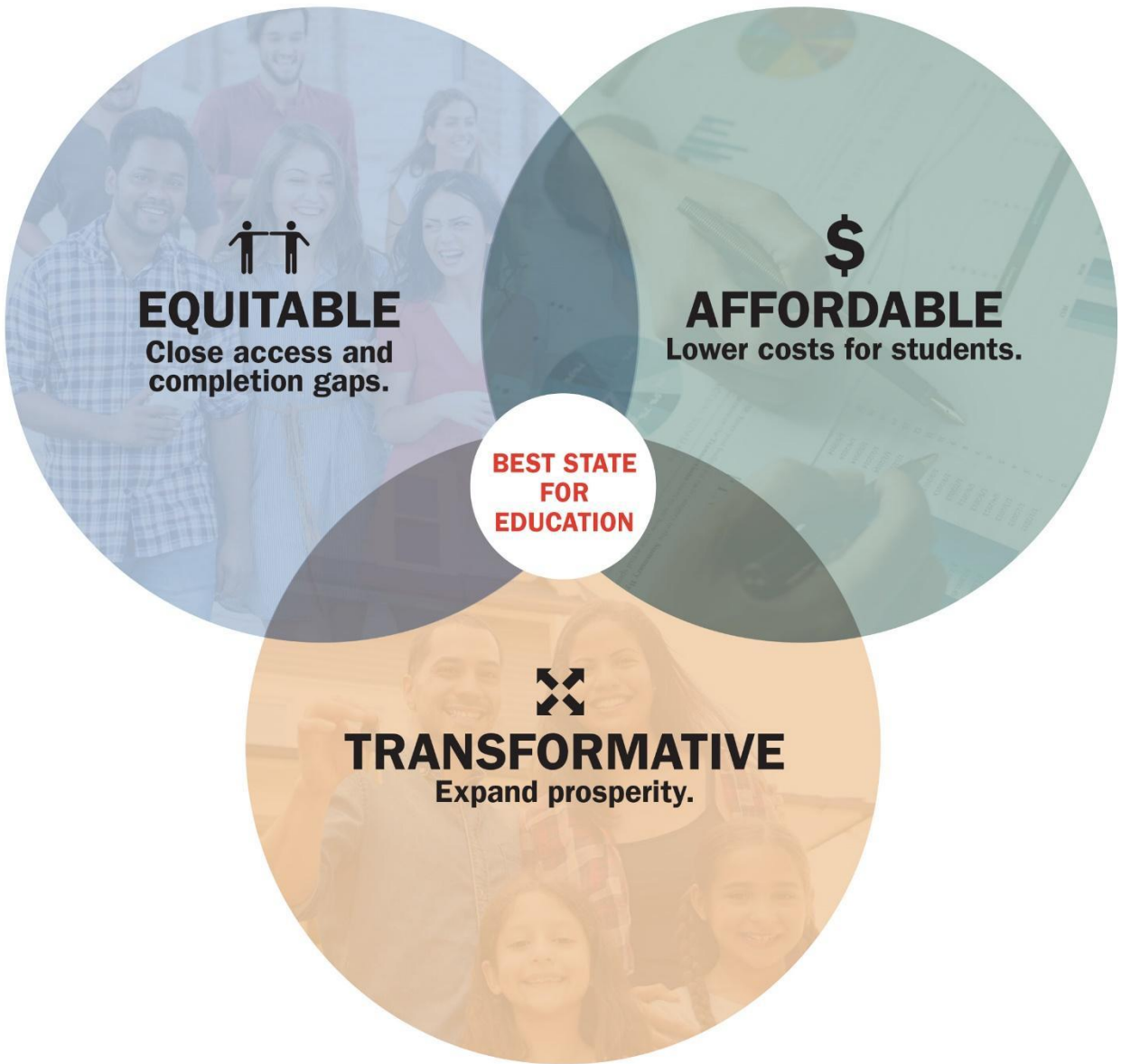
Financial Impact: None

Timetable for Further Review/Action: Council receives updates on *The Plan* and its priority initiatives at most meetings.

Relationship to Goals of The Virginia Plan for Higher Education:

This agenda item identifies progress made toward achieving the goals of *Pathways to Opportunity: The Virginia Plan for Higher Education*.

Resolution: N/A



Pathways to Opportunity:
The Virginia Plan
for Higher Education
2023 Annual Report

December 2023



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OVERVIEW

The *Code of Virginia* vests the State Council of Higher Education for Virginia (SCHEV) with the responsibility to develop a statewide strategic plan that reflects statutory goals for higher education in the Commonwealth, identifies a coordinated approach to such state and regional goals, and emphasizes the future needs for higher education in Virginia. Approved in January 2021, [*Pathways to Opportunity: The Virginia Plan for Higher Education*](#) (*The Plan*), identifies trends that the Commonwealth must address if it is to continue to prosper and succeed.

SCHEV is required by statute to submit an annual report on progress toward the statutory goals. The 2023 Annual Report summarizes the three statutory goals, key findings from an assessment of where Virginia stands relative to the statutory goals, as well as upcoming and recent activities that directly support *Pathways to Opportunity* (*The Plan*).

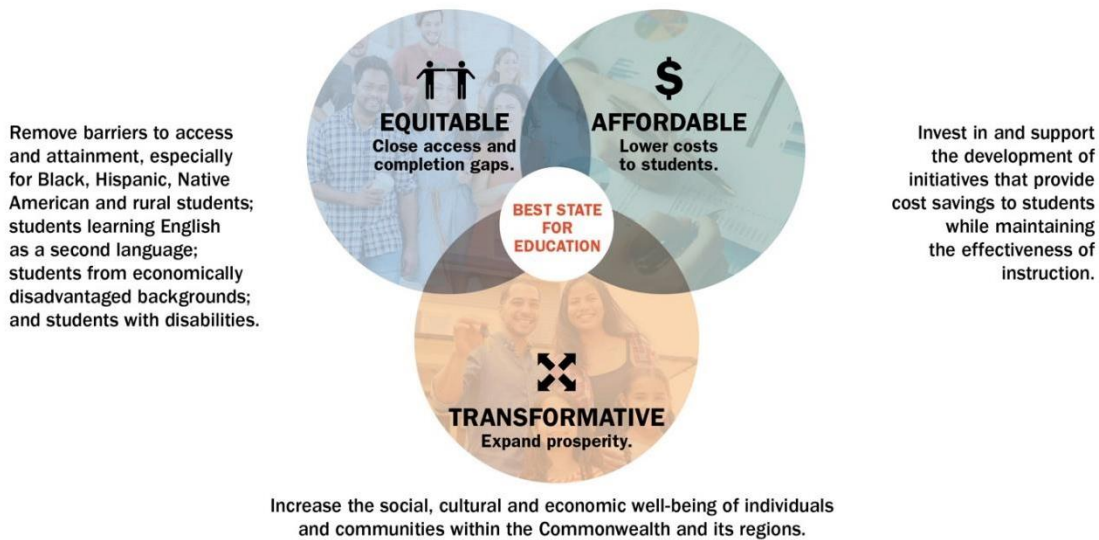
BACKGROUND AND PURPOSE OF REPORT

Background

The Plan creates a framework for action by Virginia’s higher education partners for up to six years. The framework is built on the premise that all partners in higher education must work together to help Virginia, its citizens and its regions. In essence, higher education serves as a critical nexus, transforming learners, cultivating talent and offering pathways to opportunity.

Goals

The framework, derived through a strategic planning process, includes three intrinsically connected goals of equitable, affordable and transformative higher education. When achieved, the three goals will result in Virginia being the “Best State for Education” by 2030 and will mean a 70% educational attainment rate for all 25- to -64 year-old working-aged Virginians.



Ten strategies serve as broad methods to achieve *The Plan’s* goals and the bases for the biennial initiatives. Five measures assess progress toward achieving the three goals.

Purpose of Report

The Plan’s 70% attainment target focuses on a 2030 timeline. However, achieving the goals and vision requires innovation, collaboration and long-term work to resolve complex and persistent issues. The higher education community is one of many stakeholders that must step up to address these complex issues. To that end, this annual report summarizes key findings, recent activities and upcoming initiatives that support *Pathways to Opportunity*.

2023 FINDINGS

To effectively identify and address barriers to achieving the three goals, SCHEV disaggregated data pertaining to the five measures (attainment, enrollment, awards, borrowing and wages) for the following subgroups: race/ethnicity, income, GO Virginia regions and gender. SCHEV does not have access to all subgroup data (e.g., data pertaining to English language learners and students with disabilities). SCHEV is working to address these data limitations. In 2024, SCHEV will start collecting data pertaining to students with disabilities.

Data from the 2019-2020 academic year served as the baseline from which to measure progress toward achieving *The Plan's* three goals. Given the ambitious goals and yearly tracking of progress, improvement should be evident over time. Year-over-year changes will not likely be significant but gradual, ideally in a positive trajectory.

The following summarizes key findings from the most recent measures data for the 2021-2022 academic year. The key findings identify data relative to the baseline and whether the data indicate improvements, movement in the wrong direction or no change.

With the exception of the attainment data, the four other measures reference data for all undergraduate students in Virginia. Refer to Appendix B for further explanation and detailed charts illustrating the key findings.

Summative findings: The most recent data (2021-2022) were largely unchanged from the baseline year (2019-2020) data with a few notable changes – persistent attainment gains, a few declines (male enrollment/black degree awards) and overall decrease in the percent of students borrowing and increase in overall wages 10 years post-completion.

2023 Summative Findings



- Attainment Gains of 2%
- Large gains among:
 - White Males & Females
 - Middle Income



- Male Enrollment Decrease of 1%
- Degrees Awarded to Black Students Decreased by 1%



- Decrease in Student Borrowing
- Average Loan Amount Steady
- Wage Increases for Majority of Subgroups

Key findings from the most recent data (2021-2022):

Attainment: The percentage of 25- to 64-year-olds with an associate degree or higher. While total attainment increased two percentage points from 2019-20 to 2021-22, attainment gaps exist in every subgroup (race/ethnicity, income, region and gender). The gaps highlight the breadth and complexity of this issue. Those with the lowest attainment within each subgroup as well as notable changes or gains are identified below:

- By race/ethnicity - Black (unchanged from 2019-2020). **White attainment increased by five percentage points** since 2019-2020 (from 54% to 59%).
- By region of origin - Southside and Southwest Virginia (unchanged from 2019-2020).
- By income - Lower income (unchanged from 2019-2020). **Middle income attainment increased by four percentage points** from 2019-2020 (from 37% to 41%).
- By gender – Men. However, **both male and female attainment increased by two percentage points** over the 2019-2020 academic year (males from 46% to 48% and females from 54% to 56%).

Enrollment: Fall headcount of public and private undergraduates. The following undergraduate enrollment gaps exist:

- By race/ethnicity – Black, Hawaiian Islander/Pacific Islander and White (unchanged from 2019-2020). The percent of enrolled non-resident alien students decreased one percentage point from 2019-2020 (from 3% to 2%).
- By region of origin – Hampton Roads and Shenandoah Valley (unchanged from baseline). Richmond (unchanged from 2020-2021).
- By income – Middle income (unchanged). The percent of enrolled low income students decreased one percentage point from 2019-2020 (from 24% to 23%).
- By gender – Men (unchanged). **The percent of enrolled male students decreased one percentage point** from 2019-2020 (from 44% to 43%).

Awards: Undergraduate degrees and credentials produced each year. Success gaps may exist when the percentage of total awards is less than the percentage of enrolled students.

Identified success gaps may include:

- By race/ethnicity – **Black (percent of total awards decreased one percentage point)**. The percent of total awards decreased from 14% to 13% while the percent of enrolled black students held constant. Multi-Race (unchanged). Hispanic/Latinx exhibited a success gap in 2019-2020 but not for the 2020-2021 and 2021-2022 academic years. In 2020-2021, an Asian gap existed and closed in 2021-2022.

- By region of origin – Greater Richmond, Hampton Roads and Northern Virginia (unchanged).
- By income – Lower income (unchanged).
- By gender – Men (unchanged).

Borrowing: Average debt of graduates. Those groups with the largest percentage of undergraduates who are borrowing include:

- By race/ethnicity – Black decreased by seven percentage points since 2019-2020 (from 46% to 39%) and Race/Ethnicity unknown decreased by eight percentage points (from 42% to 34%) compared to 2019-2020. Generally, the percentage borrowing decreased in most every group when compared to the 2019-2020 baseline. Average loans stayed largely within \$1,000 of the 2019-2020 base year.
- By region of origin – Hampton Roads. However, the percentage borrowing in Hampton Roads has decreased by six percentage points when compared to 2019-2020 (from 35% to 29%).
- **By income – Middle income. However, the percentage borrowing has decreased by 13 percentage points when compared to 2019-2020 (from 67% to 54%).**
- By gender – Women. The percentage borrowing has decreased by four percentage points when compared to 2019-2020 (from 34% to 30%).

The above groups with the largest percentage of undergraduates who are borrowing remained unchanged from 2019-20 to 2021-22. However, the percentage of students borrowing decreased across the board for each group.

Wages: Graduates' wages 10 years after graduation. Those groups with the widest wage gaps include:

- By race/ethnicity – Black (unchanged).
- By region of origin – Southwest and Southside (unchanged).
- By income – Lower income (unchanged).
- By gender – Women (unchanged).

Despite the persisting gaps above, when compared to the prior reporting period, **wages did increase across all groups except for Race Unknown (decreased compared to 2019-2020 median from ~ \$64,900 to \$63,400) and Hispanic which stayed flat (median at ~\$65,000).**

SUPPORTING ACTIVITIES

Biennial Initiatives

The Pathways to Opportunity Plan creates the framework for statewide action for up to six years via its vision, goals and strategies. However, *The Plan's* strategies to achieve the goals, given their generality, are not actionable in and of themselves. Priority initiatives serve as Council's means to implement the strategies and work toward the goals set forth in *The Plan*.

Council approved the first slate of priority initiatives in September 2021. In turn, those biennial priority initiatives aligned with applicable budget and policy recommendations necessary to implement those actions. [Appendix C](#) provides details about these priority initiatives, their relationship to The Plan's strategies and the status/completion of supporting actions over the past two years.

After an iterative input process, on October 24, 2023, Council endorsed the newest slate of initiatives that replace the 2021-2023 initiatives. Upon adoption, staff implementation began immediately. The new slate of priority initiatives and supporting actions to implement can be found in [Appendix D](#).

The following section summarizes select, related activities in 2023.

Recent Activities

SCHEV engages in various activities that directly support *Pathways to Opportunity*. The following information summarizes some of these efforts as they relate to *The Plan* and its three goals.

Goal 1 - Equitable higher education

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

College Access and PK-12 Outreach

SCHEV successfully implemented several key initiatives as part of its ongoing partnership with the Virginia Department of Education (VDOE) Office of Specialized Student Services:

- Established a Memorandum of Understanding that facilitated a shared position, the Postsecondary Access & Success Specialist, to bridge secondary and postsecondary transitions.
- Secured funding through various sources, including the federal Gaining Early Awareness and Readiness for Undergraduate programs (GEAR UP) grant, Virginia529's Access and Affordability Initiative and the General Assembly's investment in the Guidance to Postsecondary Success Program.
- Administered the [GEAR UP Virginia grant](#), serving **12 of Virginia's highest need school divisions** and assisting **over 8,000 students** with college preparation interventions and financial aid including: tutoring and mentoring; summer programs, targeted teacher professional development; financial aid workshops; college visits; career and college counseling; academic services; and outreach.

WHAT IS GEAR UP?
In effort to increase student college enrollment and success and to transform the lives of low-income families and their communities, GEAR UP Virginia (GUV) began offering college preparatory services and skills development to a cohort of seventh-grade students in 22 middle schools in 13 districts beginning in 2021-2022. These students will receive support through their first year of college, following high school graduation in 2026. GUV also offers critical college preparation services annually to juniors and seniors in three school divisions, and supports them through their first year of college.

GOALS AND OBJECTIVES:

1. Increase the academic performance and college preparation of GUV students;
2. Increase the number of students in rigorous courses;
3. Increase knowledge of college and financial aid among students and their families;
4. Improve college readiness rates; and 5) increase college enrollment rates.

SERVICES:

1. Tutoring and mentoring;
2. Summer programs to promote transition to high school and, later, transition to college;
3. Professional development for teachers in core academic areas;
4. College and financial aid awareness workshops for students/parents;
5. Visits to a variety of colleges;
6. Counseling and advising related to college and career;
7. Academic services in high school so that students do not need remediation in college;
8. Outreach to help high school graduates as they transition to postsecondary education.

#GEARUPWORKS

As a result of the GEAR UP Virginia 3.0 grant (2014-2021):

- Participating GUV students saw a 75% increase in college enrollment compared to peers*
- 11% gain in graduation rates
- 34.6% increase in the number of students who successfully completed Algebra II
- 7.3% increase in the number of students who successfully completed geometry
- 11% increase in advanced diploma rates

*For more information on this analysis, please see <https://www.surveylab.com/Components/News/News/2002/200>

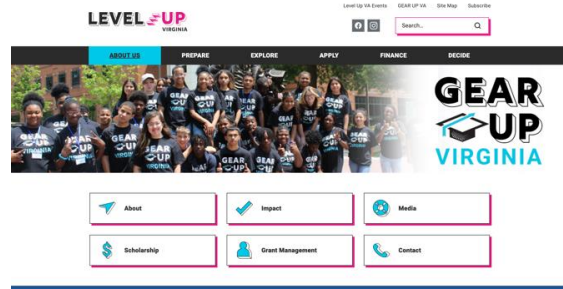
“The financial impact that GUV has left by helping me find scholarships and mentoring me through the process of financial aid has been absolutely exceptional. I am proud to say that I have received over \$20,000 in scholarships since beginning college, and I am heading into my senior year completely debt free!
-Sarah
GUV Alum | University of Mary Washington '25

WHO WE SERVE:

Accomack • Brunswick* • Danville • Halifax • Hampton
Harrisonburg • Hopewell* • Lancaster • Manassas City
Manassas Park • Nottoway • Petersburg* • Westmoreland

Source: <https://www.levelupvirginia.org/about-us/gear-up>

- Unveiled the Level Up Virginia initiative to coordinate statewide college access programming. This initiative includes various student-facing events like College Nights in Virginia, Virginia College Application Week, FAFSA Next and Decision Day VA, professional development for educators and a Middle School Campus Visit Project.

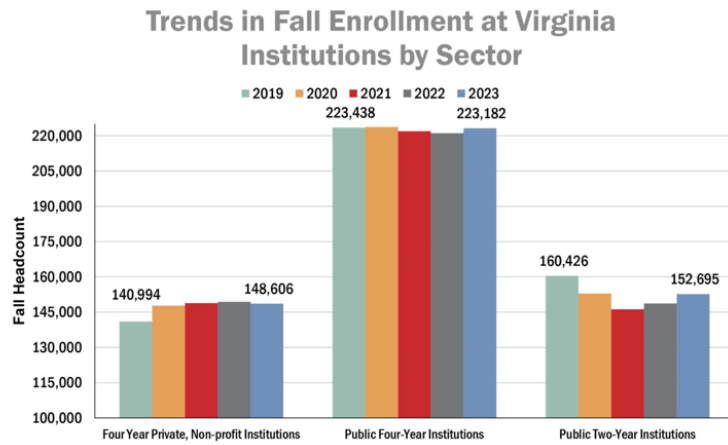


- Launched the levelupvirginia.org website, a comprehensive resource for students, families and educators.
- Convened a 10-member advisory board, with representatives from SCHEV, VDOE, VA529, higher education, K-12 and college access organizations to guide the above efforts and work to develop a shared enrollment goal, a FAFSA completion goal and an associated collaborative work plan.

College Decision-Making, Access and Enrollment

In December, SCHEV released its analyses on college decision making and enrollment. “[What We Know About College Decision Making](#)” compiles data from nearly a dozen research reports to provide insight into the decision process of high school students. More than 75% of Virginia high school students plan to pursue some level of post-secondary education after graduation, but the analysis notes that many factors influence that decision including costs, stress, career uncertainty and opportunity costs. In addition, students from low-income families report that each step in the decision process is filled with various obstacles and uncertainty.

Next steps include obtaining additional insight from Virginia high school students to identify and understand the reasons behind students’ choices, particularly those who opt not to pursue higher education after high school. Such insight can inform future institutional and state-level access efforts and outreach.



Source: SCHEV, E02 Fall Headcount & Early Enrollment Estimates
 Data accessed November 2023.
 Public two-year data still preliminary and does not include non-credit workforce training

Enrollment at Virginia’s colleges and universities largely recovered this fall from the significant drop that occurred during and immediately after the COVID-19 pandemic, according to a recent [SCHEV Insight analysis](#). In fall of 2023, Virginia institutions reported 524,483 students enrolled, 375 fewer, or just 0.07% than in 2019. The number of students enrolled at public four-year institutions this fall is roughly the same as before the pandemic. Enrollment at private non-profit institutions exceed 2019 levels by about 5% while the public two-year institutions are down roughly 5%.

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

SCHEV/Online Virginia Network Alumni Data

SCHEV successfully matched the universe of identified Some College, No Degree (SCND) students with data from the National Student Clearinghouse and AlumniFinder to identify **142,622 Virginia residents** who have earned at least one credit since 2010 and have not completed a college credential. Next, a VCU team will conduct a survey of those individuals to identify what it would take to get those Virginia residents to complete their degree through the Online Virginia Network (OVN). [OVN](#) includes Virginia’s community colleges and the online learning platforms for three universities: Old Dominion, George Mason and James Madison. OVN strives to help more people finish their degree online in Virginia. Earlier this year, OVN provided an overview of their work to Council.

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.

Virginia Higher Education Mental Health Workforce Pilot

The two-year higher education mental health workforce is a combined workforce and mental health initiative established by the General Assembly in 2022. Appropriated funds underwrite the salary and benefits of an onsite licensed professional counselor or licensed clinical social work candidate at on campus mental health care facilities until licensed. In late 2022, competitive pilot grants were awarded to six public universities: Christopher Newport, George Mason, James Madison, Longwood, Radford and Virginia Tech.

Year one preliminary impacts conclude:

- The six candidates have collectively: served **425 students**; completed more than **1,965 clinical hours**; and obtained **2,285 hours of supervision** in the first 12 months, thereby doubling the impacts reported in June 2023.
- Select, related feedback includes:
 - *“For the first time in recent history, the wait time for a session was never more than three business days.”*
 - *“The candidate provided 50 hours of intake crisis coverage and allowed for 35 additional initial therapy appointments that otherwise would not have been provided.”*
 - *“... licensed staff can now concentrate on providing services and interventions to high-needs and high-risk students.”*
- Students have had consistently positive experiences receiving services from the six candidates (based on student-client satisfaction survey data).
- The pilot institutions hired candidates who graduated from Masters of Counseling (5) and Masters of Social Work (1) programs at Virginia higher education institutions. All candidates are Virginia residents.
- Based on the year one results as of December 2023, SCHEV staff reached the opinion that the program should be: (i) advanced from pilot status to permanent status and (ii) funded sufficiently to underwrite at least one candidate at each four-year public institution.

AT-A-GLANCE

The Mental Health Pilot has...

- **Funded an onsite LPC/LCSW candidate at six public universities.**
- **Provided services to 425 students.**
- **Led to the completion of 1,965 clinical hours.**
- **Resulted in 2,285 supervision hours.**
- **Supported Virginia by hiring residents and graduates of Virginia master’s programs.**

Virginia Mental Health Access Program

SCHEV continued to collaborate with the Virginia Mental Health Access Program (VMAP) in the development of webinars for continuing medical education credit. Course development took place in 2023 and registration opened in early December. During the 2024 spring semester, SCHEV and VMAP will deliver two separate webinars (ADHD on January 17 and Depression on May 15). The webinars, designed for on-campus health care professionals, aim to improve the participant's ability to diagnosis and treat these common conditions in college-aged youth. This front line training expands the capacity of campus-based mental health services to students. **More than 60 on-campus health care professionals participated** in the May 2022 training on anxiety.



Goal 2 - Affordable higher education

S4. Align tuition and fees, financial aid and state appropriations such that students have broader access to postsecondary opportunities regardless of their ability to pay.

Pell Initiative

SCHEV awarded nearly **\$25 million** to the four-year public institutions to address and improve success rates among low-income Pell-eligible students. The funded initiatives will take place over a four-year period of time. In August 2023, the General Assembly approved an additional **\$12.5 million** to be awarded during the current year. With these additional funds, SCHEV will work with Virginia's two-year colleges and some of the four-year institutions who had lower cost initial proposals.

Expanded Financial Aid for Undocumented Students

Virginia provided access to state aid for undocumented students beginning with the 2022-23 award year. SCHEV contracted with a vendor, Regent Education, Inc., to create a state-based student financial aid application (the Virginia Alternative State Aid Application - VASA) that, like the FAFSA, produced an expected family contribution (EFC) equivalent. Over 1,000 students completed the 2022-23 VASA application; more than **1,674 students have completed 2023-2024 applications to date**. This year, Regent is making changes to the VASA application

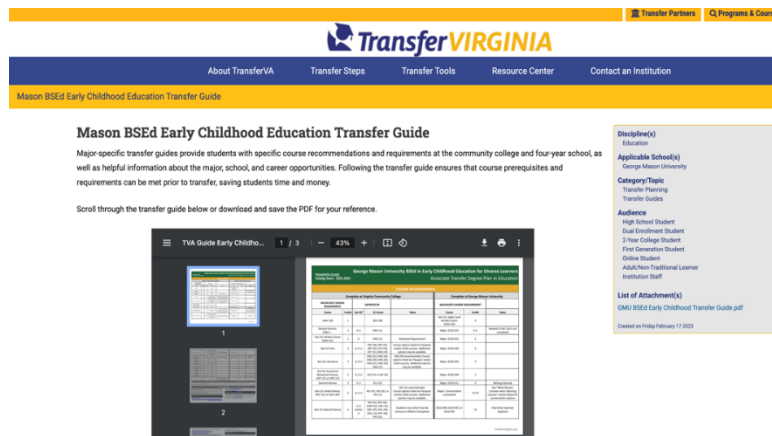
to remain consistent with the new federal FAFSA. The new VASA application will be available no later than mid-January 2024.

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

Transfer Virginia

Transfer Virginia, a collaborative initiative between Virginia’s two-year and four-year institutions, SCHEV and VCCS, provides transparency and access through the college transfer process from two-year colleges to specific majors at four-year schools. Highlights and activities this year include:

- Updating the Transfer Virginia portal with **nearly 200 transfer guides**, applicable to all 23 community colleges and to 16 different public and private four-year colleges.
- Onboarding the remaining four public and six private four-year institutions.
- Implementing common curricula in 12 new disciplines, while reviewing and developing common curricula in an additional 18.
- Tracking Transfer Virginia portal usage: the portal is averaging ~ **8,000 new unique users each month**.
- Launching Transfer Boost in collaboration with HCM Strategists and selecting five to six institutions to improve completion rates for underrepresented students through transfer guarantee practices.
- Conducting research to evaluate the qualification threshold for the Transfer Grant.



Source: <https://www.transfervirginia.org>

Get Skilled, Get a Job, Get Ahead

The [G3 – Get Skilled, Get a Job, Get Ahead program](#) makes tuition-free community college available for low- and middle-income students who pursue jobs in high-demand fields. SCHEV was involved in the design and funding of this program which supports *The Plan’s* equitable and affordable goals.

Highlights from the 2022-2023 academic year report indicate:

- **69% (8,772)** of the G3 students enrolled in credit programs that lead to a postsecondary degree or certificate, while **31% (3,904)** were enrolled in noncredit Workforce Credential Grant (WCG) programs that lead to a third-party licensure or certification. 82 students enrolled in both credit and WCG programs during the year.
- **48% of the enrollments were in healthcare programs**, while the remaining 52% consisted of enrollments in information technology, manufacturing and skilled trades, early childhood or public safety.
- **84%** of G3 students enrolled during Fall 2022 **continued or completed** during the year.
- The median wage of Academic Year 2022 G3 academic program completers increased by **95% from pre- to post-completion (more than \$11,000 higher than those who left prior to completion)**.

		Awards
Credit Programs	Assoc. of Applied Science	1,125
	Certificate (1-2 years)	257
	Certificate (<1 year)	1,358
	Diploma	59
	Sub-total	2,799
WCG Noncredit Programs	Third-Party Credential	1,996
	WCG Course Completions	3,177
	Sub-total	5,173
Total		7,972

	Pre-Enrollment Wages		Post-Completion Wages	
	# Students	Median Wages	# Students	Median Wages
Completers	888	\$19,216	1,138	\$37,498
Non-completers	2,120	\$18,648	2,547	\$26,352

Source: <https://rga.lis.virginia.gov/Published/2023/RD387/PDF>

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

General Assembly Investments in Higher Ed

Due to the General Assembly’s unprecedented state investments made in higher education in the last two years, tuition and fee increases at Virginia public institutions have remained low for the last three years. In the 2022 session, the Governor and General Assembly provided the largest state investment in higher education in history – **more than \$1 billion** in additional general fund for the 2022-24 biennium.

The large investment included partial funding for annual salary increases (five percent). To mitigate the need to raise tuition and fees to support the salary increases, the state provided **\$143 million per year** to institutions’ affordable access funds and **\$245 million in additional aid** to support students. The most recent data (including already enacted and Fiscal Year 24 budget amendments) from SCHEV’s analysis of the Appropriations Act identifies the **\$80 million** increase in Education and General funds that impacts tuition. Financial aid funding for students increased **42%** from FY2023 to FY 2024.

Program	General Fund Appropriations (in millions)		FY 2023 to FY 2024 Annual Change	
	FY 2023	FY 2024	Amount	Percent
E&G	\$2,203	\$2,283	\$80	4%
Financial Aid*	\$473	\$671	\$198	42%
Other Higher Ed	\$322	\$339	\$18	6%
Total	\$2,998	\$3,294	\$296	10%

Note: *includes Higher Education Student Financial Assistance program; Two-Year College Transfer Grant; Virginia Military Survivors and Dependents program; Tuition Assistance Grant; New Economy Workforce Credential Grant; Pell Initiative, HBCU financial aid etc.

Source: <https://schev.edu/research-publications/reports-publications/2022-23-tuition-fees-report>

Cost and Funding Needs

SCHEV staff proposed the Council recommend funding to address base budget disparities at three institutions. Staff based its proposal on peer groups established in SCHEV’s [Cost Study for Higher Education](#). Addressing base budget disparities establishes an evenhanded base appropriation for all institutions and serves as a starting point for future discussions of a funding model for higher education. This adjustment supports Council’s new priority initiative and staff’s support of the work of the joint subcommittee on Higher Education Funding Policies, to review and improve funding models.

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

Fund for Excellence and Innovation

Established in 2016, SCHEV’s [Fund for Excellence and Innovation](#) (FEEI) focuses on two primary activities:

1. Stimulate collaborations among public school divisions, community colleges and universities and to expand affordable student pathways and

2. Pursue shared services and other efficiency initiatives at colleges and universities that lead to measurable cost reductions.

In Fall 2023, the third competition focuses on The Plan's third goal: TRANSFORMATIVE. Teams of institutions and educational organizations submitted proposals in December; the award announcement will occur in January 2024.

Of particular interest in the 2023 FFEI grant competition are proposals that further the creation and coordination of student-focused AI activities within postsecondary education, and/or between postsecondary and secondary education, in: (i.) student outreach; (ii.) academic integration; and/or (iii.) labor-market alignment related to artificial intelligence. The goal is furthering the readiness of Virginia's current students and future generations for work and life involving artificial intelligence in support of The Plan's transformative goal and [Executive Directive Five](#) (ED5).

Management and analyses of outcomes from the prior FFEI rounds are underway. Staff recommend providing an update to Council on the prior rounds and new round in 2024.

Miscellaneous Activities/Programs

Multiple programs and activities referenced throughout this report foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency. These are summarized/cross-referenced below.

- College Access (page 6)
- SCHEV/VMAP Medical Professional Training (page 8)
- TransferVA portal and resources (page 10)
- V-TOP (page 14)
- Constructive Dialogue Institute Community of Practice Cohort (page 16)

Goal 3 - Transformative higher education

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

Virginia Talent + Opportunity Partnership (V-TOP)

In 2018, the Virginia General Assembly appropriated funding to SCHEV to stimulate public colleges and universities to develop partnerships to provide innovative paid internship opportunities for their students. In 2019, the effort expanded and enacted into law as the Innovative Internship Fund and Program ([Va. Code § 23.1-903.4](#)). Through a partnership

with the Virginia Chamber Foundation, the program was rebranded in 2020 as the Virginia Talent + Opportunity Partnership (V-TOP) and later included the Virginia Business Higher Education Council (VBHEC).

V-TOP intends to expand paid and/or credit-bearing student internships and other work-based learning opportunities in collaboration with Virginia employers. The program comprises institutional grants and a statewide initiative to facilitate the readiness of students, employers and institutions of higher education to participate in internship and other work-

based learning opportunities. A summary of V-TOP ongoing activities is provided in the adjacent graphic. The Federal work-study transformation grants, work-ethic

Focus on Readiness | What Does V-Top Do Exactly?

INSTITUTIONAL READINESS	STUDENT READINESS	EMPLOYER READINESS	STATE AND REGIONAL READINESS
<ul style="list-style-type: none">Regional collaborative grants to institutional partnerships in all nine GO Virginia regionsVision (presidential) grantsGrants for transforming Federal Work Study (FWS) into internships, as well as a FWS toolkitWork-ethic curriculum grantsScholarships for practitioners' professional development	<ul style="list-style-type: none">Free online modules for career-readinessStudent internship toolkitAnnual statewide "Virginia Intern Day" recognitionV-TOP's website (www.virginiatop.org)Regional events to connect with employers	<ul style="list-style-type: none">Free online modules for employer-readinessEmployer internship toolkitStaffing agency to support small businesses' back-office WBL activitiesMatching funds for small businesses with paid internsMentorship training for intern supervisorsRecognition of Top Employers for Interns during "Virginia Intern Day"	<ul style="list-style-type: none">Establishing standards and metrics for internships and other work-based learningConsultations with state, regional, and institutional stakeholders

curriculum grants, staffing agency, matching funds for small businesses, mentorship training and data governance all launched in 2023.

Moving forward, current activities will be assessed and scaled. The program budget will increase from \$5 million to **\$12 million** in FY2024. Two additional full-time V-TOP staff were hired in 2023 resulting in **four total full-time staff dedicated** to scaling V-TOP, assessing progress, measuring success and strategically planning for V-TOP's next areas of emphasis.

Day of Dialogue

SCHEV staff organized a "Day of Dialogue" at the University of Mary Washington on June 5, 2023. Day of Dialogue events facilitate cross-institutional conversations about high-quality civic learning and engagement. More than **60 higher education leaders attended** the event with the intention to explore best practices for community and civic engagement and establish a shared framework that includes strategies to foster effective dialogue across differences on campus. The next Day of Dialogue event is scheduled for May 30, 2024, at Virginia Tech.

Staff also are in the early stages of identifying appropriate contacts at the Virginia Department of Education, school divisions and K-12 social studies associations. These

contacts will present to Council and provide a clearer picture of how civics is taught in Virginia.

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

Development of Teacher Preparation Degree Programs

Pending Council's endorsement of the new slate of priority initiatives, staff developed a process to create and distribute specialized guidance for program proposals that streamlined required information, and specified that the primary justification for the proposed academic program must document *both* (i.) that the proposed degree program would address a licensure/endorsement area for which there is a current shortage in Virginia, *and* (ii.) that the proposed degree program would enable the proposing institution to increase its production of educators in that licensure/endorsement area. This process resulted in a November submission deadline and a commitment to present approval of proposed programs to Council in March 2024. The initiative addresses the persistence of teacher shortages as indicated in a recent [JLARC report](#).

Miscellaneous Activities/Programs

SCHEV continues ongoing coordination and collaboration with the Virginia Office of Economics on its [education and workforce alignment data dashboard](#) and supply/demand models.

Multiple programs and activities referenced throughout this report support the alignment between post-secondary academic programs and labor market outcomes. These are summarized/cross-referenced below.

- Higher Education Mental Health Workforce Pilot (page 9)
- G3 high-demand program enrollment (page 12)
- FFEI focus on student pathways in AI (page 14)
- V-TOP [work-ethic curriculum grants](#) to bolster durable skills (page 15)

S10. Cultivate a climate of inclusion and innovation through scholarship, research, a diverse faculty and other programming.

Constructive Dialogue Institute Learning Communities

SCHEV and the [Constructive Dialogue Institute](#) (CDI) partnered with **12 colleges** and universities to implement campus-wide dialogue initiatives to boost inclusion, free

expression and civil discourse. Eleven institutions have begun implementation. Richard Bland College is expected to implement in 2024.

CDI hosted three in-person training sessions in different regions of Virginia in Fall 2023. Faculty/staff and student leaders at any Virginia institution were invited to attend at no cost. These trainings addressed how to incorporate dialogue skills into classes and student activities. Although the trainings occasionally referenced CDI's own *Perspectives* program, it was not based on an assumption that participants were using *Perspectives*. Seven students and **104** faculty/staff participated across the three sessions. A student at Sweet Briar College wrote about her experience of the training in a [column](#) on Sweet Briar's website.

SCHEV has committed to funding the CDI cohort at the same level again in 2024-25. Discussions are underway to identify institutions that want to continue in the program and to invite others that want to join, as funding allows.

In 2024, faculty and staff from participating institutions will be invited to a "community of practice" to share experiences, challenges and seek support from each other, from CDI and access a library of resources.

Plans are underway for a faculty learning community focused on civil discourse in Spring 2024, sponsored by SCHEV and the Virginia Educational Development Collaborative, and which is open to all Virginia faculty/staff. In addition, SCHEV will convene at least one to two meetings for faculty and staff from cohort institutions to share what they learned through their participation in the program this year.

Virginia's Indigenous Nations and Higher Education

A concerted effort has been made to include Virginia's Indigenous Nations and bring together representatives from the tribes and college campuses. A convening of this group occurred in March with nine of Virginia's 11 tribes participating. A diverse core workgroup continues to meet routinely to work toward improving relations and creating a fluid exchange of resources between the tribes and the institutions to improve access to higher education, and collaboration/insight on research work pertaining to indigenous nations among other topics.

APPENDIX A: VIRGINIA'S PROGRESS TOWARD 70% EDUCATIONAL ATTAINMENT BY 2030

The overarching target of *Pathways to Opportunity: The Virginia Plan for Higher Education* is 70% post-secondary educational attainment by 2030.

Virginia Education Attainment incl. certificates (25-64)

Year	Lumina Stronger Nation Estimates	SCHEV Estimates
2013	46.1%	53.2%
2014*	50.6%	54.2%
2015	51.1%	54.4%
2016	52.2%	55.3%
2017	53.9%	56.0%
2018**	57.0%	56.5%
2019	57.4%	56.9%
2020***	X	58.3%
2021	59.3%	X

Points needed to reach 70%: 11

With 9 years remaining until 2030, Virginia needs to add 1.2 points per year.

* First year Stronger Nation included certificates.

** First year Stronger Nation included certifications. <https://www.luminafoundation.org/stronger-nation/report/#/progress/state/VA>

*** Experimental weights; Lumina did not release attainment data for this year due to experimental weights. For details on those weights refer to Appendix B.

APPENDIX B: ASSESSING PROGRESS

The following charts derive from SCHEV and American Community Survey (ACS) data. Each of the five measures include data disaggregated by race/ethnicity, income, GO Virginia regions and gender.

Data from the 2019-2020 academic year serve as a baseline from which to measure progress toward achieving *The Plan's* three goals. With the two-year time lapse of data, as well as an ongoing pandemic and inequities that have persisted for much of Virginia's history, it will take more than six years to close these gaps. However, if the Commonwealth actively works on these goals, improvement should be evident over time. *The Plan's* progress tracker will identify those improvements, as well as where work needs to continue.

The charts below summarize key findings from the 2021-2022 data in the [progress tracker](#). The key findings identify the gaps as the first step in the work to close them over time. With the exception of the attainment data, the four other measures reference data for all undergraduate students in Virginia. Additional analysis by program area can be performed using the tracker.

Summative Findings: The most recent data (2021-2022) were largely unchanged from the baseline year (2019-2020) data with a few notable changes, below:

- **Persistent attainment gains** (two percentage points) by all 25- to 64-year olds and specific, **larger gains by white males and females and middle income** compared to the baseline year (2019-2020).
- **Decline in male enrollment** (one percentage point) compared to 2019-2020.
- **Degrees awarded to black students decreased** one percentage point compared to 2019-2020.
- Decrease in the percentage of undergraduate students borrowing with the average loan amount staying generally the same.
- **Wages increased** across the board (for almost every subgroup) compared to the prior year (2020-2021) and baseline year (2019-2020).

2023 Summative Findings



- Attainment Gains of 2%
- Large gains among:
 - White Males & Females
 - Middle Income



- Male Enrollment Decrease of 1%
- Degrees Awarded to Black Students Decreased by 1%



- Decrease in Student Borrowing
- Average Loan Amount Steady
- Wage Increases for Majority of Subgroups

2021-2022 Academic Year Key Findings

Attainment

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

The Plan's attainment measure is defined as the percentage of 25- to 64-year-olds with an associate degree or higher. The target for this measure is to close gaps in attainment of selected groups. Currently, attainment is at 52% for all 25- to 64-year olds in Virginia with an associate degree or higher; this marks an increase over the previous reporting period attainment rate of 50% (2019-2020). While the increase marks movement in the right direction, disaggregated data reveal persistent attainment gaps.

Attainment gaps continue to occur in every subgroup (race/ethnicity, income, region and gender). The gaps highlight the breadth and complexity of this issue. Data indicate additional solutions are needed to address specific subgroup barriers and needs.

Those who have the lowest attainment within each subgroup are:

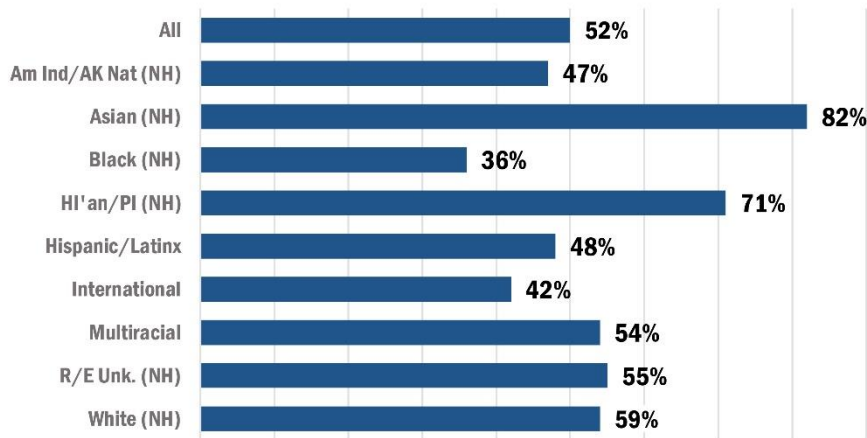
- By race/ethnicity - Black (36%) - unchanged from 2019-2020. **White attainment increased by five percentage points** since 2019-2020 (from 54% to 59%).
- By region of origin - Southside (25%) and Southwest Virginia (26%) - unchanged from 2019-2020.
- By income - Lower income (25%) - unchanged from 2019-2020. **Middle income attainment increased by four percentage points** from 2019-2020 (from 37% to 41%).

- By gender - Men (48%) – Still a lower rate than for women. However, **both male and female attainment increased by two percentage points** over the 2019-2020 academic year (males – from 46% to 48% and females from 54% to 56%).

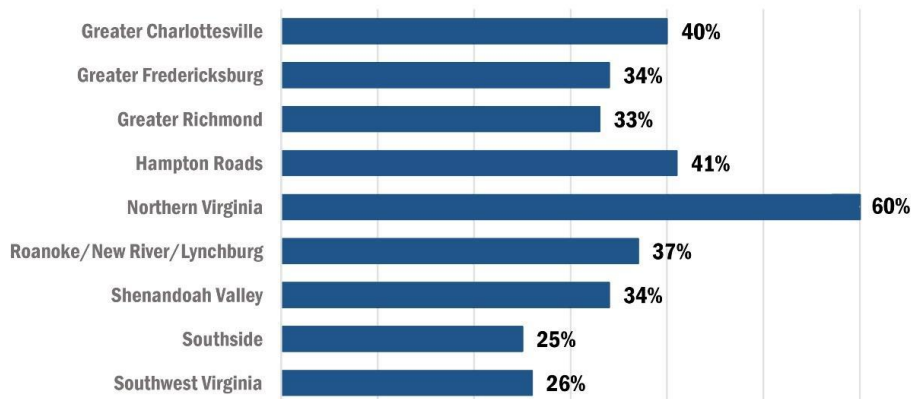
Those who have attainment gains compared to the 2019-2020 baseline academic year within each subgroup are:

- By race/ethnicity - **White (59%) up five percentage points** from 2019-2020 (as also reported in the 2022 annual report).
- By gender - Men (48%) and women (56%) increased by two percentage points over the 2019-2020 academic year.

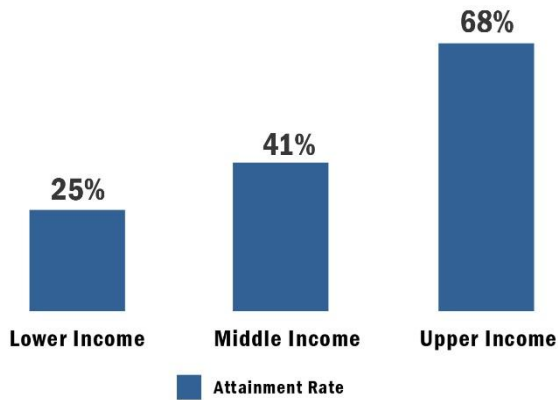
Attainment by Race/Ethnicity



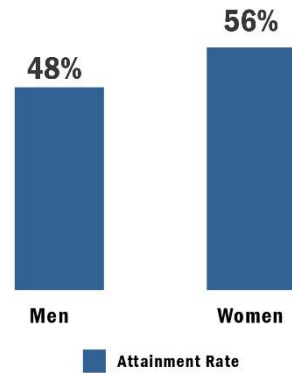
Attainment by Region of Origin



Attainment by Income Level



Attainment by Gender



Enrollment

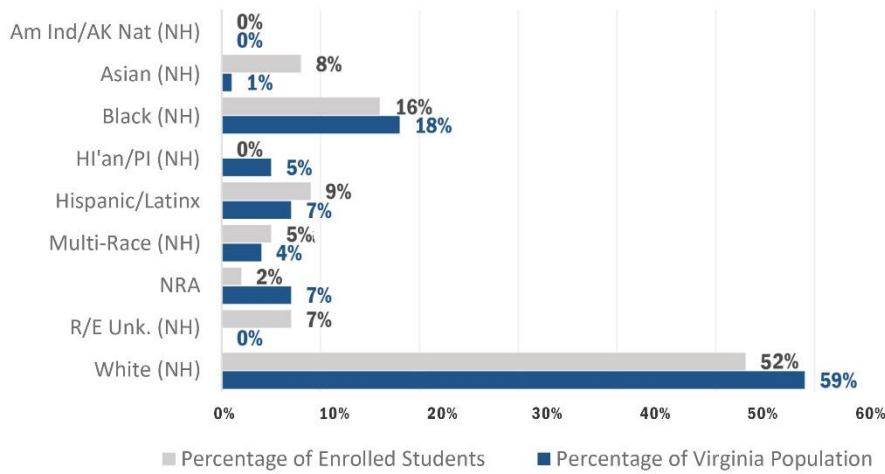
The Plan’s enrollment measure is defined as the fall headcount of public and private undergraduates. The target is to close enrollment gaps of selected groups to reflect the population; in visual terms of the below charts, the gray bars should be at least as long as the blue bars.

The following undergraduate enrollment gaps continue to persist in comparison to the 2019-2020 academic year baseline data:

- By race/ethnicity – Black, Hawaiian Islander/Pacific Islander and White (unchanged from 2019-2020). The percent of enrolled non-resident alien students decreased one percentage point from 2019-2020.
- By region of origin – Hampton Roads and Shenandoah Valley (unchanged from baseline). Richmond (unchanged from 2020-2021).
- By income – Middle income (unchanged). The percent of enrolled low income students decreased one percentage point from 2019-2020 (from 24% to 23%).
- By gender – Men (unchanged). The percent of enrolled male students decreased one percentage point from 2019-2020 (from 44% to 43%).

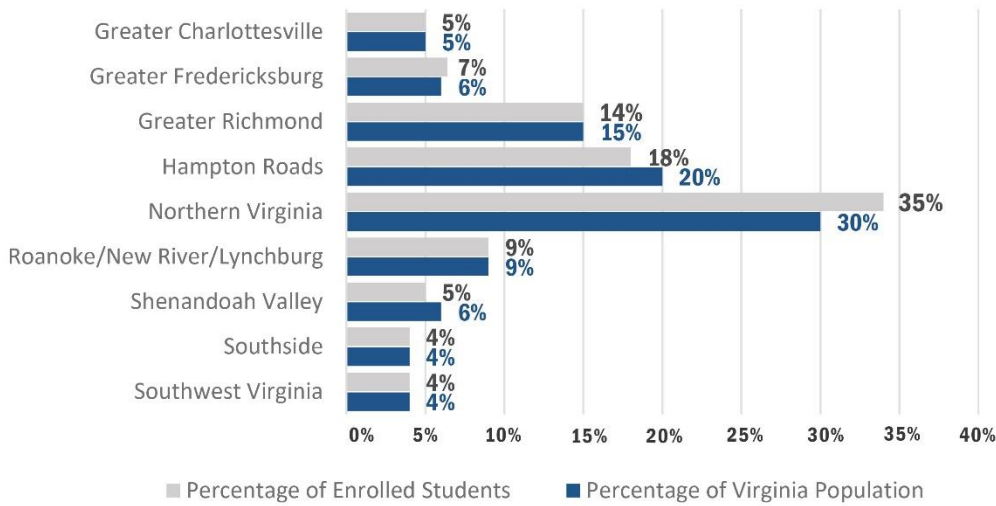
Here it is worth noting that in some instances the differences between the percentage of enrolled students and percentage of the population bars are diminishing (suggestive of “closing gaps”). However, the changes are minor (one to two percentage points) and in some cases the result of declining population versus increased enrollment.

Enrollment by Race/Ethnicity

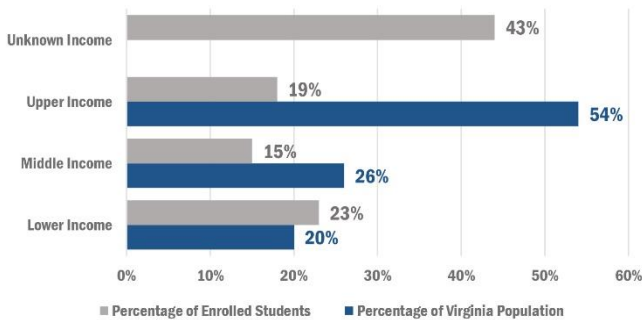


Note: Total undergraduate enrollment for American Indian/Alaska natives in Virginia is 1,263; Native Hawaiian/other Pacific Islander is 728. Total population of American Indian/Alaska Natives is 7,103. Total population Unknown/non-Hispanic is 19,891.

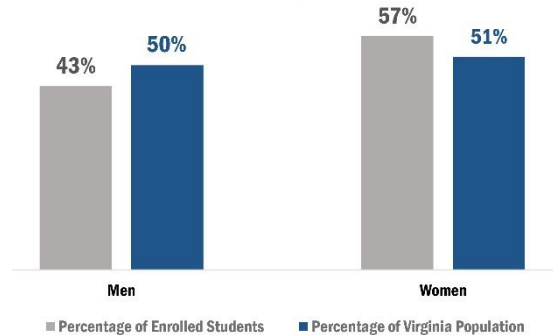
Enrollment by Region of Origin



Enrollment by Income Level



Enrollment by Gender



Awards

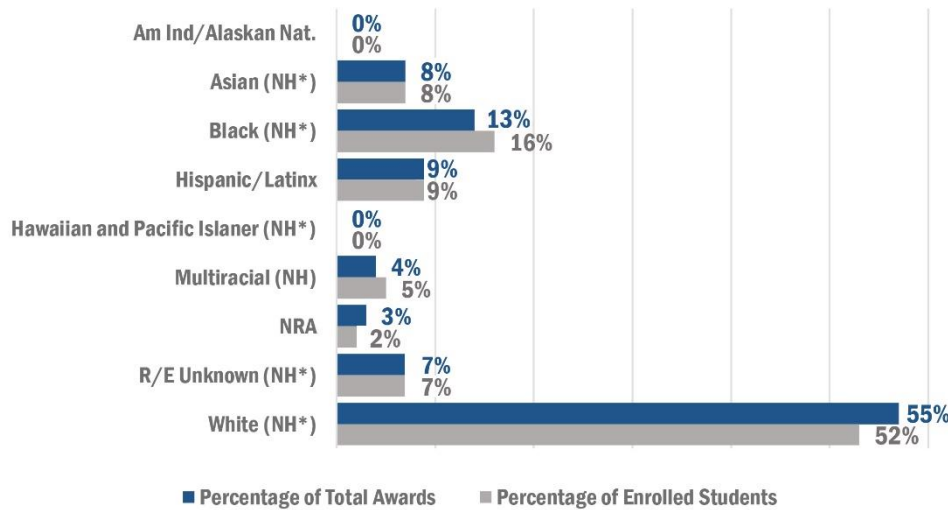
The Plan’s awards measure is defined as the undergraduate degrees and credentials produced each year. The target is to close award gaps of selected groups to reflect enrollment. In visual terms of the below charts, the blue bars should be at least as long as the gray bars.

Success gaps may exist when the percentage of total awards is less than the percentage of enrolled students; e.g., when the blue bars are shorter than the gray bars.

Identified success gaps may include:

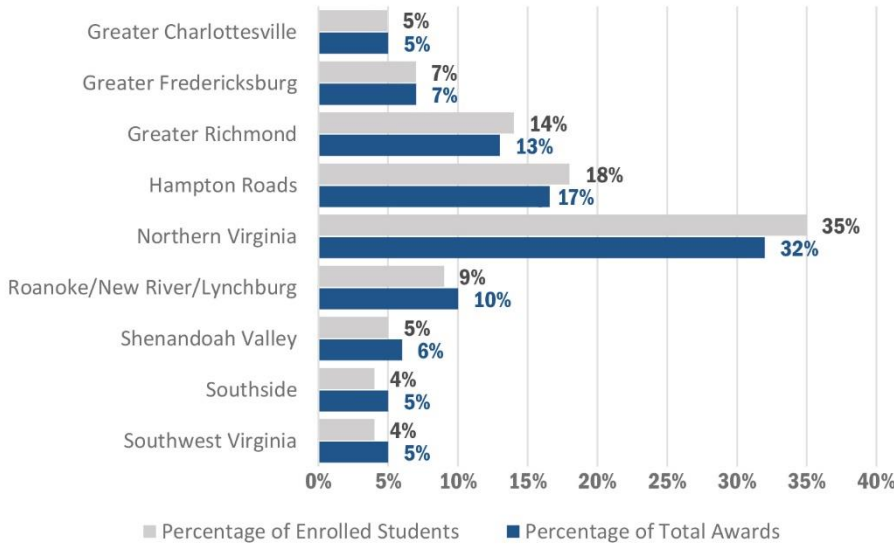
- By race/ethnicity – **Black (percent of total awards decreased one percentage point).** The percent of total awards decreased from 14% to 13% while the percent of enrolled black students held constant. Multi-Race (unchanged). Hispanic/Latinx exhibited a success gap in 2019-2020 but not for the 2020-2021 and 2021-2022 academic years. In 2020-2021, an Asian gap existed and closed in 2021-2022.
- By region of origin – Greater Richmond, Hampton Roads and Northern Virginia (unchanged).
- By income – Lower income (unchanged).
- By gender – Men (unchanged).

Degree/Certificate Awards by Race/Ethnicity

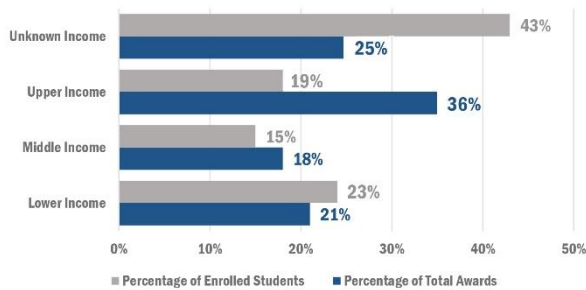


Note: Total undergraduate awards for American Indian/Alaska natives in Virginia is 236; Native Hawaiian/other Pacific Islander is 170.

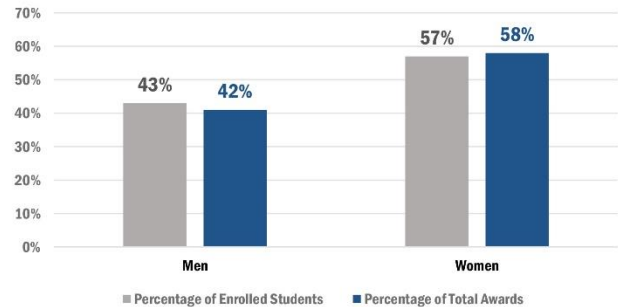
Degree/Certificate Awards by Region of Origin



Degree/Certificate Awards by Income Level



Degree/Certificate Awards by Gender



Borrowing

The Plan’s borrowing measure is defined as the average debt of graduates. The target is to close gaps in borrowing of selected groups.

Borrowing is a barometer of affordability which is complex (e.g., not all debt is bad). Average borrowing is shown on an annual basis and includes students who borrowed \$0 and who used federal or private loans for higher education.

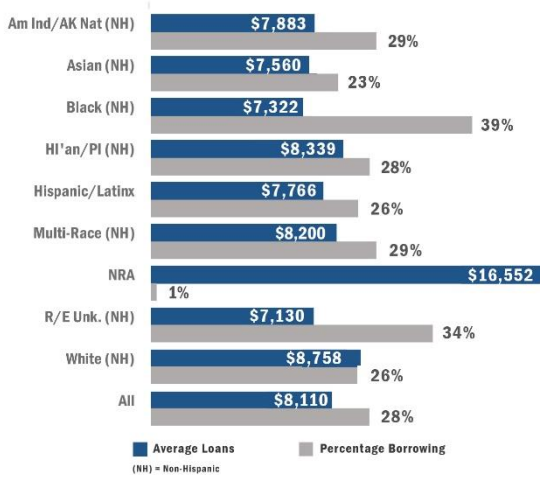
Those groups with the largest percentage of undergraduates who are borrowing include:

- By race/ethnicity – Black (39% decreasing by seven percentage points from 46% to 39%) since 2019-2020 and Race/Ethnicity unknown (34%) decreasing by eight percentage points (from 42% to 34%) compared to 2019-2020.

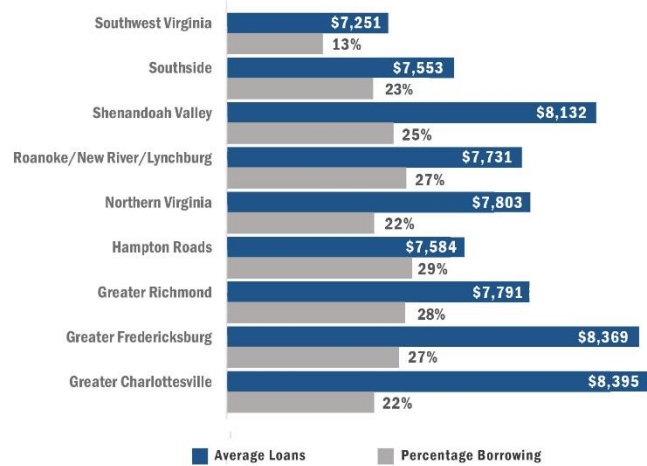
- By region of origin – Hampton Roads (29%). However, the percentage borrowing in Hampton Roads has decreased by six percentage points when compared to 2019-2020 (from 35% to 29%).
- **By income – Middle income (54%). However, the percentage borrowing has decreased by 13 percentage points when compared to 2019-2020 (from 67% to 54%).**
- By gender – Women (30%). The percentage borrowing has decreased by four percentage points when compared to 2019-2020 (from 34% to 30%).

During the 2021-2022 academic year, while the groups with the largest percentage of undergraduates who are borrowing have not changed, **the percentages borrowing decreased across the board.** The decrease in borrowing could possibly be attributed to: Virginia’s moderated tuition and fees; SCHEV’s student loan advocate work; more generous Pell grants; national trends and increased awareness. Data for four-year bachelor’s degree students trend similarly this reporting period. Average loans stayed largely within \$1,000 of the 2019-2020 base year.

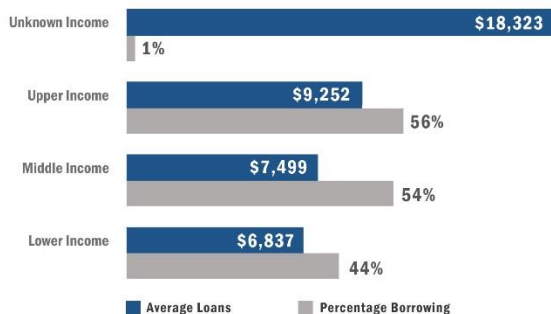
Student Borrowing by Race/Ethnicity



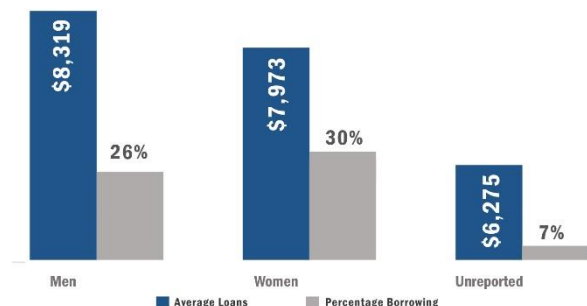
Student Borrowing by Region of Origin



Student Borrowing by Income Level



Student Borrowing by Gender



Wages

The Plan’s wages measure is defined as graduates’ wages 10 years after graduation. The target is to close gaps in earnings of selected groups.

Wages are the individual earnings of graduates, not household earnings, 10-years post completion. While wages signal prosperity in a financial sense, other aspects of prosperity (civic engagement, happiness, etc.) also exist; however, such data are less reliable or are more difficult to access and measure.

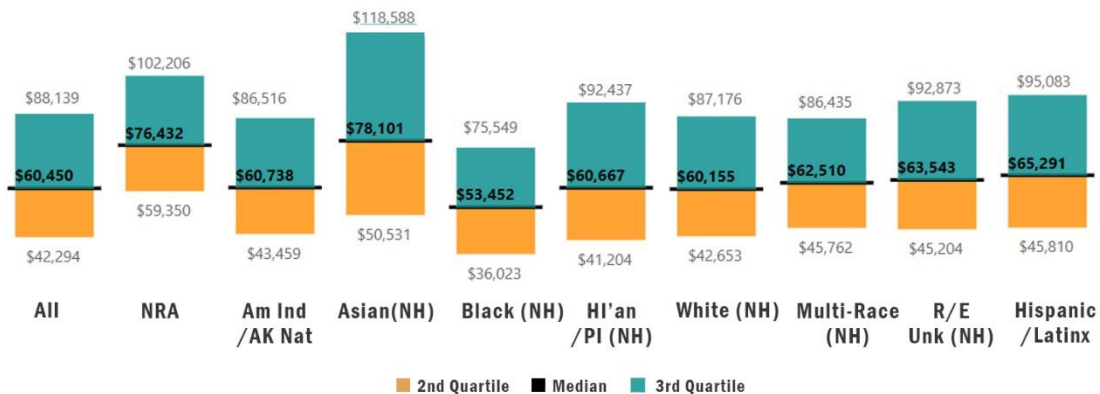
Even though wide gaps in wages are not “levers” that higher education can control in terms of long-term outcomes, such gaps are worthy of attention because they persist within each subgroup. These gaps signal that some groups are not experiencing the same social mobility benefits of higher education as other groups.

Those groups with the widest wage gaps include:

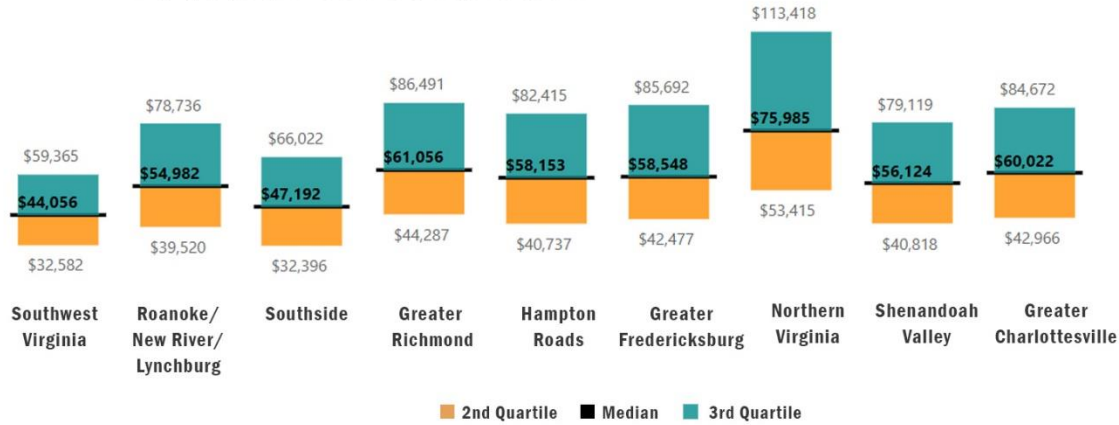
- By race/ethnicity – Black (unchanged).
- By region of origin – Southwest and Southside (unchanged).
- By income – Lower income (unchanged).
- By gender – Women (unchanged).

Despite the persisting gaps above, when compared to the prior reporting period, **wages did increase across all groups except for Race Unknown (decreased compared to 2019-2020 median from ~\$64,900 to \$63,400) and Hispanic which stayed flat (median at ~\$65,000).**

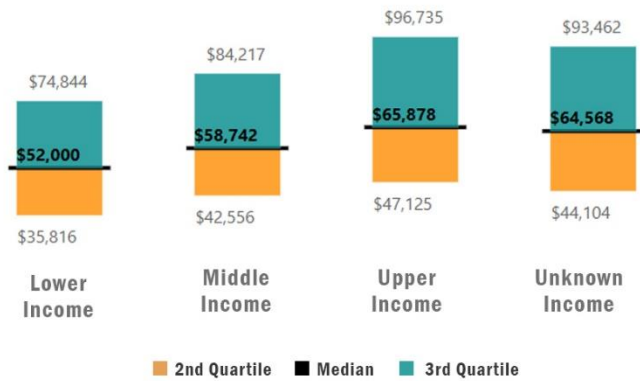
Graduate Wage Outcomes by Race/Ethnicity, 10 years Post-completion



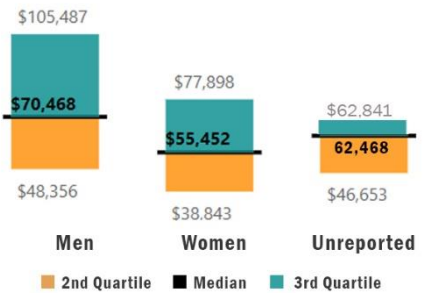
Graduate Wage Outcomes by Region of Origin, 10 years Post-completion



Graduate Wage Outcomes by Income Level, 10 years Post-completion



Graduate Wage Outcomes by Gender, 10 years Post-completion



APPENDIX C: PREVIOUS (2021-2023) PATHWAYS TO OPPORTUNITY PLAN INITIATIVES AND UPDATED ACTIONS

Goal 1 – Equitable: Close Access and Completion Gaps

Plan Strategy	Pathways to Opportunity Biennial Initiative	Status update: Actions to implement initiative
<p>S1: Expand postsecondary opportunities and awareness to Virginians who may not view higher education as an option.</p>	<p>I.1: Form an enhanced partnership between VDOE and SCHEV through the commitment of a shared goal to increase post-secondary enrollments to include a shared position and strategic planning.</p>	<p>1. COMPLETED: Executed a MOU for the enhanced partnership and shared position.</p> <p>2. COMPLETED: Identified and secured additional funding needs and resources to support the partnership and strategic planning activities.</p> <p>3. COMPLETED: Established the governance structure and advisory board composition to guide the work.</p> <p>4. CONTINUING: Working to develop a shared enrollment goal and associated collaborative work plan.</p>
<p>S2: Advance digital access, adoption and literacy as well as high quality, effective remote-learning programs.</p>	<p>I.2: Identify and assess hybrid learning access gaps and quality issues as well as potential solutions and define SCHEV's role in addressing these findings.</p>	<p>1. COMPLETED: Presented a series of related topics to Council to identify areas of interest, focus the discussion and discern next steps. Topics include Open Virginia Advisory Committee (OVAC), Virtual Library of Virginia (VIVA), the Online Virginia Network (OVN) and hybrid learning assessments.</p> <p>2. COMPLETED: In October 2021, members of the SCHEV Open Virginia Advisory Committee presented a panel discussion at the VIVA Open and Affordable Community Forum regarding open education and learning technology solutions that can address (Covid) learning loss.</p> <p>3. COMPLETED: Online Virginia Network presented an overview at the January 2023 Council meeting.</p>
<p>S3: Strengthen student support services for persistence and completion: mental health, career services, social, student basic needs, information technology, disability support and other services.</p>	<p>I.3: Identify critical student-support-services issues and formulate recommendations that will positively affect the student experience, persistence and completion.</p>	<p>1. COMPLETED: Used quantitative and qualitative data to assess critical student-support-services issues.</p> <p>2. COMPLETED: Examined best practices and obtain subject matter expertise to formulate recommendations for action at the state and institutional level to address the core issues.</p> <p>3. COMPLETED: Completed the student support services review and presented findings and recommendations to Council for input and approval by October.</p> <p>4. CONTINUING: Continue to align recommendations from the review and higher education mental health workforce pilot with any budget and/or policy recommendations as appropriate.</p> <p>5. COMPLETED: Issued final report by November 2022.</p> <p>6. CONTINUING: Work with Council and various stakeholders to implement recommendations from the review. Merge with #4 above.</p>

Goal 2 – Affordable: Lower Costs to Students

Plan Strategy	Pathways to Opportunity Biennial Initiative	Status update: Actions to implement initiative
<p>S4: Align tuition and fees, financial aid and state appropriations such that students have broader access to postsecondary opportunities regardless of their ability to pay.</p>	<p>I.4: Determine strategies to better assess higher education costs and implement approaches to allocate limited public resources to institutions through the cost and funding need study.</p>	<p>1. MODIFIED: Initial report complete. Subsequent work paused and activities redirected under new PI #4 (2023-25) in accordance with work done in 2023 (SB800 2023 budget amendment).</p>
<p>S5: Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.</p>	<p>I.5: Identify improvements in the transfer process (e.g., transfer-grant program; dual enrollment); facilitate formal transfer alliances and coordinate a unified communication campaign to improve two-year community college student connectivity with and transition to four-year institutions.</p>	<p>1. COMPLETED: Work with Virginia Community College System to identify dual enrollment gaps and measures to close those gaps.</p> <p>2. UNDERWAY: Continue work in support of the Virginia Transfer Portal.</p> <p>Update: Emphasis on marketing, enrolling new users and uploading transfer guides.</p> <p>3. COMPLETED (launch and selection): Launch “Transfer Boost” project in collaboration with HCM Strategists—select 5 (or 6) institutions to improve the transfer-to-bachelor completion rate for underrepresented students through use of innovative transfer guarantee practices.</p> <p>4. CONTINUING via VCCS: JLARC report – all outcomes from the report point toward VCCS and developing funding models; not a SCHEV duty.</p> <p>5. UNDERWAY: Evaluate transfer grant program – conversations have begun through various workgroups including the State Committee on Transfer and the VCCS Transfer Advising Peer Group. SCHEV is conducting research to evaluate the threshold necessary to quality for the transfer grant program.</p>
<p>S6: Update and reform funding models and policies to improve equity, affirm return on investment and encourage increased and consistent levels of</p>	<p>I.6: Educate new legislators and administration on the value, needs and priorities of higher education.</p>	<p>1. CONTINUING: Identify key data and use infographics and consistent messaging materials to communicate the value, needs and priorities of higher education.</p> <p>Update: Produced a simplified Key Facts document using engaging infographics to educate General Assembly members about higher education. A more in-depth document will be produced in the first quarter of 2024.</p> <p>2. COMPLETED: Developed a strategic communications plan to educate policy makers, the public and others about Virginia’s higher education system and the work being done by SCHEV.</p> <p>Update: Assisting with the new priority initiatives, the Outcomes Report, that will highlight the benefits of higher education and provide information on the factors that can affect educational outcomes. The report should be available in the first quarter of 2024.</p>
<p>S7: Foster program and administrative innovations that enhance quality promote collaboration and improve efficiency.</p>	<p>I.7: Fund an initiative focusing on institutional collaboration and innovations to improve equitable student persistence and completion.</p>	<p>1. COMPLETED: Using FFEI funds, draft the call for proposals and develop pilot parameters. Model after University Innovation Alliance and tailor to Virginia institutions.</p> <p>2. COMPLETED: Obtain input on draft RFP.</p> <p>3. CONTINUING: Issue RFP and select FFEI recipients.</p> <p>Update: Modified RFP to focus on TRANSFORMATIVE goal/AI pathways.</p> <p>4. NEW: Monitor and report on recipients’ progress (current and prior rounds). Share findings/outcomes from pilot projects with appropriate stakeholders to promote adoption.</p> <p>Update: Present findings to Council in 2024.</p>

Goal 3 – Transformative: Expand Prosperity

Plan Strategy	Pathways to Opportunity Biennial Initiative	Status update: Actions to implement initiative
<p>S8: Support experiences that improve students' employment outcomes, income and community engagement</p> <p>S9: Improve the alignment between post-secondary academic programs and labor market outcomes.</p>	<p>I.8: Facilitate collaboration between the Virginia Office of Education Economics (VOEE) and institutions of higher education, and identify new ways to integrate VOEE tools and resources with SCHEV initiatives and processes - these may include: use of graduate outcomes survey results; development of labor market criteria for evaluating academic programs and assessing the need for proposed academic programs; and relationship building between higher education and business.</p>	<p>1. CONTINUING: Convene a workgroup composed of SCHEV and VOEE staff to identify efficiencies and formalize collaboration such as data sharing and report production. Update: Workgroup formed with continued collaboration.</p> <p>2. CONTINUING: Coordinate an advisory committee to VOEE including institutions that will inform data analysis and develop more nuanced labor market criteria for academic program review and proposals. Update: Discussions occur on various topics/projects on a regular basis and informally vs. specific committee work.</p> <p>3. COMPLETED: Further analyze responses from the Graduate Outcomes Survey for respondents who indicated they took at least one internship during their undergraduate years; for respondents who consented, match to other SCHEV data and VLDS. Update: SCHEV hired a survey expert/researcher to assist with future survey/poll work. Near term work will focus on high school students and college decision-making as well as internship data.</p>
<p>S10: Cultivate a climate of inclusion and innovation through scholarship, research, a diverse faculty and other programming.</p>	<p>I.9: Advance equity in higher education by fostering a culture of inclusion that supports DEI efforts on campus and tells the institutional and SCHEV stories of how "Equity Works."</p>	<p>1. MODIFIED: Focus shifted to inclusion, belonging and dialogue across differences. Specifically, SCHEV's support of the Constructive Dialogue Institute work with institutions.</p> <p>2. MODIFIED: Energies have been placed on creating a trusted place to share stories and for leaders to talk about how their work aligns with current priorities.</p> <p>3. MODIFIED: Virginia affiliate formed in spring 2023 and meet monthly. A summit was hosted in July at George Mason University. The summit focused on identifying efforts that will advance inclusion given polarized campus environments.</p>

APPENDIX D: CURRENT (OCTOBER 2023 ENDORSED) PATHWAYS TO OPPORTUNITY PLAN INITIATIVES AND SUPPORTING ACTIONS

Goal 1 – Equitable: Close Access and Completion Gaps

Plan Strategy	Pathways to Opportunity Biennial Initiative	Actions underway to implement initiative
<p>S1: Expand postsecondary opportunities and awareness to Virginians who may not view higher education as an option.</p>	<p>I.1: Promote Access to Postsecondary Education: Develop, implement, and collaborate on a variety of strategic activities, including marketing, professional development, and direct student and family programming (such as mentoring, summer bridge programs, counseling and advising via GEAR UP), to improve awareness and access to a variety of postsecondary education opportunities for Virginia’s low-income and underserved students.</p>	<p>1. Level Up Virginia: Develop and implement a comprehensive communication campaign focusing on those that might not view higher education as an option, highlighting both traditional and alternative postsecondary pathways, including apprenticeships and high-quality certificate and workforce credential programs.</p> <p>2. SCHEV/VDOE Access Strategic Plan: Collaborate with the Virginia Department of Education (VDOE) to increase FAFSA completions, campus tours, college advising and shared access goals.</p>
<p>S2: Advance digital access, adoption and literacy as well as high quality, effective remote-learning programs.</p>	<p>I.2: Support Online Virginia Network (OVN) Market Survey: Gather insight on Virginia higher education alumni including those who obtained some college and no degree and their interest in completing a degree through OVN.</p>	<p>1. OVN/VCU outreach survey and analysis: Work with VCU research team to survey alumni and match findings with those who obtained some college and no degree. The alumni finder tool will be used to reach out to those with some college but no degree and survey to understand/identify what it would take to get those alumni back to complete their degree. Analysis of results will inform next steps.</p>
<p>S3: Strengthen student support services for persistence and completion: mental health, career services, social, student basic needs, information technology, disability support and other services.</p>	<p>I.3: Develop Resources for Mental Health and Disabilities Supports: Partner to deliver additional resources to institutions and support front line professionals that provide mental health services to students and/or assist students with disabilities.</p>	<p>2. SCHEV Mental Health Pilot: Evaluate impact of the mental health pilot and the ability to scale across the state. Pilot is intended to simultaneously expand mental health and well-being supports for students and the pipeline of licensed mental health providers working in Virginia.</p> <p>2. SCHEV/Virginia Mental Health Access Program Collaborative Training: Partner to provide additional training/webinar(s) to on-campus healthcare professionals to diagnose, treat and manage common mental health disorders. In 2022, this partnership provided training for continuing medical education credits on managing anxiety in college-aged youth.</p> <p>3. Disabilities Access to Higher Education Action Plan: Close access and success gaps for students with disabilities by implementing strategies in the Disabilities Access to Higher Education Action Plan including the data collection pilot.</p>

Goal 2 – Affordable: Lower Costs to Students

Plan Strategy	Pathways to Opportunity Biennial Initiative	Actions to implement initiative
<p>S4: Align tuition and fees, financial aid and state appropriations such that students have broader access to postsecondary opportunities regardless of their ability to pay.</p>	<p>I.4: Establish consensus on higher education cost and funding needs: Build consensus around higher education cost and funding needs in accordance with work done last year (SB800 2023 budget amendment).</p>	<p>1. Technical assistance: Per SB800, provide technical assistance to the joint subcommittee reviewing public higher education funding policies and enrollment management. The subcommittee will conduct an assessment that will be used to develop guidelines against which to measure higher education funding requests.</p>
<p>S5: Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.</p>	<p>I.5: Establish Pathway Maps as a means to lower the cost to students by ensuring a smooth transition from two-year to four-year institutions: Create system-wide course equivalencies and complete pathways maps, strengthening pathways to the baccalaureate for transfer students as well as high school students.</p>	<p>1. Common curriculum: Work with two-year and four-year institutions to create common associate degree curricula, the development of a four-year plan of study and the development of a student-facing transfer guide.</p> <p>2. Pathways maps and transfer guides: Complete pathways maps for approximately 30 broad disciplinary areas across five phases. Develop transfer guides from completed pathways maps for each disciplinary major and make publicly available via Transfer Virginia website.</p>
<p>S6: Update and reform funding models and policies to improve equity, affirm return on investment and encourage increased and consistent levels of state funding.</p>	<p>I.6: Report on student choices and outcomes to ensure commitment to completion and student success: Produce report on public and private postsecondary education outcomes and transparently communicate the results. Similarly, assess factors influencing an individual's decision to pursue/not pursue higher education.</p>	<p>1. Biennial postsecondary education outcomes report: Produce report and share findings on postsecondary education outcomes.</p> <p>2. Assessment of college-decision making among high school students: With appropriate partners, assess factors influencing high school students' decisions to pursue/not pursue higher education.</p>
<p>S7: Foster program and administrative innovations that enhance quality promote collaboration and improve efficiency.</p>	<p>I.7: Automate Database for Private Postsecondary Education: Automate database to improve reliability and increase productivity in regulation of private postsecondary education.</p>	<p>1. New database development: Work with a selected vendor to replace current application process of online and hard copy applications with a web-based application that will provide access to real time information along with automation tools that simplify and streamline operations.</p> <p>2. Centralized “system of record”: Utilize the database to maximize organizational effectiveness, reduce compliance risk and provide easy access to centralized “system of record” information/data.</p>

Goal 3 – Transformative: Expand Prosperity

Plan Strategy	Pathways to Opportunity Biennial Initiative	Actions to implement initiative
<p>S8: Support experiences that improve students’ employment outcomes, income and community engagement</p>	<p>I.8: Scale Virginia Talent + Opportunity Partnership (V-TOP): Scale the Virginia Talent + Opportunity Partnership, launch new V-TOP initiatives that address barriers to work-based learning and evaluate progress/success to expand the statewide effort.</p>	<p>1. Statewide staffing agency: Expand internship opportunities by supporting small businesses with recruiting, hiring, and onboarding candidates.</p> <p>2. Employer matching funds: Provide incentives to small employers who hire students as interns through matching funds to cover wage and work-related expenses.</p> <p>3. Academic Data Governance Workgroup: Establish work-based learning standards, definitions, and data collection methods to be measured and considered across institutions.</p>
<p>S9: Improve the alignment between post-secondary academic programs and labor market outcomes.</p>	<p>I.9. Establish Criteria for High Demand Jobs: In cooperation with the Virginia Office of Education Economics (VOEE) and institutions, work to establish criteria to define and incentives to address urgent labor market needs.</p>	<p>1. Define “urgent labor market needs:” Identify and obtain additional data/forecasting needs to establish criteria to define “urgent labor market needs” and associated academic programs.</p> <p>2. Incentive development: Use the criteria and data findings from urgent labor market needs to develop recommendations for incentives to promote those academic programs and address specified labor market needs.</p> <p>3. Develop teacher preparation degree programs: Collaborate with institutions of higher education and Virginia Department of Education on approval of new teacher preparation degree programs for fall 2024 or later implementation.</p>
<p>S10: Cultivate a climate of inclusion and innovation through scholarship, research, a diverse faculty and other programming.</p>	<p>I.10: Foster activities and partnerships that improve students’ civic knowledge and their ability to contribute effectively to civic life.</p>	<p>1. Implementation strategies: Partner with participating institutions and the Constructive Dialogue Institute (CDI) to help students, faculty, staff and other stakeholders to develop/enhance skills to have more effective conversations with people holding different views. Each participating institution will work with CDI staff to design an implementation strategy aligning with its institution’s culture and existing programming.</p> <p>2. Community of practice: Faculty and staff from participating institutions will be invited to a “community of practice” to share experiences, challenges and seek support from each other, from CDI and access a library of resources.</p> <p>3. Day of Dialogue events: Facilitate cross-institutional conversations about high quality civic learning and engagement.</p> <p>4. Presentations/ongoing discussions on this topic: Include on subsequent Council agendas, presentations and discussions with the VDOE curricular standards experts about how civics is taught in Virginia.</p>

State Council of Higher Education for Virginia Agenda Item

Item: III.H – Council – Report of the Interim Agency Director

Date of Meeting: January 9, 2024

Presenter: Dr. Alan Edwards
Interim Director
alanedwards@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 Interim 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
Interim director's report
January 9, 2023

Task force on institutions' threat assessment teams: On December 18, the task force (which included SCHEV senior associate Grace Khattar) that was convened pursuant to SB 910 by the Secretary of Education and the Secretary of Public Safety and Homeland Security issued its report on best practices, model policies and procedures and recommendations on public institutions' threat assessment teams. The task force's recommendations include: (i) improve the minimum qualifications of threat-assessment-team membership; (ii) continue the provision of team-member training by/through the Department of Criminal Justice Services (rather than private providers); (iii) sharpen the statutory language regarding threat-assessment teams' and members' (including "invited members") roles and responsibilities; and (iv) establish a dedicated stream of funding to support institutions' threat-assessment training.

Six-year-plan process: SCHEV concluded the six-year-plan process with the institutions, the Secretary of Education, the Secretary of Finance, the director of the Department of Planning and Budget and the staff directors of the Senate Finance and Appropriations Committee and the House Appropriations Committee. Many hands made the work manageable, but Tom Allison, assistant director for finance policy and innovation, stands out for extraordinary effort. Staff is grateful also to the work of the Boston Consulting Group, which was the contractor who produced charts, graphs and other reports. Each institution's six-year plan as well as accompanying "fact packs" and other information is on the SCHEV website, [here](#).

Board of Visitors orientation program: SCHEV hosted its annual new board member orientation program. Governor Youngkin was the headline speaker. Approximately 50 new board members participated in the event. Special thanks to Council members Delceno Miles and John Jumper, who served on the planning committee, and to Victoria Harker and Walter Curt, who attended and participated. More information about the event can be found [here](#).

Student enrollment and college decision-making: On December 4, SCHEV released two reports, one on Fall 2023 enrollment and one on the student college-decision-making process. Announcement and links to those reports can be found [here](#).

Internship discussions with Strada Education Foundation: In cooperation with the Secretary of Education and others, SCHEV staff met several times in October and November with staff from the Strada Education Foundation. The purpose of the meetings was to assess current activities of the Virginia Talent + Opportunity Program (V-TOP), which is SCHEV's core student internship initiative. The

assessment also included strategies in other states and opportunities to improve Virginia's efforts to be "best in class" nationally.

Artificial intelligence: Staff issued a call for proposals, through the Fund for Excellence and Innovation (FFEI), for grants to support "talent pathways" in artificial intelligence. The initiative supports the Governor's [Executive Directive 5](#) regarding artificial intelligence. Proposals are now under review. Staff also participated with leadership from the Virginia Office of Education Economics and the Virginia Community College System to provide input on other provisions of the Executive Directive.

Joint Legislative Audit and Review Commission: In December, JLARC approved a resolution directing a study of higher education costs and student affordability. In preparation of the study, SCHEV staff met with JLARC staff to discuss work that has been done previously and considerations for the study. The study resolution can be found [here](#).

Advisory group meetings: On October 30, staff convened the institutions' chief executives as the General Professional Advisory Committee. The agenda included discussions of the legislative initiative to enroll and graduate more Pell-eligible students and institutional enrollment projections. GPAC met again, virtually, on November 27, and discussed the six-year-plan "fact packs" and the Virginia Talent + Opportunity Partnership. On November 3, staff convened the second meeting of the 2023-24 Student Advisory Committee. The committee discussed the new SCHEV [Level Up resource](#), mental health initiatives and artificial intelligence. On December 15, staff convened public institutions' chief academic officers as the Instructional Programs Advisory Committee. The agenda included discussions of the six-year-plan process, the SB 1280 workgroup (curricular integration of internships) and the recent summit on free speech. On January 8, staff convened public institutions' chief financial officers as the Finance Advisory Committee. The primary topics of discussion were the Governor's introduced budget for the 2024-26 biennium and the new JLARC study (see above).

Pell initiative: The 2022 session of the General Assembly provided \$250,000 in FY 2023 to secure a national consultant to work with the public institutions on initiatives and proposals to increase the enrollment and retention success rates for low-income students. The General Assembly provided an additional \$25 million in FY 2024 to fund approved proposals over a period of four years. In August 2023, the General Assembly provided an additional \$12.5 million to fund new proposals and provide an administrative allowance. SCHEV staff used the administrative allowance to hire Dr. Barry Simmons to administer the program. Dr. Simmons is a nationally regarded expert, known for improving student access and success for under-represented students.

Noncredit Mobility Academy: SCHEV will represent Virginia as one of six states selected to participate in the noncredit Mobility Academy to be conducted in 2024

by the State Higher Education Executive Officers, Education Strategy Group and Opportunity America.

End-of-year staff and service awards: On December 14, SCHEV held its fifth and final staff meeting of 2023. Hosted at the Virginia Tech Richmond Center, staff gathered and shared highlights from the year and over their varying terms of service. Highlights included SCHEV-coordinated events and reports, policy/budget development, progress towards other legislative charges and improvements to agency operations through a focus on communications, professional development and the employee experience. Selected staff members were also recognized for their service with the Commonwealth, from those with just a few weeks of employment to those with 30 years of service. Awardees received certificates and SCHEV lapel pins onsite and will receive selected gifts from the Commonwealth for their service. The agency also welcomed two new full-time staff members, Jessica Maddox and Justin Horton. Ms. Maddox is a work-based-learning analyst and will work with SCHEV's internship program. Mr. Horton is an associate for strategic planning and policy studies and will support Council's initiatives related to the statewide strategic plan and will lead the FFEI grant program.

Outstanding Faculty Awards: On December 21, SCHEV and Dominion Energy announced the recipients of the 2024 Virginia Outstanding Faculty Awards. This year's 12 awardees represent eight public institutions (six four-years and two two-years) and one private institution; their academic specialties span the humanities, social sciences and natural sciences. Initiated in 1987, Virginia's long-running OFA program is unique nationally in its annual recognition of faculty who exemplify the highest standards of teaching, scholarship and service. Institutions nominate faculty (87 this year), whose nominations are reviewed by a panel of peers; a committee of public- and private-sector leaders selects the recipients. The 2024 award ceremony will be held on March 5 in Richmond.

Out and about: Peter Blake participated in the December 18 meeting of the Workforce Transition Stakeholder Advisory Group, led by Secretary of Labor Bryan Slater. He also participated in the meeting of the board of trustees of the Southern Virginia Higher Education Center and presented to the Senate Finance and Appropriations Committee at its annual meeting. On December 7, SCHEV hosted a "SCHEV Talk" for staff on college savings and college debt.

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"> • Machine Learning for Embedded Systems (11.0102) • Microfabrication (15.1601) • Smart Grid Technology (14.1099) 	Spring 2024
James Madison University	New Degree Program Not Approved: <ul style="list-style-type: none"> • Bachelor of Arts/Bachelor of Science (BA/BS) degree program in Media Arts and Design (09.9999) 	November 29, 2023
Old Dominion University	Graduate Certificate Program Approved: <ul style="list-style-type: none"> • Teacher Leadership (13.1299) 	Spring 2024
Radford University	Post-Professional Certificate Approved: <ul style="list-style-type: none"> • Educational Leadership (13.0401) 	Spring 2024
Radford University	Program Modification Approved: <ul style="list-style-type: none"> • Add an online delivery format to the Master of Social Work (MSW) in Social Work (44.0701) 	Spring 2024
Virginia Polytechnic Institute and State University	Program Modification Approved: <ul style="list-style-type: none"> • Modify the credit hours of the Bachelor of Science (BS) degree program in Construction Engineering and Management (14.3301) from 134 credit hours to 124 credit hours 	Fall 2024

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:

Programs Discontinued

Institution	Degree/Program/CIP	Effective Date
George Mason University	Degree Designation Discontinuance Approved: Discontinue the Bachelor of Arts (BA) degree designation in the Bachelor of Arts/Bachelor of Science (BA/BS) degree	Spring 2024

Institution	Degree/Program/CIP	Effective Date
	program in Astronomy (40.0201). [Council Approval Date:05/22/2002]	
George Mason University	Program Discontinuance Approved: <ul style="list-style-type: none"> • Master of Science (M.S.) degree program in Information Security and Assurance (11.1003). [Council Approval Date: 04/08/2003] 	Spring 2024-Fall 2026
Old Dominion University	Program Discontinuances Approved: <ul style="list-style-type: none"> • Graduate Certificate in Arts and Entrepreneurship (50.1001) • Graduate Certificate in Health and Humanities (24.0199) • Graduate Certificate in Social Justice and Entrepreneurship (30.9999) 	Spring 2024

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 approved as delegated to staff:

Internal and Off-Campus Organizational Changes

Institution	Change/Site	Effective Date
Old Dominion University	Reorganize the Darden College of Education and Professional Studies to close the Department of Communication Disorders and Special Education . The department closure will “close a department that is no longer needed” as the faculty and academic programs have been relocated to other academic units.	December 15, 2023
Old Dominion University	Rename the Department of Human Movement Sciences to the Department of Human Movement Studies and Special Education . ODU indicates that the rename will “accurately reflect the academic programs offered by the department” and “ensure the location of the special education academic programs is known internally and external to the university.” In addition, the term “studies” is more appropriate as it accurately reflects the academic areas the unit currently oversees.	December 15, 2023
Radford University	Rename the School of Nursing to the College of Nursing . Radford indicates	January 15, 2024

Institution	Change/Site	Effective Date
	that the rename will “ensure the unit utilizes the same nomenclature as the other independent academic units at the university.”	
Virginia Polytechnic Institute and State University	Create the <i>Department of Neurosurgery</i> . The Department will reside in the Virginia Tech Carilion School of Medicine. The establishment of the Department will provide an “academic unit, with a department chairperson, that has a focus solely on neurosurgery.” Establishment of the department will align the organizational structure of the medical school Virginia Tech’s SCHEV peer institutions “as all of the institutions, with the exception of two have a department dedicated to neurosurgery.” The establishment of the department will necessitate hiring three (3) staff. The positions are current vacant lines in the school. The cost for the positions is \$1,456,250. The Carilion Clinic will provide all funding needed for the new positions and other costs needed to establish and operate the department in the first three years of operation.	December 1, 2023

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
1st Providence Healthcare Training	Woodbridge, VA	August 29, 2023
Tidewater Medical Training	Hampton, VA and Virginia Beach, VA	August 29, 2023
Tidewater Tech – Little Creek	Norfolk, VA	November 15, 2023
Total Cyber Academy	Fairfax, VA	August 29, 2023
Virginia Center for Montessori Studies	Richmond, VA	September 5, 2023

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

Institution	Location	Effective Date
University of Maryland Global Campus (UMGC)	Fort Lee, VA and Fort Eustis, VA	September 21, 2023

Institutions of Higher Education Certified to Operate in the Commonwealth of Virginia—Provisional to Full Certification

Institution	Location	Effective Date
Lincoln Memorial University	Ewing, VA	September 15, 2023

State Council of Higher Education for Virginia Agenda Item

Item: III.L – Report of the SCHEV Director Search Committee

Date of Meeting: January 9, 2024

Presenter: Victoria Harker
Co-chair, Search Committee

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: October 24, 2023

Action: Council received the second report of the Search Committee's activities.

Purpose of the Agenda Item:

The purpose of this item is to report on activities related to the search for the next agency director that occurred since Council's October meeting.

Background Information/Summary of Major Elements:

Following Director Blake's announcement in May of his intention to retire before 2024, Chairman Ampy created and charged a seven-member committee to search for the next agency director. The search committee was comprised of: Victoria Harker (Co-chair), Katharine Webb (Co-chair), Gilbert Bland, John Broderick, Aimee Guidera, Cheryl Oldham and Taylor Reveley IV. Deborah Love from the Office of the Attorney General provided legal counsel. Alan Edwards provided staff support to the committee, and Laura Osberger provided staff support to Council.

As a committee created by the Council Chair, the search committee constituted a committee of Council, and therefore was a public body. As such, its activities (other than confidential personnel matters) were public/open; its meeting agendas, Minutes and materials are publicly accessible and preserved on the agency website: <https://www.schev.edu/about/council/council-meetings-and-agendas>.

Since Council's October meeting, the Search Committee met virtually on November 27-28, 2023, for the purposes of videoconference interviews with candidates and for discussion of and decision on which candidates to refer to Council for consideration and interviews. (The draft Minutes of that meeting are accessible at the weblink above.)

On December 7, 2023, an Announcement Committee of Council, comprised of Ken Ampy, Jason El Koubi and Jennie O'Holleran, met for the purpose of announcing, as allowed in [§ 2.2-3712.B](#), that within 15 days Council would meet at an undisclosed location for the purposes of in-person interviews with candidates for the SCHEV

directorship and for Council discussion of those candidates. (The draft Minutes of that meeting are accessible at the weblink above.)

As permitted under [§ 2.2-3712.B](#), Council met confidentially on December 12, 2023, to conduct interviews with the candidates put forward by the Search Committee (SC) and to discuss those candidates. SC members Aimee Guidera and Katharine Webb also attended. SC member Taylor Reveley IV and staff of the Isaacson, Miller search firm attended virtually. Council did not reach any decisions. (The draft Minutes of that meeting are accessible at the weblink above.)

Council met virtually on December 21, 2023, for the purpose of continued discussion of the interviewees and the search and for consultation with counsel. The members of the Search Committee who were not Council members were invited to attend. (The draft Minutes of that meeting are accessible at the weblink above.)

On December 27, 2023, Council chair Ampy and Committee co-chair Harker communicated to agency staff Council's decision that the most beneficial course of action for the organization was to continue in 2024 the search for SCHEV's next transformational leader. And, that Dr. Edwards had been asked to serve as interim agency director.

Materials Provided: See summary above and the Search Committee's materials at: <https://www.schev.edu/about/council/council-meetings-and-agendas>.

Financial Impact:

Procurement of the search firm's services carried a financial impact, which has been expended from the agency budget. Per the contract terms, these costs included both a fixed fee (\$80,000) and the firm's expenses (indirect-expense fee of 9% of the fixed fee, or \$7,200; and direct-expense fees, of which \$603 had been billed in December).

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

Hiring the next agency director is key to maintaining progress toward achieving the goals of the statewide strategic plan.

Timetable for Further Review/Action:

The work of the Search Committee was completed upon its forwarding of a slate of candidates to Council. Any further review and action will be performed by Council.

Resolution: NA