

# Agenda Book

## May 13-14, 2024

Location:

Bridgewater College



## May 13-14, 2024, Council Meeting Schedule of Events

Bridgewater College  
Bridgewater, VA 22812

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### May 13, 2024

1:00 – 2:45      **Academic Affairs Committee**  
John Kenny Forrer Learning Commons, Room 215  
402 E. College Street  
[Section I on the agenda](#)  
Committee members: Cheryl Oldham (chair); Thaddeus Holloman (vice chair);  
Jason El Koubi; William Harvey; Doug Straley.

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1:00 – 2:45      **Resources and Planning Committee**  
John Kenny Forrer Learning Commons, Room 217  
402 E. College Street  
[Section II on the agenda](#)  
Committee members: Jennie O’Holleran (chair); John Broderick (vice chair); Victoria  
Harker, Walter Curt; John Jumper; Delceno Miles.

3:00 - 5:00      **Private College Advisory Board Meeting**  
The Boitnott Room, Kline Campus Center  
410 E. College Street  
[Section III on the agenda](#)

5:15 – 6:00      **Reception**  
John Forrer Learning Commons Great Room, 2<sup>nd</sup> Floor  
402 E. College Street

6:00 – 7:30      **Dinner**  
The Wampler President’s Suite, Nininger Hall  
411 E. College Street

### May 14, 2024

9:00 – 12:30      **Council Meeting**  
The Boitnott Room, Kline Campus Center  
410 E. College Street  
[Section IV on the agenda](#)

**NEXT MEETING:** July 16, 2024, Central Virginia Community College



**May 13-14, 2024, Council Meetings  
Agenda  
Bridgewater College**

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<b>I. Academic Affairs Committee Monday, May 13, 2024</b>	<b>1:00 p.m.</b>		
I.A. Call to Order	1:00 p.m.		
I.B. Approval of Minutes from the March 18 Academic Affairs Committee	1:05 p.m.		5
I.C. Action on Private Postsecondary Institution Certifications	1:10 p.m.	Dr. DeFilippo	10
I.D. Report of Emergency Action (8VAC40-31-90)	1:20 p.m.	Dr. DeFilippo	16
I.E. Discussion of Program Approval/Disapproval Criteria	1:30 p.m.	Dr. DeFilippo	21
I.F. Update/Follow-up Information from March: Certified Postsecondary Schools; Transfer Status of Associate Degree High School Graduates	2:10 p.m.	Dr. DeFilippo	28
I.G. Receipt of Report of the Staff Liaison to the Academic Affairs Committee	2:35 p.m.	Dr. DeFilippo	35
I.H. Motion to Adjourn	2:45 p.m.		
<b>II. Resources and Planning Committee Monday, May 13, 2024</b>	<b>1:00 p.m.</b>		
II.A. Call to Order	1:00 p.m.	Ms. O'Holleran	
II.B. Approval of Minutes from the March 18 Resources and Planning Committee	1:05 p.m.	Ms. O'Holleran	39
II.C. Action on Regulation and Guideline Updates	1:10 p.m.	Mr. Andes	44
II.D. Discussion of National Enrollment Trends	1:30 p.m.	Mr. Andes/Michael Walsh	50
II.E. Update on Higher Education Budget from the 2024 General Assembly	2:00 p.m.	Dr. Khattar/Mr. Allison	51
II.F. Update on FAFSA Process	2:15 p.m.	Mr. Andes	53
II.G. Update on Institutional Performance Standards and 2024 Six-Year Plan Process	2:30 p.m.	Dr. Khattar/Mr. Allison	56
II.H. Motion to Adjourn	2:45 p.m.	Ms. O'Holleran	
<b>III. Private College Advisory Board Meeting Monday, May 13, 2024</b>	<b>3:00 p.m.</b>		<b>60</b>
<b>IV. Council Meeting Tuesday, May 14, 2024</b>	<b>9:00 a.m.</b>		

IV.A. Call to Order	9:00 a.m.	Mr. Ampy	
IV.B. Approval of Minutes from the January 9 Council Meeting and the March 19 Council Meeting	9:05 a.m.	Mr. Ampy	<b>82</b>
IV.C. Remarks from Bridgewater College President David Bushman	9:10 a.m.	Dr. Bushman	<b>104</b>
IV.D. Discussion of the Virtual Library of Virginia (VIVA)	9:35 a.m.	Ms. O’Gara/Dr. Nowviskie	<b>106</b>
IV.E. Discussion of Cardinal Education (online graduate engineering program; formerly CGEP)	10:00 a.m.	Dr. Tepper/Dr. Garrison	<b>108</b>
Break	10:40 a.m.		
IV.F. Update on the Virginia Talent + Opportunity Partnership (V-TOP)	10:50 a.m.	Dr. Bazemore	<b>110</b>
IV.G. Update on SCHEV Access Initiatives (Gear UP and Level Up Virginia)	11:05 a.m.	Ms. McGrath	<b>113</b>
IV.H. Report from the Interim Agency Director	11:25 a.m.	Dr. Edwards	<b>116</b>
IV.I. Report of the Academic Affairs Committee	11:30 a.m.		
IV.J. Report of the Resources and Planning Committee	11:45 a.m.	Ms. O’Holleran	
IV.K. Report on Council Officer Elections	12:00 p.m.	Ms. Harker	
IV.L. Action on Resolutions for Departing Council Members	12:10 p.m.	Mr. Ampy/Ms. Harker	
IV.M. Receipt of Items Delegated to Staff	12:15 p.m.	Dr. Edwards	<b>120</b>
IV.N. Old Business	12:20 p.m.	Mr. Ampy	
IV.O. New Business	12:25 p.m.	Mr. Ampy	
IV.P. Receipt of Public Comment	12:30 p.m.	Mr. Ampy	
IV.Q. Motion to Adjourn	12:35 p.m.	Mr. Ampy	
<b>NEXT MEETING:</b> July 16, 2024, Central Virginia Community College (Lynchburg)			



**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
ACADEMIC AFFAIRS COMMITTEE  
March 18, 2024**

**DRAFT MINUTES**

Cheryl Oldham called the meeting to order at 2:02 p.m., at George Mason University, Merten Hall, Rm 1202, in Fairfax, Virginia.

Committee members present: Ken Ampy, Jason El Koubi, Cheryl Oldham, and J. Douglas Straley.

Committee members absent: Thaddeus Holloman, Scott Fleming, Dr. William Harvey

Staff members present: Joseph G. DeFilippo, Jodi Fisler, Kathleen Kincheloe, Emily Muniz, Kirstin Pantazis, Paula Robinson, and Paul Smith.

**APPROVAL OF MINUTES FROM THE JANUARY 9 ACADEMIC AFFAIRS COMMITTEE MEETING**

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

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

**ACTION ON PROPOSED DEGREE PROGRAMS AT PUBLIC INSTITUTIONS**

Dr. DeFilippo introduced the seven proposed new degree programs at public institutions and noted a pattern of activity in the areas of data science, computing, and health programs. He then suggested the committee pass all resolutions in a block unless a particular program was found to need additional scrutiny. Dr. DeFilippo also remarked that BA/BS degree programs are one degree program with multiple degree designations, not to be confused with multiple degree programs. Mr. Straley commended the institutions for forward thinking and timely response to the needs of the Commonwealth. The committee agreed unanimously to approve the seven new degree programs as a block.

The following resolutions were approved unanimously (4-0) to be forwarded to the full council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to James Madison University to initiate a Bachelor of Arts/Bachelor of Science (B.A./B.S.) degree program in Communication Sciences and Disorders (CIP code: 51.0201), effective fall 2024.**

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to James Madison University to initiate a Bachelor**

**of Arts/Bachelor of Science (B.A./B.S.) degree program in Media Arts and Design (CIP code: 09.9999), effective fall 2024.**

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Old Dominion University to initiate a Bachelor of Science (B.S.) degree program in Data Science (CIP code: 30.7001), effective fall 2024.**

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Bachelor of Arts (B.A.) degree program in Computer Science (CIP: 11.0701), effective fall 2024.**

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Master of Science degree program in Data Science (CIP Code: 30.7001), effective fall 2024.**

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia State University to initiate a Master of Business Administration (M.B.A.) degree program in Business Administration (CIP code: 52.0201), effective fall 2024.**

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia State University to initiate a Master of Science (M.S.) degree program in Data Analytics (CIP code: 30.7101), effective fall 2024.**

### **ACTION ON PROPOSED EDUCATION LICENSURE DEGREE PROGRAMS IN SHORTAGE AREAS**

Dr. DeFilippo introduced and presented the SCHEV initiative to support creation of education licensure degree programs in support of Governor Youngkin's higher education objectives and key results. Dr. DeFilippo noted the eight programs presented at this time are the second and final group of degree programs in this process. Mr. Straley thanked the eight institutions for their work to fill gaps in the education pipeline and for including reading specialist programs along with teacher licensure programs. In response to a query from Ms. Oldham, Ellen Rodgers and Leslie La Croix from George Mason University noted that students desiring teacher licensure often come to the field after completing bachelor level education in other fields, thus master's level programs offer a licensure pathway for future educators.

The following resolutions were approved unanimously (4-0) to be forwarded to the full council:

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to the four institutions listed below to implement the specified degree programs in education licensure shortage areas, effective fall 2024, except the UVA MEd in Reading Education, which will be initiated effective summer 2024.

<b>Institution</b>	<b>Degree</b>	<b>Program Name</b>	<b>CIP</b>
<b>GMU</b>	<b>Bachelor of Science in Education (BSEd)</b>	<b>Secondary Education</b>	<b>13.1205</b>
<b>GMU</b>	<b>Master of Education (MEd)</b>	<b>Inclusive Early Childhood Education</b>	<b>13.1210</b>
<b>GMU</b>	<b>Master of Education (MEd)</b>	<b>Literacy Education</b>	<b>13.1315</b>
<b>NSU</b>	<b>Bachelor of Science (BS)</b>	<b>Middle Education</b>	<b>13.1203</b>
<b>NSU</b>	<b>Master of Arts (MA)</b>	<b>Counseling Education</b>	<b>13.1101</b>
<b>ODU</b>	<b>Master of Arts in Teaching (MAT)</b>	<b>Elementary Education</b>	<b>13.1202</b>
<b>ODU</b>	<b>Master of Arts in Teaching (MAT)</b>	<b>Secondary Education</b>	<b>13.1205</b>
<b>UVA</b>	<b>Master of Education (MEd)</b>	<b>Reading Education</b>	<b>13.1315</b>

**REVIEW OF PROGRAM ANNOUNCEMENTS FROM PUBLIC INSTITUTIONS**

Dr. DeFilippo introduced the agenda item, presenting “Program Announcements” for new degree programs that public institutions plan to submit for SCHEV approval. The Program Announcement is a feature of the SCHEV program approval process in accord with Council’s duty to “review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes,” Code of Virginia § 23.1-203 (5). Dr. DeFilippo spoke about the purposes of listing program announcements related to alerting staff, Council members and other institutions and allowing time to comment about institutions’ programmatic plans. Dr. DeFilippo noted that institutions have one year after a program is announced to submit the completed program proposal.

Dr. DeFilippo provided an overview of a locus of activity in the area of data and computing. Mr. El Koubi expressed appreciation for the real time response to the needs of the Commonwealth and encouraged institutions to share information to remain ahead of workforce needs.

**DISCUSSION OF THE WORK OF THE ACADEMIC AFFAIRS COMMITTEE**

Dr. DeFilippo referred to pages 97-101 of the agenda book for an outline of Private Post-Secondary staff responsibilities and noted that these responsibilities are highly regulatory and derived from the Code of Virginia. Work with private post-secondary institutions differs from work with the public institutions in its focus on minimal standards of quality and student protection. The work of the private post-secondary staff is funded entirely through non-general fund dollars, which come from fees assessed to the private schools being regulated.

Dr. DeFilippo introduced Ms. Kathleen Kincheloe who detailed SCHEV staff's work with private post-secondary institutions including authorizing their operation within the Commonwealth, auditing schools as warranted, processing schools exempt from oversight, assisting with student records for schools that are closing, and handling student complaints for all Virginia students at both private and public institutions within the Commonwealth. In response to a query from Ms. Oldham, Dr. DeFilippo noted that while SCHEV staff activity in the private post-secondary sphere is highly regulatory, there is not much in the way of policy direction which could be an area for the committee to review. In response to a query from Mr. Straley, Dr. DeFilippo remarked that staff will provide the committee with a list of education areas and education institutions overseen by SCHEV private post-secondary staff.

#### **UPDATE ON TRANSFER VA**

Dr. DeFilippo introduced the topic and noted that SCHEV is charged in code with various responsibilities related to overseeing transfer. He then introduced Dr. Paul Smith, Senior Associate for Transfer and Student Mobility.

Dr. Smith provided a presentation on the state of Transfer VA, a legislatively ignited opportunity. Dr. Smith noted the Commonwealth has exceeded its transfer goals and continues to work towards additional common curricula, increased institutional use of the Transfer VA Portal and increased success of transfer students in the Commonwealth. VA has the 5<sup>th</sup> highest percentage of students completing bachelor's degrees who started at a 2-year institution of all states in the nation and is above the national average in many transfer metrics. In response to a query by Mr. El Koubi, Dr. Smith will provide more detailed information on transfer rates for students with dual enrollment credit.

Dr. Smith and Dr. DeFilippo discussed the effect of the Transfer VA initiative as a change in the transfer landscape, broadening access to and transparency of transfer information for any student anywhere in Virginia. Through transfer guides and curricular pathway maps, all available in the Transfer VA portal, students throughout the Commonwealth have increased access to relevant, up-to-date transfer information in one convenient location.

#### **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 3:52 p.m.

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Cheryl Oldham  
Chair, Academic Affairs Committee

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Kirstin Pantazis  
Staff, Academic Affairs

# State Council of Higher Education for Virginia Agenda Item

**Item:** #I.C – Academic Affairs Committee – Action on Private Postsecondary Education Institution Certifications

**Date of Meeting:** May 13, 2024

**Presenter:** Dr. Joseph G. DeFilippo  
Director of Academic Affairs and Planning  
[joedefilippo@schev.edu](mailto:joedefilippo@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Purpose of the Agenda Item:**

The purpose of this item is to inform the Committee’s considerations concerning two postsecondary institutions that seek certification by Council, in accord with *Code of Virginia* §23.1-217: “No person shall open, operate, or conduct any postsecondary school in the Commonwealth without certification to operate such postsecondary school issued by the Council.”

**Background Information/Summary of Major Elements:**

Two prospective institutions of higher education – University of the Cumberlands; and Pardee RAND Graduate School – have submitted applications for certification to operate in Virginia.

**Materials Provided:**

- University of the Cumberlands application summary
- Pardee RAND Graduate School application summary

**Financial Impact:**

This item carries no financial impacts for the Commonwealth. University of the Cumberlands and Pardee Rand Graduate School have submitted the required certification fee to operate as postsecondary institutions in Virginia.

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

Council's consideration of these applications 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.

**Timetable for Further Review/Action:** Action is requested at this meeting.

**Resolutions:**

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

**BE IT RESOLVED** that the State Council of Higher Education for Virginia certifies University of the Cumberlands to operate as a degree-granting postsecondary institution in the Commonwealth of Virginia, effective May 14, 2024.

**BE IT RESOLVED** that the State Council of Higher Education for Virginia certifies Pardee RAND Graduate School to operate as a degree-granting postsecondary institution in the Commonwealth of Virginia, effective May 14, 2024.

## **University of the Cumberlands Application Summary**

### **School Overview**

University of the Cumberlands is a private, non-profit institution of higher education with its main campus located in Williamsburg, Kentucky. The school was originally founded in 1888 as a small college known as the Williamsburg Institute. It is licensed to operate as a postsecondary institution by the Kentucky Council on Postsecondary Education and has been accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) since 1931. University of the Cumberlands operates instructional sites in New Jersey, California, Texas, Michigan, Washington, and India. It now seeks certification to operate a site in Alexandria, Virginia.

### **School Officers**

Larry L. Cockrum, President

Trey Jarboe, Provost/Executive Vice-President for Academic Affairs

Jennifer Simpson, VP for Academic Compliance

Pamela Smith, Executive Director of International Graduate Services

### **School Mission Statement**

University of the Cumberlands states its mission thusly:

*The mission of University of the Cumberlands is to provide a quality, affordable education to students from all backgrounds through broad-based academics. The institution is grounded in Christian principles and leadership through service.*

### **Proposed Educational Programs and Credentials**

University of the Cumberlands will offer the following programs:

- Master of Science in Artificial Intelligence
- Master of Science in Cyber Engineering
- Master of Science in Data Science
- Master of Science in Finance
- Master of Science in Information Systems Security
- Master of Science in Information Technology
- Master of Science in Project Management
- Master of Science in Strategic Management
- Master of Business Administration
- Doctor of Philosophy in Business
- Doctor of Philosophy in Information Technology

### **Proposed Location**

University of the Cumberlands will operate on the Alexandria campus of Northern Virginia Community College located at 3001 N Beauregard St, Alexandria, VA 22311.



**Financial Stability Indicator**

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

**Guaranty Instrument**

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

**Evidence of Compliance**

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

## **Pardee RAND Graduate School Application Summary**

### **School Overview**

Pardee RAND Graduate School is a private, non-profit institution of higher education with its main campus located in Santa Monica, California. The school was founded in 1970 as one of the eight original graduate programs in public policy in the United States with a grant from the Ford Foundation. It is accredited by the Western Association of Schools and Colleges (WASC) Senior College and University Commission. It seeks certification to operate a site in Arlington, Virginia.

### **School Officers**

Nancy Staudt, Dean, Pardee RAND Graduate School

Erin Rehban, Director of the Pardee RAND Graduate School, Arlington Campus

### **School Mission Statement**

Pardee RAND Graduate School states its mission thusly:

*Pardee RAND's mission is to provide the next generation of policy leaders an unsurpassed education in the fundamental tools of policy analysis.*

### **Proposed Educational Programs and Credentials**

Pardee RAND Graduate School will offer the following program:

- Master of National Security Policy

### **Proposed Location**

Pardee RAND Graduate School will operate at:

1200 South Hayes St, Arlington, VA 22202

### **Financial Stability Indicator**

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

### **Guaranty Instrument**

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

## **Evidence of Compliance**

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

# State Council of Higher Education for Virginia Agenda Item

**Item:** #I.D – Academic Affairs Committee – Action on Report of Emergency Action (8VAC40-31-90)

**Date of Meeting:** May 13, 2024

**Presenter:** Dr. Joseph G. DeFilippo  
Director of Academic Affairs and Planning  
[joedefilippo@schev.edu](mailto:joedefilippo@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Purpose of the Agenda Item:**

The purpose of this item is to inform Council consideration for action on an emergency action taken by staff in accord with the *Virginia Administrative Code*, 8VAC40-31-90, which delegates various administrative powers to the executive director, including the following:

*Authorize emergency action pursuant to [§ 23.1-222] of the Code of Virginia, in the event a school has received an adverse action by the USDOE or by its accrediting agency that threatens a disruption of the operation of the school and exposes students to a loss of course or degree credit or financial loss. **All emergency actions shall be reported to council at its next meeting to either ratify or take such actions as it may deem necessary.** The authority of the executive director in these instances includes the authority to:*

- a. Suspend new enrollment in specified programs, degree levels or in all programs and degree levels.*
- b. Require the school to provide a guaranty instrument or increase the penal amount of a current guaranty.*
- c. Take other actions as may be necessary to protect the rights of currently enrolled or future students.”*  
(emphasis added)

**Background Information/Summary of Major Elements:**

- Fairfax University of America (FXUA) is a proprietary degree-granting institution of higher education operating in Fairfax, VA that has been certified to operate in Virginia since December 2023.

- On August 19, 2022, FXUA’s accreditor, the Accrediting Council for Independent Colleges and Schools (ACICS), had its recognition revoked by the U.S. Department of Education (USED).
  - At that time, SCHEV granted FXUA an 18-month period to become accredited by another accreditor recognized by the USED, as required by the Code of Virginia, § 23.1-219.
  - That 18-month period expired on February 19, 2024, at which time FXUA was notified by SCHEV that it must provide documentation that the school was on a path toward achieving accreditation within a 12-month period.
- Further, USED notified FXUA on February 20, 2024, that its eligibility for Title IV financial aid programs had ended.
  - In light of this adverse action by USED, SCHEV staff, at the direction of Interim Director Edwards, invoked the above referenced emergency powers to suspend FXUA’s ability to enroll new students.
  - The suspension will remain in effect unless and until FXUA can produce evidence that it is likely to achieve accreditation by a USED-recognized accreditor by February 19, 2025.
- At present FXUA is an applicant with the Distance Education Accrediting Council (DEAC), and it remains possible for the school to achieve accreditation by February 19, 2025.

**Materials Provided:**

Letter, dated March 19, 2024, from Ms. Sylvia Rosa-Casanova, interim PPE Director, to FXUA invoking emergency powers according to *Virginia Administrative Code*, 8VAC40-31-90.

**Financial Impact:** This agenda item carries no financial impact for SCHEV.

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

Council’s consideration of this 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.

**Timetable for Further Review/Action:** If FXUA fails to achieve accreditation with DEAC by February 19, 2025, then SCHEV staff will institute procedures to close the school.

**Resolution:**

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

**BE IT RESOLVED** that the State Council of Higher Education for Virginia ratifies the suspension of new enrollment by Fairfax University of America (FXUA).

**BE IT FURTHER RESOLVED** that the agency director may remove the suspension upon his determination that FXUA has documented that it is likely to achieve accreditation by February 19, 2025.



**COMMONWEALTH of VIRGINIA**  
**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**  
*James Monroe Building, 101 North Fourteenth Street, Richmond, VA 23219*

Alan Edwards  
Interim Director

(804) 225-2600  
www.schev.edu

March 19, 2024

Dr. Almed Alwani, President  
Fairfax University of America  
4401 Village Drive  
Fairfax, VA 22030

**Via email: [president@fxua.edu](mailto:president@fxua.edu)**

Dear Dr. Alwani:

This letter comes to provide a statement of Fairfax University of America's (FXUA) authorization status in Virginia and to inform you of action being taken by the State Council of Higher Education of Virginia (SCHEV) regarding that status. Please note the following:

- FXUA's last certificate to operate in Virginia expired on February 19, 2024, as that was the date by which FXUA was required to gain accreditation by an accreditor recognized by the US Department of Education (USED) following ACICS's loss of recognition. Since FXUA is currently seeking accreditation from the Distance Education Accreditation Council (DEAC), SCHEV is not currently taking action to require the closure of FXUA. Please note, however, that SCHEV reserves the right to seek such closure immediately if it determines that FXUA is not on course to achieve DEAC accreditation within a reasonable period of time.
- Due to FXUA's loss of eligibility for Title IV funding effective February 19, 2024, and in combination with FXUA's unaccredited status, SCHEV is invoking emergency action powers, under Virginia Administrative Code 8VAC40-31-90, to require the suspension of any new enrollment at FXUA, effective immediately. This suspension will remain in effect unless and until FXUA can demonstrate that it is likely to achieve accreditation with DEAC within a reasonable period of time. SCHEV staff will report this action to Council at its next feasible meeting.

In addition, please note the following concerns SCHEV has with FXUA's current condition and its prospects for achieving accreditation within a reasonable period of time, if ever:

- The timeline provided by FXUA asserts that the school can achieve full accreditation by mid-February 2025, but this is at most a best-case scenario. While the school has submitted its application to DEAC, it has not completed the Readiness Assessment conducted by an independent DEAC-appointed evaluator. The Readiness Assessment is "intended to determine whether or not the institution has sufficient strength and stability to successfully undergo a full evaluation and therefore whether a

commitment of the institution's and DEAC's resources in administering such an evaluation is merited." If the independent evaluator determines FXUA is "Not Ready," it will be impossible for FXUA to be accredited by February 19, 2025.

- It is barely a year (February 1, 2023) since DEAC rejected an application from FXUA. At that time, DEAC stated in writing that the school's "operating structure is not aligned with DEAC's standards nor is distance education central to its mission and purpose." In a letter to FXUA dated April 14, 2023, SCHEV agreed with this statement pointing out that "historically FXUA has concentrated on recruiting and enrolling nonimmigrant students." SCHEV noted that there are regulatory requirements imposed by the Student and Exchange Visitor Program (SEVP) regarding the amount of online education that F-1 students may take and questioned whether the school could meet the requirements of DEAC and SEVP simultaneously. Indeed, when SCHEV recently requested a list of enrolled students, FXUA reported a total of fifteen students, fourteen of whom are nonimmigrant F1 students that fall under the authority of SEVP.
- A recent inspection of FXUA's website by SCHEV staff revealed that the school is still advertising that it is accredited by ACICS and that it is approved to provide federal financial aid. The website also states that the school offers micro-credentials, none of which are approved by SCHEV.

To reiterate, FXUA may continue to teach its current students for the time being, and the suspension on new enrollment may not be ended unless and until SCHEV notifies FXUA to that effect. In the meantime, if and when FXUA is notified of the results of the DEAC Readiness Assessment, please provide that information to SCHEV immediately.

If you have any questions regarding this letter, please contact me via email at [SylviaRosa-Casanova@schev.edu](mailto:SylviaRosa-Casanova@schev.edu).

Sincerely,

*Sylvia Rosa-Casanova*

Sylvia Rosa-Casanova  
Senior Associate and Interim Director for PPE

C: George Rado, FXUA  
Dr. Leah K. Matthews, DEAC  
Sherri Bell, USED  
Jason Kanno, ICE-DHS



# State Council of Higher Education for Virginia Agenda Item

**Item:** #I.E – Academic Affairs Committee – Discussion of Criteria for Program Approval/Disapproval

**Date of Meeting:** May 13, 2024

**Presenter:** Dr. Joseph G. DeFilippo  
Director of Academic Affairs & Planning  
[joedefilippo@schev.edu](mailto:joedefilippo@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:** N/A

**Action:** N/A

**Purpose of the Agenda Item:**

The purpose of this item is to inform the Committee’s deliberations of, and guidance to staff on, how best to support the Governor’s higher education objectives in fulfilling Council’s statutory 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:**

Via this discussion item, staff seeks to follow up on recent Committee discussions regarding criteria for review and approval of proposed degree programs, as well as recent discussions with the Secretary of Education regarding how SCHEV can best support the Governor’s guiding objectives for higher education through its duty to “approve or disapprove” academic programs proposed by public institutions.

Presented here for Committee discussion are extracts from the SCHEV program approval policy that articulate standards for justifications advanced in program proposals submitted to SCHEV. The four justification topics covered are:

- A. Response to Current Needs (Specific Demand)
- B. Employment Demand
- C. Duplication
- D. Student Demand

As set out in the appended extracts, each section consists of directives as to the types of information that all program proposals should include, as well as guidance on the characteristics of responses that SCHEV review will deem as effective; this

latter guidance is labeled “Components of an effective response” in each section and constitutes the current set of evaluative criteria for determining whether a proposed degree program merits approval.

In addition to these extracts from the SCHEV program approval policy, the document *Governor’s Higher Education Guiding Objectives and Initiatives* is also included here. The following objectives from this document have particular potential relevance to Council’s duty to “approve or disapprove” proposed programs:

- Prepare every credential-earner for employment in a family-wage supporting job.
- Prioritize public reporting of graduate employment outcomes per institution and learning program ROI.
- Increase student exposure to and experiences with the world of work.
- Create incentives for institutions, employers, and students to pursue credentials aligned to our most urgent labor market demands and retain graduates in Virginia.

Staff requests Committee deliberation and guidance as to how the evaluative criteria in the SCHEV program approval policy may be used, modified, expanded or contracted to best support the Governor’s guiding objectives.

**Materials Provided:**

- Justifying Criteria from the SCHEV Program Approval Policy
- Governor’s Higher Education Guiding Objectives and Initiatives

**Financial Impact:** N/A

**Timetable for Further Review:** At the discretion of the Chair.

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

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

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

**Resolution:** N/A

**APPENDIX:**

**Justifying Criteria from the SCHEV Program Approval Policy**

Academic Affairs Committee Meeting, May 13, 2024

**A. Response to Current Needs (Specific Demand)**

Information to address: Provide an objective account of the need for a new degree program at the degree level and in the discipline proposed. The account should appeal to objective evidence from reliable cited sources. Needs addressed by the proposed program should be referenced to all relevant levels: local, state, national, and international. Information should be quoted (with citations) where appropriate.

*Components of an effective response*

- The account provided is clearly oriented toward a program at the degree level and in the discipline proposed.
- The account provided is focused on the specific program being proposed, especially the degree level being requested, and does not rest solely on assertions of the general importance of the discipline. Select statements and sources are directly quoted to allow SCHEV to review the specific information supporting the need for the degree program.
- The account provided is consistent and mutually supportive with other components of the proposal—i.e., curriculum, licensure requirements (if applicable), labor market information, skills/competencies, and employment advertisements. Note: inconsistencies on these points may be highlighted in information provided to Council when the program is presented for consideration.
- Need for the program among the institution’s stakeholders (e.g., regional/local communities, local/state industries) is described and documented.

**B. Employment Demand**

Information to address: Provide information to demonstrate that there is need for more graduates in the kind of program being proposed, i.e., employment opportunities call for education in the discipline and at the degree level being proposed.

- Labor Market Information: For the U.S. Bureau of Labor Statistics (BLS), provide relevant information for the most recent 10-year projection. Relevant information includes, position title and job outlook percent and indicated rate of growth (e.g., “faster than average”); additional information provided in “Job Outlook” and “Job Prospects” can be included. For the Virginia Employment Commission (VEC), fill in the table below with relevant information.

**Virginia Employment Commission, Labor Market Information 20XX-20YY (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total Projected Difference	Total Percent Change	Annual Change	Education

*Components of an effective response*

- According to BLS and VEC information, employment opportunities will meet or exceed the most recent 10-year percentage growth projections for all occupations.
  - If 10-year growth projections are below the average for all occupations, strong alternative evidence is provided to counterbalance the LMI data.
  - Job announcements show employment availability in Virginia. Position announcements from the internet, professional organizations, or other sources of information about jobs appropriate to the degree program. Recommended: minimum of ten (10), with some employment opportunities located in Virginia. Announcements must:
    - be appropriate to the program’s curriculum, learning outcomes, and degree level (e.g., if a master’s degree is proposed, advertisements that only require a bachelor’s degree should not be submitted);
    - reflect information dated within twelve (12) months of formally submitting the proposal to SCHEV and include the position title, job duties/responsibilities, education level, location, and date of announcement.
- Optional additional information: employment projections/analyses from credible sources. Information should show data that has been collected within twelve (12) months of submitting the proposal to SCHEV. Sources must be cited.
- Inclusion of quoted evidence to support data, if available.

### **C. Duplication**

Upon publication of a Program Announcement in Council’s Agenda Book, institutions already offering similar degree programs may provide feedback on the need for new degree programs and the potential effects of an additional program in Virginia. The chief academic officer of the interested institution should write SCHEV and the proposing institution within 30 days. SCHEV recommends that the feedback address (at least) the following three (3) questions:

- Given the institution’s experience offering a degree program with this CIP code at this degree level, does the institution’s administration and/or faculty perceive a need exists for additional degree programs in Virginia? If not, why not?
- Would an additional degree program in Virginia with this CIP code at this degree level have a negative effect on the institution’s degree program, including (but not necessarily limited to) student enrollment or access to external resources such as experiential learning sites?
- Would an additional degree program in Virginia with this CIP code at this level present opportunities for collaboration with the institution proposing the degree program? If so, briefly summarize the opportunities and indicate whether any steps have been taken to initiate collaboration.

The proposing institution must address any such feedback in the program proposal when submitted to SCHEV. This content should be included under the heading “Institution Response” in the Duplication section.

Information to address: Provide a comparison of existing degree programs and the proposed degree program. The comparison should focus on the curriculum, the specific course requirements for the core program, experiential learning requirements, specialization, and

required sub areas of the program (e.g., concentration, emphasis area, focus area, option, specialization, or track). In case of concerns from institutions already offering similar degree programs, explain whether and how those concerns should be answered.

Note: the proposing institution does not need to respond to feedback that solely expresses support for the proposed degree program.

#### *Components of an effective response*

- The response addresses directly and with evidence the need for additional degree production in the discipline and at the degree level being proposed, beyond degree production of existing degree programs at Virginia public institutions.
- A summary of the existing degree program to include only: degree designation, program name, the total credit hours, credit hours required for core coursework and required categories, including sub areas of the curriculum. Indicate the name of sub areas, if applicable. The focus of the program can be included in the summary.
- Substantive and brief descriptions of similarities and differences address only: core and required coursework and credit hours required. Sub areas are indicated but not described.
- Information specific to delivery format and location can be noted, if applicable.
- Any concerns, arguments, or critiques offered by other institutions are answered with a factual evidence-based response to support the addition of another degree program in the discipline and at the level being proposed.
- Provide a citation for enrollment and degrees awarded from SCHEV's website.
- Optional: Explain how there is need for more graduates in the discipline and at the level being proposed. The explanation should take into account the degree productivity of existing degree programs and relevant labor conditions, according to VEC information adduced in the Employment Demand section.

#### **D. Student Demand**

Information to address: Provide evidence of student demand to support projected enrollments. Evidence of demand from surveys, emails or letters should reflect information dated within twelve (12) months of submitting the proposal to SCHEV. Institutions cannot use one population to demonstrate two different sources of student demand. Evidence of student demand must include at least one of the following sources:

- A descriptive narrative/full report of student survey results including date administered. Provide an original copy (unedited/without revision or added text) of any surveys administered. Survey results can be included as a separate document.
- Letters or emails of support from prospective students that include a statement of interest for proposed degree program and/or indicate enrollment in the program. Original emails unedited and printed from the web and/or letters should be provided. All personal information such as the student's name and email address should be redacted.
- A descriptive narrative of enrollment data from existing program areas such as concentrations, emphasis areas, focus areas, options or tracks. Information should reflect enrollment over time and within at least three (3) years of submitting the proposal to SCHEV.

- Information concerning lack of seat availability for qualified applicants at other public institutions in Virginia, including data on the number of applications, the number of qualified students accepted, and the number of qualified students enrolled. Information should show data within at least three (3) years of submitting the proposal to SCHEV and must represent the public institutions in closest proximity to the institution proposing the degree program. Source(s) of information must be cited.
- A summary, with data and citations, of any other sources that document student demand in Virginia.

*Components of an effective response*

- The response addresses in full at least one of the indicated sources of evidence of student demand.
- For surveys, complete contextual information is provided, including: when administered, survey pool demographics, and real numbers of responses to survey questions.
- Student emails/inquires indicate interest in enrolling in the proposed degree program and do not reference existing sub area programs or other degree programs.
- All documents should be sized-adjusted for readability.



## Governor's Higher Education Guiding Objectives and Initiatives

### **North Star: Prepare Every Graduate for Success in Life**

#### **Prepare Students for the Increasing Demands of the Knowledge Economy**

- Prepare every credential-earner for employment in a family-wage supporting job
- Prioritize public reporting of graduate employment outcomes per institution and learning program ROI
- Increase student exposure to and experiences with the world of work

#### **Maintain Affordability & Reduce the Cost of Higher Education**

- Ensure affordability of higher education through cost reduction solutions and strategic partnerships
- Create incentives for institutions, employers, and students to pursue credentials aligned to our most urgent labor market demands and retain graduates in Virginia

#### **Build the College & Career Pipeline in Partnership with K-12**

- Strengthen "Pathway Programs" and other efforts that prepare young people for long term academic, career, and life success
- Launch innovative lab schools in communities across the Commonwealth
- Partner with K-12 to ensure every high school graduate earns an industry recognized credential or associates degree upon graduation as part of the effort to elucidate the multiple pathways to success
- Leverage the Schools of Education to attract, grow, and retain the greatest PreK-12 teaching force in the nation

#### **Promote a Vibrant Campus Life**

- Protect free speech and inquiry as a hallmark of a Virginia education
- Prioritize mental health solutions in our schools and on our campuses to nurture a culture of well-being

## State Council of Higher Education for Virginia Agenda Item

**Item:** #I.F – Academic Affairs Committee – Update/Follow-up Information from March: Certified Postsecondary Schools; Transfer Status of Associate Degree High School Graduates

**Date of Meeting:** May 13, 2024

**Presenter:** Dr. Joseph G. DeFilippo  
Director of Academic Affairs & Planning  
[joedefilippo@schev.edu](mailto:joedefilippo@schev.edu)

**Most Recent Review/Action:**

No previous Council review/action

Previous review/action

**Date:** March 18, 2024

**Action:** The Academic Affairs Committee engaged in discussion of SCHEV Academic Affairs responsibilities relating to (i) the regulation of private and out of state postsecondary education, and (ii) the oversight of transfer policy in Virginia.

**Purpose of the Agenda Item:**

The purpose of this item is to provide information in follow up to questions from Council members at the March 2024 meeting of the Academic Affairs Committee.

**Background Information/Summary of Major Elements:**

The Academic Affairs Committee oversees work of the agency's Academic Affairs section by reviewing and taking action on a range of items that come to 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.

At its March 2024 meeting, the Committee received two separate presentations – one on the work of the agency's office of Private Postsecondary Education (PPE); the other on the status of SCHEV's work on transfer policy and practice and its goals for 2024. During the first presentation, Mr. Straley expressed interest in receiving more information about the totality of certified schools and the academic programs they offer. During the second presentation, Mr. El Koubi raised questions about the extent of associate degree recipients in high school and whether they are included in data on transfer. The two information briefs behind this cover sheet address the questions and concerns expressed by members in March.



**Materials Provided:**

- *Private Postsecondary Institutions Certified by SCHEV in Accordance with Code of Virginia § 23.1-213 to 230*
- *Transfer Status of Associate Degree High School Graduates*

**Financial Impact:** N/A

**Timetable for Further Review:** N/A

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

The 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

**Private Postsecondary Institutions Certified by SCHEV  
In Accordance with Code of Virginia § 23.1-213 to 230**

As of April 2024, SCHEV certifies **249** postsecondary institutions to operate in Virginia.

**78** are out-of-state institutions:

- 55 degree-granting (authorized to offer associate degrees and higher)
  - 36 non-profit, including 12 out-of-state public institutions
  - 19 proprietary
- 23 non-degree schools authorized to offer vocational certificate and diploma programs

**171** are in-state institutions:

- 27 degree-granting (authorized to offer associate degrees and higher)
  - 14 non-profit
  - 13 proprietary
- 144 non-degree schools authorized to offer vocational certificate and diploma programs

As required by *Code of Virginia* § 23.1-218, SCHEV maintains a publicly accessible list of certified schools at <https://ppe.schev.edu/list-private-postsecondary-schools>. The tables below provide encapsulations of schools by type, with illustrative examples and credential level and program information.

<b>Out-of-State, Degree-Granting Institutions</b>	
Total Number: <b>55</b>	
Examples of schools in this category are: American University, Central Texas College, Dallas Theological Seminary, Galen College of Nursing, King University, Lincoln Memorial University, Southeastern University, Strayer University, and University of Maryland Global Campus	
<b>Degree Levels Offered:</b> Certificate, Diploma, Associate, Bachelor, Master, Doctor	<b>Programs Include:</b> Business Administration Cybersecurity Management and Policy Homeland Sec and Emergency Management Engineering Healthcare Administration Hospitality and Tourism Management Nursing Public Health Software Engineering Veterinary Science

***Out-of-State, Vocational Institutions***

Total Number: **23**

Examples of schools in this category are: Carter Machinery Academy for Construction-Related Trades, Empire Beauty School, InfoSec Institute, Phlebotomy Training Specialists, Protocol School of Washington, and Tidewater Medical Training

<b>Credentials Offered:</b> Certificate, Diploma	<b>Programs Include:</b> Construction Equipment Technician Cosmetology Dental Assisting Esthetics HVAC Specialist IT Certifications Medical Assistant
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***In-State, Degree-Granting Institutions***

Total Number: **27**

Examples of schools in this category are: Appalachian College of Pharmacy, Bon Secours Memorial College of Nursing, Bon Secours St. Mary's Hospital School of Medical Imaging, Centra College, Riverside College of Health Careers, Sentara College of Health Sciences, Virginia University of Integrative Medicine, Washington University of Science and Technology, and Winchester Medical Center School of Medical Imaging.

<b>Degree Levels Offered:</b> Certificate, Diploma, Associate, Bachelor, Master, Doctor	<b>Programs Include:</b> Acupuncture and Herbal Medicine Computer Science Digital Media and Communications Ethical Hacking Nursing Pharmacy Radiologic Technology
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***In-State, Vocational Institutions***

Total Number: **144**

Examples of schools in this category are: American Spirit Institute, Beyond Beauty Academy, Center for Manufacturing Excellence in Southwest Virginia, Central School of Practical Nursing, East Coast Horseshoeing School, Mary Washington Hospital School of Radiologic Technology, Morrison Education Center, Ultimate Health School, Virginia Montessori Teacher Education Center, Williams Academy of Medical Coding, Ziyotek Institute of Technology

<p><b>Credentials Offered:</b> Certificate, Diploma</p>	<p><b>Programs Include:</b> Cosmetology Dental Assistant EKG Technician Esthetics Farrier Heating, Ventilation, and Air Conditioning Heavy Equipment Training IT Certifications Law Enforcement Patrol/Detector Dog Handler Electrical Systems Technology Massage Therapy Medical Coding Microsoft Montessori Teacher Training Phlebotomy Practical Nursing Radiology Technician</p>
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## ***Transfer Status of Associate-Degree High School Graduates***

At the Academic Affairs Committee's meeting in March 2024, staff presented on the state of transfer in Virginia. The presentation provided: (i) a review of transfer-specific data; (ii) an overview of Transfer Virginia's 2023 achievements; and (iii) an outline of Transfer Virginia's goals for 2024. Committee member El Koubi inquired as to how high school students earning an associate degree via dual enrollment are represented in the transfer data and classified by four-year institutions upon entry. The information below provides a follow-up to these questions, as well as additional information related to dual enrollment.

In SCHEV policy, dual enrollment is defined as:

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

*Virginia Public Higher Education Policy for Dual Enrollment Transferability*  
(<https://www.schev.edu/home/showpublisheddocument/1622/637826049561400000>)

During the period of 2013-14 to 2023-24, the number of individual students participating in dual enrollment grew by **83.5%**, from 28,895 to 53,023, which equates to an annual average growth of 6.8%, or 2,216 students per year.

SCHEV does not receive directly data on high school associate degree recipients. Moreover, by definition, any student entering a postsecondary institution for the first time following high school graduation is reported as "first-time in college." Consequently, high school associate degree recipients are not treated as transfer students in Virginia's data system on first enrollment after high school.

Data provided by the Virginia Community College System (VCCS) show a stable level of production of high school associate degree graduates over the past three years:

2020-21: 1,023

2021-22: 1,024

2022-23: 1,103

The admission practices of public four-year institutions vary, as do the benefits they provide to high school associate degree graduates who enroll directly after high school. By policy, public institutions must honor dual enrollment credits earned in parallel with the same credits earned by transfer students. Additional benefits afforded to high school associate graduates may include a lower-division general education waiver, advanced class standing, eligibility for guaranteed admission agreements and eligibility for program-specific articulation agreements. Institution-specific practices and awarded benefits are summarized in below.

## Summary of Institutional Benefits and Practices for Students Earning an Associate Degree in High School

Institution	Gen Ed Waiver	Advanced Standing	Guaranteed Admission	Articulation Agreements
CNU	Yes	Yes	No**	No
GMU	Yes	Yes	No**	Yes
JMU	Yes	No*	No	Yes
LU	Yes	No*	No**	Yes
NSU	Yes	Yes	Yes	Yes
ODU	Yes	Yes	Yes	Yes
RU	Yes	Yes	No**	Yes
UMW	Yes	Yes	Yes	Yes
UVA	No	Yes	No	Yes
UVA Wise	Yes	Yes	Yes	Yes
VCU	Yes	Yes	Yes	Yes
VSU	Yes	No*	Yes	Yes
VT	Yes	Yes	No	Yes
W&M	No	No*	No	No
*Students are classified as first-time in college with transfer credit.				
**Students are provided benefits included in the institutional guaranteed admission agreement once admitted.				

# 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:** May 13, 2024

**Presenter:** Dr. Joseph G. DeFilippo  
Director of Academic Affairs & Planning  
[joedefilippo@schev.edu](mailto:joedefilippo@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Purpose of the Agenda Item:**

Staff activities report.

**Background Information/Summary of Major Elements:**

N/A

**Materials Provided:**

“Report of the Staff Liaison to the Academic Affairs Committee,” by Dr. Joseph G. DeFilippo.

**Financial Impact:**

N/A

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

N/A

**Timetable for Further Review/Action:**

N/A

**Resolution:**

N/A

## **Report of the Staff Liaison to the Academic Affairs Committee, May 13, 2024**

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

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### **Academic Affairs Liaison Training**

- Twenty-two SCHEV liaisons and assistants representing 13 baccalaureate public institutions of higher education and the Virginia Community College System attended a three-day training event March 11-13 at Norfolk State University. Attendees reviewed and discussed both the Academic Program Approval and Changes Policy and the Organizational Changes Policy as well as supplemental instructions for submitting documents to Academic Affairs. Policy training was presented by Dr. Osei and Dr. Pantazis with a presentation on submission instructions by Ms. Banks.

### **New Employees**

- The PPE section welcomed two new staff members on April 10. Elizabeth (Beth Ann) Howard previously worked at both Virginia Commonwealth University (VCU) and University of Richmond (UR) in various student, faculty, and program support roles. She holds a BA in American Studies and a Master of Liberal Arts, both from UR.
- Ryan Hannafin worked at Tandem Friends School where he oversaw the daily operations of the College Counseling office. He also worked with students in Richmond Public Schools and spent over a decade in the admissions office at VCU. Ryan holds a Bachelor of Science in Mass Communications and an MPA, both from VCU.

### **Open Virginia Advisory Committee**

- The Open Virginia Advisory Committee (OVAC) met March 21 and April 18. The committee includes representatives from public two- and four- year institutions. The agendas included discussion on collaborative opportunity for an open education award with the Virtual Library of Virginia (VIVA) and the Library Advisory Committee (LAC) as well as setting strategic priorities for the coming year. The OVAC is scheduled to reconvene on May 16, 2024.

### **Orientation Sessions for Schools Seeking Certification**

- On March 12 and April 23, PPE staff held virtual orientation sessions for prospective school owners. Such convenings are the first step in the application process for entities seeking certification to operate a postsecondary school in Virginia. Staff presented participants with overviews of the laws and regulations pertaining to the operation of a private postsecondary school as well as summaries of the certification process. The orientations also included detailed instructions on how to complete the certification application. A combined total of 21 participants from degree-granting institutions and 44 vocational-school representatives attended the two orientations.



## **Staff Activities and Recognition**

### **Darlene Derricott**

- Attended the National Association of State Administrators and Supervisors of Private Schools (NASASPS) and the State Authorization Network (SAN) annual meetings April 7-11, 2024, in Charleston, South Carolina. Sessions included presentations on the changes in the higher education landscape, the federal regulatory outlook and requirements for 2024, distance education and state authorization, student protections, institutional compliance with accreditors, and financial stability and monitoring practices.

### **Jodi Fisler**

- Presented an educational session, “Scaling Dialogue Across the Virginia Higher Ed System: A Case Study,” at the American Association of Colleges and Universities (AAC&U) Conference on General Education, Pedagogy and Assessment, held in Providence, Rhode Island, April 11-13.
- Co-authored a book chapter on cross-institutional faculty learning communities with faculty colleagues at GMU, VCU, and Radford. The chapter was included in *Faculty Learning Communities*, a volume in the series *Transforming Teaching and Learning in Higher Education*, published recently by Information Age Publishing.
- Was invited to serve on the advisory panel of the Virginia Public Access Project’s Civics Education initiative.
- Was selected as a member of the Democracy Audit Design Team, a national effort led by AAC&U and Campus Compact to design a guide for campuses to audit their democracy education and engagement activities.

### **Emily Muniz**

- Attended and presented at a Teagle collaborative meeting with 11 of Virginia’s private 4-year institutions at Hollins University in Roanoke, March 26-27. The event was sponsored by the Teagle grant to support Virginia’s independent colleges with their efforts to make community college transfer more seamless.
- Attended and presented at the VCCS’s New Horizons conference in Roanoke, April 10-11. Ms. Muniz had three presentations related to Transfer Virginia, including a portal and advising workshop, a course development presentation, and an overview of Transfer Virginia presentation.
- Attended the State Committee on Transfer (SCT) meeting at Longwood University in Farmville on April 25. The meeting focused on existing dual admission agreements across the state and the implementation process for new agreements to be instituted.

### 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 Fisler, 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  
Mr. Ryan Hannifin, Associate for Academic Quality & Student Protections  
Ms. Elizabeth Howard, Associate for Academic Quality & Student Protections  
Ms. Kathleen Kincheloe, Compliance Specialist  
Ms. Monica Lewis, Fiscal Specialist  
Ms. Sylvia Rosa-Casanova, Senior Associate for Private Postsecondary Education  
Ms. Stephanie Shelton, Administrative Assistant  
Mr. Alfonso Wells, Compliance Investigator

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
RESOURCES AND PLANNING COMMITTEE  
March 18, 2024**

**DRAFT MINUTES**

Ms. O'Holleran called the meeting to order at 2:10 p.m. in Merten Hall at George Mason University. Committee members present: Walter Curt; Victoria Harker; Jennie O'Holleran; Delceno Miles; and John Jumper.

The following Committee members were absent: John Broderick

Staff members present: Tom Allison; Lee Andes; Alan Edwards; Grace Covello Khattar; Emily Salmon; and Yan Zheng.

**APPROVAL OF MINUTES**

On a motion by Ms. Miles and seconded by Mr. Harker, the minutes from the October 23, 2023, November 21, 2023, and January 9, 2024 Resources and Planning Committee meetings were approved.

**DISCUSSION OF PROPOSED HIGHER EDUCATION FUNDING FROM THE 2024 GENERAL ASSEMBLY**

Chair O'Holleran invited Dr. Khattar to present on the proposed higher education funding from the 2024 General Assembly.

On December 20, 2023, Governor Youngkin proposed his budget for the 2024-26 biennium. On February 20, 2024, the house and senate each released its committee-approved budget amendments. On March 7, 2024, the chairs of the House Appropriations Committee and the Senate Finance and Appropriations Committee released the conference-approved budget bill. Governor Youngkin has 30 days (from March 7) to review the conference budget. The General Assembly is scheduled to reconvene on April 17 to consider any items vetoed or amended by the Governor. The final budget for 2024-26 will take effect upon signing by Governor Youngkin, which he must do within seven days following the reconvened session. The 2024-26 budget will take effect on July 1, 2024.

Staff presented an overview of the changes from the Governor's introduced budget to the conference amendments organized into four categories (1) systemwide funding, (2) institution-specific funding, (3) SCHEV's budget, and (4) language amendments. Several items were covered in each respective category, notably campus safety, financial aid, VMSDEP, and affordable access.

Council inquired about specifics related to two studies included in budget language; campus food insecurity and the potential move of VLDS from SCHEV to VOEE. Staff clarified SCHEV's role in the proposed budget language.

## **DISCUSSION OF COUNCIL'S BUDGET AND POLICY RECOMMENDATIONS IN RELATION TO THE CONFERENCE BUDGET**

Tom Allison reviewed the Council's priorities in the Governor's budget included: funding for campus security, additional funding for the new economy workforce credential grant (WCG), mental health grants, an increase in stipends for the Virginia military survivors and dependents education program (VMSDEP) and language changes to the institutional performance standards (IPS). During the legislative session, the governor's office also supported a bill to make changes to VMSDEP eligibility and benefits.

General Jumper inquired about the burden of the VMSDEP verification process on institutions. Staff responded indicating that it would be a new process, but it should not be any more burdensome than most other current financial aid programs. Ms. Harker asked staff about the setting of procedures to report the data and staff assured her once we receive final language we will be working to set a process with institutions. Ms. O'Holleran questioned whether funding for the VMSDEP waiver in combination with the policy changes was enough to address the rising cost of the program. Staff responded that the proposed changes had potential to significantly reduce program costs. Further questions were asked by Council around the advertising of the VMSDEP program. Staff indicated that the Department of Veterans Affairs is responsible for that and has been effective in advertising this program. Ms. Harker inquired about ensuring the marketing of this program is available to employers with veterans to help spread awareness of the program.

Mr. Allison continued to describe ways in which Council's amendments aligned with the Governor's introduced budget and the Conference approved budget. He highlighted the campus security program in which the Governor's budget included language and one-time funding to address campus security but the Conference report redirected. Council inquired about the ability to highlight Council's prioritization of campus safety and other items. Conversation continued with interest on ways to highlight Council's priority to enact change and influence in the Governor's budget and the General Assembly.

Staff continued to present on various items in which Council's recommendations were expressed in the budget highlighting financial aid and TAG. Staff concluded noting that three priorities were not included related to addressing funding disparities, the Virginia Sea Grant, and Operations and Maintenance.

Mr. Curt inquired about the potential move of several employees from SCHEV to VOOE related to the VLDS study.

## **DISCUSSION OF THE ANNUAL REPORT FOR THE NEW ECONOMY WORKFORCE CREDENTIAL GRANT PROGRAM FOR FY2023**

The legislature and Governor established the New Economy Workforce Grant (WCG) program in 2016. SCHEV serves as the grant administrator and reports annually on the progress of the program. The WCG program employs a pay-for-performance model, whereby grants are offered by community colleges and the Southern Virginia Higher Education Center to students to fund noncredit workforce training that leads to an industry-based credential in a high demand field. The grant carries a requirement that the student must complete their training to avoid paying additional costs. If a student

completes the training and earns a credential, then that student pays only one-third (1/3) of the cost of the program, up to \$1,500. In addition, institutions are reimbursed for up to two-thirds of the cost for each student completion and credential earned. A summary of findings from the FY 2023 annual report appears below. The full report, including disaggregated data on enrollment, completion, certifications and costs, is available on the websites of SCHEV and of Legislative Services.

Mr. Allison highlighted several key observations from the FY23 report of the WCG program related to enrollment, demographics, and average tuitions. Specifically, participating institutions offered training in 10 high-demand occupational fields. Collectively, institutions reported 13,428 enrollments in FY 2023, a 9% increase from FY 2022 and the most since the inception of the program. Of the 13,428 enrollments included in this report, 12,749 completed training. Among program enrollments, 9,539 went on to earn a credential. The rates of completions and credentials remained relatively stable at 95% and 71% respectively. Further, most racial and ethnic groups share high program completion rates, but gaps exist in credential completion: 62% of Asian American students earned their credential, 9 points below the program average of 71%. Black or African American students' credentialing rate was 10 points below the average. Success rates by race/ethnicity are correlational and could be explained by other factors such as program selection.

Staff also highlighted the average tuition paid by students was \$849. The average state cost per credential attained was \$2,014. The program with the highest enrollments was Commercial Driver's License, with more than 22% of enrollments. Medical Assistant had the second highest enrollments, accounting for 6% of all enrollments in FY 2022. Throughout the history of the program, median annual wages increased \$9,350, or 38%, in the 12 months following program completion. Two-thirds of enrollments were individuals entering a postsecondary training program in Virginia for the first time. The median age was 32 years.

Mr. Curt inquired about the make-up of 70% attainment rate goal in the Virginia Plan. Staff responded noting the 70% is a goal for all working age Virginian's to have a degree or credential by 2030. Council further discussed the funding of the program compared to the enrollment and inquired about presenting the data on funding per FTE. Ms. Harker inquired about the top production programs for WCG asking if there are going to be any provider efficiencies as programs continue to offer such certifications. Mr. Allison responded that the cap on total program cost was a built-in incentive to contain costs. General Jumper asked staff about direct communications with employers.. Staff responded that institutions likely to do this more than SCHEV but we do look at wages and employment rates of the individuals. Ms. Miles inquired about demographic data related to Veterans in the WCG report. Staff responded that we do not have data that shows Veteran usage in the WCG report. Council discussed the cost to the state for the WCG program regarding the total reimbursement limit. Staff noted that the CDL program reflects a significant portion of the cap increase change from \$3,000 to \$4,000 in the 2023 session due to fuel and tire costs.

**UPDATE ON MAJOR PROJECTS IMPACTING THE RESOURCES AND PLANNING COMMITTEE IN 2024**

The purpose of this item was to provide an overview of various reports that staff will make to Council, via the Committee, over the next year. Staff also informed the Committee of other ad hoc workgroups and projects, as appropriate.

Mr. Andes presented several upcoming annual and biennial projects including the institutional performance standards, status of full-cost requirement for out-of-state students, budget and policy recommendations, enrollment projections, workforce credential grant annual report, six-year plans, and an update on the Pell initiative. Staff also highlighted two studies that will impact this committee, the cost efficiency study conducted by JLARC, and the Joint Subcommittee on Higher Education Funding Policies.

Mr. Curt inquired about the process to make changes to the education-related performance standards. Staff noted that the standards are set in budget so Council would have to work with the General Assembly to address any recommended changes to the current education-related standards.

**UPDATE ON PROJECTS RELATED TO COMMITTEE REQUESTS TO STAFF**

Council asked staff to discuss project requests from committee members that were raised in 2023. During 2023, Committee members identified various topics of interest, many of which staff grouped below into four sets, with background information and updates on: (1) Institutional Performance Standards (IPS); (2) enrollment; (3) survey of high school students; and (4) financial aid reform.

Council discussed several proposed changes to the institutional performance standards for Council to consider specifically about the current use and function of the standards. Specifically, Council inquired about the enrollment projection measure and the community college transfer rate measure for IPS directing staff to provide a discussion item for this committee at an upcoming meeting. Council further requested that staff look into testing requirements for admissions processes at institutions given recent changes on ACT/SAT requirements. Finally, General Jumper inquired about ways in which SCHEV is preparing to get ahead of artificial intelligence. Staff noted the most recent round of Funds for Excellence & Innovation grants supported institutions use of artificial intelligence and that full Council would hear an update on Governor’s executive order related to artificial intelligence.

**MOTION TO ADJOURN**

Ms. O’Holleran motioned to adjourn the meeting at 4:01 p.m.

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Jennie O’Holleran  
Committee Chair

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Grace Covello Khattar  
SCHEV Staff

# State Council of Higher Education for Virginia Agenda Item

**Item:** #II.C – Resources and Planning Committee – Action on Regulation and Guideline Updates

**Date of Meeting:** May 13, 2024

**Presenter:** Lee Andes  
Interim Director of Finance Policy and Innovation  
[leeandes@schev.edu](mailto:leeandes@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Purpose of the Agenda Item:**

The purposes of this item are to present for Council action:

- (i) The items from the financial-aid-program regulation and guidelines that staff's review identified as not being required specifically by statute or in the Act of Appropriation. (This review fulfills Governor Youngkin's *Executive Order 19* to reduce regulatory requirements by at least 25 percent.)
- (ii) Staff's proposed guidelines for the new program via which public institutions may use a portion of their respective appropriation for the Virginia Student Financial Assistance Program (VSFAP) toward emergency assistance programs for students. (These guidelines will govern institutions' aid-use authorization as afforded to them in Chapter 1, Item 255.5, of the 2023 [Special Session] Act of Assembly.)

**Background Information/Summary of Major Elements:**

**Part 1: Regulation Reduction**

During the drafting of state regulations and guidelines, staff holds strictly to requirements specified in statute, the annual act of appropriation and those requirements necessary for the administration of a program. As a result, the regulatory review identified relatively few requirements that were strictly regulatory in nature and not necessary for administration.

Staff identified 27 total items within the reviewed regulations and guidelines that are not specifically required by either statute or budget language. Of these, staff determined that 11 could be removed without causing harm to the administration of the programs.



By removing or rewording these items, staff will reduce regulatory requirements by over 40 percent, exceeding the administrative goal of 25 percent.

Examples of regulatory requirements that were *retained* include:

- Stipulations on how initial Tuition Assistance Grant (TAG) disbursements are determined.
- Requirements that a student combining credits from two different institutions must have a formal consortium agreement in place. Such ensures that the combined courses can be applied to the student's intended degree program.
- Instructions on how appeals will be handled by SCHEV staff.

The regulatory requirements that *can be removed* are as follows:

#### Virginia Tuition Assistance Grant Regulations

Staff identified 13 regulatory requirements, **three of which were deemed to be appropriate for modification or elimination.**

1. Change wording to permissive use of rounded awards.

8VAC40-71-50. Award amount.

C. When a reduced award is appropriate, all awards ~~should~~may be rounded to the nearest whole dollar.

2. Remove the requirement for 60-day notice as it has not been used in history of TAG and a 60-day notice would not be necessary.

8VAC40-71-60. Administration

~~B. 9. Withdraw from the program only upon a 60-day written notice to both its student body and the council. Withdrawal shall be effective at the conclusion of the academic year designated by the withdrawing participant.~~

3. Remove 30-day notice requirement. This requirement has not enforced as changes in primary contact are frequent and staff are notified as needed.

8VAC40-71-60. Administration

B. If there is a change in the primary representative, the chief executive officer shall designate another individual and notify the council ~~in writing within 30 days~~ of the change

#### Two Year College Transfer Grant Regulations – **no changes made**

Staff identified three regulatory requirements, but determined that each is necessary administratively.

#### Senior Citizens Tuition Waiver Regulations – **no changes made**

No regulatory requirements found.

Cybersecurity Student Loan Repayment Grant – full repeal of regulations

Staff identified six regulatory requirements. The program was discontinued in 2018; thus, the regulations can be repealed, removing all six requirements.

Industry Based Credential Grants Guidance

Staff identified five guideline requirements, **two of which were deemed to be unnecessary for the administration of the program.**

1. Remove requirement, as these courses are not intertwined and no funding conflicts are created.
  - A. Student Eligibility Requirements
    3. ~~Not be concurrently enrolled into an associate or bachelor's degree program, unless the noncredit program provides training related to the degree program and is necessary to meet a job requirement or advance student's employment success.~~
2. Remove requirement, as it has not been enforced and would be unwieldy and unnecessary to implement.
  - B. Administration
    - 6.f. ~~Institutional award schedules must be reported to SCHEV prior to the term in which it will be used.~~

Part 2: New Guidelines

Virginia Commonwealth Emergency Assistance Guidelines

Pursuant to the Act of Assembly, Chapter 1, Item 255.5, of the 2023 special session of the General Assembly, institutions gained authorization to use a portion of their respective appropriation for the Virginia Student Financial Assistance Program (VSFAP) for use toward emergency assistance programs. Emergency assistance may be awarded to students experiencing an unusual expense that has placed their continued enrollment into jeopardy.

As authorized by the enacting language, staff have developed guidelines for this program. These guidelines have been constructed based on common practice for existing institutional and private emergency assistance programs.

The proposed guidelines (attached) have been vetted with institutional financial-aid officers.

**Materials Provided:**

The regulatory reductions are detailed in the Background/Summary section above. The text of the proposed guidelines for administration of emergency assistance funds appears after the Resolution below.

**Financial Impact:** None

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

The proposals within this item support plan Goal 2: Affordable (lower costs to students), via Strategy 6 (Update and reform funding models and policies); and, tangentially, via Strategies 5 (Cultivate affordable postsecondary education pathways) and 7 (Foster program and administrative innovations).

**Timetable for Further Review/Action:** Staff requests Council action at this meeting.

**Resolution:**

The Resources and Planning 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:

**WHEREAS, Governor Youngkin has established a goal to reduce regulatory requirements by at least 25 percent, and staff have identified such requirements that can be removed from the Virginia Tuition Assistance Grant program and the Industry Based Credential Grants programs without impacting the administration of the programs; and**

**WHEREAS, the Cybersecurity Student Loan Repayment Grant program is no longer funded or making new awards; and**

**WHEREAS, by making the proposed changes to the above programs, the combined regulatory requirements for the reviewed financial aid programs will be reduced by over 40 percent; and**

**WHEREAS, the institutions have been authorized to use a portion of the respective appropriations of Virginia Student Financial Assistance programs towards making emergency assistance awards and SCHEV has been tasked to create appropriate supporting guidelines; now therefore,**

**BE IT RESOLVED that the State Council of Higher Education for Virginia approves: (i) the reductions, as proposed, in the financial-aid regulations and guidelines; (ii) the repeal, as proposed, of the Cybersecurity Student Loan Repayment Grant regulations; and (iii) the guidelines, as proposed, for the Virginia Commonwealth Emergency Assistance program, subject to any technical issues raised during the promulgation process of the Office of Regulatory Management.**

## **[PROPOSED] Virginia Commonwealth Emergency Assistance Guidelines**

The State Council of Higher Education for Virginia (SCHEV) provides these guidelines for the usage of Virginia Student Financial Assistance Program (VSFAP) general funds for student emergency assistance.

### **Description**

The purpose of the Virginia Commonwealth Emergency Assistance Fund is to provide short-term financial assistance to enrolled undergraduate students with demonstrated financial need who experience unforeseen emergencies that would disrupt progress to term completion or degree attainment.

### **Examples of eligible emergency expenses include, but are not limited to:**

- A. Food.
- B. Temporary housing (rent/utilities).
- C. Medical expenses/dental care/mental health related expenses.
- D. Family emergency (visiting a sick family member; attendance at a funeral).
- E. Technology (replacement for a damaged/stolen item).
- F. Transportation (repairs to primary vehicle or temporary for-hire service)
- G. Child-care related to an emergency.

### **Emergency Fund Eligibility**

- A. If the emergency is the result of a job loss, students are encouraged to seek a financial aid professional judgment review from the institution's Office of Financial Aid before applying for emergency assistance funds.
- B. Student must be enrolled at the institution during the term in which assistance is requested.
- C. Student must meet satisfactory academic progress standards.
- D. Student must have submitted a complete federal Free Application for Federal Student Aid (FAFSA) or, if not eligible to file the FAFSA, the state Virginia Alternative State Aid (VASA) application. Recipients must be up to date with all institutional requests for documentation needed to complete the financial aid process.
- E. Student must demonstrate student financial need, as defined by the institution.
- F. Students with demonstrated need must accept all student grants and scholarships offered prior to applying for emergency assistance funding. The institution may require that the student apply for and accept subsidized federal student loans, either prior to or as a condition for being offered emergency assistance.

### **Fund Usage**

- A. For those award years in which this authorization is granted by state law, institutions may use a portion of its appropriated undergraduate VSFAP funds for emergency assistance. The institution should review restrictions and limits as described in the annual Act of Appropriation (budget language) applicable for the year in which making awards.

- B. Funds are awarded based on the amount supported by documentation from the student, not to exceed \$2,000 dollars per incident.
- C. Use of emergency assistance funds must be directly related to an unforeseen circumstance or emergency and cannot supplant existing sources of funding.
- D. Students can apply for emergency assistance funding no more than once per academic year.
- E. Emergency assistance funds are not considered financial assistance and do not impact or reduce availability of other financial assistance. Emergency assistance funds are not restricted by any financial need, remaining need or subject to return to title IV refund calculations.

### **Application Steps**

- A. Complete the institution's designated Virginia Commonwealth Emergency Assistance Fund application. The application should include, at minimum:
  - 1. Contact information.
  - 2. Description of emergency situation (documentation provided where applicable).
  - 3. Amount requested.
  - 4. Other information as deemed necessary by the institution.
- B. Application is reviewed by the designated committee and awarded based on a consensus agreement, prioritization of other outstanding applications and available funds.
- C. Student will be notified as soon as circumstances require and expediency permits.

### **Application Review Committee**

- A. Committee must have an odd number of member(s).
- B. Representation is required from the Office of Financial Aid and may include representation from other institution offices.
- C. Committee should be satisfied that approval and provision of funds is necessary for, and is more likely to result in, continued enrollment or completion for the recipient.
- D. Committee may review award recipients to ensure that all funds are spent for the need designated on the application. Institutions may spell out consequences for inappropriate use of funds.
- E. The institution may, but is not required to, provide for an appeal process. The decision at the conclusion of the institutional review and appeal process is final.

### **Reporting**

- A. Emergency assistance funds are not considered financial assistance and will not be reported on the financial aid data file.
- B. Total dollars projected for use, if applicable, will be reported on the annual S5 report.
- C. Summary results - total students and total dollars - will be tracked on the annual S1/S2 reports.

# State Council of Higher Education for Virginia Agenda Item

**Item:** #II.D – Resources and Planning Committee – Discussion on National Enrollment Trends

**Date of Meeting:** May 13, 2024

**Presenter:** Michael Walsh  
SCHEV - enrollment trends consultant  
[michaelwalsh@schev.edu](mailto:michaelwalsh@schev.edu)

**Most Recent Review/Action:**

No previous Council review/action

Previous review/action

**Date:** Ongoing, in the form of Council discussions and staff updates

**Action:**

**Purpose of the Agenda Item:**

The purpose of this item is to facilitate additional Council discussion of enrollment. Nationwide and within Virginia, many institutions have been and/or are experiencing enrollment declines, both in overall numbers and within specific demographics. Council members continue to express concerns over these trends. To inform members' discussions, staff will provide nationwide context and examples of potential actions.

**Background Information/Summary of Major Elements:**

Higher education is facing enrollment challenges from multiple fronts as the pool of applicants begins to decline, as students reconsider the benefits of higher education and as institutions endure the repercussions of the pandemic and the rollout of the new Free Application for Federal Student Aid (FAFSA).

**Materials Provided:** None enclosed. Staff will provide a presentation at the meeting.

**Financial Impact:** NA

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

Student enrollment is foundational to all of the plan's three goals – Equitable, Affordable and Transformative.

**Timetable for Further Review/Action:** At the discretion of the committee chair.

**Resolution:** NA

# State Council of Higher Education for Virginia Agenda Item

**Item:** #II.E. – Resources and Planning Committee – Update on Higher Education Budget from 2024 Legislative Session

**Date of Meeting:** May 13, 2024

**Presenters:** Tom Allison  
Assistant Director of Finance Policy and Innovation  
[TomAllison@schev.edu](mailto:TomAllison@schev.edu)

Grace Khattar  
Senior Associate of Finance Policy and Government Relations  
[GraceKhattar@schev.edu](mailto:GraceKhattar@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:** March 18, 2024

**Action:** Council reviewed the General Assembly’s conference budget for higher education in the 2024-26 biennium.

**Purpose of Agenda Item:**

The purpose of this item is to update Council on the status of the 2024-26 biennial budget.

**Background/Summary of Major Elements:**

In even-numbered years, the General Assembly deliberates the Commonwealth’s next biennial budget. The 2024 legislative session unfolded as follows:

- December 20: Governor Youngkin introduced his budget for the 2024-26 biennium.
- February 20: The House and Senate each released its committee-approved budget amendments.
- March 7: The Chairs of the House Appropriations Committee and the Senate Finance and Appropriations Committee released the conference-approved budget bill.
- March 8 – April 7: Governor Youngkin had 30 days to review the conference budget and propose amendments and make vetoes.
- April 17: The General Assembly reconvened to consider actions taken by the Governor.

Ultimately, the Governor and General Assembly mutually agreed to reset the budget process. A special session of the legislature is convening on May 13 to deliberate the 2024-26 biennial budget, with legislators scheduled to vote on May 15.

Once approved by the General Assembly and signed into law by the Governor, the 2024-26 biennial budget will take effect July 1.

**Materials Provided:**

No additional materials herein.

**Financial Impact:** None

**Timetable for Further Review/Action:**

Staff will update Council as soon as details of the final budget are released.

**Resolution:** None



# State Council of Higher Education for Virginia Agenda Item

**Item:** #II.F. – Resources and Planning Committee – Update on FAFSA process

**Date of Meeting:** May 13, 2024

**Presenter:** Lee Andes  
Interim Director for Finance Policy and Innovation  
[leeandes@schev.edu](mailto:leeandes@schev.edu)

**Most Recent Review/Action:**

No previous Council review/action

Previous review/action

**Date:** March 19, 2024

**Action:** Review

**Purpose of the Agenda Item:**

The purpose of this item is to update Council on the current status and potential consequences of the implementation of the new Free Application for Federal Student Aid (FAFSA).

**Background Information/Summary of Major Elements:**

Higher education is facing enrollment challenges from multiple fronts as the pool of applicants begins to decline, students are reconsidering the benefits of higher education and institutions are still feeling the effects of enrollment declines during the pandemic. Nationwide, many institutions have limited capacity to endure additional enrollment disruptions. Against this background, the implementation process of the new federal FAFSA has been flawed by any measure, and consequences already have been felt by students and institutions.

**Implementation of “Better FAFSA, Better Future”**

The federal government’s Better FAFSA, Better Future project (Better FAFSA) is intended to ease the process of completing and submitting the student-aid application; however, while the intent and potential outcomes are laudable, the initial year of implementation has been most challenging.

Notable roll-out challenges include: a three-month delay in making the application available to applicants; a soft-launch that included black-out dates and waiting rooms; complications for applicants to create student-aid accounts; errors in both the function of the application and in the calculation of the Student Aid Index; multiple delays in the release of FAFSA results to the institutions; and delays in the ability of students to make corrections to the form.

As the glitches were addressed, the application process itself improved week to week.

Many institutions responded by adjusting application deadlines; some are making estimated award packages, and nearly all are advising late applicants that they will try to be as understanding and accommodating as possible. The delayed release of the FAFSA information is reducing the amount of time available for institutions to compile and prepare the data for awarding aid and for working with students on any needed verification or adjustments.

Updates since Council’s March Meeting

The National College Access Network (NCAN) provides a FAFSA Tracker for application completions. As of April 19, Virginia was still among the top ten states in terms of the reduction in its year-over-year total completed FAFSA applications; Virginia ranked 15<sup>th</sup> on percent of high school seniors completing the FAFSA. The year-to-year percentage reduction had been improving weekly and has risen recently, as the data now include an increase in FAFSA completions that occurred in April of 2023. While efforts have been made, and continue, to increase FAFSA completions, the 2024 application cycle is not expected to yield FAFSA-completion numbers comparable to 2023, especially with the impending end to the high-school academic year.

Seniors completing the FAFSA

	Rank	% of Seniors Completing
Tennessee	1	42.3%
Connecticut	2	41.9%
Washington, D.C.	3	41.1%
Louisiana	4	41.1%
Illinois	5	40.2%
Massachusetts	6	39.4%
New Jersey	7	39.3%
Rhode Island	8	39.0%
Delaware	9	38.7%
Texas	10	38.5%
New Hampshire	11	37.5%
Indiana	12	37.5%
New York	13	36.9%
Ohio	14	36.8%
Virginia	15	35.2%

Year-to-Year Comparison, April 19

	Rank	Y/Y % Chg
Indiana	1	-11.8%
New Hampshire	2	-20.3%
North Dakota	3	-21.0%
Ohio	4	-22.8%
Vermont	5	-23.1%
Virginia	6	-23.8%
Minnesota	7	-24.0%
New Jersey	8	-24.0%
Iowa	9	-24.3%
Connecticut	10	-24.3%

<https://www.ncan.org/page/FAFSATracker>

Since Council’s March meeting, the federal government has begun to release FAFSA information to the institutions. Additionally, FAFSA applicants are now able to make any needed corrections to the form. Most institutions began sending out financial aid packages by mid-April, although often to only a limited number of applicants.

With institutions’ receipt of federal FAFSA information delayed until mid-to-late April, financial-aid deadlines have been rendered mostly moot as institutions remain committed to working with applicants as long as financial aid funding remains available. Even if a priority deadline has passed, potential students are encouraged to complete the FAFSA.

The next marker in the admission cycle is each institution's decision-date deadline, by which students are asked to confirm their enrollment plans by sending an enrollment deposit or otherwise making a commitment to enroll. Student confirmations are critical information for institutions, as their numbers offer insight into the probable enrollment levels for the upcoming year, notwithstanding "summer melt" (a term used to account for the fact that an institution's actual fall enrollment level is inevitably below its number of May commitments).

Traditionally, these commitment dates are set for early May; however, due to the delays in sending out aid-award packages, many institutions have moved their commitment deadlines to the middle of May or later. These deadlines are difficult to delay further due to the annual enrollment planning cycle. The May commitments help the institutions project the probable fall enrollment numbers, which then drive decisions on faculty, course availability and facility management. Also, many institutions treat the summer as the beginning of the award year for financial aid purposes.

Historic behavior confirms that if a deadline is changed, many students will wait until the week, or even the day, of the new deadline to complete the process. By maintaining current deadlines as *priority* deadlines, applicants are incentivized to act quickly, while allowing the institution to continue to work with those missing the deadline with both financial aid and admissions, as funding and enrollment openings permit.

Early reports from public four-year institutions indicate that most are cautiously optimistic about their fall enrollments. Public two-year institutions are less impacted as their financial aid and admissions processes normally continue through the summer. Institutions facing recent enrollment challenges, or who are otherwise more tuition-dependent, tend to be more concerned about the fall enrollments. All reports from four-year institutions' financial aid offices are consistent in the high stress levels associated with administering the financial aid process under an extremely abbreviated timeframe and with handling very high volumes of student questions and concerns.

Staff will continue to monitor the effect of the new FAFSA implementation and will provide most-current information at the meeting. The May agenda's item IV.H. provides a more student-centered presentation on this topic.

**Materials Provided:** None beyond the Background/Summary section above.

**Financial Impact:** NA

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

FAFSA simplification should minimize a barrier to enrollment and the awarding of need-based aid, which hold potential to impact each of the plan's three goals – Equitable, Affordable and Transformative, especially the affordability goal.

**Timetable for Further Review/Action:** At the discretion of the committee chair.

**Resolution:** NA

# State Council of Higher Education for Virginia Agenda Item

**Item:** #II.G. – Resources and Planning Committee – Update on Institutional Performance Standards and Six-year Plan Process for 2024

**Date of Meeting:** May 13, 2024

**Presenters:** Tom Allison  
Assistant Director of Finance Policy and Innovation  
TomAllison@schev.edu

Grace Khattar  
Senior Associate of Finance Policy and Government Relations  
GraceKhattar@schev.edu

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:** May 15, 2023

**Action:** Council acted on the 2022 performance standards to certify seven institutions, which were under prior review.

**Purpose of Agenda Item:**

The purpose of this item is to provide Council with background information in advance of the 2024 assessment of institutional performance and the six-year plan process.

**Background Information/Summary of Major Elements:**

The following information provides background regarding two processes related to institutional performance and planning.

**Assessment of Institutional Performance Standards (IPS)**

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

The [Appropriation Act of 2022-24](#) (Chapter 1, under General Provisions) outlines the IPS assessment process. The assessment includes six education-related measures and a review of financial and administrative standards.

Four of the education-related measures assess an institution's ability to accurately project enrollment and degree-award data. These projections are important aids in

planning by the public institutions and the Commonwealth, planning which is hampered if the projections are faulty or inaccurate. Two of the education-related measures assess the maintenance or increase in number of degrees awarded to under-represented populations and the number of transfer students from two-year to four-year institutions. These measures assess an institution's actual increase or decrease in degrees awarded and transfer population. The combination of the six education-related measures and the financial and administrative standards make-up the Institutional Performance Standards. (No performance standard for actual enrollment is included).

The following statutory language articulates Council's responsibilities:

*In general, institutions are expected to achieve all performance measures in order to be certified by SCHEV, but it is understood that there can be circumstances beyond an institution's control that may prevent achieving one or more performance measures. The Council shall consider, in consultation with each institution, such factors in its review: (1) institutions meeting all performance measures will be certified by the Council and recommended to receive the financial benefits, (2) institutions that do not meet all performance measures will be evaluated by the Council and the Council may take one or more of the following actions: (a) request the institution provide a remediation plan and recommend that the Governor withhold release of financial benefits until Council review of the remediation plan or (b) recommend that the Governor withhold all or part of financial benefits.*

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

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

Institutions that meet certification criteria are eligible to receive certain financial benefits from the state as described in § [23.1-1002.C](#). Annually, these amounts total approximately \$10 million. [Item 4-9.01 of the 2023 Act of Assembly](#) (budget bill) provides further details, including a definition of the six education-related measures, four of which are tied to the institutions' enrollment and degree projections finalized in 2021.

The years under review for the 2024 Biennial Assessment are 2021-22 and 2022-23.

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

### Six-year Plan Process

SCHEV is responsible for facilitating the six-year planning process as outlined in [§ 23.1-306](#). Public institutions develop the plans “in a manner and method prescribed by the Council.” These plans are reviewed by a six-member group delineated in statute – Director of the Department of Planning and Budget; Secretary of Finance; Secretary of Education; Staff Director of the House Committee on Appropriations; Staff Director of the Senate Finance and Appropriations Committee; and Director of SCHEV -- referred to colloquially as Op-Six, as the plans are operating plans.

Institutions develop, and boards approve, six-year plans in odd-numbered years, to inform the preparation of the next biennial budget. In even-numbered years, such as this year, plans may be updated, if necessary, and (re)affirmed by boards.

The templates provided by the state for institutions’ plans contain two parts: an Excel workbook (Part I); and a narrative Word document (Part II). In even-numbered years, institutions are required only to update Part I, but may update Part II if desired.

Part I includes six sections (spreadsheets) to capture the following data:

1. *In-state Undergraduate Tuition and Fee Plan*. 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*. Institution provides a breakdown of the projected source and distribution of tuition and fee revenue redirected to financial aid.
4. *Academic-Financial Plan*. Institution specifies the academic, financial and support-service strategies it intends to employ in meeting state needs/goals in the statewide strategic plan. Traditionally, Op-Six has advised institutions to use a planning assumption of no new general fund to support the strategies.
5. *Six-Year Pro Forma*. Spreadsheet populated by the revenue and financial sheets to calculate a pro forma budget surplus/deficit for six years.
6. *General Fund (GF) Request*. Institution provides information on items for which it anticipates making a request for state general-fund support in the upcoming biennium. An item can be a supplement to a planned strategy; an item from the Academic-financial plan; or a free-standing request for which no tuition revenue would be used.

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

The traditional even-year schedule for the six-year plan process has been:

- May 1 – Templates and instructions are sent to institutions.
- July 1 – Institutions submit updated plans.
- Late August – Op-Six holds a one-day meeting to discuss any updates to the plans and to draft comments to institutions on their updated plans.
- September 1 – Op Six sends its comments to the institutions.
- October 1 – Institutions submit their responses and final copies of the plans.
- December 1 – SCHEV staff post the final plans on the SCHEV website. Institutions submit their final plans to the Division of Legislative Automated Systems (DLAS).

(Note: This schedule is largely the same in odd-numbered years, except instead of a one-day meeting in August, Op-Six holds two-hour individual-institution meetings from mid-July through late August to discuss each institution’s new six-year plan.

Next steps: SCHEV staff consulted with staff of Op-Six members in April, and agreement was reached that only minimal changes to the templates would be made this year given its update-year status. As a result, the plan templates and instructions will be released to institutions in May. Those instructions note a possibility of the deadline for plans’ submission being extended if the state budget is delayed beyond May 15.

Last year, SCHEV staff and a contracted consulting firm developed 17 “fact-packs” - visualizations of data on each institution’s academics, outcomes and finances. At the direction of the Finance and Education Secretariats, SCHEV staff are exploring options to update the fact-packs to inform Op-Six’s review of the six-year plan updates.

**Materials Provided:** None beyond the Background/Summary section above.

**Financial Impact:** NA

**Timetable for Further Review/Action:**

At Council’s July meeting, staff will present the results for the IPS’s six general education-related measures. At Council’s September meeting, staff will present the final education-related and finance-related (from the Finance Secretariat) results and provide recommendations regarding IPS certification for institutions. Staff also will update Council as the six-year-planning process progresses.

**Resolution:** NA



## Private College Advisory Board (PCAB)

Bridgewater College  
Monday, May 13, 2024  
3:00 p.m. – 5:00 p.m.

### AGENDA

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- 3:00**      **1. Call to Order, Introductions**  
Mr. Ken Ampy, Chair, State Council of Higher Education for Virginia  
Dr. Mary Dana Hinton, Vice Chair, Council of Independent Colleges in Virginia;  
President, Hollins University
- 3:05**      **2. Welcoming Remarks**  
Dr. Alan Edwards, Interim Director, State Council of Higher Education for Virginia
- 3:10**      **3. Economic Impact Study Report**  
Hon. Christopher K. Peace, Esq., President, Virginia Private Colleges  
Dr. Fletcher Mangum, President, Mangum Economics
- 3:40**      **4. Virginia Private Nursing College Perspectives**  
Dr. Cindy Rubenstein, Chair, Department of Nursing, Randolph-Macon College;  
President, Virginia Association of Colleges of Nursing  
Dr. Lisa Levinson, Dean, Custer School of Nursing, Shenandoah University
- 4:10**      **5. Response and Observations**  
CICV Presidents with SCHEV Council members
- 4:30**      **6. Status of Virginia Tuition Assistance Grant (VTAG) Program**  
Mr. Lee Andes, Interim Director of Finance Policy and Innovation; Assistant Director  
for Financial Aid, State Council of Higher Education for Virginia
- 4:45**      **7. General Assembly Policy and Budget Review**  
Dr. Grace Khattar, Senior Associate for Finance Policy and Government Relations,  
State Council of Higher Education for Virginia
- 5:00**      **8. Adjournment**





## Economic Contributions of Virginia's Private Colleges & Universities (FY 2023)

### Substantial Economic and Fiscal Impact on Virginia

- Council of Independent Colleges in Virginia (CICV) members employ nearly 30,000 people, generating \$4.6 billion in overall economic output in the Academic Year 2023.
- Spending from CICV's private colleges and universities, out-of-state students, and out-of-state visitors directly and indirectly supported approximately \$2.0 billion in associated wages and benefits.
- CICV institutions generated \$157.0 M in state and local tax revenue. When comparing \$86 M in state's spending on the Tuition Assistance Grant, **taxpayer return is nearly 1:2**. For every \$43 invested, state and local tax return is \$78.

### Impressive Demographic, Economic, and Geographic Diversity among CICV's member institutions

- Members enrolled higher proportions of both black and white students than public counterparts, with the difference made up by smaller proportions of International students and students in other race and ethnic categories.
- Members enrolled higher proportions of in-state students from lower-income and middle-income households than their public counterparts. In comparison, Virginia's public four-year colleges and universities enrolled higher proportions of students from upper-income households.

#### At-A-Glance

**28,291**

DIRECT, INDIRECT & INDUCED JOBS

**\$2.0B**

IN ASSOCIATED WAGES & BENEFITS

**\$4.6B**

IN OVERALL ECONOMIC OUTPUT

**\$157.0M**

IN STATE & LOCAL TAX REVENUE



## SUMMARY

According to a 2024 report titled "The Economic Contributions that CICV's Private Colleges and Universities Made to Virginia in Academic Year 2022-2023," Mangum Economics concluded that the 27 private, nonprofit, colleges and universities comprising the Council of Independent Colleges of Virginia are a critical component of Virginia's coordinated higher education system. In addition to making a substantial economic and fiscal contribution to the state economy, these institutions also play a valuable role in diversifying options available to Virginia's college-bound students and contributing to developing an educated citizenry with a skilled workforce. <sup>61</sup>

Many of CICV's colleges and universities are located in relatively small towns in areas of the state where employment opportunities are limited. They are often one of the largest employers in their communities.

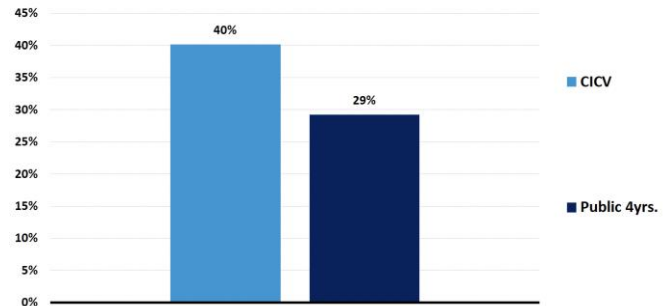
### Private Colleges are a smart investment

- CICV's private colleges and universities effectively receive no direct taxpayer support. In contrast, in fiscal year 2023, Virginia's public colleges and universities received nearly \$1.6B in taxpayer funding for education and general expenses.
- The only significant support comes indirectly to the state funded Tuition Assistant Grant (TAG). In fiscal year 2023, support was \$86M, and 20,822 of the 44,128 in-state students attending Virginia non-profit colleges or universities received a grant.
- TAG awards are not contingent on financial need. As with the \$1.6B in taxpayer support provided to Virginia's colleges and universities in fiscal year 2023, the \$86M allocated to TAG served as a public investment to provide access to and support the education of Virginia students, regardless of financial need. In both cases, the remaining cost of their education was covered through tuition, institutional aid, or need-based financial aid options such as the federal PELL Grant.
- If the primary objective of Virginia's coordinated higher education system is to produce an educated citizenry and a skilled workforce, CICV's private colleges and universities achieve that objective at substantial savings to the taxpayer.

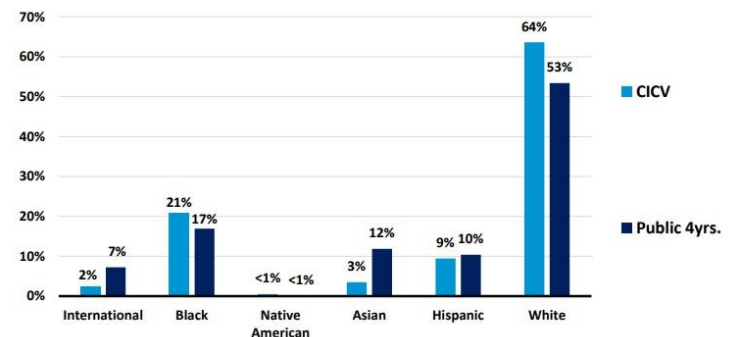
### Taxpayers get a great return on investment

- In FY 23, taxpayer support per degree awarded by Virginia TAG-eligible private colleges and universities was \$7,790 compared to \$37,930 per degree awarded by Virginia's public colleges and universities.
- In FY 23, taxpayer support per in-state FTE student in Virginia TAG-eligible private colleges and universities was \$2,155 compared to \$10,355 per in-state FTE student in Virginia's public colleges and universities.

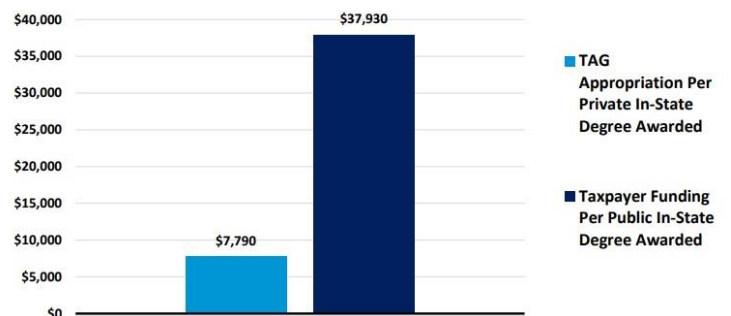
### Percentage of In-State Fall Undergraduates Who Received PELL Grants in Fall 2022



### Private colleges & universities have diverse enrollment, comprised of students from a broad range of racial, ethnic, and economic backgrounds.



### Taxpayer Support of In-State Virginia Students in Fiscal Year 2023



The Virginia Tuition Assistance Grant (TAG) program celebrated its 50th anniversary in 2023. It has supported the degree aspirations of nearly 200,000 Virginia students with over 800,00 unique awards.

## CICV MEMBER COLLEGES AND UNIVERSITIES

Appalachian College of Pharmacy  
 Appalachian School of Law  
 Averett University  
 Bluefield University  
 Bridgewater College  
 Eastern Mennonite University  
 Emory & Henry College

Ferrum College  
 Hampden-Sydney College  
 Hampton University  
 Hollins University  
 Liberty University  
 Mary Baldwin University  
 Marymount University

Randolph College  
 Randolph-Macon College  
 Roanoke College  
 Shenandoah University  
 Southern Virginia University  
 Sweet Briar College  
 University of Lynchburg

University of Richmond  
 Edward Via College of Osteopathic Medicine  
 Virginia Union University  
 Virginia Wesleyan University  
 Washington and Lee University  
 George Washington University\*  
affiliate member

While it may not be the Commonwealth's **Responsibility** to support students at private colleges and universities, it is in the Commonwealth's **Best Interest**.

State Council of Higher Education for Virginia



# CICV'S PRIVATE COLLEGES AND UNIVERSITIES

## ECONOMIC CONTRIBUTION TO THE STATE OF VIRGINIA IN ACADEMIC YEAR 2022-23



Prepared for

**Council of Independent  
Colleges in Virginia**

FEBRUARY 2024



4198 COX ROAD, SUITE 104  
GLEN ALLEN, VIRGINIA 23060  
804-322-7777

MANGUMECONOMICS.COM

## About Mangum Economics, LLC

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Mangum Economics is a Glen Allen, Virginia based firm that was founded in 2003. Since then, we have become known as a leader in industry analysis, economic impact assessment, policy and program evaluation, and economic and workforce strategy development. The Mangum Team specializes in producing objective and actionable quantitative economic research that our clients use for strategic decision making in a variety of industries and environments. We know that our clients are unique, and that one size does not fit all. As a result, we have a well-earned reputation for tailoring our analyses to meet the specific needs of specific clients, with a specific audience.

Most of our research falls into four general categories:

- **Economic Development and Special Projects:** The Mangum Team has performed hundreds of analyses of proposed economic development projects. One recent example was an analysis of the proposed \$2.3 billion Green City “net-zero eco district.” The Mangum Team has also authored multiple economic development plans, including identifying industry recruitment opportunities created by the high-speed MAREA and BRUSA sub-sea cable landings in Virginia Beach.
- **Energy:** The Mangum Team has produced analyses of the economic and fiscal impact of over 28 GW of proposed solar, wind, battery, and hydro projects spanning at twenty-five states. Among those projects was Dominion Energy’s 2.6 GW Coastal Virginia Offshore Wind project off of Virginia Beach. In addition, the Mangum Team has also performed economic and fiscal impact analyses for the natural gas, nuclear, oil, and pipeline industries.
- **Advanced Applied Technology:** The Mangum Team specializes in analyzing how advanced technology developments (like data centers, fiber networks, and advanced manufacturing plants) contribute to the state and local economies. We have worked with local governments, trade associations, developers, and operating firms across the country to show how investments in advanced critical infrastructure transform local economies across the country.
- **Policy Analysis:** The Mangum Team also has extensive experience in identifying and quantifying the intended and unintended economic consequences of proposed legislative and regulatory initiatives.

### The Project Team

A. Fletcher Mangum, Ph.D.  
*Founder and CEO*

Rebecca Kyle  
*Senior Research Analyst*

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## Executive Summary

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This report assesses the economic and fiscal contribution that the 27 private, non-profit, colleges and universities that comprise the Council of Independent Colleges of Virginia (CICV) made to the state of Virginia in academic year 2022-23.

The principal findings from that assessment are as follows:

- 1. In academic year 2022-23, CICV's private colleges and universities made a significant economic contribution to Virginia's economy:**
  - Spending from CICV's private colleges and universities, out-of-state students, and out-of-state visitors directly and indirectly supported approximately:
    - 28,291 direct, indirect, and induced jobs.
    - \$2.0 billion in associated wages and benefits.
    - \$4.6 billion in overall economic output.
    - \$157.0 million in state and local tax revenue.
- 2. CICV's private colleges and universities are geographically diverse:**
  - CICV's membership spans the length and breadth of Virginia.
  - Many of CICV's private colleges and universities are located in areas of Virginia, such as Southwest and Southern Virginia, where Virginia's public four-year colleges and universities have a limited presence.
- 3. CICV's private colleges and universities have a diverse student body:**
  - Two of CICV's members, Hampton University and Virginia Union University, are historically black institutions that can trace their beginnings back to the aftermath of the Civil War. In addition, Marymount University, also a CICV member, qualifies as Virginia's only Hispanic-Serving Institution.
  - In fall 2023, CICV's private colleges and universities enrolled higher proportions of both black and white students than their public counterparts, with the difference made up by lower proportions of students in other categories.
  - In fall 2023, CICV member institutions also enrolled higher proportions of in-state students from lower-income and middle-income households than their public counterparts, while Virginia's public four-year colleges and universities enrolled higher proportions of students from upper-income households than the CICV member institutions.

- In fall 2023, 40 percent of CICV member’s in-state undergraduates receive PELL grants (a federal grant that is awarded to undergraduate students who demonstrate exceptional financial need) as compared to 29 percent in Virginia’s public four-year colleges and universities. In addition, 13 of CICV’s 27 members are classified as PELL-serving institutions.

**4. CICV’s private colleges and universities increase the choices available to Virginia’s college-bound students:**

- The private colleges and universities within CICV are largely comprised of small, traditional liberal arts institutions. One size does not fit all and these institutions provide students with a more personalized environment than Virginia’s much larger public four-year colleges and universities.
- In fall 2023, where the average on-campus fall enrollment in Virginia’s public four-year colleges and universities was 13,020 students, the average fall enrollment across CICV’s members was 2,234 students.

**5. CICV’s private colleges and universities do not receive operational support from the state:**

- CICV’s private colleges and universities effectively receive no direct taxpayer support. In contrast, in fiscal year 2023, Virginia’s public colleges and universities received nearly \$1.6 billion in taxpayer funding for education and general expenses.
- The only significant taxpayer support that CICV institutions receive from the state comes indirectly, from the state funded Tuition Assistant Grant (TAG). In fiscal year 2023, total taxpayer support for TAG was \$86 million and 20,822 of the 44,128 in-state students attending Virginia non-profit colleges or universities that year were able to obtain a grant.
- TAG awards are not contingent on financial need. As with the \$1.6 billion in taxpayer support provided to Virginia’s colleges and universities in fiscal year 2023, the \$86 million allocated to TAG served as a public investment to provide access and support the education of Virginia students, regardless of financial need. In both cases, the remaining cost of their education was covered through tuition or through need-based financial aid options such as the PELL grant.

- If the primary objective of Virginia’s coordinated system of higher education is to produce an educated citizenry and a skilled workforce, CICV’s private colleges and universities are able to achieve that objective at a substantial savings to the taxpayer.
- In fiscal year 2023:
  - Taxpayer support for TAG per in-state full-time-equivalent (FTE) student in Virginia TAG-eligible private colleges and universities was \$2,155, as compared to \$10,355 per in-state FTE student in Virginia’s public colleges and universities.<sup>1</sup>
  - Taxpayer support for TAG per in-state degree awarded by Virginia TAG-eligible private colleges and universities was \$7,790, as compared to \$37,930 per degree awarded by Virginia’s public colleges and universities.<sup>2</sup>

**6. Because many of the private, non-profit colleges and universities that make up CICV’s membership are located in relatively small communities in areas of the state where employment opportunities are limited, they are often one of the largest employers in their communities.**

<sup>1</sup> It is important to note the \$2,155 in taxpayer support per in-state full-time equivalent (FTE) in Virginia’s TAG-eligible private colleges and universities in fiscal year 2023 is not the same as the \$5,000 TAG award that in-state undergraduates attending in-person classes receive. It is a broader measure that looks at average taxpayer support across all in-state students. We use it here to provide an apples-to-apples comparison with the taxpayer support provided to in-state students attending Virginia’s four-year public colleges and universities.

<sup>2</sup> It is important to note the \$7,790 in taxpayer support per in-state degree awarded by Virginia TAG-eligible private colleges and universities in fiscal year 2023 is not the same as the \$5,000 TAG award that in-state undergraduates attending in-person classes receive. It is a broader measure that looks at average taxpayer support across all in-state degrees awarded. We use it here to provide an apples-to-apples comparison with the taxpayer support provided for in-state degrees awarded by Virginia’s four-year public colleges and universities.



## Introduction

---

This report assesses the economic and fiscal contribution that the 27 private, non-profit, colleges and universities that comprise the Council of Independent Colleges of Virginia (CICV) made to the state of Virginia in academic year 2022-23.

## Profile of CICV Colleges and Universities

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CICV was founded in 1971 to serve as a voice for private colleges and universities in Virginia. CICV represents 27 independent colleges and universities in Virginia, a list that includes some of the most historic institutions of higher education in the state.<sup>3</sup> CICV assists those institutions through government relations; identifying and coordinating collaborative initiatives across its membership; working with the State Council of Higher Education for Virginia, the National Association of Independent Colleges and Universities, and others to facilitate data collection and analysis to support the mission of Virginia's private colleges and universities; and working with the media to better inform the public about the value that private colleges and universities provide to their students and to their communities.

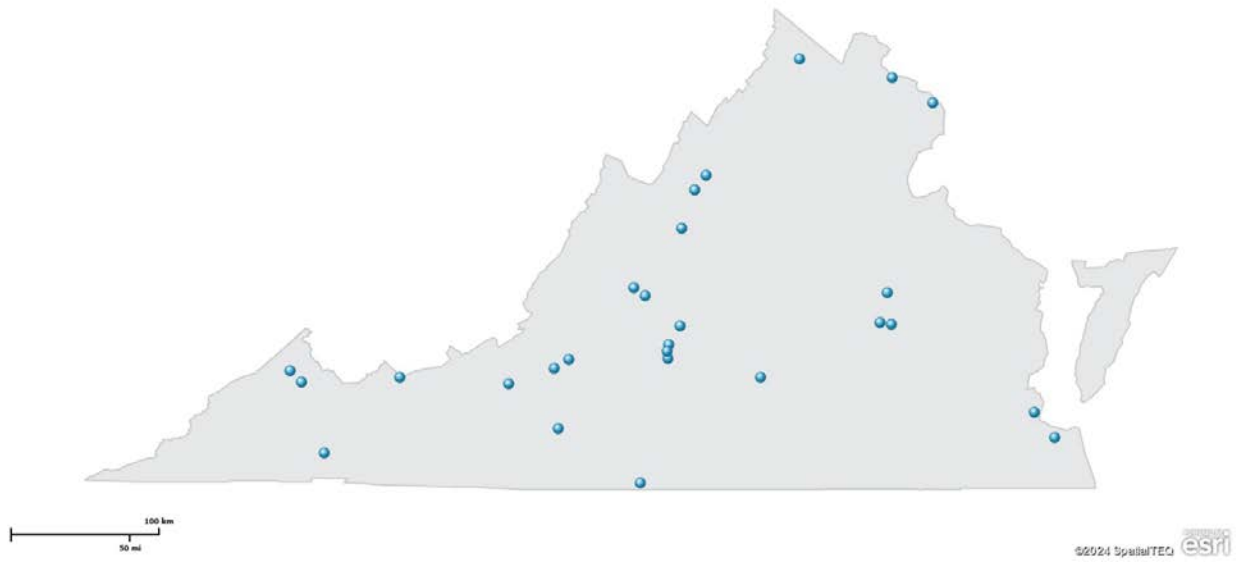
### CICV Members are Geographically Diverse

Figure 1 displays the geographic location of CICV's 27 member institutions. As this map demonstrates, CICV's membership spans the length and breadth of Virginia. One key advantage of that geographic diversity is that many of CICV's private colleges and universities are located in areas of Virginia, such as Southwest and Southern Virginia, where Virginia's public four-year colleges and universities have a limited presence. That means CICV's members provide convenient access to populations that would otherwise be somewhat distant from the nearest four-year college or university.

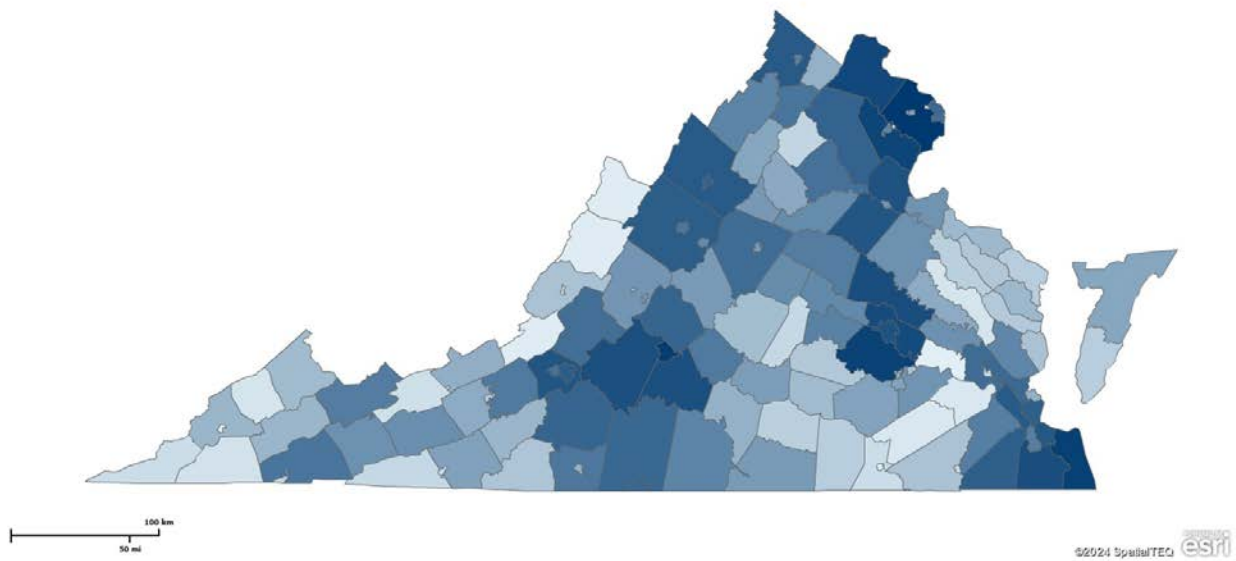
Figures 2 and 3 further demonstrate this point by using heat maps to compare the student sheds (the localities from which institutions draw their in-state students) of CICV's colleges and universities in fall 2023 to that of Virginia's four-year public colleges and universities. As a quick comparison of these maps shows, although both groups of institutions drew a significant number of students from the population centers in Virginia's "Golden Crescent" (*i.e.*, Northern Virginia, Richmond, and Hampton Roads) and the upper Shenandoah Valley that year, the CICV institutions tended to draw a relatively larger proportion of their students from Southwest Virginia, Southern Virginia, and the Lynchburg MSA, than was typical for Virginia's four-year public colleges and universities.

<sup>3</sup> CICV's membership includes: Appalachian College of Pharmacy, Appalachian School of Law, Averett University, Bluefield University, Bridgewater College, Eastern Mennonite University, Edward Via College of Osteopathic Medicine (VCOM), Emory and Henry College, Ferrum College, George Washington University, Hampden-Sydney College, Hampton University, Hollins University, Liberty University, Mary Baldwin University, Marymount University, Randolph College, Randolph-Macon College, Roanoke College, Shenandoah University, Southern Virginia University, Sweet Briar College, University of Lynchburg, University of Richmond, Virginia Union University, Virginia Wesleyan University, and Washington and Lee University.

**Figure 1: Geographic Distribution of CICV Colleges and Universities**

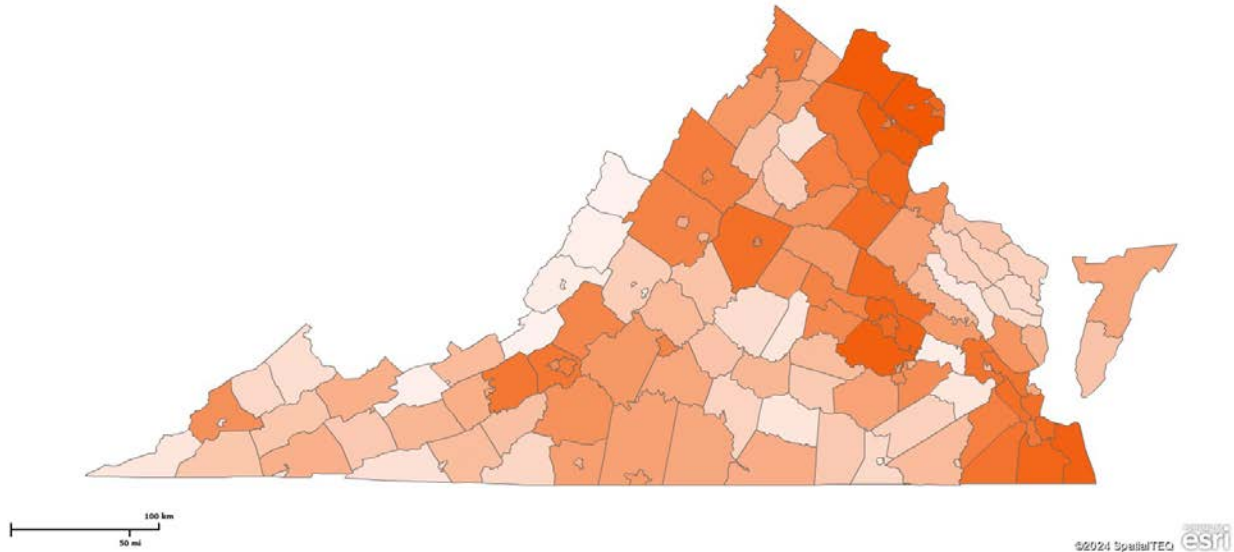


**Figure 2: CICV Undergraduate Fall 2023 Headcount Enrollment by Virginia Locality:<sup>4</sup>**



<sup>4</sup> Data Source: State Council of Higher Education for Virginia.

**Figure 3: Virginia Public Four-Year Colleges and Universities Undergraduate Fall 2023 Headcount Enrollment by Virginia Locality<sup>5</sup>**



### CICV Members Have a Diverse Student Body

In addition to being geographically diverse, CICV’s private colleges and universities also have a diverse enrollment, comprised of students from a broad range of racial, ethnic, and economic backgrounds.

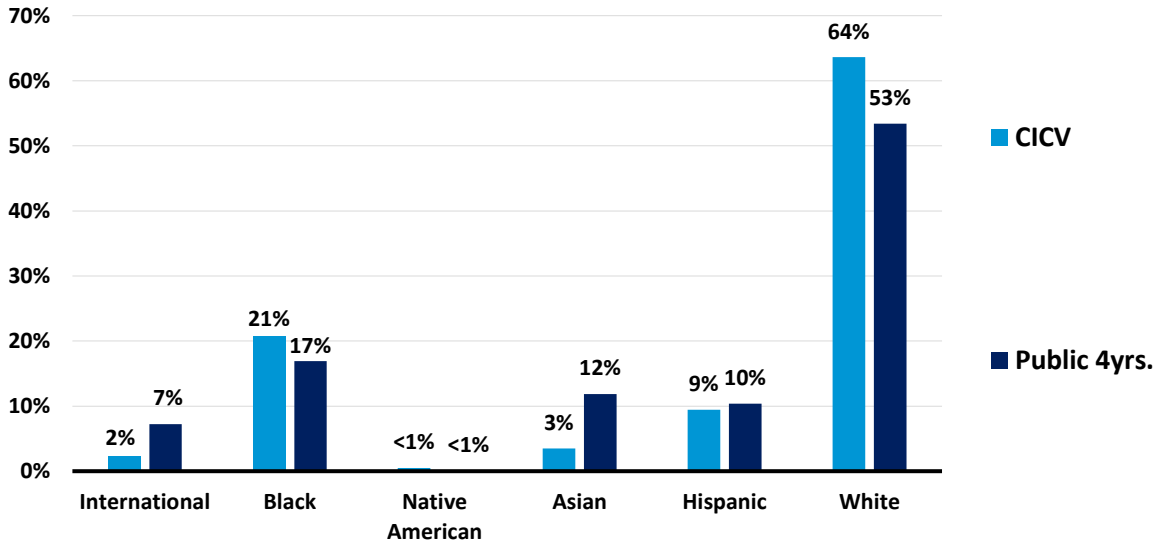
With respect to racial and ethnic diversity, it is important to note that two of CICV’s members, Hampton University and Virginia Union University, are historically black institutions that can trace their beginnings back to the aftermath of the Civil War. In addition, Marymount University, also a CICV member, qualifies as Virginia’s only Hispanic-Serving Institution. More generally, Figure 4 compares the overall racial and ethnic distribution of CICV’s member institutions to that of Virginia’s public four-year colleges and universities in fall 2023. As these data demonstrate, CICV’s private colleges and universities collectively attracted a higher proportion of both black and white students than their public counterparts, with the difference made up by lower proportions of students in other categories.

Turning to the diversity of students’ economic backgrounds, Figure 5 compares total in-state enrollment in academic year 2021-22<sup>6</sup> by family income level in CICV’s member institutions to that of Virginia’s public four-year colleges and universities. What these data show is that CICV member institutions enrolled higher proportions of in-state students from lower-income and middle-income households than their public counterparts that year, while Virginia’s public four-year colleges and universities enrolled higher proportions of students from upper-income households than the CICV member institutions.

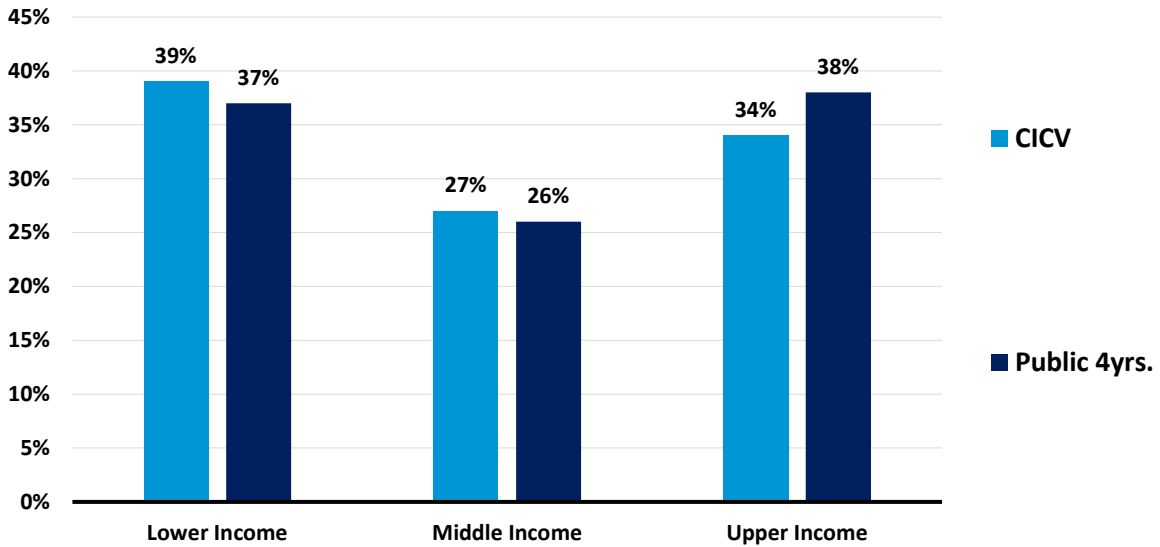
<sup>5</sup> Data Source: State Council of Higher Education for Virginia.

<sup>6</sup> Data Source: State Council of Higher Education for Virginia. The most recent year for which data were available.

**Figure 4: Headcount Enrollment by Race and Ethnicity in Fall 2023<sup>7</sup>**



**Figure 5: Total In-State Student Enrollment by Income Category in Academic Year 2021-22<sup>8</sup>**

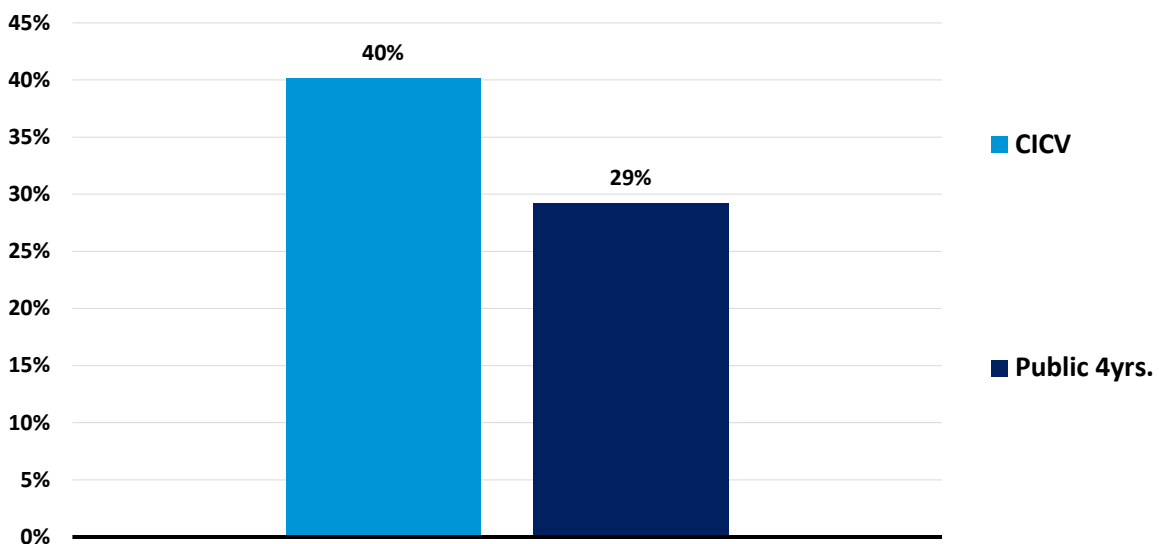


<sup>7</sup> Data Source: State Council of Higher Education for Virginia.

<sup>8</sup> Data Source: State Council of Higher Education for Virginia. “Lower Income” is defined as between 0 and 200 percent of the federal poverty level, “Middle Income” is defined as between 201 and 400 percent of the federal poverty level, and “Upper Income” is defined as 401 percent of the federal poverty level and above. Data are for the most recent year available.

Looking at the diversity of student economic backgrounds from a different perspective, Figure 6 contrasts the percentage of in-state undergraduates awarded PELL Grants in fall 2022 at CICV’s private colleges and universities to that of Virginia’s public four-year colleges and universities.<sup>9</sup> The PELL Grant is a federal grant that is awarded to undergraduate students who demonstrate exceptional financial need and is intended to improve those students’ access to higher education. As these data indicate, there is a significant difference between the two groups of institutions. Where 40 percent of in-state undergraduates in CICV’s private colleges and universities received PELL Grants in fall 2022, the comparable proportion in Virginia’s public colleges and universities was 29 percent. In this regard, it is also worth noting that 13 of CICV’s 27 members are classified as PELL-Serving institutions, which means that they have greater than 37 percent or greater PELL enrollment.

**Figure 6: Percentage of In-State Fall Undergraduates Who Received PELL Grants in Fall 2022<sup>10</sup>**



In sum, the data shown in Figures 4 through 6 clearly demonstrate the commitment that CICV’s private colleges and universities have to providing access to higher education for students from a broad range of different racial, ethnic, and economic backgrounds.

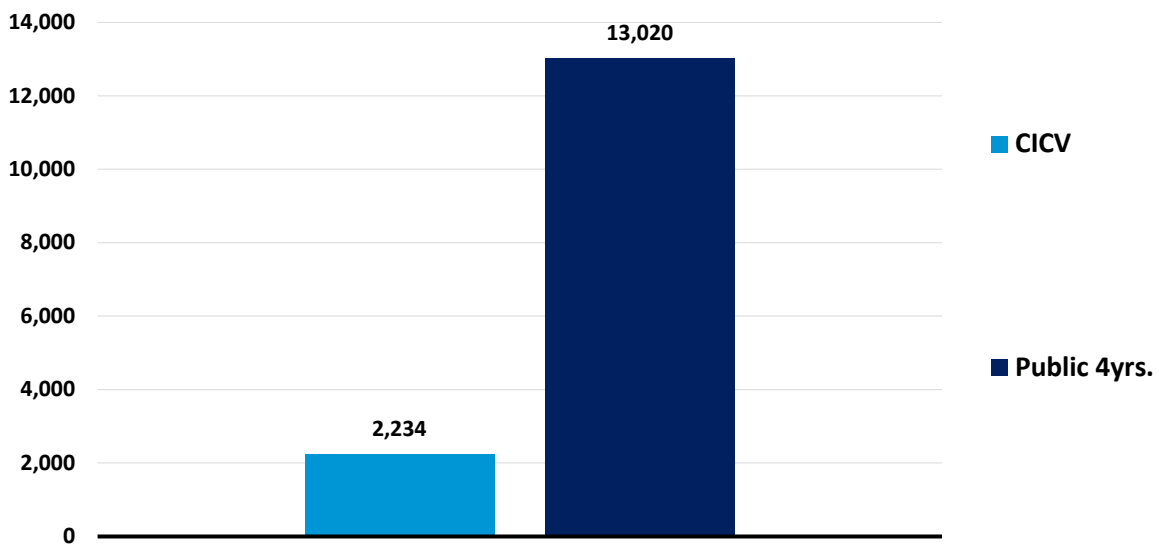
<sup>9</sup> Because the focus of this report is the economic and fiscal contribution that the Council of Independent Colleges of Virginia’s (CICV’s) private colleges and universities make to the state of Virginia, these statistics reflect the percentage of in-state students that received PELL grants. As a result, they may differ slightly from similar statistics provided by CICV and others that reflect the percentage of total students (in-state and out-of-state) that receive PELL grants.

<sup>10</sup> Data Source: State Council of Higher Education for Virginia. Data are for the most recent year available.

## CICV Members Increase the Choices Available to Virginia’s College-Bound Students

The private colleges and universities within CICV are largely comprised of small, traditional liberal arts institutions. One size does not fit all and these institutions provide students with a more close-knit and personal environment than Virginia’s much larger public four-year colleges and universities. Figure 7 helps to illustrate the significance of that distinction. As these data show, where the average on-campus fall enrollment in Virginia’s public four-year colleges and universities in fall 2023 was 13,020 students, the average fall enrollment across CICV’s members was 2,234 students.<sup>11</sup>

**Figure 7: Average Headcount Enrollment in Fall 2023<sup>12</sup>**

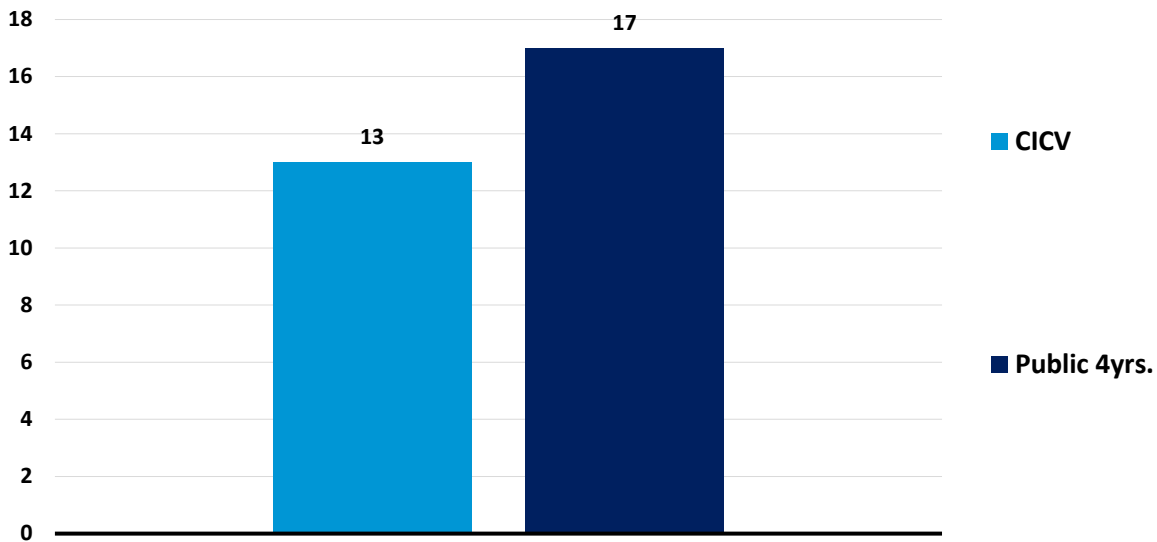


Another way in which CICV’s private colleges and universities provide their students with a more personal environment is through greater direct faculty support. As shown in Figure 8, where the average student to faculty ratio in fall 2022 for CICV’s private colleges and universities was approximately one full-time faculty member to every 13 students, the comparable statistic for Virginia’s public four-year colleges and universities was approximately one full-time faculty member to every 17 students.

<sup>11</sup> Data Source: State Council of Higher Education for Virginia and U.S. Department of Education. These numbers exclude students who only attend classes remotely, exclusively through distance learning.

<sup>12</sup> Data Source: State Council of Higher Education for Virginia and U.S. Department of Education. Averages exclude students who only attended classes remotely, exclusively through distance learning.

Figure 8: Average Student to Faculty Ratio in Fall 2022<sup>13</sup>



## CICV Members Do Not Receive Operational Support from the State

Another important characteristic of CICV’s private colleges and universities is that they effectively receive no direct taxpayer support. In contrast, in fiscal year 2023 Virginia’s public colleges and universities received nearly \$1.6 billion in taxpayer funding for education and general expenses.<sup>14</sup> The only significant taxpayer support that CICV institutions receive from the state comes indirectly, from the Tuition Assistant Grant (TAG).

The basic requirement for receiving TAG is that the student must be a Virginia resident enrolled in an approved Virginia non-profit college or university.<sup>15</sup> The purpose of TAG is to partly off-set the student’s cost of education. All recipients receive the same amount (with the exception that TAG grants for students attending classes online are half of the standard award), and the size of the grant is determined by the number of applicants and the amount of funds appropriated by the General Assembly that year. In fiscal year 2023, total taxpayer support for TAG was \$86 million and 20,822 of the 44,128 in-state students attending Virginia non-profit colleges or universities that year were able to obtain a grant.

One criticism of TAG is that it is not means tested. All students receive the same grant regardless of financial need. However, that criticism overlooks TAG’s fundamental purpose, which is consistent with the broader goal of supporting Virginia students’ education through public funding. Just as with the \$1.6

<sup>13</sup> Data Source: State Council of Higher Education for Virginia and U.S. Department of Education. Averages exclude institutions where the proportion of students only attending classes remotely, exclusively through distance learning, was 30 percent or greater. In fall 2022, those institutions were Averett University, Bluefield University, Liberty University, Mary Baldwin University, Virginia Union University, Old Dominion University, and University of Virginia’s College at Wise.

<sup>14</sup> Data Source: Virginia’s Legislative Information System.

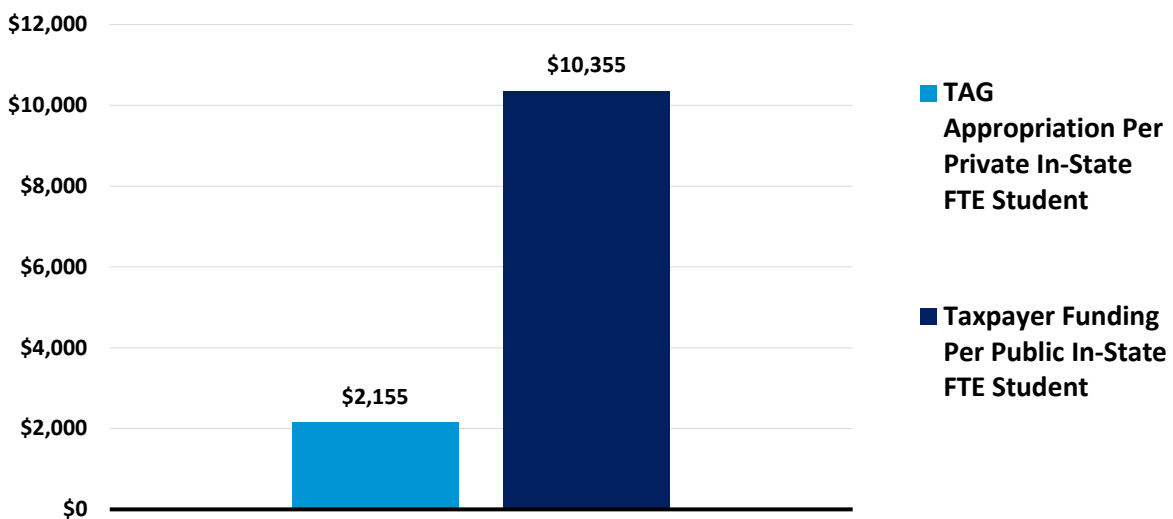
<sup>15</sup> More precisely, TAG is awarded to Virginia residents, attending a TAG-eligible Virginia private, non-profit college or university as a fulltime undergraduate student, or as a fulltime graduate student pursuing a healthcare degree. Students pursuing religion and theology degrees are not eligible for TAG. In all cases, the grant is only awarded for four years.

billion in taxpayer support appropriated to Virginia’s colleges and universities in fiscal year 2023, the \$86 million in taxpayer support appropriated to TAG served as a public investment to provide access and support the education of Virginia students, regardless of financial need. In both cases, the remaining cost of their education was covered through tuition or through need-based financial aid options such as the PELL grant.

That said, there are two significant differences between TAG and the taxpayer support provided to Virginia’s public colleges and universities. The first is that TAG funding is student-centered – private, non-profit colleges and universities only receive that funding if the student is attending that institution. TAG places the student at the center of the state’s financial support, in contrast to the institution-focused funding model for public colleges and universities.

The second difference is in the degree of support. Figure 9 compares fiscal year 2023 TAG funding per in-state full-time-equivalent (FTE) student in Virginia TAG-eligible private colleges and universities to fiscal year 2023 taxpayer funding per in-state FTE student in Virginia’s public colleges and universities.<sup>16</sup> As these data show, where taxpayer support per in-state FTE student in Virginia TAG-eligible private colleges and universities was \$2,155 in fiscal year 2023, taxpayer support per in-state FTE student in Virginia’s public colleges and universities was \$10,355.<sup>17</sup>

**Figure 9: Taxpayer Support of In-State Virginia Students in Fiscal Year 2023<sup>18</sup>**



<sup>16</sup> State Council of Higher Education for Virginia and Virginia’s Legislative Information System.

<sup>17</sup> It is important to note the \$2,155 in taxpayer support per in-state full-time equivalent (FTE) in Virginia’s TAG-eligible private colleges and universities in fiscal year 2023 is not the same as the \$5,000 TAG award that in-state undergraduates attending in-person classes receive. It is a broader measure that looks at average taxpayer support across all in-state students. We use it here to provide an apples-to-apples comparison with the taxpayer support provided to in-state students attending Virginia’s four-year public colleges and universities.

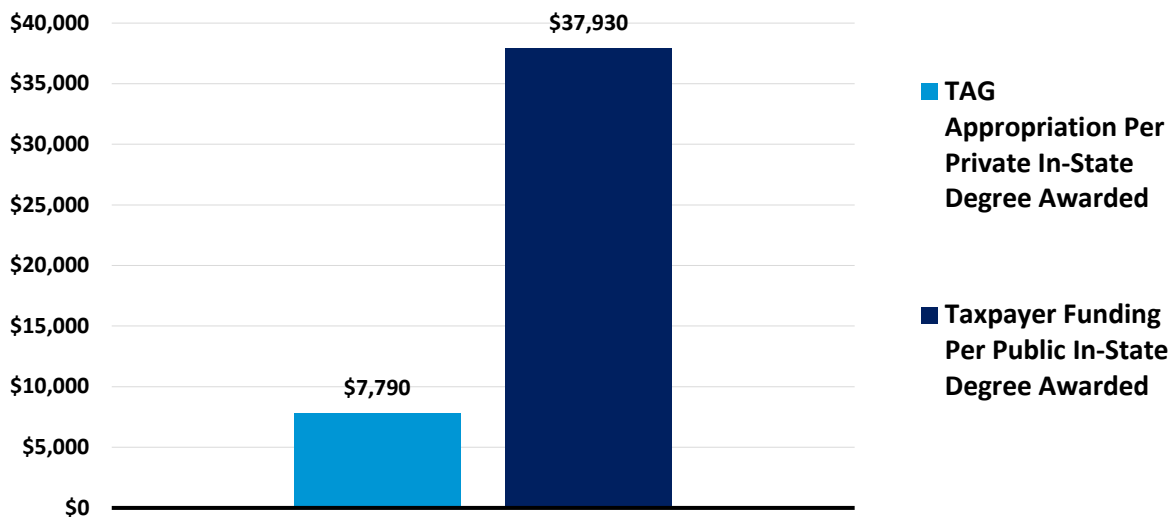
<sup>18</sup> Data Source: State Council of Higher Education for Virginia.



Figure 10 looks at the data in Figure 9 from a different perspective, and one that helps to shed light on the real value that CICV’s private colleges and universities provide to Virginia. It is important to realize that in fiscal year 2023, CICV and other TAG-eligible private colleges and universities provided 11,043 degrees to in-state Virginia students, more than a fourth of the 41,221 degrees that Virginia’s public colleges and universities provided to in-state Virginia students in the same year.<sup>19</sup> Building on those statistics, Figure 10 compares fiscal year 2023 TAG funding per degree awarded by Virginia TAG-eligible private colleges and universities that year, to fiscal year 2023 taxpayer funding per degree awarded by Virginia’s public colleges and universities.<sup>20</sup>

As these data show, where taxpayer support per degree awarded by Virginia TAG-eligible private colleges and universities was \$7,790 in fiscal year 2023, taxpayer support per degree awarded by Virginia’s public colleges and universities was \$37,930.<sup>21</sup> That difference is obviously quite large. And what it shows is that, if the primary objective of Virginia’s coordinated system of higher education is to produce an educated citizenry and a skilled workforce, CICV’s private colleges and universities can achieve that objective at a substantial savings to the taxpayer.

**Figure 10: Taxpayer Support of In-State Virginia Students in Fiscal Year 2023<sup>22</sup>**



<sup>19</sup> State Council of Higher Education for Virginia. Degrees awarded by Appalachian School of Law were not available and are not included in the CICV data.

<sup>20</sup> State Council of Higher Education for Virginia and Virginia’s Legislative Information System.

<sup>21</sup> It should be noted at the outset that these figures do not accurately represent the “per degree cost” to the taxpayer in either instance. That calculation would require data on the taxpayer support that each degree recipient received over the entire time they were pursuing their degree. However, all else equal, they do provide a heuristic that reasonably reflects the proportional difference between those two costs. In addition, it is important to note the \$7,790 in taxpayer support per in-state degree awarded by Virginia TAG-eligible private colleges and universities in fiscal year 2023 is not the same as the \$5,000 TAG award that in-state undergraduates attending in-person classes receive. It is a broader measure that looks at average taxpayer support across all in-state degrees awarded. We use it here to provide an apples-to-apples comparison with the taxpayer support provided for in-state degrees awarded by Virginia’s four-year public colleges and universities.

<sup>22</sup> Data Source: State Council of Higher Education for Virginia.

## CICV Members are Frequently the Economic Backbone of their Communities

Because many of the private, non-profit colleges and universities that make up CICV's membership are located in relatively small communities in areas of the state where employment opportunities are limited, they are frequently one of, if not, the most significant employer in their communities.

Examples include:

- Appalachian College of Pharmacy and Appalachian School of Law located in Buchanan County (2022 unemployment rate 4.7 percent vs. 2.9 percent statewide)
- Averett University in the City of Danville (2022 unemployment rate 4.6 percent vs. 2.9 percent statewide)
- Bluefield University located in Tazewell County (2022 unemployment rate 4.2 percent vs. 2.9 percent statewide)
- Hampden-Sydney College in Prince Edward County (2022 unemployment rate 3.9 percent vs. 2.9 percent statewide)
- Liberty University, Randolph College, and University of Lynchburg located in the City of Lynchburg (2022 unemployment rate 3.9 percent vs. 2.9 percent statewide).

## Economic and Fiscal Impact

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In this section, we quantify the economic and fiscal contribution that the 27 private, non-profit, colleges and universities that comprise the Council of Independent Colleges of Virginia (CICV) made to the state of Virginia in academic year 2022-23.

### Method

#### Assessing Economic Impact

To empirically evaluate the economic impact attributable to CICV's member institutions during the 2022-23 academic year, we employ a regional economic impact model called IMPLAN.<sup>23</sup> The IMPLAN model is one of the most commonly used economic impact simulation models in the U.S., and in Virginia is used by UVA's Weldon Cooper Center, the Virginia Department of Planning and Budget, the Virginia Employment Commission, and other state agencies and research institutes. Like all economic impact models, the IMPLAN model uses economic multipliers to quantify economic impact.

Economic multipliers measure the ripple effects that an expenditure generates as it makes its way through the economy. For example, as when a CICV institution purchases goods and services – or when employees hired by the college or university use their salaries and wages to make household purchases – thereby generating income for someone else, which is in turn spent, thereby becoming income for yet someone else, and so on, and so on. Through this process, one dollar in expenditures generates multiple

<sup>23</sup> IMPLAN is produced by IMPLAN Group, LLC.

dollars of income. The mathematical relationship between the initial expenditure and the total income generated is the economic multiplier.

One of the primary advantages of the IMPLAN model is that it uses regional and national production and trade flow data to construct region-specific and industry-specific economic multipliers, which are then further adjusted to reflect anticipated actual spending patterns within the specific geographic study area that is being evaluated. As a result, the economic impact estimates produced by IMPLAN are not generic. They reflect as precisely as possible the economic realities of the specific industry, and the specific study area, being evaluated.

In the analysis that follows, these impact estimates are divided into three categories. First round direct impact measures the direct economic contribution of the entity being evaluated (e.g., own employment, wages paid, goods and services purchased by CICV's private colleges and universities). Second round indirect and induced impact measures the economic ripple effects of this direct impact in terms of business to business, and household (employee) to business, transactions. Total impact is simply the sum of the preceding two. These categories of impact are then further defined in terms of employment (the jobs that are created), labor income (the wages and benefits associated with those jobs), and economic output (the total amount of economic activity that is created in the economy).

### Data Sources

Our estimates of economic and fiscal impact are based on data obtained from two sources: 1) a survey administered by CICV of their member institutions, and 2) publicly available data from the State Council of Higher Education for Virginia (SCHEV) and the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS).

### Assumptions

In academic year 2022-23, CICV's private colleges and universities, out-of-state students, and out-of-state visitors were directly responsible for contributing almost \$2.4 billion in spending to the state of Virginia:

- Expenditures on goods and services accounted for 25 percent of that total (\$592.2 million),
- Expenditures on salaries and wages accounted for 51 percent (\$1.2 billion),
- Expenditures on capital construction projects and equipment accounted for 10 percent (\$251.0 million),
- Out-of-state student spending accounted for 13 percent (\$314.4 million),<sup>24</sup> and
- Out-of-state visitor spending accounted for 1 percent (\$37.4 million),

<sup>24</sup> Excludes students who only attended classes remotely, exclusively through distance learning, from outside of the state.

## Results

By feeding these data into the IMPLAN model, we obtain the following estimates of economic impact. As shown in Table 1, in academic year 2022-23 direct spending from CICV’s private colleges and universities, out-of-state students, and out-of-state visitors directly supported approximately: 1) 15,855 jobs, 2) \$1.3 billion in labor income, and 3) \$2.1 billion in economic output in Virginia (in 2024 dollars).

Taking into account the economic ripple effects that direct spending generated within the state, we estimate that in total spending from CICV’s private colleges and universities, out-of-state students, and out-of-state visitors supported approximately: 1) 28,291 jobs, 2) \$2.0 billion in labor income, 3) \$4.6 billion in economic output, and 4) generated \$157.0 million in state and local tax revenue in Virginia in academic year 2022-23 (in 2024 dollars).

**Table 1: Total Economic and Fiscal Impact of CICV’s Private Colleges and Universities on Virginia in Academic Year 2022-23 (2024 Dollars)**

Economic Impact	Employment	Labor Income	Output
<b>1<sup>st</sup> Round Direct Economic Activity</b>	15,855	\$1,336,224,411	\$2,098,913,632
<b>2<sup>nd</sup> Round Indirect and Induced Economic Activity</b>	12,436	\$689,224,776	\$2,507,768,519
<b>Total Economic Activity*</b>	<b>28,291</b>	<b>\$2,025,449,188</b>	<b>\$4,606,682,151</b>
<b>Fiscal Impact</b>			
<b>State and Local Tax Revenue</b>			<b>\$157,029,294</b>

*\*Totals may not sum due to rounding.*

## Other Contributions

In academic year 2022-23, CICV’s private colleges and universities also made many contributions to Virginia that go beyond the narrow confines of economic and fiscal impact. Among those contributions were community service, enhancing the quality of life, generating higher levels of tourism, and ensuring that Virginia is developing the qualified workforce that it will need to be economically successful in the future.

Among those many contributions, we were able to obtain data from a few of CICV's private colleges and universities on the number of hours of volunteer service that their students and faculty contributed to their host communities. In academic year 2022-23, data from those institutions showed that their students and faculty provided 548,214 hours of volunteer service. If one were to quantify the value of that volunteer service at simply the current minimum wage, their total annual in-kind contribution to their host communities was approximately \$6.9 million in 2022-23.

## Conclusion

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This report has provided an assessment the economic and fiscal contribution that the 27 private, non-profit, colleges and universities that comprise the Council of Independent Colleges of Virginia (CICV) made to the state of Virginia in academic year 2022-23. What that assessment has shown is that CICV's member institutions are a critical component of Virginia's coordinated higher education system. In addition to making a substantial economic and fiscal contribution to Virginia's economy, they also play a valuable role in diversifying the options available to Virginia's college-bound students, while at the same time contributing to the development of an educated citizenry and a skilled workforce at a substantial savings to the taxpayer.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
COUNCIL MEETING  
JANUARY 9, 2024**

**DRAFT MINUTES**

Mr. Ampy called the meeting to order at 12:10 p.m. in the 9<sup>th</sup> floor main conference room of the State Council of Higher Education for Virginia, Richmond, Virginia.

Council members present: Ken Ampy, Jason El Koubi, William Harvey, Thaddeus Holloman, Cheryl Oldham, John Jumper, Scott Fleming, Jennie O'Holleran and Douglas Straley.

Council members who joined virtually: John Broderick, Victoria Harker and Delceno Miles.

Council members absent: Walter Curt.

Staff members present: Tom Allison, Lee Andes, Grace Khattar, Joe DeFilippo, Alan Edwards, Justin Horton, Jodi Fisler, Sandra Freeman, Erin McGrath, Tod Massa, Laura Osberger, Kirstin Pantazis, Paul Smith, Emily Salmon, Bob Spieldenner, Kristin Whelan and Yan Zheng.

Notable guests: The Honorable Aimee Guidera, Secretary of Education; Deputy Secretary of Education, Nicholas Kent; and Deb Love, Senior Assistant Attorney General/Chief.

**APPROVAL OF MINUTES**

Mr. Ampy called for a motion to approve the remote participation of Mr. Broderick, Ms. Harker and Ms. Miles. All three members were located greater than 60 miles from the meeting location. The motion was approved unanimously.

Mr. Ampy congratulated and thanked Dr. Edwards for stepping in as SCHEV Interim Director.

On a motion by Mr. El Koubi, seconded by Mr. Holloman, the Minutes from the October 24, 2023, the Minutes from the special Council meeting on December 12, 2023, and the Minutes from the special Council meeting on December 21, 2024, were approved unanimously.

**DISCUSSION OF THE SIX-YEAR PLANS AND FACT PACKS**

Mr. Allison shared a presentation about the process regarding public institutions' six-year operating plans and the development of (new in 2023) fact packs.

The six-year-planning process is required in the *Code of Virginia*. Each public-institution governing board is required to adopt a plan. New plans are adopted in odd-numbered years and updated in even years. In consultation with a group dubbed Op-Six, SCHEV

staff coordinate the process. Public institutions are asked to complete a two-part report. Part one is an excel template that includes the non-general fund revenue of each institution, the general fund requests and academic planning for the institutions. Part two is a narrative that also has specific requirements. These documents help SCHEV put together budgets and policies.

Mr. El Koubi asked how the plan timeline was determined. Mr. Allison described the odd year work. It includes two-hour meetings with each of the institutions and Op-Six. The process is a dialogue between the Commonwealth and the institutions.

In March, the Boston Consulting Group (BCG) was contracted to assist in the process. BCG requested additional data from each institution to constitute institution-specific fact packs. Instructions for fact-pack completion were submitted to institutions in June. Op-Six held its meetings with the institutions in August. After a period of questions and comments between Op-Six and the institutions, plans were finalized in September. Institutional boards approved the final versions of the plans in the fall. All information on the six-year plan process and the results were posted on the SCHEV website by December 1.

Mr. Allison shared that Virginia has a higher graduation rate for our selective institutions. The graduation rates for non-selective institutions also are higher than their national peers. Virginia enrollment has recovered since 2019. Some institutions struggle with retention and completion rates, but many have plans to address these challenges.

Mr. Allison described how the six-year plan process informs SCHEV budget and policy recommendations. He included specific examples of funding requests from the institutions.

Gen. Jumper asked how much of what the institutions ask for is unfunded. Mr. Allison said that the institutions are asked to provide balanced requests that includes expected sources of funding and specific uses of funds.

## **DISCUSSION OF THE 2024 GENERAL ASSEMBLY SESSION**

Dr. Khattar discussed the convening of the 2024 General Assembly including budget amendment deadlines and the timeline of events during session.

SCHEV staff work with members directly and with the House and Senate appropriations committees. Staff attend committee meetings and serve as a resource for members who have questions. Staff testify when asked and collect information. The Secretary of Education assigns bills to staff for comment, and staff create Legislative Action Summaries (LASs) and Fiscal Impact Statements (FISs).

Dr. Khattar reviewed the bills of relevance to SCHEV in the upcoming session. She highlighted bills that seek to: audit education preparation programs at public colleges; eliminate legacy admissions practices at public institutions; change procurements that impact capital projects and state agencies; provide grants to qualifying campuses under a program called Hunger Free Campus; and call for a SCHEV study of the in-state, out-of-state tuition differential.

## **UPDATE ON THE VIRGINIA TALENT + OPPORTUNITY PARTNERSHIP**

Dr. Bazemore gave an update on the Virginia Talent + Opportunity Partnership (VTOP), which is a partnership between SCHEV, the Virginia Chamber Foundation and the Virginia Business Higher Education Council. Its goal is to facilitate the readiness of students, employers and institutions to participate in internships and work-based learning (WBL).

She shared progress in the areas of student readiness, employer readiness and institutional readiness. VTOP procured a state-wide staffing agency to help smaller businesses with recruitment and matching funds for their interns' stipends. The partnership offers a mentorship training program to help employers support students. VTOP offers grants to institutions to transform federal work-study programs; other grants support the program staff on campus through professional development.

Dr. Bazemore presented student, employer and institutional highlights from 2023, and she outlined the plans for 2024.

Members inquired about outcomes, capacity and data reporting. Dr. Bazemore stated that a workgroup was addressing those issues. Dep. Sec. Kent addressed some of the questions. Mr. Kent shared that the Governor's introduced budget concentrates on building capacity at the institutional level through grants to create pillars and metrics for outcomes.

## **REMARKS FROM WILLIAM & MARY'S PRESIDENT, KATHERINE ROWE**

Mr. Ampy welcomed President Rowe who joined the meeting to speak about current initiatives at William & Mary.

Dr. Rowe began her remarks by sharing her internship vision. The commitment from the Council of Presidents is a paid internship for each student without extended time to degree. Dr. Rowe stated that she wants the message to students to be that they can come to Virginia for college, develop a relationship with an employer and stay when they graduate. William & Mary is committed to hands-on and experiential learning. Internships should be paid, mentored and transcribed. Their goal is to provide access to funded internships in all William & Mary departments by 2026. Dr. Rowe sees this initiative as an opportunity to build on strengths and existing relationships in higher education and business. William & Mary's Chief Careers Officer oversees internship and work-based learning. The institution has collected significant gifts to support funded internships.

President Rowe discussed making William & Mary more affordable and the institution's commitment to meet the full demonstrated need of Pell-eligible students. Their goal is to have 20% of their student population be Pell-eligible. William & Mary is part of the Posse Initiative program that provides scholarships and leadership opportunities to underserved potential college students. William & Mary also launched the Commonwealth Impacts Partnership Outreach program to identify high-achieving students in limited income high schools to accept into the William & Mary Scholars program.



President Rowe discussed a new School of Computing and Data Science that William & Mary will bring before Council. This effort is a reorganization to be more efficient and to meet labor needs. There is large growth in computer and data science-applied science and physics, and William & Mary is bringing these disciplines together to meet the high demand more effectively.

Gen. Jumper asked President Rowe about education leadership training. He asked her thoughts on a Ph.D. track in education leadership. She offered to have the dean of the William & Mary School of Education address the Council.

## **CLOSED SESSION**

Mr. Ampy motioned for Council to enter closed session by moving that, pursuant to *Virginia Code* § 2.2-3711 (A)(1) and § 2.2-3711 (A)(8), the State Council for Higher Education of Virginia convene a closed meeting for the purposes of discussion and consideration of prospective candidates for employment; and consultation with legal counsel regarding legal matters in connection with the first matter. Upon a unanimous roll-call vote, members convened in a closed session.

Upon reconvening in the public meeting, Mr. Ampy stated the following:

“We convened today in a Closed Meeting pursuant to a recorded vote on the motion above and in accordance with the *Freedom of Information Act*. Title 2.2-3711 of the *Code of Virginia*, which requires that Council 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.”

A unanimous roll call vote certified the close session's adherence to the statute and the motion; no member voiced a statement of departure to record.

## **REPORT FROM THE COMMITTEES**

### **Report from the Academic Affairs Committee**

In the interest of expediency, Ms. Oldham proposed the Council consider the following five resolutions carried over from the Academic Affairs Committee as a whole.

**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: 14.1901), effective fall 2024.

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to James Madison University to initiate a Doctor of Education (Ed.D.) degree program in Education (CIP 13.0411) on condition that the proposal receives a favorable review from a team of external reviewers.

**BE IT FURTHER RESOLVED** that Council delegates to the director of SCHEV permission to communicate formal approval to the institution. **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

**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.**

The motion from Ms. Oldham was seconded by Gen. Jumper and approved unanimously by the Council.

*Report from the Resources and Planning Committee*

Mr. Ampy stated that due to an absence of a quorum in the Committee, the full Council would consider the action item on budget and policy recommendations. After a brief discussion, Gen. Jumper motioned, and Ms. O’Holleran seconded, the following resolution, which was approved unanimously by the Council.

**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.**

Mr. Ampy opted to defer receipt of the update on the annual report of the statewide strategic plan.

**RECEIPT OF REPORT OF THE INTERIM AGENCY DIRECTOR**

Dr. Edwards briefly summarized the written report in the materials and added his gratitude to Council members Harker, Miles and Jumper for their participation in the 2023 Boards of Visitors Orientation. He noted the upcoming Virginia Outstanding Faculty Awards (OFAs) in March.

**RESOLUTION OF APPRECIATION FOR RETIRED AGENCY DIRECTOR**

Mr. Ampy read a resolution in honor of Peter Blake, the recently-retired SCHEV Director. Gen. Jumper motioned, Ms. Harker seconded, and the resolution was approved unanimously.

**OLD BUSINESS**

No old business was voiced.

**NEW BUSINESS**

No new business was voiced.

**RECEIPT OF PUBLIC COMMENT**

No public comment had been requested, and none was offered spontaneously.

**MOTION TO ADJOURN**

Mr. Ampy adjourned the meeting at 3:30 p.m.

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Ken Ampy  
Council Chair

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Kristin Whelan  
SCHEV Staff

Items Delegated to Director/Staff [November-December 2023]

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**

<b>Institution</b>	<b>Degree/Program/CIP</b>	<b>Effective Date</b>
George Mason University	<b>Graduate Certificate Programs Approved:</b> <ul style="list-style-type: none"> <li>• Machine Learning for Embedded Systems (11.0102)</li> <li>• Microfabrication (15.1601)</li> <li>• Smart Grid Technology (14.1099)</li> </ul>	Spring 2024
James Madison University	<b>New Degree Program Not Approved:</b> <ul style="list-style-type: none"> <li>• Bachelor of Arts/Bachelor of Science (BA/BS) degree program in Media Arts and Design (09.9999)</li> </ul>	November 29, 2023
Old Dominion University	<b>Graduate Certificate Program Approved:</b> <ul style="list-style-type: none"> <li>• Teacher Leadership (13.1299)</li> </ul>	Spring 2024
Radford University	<b>Post-Professional Certificate Approved:</b> <ul style="list-style-type: none"> <li>• Educational Leadership (13.0401)</li> </ul>	Spring 2024
Radford University	<b>Program Modification Approved:</b> <ul style="list-style-type: none"> <li>• Add an online delivery format to the Master of Social Work (MSW) in Social Work (44.0701)</li> </ul>	Spring 2024
Virginia Polytechnic Institute and State University	<b>Program Modification Approved:</b> <ul style="list-style-type: none"> <li>• 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</li> </ul>	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	<b>Degree Designation Discontinuance Approved:</b> Discontinue the Bachelor of Arts (BA) degree designation in the Bachelor of Arts/Bachelor of Science (BA/BS) degree program in Astronomy (40.0201). [Council Approval Date:05/22/2002]	Spring 2024
George Mason University	<b>Program Discontinuance Approved:</b> <ul style="list-style-type: none"> <li>Master of Science (M.S.) degree program in Information Security and Assurance (11.1003). [Council Approval Date: 04/08/2003]</li> </ul>	Spring 2024-Fall 2026
Old Dominion University	<b>Program Discontinuances Approved:</b> <ul style="list-style-type: none"> <li>Graduate Certificate in Arts and Entrepreneurship (50.1001)</li> <li>Graduate Certificate in Health and Humanities (24.0199)</li> <li>Graduate Certificate in Social Justice and Entrepreneurship (30.9999)</li> </ul>	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 <b>Department of Communication Disorders and Special Education</b> . 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 <b>Department of Human Movement Studies and Special Education</b> . ODU indicates that the rename will “accurately reflect the academic programs offered by the	December 15, 2023

Institution	Change/Site	Effective Date
	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.	
Radford University	Rename the School of Nursing to the <b>College of Nursing</b> . Radford indicates that the rename will “ensure the unit utilizes the same nomenclature as the other independent academic units at the university.”	January 15, 2024
Virginia Polytechnic Institute and State University	Create the <b>Department of Neurosurgery</b> . 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

<b>Institution</b>	<b>Location</b>	<b>Effective Date</b>
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**

<b>Institution</b>	<b>Location</b>	<b>Effective Date</b>
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**

<b>Institution</b>	<b>Location</b>	<b>Effective Date</b>
Lincoln Memorial University	Ewing, VA	September 15, 2023

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
COUNCIL MEETING  
MARCH 19, 2024**

**DRAFT MINUTES**

Mr. Ampy called the meeting to order at 9:07 a.m. in room 1201 of Merten Hall at George Mason University.

Council members present: Ken Ampy, Walter Curt, Victoria Harker, Jason El Koubi, Delceno Miles, Cheryl Oldham, John Jumper, Jennie O'Holleran and Douglas Straley.

Council members absent: John Broderick, Scott Fleming, William Harvey and Thaddeus Holloman.

Staff members present: Tom Allison, Lee Andes, Joe DeFilippo, Alan Edwards, Jodi Fidler, Grace Khattar, Anne Lowe, Tod Massa, Kirstin Pantazis, Paula Robinson, Emily Salmon, Juanita Sherman and Yan Zheng.

Members of the Student Advisory Committee present: Elijah Dale, James Madison University; Janare Davis, Norfolk State University; Alexander Edrid, Virginia Tech; Destinee Jackson, Norfolk State; Gifty Kwofie, Radford University; Neil Palumbo, George Mason University; Alexandra Reynolds, Reynolds Community College; Abigail Ridpath, Radford; Lane Robertson, Virginia Tech; Ashley Weldy, Central Virginia Community College; Owen Williams, William & Mary; and Paul Wyche, George Mason.

Notable guests: Nicholas Kent, Deputy Secretary of Education; and David Drummey, Senior Assistant Attorney General.

Mr. Ampy thanked the administrators, faculty, staff and students of George Mason University for their hospitality and recapped the events of the prior evening.

**APPROVAL OF MINUTES**

On a motion by Mr. Ampy, seconded by Ms. Miles, the Minutes of the January 29, 2024, Search Committee meeting were approved unanimously. Action on the Minutes of the January 9, 2024, Council meeting was deferred until the May meeting.

**REMARKS FROM GEORGE MASON UNIVERSITY PRESIDENT, GREGORY WASHINGTON**

Mr. Ampy introduced President Gregory Washington, who spoke from a presentation entitled, "Creating the Next Great University."

Dr. Washington shared that in the last year, George Mason University has enjoyed its most successful year in history and experienced its greatest rise in national rankings. GMU has the largest enrollment of Virginia's public four-year institutions and is top ranked for innovation and social mobility. Dr. Washington shared the Mason fact pack from the 2023 six-year-planning process.



He highlighted the diversity of GMU and pointed out that it looks different than the Virginia population currently but very much like how the state population will look in the future. GMU enrollment growth has been consistent and managed by design. The incoming class of 2023 was the most academically gifted and the most diverse in the university's history.

Seventy-three percent of GMU graduates reside in Virginia. Twenty-nine percent of out-of-state GMU graduates stay in Virginia after graduation. Dr. Washington discussed how GMU is funded and how the funds are allocated. He noted that GMU's cost of attendance has risen only \$400 since 2018. Expenditures per student are growing at a rate lower than inflation, and the number of employees per student FTE has decreased. Salaries however are below market, and GMU must invest in raising these salaries.

Dr. Washington concluded by asking for support from Council and the Commonwealth. Going forward, GMU needs advocacy and data from SCHEV. It also needs SCHEV's expertise, engagement and its operational, leadership and financial resources.

Dr. Washington took questions from the Council members, including questions about admission and yield rates and about staff salaries.

Ms. Harker asked how GMU manages to keep so many students in the state after graduation. He mentioned internships, partnerships with business, location and a committed faculty and staff.

Ms. Miles requested the one point that Council should take away from the discussion. Dr. Washington suggested that the state needs to develop a standard for funding institutions where resources follow the student, not the institution.

Ms. O'Holleran asked about the small achievement gaps in the diverse student body. Dr. Washington said GMU knows what it takes for a student to be successful – the mechanisms just need to be put in place. In response to a question from General Jumper, Dr. Washington described the pre-college programs at GMU.

Mr. Ampy thanked Dr. Washington and congratulated him on the GMU graduation rates and post-graduation retention rates.

## **CONVERSATION WITH STUDENT ADVISORY COMMITTEE: CRITICAL ISSUES IMPACTING STUDENTS**

Mr. Allison introduced 12 members and officers of the Student Advisory Committee. The students reported on the four SAC subcommittees - campus safety; mental health; college affordability; and diversity, equity and inclusion.

### **Campus Safety subcommittee**

Committee Chair, Destinee Jackson, described some of the recent incidents on campuses across the state. She highlighted the crime rates in Norfolk as a particular concern. The subcommittee met with Delegate Torian in January to discuss HB713, which addresses several of the committee's concerns. She highlighted some campus-safety student initiatives including advocating for parking closer to student residences

and student-run campus patrols. Ms. Jackson also pointed out the connections between mental health and campus safety.

#### Mental Health subcommittee

Presenting on behalf of the subcommittee, Ashley Weldy highlighted national data that show a steady decline in students' reported mental health. The subcommittee's work highlighted several resources currently available to students, including Level Up; SCHEV's mental-health workforce pilot program; and the Youngkin administration's Right Help, Right Now program. SAC members also discussed barriers to accessing mental health resources including stigma, limited resources and lack of marketing of available resources. The SAC recommended an analysis of all resources to determine which are working and to identify gaps in care.

#### College Affordability subcommittee

Owen Williams shared the subcommittee's recommendations for college affordability. They called for a program that would provide emergency funding to students regardless of their financial-aid eligibility. They also recommended that FAFSA changes be communicated regularly in-person and virtually. The students suggested that the state's current assistance programs are insufficient. They observed that state aid program's residency requirements negatively impact enrolled and potential out-of-state students. The subcommittee also suggested grants for travel to education-related conferences.

#### DEI subcommittee

Paul Wyche explained that proper DEI is not a set of guidelines that provide an unfair advantage; rather, it provides equal access to opportunities. On behalf of the subcommittee, he highlighted the importance of representation among faculty and staff, and he observed that students intend to protect DEI policies already in place.

SAC representatives responded to questions from Council.

Mr. Curt asked whether any SAC members were STEM majors; some responded affirmatively. He also questioned why the SAC did not explore academic achievement.

Ms. Miles asked whether the Committee had engaged with public safety officials in their campus safety discussions. She suggested that outside partnerships can provide best practices and funding resources. Ms. Miles also asked about partnerships for the other priorities the students mentioned.

General Jumper asked about getting around the barriers created by the controversies surrounding DEI and observed that after graduation students will work with many different people in their careers.

Mr. El Koubi asked whether DEI is a controversial issue among college-aged people.

### **REPORT FROM THE INTERIM AGENCY DIRECTOR**

For expediency, Dr. Edwards refrained from talking over the items in his written report. Rather, he directed members to a handout in their folders regarding the Virginia 250 Commission and its celebrations of the American Revolution and the country's 250<sup>th</sup>

birthday in 2026. The agency supports the Education Secretariat's efforts to promote Virginia250 and its connections to Council's priority initiative of civic engagement.

Dr. Edwards also updated Council on efforts to procure a survey of high school seniors regarding their plans after graduation. He reported that research units at Old Dominion University had been contracted and that workplan should yield results in time for Council's July meeting.

## **DISCUSSION OF 2024 GENERAL ASSEMBLY AND NEW SCHEV DUTIES**

Dr. Khattar provided an update on the legislative session, including a hand-out listing the higher-education bills passed by the 2024 General Assembly. She stressed that the list, as well as the bills and budget amendments listed in the new-duties hand-out, would not be final until the Governor had acted on each piece of legislation. Dr. Khattar noted that the hand-outs were posted on the SCHEV website, and from them she highlighted:

### **Higher-education-related legislation:**

HB713 – campus safety and emergency preparedness.

HB1365 – release of student transcripts.

SB506 – public institutions employing legal counsel.

### **SCHEV-related legislation:**

HB566 – requiring a former CEO of a Virginia HBCU on SCHEV Council.

HB580/SB411 – task force on transparency in publicly-funded animal testing facilities.

HB827 – survey on food insecurity on campus report.

HB1083 – report on the administration of the Virginia Longitudinal Data System and the Virginia Workforce Data Trust.

SB21/HB509 – policies for establishing eligibility for disability accommodations.

## **DISCUSSION OF EXECUTIVE ORDER 30: ARTIFICIAL INTELLIGENCE IN EDUCATION**

Ms. Salmon provided an overview of *Executive Order 30*, which Governor Youngkin issued in January to focus attention on the use of artificial intelligence in education. She advised that SCHEV is assigned roles in the order and that the agency was beginning discussions with stakeholders regarding learning and working with AI tools.

She advised that *EO 30* lays out guidelines for safe use of AI. It assigns responsibilities to SCHEV and the Department of Education, such as creating: advisory resources; processes for approving AI use in educational settings; and toolkits for governing boards, families and instructors.

Staff has begun consulting experts in AI and contemplating a SCHEV-coordinated task force to include AI leaders in policy, industry and education. Ms. Salmon asked Council members for advice on relevant individuals and organizations to contact.

Ms. Oldham urged caution against regulating ourselves out of a useful tool. She advised that the state should help stakeholders learn to use AI constructively. She offered to provide contacts and suggested that staff look to larger tech companies for guidance.

General Jumper advised avoidance of giving in to the commoditization of experts. He urged maintaining a focus on students.

Ms. Salmon said that staff would provide updates at future meetings.

### **UPDATE ON A COUNCIL PRIORITY INITIATIVE: CIVIC EDUCATION IN VIRGINIA**

Dr. Fidler introduced Dr. Chapman Rackaway, Professor and Chair of Political Science at Radford University, who discussed the Civic Incomes Project.

Dr. Rackaway said he developed the project to address the varying levels of civic knowledge and skills that students possess upon entering the university setting. The assessment seeks to answer with what skill level a student enters college and how to better align programs with skill levels. The results empower educators to create more intentional programming, inform curriculum development and track student skill level.

Students take an assessment in their UNIV 101 seminar class to determine their civics knowledge and skill set; they take a follow up survey at the end of their sophomore year; and finally another follow up survey at graduation. These assessments and follow ups provide a measurable assessment of student learning and can be used to craft curriculum and other civic activities on campus. Dr. Rackaway stated that these assessments could be adopted for other skills in math, writing and critical thinking.

After his presentation, Dr. Rackaway answered questions from Council.

Mr. Curt asked whether the goal is to create student activists. Dr. Rackaway stressed that the purpose is to teach students how to be citizens and is not partisan.

General Jumper asked how such efforts can be beneficial to the preparation of students before they enter higher education. He suggested expansion to include high school and middle school civics educators.

Ms. Oldham asked whether the assessment is more about engagement or prior knowledge. Dr. Rackaway said the assessment is about both and directed members to his [website](#) for further information.

In response to questions from Ms. Miles on whether the project is collaborative and has partnerships, Dr. Rackaway replied that, while the assessment is only at Radford, other civic-engagement groups including many community members will benefit.

### **UPDATE ON THE ROLLOUT OF THE NEW FAFSA**

Mr. Andes updated Council members on the US Department of Education's rollout of the new FAFSA, noting that it had been very challenging for students and those who work in student aid.

Waitlists, blackout times and other glitches have prevented many students from completing the FAFSA. Even in March, some are still struggling with completing it. The

release of Student Aid Information (SAI) to institutions continues to be delayed and has resulted in delayed award grants and is greatly reducing students' decision timelines. Hope exists for improvement next year, but this year portends that fewer students will complete the form, which will impact enrollment. In Virginia, FAFSA completions in early March were 23.5% fewer than the past year. Both fortunately and unfortunately, Virginia's decline in completions, while high, was the smallest in the country.

Members inquired whether the FAFSA-completion decline is a result of policy changes. Mr. Andes believes it results more from technology and communication issues.

## **REPORT FROM THE COMMITTEES**

### **Report from the Academic Affairs Committee**

Ms. Oldham suggested that Council vote on the Committee's seven program proposals as one action. Members asked Dr. Defilippo about the approval process and timeline, then considered the following resolutions as a block:

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to James Madison University to initiate a Bachelor of Arts/Bachelor of Science (B.A./B.S.) degree program in Communication Sciences and Disorders (CIP code: 51.0201), effective fall 2024.**

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to James Madison University to initiate a Bachelor of Arts/Bachelor of Science (B.A./B.S.) degree program in Media Arts and Design (CIP code: 09.9999), effective fall 2024.**

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Old Dominion University to initiate a Bachelor of Science (B.S.) degree program in Data Science (CIP code: 30.7001), effective fall 2024.**

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Bachelor of Arts (B.A.) degree program in Computer Science (CIP: 11.0701), effective fall 2024.**

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Master of Science degree program in Data Science (CIP Code: 30.7001), effective fall 2024.**

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia State University to initiate a Master of Business Administration (M.B.A.) degree program in Business Administration (CIP code: 52.0201), effective fall 2024.**

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia State University to initiate a Master of Science (M.S.) degree program in Data Analytics (CIP code: 30.7101), effective fall 2024.**

On a motion from Ms. Oldham and seconded by Ms. Miles, the seven resolutions were approved unanimously as a block.

Ms. Oldham reported that the Committee also heard from Dr. DeFilippo and institutional representatives on eight proposed education-licensure degree programs in shortage areas, which were presented in support of the goals of the statewide strategic plan for higher education and Governor Youngkin’s higher education objectives and key results. This initiative will expand public institutions’ capacity to produce licensed education professionals via direct pathways.

The Academic Affairs Committee presented the following resolution for consideration:

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the four institutions listed below to implement the specified degree programs in education licensure shortage areas, effective fall 2024, except the UVA MEd in Reading Education, which will be initiated effective summer 2024.**

Institution	Degree	Program Name	CIP
GMU	Bachelor of Science in Education (BSEd)	Secondary Education	13.1205
GMU	Master of Education (MEd)	Inclusive Early Childhood Education	13.1210
GMU	Master of Education (MEd)	Literacy Education	13.1315
NSU	Bachelor of Science (BS)	Middle Education	13.1203
NSU	Master of Arts (MA)	Counseling Education	13.1101
ODU	Master of Arts in Teaching (MAT)	Elementary Education	13.1202
ODU	Master of Arts in Teaching (MAT)	Secondary Education	13.1205
UVA	Master of Education (MEd)	Reading Education	13.1315

The resolution was approved unanimously on a motion by Mr. Ampy and a second by Ms. Miles.

Ms. Oldham reported that the Committee reviewed 12 announcements for degree programs that public institutions intend to propose for Council consideration and action within the next year. Program announcements are a feature of the program-approval policy intended to alert the Committee (and the other public institutions) of potential, new degree programs in advance and to afford opportunity to make information requests and/or to pose questions, the answers to which can be incorporated into the final proposals. The intent also is to provide opportunity for the institutions to comment on issues of duplication or opportunities for collaboration. The 12 announcements fell into two major categories – health and data science; and data analytics. Dr. DeFilippo said he expected such fields to remain popular.

Ms. Oldham reported that the Committee also heard from Ms. Kathleen Kincheloe on the work of the Academic Affairs section’s Private Postsecondary Education (PPE) unit, which coordinates the certification-to-operate process. The PPE unit regulates the Virginia operations of more than 270 postsecondary entities, the majority of which require annual recertification. PPE is self-supporting; it operates from the non-general fund dollars that it generates through certification and recertification fees.

Ms. Oldham reported that the Committee concluded its meeting with an update from Dr. Smith on Transfer Virginia. The Commonwealth's percentage of students who complete the baccalaureate after starting at a two-year institution is the fifth highest in the nation. The Transfer VA initiative anticipates continued increase in the success of transfer students.

### Report from the Resources and Planning Committee

Ms. O'Holleran reported that the Committee discussed three items and received updates on two others.

She said the first discussion topic was proposed funding for higher education from the 2024 legislative session. Dr. Khattar and Dr. Zheng reviewed the proposals in the Governor's introduced budget and the General Assembly's conference report. The presentation covered four categories: (i) systemwide higher education funding; (ii) institution-specific initiatives; (iii) SCHEV-specific budget items; and (iv) new or revised language that impacts SCHEV or higher education.

She said the Committee discussed several budget items, including the Virginia Military Survivors and Dependents Program (VMSDEP), campus safety and financial aid. A reconvene session of the legislature is scheduled for April 17, and staff will report back on the approved state budget at the next appropriate Council meeting.

Ms. O'Holleran reported the second discussion item was how Council's budget and policy recommendations aligned with the introduced budget and the conference budget. Twelve of the 15 items in Council's recommendations appeared in the budget process during the 2024 session.

The Committee's third discussion item had been the annual report of the New Economy Workforce Credential Grant (WCG) program, which SCHEV administers. Staff had summarized key findings from the report including data on enrollment, completion, and certifications and costs; FY 2023 enrollments in the WCG were the highest ever.

Ms. O'Holleran reported the R&P Committee's first update item focused on major projects impacting the Committee in 2024, including certification of public institutions' satisfaction of the full-cost requirement for out-of-state students, budget and policy recommendations and other projects.

She reported that the Committee's final item had been an update on projects related to members' requests to staff, including proposed changes to the process for the institutional performance standards as well as enrollment projections and estimates. Staff also had provided updates on ongoing projects such as a survey of high school seniors, financial aid reform and incentives for transfer students. Ms. O'Holleran indicated that, based on members' counsel to staff on steps they would like to see next, staff would develop items for future Committee agendas.

Gen. Jumper suggested that Council find a mechanism to advocate for its priorities, specifically campus security. Ms. Harker agreed and voiced support for leaning on the types of funding available historically. Mr. El Koubi suggested that Council explore connections between students' financial strains and mental health. Gen. Jumper

suggested receiving advice from the Education Secretariat. Mr. Curt suggested submitting op-eds to newspapers.

### **CLOSED SESSION**

At approximately 12:20 p.m., Mr. Ampy motioned for Council to enter closed session by moving that, pursuant to *Virginia Code* § 2.2-3711 (A)(1) and § 2.2-3711 (A)(8), the State Council for Higher Education of Virginia convene a closed meeting for the purposes of the discussion, consideration, or interviews of prospective candidates for employment; and for consultation with legal counsel regarding legal matters in connection with the first matters. After a unanimous roll-call vote, members convened in a closed session.

Upon reconvening in the public meeting at 12:40 p.m., Mr. Ampy stated the following:

“We convened today in a Closed Meeting pursuant to a recorded vote on the motion above and in accordance with the *Freedom of Information Act*, Title 2.2-3711 of the *Code of Virginia*, which requires Council to 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.”

A unanimous roll call vote certified the close session's adherence to the statute and the motion; no member voiced a statement of departure to record.

### **RECEIPT OF ITEMS DESIGNATED TO STAFF**

Dr. Edwards pointed members to the routine items in the materials for which Council had delegated approval authority to staff. (A review of these items is appended to these Minutes.)

### **OLD BUSINESS**

No old business was voiced.

### **NEW BUSINESS**

Mr. Ampy announced his formation of a Nominating Committee, consisting of Ms. Harker and Mr. Holloman, to develop and present a slate of nominees to serve as Council officers in 2024-25. The nominees will be presented at Council's May meeting.

### **RECEIPT OF PUBLIC COMMENT**

No public comment had been requested, and none was provided spontaneously.



**MOTION TO ADJOURN**

Mr. Ampy adjourned the meeting at 12:20 p.m.

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Ken Ampy  
Council Chair

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SCHEV Staff

Items Delegated to Director/Staff [January-March 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/not approved as delegated to staff:

**Academic Program Actions**

<b>Institution</b>	<b>Degree/Program/CIP</b>	<b>Effective Date</b>
Brightpoint Community College	<b>Facilitated Staff Approval:</b> <ul style="list-style-type: none"><li>• Associate of Applied Science degree program (AAS) in Radiologic Technology (51.0911)</li></ul>	Fall 2024
George Mason University	<b>Graduate Certificate Programs Approved:</b> <ul style="list-style-type: none"><li>• Human Capital and Human Resource Management (52.1001)</li><li>• Responsible Artificial Intelligence (30.3101)</li></ul>	Fall 2024
J. Sargeant Reynolds Community College	<b>Facilitated Staff Approval:</b> <ul style="list-style-type: none"><li>• Associate of Applied Science degree program (AAS) in Surgical Technology (51.0909)</li></ul>	Fall 2024
Radford University	<b>Graduate Certificate Program Approved:</b> <ul style="list-style-type: none"><li>• Clinical Research (51.0719)</li></ul>	Fall 2024
The College of William and Mary in Virginia	<b>Facilitated Staff Approval:</b> <ul style="list-style-type: none"><li>• Master of Legal Studies (MLS) degree program in Law (22.9999)</li></ul>	Fall 2024

<b>Institution</b>	<b>Degree/Program/CIP</b>	<b>Effective Date</b>
University of Virginia	<b>Graduate Certificate Program Approved:</b> <ul style="list-style-type: none"> <li>• Reading Education (13.1315)</li> </ul>	Summer 2024
Virginia Commonwealth University	<b>Graduate Certificate Programs Approved:</b> <ul style="list-style-type: none"> <li>• Child Welfare (44.0702)</li> <li>• Sustainability, Health, and Healthcare (51.2211)</li> </ul>	Fall 2024
Virginia Polytechnic Institute and State University	<b>Graduate Certificate Program Approved:</b> <ul style="list-style-type: none"> <li>• Agricultural and Applied Economics (01.0103)</li> </ul>	Spring 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**

<b>Institution</b>	<b>Degree/Program/CIP</b>	<b>Effective Date</b>
James Madison University	<b>Program Discontinuance Approved:</b> <ul style="list-style-type: none"> <li>• Bachelor of Science (BS) degree program in Community Health Education (51.1504) [Council Approval Date: 07/18/1977]</li> </ul>	Summer 2024
Radford University	<b>Program Discontinuances Approved:</b> <ul style="list-style-type: none"> <li>• Associate of Applied Science (AAS) degree program in Occupational Therapy Assistant (51.0803) [Council Approval Date: 07/01/2019]</li> <li>• Associate of Science (AS) degree program in Physical Therapy Assistant (51.0806) [Council Approval Date: 07/01/2019]</li> </ul>	Summer 2024
The College of William and Mary in Virginia	<b>Program Discontinuance Approved:</b> <ul style="list-style-type: none"> <li>• Bachelor of Arts (BA) degree program in German (16.0501) [Council Approval Date: BCHE]</li> </ul>	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
Radford University	Rename the Department of Accounting, Finance, and Business Law to the <b>Department of Accounting, Finance, and Information Systems</b> . Radford indicates that the renaming will “provide a more accurate description of the department’s overall academic focus and program offerings.”	March 15, 2024
Radford University	<u>Correction</u> : Rename the School of Nursing to the <b>College of Nursing</b> . Radford indicates that the rename will “ensure the unit utilizes the same nomenclature as the other independent academic units at the university.”	January 15, 2024

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

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

Institution	Location	Effective Date
Phlebotomy Training Specialists	Alexandria, VA	December 21, 2023



An accomplished academic leader, Dr. David W. Bushman draws upon his extensive experience in higher education administration and in the classroom as President of Bridgewater College. Dr. Bushman became the College's ninth president in 2013.

During his time at Bridgewater, President Bushman led the development of new academic and co-curricular programs at the College, including the creation of the Center for Engaged Learning, academic schools to support the College's academic departments in the creation of new majors and programs of study, May Term, a new advising structure for first-year students, and *Eagles Engage*—a student life curriculum that is focused on learning and growth outside the classroom. Dr. Bushman oversaw the College's launch of graduate programs, with BC's first master's degree program in 2017. He led the College through an inclusive, comprehensive process to create Bridgewater's current strategic plan—*The Vision for Our Future: Strategic Plan 2025*. Many of the goals in that plan have already reached completion under Dr. Bushman's direction, including the development and launch of a new brand, messaging platform, and marketing plan for the College, as well as the undertaking of a Strategic Resource Allocation process by which the College collectively determined which programs to prioritize and expand in the coming years.

In his time at the helm, Dr. Bushman has successfully piloted the rejuvenation and expansion of the campus physical plant, including the creation of a centralized Department of Student Life and student gathering spaces in the Kline Campus Center and Rebecca Quad, the renovation of Bowman Hall and, most notably, the planning and construction of the John Kenny Forrer Learning Commons. President Bushman has been an active leader in fundraising initiatives throughout his tenure at Bridgewater College, securing more than \$82 million in philanthropic support for Nininger Hall, endowed and current scholarships, high-impact learning practices (such as The Research Experience @ Bridgewater), and numerous capital projects.

While at BC, President Bushman has served in leadership capacities in a variety of higher education groups including Chair of the Council of Independent Colleges of Virginia and Chair of the President's Council of the Old Dominion Athletic Conference (ODAC).

Dr. Bushman came to BC in June 2013 from Mount St. Mary's University in Emmitsburg, Md. where he was the founding dean of the university's School of Natural Science and Mathematics. In this role, he oversaw numerous academic programs and new academic program development as well as strategic and communications planning and fundraising for the school.

Prior to leading Mount St. Mary's School of Natural Science and Mathematics, Dr. Bushman served as President of Lees-McRae College in Banner Elk, N.C. While at Lees-McRae, Dr. Bushman oversaw the college's successful bid for re-affirmation of accreditation from Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and developed and implemented a new strategic plan for the institution. During his time at the helm, Lees-McRae engaged in a number of significant campus renovation projects, implemented curricular and co-curricular enhancements, and increased its first-year student retention rate significantly.

Before joining Lees-McRae in 2004, Dr. Bushman served in a variety of roles at Mount St. Mary's, including Dean of Academic Services, Director of Assessment, Chair of the Department of Science and Associate Professor of Biology. Dr. Bushman earned his bachelor of science in biology *summa cum laude* from Loyola College in Maryland. He graduated from the University of Maryland with both his master of science and doctorate in entomology. Upon completion of his Ph.D., Dr. Bushman worked for several years in private industry as a research biologist and research fellow. He has been published in the field of entomology as well as undergraduate science education.

# State Council of Higher Education for Virginia Agenda Item

**Item:** #IV.D – Council – Discussion of the Virtual Library of Virginia (VIVA)

**Date of Meeting:** May 14, 2024

**Presenters:** Ms. Genya O’Gara  
Director, VIVA  
[gogara@gmu.edu](mailto:gogara@gmu.edu)

Dr. Bethany Nowviskie  
Chair, VIVA Steering Committee; Dean of Libraries, JMU  
[nowvisbp@jmu.edu](mailto:nowvisbp@jmu.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Purpose of the Agenda Item:**

The purpose of this item is to provide Council with information about the Virtual Library of Virginia (VIVA), the consortium of nonprofit academic libraries in Virginia. VIVA is comprised of all 39 of Virginia’s public colleges and universities as well as 31 private non-profit institutions and the Library of Virginia.

**Background Information/Summary of Major Elements:**

As Virginia’s academic library consortium, VIVA strives to create lasting benefit for the Commonwealth by building sustainable infrastructure for library cooperation and serving as a catalyst for improved and innovative library services and technologies.

VIVA’s primary aim is to level the academic playing field by ensuring that students and faculty have access to the same high-quality core library resources and supports, regardless of institution size and type. Over the past 30 years, VIVA has created significant cost-savings for the state through cooperative purchasing, resource sharing, and open and affordable course content initiatives.

VIVA members work collaboratively to advance a variety of goals, including the creation of shared collections, programs, and services; building community through networking, training, and professional development opportunities; and supporting student and faculty success by providing access to a broad spectrum of resources.

The consortium is funded by support from the General Assembly, and its operations are heavily augmented by member institutions' own library budgets. Since its founding in 1994, VIVA has recorded over \$1 billion in cost avoidance. The consortium saves institutional money and personnel time by centralizing agreements and invoices and by avoiding duplication in the collections and services provided. VIVA brings more than \$5 in benefit to the Commonwealth for every dollar spent.

**Materials Provided:**

- None beyond the Background/Summary section above; Council will receive a presentation at the meeting.

**Financial Impact:** N/A

**Timetable for Further Review:** 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*:

- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Advance digital access, adoption and literacy, as well as high-quality, effective remote-learning programs.
- Strengthen student support services for persistence and completion: mental health, mentoring, career services, social, student basic needs, information technology, disability support and other services.
- Cultivate a climate of inclusion and innovation through scholarship, research, a diverse faculty and other programming.

**Resolution:** N/A

## State Council of Higher Education for Virginia Agenda Item

**Item:** #IV.E – Discussion of Cardinal Education (formerly known as the Commonwealth Graduate Education Program)

**Date of Meeting:** May 14, 2024

**Presenters:** Dr. Gary Tepper (State Chair, VCU Senior Associate Dean for Academic and Faculty Affairs)

Dr. Daniel Garrison, GMU Assistant Professor and Director of Mason Engineering Online

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Purpose of the Agenda Item:**

The purpose of this agenda item is to provide Council an update on the mission and activities of Cardinal Education, formerly known as the Commonwealth Graduate Education program (<https://www.cardinaleducation.org>).

**Background Information/Summary of Major Elements:**

Cardinal Education, formerly known as the Commonwealth Graduate Engineering Program (CGEP), was established in 1983 to deliver graduate engineering education to Virginia's working scientists and engineers through state-of-the-art distributed learning technologies. The six universities that make up Cardinal Education collectively offer 25 masters level degrees or certificates through this program. Cardinal Education's strategic plan was developed to directly support the Virginia higher education plan outcomes of affordability, equity and transformation. Cardinal Education also works to identify and support specific objectives in each member university's six-year plans.

**Materials Provided:**

None enclosed. At the meeting, the Cardinal Education representatives will provide a presentation.

**Financial Impact:** N/A

**Timetable for Further Review:** N/A



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

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

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

**Resolution:** N/A

## State Council of Higher Education for Virginia Agenda Item

**Item:** #IV.F Update on the Virginia Talent + Opportunity Partnership (V-TOP)

**Date of Meeting:** May 14, 2024

**Presenter:** Dr. Alisha Bazemore  
Assistant Director for Innovative Work-Based Learning Initiatives  
[AlishaBazemore@schev.edu](mailto:AlishaBazemore@schev.edu)

**Most Recent Review/Action:**

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

**Date:**

**Review:** At the January 2024 meeting, V-TOP staff provided an overview of the program.

**Purpose of the Agenda Item:**

The purpose of this item is to inform Council of recent activities related to the Innovative Internship Fund and Program, known externally as the “Virginia Talent + Opportunity Partnership” (V-TOP), and to afford members opportunity to inquire about current and planned V-TOP 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 2019 legislature expanded and codified the effort 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, which exists today as a formally-established partnership between SCHEV, the Virginia Chamber Foundation and the Virginia Business Higher Education Council.

Per the statute, the program’s purpose is “to expand paid and/or credit-bearing student internships and other work-based learning 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
	Support services for employers delivered by regional grantees
	A staffing agency providing human-resource support for small employers
	Matching funds for small employers
	Mentorship training slots through Mentor VA
	Annual awards for/recognition of the Top Virginia Employers for Interns
For Students	Online modules for career-ready competencies
	Online modules “Internship Toolkit” on seeking work-based learning opportunities
	Professional development scholarships for graduate students (up to \$2,500 per scholarship)
	Pilot Commonwealth of Virginia (COVA) summer internship and professional development program for state agencies
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
	Mike Rowe Works work-ethic curriculum training
	Student Support grants for four-year public institutions (up to \$100,000 per grant) to aid in barrier remediation
	Institutional data collection grants for four-year public institutions (\$100,000 per grant)

Recent V-TOP milestones include:

- Update of the report of [credit-bearing internship outcomes](#) to include data from Academic Year (AY) 2022-23. These most-recent data indicate **23,103** completions of credit-bearing internships in AY 22-23, an increase of 1,875 from AY ‘21-22 and 157 more than pre-pandemic AY ‘19-20.
- Recognition of 136 [Top Employers for Interns](#) in 2024.
- Procurement of staffing-agency services to support small employers and developed a pipeline of 71 employers qualified for services.
- Creation of two additional V-TOP positions: a second Associate for Innovative Work-based Learning Initiatives (filled in February 2024); and a new Work-Based Learning Analyst (recruitment/hiring in progress).

Additional activities planned for 2024 include:

- Develop and roll out a statewide outreach and awareness plan;
- Launch “Career Champions” modules for faculty and staff (institutional level);
- Celebrate a third, even bigger Virginia Intern Day;
- Award more Visions Grants to institutions (ideally, five additional grants in 2024);
- Develop and award institutional implementation grants to public four-year institutions that propose a president-level, campus-wide plan and vision of work-based learning;
- Evaluate V-TOP’s outcomes and progress; and
- Monitor the outcomes of the workgroup (aka the SB 1280 [2023] Workgroup) tasked in [§ 23.1-906.1](#) with reviewing the feasibility of requiring internships in the general education programming of all public baccalaureate institutions.

**Materials Provided:**

To supplement the information in the Background/Summary section above, staff will present at the meeting an overview of recent, ongoing and planned V-TOP activities.

**Financial Impact:** None

**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).

**Timetable for Further Review/Action:**

Further reviews will be periodic, upon the request of Council or at the discretion of the agency director.

**Resolution:** NA

# State Council of Higher Education for Virginia Agenda Item

**Item:** #IV.G – Council – Update of SCHEV’s Access Initiative and GEAR UP Program

**Date of Meeting:** May 14, 2024

**Presenter:** Erin McGrath  
Assistant Director of College Access & PK-12 Outreach  
erinmcgrath@schev.edu

**Most Recent Review/Action:**

No previous Council review/action

Previous review/action

**Date:** January 11, 2022

**Action:** Review only

**Purpose of the Agenda Item:**

The purpose of this item is to update Council on Virginia’s postsecondary enrollment rate, its FAFSA completion rate, the current “access” activities being conducted across the state and staff’s proposed activities to improve student access and completion.

**Background Information/Summary of Major Elements:**

*Pathways to Opportunity: The Virginia Plan for Higher Education* articulates a vision of making Virginia the best state for education by 2030. The Commonwealth will not reach this goal without increasing the numbers and rates of high school graduates participating in postsecondary education and training, including workforce credentials and traditional degrees.

**Enrollment challenges**

Virginia’s current enrollment trends, inequities among subgroups and low completion rates of the Free Application for Federal Student Aid (FAFSA) are obstacles to becoming the best state for education. The following data highlight some of the challenges related to access:

- In 2022, over 30 percent of the graduating high school class did not enroll in postsecondary education within 16 months. This percentage equates to just under 30,000 high school graduates who did not enroll in postsecondary programs.
- Minority, low-income and male graduates participate in postsecondary programs at lower rates. In 2022, while 66% of all high school graduates enrolled in postsecondary education within 16 months, only 62% of Native American graduates, only 60% of African American graduates, only 57% of Hispanic graduates; only 52% of low-income graduates; and only 60% of male graduates did so.

- As of April 19, 2024, the FAFSA completion rates of Virginia high school seniors ranked 15<sup>th</sup> in the nation. At that time, only 31.8% of high school seniors had completed the FAFSA during this difficult financial-aid year.

### Current initiatives

Virginia is engaged in multiple initiatives to support access and FAFSA completion, including the following:

- *Provide support to specific high-need school divisions:* SCHEV is administering its fourth federal Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP Virginia) grant. These seven-year grants support a cohort of students from middle school through enrollment in postsecondary education. The middle schools are selected from school divisions with higher rates of economically disadvantaged students and low rates of postsecondary enrollment.
  - The total 7-year award amount is \$24.7 million.
  - GEAR UP Virginia will serve 8,119 students over the course of the grant.
  - VA529 committed \$875k annually for four years as a match to the GEAR UP program.
- *Coordinate the Level Up Virginia Initiative to support high schools students in the primary steps to go to college:* This initiative includes: (i) College Nights in Virginia, when high schools host students and parents to learn about postsecondary options; (ii) Virginia College Application Week, when high schools host weeklong activities to help students apply to college; (iii) FAFSA Next programs, through which high schools encourage students to complete the FAFSA; and (iv) Decision Day VA, when high schools celebrate students accepting college offers. SCHEV coordinates these activities with 130+ high schools and their 35,000+ seniors each year through materials, webinars and communications. This year, SCHEV and VCCS are piloting the “Spring Roadshow,” a coordinated effort whereby community college coaches provide application support to seniors in high school who have not yet applied to a postsecondary opportunity.
- *Support the annual conference for access practitioners:* Each year, the Virginia College Access Network (VirginiaCAN) hosts an annual conference attended by over 300 college access practitioners to provide updates on access and outreach for students. Several SCHEV staff serve on the board of VirginiaCAN and assist and present at the conference.

### New activities underway or in progress

- *Launch the Level Up Virginia website:* The access initiative’s student- and family-facing website, [www.levelupvirginia.org](http://www.levelupvirginia.org), launched in October 2023. The website includes accessible content related to exploring, preparing, applying, financing and deciding on postsecondary pathways. It also includes a college access provider locator and an updated activity calendar.
- *Coordinate the Middle School Campus Visit Project:* For the past two years, SCHEV has worked with postsecondary institutions to bring middle school students from low-income communities to visit college campuses. Last year, almost 7,000 middle school students visited 12 public and private, two- and four-year institutions. Participating institutions hosted high interest, age-appropriate activities and tours.

- *Increase FAFSA support:* In 2023 and 2024, SCHEV increased its efforts due to concerns that application completion rates were low due to a delayed and flawed FAFSA rollout. These additional activities included:
  - FAFSA webinars –
    - September 2023 – Provided step-by-step assistance for creating FSA IDs. The FSA ID is an essential first step for completing the FAFSA and accessing federal student aid resources.
    - October 2023 – Focused on the CSS Profile, a private application necessary for receiving aid from many colleges and universities.
    - November 2023 – Covered the FAFSA and determining eligibility for federal, state and institutional aid. The two-part training updated attendees on FAFSA changes.
    - December 2023 – Addressed the VASA Application, a Virginia application supported by SCHEV and designed for students unable to file a FAFSA, including undocumented and DACA recipients.
    - April 2024 – Family-focused webinar, “Get Money: FAFSA and the College Financial Aid Process,” presented by financial aid representatives from Norfolk State University, Northern Virginia Community College and University of Richmond, who guided attendees through the new FAFSA process, including special circumstances.
  - FAFSA Dashboard with aggregate Virginia high school FAFSA completion data.
  - FAFSA Completion Challenge Pilot, providing 10 high schools with access to student-level FAFSA completion data to assist with targeted outreach.
  - A FAFSA postcard campaign sent to 28,960 families with seniors in high school and annual incomes of \$60,000 or less.
- *Partnership with VDOE:* SCHEV and the Virginia Department of Education (VDOE) have a shared staff position, the Postsecondary Access and Success Specialist, to bridge communication and collaboration between the two agencies.
- *Continue increased emphasis on FAFSA completion:* A workgroup known as the SCHEV/GEAR UP Virginia College Access Advisory Board has been convened to address the ongoing challenges of FAFSA completion. This group, comprised of members from postsecondary institutions, government agencies and access providers, focuses on identifying strategies to increase FAFSA completions throughout Virginia.

**Materials Provided:** None beyond the Background/Summary section above.

**Financial Impact:** NA

**Timetable for Further Review/Action:** At the discretion of the Chair.

**Resolution:** NA

# State Council of Higher Education for Virginia Agenda Item

**Item:** #IV.H – Council – Report of the Agency Interim Director

**Date of Meeting:** May 14, 2024

**Presenter:** Dr. Alan Edwards  
Interim Director  
[alanedwards@schev.edu](mailto: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 Agency Interim 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**  
**May 14, 2024**

**New Agency Director, Announcement and Onboarding:** Scott Fleming was announced as the next SCHEV Director via a press release on April 11. The day prior, staff forwarded a letter from Chair Ampy and Vice Chair Harker to education-related legislators advising of Council's selection; agency staff received the news confidentially on April 9. Mr. Fleming met virtually with all staff on April 18, met in-person with Interim Director Edwards on April 26 and received an executive onboarding from the Department of Human Resource Management on April 29. In preparation for his role, Mr. Fleming teleconferences at least weekly with Director of Board and Executive Operations Osberger, and he and Dr. Edwards are in frequent communication.

**Artificial Intelligence in Education:** In early April, Secretary Guidera hosted a kick-off meeting with agency heads from SCHEV, VDOE, VCCS and the Office of Regulatory Management (ORM) to discuss Governor Youngkin's *Executive Order 30: Implementation of Standards for the Safe Use of Artificial Intelligence across the Commonwealth*, and the associated *Guidelines for Integration of AI throughout Education*. Participants discussed concerns regarding restrictive state/VITA technology policies as well as opportunities for innovation via AI-tool use and partnerships between the public (education) sector and the private sector. SCHEV staff are assembling a taskforce from which to solicit feedback on, and steps toward effective implementation of, the *Guidelines*.

**Top Employers for Interns Awards:** On April 1, the V-TOP initiative selected and announced 136 organizations as recipients of the 2024 Top Employers for Interns Awards. The recipients spanned multiple industry sectors, sizes and locations across Virginia. Staff received 40% more nominees than last year. Recipients were invited to various events in their regions. During the July observance of Virginia Intern Day, V-TOP and its partners will host a state reception and photo event with the Award recipients.

**FAFSA Outreach:** During April, the joint SCHEV-VDOE access team, which is supported by the federal GEAR UP grant, conducted outreach efforts to improve completion of the Free Application for Federal Student Aid (FAFSA), including:

- a media advisory for the FAFSA Week of Action (April 15-19);
- mailings of almost 29,000 postcards to Virginia families that have seniors in high school and incomes of \$60,000 or less;
- events at three high schools (Brunswick, Petersburg and Hopewell) to help seniors fill out the GEAR UP scholarship form and learn about the FAFSA;
- public service announcements on radio stations throughout Virginia; and
- a student- and family-facing FAFSA webinar with financial-aid reps from NVCC, NSU and UR presenting and answering questions.

**Indigenous Nations Summit:** Staff hosted the second annual Virginia Indigenous Nations Leadership Summit in March. Teams from the public and private two- and four-year institutions convened with the leaders of nine of Virginia's 11 state-recognized tribes.

**Diversity, Opportunity and Inclusion:** In March, staff submitted to Virginia's Chief Diversity Officer the agency's annual report on diversity, opportunity and inclusion (DOI), which identified SCHEV's 2023 accomplishments in support of the state's DOI goals and objectives. Earlier this month, staff submitted SCHEV's new DOI Plan, in which state agencies are required to establish measurable DOI objectives that align with both the state's goals and objections as well as agency's business operations and missions.

**Skills-Based Hiring:** On April 24-26, staff participated the NGA's Communities of Practice skills-based-hiring conference in D.C. Staff also met with Boston Consulting Group to discuss Virginia-specific interests and relevant plans. Twenty-three states are involved in this innovative approach to broadening opportunities for employers and employees. This effort supports Governor Youngkin's 2023 elimination of degree requirements, preferences or both from state jobs.

**GPAC Meeting:** Staff convened public-institution chief executives as the General Professional Advisory Committee in late April; Chair Ampy attended. Discussions included: addressing institutions' cyber risks; critical issues impacting students (as identified by the Student Advisory Committee); and a draft report of the workgroup considering the feasibility of internship requirements in the general education programming of all public baccalaureate institutions (as discussed within Item IV.G. above).

**Survey of High School Seniors:** The survey to assess high-school seniors' plans post-graduation, and the reasons for those decisions, continues to progress on schedule. The work (being done under contract by two units at ODU) received human-subjects approval/exemption from the university's full Institutional Review Board (IRB). During the week of May 6, a pilot survey was distributed to 350 students as a trial. Following review of the trial survey's data and any edits deemed necessary to the final version, the official survey will be distributed to about 16,000 high school seniors during the week of May 20.

**Virginia Public Service Week:** Governor Youngkin declared May 5-11 as Virginia Public Service Week. In celebration, the agency recognized staff's service to the Commonwealth with an employee luncheon a Maymont Park on May 9. In service to fellow state employees, staff manned booths at DHRM's 'Wellness Fair' on May 7 and its 'On the Square' kick-off event on May 1, where staff showcased information on Level Up, Transfer Virginia, V-TOP and student-loan resources.

**Interim Director Activities:** Interim Director Edwards's activities in March included participation in the meetings of the Six-year Capital Outlay Plan Advisory Committee (6-PAC) as well as the Board of Trustees of the Southern Virginia Higher Education Center (SVHEC). In April, he attended the VCCS's annual Philanthropy Awards event and participated in the meeting of the Board of Directors of the Virginia Space Grant Consortium (VSGC) as well as the 2024 VSGC Scholars and Fellows (students) Luncheon.

## Items Delegated to Director/Staff

### Part 1 of 3:

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
Central Virginia Community College	<b>Program Name Change Approved:</b> <ul style="list-style-type: none"> <li>Associate of Applied Science (AAS) degree program in Police Science to Criminal Justice (43.0103)</li> </ul>	Summer 2024
Christopher Newport University	<b>Degree designation Approved:</b> Add the degree designation Bachelor of Arts (BA) to the existing Bachelor of Music (BM) degree program in Music to create a Bachelor of Music and Bachelor of Arts (BM/BA) degree program in Music (50.0903)	Fall 2024
Christopher Newport University	<b>Undergraduate Certificate Program Approved:</b> <ul style="list-style-type: none"> <li>Research and Creative Activity (30.0000)</li> </ul>	Fall 2024
George Mason University	<b>CIP Code Change Not Approved:</b> Change the Classification of Instructional Programs (CIP) code of the Master of Science (MS) in Accounting from 52.0301 to 52.1399	April 23, 2024
James Madison University	<b>Graduate Certificate Program Approved:</b> <ul style="list-style-type: none"> <li>Health Policy (44.0503)</li> </ul>	Summer 2024
Northern Virginia Community College	<b>Program Name Changes Approved:</b> <ul style="list-style-type: none"> <li>Associate of Applied Science (AAS) degree in Administration of Justice to Criminal Justice (43.0103)</li> <li>Certificate in Administration of Justice to Criminal Justice (43.0103)</li> </ul>	Summer 2024
Patrick and Henry Community College	<b>Program Name Change Approved:</b> <ul style="list-style-type: none"> <li>Associate of Applied Science (AAS) degree in Administration of Justice to Criminal Justice (43.0103)</li> </ul>	Summer 2024
Radford University	<b>Program Modifications Approved:</b> <ul style="list-style-type: none"> <li>Add an online delivery format to the Master of Science (MS) in Data and Information Management (11.0802)</li> <li>Modify the credit hours of the Master of Science (MS) degree program in Counseling and Human Development (13.1101) from 48 credit hours to 60 credit hours</li> </ul>	Fall 2024
University of Virginia’s College at Wise	<b>Baccalaureate Certificate Programs Approved:</b> <ul style="list-style-type: none"> <li>Business Management (52.0201)</li> <li>Hospitality and Tourism Management (52.0901)</li> </ul>	Fall 2024

Institution	Degree/Program/CIP	Effective Date
Virginia Commonwealth University	<b>Graduate Certificate Programs Approved:</b> <ul style="list-style-type: none"> <li>• Learning Sciences (13.0607)</li> <li>• Sustainability, Health, and Health Care (51.2211) [Correction Date: March 14, 2024]</li> </ul>	Fall 2024
Virginia Commonwealth University	<b>Program Modifications Approved:</b> <ul style="list-style-type: none"> <li>• Change the delivery format of the Bachelor of Arts (BA) in Human and Organizational Development (52.1005) from hybrid to traditional face-to-face and fully online</li> <li>• Add an online delivery format to the Bachelor of Science (BS) in Sociology (45.1101)</li> </ul>	Fall 2024
Virginia Commonwealth University	<b>New Degree Program Not Approved:</b> <ul style="list-style-type: none"> <li>• Bachelor of Science (BS) degree program in Digital Forensics and Incident Response (43.0403)</li> </ul>	March 27, 2024
Virginia Commonwealth University	<b>New Degree Program Approved:</b> <ul style="list-style-type: none"> <li>• Bachelor of Science (BS) degree program in Supply Chain Management (52.0203)</li> </ul>	Fall 2024

Part 2 of 3:

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

**Virginia Community College System (VCCS) Transfer Degree Programs  
Effective Date, Summer 2024**

<b>Community College</b>	<b>Degree</b>	<b>Program Name</b>	<b>CIP</b>
Blue Ridge	Associate of Arts	Liberal Arts	24.0103
	Associate of Science	Computer Science	11.0701
		Education	13.0101
		Engineering	14.0101
		General Studies	24.0102
		Business Administration	52.0201
		Social Sciences	45.0101
Paul D. Camp	Associate of Science	Business Administration	52.0201
		Computer Science	11.0701
		General Studies	24.0102
Central Virginia	Associate of Science	Computer Science	11.0701
J. Sargeant Reynolds	Associate of Science	Computer Science	11.0701
		Health Sciences	51.0000
Laurel Ridge	Associate of Arts	Liberal Arts	24.0103
	Associate of Science	Computer Science	11.0701
		Education	13.0101
		General Studies	24.0102
		Health Sciences	51.0000
		Business Administration	52.0201
		Social Sciences	45.0101
Mountain Empire	Associate of Arts	Liberal Arts	24.0103
	Associate of Science	Education	13.0101
		Engineering	14.0101
		General Studies	24.0102
		Business Administration	52.0201
		Science	30.0101
Mountain Gateway	Associate of Arts	Liberal Arts	24.0103
	Associate of Science	Social Sciences	45.0101
New River	Associate of Arts	Liberal Arts	24.0103
	Associate of Science	Education	13.0101
		Engineering	14.0101
		General Studies	24.0102
		Business Administration	52.0201
		Science	30.0101

Patrick & Henry	Associate of Science	Business Administration	52.0201
		Education	13.0101
		General Studies	24.0102
		Health Sciences	51.0000
		Science	30.0101
		Social Sciences	45.0101
Tidewater	Associate of Science	Education	13.0101
		Health Sciences	51.0000
Virginia Highlands	Associate of Arts	Liberal Arts	24.0103
	Associate of Science	Computer Science	11.0701
		Education	13.0101
		Engineering	14.0101
		General Studies	24.0102
		Health Sciences	51.0000
		Business Administration	52.0201
		Science	30.0101
		Social Sciences	45.0101
Virginia Western	Associate of Science	Computer Science	11.0701
		Health Sciences	51.0000
Wytheville	Associate of Science	Business Administration	52.0201
		Education	13.0101
		General Studies	24.0102
		Health Sciences	51.0000
		Science	30.0101
		Social Sciences	45.0101

Part 3 of 3:

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

**Four-Year Publics  
Programs Discontinued**

Institution	Degree/Program/CIP	Effective Date
James Madison University	Bachelor of Arts/Bachelor of Science (BA/BS) degree program in Speech Pathology (51.0203) [Council Approval Date: 09/05/1968]	Summer 2024

**Two-Year Publics  
Programs Discontinued  
Effective Summer 2024**

Community College	CIP	Award
Danville	15.0000	AAS, Applied Engineering Technology
Danville	15.1302	Diploma, Computer Aided Drafting and Design Technology
Danville	47.0603	Certificate, Auto Body Mechanics
Danville	43.0406	Certificate, Cybercrime Investigation
Danville	15.0899	Certificate, Drafting Technology
Laurel Ridge	51.0799	Certificate, Medical Transcriptionist
Mountain Gateway	12.0500	Certificate, Culinary Arts
Northern Virginia	23.1303	Certificate, Professional Writing
Patrick & Henry	52.0399	AAS, Accounting
Patrick & Henry	52.0499	AAS, Administrative Support Technology
Patrick & Henry	22.0302	AAS, Legal Assisting
Patrick & Henry	52.0499	Certificate, Clerical Studies
Patrick & Henry	51.0999	Certificate, Health Sciences
Reynolds	51.0999	AAS, Health Science
Southwest Virginia	15.0303	AAS, Computer Electronics Technology
Southwest Virginia	50.9999	Certificate, Arts & Crafts
Southwest Virginia	19.0709	Certificate, Early Childhood Development
Southwest Virginia	48.0508	Certificate, Welding