Agenda Book
May 20 - 21, 2019

Location: Mary Baldwin University - Staunton, VA
May 20-21, 2019, Council Meetings
Schedule of Events
Mary Baldwin University
101 E. Frederick Street
Staunton, VA

May 20, 2019
Lunch will be available for Council Members at noon; light refreshments will be served at committee meetings.

12:00 – 12:45 Council Meeting (Miller Chapel) – *Section A on the agenda*
(CLOSED SESSION to discuss performance of the Director)

1:00 – 3:00 Academic Affairs Committee (Lyda B. Hunt Dining Hall, Nut House) - *Section B on the agenda*
(Committee members: Katie Webb (chair), Carlyle Ramsey (vice chair), Ken Ampy, Rosa Atkins, Gene Lockhart)

1:00 – 3:00 Resources and Planning Committee (Miller Chapel) - *Section C on the agenda*
(Committee members: Marge Connelly (chair), Henry Light (vice chair), Victoria Harker, Stephen Moret, Bill Murray, Tom Slater, Minnis Ridenour)

3:00 – 5:00 Private College Advisory Board Meeting (Lyda B. Hunt Dining Hall, West) – *See separate agenda*

5:15 – 6:00 Campus Tour

6:30 – 8:15 Joint reception/dinner with Private College Presidents (President’s home and Lyda B. Hunt Dining Hall, East)

May 21, 2019
Continental breakfast will be available to Council members and staff

8:15 – 8:45 Ad Hoc Committee on Data and Policy (Lyda B. Hunt Dining Hall, Nut House) *Section D on the agenda*
(Ad Hoc Committee members: Tom Slater (chair), Ken Ampy, Marge Connelly, Stephen Moret)

9:00 – 12:30 Council Meeting (Lyda B. Hunt Dining Hall, Nut House) - *Section E on the agenda*

**UPCOMING MEETINGS:**
*June 14, 2019* – Council retreat – Virginia Museum of History and Culture, Richmond, Virginia
*July 16, 2019* – New College Institute, Martinsville, Virginia
Council agendas

Time: May 21, 2019 9:00 AM - 12:30 PM EDT
Location: Mary Baldwin University, Staunton, Virginia

Description:
May 21
8:15 - Ad hoc committee on data and policy
9:00 - Council meeting

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<tr>
<td>--Cover sheet</td>
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<td>--Meeting timeframes</td>
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<td>--May 20-21 agendas</td>
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<tr>
<td><strong>CLOSED SESSION</strong></td>
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<td><strong>ACADEMIC AFFAIRS COMMITTEE</strong></td>
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<td>May 20, 2019</td>
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<td>(The Nut House)</td>
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<td><strong>A1</strong></td>
<td>12:00</td>
<td>--Call to Order</td>
<td>Chairman Fralin</td>
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<td><strong>A2</strong></td>
<td>12:00</td>
<td>--Closed Session to Discuss Performance Matters Related to the Director</td>
<td>Chairman Fralin</td>
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<td><strong>A3</strong></td>
<td>12:45</td>
<td>--Motion to Adjourn</td>
<td>Chairman Fralin</td>
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<td><strong>B1</strong></td>
<td>1:00</td>
<td>--Call to Order</td>
<td>Ms. Webb</td>
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<td><strong>B2</strong></td>
<td>1:05</td>
<td>--Approval of Minutes (March 14, 2019, Retreat; March 18, 2019)</td>
<td>Ms. Webb</td>
<td>7</td>
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<tr>
<td><strong>B3</strong></td>
<td>1:05</td>
<td>--Action on Programs at Public Institutions</td>
<td>Dr. DeFilippo</td>
<td>13</td>
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<tr>
<td><strong>B4</strong></td>
<td>1:15</td>
<td>--Program Proposals in the Review Pipeline</td>
<td>Dr. DeFilippo</td>
<td>18</td>
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<tr>
<td><strong>B5</strong></td>
<td>1:30</td>
<td>--Action on Bachelor Degree Programs in Teacher Education at Public Institutions</td>
<td>Dr. DeFilippo</td>
<td>20</td>
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<td><strong>B6.a</strong></td>
<td>1:50</td>
<td>--Action on Private Postsecondary Education (PPE) Institutional Certification (Art Institute and South University)</td>
<td>Dr. DeFilippo</td>
<td>25</td>
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<tr>
<td>B6.b</td>
<td>2:05</td>
<td>--Action on PPE Certification (DeVry University)</td>
<td>Dr. DeFilippo</td>
<td>30</td>
</tr>
<tr>
<td>B7</td>
<td>2:15</td>
<td>--Action on Updated Program Approval Policy</td>
<td>Dr. DeFilippo</td>
<td>34</td>
</tr>
<tr>
<td>B8</td>
<td>2:30</td>
<td>--Update on Transfer Virginia</td>
<td>Dr. Patricia Parker</td>
<td>62</td>
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<tr>
<td>B9</td>
<td>2:45</td>
<td>--Report of the Staff Liaison to the Committee</td>
<td>Dr. DeFilippo</td>
<td>63</td>
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<tr>
<td>B10</td>
<td>2:55</td>
<td>--Motion to Adjourn</td>
<td>Ms. Webb</td>
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**C. 1:00**

**RESOURCES AND PLANNING COMMITTEE**

May 20, 2019  
(Miller Chapel)

| C1      | 1:00  | --Call to Order                                                            | Ms. Connelly    | 67   |
| C2      | 1:00  | --Approval of Minutes (March 18, 2019)                                      | Ms. Connelly    |      |
| C3      | 1:05  | --Action on Tuition Moderation Fund Delegation to Staff to Certify Institutions Eligible for the Fund | Ms. Kang       | 70   |
| C5      | 1:30  | --Discussion of SCHEV Budget and Policy Development                         | Ms. Kang       | 74   |
| C6      | 1:50  | --Presentation of Commonwealth Graduate Engineering Program Budget Consideration | Dr. Huskey    | 76   |
| C7      | 2:00  | --Update on Six-Year Plan Process                                           | Dr. Huskey     | 78   |
| C8      | 2:15  | --Discussion of 2018 Fall Enrollment at Private Non-Profit Institutions      | Mr. Massa      | 80   |
| C9      | 2:40  | --Update on Commonwealth Research and Technology Strategic Roadmap          | Ms. Salmon     | 92   |
| C10     | 2:55  | --Motion to Adjourn                                                         | Ms. Connelly   |      |

**D. 8:15**

**PRIVATE COLLEGE ADVISORY BOARD MEETING**

May 20, 2019  
(see separate agenda)

**AD HOC COMMITTEE ON DATA AND POLICY**

May 21, 2019  
(Miller Chapel)
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<tr>
<td>D1</td>
<td>8:15</td>
<td>--Call to order</td>
<td>Mr. Slater</td>
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<tr>
<td>D2</td>
<td>8:15</td>
<td>--Approval of Minutes (August 16, 2018)</td>
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<td>95</td>
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<tr>
<td>D3</td>
<td>8:20</td>
<td>--Action on Final Report</td>
<td>Mr. Slater</td>
<td>98</td>
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<td>D4</td>
<td>8:45</td>
<td>--Motion to Adjourn</td>
<td>Mr. Slater</td>
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<td>E.</td>
<td>9:00</td>
<td><strong>COUNCIL MEETING</strong></td>
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<td>May 21, 2019 (The Nut House)</td>
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<td>E1</td>
<td>9:00</td>
<td>--Call to Order and Announcements</td>
<td>Chairman Fralin</td>
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<tr>
<td>E2</td>
<td>9:00</td>
<td>--Approval of Minutes March 19, 2019</td>
<td>Chairman Fralin</td>
<td>120</td>
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<tr>
<td>E3</td>
<td>9:05</td>
<td>--Remarks from Pamela Fox, President, Mary Baldwin University</td>
<td>Dr. Fox</td>
<td>133</td>
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<tr>
<td>E4</td>
<td>9:25</td>
<td>--Report of the Agency Director</td>
<td>Mr. Blake</td>
<td>134</td>
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<tr>
<td>E5</td>
<td>9:40</td>
<td>--Report on Graduate Outcomes</td>
<td>Mr. Massa/Ms. Lockhart</td>
<td>137</td>
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<td>10:00</td>
<td><strong>BREAK</strong></td>
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<td>E6</td>
<td>10:10</td>
<td>--Report from Committees</td>
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<td>E6.a</td>
<td>10:10</td>
<td>--Academic Affairs Committee (see Section B)</td>
<td>Ms. Webb</td>
<td>138</td>
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<tr>
<td>E6.b</td>
<td>10:25</td>
<td>--Resources and Planning Committee (see Section C)</td>
<td>Ms. Connelly</td>
<td>139</td>
</tr>
<tr>
<td>E6.c</td>
<td>10:40</td>
<td>--Ad Hoc Committee on Data and Policy (see Section D)</td>
<td>Mr. Slater</td>
<td>140</td>
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<tr>
<td>E7</td>
<td>10:55</td>
<td>--Receipt of Items Delegated to Staff</td>
<td>Mr. Blake</td>
<td>141</td>
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<td>E8</td>
<td>11:00</td>
<td>--Old Business</td>
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<td>E9</td>
<td>11:10</td>
<td>--New Business</td>
<td>Mr. Fralin</td>
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<td>E9.a</td>
<td>11:20</td>
<td>--Preview of June 14 Retreat</td>
<td>Ms. Connelly/Mr. Slater</td>
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<td>E9.b</td>
<td>11:35</td>
<td>--Report from Nominating Committee/Council Elections</td>
<td>Dr. Ramsey</td>
<td>147</td>
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<tr>
<td>E9.c</td>
<td>11:45</td>
<td>--Action on Resolution for Departing Council Member</td>
<td>Chairman Fralin</td>
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<td>E13</td>
<td>12:00</td>
<td>--Receipt of Public Comment</td>
<td>Chairman Fralin</td>
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<td>E14</td>
<td>12:05</td>
<td>--Motion to Adjourn</td>
<td>Chairman Fralin</td>
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Ms. Webb called the meeting to order at 10:35 a.m., at Piedmont Virginia Community College in Charlottesville, Virginia. Committee members present: Ken Ampy, Rosa Atkins, Carlyle Ramsey, and Katie Webb.

Committee member absent: Gene Lockhart.

Staff members present: Peter Blake, Joseph DeFilippo, Darlene Derricott, Wendy Kang, Ashley Lockhart, Beverly Rebar, Lee Ann Rung, Monica Osei, and Paul Smith.

DISCUSSION OF ACADEMIC PROGRAM APPROVAL POLICY AND PROCESS

Dr. DeFilippo introduced Dr. Dary Erwin, to the committee, who discussed some of his recommendations on the updated program approval process. Dr. DeFilippo explained how staff intend to streamline the approval process, as well as modify the way program proposals are examined as a whole.

Dr. Osei provided a copy of a sample program proposal to the committee and explained the typical timeline of a program approval. There was some conversation about how the program proposals are used in the SACCSCOC accreditation process, and the potential for formalized rubrics.

There was significant deliberation regarding the alignment of new programs with the economic needs of the Commonwealth, the true financial impact of creating new programs, and the institutional process before it arrives at SCHEV, specifically at the Boards of Visitors meetings. There was conversation around aligning skill sets with curricula.

Dr. DeFilippo introduced the specific changes to the committee, describing the proposed new two-step process that begins with a program announcement, followed by an action on the full agenda a few meetings later. He explained that this would provide a predictable, transparent timeline of approval for institutions, and allow the committee and Council to approach its approval of new programs more systematically.

There was discussion regarding certification statements so that institutions can attest that they have informed their Boards of Visitors regarding duplicative programs. The committee also deliberated about requiring institutions to explain how a specific program aligns with the Virginia Plan for Higher Education as part of the program approval application. Dr. DeFilippo explained that this would be on the next IPAC agenda before it comes before Council later that month.

DISCUSSION OF PROGRAM PRODUCTIVITY POLICY AND PROCESS

Dr. DeFilippo explained that there was not enough time to thoroughly discuss the program productivity policy and process, but that it is completed every five years. He
clarified that this will likely be on the July Council agenda, after it is presented to IPAC in May.

**ADJOURNMENT**

Ms. Webb adjourned the meeting at 2:15 p.m.

__________________________________  
Katharine Webb  
Chair, Academic Affairs Committee  

__________________________________  
Ashley Lockhart  
Staff, Academic Affairs
Ms. Webb called the meeting to order at 2:04 p.m., at the Inn at Virginia Tech in Blacksburg, Virginia. Committee members present: Rosa Atkins, Carlyle Ramsey, and Katie Webb.

Committee members absent: Ken Ampy, and Gene Lockhart.

Staff members present: Joseph G. DeFilippo, Ashley Lockhart, and Sylvia Rosa-Casanova.

APPROVAL OF MINUTES

On motion by Ms. Webb, and seconded by Dr. Ramsey, minutes from the January 14, 2019, meeting were approved unanimously.

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

ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS

In attendance:
- Dr. John T. Morello, Associate Provost for Academic Affairs (SCHEV Academic Liaison)
- Dr. P. Anand Rao, Professor of Communication

Dr. DeFilippo introduced the program proposal from the University of Mary Washington, a Bachelor of Arts (B.A.) in Communication and Digital Studies (CIP: 09.0100). He described the program as evolving since 2014 from a major to a degree concentrating in communications practices with a focus on digital methodologies, branding, and social media. There was some discussion on enrollment projections, duplication, and funding reallocations.

Dr. DeFilippo then introduced the program proposal from the University of Virginia, a Master of Public Safety (M.P.S.) in Public Safety (CIP: 43.0103).

In attendance:
- Alena Herklotz, Program Administration Manager
- Timothy Longo, Associate Professor and Faculty Director of MPS
- Susan Lynch, Strategic Project Manager and Administrative Director of MPS
- Christina Morello, Associate Provost (SCHEV Academic Liaison)
- James Potter, Senior Director of Academic Program Development

Dr. DeFilippo described the program for public safety professionals as a hybrid of online and in-classroom instruction that focuses on emergency management with a concentration in leadership training around constitutional and legal frameworks as well as research. There was some discussion about the market demand for such a degree
and how this program is considered unique due to its focus on emergency management.

On motion by Dr. Ramsey, seconded by Ms. Atkins, the following resolutions were approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Mary Washington to initiate a Bachelor of Arts (B.A.) degree program in Communication and Digital Studies (09.0100), effective fall 2019.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Master of Public Safety (M.P.S.) degree program in Public Safety (CIP: 43.0103), effective fall 2019.

PROGRAM APPROVAL PROCESS UPDATE

Ms. Webb described the retreat held by the Academic Affairs Committee on March 14, 2019, and its focus on updating the program approval process. She explained that there will be more discussion on this issue at the May Council meeting. Dr. DeFilippo clarified that the new process could be implemented by July of this year. There was then some conversation about the feedback process in advance of the May 2019 IPAC and Council meetings.

DISCUSSION OF PROGRAM PROPOSALS IN THE REVIEW PIPELINE

Dr. DeFilippo introduced a report of the program proposals that are currently under review as of March 2, 2019. There was some discussion about the facilitated review of certain types of programs.

ACTION ON PRIVATE POSTSECONDARY INSTITUTIONAL CERTIFICATIONS

In attendance:
- Dr. Randall Blevins, President

Dr. DeFilippo introduced the action on the provisional certification of Virginia Business College and described the process it entails. He explained that Virginia Business College needs to make physical improvements to the campus buildings and how that integrates with a timeline for full certification. There was some discussion about the type of accreditation the institution will seek, as well as the magnitude of the renovation project.

On motion by Dr. Ramsey, seconded by Ms. Atkins, the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia provisionally certifies Virginia Business College to operate a postsecondary institution in the Commonwealth of Virginia, effective immediately and for a period of one (1) year, in accordance with the conditions enumerated below:
1. that, during the period of provisional certification, Virginia Business College shall be allowed to advertise and receive student applications, but not enroll or instruct students;

2. that, during the period of provisional certification, Virginia Business College shall be allowed to recruit and hire faculty and staff;

3. that, during the period of provisional certification, Virginia Business College may not collect tuition from prospective students, though it may collect initial non-refundable fees of no more than $100, as per 8 VAC 40-31-130(E) of the Virginia Administrative Code;

4. that, during the period of provisional certification, all publicity, advertisement, and promotional material must include a statement that the school is provisionally certified to operate in Virginia by SCHEV;

5. that, prior to the expiration of the period of provisional certification, SCHEV staff shall conduct a final review of faculty and administrator credentials hired during the provisional certification period;

6. that, prior to the expiration of the period of provisional certification, Virginia Business College shall satisfy a site visit conducted by SCHEV staff demonstrating that the facility conforms to all federal, state and local building codes and that it is equipped with classrooms, instructional and resource facilities, and laboratories adequate for the size of the faculty and student body and adequate to support the educational programs to be offered by the school;

7. that, prior to the expiration of the period of provisional certification, Virginia Business College shall submit a surety instrument in the amount of $20,000, which is adequate to provide refunds to students in the event of school closure during the first year of operation; and

8. that Virginia Business College's provisional certification shall lapse if conditions #5, #6, and #7 are not fulfilled prior to March 19, 2020.

BE IT FURTHER RESOLVED that Council delegates to the SCHEV Director authority to confer full certification on Virginia Business College upon his determination, at a point in time prior to March 19, 2020, that the conditions enumerated above have been fulfilled.

ACTION ON REPORT OF AUDIT: VIRGINIA INTERNATIONAL UNIVERSITY

Dr. DeFilippo introduced the action on the report of the audit of Virginia International University, which is the first of its kind under new guidelines approved by Council in January 2019. He reminded the committee of the new guidelines and how this action could initiate the administrative process.

Chap Peterson, attorney for Virginia International University, explained that the institution understands the seriousness of these issues of noncompliance, and is willing to cooperate in order to avoid decertification.

There was some discussion about the importance of academic integrity and how the grade inflation and rampant plagiarism found at Virginia International University strike at the very heart of the educational system.
On motion by Dr. Ramsey, seconded by Ms. Atkins, the following resolution was approved unanimously to be forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia instructs staff to initiate procedures to consider revocation of Virginia International University's certificate to operate, in accordance with requirements of the Administrative Process Act.

UPDATE ON GRADUATE OUTCOME SURVEY

Dr. DeFilippo provided an update on the post-college outcomes survey and the funding provided by the General Assembly to complete the project. He explained that while it was less than what was requested, there is some economizing that can be done while still producing a rich set of empirical data. There was some conversation about seeking additional resources through cost-sharing and the development of the questionnaire.

REPORT OF THE STAFF LIAISON TO THE COMMITTEE

Dr. DeFilippo reported on staff activities and remarked on the high level of engagement that staff has taken on in their various domains. He noted the leadership and consultation roles that staff hold with major state- and nation-wide groups.

ADJOURNMENT

Ms. Webb adjourned the meeting at 3:16 p.m.

Katharine Webb
Chair, Academic Affairs Committee

______________________________

Ashley Lockhart
Staff, Academic Affairs
State Council of Higher Education for Virginia
Agenda Item

Item: Academic Affairs Committee #B3 – Action on Programs at Public Institutions

Date of Meeting: May 20, 2019

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

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

Background Information/Summary of Major Elements:

Programs Recommended for Approval

- College of William and Mary in Virginia, Bachelor of Science (B.S.) in Computational and Applied Mathematics and Statistics (CIP: 27.0503).

Financial Impact: The proposed program will be funded primarily through reallocations within the Department of Computer Science and the Department of Mathematics and support from the Dean’s Office in Arts and Sciences and the Roy R. Charles Center of Academic Excellence in Arts and Sciences. The College of William & Mary affirms that the institution will not seek additional state resources to initiate and sustain the proposed program.

Timetable for Further Review/Action: N/A

Resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the College of William and Mary in Virginia to initiate a Bachelor of Science (B.S.) degree program in Computational and Applied Mathematics and Statistics (27.0503), effective fall 2019.
The College of William and Mary in Virginia
Bachelor of Science (B.S.) in Computational and
Applied Mathematics and Statistics
(CIP: 27.0503)

Program Description
The College of William and Mary in Virginia (CWM) is proposing the creation of a Bachelor of Science (B.S.) degree program in Computational and Applied Mathematics and Statistics to be initiated fall 2019. The program would be located in the office of the Dean of the Arts and Sciences. The proposed program is designed “to prepare students to synthesize computational and applied mathematics and statistics in a broad range of areas.” The program will provide students with “skills and knowledge that allow them to create mathematical models of empirical or theoretical phenomena in the physical, natural, or social science domains.” The core curriculum will include courses in data structures, calculus, linear algebra, computational problem solving, and introduction to multivariable calculus.

Two tracks would be offered: 1) Applied Statistics and 2) Mathematical Biology. Coursework in the applied statistics track will provide students with knowledge and skills to create mathematical models and analyze “big data.” Students selecting the mathematical biology track will learn to apply theoretical analysis and modeling techniques from mathematics, statistics, and computer science to biological processes. Coursework allows students “to focus on modeling natural, biological processes using widely applicable mathematical techniques and tools.” Graduates will possess transferable mathematical, statistical, and computing skills and be prepared to work independently and collaboratively in a variety of areas in business, government and the sciences. Graduates will possess knowledge and skills to: 1) develop and apply computational techniques and algorithms; 2) apply mathematical and statistical knowledge to find solutions to social, economic, medical, political, and ecological problems; 3) construct and apply mathematical models to solve problems; 4) carry out complex mathematical and statistical computations; and 5) produce reports by analyzing and processing data with sophisticated computer technology.

The B.S. in Computational and Applied Mathematics and Statistics will require 120 credit hours of coursework: 21-22 credit hours of core coursework including a three-credit hour capstone course; 27 credit hours in a track; 32 credit hours of general education coursework; and 39 - 40 credits of electives.

Justification for the Proposed Program
Since 2014 CWM has offered a major in Computational and Applied Mathematics and Statistics in the B.S. in Interdisciplinary Studies degree program. Students who complete the Computational and Applied Mathematics and Statistics major currently receive a B.S. in Interdisciplinary Studies. CWM notes that expansion of the major to a standalone degree program will provide “graduates with a degree that accurately identifies the skills and knowledge gained in the curriculum.” The standalone degree program will also provide graduates with a degree name that “will be recognized by industry for professionals employed in the fields of data analysis and statistics.”
CWM notes that the Results of the 2016 Society for Human Resource Management (SHRM) survey highlight the demand for data analysts. The SHRM findings anticipate significant growth in the number of positions that require data analysis skills and underline the difficulty organizations are experiencing in recruiting for these positions: “The majority of organizations (82%) currently have or expect to have positions that require data analysis skills in 2016. Demand has been increasing and is expected to continue growing over the next five years. In the last 12 months, more than three-quarters of organizations (78%) reported difficulty recruiting for data analysis positions.”

Further, among key findings from the SHRM report is the need for a workforce with relevant bachelor’s degrees: “The need for moderate skill levels is most prevalent (83%), and organizations typically require a bachelor’s degree for these skill levels. At least one-third of organizations prefer a degree in analytics, computer science or statistics” (https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/Documents/Data-Analysis-Skills.pdf). CWM stresses that the proposed B.S. in Computational and Applied Mathematics and Statistics will produce “graduates who are able to apply mathematics, statistics, and analytical tools in entry-level positions in a wide range of areas that rely on data to inform decision-making and problem-solving.”

**Student Demand**

Student enrollment in the B.S. in Interdisciplinary Studies, Computational and Applied Mathematics and Statistics major indicates student demand. In fall 2014, 5 students were enrolled in the major. Enrollment increased to 14 in 2015, 31 in fall 2016, 44 in fall 2017, and 58 in fall 2018.

In December 2018, CWM surveyed freshman and sophomore students enrolled in Math 112 and Math 132, two courses that will be required in the proposed degree program. Students were asked if they were interested in pursuing the proposed degree program. Of the 107 students, 24 (approximately 22%) indicated “strongly agree” and 16 (approximately (15%) indicated “agree.”

Enrollment projections show a full-time equated student enrollment (FTES) of 40.0 in the program’s first year (2019-20). The projections continue as follows: FTES 2020-21, 45.0; 2021-22, 47.0; and 2022-23, 48.0. CWM anticipates 20 graduates each year beginning in 2023-24. If these enrollment and graduation projections are met, then this program will meet Council’s productivity/viability standards within five years, as required.

**Market/Employer Demand**

CWM asserts that graduates of the B.S. in Computational and Applied Mathematics and Statistics will be prepared for entry-level positions and “qualified to apply mathematics, statistics, and analytical tools in a wide variety of professional professions.” In Virginia and nationally, employment advertisements indicate a need for bachelor-level personnel to fill positions as support services data analysts, data scientists and business analysts, and bioinformatics analysts. The Bureau of Labor Statistics (BLS) projects that between 2016 and 2026 employment of statisticians is expected to grow 34% or “much faster than average for all occupations” (https://www.bls.gov/ooh/math/mathematicians-and-statisticians.htm#tab-6). The BLS notes that “growth is expected to result from more widespread use of statistical analysis to make informed business, healthcare, and policy decisions. In addition, the large increase in available data from the Internet will open up new areas for analysis.”
Bureau of Labor Statistics (BLS) projects that between 2016 and 2026 employment of operations research analysts is expected to grow 27% or “much faster than average for all occupations” [https://www.bls.gov/ooh/math/operations-research-analysts.htm#tab-6](https://www.bls.gov/ooh/math/operations-research-analysts.htm#tab-6). The BLS indicates that “as technology advances and companies seek efficiency and cost savings, demand for operations research analysis should continue to grow. In addition, increasing demand should occur for analysts in the field of analytics in order to improve business planning and decision making.” The Virginia Employment Commission (VEC) projects that between 2016 and 2026 employment of statisticians is expected to increase 43.36% or 3.67% annually; employment of operations research analysts is expected to increase 36.53% or 3.16% annually (available at [https://data.virginialmi.com/vosnet/analyzer/results.aspx?session=occproj](https://data.virginialmi.com/vosnet/analyzer/results.aspx?session=occproj)).

**Issues of Duplication**

Three public institutions (GMU, VCU, and Virginia Tech) offer similar or related degree programs. George Mason University (GMU) offers a B.S. in Statistics. GMU’s program is similar to CWM’s proposed program in that courses in calculus and linear algebra are required. Both programs require a capstone course and both programs offer a sub area in Applied Statistics. GMU’s program differs in that its core coursework requires 24 credit hours in statistics and a computer or data ethics course. CWM’s proposed program does not require such core coursework. CWM’s proposed program will require multivariable calculus and a computing course in data structures, which are not required courses in GMU’s program. GMU’s program offers concentrations in Statistical Analysis and Mathematical Statistics, whereas CWM’s proposed program will offer a track in Mathematical Biology.

Virginia Commonwealth University (VCU) offers a B.S. in Mathematical Sciences. VCU’s program is similar to the proposed program in that coursework in calculus and linear algebra is required, and both programs require a capstone course. Both programs offer a sub area in Biomathematics or Mathematical Biology and Statistics or Applied Statistics. VCU’s program differs from proposed program in that it offers 5 concentration areas not offered by CWM. VCU’s program does not require a course in computing, whereas CWM’s program will require two courses in its core coursework.

Virginia Polytechnic Institute and State University (Virginia Tech) offers a B.S. in Computational Modeling and Data Analytics. Virginia Tech’s program is similar to the proposed program in that coursework in calculus, linear algebra, multivariable calculus, and data structures is required core coursework. Both programs require a capstone course. Virginia Tech’s program differs from the proposed program in that core coursework in computational modeling and data analytics is required. Virginia Tech’s program offers sub areas in Physics and Economics whereas CWM’s proposed program will offer tracks in Applied Statistics and Mathematical Biology.

**Resource Needs**

CWM indicated that the proposed program will be funded primarily through reallocations within the “Department of Computer Science and the Department of Mathematics” and support from the “Dean’s Office in Arts and Sciences and the Roy R. Charles Center of Academic Excellence in Arts and Sciences. Courses required in the degree program also are part of existing B.S. degree programs in Biology, Computer Science, Economics, and Mathematics…. The Charles Center will reallocate funds to support
the program director’s stipends and provide funding for graduation activities.” The institution noted that reallocation within the departments will not negatively impact existing degree programs and the reallocation of funds to support program activities will not negatively impact academic programs in the Charles Center. CWM affirms that the institution will not seek additional state resources to initiate and sustain the proposed program.

Board Approval
The CWM Board of Visitors approved the proposed program on February 8, 2018.

Staff Recommendation
Based on a review of the application, staff recommends that the Academic Affairs Committee vote to approve, disapprove, or approve with condition the Bachelor of Science (B.S.) degree program in Computational and Applied Mathematics and Statistics (27.0503). If approved, adopt the following resolution and transmit it to Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the College of William and Mary in Virginia to initiate a Bachelor of Science (B.S.) degree program in Computational and Applied Mathematics and Statistics (27.0503), effective fall 2019.
State Council of Higher Education for Virginia
Agenda Item

Item: Academic Affairs Committee #B4 – Program Proposals in the Review Pipeline

Date of Meeting: May 20, 2019

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

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

Date:
Action:

Background Information/Summary of Major Elements: Presented here is a table showing new degree program proposals from Virginia public institutions, as of May 6, 2019. The table shows programs in the review “pipeline” at SCHEV, including the date of submission and whether feedback has been provided to the institution.

Materials Provided:

Academic degree program proposals in the review pipeline, as of May 6, 2019.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A
Academic degree program proposals in the review pipeline, as of 5/6/2019.

<table>
<thead>
<tr>
<th>Date Received</th>
<th>Institution Name</th>
<th>Degree</th>
<th>Title</th>
<th>CIP Code</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/12/18</td>
<td>College of William and Mary</td>
<td>B.S.</td>
<td>Computational &amp; Applied Mathematics &amp; Statistics</td>
<td>27.0503</td>
<td>On May agenda.</td>
</tr>
<tr>
<td>3/28/19</td>
<td>College of William and Mary</td>
<td>B.S.</td>
<td>Data Science</td>
<td>30.0801</td>
<td>Under review.</td>
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<tr>
<td>10/15/18</td>
<td>College of William and Mary</td>
<td>B.A.</td>
<td>Japanese Studies</td>
<td>16.0302</td>
<td>Feedback provided.</td>
</tr>
<tr>
<td>1/7/19</td>
<td>George Mason University</td>
<td>Ph.D.</td>
<td>Business</td>
<td>52.0201</td>
<td>Feedback provided.</td>
</tr>
<tr>
<td>1/23/19</td>
<td>George Mason University</td>
<td>M.S.</td>
<td>Climate Science</td>
<td>40.0401</td>
<td>Feedback provided.</td>
</tr>
<tr>
<td>1/15/19</td>
<td>George Mason University</td>
<td>L.L.M.</td>
<td>Cyber, Intelligence, and National Security</td>
<td>22.0209</td>
<td>Feedback provided.</td>
</tr>
<tr>
<td>8/22/18</td>
<td>Norfolk State University</td>
<td>M.S.</td>
<td>CyberPsychology</td>
<td>30.2501</td>
<td>Feedback provided. Moved to inactive status; institution working on proposal.</td>
</tr>
<tr>
<td>1/7/19</td>
<td>Norfolk State University</td>
<td>M.H.A.</td>
<td>Healthcare Administration</td>
<td>51.0701</td>
<td>Feedback provided.</td>
</tr>
<tr>
<td>10/10/18</td>
<td>Old Dominion University</td>
<td>B.S.</td>
<td>Exercise Science</td>
<td>31.0505</td>
<td>Feedback provided. Moved to inactive status; institution working on proposal.</td>
</tr>
<tr>
<td>1/7/19</td>
<td>University of Virginia</td>
<td>M.A.</td>
<td>Media, Culture, and Technology</td>
<td>09.0199</td>
<td>Feedback provided</td>
</tr>
<tr>
<td>7/5/18</td>
<td>Virginia Commonwealth University</td>
<td>Ph.D.</td>
<td>Special Education &amp; Disability Policy</td>
<td>13.1099</td>
<td>External review has occurred.</td>
</tr>
</tbody>
</table>
State Council of Higher Education for Virginia
Agenda Item

Item: Academic Affairs Committee #B5 – Action on Bachelor Degree Programs in Teacher Education at Public Institutions

Date of Meeting: May 20, 2019

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

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

Background Information/Summary of Major Elements: The number of unfilled teacher positions across Virginia has increased by 40 percent in the last 10 years. In the Fall of 2017, one school division in the Commonwealth had over one-third of its teaching positions go unfilled. In addition to unfilled vacancies, many classrooms in Virginia are staffed by teachers who are not yet fully certified. Uncertified teachers are defined as those working toward certification but who have not yet met all state requirements for a professional teaching license. Nationally, there is a similar trend, with a shortage of over 64,000 teachers during the 2015-2016 school-year.

In 2017, in response to the growing teacher shortage, Governor Terry McAuliffe issued Executive Directive 14, which directed the State Board of Education to issue emergency regulations to permit colleges and universities to offer an undergraduate major in teacher preparation. While the State Board did not immediately adopt such regulations, the General Assembly followed up with legislation in the 2018 session that enabled undergraduate programs in teacher education to qualify as teacher preparation programs. Previously, with certain narrowly defined exceptions, students had to receive an undergraduate degree in a subject matter discipline or interdisciplinary studies. The new enablement broadens institutions’ options for how to do teacher preparation and encourages the development of four-year pathways (as opposed to five-year, bachelors/masters pathways) to teacher licensure. This agenda item advances 26 new bachelor degree programs in teacher education from seven public institutions as a direct response to the 2018 legislation. According to institutional projections, the new programs will increase the annual production of new teachers by more than 400 compared to current levels of teacher production.
Projected Increases in Annual Teacher Production by Programs/Levels:

- Special Education 71
- Elementary 109
- Early Childhood 102
- Middle School 44
- Career Technical 12
- Secondary 59

In order to support the fulfillment of ED 14 and the 2018 legislation, SCHEV staff worked with the Secretary of Education, the Virginia Department of Education (VDOE), and public institutions of higher education, to create a streamlined process that would enable new undergraduate programs gain necessary approvals—Boards of Visitors, SCHEV, and VDOE—in time for a fall 2019 start. Following approval action by Council, the designated programs will be presented later this spring/summer to the State Board of Education for approval as programs leading to teacher licensure.

Materials Provided:

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

Financial Impact: The financial impacts of the programs presented here will vary from institution to institution, and in some cases the full impact will not be known for several years. Generally speaking, existing faculty resources will be refocused from graduate level programs to the undergraduate level, as students populate the new licensure-qualifying bachelor programs. It is anticipated that enrollment and associated revenue in graduate programs will decline accordingly, at least in the short to intermediate term. In the long-term graduate program enrollment is expected to rebound as the new generation of teachers pursues professional development and new endorsements. The financial impact on students will be, on balance, to reduce the cost of achieving initial licensure, which will translate into lessened total costs if/as they pursue further graduate education.

Timetable for Further Review/Action: No further action by Council will be required for the programs under consideration today. Many of the remaining four-year public institutions are expected to seek approval of new bachelor degree teacher preparation programs for fall 2020. Staff will again work with the Secretary, VDOE, and institutions on a process to coordinate necessary approvals on an efficient timetable. This will likely involve Council action on an additional slate of bachelor programs in spring 2020.

Staff Recommendation: Presented for Council action here are 25 new bachelor degree programs in teacher education, from seven institutions: the College of William and Mary in Virginia (CWM), George Mason University (GMU), James Madison University (JMU), Old Dominion University (ODU), the University of Virginia (UVA), Virginia Commonwealth University (VCU), and Virginia State University (VSU). The proposed programs will train teacher candidates for initial licensure in Virginia, in
multiple endorsements and levels, with a total anticipated increase in annual production of teachers of more than 400 (see attached table).

**Resolution:** Based on a review of the applications, staff recommends that the Academic Affairs Committee vote to approve, disapprove, or approve with condition the 25 new degree programs in teacher education. If approved, adopt the following resolution and transmit it to Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the seven institutions listed below to implement the specified bachelor degree programs in teacher education, effective fall 2019.

- CWM BAEd Elementary Education 13.1202
- GMU BSEd Special Education 13.1001
  - BSEd Elementary Education 13.1202
  - BSEd Early Childhood Education for Diverse Learners 13.1210
- JMU BS Special Education 13.1001
  - BS Elementary Education 13.1202
  - BS Middle Grades Education 13.1203
  - BS Secondary Education 13.1205
  - BS Inclusive Early Childhood Education 13.1210
- ODU BS Special Education 13.1001
  - BS Elementary Education 13.1202
  - BS Early Childhood Education 13.1210
  - BS Career and Technical Education 13.1309
- UVA BSEd Special Education 13.1001
  - BSEd Elementary Education 13.1202
  - BSEd Early Childhood Education 13.1210
- VCU BSEd Special Education and Teaching 13.1001
  - BSEd Elementary Education and Teaching 13.1202
  - BSEd Secondary Education and Teaching 13.1205
  - BSEd Health and Physical Education 13.1314
  - BSEd Early Childhood Education and Teaching 13.1210
- VSU BSEd Special Education 13.1001
  - BSEd Elementary Education 13.1202
  - BSEd Middle School Education 13.1203
  - BSEd Innovative Technology Education 13.1206
**Table: Programs/Endorsements by Institution, with projected increase in teacher production.**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Award</th>
<th>Title</th>
<th>CIP</th>
<th>Initial License and Endorsements</th>
<th>Increase in Annual Teacher Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWM</td>
<td>BAEd</td>
<td>Elementary Education</td>
<td>13.1202</td>
<td>Elementary Education Prek-6&lt;br&gt;Optional:&lt;br&gt;Special Education – General Curriculum K-6 (add-on endorsement)&lt;br&gt;English as a Second Language preK-12</td>
<td>3</td>
</tr>
<tr>
<td>GMU</td>
<td>BSEd</td>
<td>Special Education</td>
<td>13.1001</td>
<td>Special Education General Curriculum K-12&lt;br&gt;Special Education Adapted Curriculum K-12&lt;br&gt;Special Education Blindness and Visual Impairments prek-12</td>
<td>15</td>
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<tr>
<td></td>
<td>BSEd</td>
<td>Elementary Education</td>
<td>13.1202</td>
<td>Elementary Education Prek-6</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>BSEd</td>
<td>Early Childhood Education for Diverse Learners</td>
<td>13.1210</td>
<td>Early/Primary Education Prek-3&lt;br&gt;Special Education Early Childhood (Birth-Age 5 Years)</td>
<td>15</td>
</tr>
<tr>
<td>JMU</td>
<td>BS</td>
<td>Special Education</td>
<td>13.1001</td>
<td>Special Education General Curriculum K-12&lt;br&gt;Special Education Adapted Curriculum K-12</td>
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<tr>
<td></td>
<td>BS</td>
<td>Elementary Education</td>
<td>13.1202</td>
<td>Elementary Education Prek-6</td>
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</tr>
<tr>
<td></td>
<td>BS</td>
<td>Middle Grades Education</td>
<td>13.1203</td>
<td>Middle School Education English&lt;br&gt;Middle School Education History and Social Science&lt;br&gt;Middle School Education Mathematics&lt;br&gt;Middle School Education Science</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>BS</td>
<td>Secondary Education</td>
<td>13.1205</td>
<td>Biology&lt;br&gt;Chemistry&lt;br&gt;Earth Science&lt;br&gt;English&lt;br&gt;History and Social Science&lt;br&gt;Mathematics&lt;br&gt;Physics</td>
<td>35</td>
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<tr>
<td></td>
<td>BS</td>
<td>Inclusive Early Childhood Education</td>
<td>13.1210</td>
<td>Early/Primary Education Prek-3&lt;br&gt;Early Childhood Special Education</td>
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<tr>
<td>ODU</td>
<td>BS</td>
<td>Special Education</td>
<td>13.1001</td>
<td>Special Education General Curriculum K-12</td>
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<td>Elementary Education</td>
<td>13.1202</td>
<td>Elementary Education Prek-6</td>
<td>14</td>
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<tr>
<td>Institution</td>
<td>Award</td>
<td>Title</td>
<td>CIP</td>
<td>Initial License and Endorsements</td>
<td>Increase in Annual Teacher Production</td>
</tr>
<tr>
<td>-------------</td>
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<tr>
<td>BS</td>
<td>BS</td>
<td>Early Childhood Education</td>
<td>13.1210</td>
<td>Elementary Education Prek-3</td>
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<tr>
<td>BS</td>
<td>BS</td>
<td>Career and Technical Education</td>
<td>13.1309</td>
<td>Career and Technical Education – Trade and Industrial Education</td>
<td>7</td>
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<tr>
<td>UVA</td>
<td>BSEd</td>
<td>Special Education</td>
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<td>Special Education General Curriculum K-12</td>
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<td>Elementary Education</td>
<td>13.1202</td>
<td>Elementary Education Prek-6</td>
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<td></td>
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<td>Early Childhood Education</td>
<td>13.1210</td>
<td>Elementary Education Prek-3</td>
<td>25</td>
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<tr>
<td>VCU</td>
<td>BSEd</td>
<td>Special Education and Teaching</td>
<td>13.1001</td>
<td>Special Education General Curriculum K-12</td>
<td>21</td>
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<td></td>
<td>BSEd</td>
<td>Elementary Education and Teaching</td>
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<td>Elementary Education Prek-6</td>
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<td></td>
<td>BSEd</td>
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<td>13.1205</td>
<td>Engineering</td>
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<td></td>
<td>BSEd</td>
<td>Health and Physical Education</td>
<td>13.1314</td>
<td>Health and Physical Education prek-12</td>
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<tr>
<td></td>
<td>BSEd</td>
<td>Early Childhood Education and Teaching</td>
<td>13.1210</td>
<td>Elementary Education Prek-3</td>
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</tr>
<tr>
<td>VSU</td>
<td>BSEd</td>
<td>Special Education</td>
<td>13.1001</td>
<td>Special Education General Curriculum K-12</td>
<td>3</td>
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<tr>
<td></td>
<td>BSEd</td>
<td>Elementary Education</td>
<td>13.1202</td>
<td>Elementary Education Prek-6</td>
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<td>BSEd</td>
<td>Middle School Education</td>
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<td>Middle Education 6-8</td>
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<tr>
<td></td>
<td>BSEd</td>
<td>Innovative Technology Education</td>
<td>13.1206</td>
<td>Career and Technical Education – Technology Education Elementary/Middle School Education</td>
<td>5</td>
</tr>
</tbody>
</table>

Projected Increases in Annual Teacher Production across programs/levels, 2024 vs current baseline:
- Special Education: 71
- Elementary: 109
- Early Childhood: 102
- Middle School: 44
- Career Technical: 12
- Secondary: 59
- All programs: 424
State Council of Higher Education for Virginia
Agenda Item

Item: Academic Affairs #B6.a – Action on Private Postsecondary Education (PPE) Institutional Certification (Art Institute and South University)

Date of Meeting: May 20, 2019

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

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

Background Information/Summary of Major Elements: The Art Institute of Virginia Beach and South University are seeking certification to operate under new ownership in the Commonwealth of Virginia.

Materials Provided:
Application summary for:
  • The Art Institute of Virginia Beach
  • South University

Financial Impact: The Art Institute of Virginia Beach and South University have submitted the required certification fee to operate as postsecondary institution in Virginia.

Timetable for Further Review/Action: N/A

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies The Art Institute of Virginia Beach and South University to operate degree-granting postsecondary institutions in the Commonwealth of Virginia, effective May 21, 2019.
School Overview
The Art Institute of Virginia Beach and South University are out-of-state private postsecondary institutions of higher education formally operated in Virginia by Dream Center Education Holdings, LLC. On January 7, 2019, Education Principle Foundation, a non-profit foundation, acquired The Arts Institutes International, LLC and Dream Center South University, LLC from Dream Center Educational Holdings. In Virginia, The Arts Institutes International, LLC operates as “The Art Institute of Virginia Beach,” a branch campus of The Art Institute of Atlanta. Dream Center South University, LLC operates as “South University” at two locations in Virginia. Both Virginia locations are branches of South University, Savannah. The Art Institute of Virginia Beach and South University are regionally accredited by SACSCOC. The three campuses are seeking certification under the new configuration, as Virginia law requires that certification is not transferable from one school proprietor to another following a change of ownership.

School Officers

Campus Leadership
Eric Watson, Interim Campus Director- The Art Institute of Virginia Beach
Troy Ralston, President - South University Richmond
Donald Johnson, Campus President - South University Virginia Beach

School Mission Statement
The Art Institute of Virginia Beach shares the mission statement of its main branch, The Art Institute of Atlanta, as follows:

The Art Institute of Atlanta is a private multi-campus college of creative professional studies. We prepare students for careers in design, media arts, culinary arts, and management in creative fields by providing an educational environment, consistent with evolving technologies and the global marketplace. Our success is measured by our ability to:

- Provide a comprehensive curriculum that integrates conceptual, analytical, and technical skills;
- Offer education by qualified professionals; and
- Assist and prepare students for career entry, placement, and growth in their respective fields.

The mission statement of South University is as follows:
South University is a private academic institution dedicated to providing educational opportunities for the intellectual, social, and professional development of a diverse student population.

To achieve this purpose, the institution offers focused and balanced curricula at the associate's, baccalaureate, master's and doctoral levels. A broad-based core curriculum is offered promoting critical thinking, effective verbal and written communication, and skills for life-long learning. Additionally, the University focuses on developing the requisites to pursue and appreciate knowledge. South University's approach to higher education and the resulting varied academic experiences provide students with the intellectual acumen and pragmatic approach necessary to create the foundation for personal and professional fulfillment. South University attempts to provide a comprehensive education that instills within its students a philosophy that values not only learning and professionalism but also contribution and commitment to the advancement of community.

**Proposed Educational Programs and Credentials**

**The Art Institute of Virginia Beach**
The Art Institute of Virginia Beach offers a total of 10 programs and confers Associate and Baccalaureate degrees in Culinary Arts, Graphic Design, Web Design, Media Arts and Fashion Marketing. An additional four programs are in teach-out mode.

**South University Richmond**
South University Richmond offers a total of 38 programs of study and confers Associate, Baccalaureate, Master and Doctor degrees in a variety of subjects including Nursing, Business Administration, Public Health, Criminal Justice, Information Systems, Physical Therapy and Psychology.

**South University Virginia Beach**
South University Virginia Beach offers a total of 38 programs of study and confers Associate, Baccalaureate, Master and Doctor degrees in a variety of subjects including Nursing, Business Administration, Public Health, Criminal Justice, Information Systems, Physical Therapy and Psychology.

**Proposed Locations**
The two university systems operate at the following locations:

**South University Richmond**
2151 Old Brick Road
Glen Allen, Virginia 23060-5837

**South University Virginia Beach**
301 Bendix Road, Suite 100
Virginia Beach, Virginia 23452-1385

**The Art Institute of Virginia Beach**
Financial Stability Indicator
SCHEV staff calculated the financial composite scores for The Art Institute of Virginia Beach and the two branches of South University operating in Virginia. To determine financial stability, SCHEV uses the US Department of Education’s (USED) Financial Ratio, also known as a composite score. The USED composite score range is -1.0 to 3.0 and scores less than 1.0 do not meet the stability requirement.

Based on the most recent figures available, The Art Institute of Virginia Beach and South University Virginia Beach do not demonstrate overall financial health. South University Richmond meets minimum expectations. The financial scores are as follows:

The Art Institute of Virginia Beach: -.1 out of 3.0
South University Virginia Beach: -.07 out of 3.0
South University Richmond: 1.0 out of 3.0

Although the financial scores of two locations indicate a degree of financial instability, the alternative to conferring certification under the new ownership would be less desirable. These institutions are already in operation and denying certification at this point would precipitate immediate closure, with attendant chaos for hundreds of existing students. To protect against consequences of financial instability, the institutions have provided guaranty instruments, and SCHEV staff will follow up with audits after six months to monitor the institutions’ ongoing circumstances.

Guaranty Instrument
The Art Institute of Virginia Beach and each location of South University has submitted a guaranty instrument which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of a school closure, pursuant to Virginia Administrative Code section 8VAC40-31-160(I).

The guaranty instruments submitted are as follows:
The Art Institute of Virginia Beach: $74,193.00
South University Virginia Beach: $336,641.00
South University Richmond: $375,725.00
Evidence of Compliance
The Art Institute of Virginia Beach and South University provided the appropriate evidence to demonstrate compliance with each of the following requirements of the Virginia Administrative Code:

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

Staff Recommendation
Based on a review of the application, staff recommends that the Academic Affairs Committee vote to approve, disapprove, or approve the certification of The Art Institute of Virginia Beach and South University. If approved, adopt the following resolution and transmit it to Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies The Art Institute of Virginia Beach and South University to operate as degree-granting postsecondary institutions within the Commonwealth of Virginia, effective May 21, 2019.
Item: Academic Affairs #B6.b – Action on Private Postsecondary Education (PPE) Institutional Certification (DeVry University)

Date of Meeting: May 20, 2019

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

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

Date:
Action:

Background Information/Summary of Major Elements: DeVry University is seeking certification to operate under new ownership in the Commonwealth of Virginia.

Materials Provided:
DeVry University Application Summary

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

Timetable for Further Review/Action: N/A

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies DeVry University to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective May 21, 2019.
DeVry University
Application Summary

School Overview
DeVry University is an out-of-state proprietary postsecondary institution of higher education with two locations in Virginia. Formally operated by Adtalem Global Education, the institution’s ownership was transferred to Cogswell Education LLC on Dec. 11, 2018. DeVry University, Arlington, and DeVry University, Chesapeake, are owned and operated by DeVry University, Inc. an Illinois corporation, which is owned and operated by Cogswell Education LLC. DeVry University is regionally accredited by the Higher Learning Commission. The two Virginia campuses are seeking certification under new ownership, as Virginia law requires that certification is not transferable from one school proprietor to another following a change of ownership.

School Officers
DeVry University, Inc
Regional Executive Administrators
  Group President, Scarlett N. Howery
  Group Dean of Academic Excellence, Sherry Mitchell

Campus Leadership
DeVry University, Arlington
  Tonitta McNeal, Assistant Dean of Academic Excellence

DeVry University, Chesapeake
  Christine Ettehad, Center Dean

School Mission Statement
DeVry University’s mission statement is as follows:

The mission of DeVry University is to foster student learning through high-quality, career oriented education integrating technology, science, business and the arts. The university delivers practitioner-oriented undergraduate and graduate programs onsite and online to meet the needs of a diverse and geographically dispersed student population.

Proposed Educational Programs and Credentials
DeVry University-Arlington
The following 13 programs are currently offered at the Arlington campus:
1. Associate of Applied Science in Network Systems Administration
2. Bachelor of Science in Business Administration
3. Bachelor of Science in Computer Information Systems
4. Bachelor of Science in Healthcare Administration
5. Bachelor of Science in Management
6. Bachelor of Science in Network and Communications Management
7. Bachelor of Science in Technical Management
8. Master of Science in Accounting  
10. Master of Business Administration  
11. Master of Human Resource Management  
12. Master of Information Systems Management  
13. Master of Project Management  
    Note: The Arlington campus has an additional 12 programs in teach-out.

DeVry University-Chesapeake  
The following 10 programs are currently offered at the Chesapeake campus:  
1. Bachelor of Science in Business Administration  
2. Bachelor of Science in Computer Information Systems  
3. Bachelor of Science in Healthcare Administration  
4. Bachelor of Science in Management  
5. Bachelor of Science in Technical Management  
7. Master of Business Administration  
9. Master of Information Systems Management  
10. Master of Project Management  
    Note: The Chesapeake campus has an additional 16 programs in teach-out.

Proposed Locations  
The two branch campuses operate at the following locations:  
DeVry University, Arlington  
2450 Crystal Dr.  
Arlington, VA 22202  

DeVry University, South Hampton Roads  
1317 Executive Blvd., Ste. 130  
Chesapeake, VA 23320  

Financial Stability Indicator  
SCHEV staff calculated the financial composite scores for the two branches of DeVry University operating in Virginia. To determine financial stability, SCHEV uses the US Department of Education’s (USED) Financial Ratio, also known as a composite score. The USED composite score range is -1.0 to 3.0.  

Based on the most recent figures available, DeVry University- Arlington and DeVry University-Chesapeake scored 3.0 out of a possible 3.0 and fully meet the financial stability requirements.
Guaranty Instrument
DeVry University has submitted a surety instrument for each location operating in Virginia which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of a school closure, pursuant to Virginia Administrative Code section 8VAC40-31-160(I).

The guaranty instruments submitted are as follows:
DeVry University- Arlington: $207,897.00
DeVry University- Chesapeake: $93,282.00

Evidence of Compliance
DeVry University provided the appropriate evidence to demonstrate compliance with each of the following requirements of the Virginia Administrative Code:

<table>
<thead>
<tr>
<th>Virginia Administrative Code Citation</th>
<th>Area of Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 VAC 40-31-30</td>
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</tr>
<tr>
<td>8 VAC 40-31-160 (E)</td>
<td>Student Admissions Standards</td>
</tr>
</tbody>
</table>

Staff Recommendation
Based on a review of the application, staff recommends that the Academic Affairs Committee vote to approve, disapprove, or approve the certification of DeVry University at the specified locations. If approved, adopt the following resolution and transmit it to Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies DeVry University to operate as degree-granting postsecondary institution within the Commonwealth of Virginia, effective May 21, 2019.
State Council of Higher Education for Virginia
Agenda Item

Item: Academic Affairs Committee #B7 – Action on Updated Program Approval Policy

Date of Meeting: May 20, 2019

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

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

Date:
Action:

Background Information/Summary of Major Elements: This agenda item seeks Council approval for an updated policy related to 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). Included here for Council approval is the document, “Policy Outline for Program Approvals and Changes.” Once passed, this document would become the official SCHEV policy governing processes leading to the review and approval of new academic programs as well as a variety of additional actions related to existing academic programs. This new policy document is the culmination of several months of deliberation within the Academic Affairs Committee, with stakeholders in Virginia state government and with higher education institutions. It follows and institutes several recommendations arising from Dr. Dary Erwin’s assessment of the SCHEV program approval system as well as subsequent deliberations referenced above. The version presented here incorporates feedback from Academic Affairs Committee’s March 14 retreat and the Instructional Programs Advisory Committee’s (IPAC) May 3 meeting.

Overall, SCHEV staff is proposing a comprehensive set of modifications to the SCHEV program approval system, to include:

- Creation of a two-stage system for new degree programs, which will provide Council with prior notice of programs before they are presented for final action (approval or disapproval).
- Process modifications to enhance predictability as to when programs will be presented for Council action.
- New requirements that specified information—regarding program duplication and employment demand—be presented to institutional boards of visitors.
- Reduction or simplification of significant informational components:
  - admissions criteria
student demand
financial resources
modifications to existing programs

• Removal of significant informational components:
  retension plan
  program administration
  program benchmarks
  collaboration

The thrust of the above-described changes is to re-focus SCHEV and institutional efforts more tightly on essentials, and to create a procedural system that is characterized, as much as possible, by predictability and transparency. It is staff’s intention that the totality of these changes will afford the Academic Affairs Committee greater opportunity to question and guide program development efforts and improve the Committee’s ability to determine with confidence whether new programs merit approval.

Also included here are drafts of two supporting guidance documents, which staff will review with the Committee as part of the presentation of the new policy:

• Program Announcement Form
• New Academic Degree Program Proposal Guidance Form—Baccalaureate Institutions

**Materials Provided:**

• Policy Outline for Program Approvals and Changes
• Draft: Program Announcement Form
• Draft: New Academic Degree Program Proposal Guidance Form—Baccalaureate Institutions

**Financial Impact:** N/A

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

**Staff Recommendation** Staff recommends that the Academic Affairs Committee vote to approve, disapprove, or approve with condition the “Policy Outline For Program Approvals and Changes.” If approved, adopt the following resolution and transmit it to Council.

**Resolution:**

BE IT RESOLVED that the State Council of Higher Education for Virginia adopts the “Policy Outline for Program Approvals and Changes,” and directs staff to create guidance documents and administrative processes necessary to implement its provisions as soon as practicable.
Policy Outline for Program Approvals and Changes

See marginal numbers next to highlighted text for significant changes:

1. Facilitated Approval remains an option; two-stage process does not apply.
2. Two-stage process established, Program Announcement and Program Proposal. Duplication and employment demand information must be aired with Boards of Visitors.
3. Modifications simplified.
4. Governing Board “shelf-life” incorporated as a policy.
ACADEMIC PROGRAMS AT PUBLIC INSTITUTIONS:
POLICY OUTLINE FOR PROGRAM APPROVALS AND CHANGES

Effective: [Insert DATE]

I. Council’s Statutory Duties Related to Academic Programs at Public Institutions

The Code of Virginia, Section 23.1-203, enumerates core duties of the State Council of Higher Education for Virginia (SCHEV). Those most directly related to academic programs at public institutions are listed below.

- **Duty 1:** Develop a statewide strategic plan that … identifies a coordinated approach to … state and regional goals, and emphasizes the future needs for higher education in the Commonwealth at both the undergraduate and the graduate levels and the mission, programs, facilities, and location of each of the existing institutions of higher education, each public institution's six-year plan, and such other matters as the Council deems appropriate.

- **Duty 3:** Study any proposed escalation of any public institution to a degree granting level higher than that level to which it is presently restricted and to submit a report and recommendation to the Governor and the General Assembly relating to the proposal. The study shall include the need for and benefits or detriments to be derived from the escalation. No such institution shall implement any such proposed escalation until the Council's report and recommendation have been submitted to the General Assembly and the General Assembly approves the institution's proposal.

- **Duty 5:** Review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes.

- **Duty 8:** Review the proposed closure of any academic program in a high demand or critical shortage area, as defined by the Council, by any public institution of higher education and assist in the development of an orderly closure plan, when needed.”

- **Duty 15:** Adopt such policies and regulations as the Council deems necessary to implement its duties established by state law. Each public institution of higher education shall comply with such policies and regulations.

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

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

The Council has established the following policies and procedures related to academic programs at public institutions in answer to the duties referenced above, and as part of its obligation “to advocate for and promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the Commonwealth…” ([Code of Virginia, § 23.1-200](https://legis.virginia.gov/Legislation/CodeOfVirginia.aspx)).
II. Policy Statements on Academic Degree Programs at Public Institutions

A. Introduction
It is the intent of this policy and associated guidance documents to provide transparency and establish a context within which SCHEV and public institutions may work collaboratively to advance higher education. Council’s goal is to ensure quality academic programming that answers to the economic development needs of the Commonwealth while employing criteria and procedures that are as clear and efficient as possible. The policies and guidelines expressed here will help ensure that Virginia’s public institutions continue to use resources efficiently, offer programming to address state needs, avoid unnecessary duplication, and contribute to the achievement of Council’s strategic plan aspirations.

B. Degree Program Common Core Requirements
Each curriculum leading to the award of an associate, baccalaureate, master’s, or doctoral degree is identified by a separate CIP code in the SCHEV program inventory. Each curriculum under a given CIP code shall share a common core of courses according to the table below. Groupings of courses may be used to define a variety of related sub-areas that are not identical to the formal degree program in which students are enrolled and from which they graduate. Sub-areas may be designated by varying terms, such as: concentration, emphasis, focus, major, option, or track. Sub-areas developed after a degree program has been approved by Council must maintain the focus and common core requirement of the degree program. Council approval is not required to add or remove sub-areas to an existing degree program. If a sub-area under a given curriculum becomes sufficiently different from the core as defined below, it may need to be approved by SCHEV as a program modification or new degree program; see also below under “Degree Program Modifications.”

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Common Core Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s degree</td>
<td>25% of total credit hours required for the degree, excluding general education core</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>50% of total credit hours required for the degree</td>
</tr>
<tr>
<td>Doctor’s degree</td>
<td>25% of total credit hours required for the degree (excluding the dissertation)</td>
</tr>
</tbody>
</table>

*Consideration will be given to degree programs that adequately justify a core curriculum with less than 50%.

C. Operational Definitions of Key Terms
Certificate of Advanced Graduate Studies (C.A.G.S.) or Educational Specialist Degree (Ed.S.): curriculum leading to a formal award certifying completion of one year of study beyond the master’s level in an academic or occupationally specific field of study. These programs are usually intended for professional licensure or professional development. Council approval is required to award the C.A.G.S. and the Ed.S. See the SCHEV document “Certificate Program Definitions” for more specific information related to the C.A.G.S. award.
Certificate program: curriculum leading to a formal award certifying completion of baccalaureate or post-baccalaureate degree-level work in an academic or occupationally specific field of study. Council approval is not required to award a certificate. See the SCHEV document “Certificate Program Definitions” for more specific information related to certificates, such as credit totals by level.

CIP code change: change made in an existing program’s six-digit CIP code designation (as reflected in SCHEV’s program inventory) to respond to changes in the field or to better reflect the intent of the program, provided no significant changes have been made to program requirements, content, or emphasis, and provided that the new CIP code replaces the current code. SCHEV staff approval is required for a CIP code change.

Degree designation change: addition or change to an existing degree designation (as reflected in SCHEV’s program inventory), provided no significant changes have been made to program requirements, content, or emphasis. Examples may include: adding a B.A. degree designation to an existing B.S. degree or changing from a B.A. degree to the B.S. or from the M.A. in a fine arts discipline to the M.F.A. SCHEV staff approval is required for a change in degree designation. For removal of a degree designation, see Program Discontinuance, below.

Degree program merger: consolidation of two or more existing degree programs into a single degree program, whether new or an existing program. The consolidated program must meet minimum requirements for the common core (see above under Degree Program Requirements). SCHEV staff approval is required for degree program mergers.

Facilitated Staff Approval: Proposals for new degree programs with specified characteristics may be approved by SCHEV staff:

- Two-year institutions: applied (i.e., non-transfer) associate degree programs.
- Baccalaureate institutions: degree programs that meet criteria for state needs, labor market projections, and projected enrollment. For details, see the SCHEV guidance document “Facilitated Staff Approval of Four-Year Institution Degree Programs.”

Program proposals eligible for facilitated staff approval may be submitted to SCHEV at any time, without need for a Program Announcement.

Modified program: a change to the curriculum of an existing degree program in the SCHEV Degree Inventory requiring SCHEV approval. Most changes to existing programs do not require SCHEV approval. See below under E below for criteria that determine when SCHEV approval is required.

New program: curriculum leading to the award of a new degree that
- includes content in a discipline or field not currently offered by the institution;
- shares fewer than one-fourth of its courses (excluding general education core) with an existing program; and,
- requires a separate CIP code.
Additional faculty, facilities, or funding may be required to initiate and operate the new program. Council approval is required to confer the new degree.

Program discontinuance: action taken to close a program or to remove a degree designation (e.g., remove a M.A. from an existing M.A./M.S. degree program) by indicating in SCHEV’s program inventory the dates for which no new enrollments and no new graduates will be reported. Notification to SCHEV is required; notification prior to program closure or removal is suggested. The intent to close a program in a critical shortage area requires additional information. Institutions must seek Council approval for a new degree program if reactivation of a discontinued program is desired.

Program name/title change: change made in an existing program title (as reflected in SCHEV’s program inventory), provided no significant changes have been made to program requirements, content, or emphasis, and provided that the new program title replaces the current program title (e.g. from the M.F.A. in Arts to the M.F.A. in Visual and Performing Arts). SCHEV staff approval is required for a program name change.

D. “New” Academic Degree Programs

1. Process for Council action
A public institution’s governing board must approve each proposal for a new academic program prior to its submission to the Council. Beginning with the updated policy approved by Council in 2019, the following procedures are adopted for new degree programs not eligible for facilitated staff approval.

• Council must first be informed about a new degree program via a Program Announcement before the program can be presented for approval at a later Council meeting.

• Council action on new degree programs will occur at two specific meetings during the academic year, one in the fall and one in the spring. The chair of the Academic Affairs Committee may modify this scheduling to accommodate circumstances, such as meeting cancellations and workload management.

• Institutional officers must attest that information related to duplication and employment has been presented to the governing board prior to its approval of the new program.

For specific information about the above provisions, see the “New Academic Degree Program Proposal Guidance Form.”

2. Factors on which SCHEV review will focus
• Why does Virginia need this program at this time?

  State Needs. Will the proposed program be an optimal use of state resources in light of state budget considerations and the contributions of any existing programs? What are the needs (justifications) for the state to initiate a new curriculum at this time?
Employer Needs. Will the program fill demonstrable employer needs in the state? If so, what Virginia and/or non-Virginia market data indicate current unmet employer demand for graduates of such programs and the designated degree level? If not, will the program fill demonstrable non-employment needs in the state?

Student Needs. Will the program fill demonstrable student needs in the state? If so, what Virginia and/or non-Virginia market data indicate current unmet student demand for such curricula? If not, why does the institution anticipate student demand for the program?

Duplication. Will the program duplicate similar offerings in Virginia? If so, what are the needs (justifications) for the state to duplicate these efforts? How many similar programs are offered in the state; where? What is the enrollment strength and graduation rates of these similar programs?

- Why does the institution need this program at this time?
  Institutional Needs. Will the program fill demonstrable institutional needs? (Does the institution need the program to fulfill its approved mission?) If so, how and how well will the program fit with the institution’s SCHEV-approved mission statement? If not, what are the institutional needs (justifications) for the proposal at this time?

  Resource Needs. Will the program affect the institution’s budget? If so, how and how significantly? (Will changes be required in faculty, staff, facilities, etc.? Will the program be the optimal use of institutional resources in light of state budget considerations, as well as the contributions of any existing programs and the benefits of collaborative efforts?) If not, how will resources be internally reallocated to fund the program?

E. Degree Program Modifications

Some proposals submitted to Council seek approval for programs that have modified degree requirements from the original degree program approved by SCHEV. Modified curriculum requirements may seek to address evolution in the discipline/field, respond to the needs of business and industry, or address changes mandated by discipline-specific accrediting agencies. Council expects that institutions engage in continual processes of improvement that may result in a variety of modifications to existing programs; most do not require any SCHEV approval or reporting. In general, SCHEV approval of program modifications is restricted to instances that involve fundamental aspects of the original program as approved by Council. Modifications that require SCHEV approval include:

1. Altering program requirements in a way that results in a fundamental change to the curriculum, purpose, focus, or identity of the program as approved by the Council or that alters the requirements for the common core as determined by Council (see above under operational definitions).
2. Converting a degree program to a new delivery format or ceasing to offer the program in the format in which it was approved by Council.

3. Increasing or decreasing the total credit hours by more than three (3) from what was originally approved by Council, or in the case of a bachelor degree, any change to more than 124 credits.

4. Changing the licensure-qualifying status of a degree program as approved by Council, i.e., adding or removing a licensure-qualifying option.

Bachelor and Associate level degree programs must demonstrate strong evidence to increase or decrease the total required credit hours. Modifications that increase or decrease the total credit hours of a degree program by more than twelve (12) credits may be treated as equivalent to a new degree program proposal and require following the process for new degree programs.

The Council has delegated authority for approval of program modification proposals to SCHEV staff. Institutions considering a modification to a program that fits one of the above criteria should consult SCHEV staff for guidance.

F. Technical Changes, Program Mergers, and Intent to Discontinue Programs

Institutions may propose program actions such as technical changes (CIP code, degree designation, name/title) to existing programs and program mergers. Requests for such changes necessitate the submission of information and forms using the guidelines, instructions, and forms contained herein. Council has delegated approval authority for such changes including degree designation closures to SCHEV staff. Final authority for all program actions remains with the Council.

Institutions may close programs or propose to close degree designations. Notifications or requests are submitted to SCHEV using the guidelines, instructions, and forms contained herein. BOV approval is required to close a degree program.

G. Additional Policies Related to Academic Programs at Public Institutions

1. Policy on Doctoral and First-Professional Programs

   Doctoral degrees normally will be offered by the major research universities. For the purposes of this policy, the following institutions are considered to be the major research institutions: the College of William and Mary, George Mason University, Old Dominion University, the University of Virginia, Virginia Commonwealth University, and Virginia Polytechnic Institute and State University. Each institution awards doctoral degrees in many fields.

   According to SCHEV’s policy on “Escalation of Degree-Level Authority at Public Institutions,” other institutions may be authorized to offer doctoral degrees under certain conditions: (1) if another institution has a special capacity to offer a doctoral degree, usually a professional sort as distinguished from a research degree; (2) if there
is strong demand from place-bound professionals for the proposed program; or (3) if there are special circumstances that support the proposed program.

James Madison University, Norfolk State University, Radford University, and Virginia State University each have “limited authority” to offer doctoral degrees. “Limited authority” generally entails:

- limitation to ten (10) or fewer doctoral level degree programs;
- doctoral programs focused on applied areas of study as opposed to fundamental research in the arts and sciences; and
- any new doctoral program proposed under this authority must be supported by compelling evidence of state need and absence of duplication with already existent doctoral programs at Virginia public institutions,

2. Policy on Programs at a New Degree Level
An institution wishing to offer one or more programs at a new degree level must simultaneously submit the program proposal(s) and follow the procedures outlined in the Council’s policy on “Escalation of Degree-Level Authority at Public Institutions.” Negative action on the request to confer degrees at a new level results in the denial of the request for any programs at that level. However, approval of the new level does not automatically result in approval of the requested degree program(s). Each proposed program will be considered individually.

3. Governing Board Approval Expiration
Any request that requires governing board approval must be formally submitted to SCHEV within two years of the BOV approval date.
I. Basic Program Information

<table>
<thead>
<tr>
<th>Institution (official name)</th>
<th>Degree Program Designation</th>
<th>Degree Program Name/Title</th>
<th>CIP code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Anticipated Initiation Date</th>
<th>Governing Board Approval (actual or anticipated date, indicate “anticipate” if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- Core Coursework and Total Credit Hours (include course descriptor/designator, name, and credit hour value). Indicate new courses.
- Sub Area (e.g., concentrations, emphasis area, tracks) and Total Credit Hours (include brief description of focus/purpose of sub area and required courses)
- Additional requirements (e.g., internship, practicum, research, electives, thesis, dissertation) and Total Credit Hours
- Total credit hours for the curriculum/degree program.

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

- 
- 
- 

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

- 
- 
- 

V. Duplication. Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program degree designation, name, and CIP code</th>
<th>Degrees granted (most recent 5-yr average)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

### Bureau of Labor Statistics

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>SOC Code</th>
<th>Employment 20XX</th>
<th>Employment 20YY</th>
<th>10-yr change: % and numeric</th>
<th>Typical Entry Level Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Virginia Employment Commission

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>SOC Code</th>
<th>Employment 20XX</th>
<th>Employment 20YY</th>
<th>10-yr change: % and numeric</th>
<th>Typical Entry Level Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

VII. Projected Resource Needs.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Program initiation year 20XX - 20YY</th>
<th>Target enrollment year 20XX - 20YY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected student enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projected tuition and E&amp;G fees</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Projected tuition revenue</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Expected state funding</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Other funding sources</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Equipment needs</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>Total Annual Funding to the Degree Program</strong></td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 500 words)
New Academic Degree Program Proposal Guidance Form—Baccalaureate Institutions

See marginal numbers next to highlighted text for significant changes:

1. Details of two-stage process.
2. Format of proposal guidance given a form-like structure; instructions given enhanced detail.
3. Response to current needs: related to specific discipline and level. Staff review of proposal will emphasize whether it responds to issues raised at Program Announcement stage.
4. Employment demand: no specific number of position ads; other labor market information (besides BLS and VEC) allowed.
6. Student demand: required evidence reduced to one kind (from two).
7. Resources: simplified, with input from SCHEV’s finance policy section, which will analyze resource sections of proposals.
8. Attestations by chief academic officer—addition: information regrading duplication and resources must be presented to governing boards.
State Council of Higher Education for Virginia (SCHEV)
New Academic Degree Program Proposal Guidance Form—Baccalaureate Institutions
Effective: DATE

Process and Timeline for New Degree Program Proposals
Beginning in 2019, information required to seek approval for a new degree program has been streamlined and specific timelines have been established to support complete program proposals receiving consideration at specific Council meetings during the academic year. The purpose of this process is to improve predictability and planning for both institutions and SCHEV.

Note: the process/timeline below does not apply to program proposals eligible for Facilitated Staff Approval, which may be submitted at any time without a Program Announcement.

Process:
• A Program Announcement will be presented at a specific Council meeting. Any questions, concerns, or requests for information raised at that time must be addressed in the full program proposal.
• Following submission of the full program proposal by a specified deadline, the new degree program will be presented for action at a subsequent specific Council meeting.

Timeline:
• Program Announcements will be presented for discussion at Council’s September and March meetings.
• Program Proposals will be presented for action at Council’s March and September meetings.
  o Approvals conferred in March will take effect in the upcoming fall term, or later.
  o Approvals conferred in September will take effect in the upcoming Spring term, or later.
• March Approval Timeline, with deadlines.*
  o September 1 (deadline): Program Announcement submitted to SCHEV.
  o September Council meeting: Program Announcement receives discussion.
  o November 15 (deadline): Program Proposal submitted to SCHEV.
  o Program approval considered for action at the March Council meeting; if conferred, approval is effective fall of the same year (or later).
• September Approval Timeline, with deadlines.*
  o March 1 (deadline): Program Announcement submitted to SCHEV.
  o March Council meeting: Program Announcement receives discussion.
  o May 15 (deadline): Program Proposal submitted to SCHEV.
Program approval considered for action at the September Council meeting; if conferred, approval is effective spring semester of the same academic year (or later).

*Specific deadlines and timeline points may be adjusted to accord with the calendar, meeting cancellations, or other logistical considerations. Any such adjustments will be announced with advance notice.*
# STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
## PROGRAM PROPOSAL COVER SHEET

<table>
<thead>
<tr>
<th>1. Institution</th>
<th>2. Academic Program (Check one):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>New program proposal □</td>
</tr>
<tr>
<td></td>
<td>Spin-off proposal □</td>
</tr>
<tr>
<td></td>
<td>Certificate document □</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Name/title of proposed program</th>
<th>4. CIP code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Degree/certificate designation</th>
<th>6. Term and year of initiation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Term and year of first graduates</th>
<th>8. Date approved by Board of Visitors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departments(s) or division of ___________________________________________________________________________________</td>
</tr>
<tr>
<td>School(s) or college(s) of _____________________________________________________________________________________</td>
</tr>
<tr>
<td>Campus(es) or off-campus site(s) _______________________________________________________________________________</td>
</tr>
</tbody>
</table>

Mode(s) of delivery: face-to-face □  Distance (51% or more web-based) □  hybrid (both face-to-face and distance) □

<table>
<thead>
<tr>
<th>10. Name, title, and telephone number(s) of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the modified program.</th>
</tr>
</thead>
</table>
Part I: Description of Proposed Program

A. Program Background
Questions to address: Provide a background of the proposed program including the institution’s name, location of the program, and initiation date (semester/year) of the program. Is the program a collaboration of campus units (e.g., departments, schools, or colleges)? Discuss the focus/intent of the program. What purpose will graduates serve and what are graduates needed to do? Is the degree program in an emerging or cutting-edge area? A brief history of the evolution of the discipline and/or a description of the program area should be provided.

Components of an effective response
- Degree program, home on campus, and initiation date.
- The purpose of the program is clearly described, including the specific skills and knowledge that will be imparted to students.
- Employment for which graduates will be prepared is clearly and accurately described.
- The evolution of the discipline both in general and on campus is clearly described.
- Planning for the program exhibits forward thinking about both the discipline and changing societal and workforce needs.
- Outlines career paths for graduates, include specific professional certifications/licensures if applicable.

Response

B. Institutional Mission
Questions to address: What is the relationship of the proposed program to the institution’s mission? How does the degree program align with the institution’s mission? Is the program a result of the institution’s strategic plan? Explain whether and how the program is included, or referenced in relevant state planning documents, such as the most recent six-year plan and/or the institution’s performance agreement with the state (if it has one).

Components of an effective response
- Institution’s official mission statement is cited and program is explained in terms of it.
- The program has been included in the institution’s six-year plan and/or performance agreement.
- Need for the program among the institution’s stakeholders (e.g., regional/local communities, local/state industries) is described and documented.

Response

C. Online Delivery
Questions to address: If all or part of the curriculum will utilize any variation of online/electronic delivery, provide a complete description of the plan, courses, and resources available. Indicate faculty credentials and training to provide online instruction.

Components of an effective response
- Documentation that the institution has an established logistical framework for offering education online.
- Resources are available for training and providing ongoing support for faculty engaged in online education.

Response
<Insert text. Cell will expand.>

D. Program Accreditation
Questions to address: If the program will seek accreditation, which accrediting organization will be used? When (in which year) will accreditation be sought?

Response
<Insert text. Cell will expand.>

E. Admissions Criteria (if applicable)
If the program does not have specific admissions criteria beyond the general requirements for admission to the institution, this section may be skipped.
Questions to address: What are the admissions criteria for the proposed program? Will transfer credit be accepted toward fulfillment of program requirements? If there are any limitations on transferability of credit into the program, please explain the rationale.

Components of an effective response
- Admission criteria are clearly described and related to such factors as demand for the program, likely student success, and accreditation standards.

Response
<Insert text. Cell will expand.>

F. Required Credits/Curriculum
Questions to address: How many credit hours are required for the proposed degree? [Note: Strong educational justification must be provided for requiring more than 120 credits for a baccalaureate degree.] Briefly describe any particular focuses and strengths of the curriculum. Curriculum detail including course information (title, designator, and credit hour value) and the required number of credit hours in core/foundation courses, research, seminar, clinical, internship/experiential work, electives, and dissertation hours (if applicable). Include a description of the focus/purpose of sub areas (areas of emphasis, concentrations, focus areas, majors, options, or tracks) and the required courses.

Components of an effective response
Curricular options are clearly labeled and described, and credit totals match what is claimed in narrative text.
Curriculum adheres to SCHEV core credit total requirements.

Response

<Insert text. Cell will expand.>

Provide Appendices.
- Sample plan of study by semester for full-time and part-time students.
- Course descriptions for new and existing (major) courses.

G. Faculty Resources

Questions to address: Describe the extent of faculty resources, including number to participate in the program, number to teach core courses and their qualifications in the discipline. How will the existing faculty be utilized? What external funding sources are faculty receiving, (if applicable)? Will new faculty be hired? What credentials will be sought or required and at what rank will new faculty be hired? How will adjunct faculty and graduate assistants be utilized (if applicable)?

For graduate (especially research-oriented) programs: Fill out table below on faculty research/funding. Add a row for each faculty member who will be teaching core courses and/or advising student research.

Components of an effective response
- Faculty complement dedicated to the program core is sufficient given the program enrollment projections.
- Faculty experience and accomplishments are commensurate with the level and type of program—e.g., in the case of a PhD program proposal, faculty have major research grants and other indicia of substantial scholarly accomplishment.

Response

<Insert text. Cell will expand.>

Faculty Research/Funding

<table>
<thead>
<tr>
<th>Name/Title/Department</th>
<th>Funded research (last three years; indicate whether PI).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Awards/prizes received for scholarly achievement</td>
</tr>
</tbody>
</table>

J. Learning Outcomes/Assessment

Questions to address: With the assistance of the institution’s director of assessment (or equivalent), describe the following:
- What learning outcomes are program graduates expected to demonstrate mastery of?
- What assessment methods will be used to determine whether these outcomes are being achieved? Describe how these methods were chosen or designed by faculty including any other validity evidence.
- How will faculty and administrators utilize assessment results to improve the program? Describe anticipated processes for incorporating assessment results into faculty curriculum reform, program review, budget reallocations and planning, and accreditation.

**Components of an effective response**
- Learning outcomes are appropriately related to the discipline and level of the program.
- Assessment methods are clearly described and go beyond standard in-class exercises.
- There is evidence that program faculty have been engaged in selection of assessment methods, and have chosen those methods for the purpose of receiving information that can be used to improve instruction.
- The program and/or institution has a deliberate process for using assessment results for program improvement that goes beyond saying simply, ‘results will be provided to faculty.’

**Response**
<Insert text. Cell will expand.>

**K. Employment Skills**
Questions to address: What employment skills/workplace competencies will graduates possess? What will graduates be able to do on a job? [Note: Abilities, skills, and competencies should be appropriate to the curriculum and degree level of the program, and to the occupations that are identified under Employment Demand.]

**Components of an effective response**
- Abilities, skills, and competencies are clearly appropriate both to the curriculum and degree level of the program and to occupations that are identified under Employment Demand

**Response**
<Insert text. Cell will expand.>

**M. Relation to Existing Programs**
Questions to address: Explain the historical and disciplinary relationship of the proposed program to existing programs at the institution. For example, is the program an expansion of an existing certificate, option, concentration, track, minor, or major? What effects will the new program have on existing programs? Will any be closed or altered? Describe the nature and extent of resources that will be transferred to the proposed program.

**Components of an effective response**
- Potential effects on existing programs are clearly explained.
- Corollary effects on other programs have been endorsed through transparent consultations/deliberations on campus and with the governing board.
Response

<Insert text. Cell will expand.>
Part II: Justification for the Proposed Program

A. Response to Current Needs
Questions to address: Provide an objective account of the need for a new degree program at the level and in the discipline proposed. The soundness of the account provided is established by appeal to objective evidence, as found in reliable cited sources and from the inherent terms of the argument presented. Needs addressed by the proposed program should be referenced to all relevant levels: local, state, national, 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 level and in the discipline proposed.
- The account provided avoids facile inferences from the general importance or ubiquity of the discipline—as in the bullet above, the account must be focused on the specific program being proposed, especially the degree level being requested.
- 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, employment advertisements. Inconsistencies on these points will be highlighted in information provided to Council when the program is presented for consideration.

Response

Provide Appendices.
- Excerpts of publications (documents, books, or articles) not available on the internet, particularly when quoted information provides supportive evidence of need.
- Optional: letters of support from industry.

B. Employment Demand
Questions 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 level being proposed.

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

Labor Market Information: Bureau of Labor Statistics
Labor Market Information: Virginia Employment Commission

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>SOC Code</th>
<th>Employment 20XX</th>
<th>Employment 20YY</th>
<th>10-yr change: % and n’s</th>
<th>10-yr openings</th>
<th>Typical Entry Level Education</th>
</tr>
</thead>
</table>

Provide Appendices.

- Collection of position announcements from the internet, professional organizations, or other sources of information about jobs appropriate to the degree program. 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 obtained within one year of formally submitting the proposal to SCHEV and include the job title, duties, education level, location, and date of announcement;
  - be of sufficient quantity to contribute to a persuasive case of need for the proposed program; and
  - be printed directly from the internet and size-adjusted for readability.

- Optional: letters of support from prospective employers that include a statement of need for these graduates and potential employment opportunity. SCHEV discourages form letters. Letters must be written on company letterhead, signed, and indicate the author's position/title.

- Optional: employment projections/analyses from sources other than BLS and VEC.

C. Duplication

Upon publication of a Program Announcement in Council’s Agenda Book, institutions already offering similar programs are entitled to provide feedback on the need for new programs and the potential effects of another new program on existing ones. The chief academic officer of the interested institution should write his/her peer at the proposing institution within 30 days. SCHEV recommends that the feedback address (at least) the following two questions:

- Given your experience offering a degree program with this CIP code at this level, do you perceive the need for additional programs in Virginia? If not, why not?
- Would an additional degree program in Virginia with this CIP code at this level be likely to have a negative, positive, or no effect on your institution’s program?

The proposing institution must address any such feedback in the program proposal submitted to SCHEV. Failure to address feedback received may result in action on the proposed program being postponed to a future Council agenda.
Questions to address: 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 institutions already offering the same kind of program and relevant labor conditions, according to LMI information adduced in section B above. In case of concerns from institutions already offering similar programs, explain whether and how those concerns should be answered.

- For each existing degree program at the same level and with the same CIP code as the proposed program, provide information in the table below.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Award/Title</th>
<th>Avg degrees granted (last 5 years)</th>
<th>Brief description of similarities/differences</th>
</tr>
</thead>
</table>

Components of an effective response:
- The response addresses directly and with evidence the need for additional degree production in the discipline and at the level being proposed, beyond degree production of existing programs at Virginia public institutions.
- Any concerns, arguments, or critiques offered by other institutions are answered directly and with factual evidence to support the addition of another degree program in the discipline and at the level being proposed.

Response

Provide Appendix.
- All correspondence from other institutions about the proposed program.

D. Student Demand

Questions to address: Provide evidence of student demand to support projected enrollments. Evidence of demand from surveys, emails, or letters should reflect information obtained within 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 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 3 years of submitting the proposal to SCHEV.

- Information concerning lack of seat availability for qualified applicants at other public institutions in Virginia. Information should include data on the number of applications, the number of qualified students accepted, and the number of qualified students enrolled. Information should show data within 2 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 above-described sources of evidence of student demand.

Response

<Insert text. Cell will expand.>

Provide Appendix.

- Evidence, data, artifacts appropriate to the form(s) of student demand utilized (see bullets above)
**Part III: Summary of Projected Enrollments for the Proposed Program**

**Projected Enrollment**
The estimated headcount and FTE (full-time equivalent) for students, including sources for the projection. The graduation rate expected for each year after the target enrollment year. With the assistance of the institution’s planning or Institutional Research office, complete and attach the “Summary of Projected Enrollments in Proposed Program” form.

**Instructions:**
- Enter the appropriate dates at the top of each column.
- Provide **fall headcount enrollment (HDCT)** and **annual full-time equivalent student (FTE) enrollment**. Round the FTE to the nearest whole number.
- **Assumptions:** Provide data for 1. Retention (%); 2. Part-time students (%); 3. Full-time students (%); 4. Expected time to graduation (in years) for full-time and part-time students; and 5. Number of credit hours per semester for full-time and part-time students.

**Note:** Target Year refers to the year the institution anticipates the program will have achieved full enrollment. The Council will review for possible closure any program that has not met SCHEV’s productivity standards within five years of the date of first program graduates. Programs that do not anticipate meeting SCHEV productivity standards should not be proposed (see Productivity Standards). Productivity standards are not guidelines for student projected enrollment and should not be used to complete the chart below. Projected enrollment should represent actual plans for student enrollment in the program.

**Projected enrollment:**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>20_ - 20_</td>
<td>20_ - 20_</td>
<td>20_ - 20_</td>
<td>20_ - 20_</td>
<td>20_ - 20_</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HDCT</th>
<th>FTES</th>
<th>HDCT</th>
<th>FTES</th>
<th>HDCT</th>
<th>FTES</th>
<th>GRADS</th>
<th>HDCT</th>
<th>FTES</th>
<th>GRADS</th>
</tr>
</thead>
</table>

**Definitions:**
HDCT—fall headcount enrollment
FTES—annual full-time equated student enrollment
GRADS—annual number of graduates of the proposed program
### Part IV: Projected Resource Needs for the Proposed Program

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Program initiation year 20__ - 20__</th>
<th>Program enrollment year 20__ - 20__</th>
<th>Additional years to align with other tables they may complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected enrollments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projected tuition and E&amp;G fees (note if there are any additional planned fee charges that are unique to this program)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projected tuition revenue</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Expected state funding</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Other funding sources (i.e. grant, business entity, private sources)</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Equipment needs</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total Annual Funding to the Program</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
</tbody>
</table>
Part VI: Certification Statements

1. A budget request will be submitted to the General Assembly to initiate and/or maintain the proposed program.
   - Yes _____
   - No _____
   
   If “Yes” is checked, describe: when the request will be made; how much will be requested; what the funds will be used for; what will be done if the request is not fulfilled.

   Response
   <Insert text. Cell will expand.>

2. The proposed degree program is included in the institution’s most recent six-year plan.
   - Yes _____
   - No _____
   
   If “No” is checked, explain why the program is being advanced at the present time despite not being included in the six-year plan.

   Response
   <Insert text. Cell will expand.>

3. The institution’s governing board has been provided information referenced above regarding duplication and labor market projections as part of its approval action.
   - Yes _____
   - No _____

   The institution’s Chief Academic Officer attests to the accuracy of the above statements

   Name

   Signature        Date
State Council of Higher Education for Virginia
Agenda Item

Item: Academic Affairs Committee #B8 – Update on Transfer Virginia

Date of Meeting: May 20, 2019

Presenters: Ms. Patricia Parker
Project Director, Transfer Virginia
VCCS
pparker@vccs.edu

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

Background Information/Summary of Major Elements: SCHEV and the Virginia Community College System are collaborating on a grant-supported project sponsored by the Aspen Institute, “Transfer Virginia,” which seeks to improve degree completion outcomes for transfer students through both policy and practice. Ms. Patricia Parker, project director of Transfer Virginia, will give a presentation on the current status of Transfer Virginia.

Materials Provided:
Presentation on Transfer Virginia.

Financial Impact: N/A

Timetable for Further Review/Action: Updates will be provided on Transfer Virginia and other transfer-related activities periodically.

Resolution: N/A
State Council of Higher Education for Virginia
Agenda Item

Item: Academic Affairs Committee #B9 – Report of the Staff Liaison to the Committee

Date of Meeting: May 20, 2019

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

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

Date:
Action:

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

Timetable for Further Review/Action: N/A

Resolution: N/A
National Association of State Administrators and Supervisors of Private Schools

- Darlene Derricott, Emily Hils, and Sylvia Rosa-Casanova attended the National Association of State Administrators and Supervisors of Private Schools (NASASPS) Annual Conference held in Jacksonville, Florida April 14-17, 2019. The conference opened with an update from Diane Auer Jones, U.S. Principal Deputy Under Secretary of the U.S. Department of Education on the current issues facing the postsecondary education sector. Staff then attended a series of presentations by the State Authorization Network (SAN) on topics including compliance, state authorization, out-of-state learning professional licensure disclosures, and the current status of the Federal Regulations-Negotiated Rulemaking. Ms. Rosa-Casanova organized a panel consisting of a Homeland Security investigator, a special agent and a field representative to address state regulators on the issue of “visa mills.”

Private Postsecondary Education (PPE) Annual Informational Summit

- PPE hosted its annual informational Summit at the Short Pump Hilton in Richmond on April 4. Approximately 200 representatives from SCHEV-certified institutions attended. A highlight of the Summit was a panel discussion with PPE staff and invited representatives from the Virginia Board of Nursing and the Department of Professional and Occupational Regulation. Attendees had the opportunity to ask questions and learn ways to promote quality, access and accountability within their school sector.

Staff Activities and Recognition

Jodi Fisler

- Co-hosted a one-day professional development event with the Virginia Assessment Group (April 19). The program, “Telling Our Stories: Using Assessment Data for Learning and Improvement,” took place simultaneously at all six 4-VA campuses (GMU, JMU, ODU, UVA, VCU, VT), with all sites connected by video through the telepresence classroom technology at each location. Approximately 150 faculty and staff members participated. This event was supported by a collaborative research grant through 4-VA.

- Currently planning a “Day of Dialogue,” to be held at Reynolds Community College on Friday, June 7. The meeting will explore how SCHEV and institutions can support faculty in improving teaching practices.

Ashley Lockhart
• Attended the Teacher (P-12) Pathway Working Group Meeting at the University of Richmond in Richmond, VA, as part of the Provosts’ Initiative on Teacher Shortages (March 27).
• Hosted the Sexual Violence Advisory Committee and Delegate Joseph Lindsey at Norfolk State University in Norfolk, VA, to discuss the legislative agenda in the 2020 session (April 18).
• Attended the Western Governors University: Delivering Better Outcomes by Aligning Education With Workforce Needs at the offices of the Gallup organization in Washington, DC (April 30).

Monica Osei

Sylvia Rosa-Casanova
• Completed her term on the Board of Directors of the National Association of State Administrators and Supervisors of Private Schools (NASASPS) in April.
• Invited to participate as a panelist representing state regulators of private postsecondary schools at the Accrediting Council for Independent Colleges and Schools (ACICS) Professional Development Conference (May 10).
• Hosted meeting with certified out-of-state non-profit institutions on April 3. SCHEV staff meets with this group twice a year to provide a forum for discussion and feedback between the institutions and SCHEV. Topics include proposed legislation, changes in regulation and updates on operational procedures.

Paul Smith
• Coordinated the spring meeting of the State Committee on Transfer (SCT) hosted by Lord Fairfax Community College on March 28, 2019. The SCT consists of representatives from two and four-year institutions and is charged with developing and monitoring transfer-related policies. The committee discussed the current draft of the Virginia Public Higher Education Policy on Passport and Uniform Certificate of General Studies Program, the structuring of the Uniform Certificate of General Studies, and the development of guided program pathways for transfer students.
• Between April 10-12, 2019, Dr. Smith conducted a series of focus groups with students from the College of William and Mary, Old Dominion University, and Virginia Western Community College related to their personal experiences with dual enrollment program/coursework. These focus groups are part of a larger research project examining the students’ perception of the benefits and quality of dual enrollment programs/coursework. Across the three institutions a total of 25 students participated.
• SCHEV hosted the Advisory Committee on Dual Enrollment and General Education Transfer on April 17, 2019. The committee discussed the current draft of the Virginia Public Higher Education Policy on Passport and Uniform Certificate of General Studies Programs. Following the policy review, the committee made suggestions on “next steps” in the development of the Uniform Certificate of General Studies. SCHEV organizing staff included Joseph G. DeFilippo and Paul Smith.
Academic Affairs Staff:
  Dr. Joseph G. DeFilippo, Director, Academic Affairs & Planning
  Ms. Darlene Derricott, Senior Coordinator, Academic Services
  Dr. Jodi Fisler, Associate for Assessment Policy & Analysis
  Ms. Emily Hils, Academic Programs and Services Specialist
  Ms. Ashley Lockhart, Coordinator for Academic Initiatives
  Dr. Monica Osei, Associate Director for Academic Programs & Instructional Sites
  Ms. Beverly Rebar, Senior Associate for Academic & Legislative Affairs
  Ms. Sylvia Rosa-Casanova, Director, Private Postsecondary Education
  Dr. Paul Smith, Senior Associate for Student Mobility Policy & Research
Ms. Connelly called the meeting to order at 2 p.m. in the Cascades room, Inn at Virginia Tech, Blacksburg, Virginia. The committee members present: Marge Connelly, Heywood Fralin, Stephen Moret and Minnis Ridenour.

Committee members absent: William Murray and Tom Slater.

The following committee members were present via phone: Henry Light and Victoria Harker

Staff members present: Wendy Kang, Kristin Whelan, Lee Andes, Laura Osberger, Lee Ann Rung, Peter Blake, Emily Salmon and Alan Edwards.

**APPROVAL OF MINUTES**

On a motion by Ms. Connelly and seconded by Mr. Ridenour, the minutes from the January 14, 2019, meeting were approved unanimously.

**ACTION ON PROPOSED VIRGINIA LICENSE PLATE SCHOLARSHIP GUIDELINES**

Mr. Andes, SCHEV’s Associate Director for Financial Aid, presented on the changes to the License Plate Scholarship program administration guidelines. While each institution that has benefitted from the program has been previously reviewed, SCHEV staff is implementing a regular review process. The proposed guidelines provide structure for staff administration. On a motion from Mr. Ridenour and seconded by Mr. Fralin, the following resolution was approved unanimously to be forwarded to the Council:

**BE IT RESOLVED** that the State Council of Higher Education for Virginia approves the proposed Virginia License Plate Scholarship guidelines.

**PREVIEW OF THE COMMONWEALTH RESEARCH AND TECHNOLOGY STRATEGIC ROADMAP**

Dr. Edwards, SCHEV policy studies director, provided background on the Research and Technology Roadmap. Although the Roadmap it is ongoing for over ten years and was managed by the Center for Innovative Technology (CIT), the responsibility shifted to SCHEV January 2, 2018. The Roadmap is the Commonwealth’s blueprint for what areas of technology provide the most promise.

Dr. Edwards introduced SCHEV’s Roadmap Coordinator, Emily Salmon. Ms. Salmon presented on the goals and Council objectives for the Roadmap process. Ideally the Roadmap will inform the way funds are awarded.
The purpose of the presentation was to seek input from the Council on the current work plan. SCHEV seeks advice on establishing means to identify research areas and framework for the future of the Roadmap were stated as objectives of the Council. Council members stressed their commitment to the project and discussed creating an ad hoc committee to study aligning their work on the Roadmap with the work of the Virginia Research and Investment Committee (VRIC). After a discussion of the importance of the Roadmap, the Council agreed to take on this task and collaborate key players from VRIC.

DISCUSSION OF 2018 FALL ENROLLMENT AT PUBLIC TWO-YEAR INSTITUTIONS

Mr. Kang, SCHEV’s director of finance policy and innovation, provided an update on fall 2018 enrollment numbers at two-year institutions. Enrollment peaked in 2011. Most enrollment for the fall of 2018 was down across the state which fits with the typical lower rates of enrollment in a stronger economy.

The drop in enrollment is spread equally across all community colleges with the exception of a few. SCHEV plans to work with Virginia Community College System (VCCS) to devise strategies to address enrollment concerns.

ANNUAL REPORT ON THE NEW ECONOMY WORKFORCE CREDENTIAL GRANT

Ms. Kang provided an update on the New Economy Workforce Credential grant offered through the community colleges. Established during the 2016 General Assembly, this grant is a pay-for-performance model of funding for noncredit workforce training that leads to a credential in a high-demand field. The student pays for the first, third of the tuition to enroll. The state pays for the second, third of the cost once the student completes classes. Upon the receipt of the credential, the state pays the last third of the tuition.

Training programs have led to high-demand jobs in trucking, welding, highway construction, nursing and phlebotomy. The completion rates averaged 92% and the completion rate average 72%. Based on a review of a sample cohort of students, this program provided a significant increase in wages for individuals with the lowest incomes ($20,000 or less) prior to enrollment.

The grant is marketed as Fast Forward, the name that the community colleges use. Enrollment is proportionally higher in rural parts of the state.

UPDATE OF THE STRATEGIC FINANCE PLAN

Ms. Kang provided an update on the Strategic Finance Plan. With support from HCM Strategists, SCHEV analyzed current attainment data and growth needed to reach our goal of best educated state by 2030. We identified attainment gaps and calculated spending per degree compared to other states to determine efficiency and future costs of additional degrees. SCHEV reviewed this data with staff of the Department of Planning and Budget, Chief Workforce Development Advisor, Secretaries of Finance and Education and the money committees.
SCHEV has examined programs in other states that have been successful in improving educational attainment. We will host a Day of Dialog meeting to gain input from institutions. Once we receive input from the institutions, we will create a report including recommendations for policymakers.

REPORT OF THE SIX-YEAR PLAN PROCESS

Ms. Kang provided an update on the process for the 2019 Six-year Plans. This year is development year, as such, new plans will be submitted by the institutions. The objective is to align or unite performance plan pilots with the six-year plans.

In the past, the institutions assumed that there would be no new general funds available. There is agreement to allow institutions to signal their budget requests during the process. The institutions expressed a strong interest in providing scenarios for tuition and fees increases if general funds are not available.

DISCUSSION OF THE COMMONWEALTH’S FINANCIAL AID FUNDING MODEL

Mr. Andes updated the committee on the state’s financial aid funding model study.

Mr. Andes provided the updated language that the SCHEV staff worked on with the General Assembly staff to include in the budget language for the review. Staff is reviewing the primary method through which the state provides needs-based assistance, The Virginia Student Financial Assistance Program (VSFAP). By reviewing the methodology of other state financial aid assistance programs and reporting to Council, staff expects to provide an opportunity for discussion at the July Council meeting and final proposals at the September Council meeting.

MOTION TO ADJOURN

The Chair adjourned the meeting at 4:02 p.m.

Marge Connelly  
Committee Chair

Kristin Whelan  
Coordinator, Executive & Board Affairs
State Council of Higher Education for Virginia

Agenda Item

Item: Resources and Planning Committee #C3 – Action on Tuition Moderation Fund Delegation to Staff to Certify Institutions Eligible for the Fund

Date of Meeting: May 20, 2019

Presenter: Wendy Kang
Director of Finance Policy and Innovation
wendykang@schev.edu

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

Background Information/Summary of Major Elements: The purpose of this agenda item is to request delegation of the tuition moderation fund certification process to staff. The following provides a brief overview of the process.

The General Assembly established a tuition moderation fund during the 2019 General Assembly session in the amount of $52.5 million. Institutions can access the fund if they maintain in-state undergraduate tuition and education and general (E&G) fees at the same rate as 2018-19.

This fund is intended to off-set the expected nongeneral fund costs to implement the planned faculty and staff salary increases that also were passed by the General Assembly and other selected planned costs identified by institutions in their 6-year plans.

As part of this process, SCHEV is required to certify that institutions meet the prior year rates to the chairs of the money committees, the department of planning and budget and the Governor by July 1.

Specific wording related to the fund is included below:

Item 253.50

2. a. Allocations listed in paragraph A.1. of this item shall be granted to public colleges and universities in fiscal year 2020 so long as they maintain tuition and mandatory Educational and General (E & G) fee charges for in-state undergraduate students to fiscal year 2019 levels.

3. The State Council of Higher Education for Virginia (SCHEV) shall certify whether each public college and university has met the tuition freeze requirements of this fund. SCHEV shall report its findings to the Governor,
the Chairmen of the House Appropriations and Senate Finance Committees, and the Director of the Department of Planning and Budget by July 1, 2019.

4. Upon certification by SCHEV that the requirements in paragraph A.2. have been met, the Director, Department of Planning and Budget, shall transfer the amounts listed above to each of the certified institutions. The amounts transferred to each institution shall not revert and shall become part of the institution’s fiscal year 2020 base for subsequent biennia.

5. If an institution elects to increase tuition and mandatory E & G fees for in-state undergraduate students in fiscal year 2020 above the fiscal year 2019 levels, the institution shall not be eligible for an allocation from the fund.

6. The Rector, Board of Visitors of institutions choosing to forego allocations from this item and electing to increase tuition and mandatory E & G fees for in-state undergraduate students in fiscal year 2020 shall communicate the Board Resolution certifying that decision to the Chairmen of the House Appropriations and Senate Finance Committees by August 1, 2019.

7. All unallocated funds shall be transferred to Item 266, the Revenue Cash Reserve by September 1, 2019.

Each year, institutions submit detailed information of all student charges for SCHEV review and compilation for the annual Tuition and Fee report. Initial data are due by May 17. As part of this process, SCHEV staff will review the submitted in-state undergraduate tuition and E&G fees and SCHEV certify whether institutions met the requirements by the July 1 deadline.

Since the Council will not meet between the timeframe when institutions submit their tuition and fee rates and SCHEV completes its analysis to certify by July 1, staff request an action to delegate the certification process.

**Materials Provided:** No materials provided

**Financial Impact:** This has not financial impact at this time.

**Timetable for Further Review/Action:** NA.

**Resolution:**

BE IT RESOLVED that the State Council of Higher Education for Virginia delegates to SCHEV staff the responsibility to certify institutions that comply with the requirements of the tuition moderation fund as established under Item 253.50 of the 2019 Virginia Acts of Assembly Chapter 854.
State Council of Higher Education for Virginia
Agenda Item

Item: Resources and Planning Committee #C4 – Report on the Strategic Finance Plan

Date of Meeting: May 20, 2019

Presenter: Wendy Kang
Director of Finance Policy and Innovation
wendykang@schev.edu

Most Recent Review/Action:
☑ No previous Council review/action
☑ Previous review/action
  Date: March 2019
  Action: Council received an update on the finance plan at the March meeting

Background Information/Summary of Major Elements: The purpose of this agenda item is to discuss updates to the strategic finance plan/resource map project. This process began in March 2018 and is supported by HCM Strategists - a national higher education consultancy group supporting the Lumina Foundation’s Strategy Labs. The focus of this initial phase is primarily on undergraduate operational support and financial aid.

The purpose of the finance plan is to further align funding to meet the educational attainment objective and the goals of The Virginia Plan for Higher Education.

The development of the plan to date includes the following:

- Meetings with staff from the Department of Planning and Budget, the Secretaries of Finance and Education, the Chief Workforce Development Advisor and staff to the money committees to guide the project.
- Alignment of the six-year plan process and funding requests to address key needs related to The Virginia Plan goals.
- Use of analysis to inform the educational attainment report background.
- Recommendations to review of financial aid policies (recommended by Council and passed in the 2019 Session).
- Identification of promising practices in other states that have been shown to increase educational attainment and further align funding to goals.
- Recognition of the need for a strategic finance plan during the 2019 General Assembly session by including budget language for the finance plan to align with priorities of Joint Subcommittee on the Future Competitiveness of Higher Education.
- Hosting of a one-day convening with over 80 institution and higher education representatives that focused on four key areas of interest: (1) access and...
enrollment, (2) completion, (3) stable funding models and costs; (4) workforce alignment.

**Next steps:**
The draft plan is expected by mid-May with a final report in June. Staff from HCM will provide a preliminary overview of recommendations at the May council meeting for consideration.

**Materials Provided:** No materials provided. A presentation will be provided at the May council meeting.

**Financial Impact:** This has not financial impact at this time.

**Timetable for Further Review/Action:**

**Resolution:** None.
State Council of Higher Education for Virginia
Agenda Item

Item: Resources and Planning Committee #C5 – Discussion of SCHEV Budget and Policy Development

Date of Meeting: May 20, 2019

Presenter: Wendy Kang
Director of Finance Policy and Innovation
wendykang@schev.edu

Most Recent Review/Action:
- No previous Council review/action

Previous review/action
- Date: 
- Action:

Background Information/Summary of Major Elements: The purpose of this agenda item is to begin discussions with Council members regarding the SCHEV policy and budget development process for the 2021-22 biennium. SCHEV is responsible for annually providing budget and policy recommendations as set forth in section § 23.1-208 Budget requests and recommendations (text is included below).

A. The Council shall develop policies, formulae, and guidelines for the fair and equitable distribution and use of public funds among the public institutions of higher education, taking into account enrollment projections and recognizing differences and similarities in institutional missions. Such policies, formulae, and guidelines shall include provisions for operating expenses and capital outlay programs and shall be utilized by all public institutions of higher education in preparing requests for appropriations. The Council shall consult with the Department of Planning and Budget in the development of such policies, formulae, and guidelines to ensure that they are consistent with the requirements of the Department of Planning and Budget.

B. Not less than 30 days prior to submitting its biennial budget request to the Governor, the governing board of each public institution of higher education shall transmit to the Council such selected budgetary information relating to its budget request for maintenance and operation and for capital outlay as the Council shall reasonably require. The Council shall analyze such information in light of the Council's plans, policies, formulae, and guidelines and shall submit to the Governor recommendations for approval or modification of each institution's request together with a rationale for each such recommendation. The
Council shall make available to the General Assembly its analyses and recommendations concerning institutional budget requests.

In addition, SCHEV also is required to provide funding calculations related to operational funding needs (referred to as base adequacy) that includes operational costs and costs to reach the faculty salary goal of meeting the 60th percentile for an institution's peer group.

In prior years, the funding recommendations primarily were in the following core areas:

- Basic operations and faculty salaries
- Capital and equipment
- Operation and Maintenance and Maintenance Reserve
- Financial aid

In recent years, SCHEV Council also considered funding and policies to support goals of The Virginia Plan, including:

- Creation of a tuition moderation fund (funded for FY 2020)
- Establishment of an institution or statewide reserve fund (partially implemented)
- Funding for access and student success (not funded at SCHEV)
- Limits on non-E&G fee increases (implemented)
- Enrollment of out-of-state students (not implemented)

Next steps:
The proposed timeline for budget and policy development is as follows:

- **May Council Meeting**: Receive budget and policy ideas from Council members. Use recommendations for the strategic finance plan to consider for funding and policy development.
- **July Council Meeting**: Present a report on the State of Higher Education Funding that includes data on funding, financial aid, overall expenditures and other areas to consider as the Council develops its funding recommendations. Present a refined list of budget and policy areas with preliminary estimates on costs (where available) for Council consideration.
- **September Council Meeting**: Present the draft budget and policy recommendations report to Council members.
- **October Council Meeting**: Council approves final budget and policy recommendations.
- **October-December**: Council staff prepares policy documents and presents final budget recommendations to money committee staff, the Department of Planning and Budget (DPB) and governor's office.

**Materials Provided**: No materials provided.

**Financial Impact**: This has not financial impact at this time.

**Timetable for Further Review/Action**: As noted above.

**Resolution**: None.
State Council of Higher Education for Virginia
Agenda Item

Item: Resources and Planning Committee #C6 – Discussion of Commonwealth Graduate Engineering Program (CGEP)

Date of Meeting: May 20, 2019

Presenters: Jean Mottley Huskey
Senior Associate for Finance Policy
jeanmottley@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
  Date: March 22, 2016
  Action: CGEP representatives updated the Council on the status and activities of the program.

Background Information/Summary of Major Elements: The Commonwealth Graduate Engineering Program (CGEP) is a consortium of Virginia universities established in 1983 to deliver graduate engineering courses via distance education. CGEP is the longest running distance education cooperative in the Commonwealth. The participating institutions are Virginia Tech, the University of Virginia, Virginia Commonwealth University, Old Dominion University, George Mason University and Virginia State University. The University of Mary Washington, the Southern Virginia Higher Education Center, and the Center for Advanced Engineering and Research serve as receiver sites and marketing partners.

The program is designed to provide engineers, and other qualified individuals with strong backgrounds in the sciences, with an opportunity to conveniently pursue their engineering Master's degree program coursework. Degrees are not conferred by CGEP, but rather are awarded by the six principal institutions (VT, UVA, VCU, ODU, GMU and VSU).

This presentation will update SCHEV on current program activities and planned future activities of CGEP that may be included in an upcoming budget request through SCHEV.

This is required under current state budget language that states:

For supplemental budget requests, the participating institutions and centers jointly shall submit a report in support of such requests to the State Council.
of Higher Education for Virginia for review and recommendation to the Governor and General Assembly.

In particular, the presentation will include:

- CGEP’s unique value proposition
- Historical information
- Statewide supply and demand information
- Opportunity for expansion
- Centralized services proposal
- CGEP’s alignment with the Virginia Plan
- Brief testimonials from a past student and two industry partners

**Materials Provided:**

- Copy of presentation
- Additional information including testimonials from students and industry partners

**Financial Impact:** None at the current time.

**Timetable for Further Review:** CGEP intends to submit a budget proposal in August to SCHEV.

**Resolution:** None
State Council of Higher Education for Virginia
Agenda Item

Item: Resources and Planning Committee #C7 – Update on Six-Year Plan Process

Date of Meeting: May 20, 2019

Presenter: Dr. Jean Huskey
Assistant Director of Planning and Finance
jeanmottley@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
  Date: March 18, 2019
  Action: Initial information for 2019 plans presented to the R&P Committee

Background Information/Summary of Major Elements:
The purpose of this agenda item is to update the Committee on the progress of the work on the 2019 six-year plans. The Higher Education Opportunity Act of 2011 reaffirmed institutional six-year plans that were first adopted in the Restructured Higher Education Financial and Administrative Operations Act of 2005. Each plan is structured in accordance with objectives and purposes set forth in § 23.1-306. The plans include information about institutional strategies, projected costs, tuition and fees, financial aid, economic development and other timely topics. In 2015, joint resolutions approved by the House and Senate require that institutional six-year plans align with The Virginia Plan for Higher Education.

The form and manner for the plan is prescribed by the Council in consultation with the Secretary of Finance, the Secretary of Education, the Director of the Department of Planning and Budget, the Staff Director of the House Committee on Appropriations and the Staff Director of the Senate Committee on Finance, or their designees. This review group is sometimes referred to as the Op Six. In preparation for the 2019 plans, two meetings were held with this group in late 2018. Two additional meetings were held in March and April of this year.

This process requires a lot of communication and coordination with the institutions. Therefore, staff formed an institutional work group to discuss projected plan requirements and to identify opportunities for streamlining the plans and the process. Staff met with the institutional work group in January and February. Subsequently, the work group members have received two detailed communications to keep the institutions updated on the meetings with the Op Six.
SCHEV staff, the Op Six and institutional staff performed a complete review of the six-year plan materials. The Op Six made many updates to streamline the materials and to accommodate the new reporting requirements. The changes include the following:

- A description of how institution goals align with The Virginia Plan goals - specifically in the state priority areas of access and enrollment, especially for underrepresented students; retention, completion and time to degree, including the use of transfer; affordability and funding; and workforce alignment, retention of graduates, and if applicable, research.
- A plan for tuition and fee predictability (new).
- A request for an institutional performance pilot (new).
- A requests for general fund (new).

In the odd-numbered years, such as 2019, institutions develop their six-year plans. In the even-numbered years, institutions update or affirm their plans. Since this year is a development year, institutions will meet with the review group to discuss their initial plans. The schedule is set for SCHEV to host 18 meetings in July and August.

Here is the current timeline for the six-year plan process:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 1</td>
<td>Templates and instructions sent to institutions</td>
</tr>
<tr>
<td>May 8</td>
<td>Webinar for institutions to discuss the six-year plan materials</td>
</tr>
<tr>
<td>July 1</td>
<td>Initial plans submitted by institutions (SCHEV reviews and provides summary comments to Op Six)</td>
</tr>
<tr>
<td>Mid-July</td>
<td>Plans posted for Op Six review</td>
</tr>
<tr>
<td>Summer</td>
<td>Institutional Meetings with Op Six</td>
</tr>
<tr>
<td>September 1</td>
<td>SCHEV compiles Op Six comments to send to institutions</td>
</tr>
<tr>
<td>October 1</td>
<td>Responses to comments and final plans submitted</td>
</tr>
<tr>
<td>December 1</td>
<td>Plans posted on SCHEV’s website</td>
</tr>
</tbody>
</table>

The six-year plan process has many moving parts and various deadlines. Staff is committed to providing timely communication, coordination and support to institutions and the Op Six to ensure that this process proceeds on schedule and to enhance the quality and value of the plans.

**Materials Provided:** None.

**Financial Impact:** This has no financial impact at this time.

**Timetable for Further Review/Action:** Staff will provide updates on the six-year plan process at future meetings.
State Council of Higher Education for Virginia
Agenda Item

Item: Resources and Planning Committee #C8 – Discussion of 2018 Fall Enrollment at Private, Non-Profit Institutions

Date of Meeting: May 20, 2019

Presenter: Tod Massa
Director of Policy Analytics
todmassa@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
   Date: May 2019
   Action: Received an update on Fall 2018 enrollment

Background Information/Summary of Major Elements: In January and March, Council received reports on enrollment at public four- and two institutions. This item is the corresponding report for private, non-profit institutions.

Materials Provided: Highlights and briefing, with enrollment data at private, non-profit institutions. The data are also available on the SCHEV website’s Research section [http://research.schev.edu/apps/info/Reports.Guide-to-the-Fall-Headcount-Enrollment-Reports.ashx].

Financial Impact: None.

Timetable for Further Review/Action: Additional and updated information on Fall 2018 enrollment will be posted regularly to the SCHEV website.

Resolution: None.
Fall 2018 Enrollment at Private, Non-Profit Institutions

Overview

The information below details student enrollment at private, non-profit institutions in fall 2018. The information also includes comparisons to institutional enrollment projections. Since enrollment is a predicate to degree completion, ensuring that the Commonwealth has policies aligned to support enrollment is a key element to meeting the degree goals of the Top Jobs Act and becoming the best-educated state in the nation by 2030.

These and other data related to enrollment can be found on the SCHEV research website (http://research.schev.edu/apps/info/Reports.Guide-to-the-Fall-Headcount-Enrollment-Reports.ashx).

Highlights

Fall 2018 enrollment at Virginia’s private, non-profit institutions totaled 137,271 students. Private institutions increased total enrollment by 4,324 students (3.3%) over Fall 2017 levels and 3,461 students (2.6%) over projections (See Table 1 total fall enrollment at private, non-profit institutions).

Graduate enrollment increased by 4,237 (10.8%) and first-professional increased by 100 (1.4%) students during the same period, while total undergraduate enrollment decreased by 13 students (-0.02%).

The number of students enrolled for the first time in college increased by 664 (4.9%) to 14,104 compared to the prior year. This represented an increase of 437 students from Virginia and an increase of 227 nonresident students.

Enrollment of new undergraduate transfer students (from all institutions) decreased by 441 students (-5.3%) to 7,903 from the prior year.

- 1,236 of these new transfers, who are bachelor’s degree seeking at Virginia’s private, non-profit institutions, came from the Virginia Community College System and Richard Bland College, a decrease of 144 students (-8.4%).
  - 439 had completed an associate degree in the prior year, a decline of 15 students (-3.3%).
  - 797 had not completed an associate degree in the prior year, a decrease of 99 students (-11.0%).

Of Virginia’s private, non-profit institutions who confer bachelor’s degrees, Liberty University enrolls about 34% of total in-state undergraduate students. Sweet Briar College is the smallest of the private, non-profit institutions and enrolls around 0.5% of in-state undergraduates.

After Liberty, the next six institutions make up the highest enrollment of in-state students, approximately 28% – Regent University (7%), University of Lynchburg (5%),
Bridgewater College (4%), Marymount College (4%), Randolph-Macon College (4%) and Shenandoah University (4%).

Since Fall 2000, undergraduate enrollment of women has increased by 112.6%. As a percentage of total undergraduate enrollment, the number of women has dropped slightly from 60% to 58%.

Undergraduate enrollment of non-white students (excluding international students) has increased by 119.6% since 2000. As a percentage of total undergraduate enrollment, the number of non-white students remained the same from 2000, 28%, in 2018.

**Conclusion**

Total enrollment at the private, non-profit institutions was higher than the prior year and higher than institutions’ projections. This growth was due primarily to increases in graduate and first-professional enrollment during this period.

Total undergraduate enrollment and undergraduate new transfer enrollment decreased, while enrollment of first-time-in-college students noticeably increased compared to last year. Liberty University is the largest private, non-profit institution. It and six other institutions enroll over 60% of Virginia undergraduate students enrolled at four-year private, non-profit institutions. Students at private, non-profit institutions are predominately women and the percentage of students of color remains unchanged from 2000.

**Statewide Summary**

Combined student enrollment in all sectors – public four-year, public two-year and private, non-profit – totaled 521,471 in Fall 2018. This was an increase of 190 students (0.04%) over Fall 2017 levels. Both graduate and first-professional enrollment increased by 4,268 (5.4%) and 261 (2.1%) students during this period. Undergraduate enrollment totaled 424,948 a decrease of 4,339 students (-1.0%). The number of first-time-in-college students increased by 632 (0.8%) to 77,254. Enrollment of new undergraduate transfers totaled 26,872, a decrease of 1,494 students (-5.3%). Of that total, 8,631 of the new transfers came from the Virginia Community College System and Richard Bland College, a decrease of 364 students (-4.0%). A total of 3,773 transfers completed an associate degree, a decrease of 82 students (-2.1%) from the prior year.

Ensuring that the Commonwealth has policies aligned to support enrollment is a key element to meeting the degree goals of the Top Jobs Act and becoming the best-educated state in the nation by 2030.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Enrollment in 2018-19</th>
<th>Projections for 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Change from 2017-18</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>*Total Private, Non-Profit Institutions</td>
<td>136,292</td>
<td></td>
</tr>
<tr>
<td>Total Private, Non-Profit Institutions</td>
<td>137,271</td>
<td>4,324</td>
</tr>
<tr>
<td>Appalachian College of Pharmacy</td>
<td>221</td>
<td>16</td>
</tr>
<tr>
<td>Averett University</td>
<td>952</td>
<td>23</td>
</tr>
<tr>
<td>Averett University Non-Traditional</td>
<td>588</td>
<td>-23</td>
</tr>
<tr>
<td>Bluefield College</td>
<td>1,190</td>
<td>149</td>
</tr>
<tr>
<td>Bridgewater College</td>
<td>1,857</td>
<td>-32</td>
</tr>
<tr>
<td>Christendom College</td>
<td>586</td>
<td>17</td>
</tr>
<tr>
<td>Eastern Mennonite University</td>
<td>1,444</td>
<td>-86</td>
</tr>
<tr>
<td>Eastern Virginia Medical School</td>
<td>1,383</td>
<td>63</td>
</tr>
<tr>
<td>Edward Via College of Osteopathic Medicine</td>
<td>732</td>
<td>-123</td>
</tr>
<tr>
<td>Emory and Henry College</td>
<td>1,240</td>
<td>12</td>
</tr>
<tr>
<td>Ferrum College</td>
<td>1,119</td>
<td>-11</td>
</tr>
<tr>
<td>George Washington University</td>
<td>1,725</td>
<td>-131</td>
</tr>
<tr>
<td>Hampden-Sydney College</td>
<td>1,072</td>
<td>26</td>
</tr>
<tr>
<td>Hampton University</td>
<td>4,321</td>
<td>-299</td>
</tr>
<tr>
<td>Hollins University</td>
<td>805</td>
<td>15</td>
</tr>
<tr>
<td>Jefferson College of Health Sciences</td>
<td>1,128</td>
<td>-23</td>
</tr>
<tr>
<td>Liberty University</td>
<td>79,160</td>
<td>4,116</td>
</tr>
<tr>
<td>Mary Baldwin University</td>
<td>1,900</td>
<td>246</td>
</tr>
<tr>
<td>Marymount University</td>
<td>3,418</td>
<td>43</td>
</tr>
<tr>
<td>Randolph College</td>
<td>623</td>
<td>-61</td>
</tr>
<tr>
<td>Randolph-Macon College</td>
<td>1,488</td>
<td>35</td>
</tr>
<tr>
<td>Regent University</td>
<td>10,859</td>
<td>226</td>
</tr>
<tr>
<td>Roanoke College</td>
<td>2,033</td>
<td>-14</td>
</tr>
<tr>
<td>Shenandoah University</td>
<td>3,817</td>
<td>-27</td>
</tr>
<tr>
<td>Southern Virginia University</td>
<td>979</td>
<td>54</td>
</tr>
<tr>
<td>Sweet Briar College</td>
<td>330</td>
<td>8</td>
</tr>
<tr>
<td>University of Lynchburg</td>
<td>3,081</td>
<td>273</td>
</tr>
<tr>
<td>University of Richmond</td>
<td>4,002</td>
<td>-21</td>
</tr>
<tr>
<td>Virginia Union University</td>
<td>1,560</td>
<td>-102</td>
</tr>
<tr>
<td>Virginia Wesleyan University</td>
<td>1,438</td>
<td>-38</td>
</tr>
<tr>
<td>Institution</td>
<td>Enrollment in 2018-19</td>
<td>Projections for 2018-19</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>Change from 2017-18</td>
</tr>
<tr>
<td>Washington and Lee University</td>
<td>2,220</td>
<td>-7</td>
</tr>
</tbody>
</table>

*Actuals and projection totals exclude Southern Virginia University*
Since 1992, total undergraduate enrollment has increased 113.7% (45,876 students) at the private, non-profit institutions. During this time, undergraduate enrollment increased annually between 2004 and 2015, climbing to its highest total in 2015. After 2015, undergraduate enrollment decreased in 2016 (1,820 students), 2017 (495 students) and in 2018 (13 students). In-state undergraduate enrollment grew 67.8% (12,891 students) from 1992 and had continual growth each year starting in 2004 as well, but experienced an earlier decrease in enrollment beginning in 2013 (180 students) and 2014 (119 students) before an increase in 2015 (141 students). In the last three years, in-state undergraduate enrollment experienced modest declines.

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Total</th>
<th>% Annual Change</th>
<th>In-State</th>
<th>% Annual Change In-State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>40,332</td>
<td></td>
<td>19,009</td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td>40,795</td>
<td>1.1%</td>
<td>19,289</td>
<td>1.5%</td>
</tr>
<tr>
<td>1994</td>
<td>41,144</td>
<td>0.9%</td>
<td>19,624</td>
<td>1.7%</td>
</tr>
<tr>
<td>1995</td>
<td>42,012</td>
<td>2.1%</td>
<td>20,554</td>
<td>4.7%</td>
</tr>
<tr>
<td>1996</td>
<td>40,208</td>
<td>-4.3%</td>
<td>20,435</td>
<td>-0.6%</td>
</tr>
<tr>
<td>1997</td>
<td>40,262</td>
<td>0.1%</td>
<td>19,890</td>
<td>-2.7%</td>
</tr>
<tr>
<td>1998</td>
<td>40,448</td>
<td>0.5%</td>
<td>20,502</td>
<td>3.1%</td>
</tr>
<tr>
<td>1999</td>
<td>40,133</td>
<td>-0.8%</td>
<td>19,901</td>
<td>-2.9%</td>
</tr>
<tr>
<td>2000</td>
<td>39,516</td>
<td>-1.5%</td>
<td>19,874</td>
<td>-0.1%</td>
</tr>
<tr>
<td>2001</td>
<td>39,461</td>
<td>-0.1%</td>
<td>20,617</td>
<td>3.7%</td>
</tr>
<tr>
<td>2002</td>
<td>42,210</td>
<td>7.0%</td>
<td>21,840</td>
<td>5.9%</td>
</tr>
<tr>
<td>2003</td>
<td>40,890</td>
<td>-3.1%</td>
<td>20,662</td>
<td>-5.4%</td>
</tr>
<tr>
<td>2004</td>
<td>46,937</td>
<td>14.8%</td>
<td>23,890</td>
<td>15.6%</td>
</tr>
<tr>
<td>2005</td>
<td>49,403</td>
<td>5.3%</td>
<td>24,807</td>
<td>3.8%</td>
</tr>
<tr>
<td>2006</td>
<td>52,758</td>
<td>6.8%</td>
<td>25,806</td>
<td>4.0%</td>
</tr>
<tr>
<td>2007</td>
<td>57,366</td>
<td>8.7%</td>
<td>27,707</td>
<td>7.4%</td>
</tr>
<tr>
<td>2008</td>
<td>60,365</td>
<td>5.2%</td>
<td>28,183</td>
<td>1.7%</td>
</tr>
<tr>
<td>2009</td>
<td>68,166</td>
<td>12.9%</td>
<td>29,255</td>
<td>3.8%</td>
</tr>
<tr>
<td>2010</td>
<td>74,372</td>
<td>9.1%</td>
<td>31,691</td>
<td>8.3%</td>
</tr>
<tr>
<td>2011</td>
<td>81,437</td>
<td>9.5%</td>
<td>32,502</td>
<td>2.6%</td>
</tr>
<tr>
<td>2012</td>
<td>85,974</td>
<td>5.6%</td>
<td>32,717</td>
<td>0.7%</td>
</tr>
<tr>
<td>2013</td>
<td>86,344</td>
<td>0.4%</td>
<td>32,537</td>
<td>-0.6%</td>
</tr>
<tr>
<td>2014</td>
<td>88,199</td>
<td>2.1%</td>
<td>32,418</td>
<td>-0.4%</td>
</tr>
<tr>
<td>2015</td>
<td>88,536</td>
<td>0.4%</td>
<td>32,559</td>
<td>0.4%</td>
</tr>
<tr>
<td>2016</td>
<td>86,716</td>
<td>-2.1%</td>
<td>32,273</td>
<td>-0.9%</td>
</tr>
<tr>
<td>2017</td>
<td>86,221</td>
<td>-0.6%</td>
<td>31,952</td>
<td>-1.0%</td>
</tr>
<tr>
<td>2018</td>
<td>86,208</td>
<td>0.02%</td>
<td>31,900</td>
<td>-0.2%</td>
</tr>
</tbody>
</table>
In-state, undergraduate enrollment decreased by 36 students, or about 0.1% over 2017 and four percent under institutional targets. Of the thirteen institutions that experienced decreased enrollment, one had an enrollment decline close to 10 percent or higher. Thirteen institutions had increases, two with increases of 10 percent or higher.

**Table 3: In-State, Classified, Undergraduate Fall Enrollment at Private, Non-Profit Institutions**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Enrollment in 2018-19</th>
<th>Estimates for 2018-19</th>
<th>Difference between Enrollment and Projections*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
<td><strong>Change from 2017-18</strong></td>
<td><strong>N</strong></td>
<td><strong>Difference</strong></td>
</tr>
<tr>
<td>Total Private, Non-Profit Institutions</td>
<td>30,201</td>
<td>-36</td>
<td>-0.1%</td>
</tr>
<tr>
<td>Appalachian College of Pharmacy</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Averett University</td>
<td>520</td>
<td>2</td>
<td>0.4%</td>
</tr>
<tr>
<td>Averett University Non-Traditional</td>
<td>245</td>
<td>-67</td>
<td>-21.5%</td>
</tr>
<tr>
<td>Bluefield College</td>
<td>625</td>
<td>-15</td>
<td>-2.3%</td>
</tr>
<tr>
<td>Bridgewater College</td>
<td>1,361</td>
<td>-15</td>
<td>-1.1%</td>
</tr>
<tr>
<td>Christendom College</td>
<td>185</td>
<td>8</td>
<td>4.5%</td>
</tr>
<tr>
<td>Eastern Mennonite University</td>
<td>609</td>
<td>-23</td>
<td>-3.6%</td>
</tr>
<tr>
<td>Eastern Virginia Medical School</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Edward Via College of Osteopathic Medicine</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Emory and Henry College</td>
<td>622</td>
<td>-18</td>
<td>-2.8%</td>
</tr>
<tr>
<td>Ferrum College</td>
<td>854</td>
<td>-28</td>
<td>-3.2%</td>
</tr>
<tr>
<td>George Washington University</td>
<td>386</td>
<td>42</td>
<td>12.2%</td>
</tr>
<tr>
<td>Hampden-Sydney College</td>
<td>755</td>
<td>34</td>
<td>4.7%</td>
</tr>
<tr>
<td>Hampton University</td>
<td>912</td>
<td>-45</td>
<td>-4.7%</td>
</tr>
<tr>
<td>Hollins University</td>
<td>298</td>
<td>1</td>
<td>0.3%</td>
</tr>
<tr>
<td>Jefferson College of Health Sciences</td>
<td>648</td>
<td>16</td>
<td>2.5%</td>
</tr>
<tr>
<td>Liberty University</td>
<td>10,745</td>
<td>-55</td>
<td>-0.5%</td>
</tr>
<tr>
<td>Mary Baldwin University</td>
<td>910</td>
<td>110</td>
<td>13.7%</td>
</tr>
<tr>
<td>Marymount University</td>
<td>1,047</td>
<td>-6</td>
<td>-0.6%</td>
</tr>
<tr>
<td>Randolph College</td>
<td>444</td>
<td>-16</td>
<td>-3.5%</td>
</tr>
<tr>
<td>Randolph-Macon College</td>
<td>1,128</td>
<td>54</td>
<td>5.0%</td>
</tr>
<tr>
<td>Regent University</td>
<td>1,974</td>
<td>-72</td>
<td>-3.5%</td>
</tr>
<tr>
<td>Roanoke College</td>
<td>1,086</td>
<td>39</td>
<td>3.7%</td>
</tr>
<tr>
<td>Shenandoah University</td>
<td>1,137</td>
<td>-8</td>
<td>-0.7%</td>
</tr>
</tbody>
</table>
### Table 3: In-State, Classified, Undergraduate Fall Enrollment at Private, Non-Profit Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Enrollment in 2018-19</th>
<th>Estimates for 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Change from 2017-18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Southern Virginia University</td>
<td>238</td>
<td>0</td>
</tr>
<tr>
<td>Sweet Briar College</td>
<td>158</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.0%</td>
</tr>
<tr>
<td>University of Lynchburg</td>
<td>1,379</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.5%</td>
</tr>
<tr>
<td>University of Richmond</td>
<td>680</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.0%</td>
</tr>
<tr>
<td>Virginia Union University</td>
<td>635</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.6%</td>
</tr>
<tr>
<td>Virginia Wesleyan University</td>
<td>966</td>
<td>-50</td>
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<tr>
<td></td>
<td></td>
<td>-4.9%</td>
</tr>
<tr>
<td>Washington and Lee University</td>
<td>278</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.7%</td>
</tr>
</tbody>
</table>

*Actuals and projection totals exclude George Washington University and Southern Virginia University

**Actuals and projections include classified students only**
New first-time-in-college students from Virginia had an overall increase of 8.1% or 437 students. Three institutions had decreases over 10%. Conversely, 13 institutions had increases close to 10% or higher.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Enrollment in 2018-19</th>
<th>Estimates for 2018-19</th>
<th>Difference between Enrollment and Projections*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Change from 2017-18</td>
<td>N</td>
</tr>
<tr>
<td>*Total Private, Non-Profit Institutions</td>
<td>5,754</td>
<td>437</td>
<td>8.1%</td>
</tr>
<tr>
<td>Total Private, Non-Profit Institutions</td>
<td>5,799</td>
<td>-437</td>
<td>-8.1%</td>
</tr>
<tr>
<td>Appalachian College of Pharmacy</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Averett University</td>
<td>128</td>
<td>-9</td>
<td>-6.6%</td>
</tr>
<tr>
<td>Averett University Non-Traditional</td>
<td>4</td>
<td>-1</td>
<td>-20.0%</td>
</tr>
<tr>
<td>Bluefield College</td>
<td>128</td>
<td>-3</td>
<td>-2.3%</td>
</tr>
<tr>
<td>Bridgewater College</td>
<td>451</td>
<td>56</td>
<td>14.2%</td>
</tr>
<tr>
<td>Christendom College</td>
<td>53</td>
<td>5</td>
<td>10.4%</td>
</tr>
<tr>
<td>Eastern Mennonite University</td>
<td>125</td>
<td>-5</td>
<td>-3.8%</td>
</tr>
<tr>
<td>Eastern Virginia Medical School</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Edward Via College of Osteopathic Medicine</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Emory and Henry College</td>
<td>156</td>
<td>-8</td>
<td>-4.9%</td>
</tr>
<tr>
<td>Ferrum College</td>
<td>316</td>
<td>74</td>
<td>30.6%</td>
</tr>
<tr>
<td>George Washington University</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hampden-Sydney College</td>
<td>251</td>
<td>26</td>
<td>11.6%</td>
</tr>
<tr>
<td>Hampton University</td>
<td>196</td>
<td>-13</td>
<td>-6.2%</td>
</tr>
<tr>
<td>Hollins University</td>
<td>81</td>
<td>12</td>
<td>17.4%</td>
</tr>
<tr>
<td>Jefferson College of Health Sciences</td>
<td>62</td>
<td>-3</td>
<td>-4.6%</td>
</tr>
<tr>
<td>Liberty University</td>
<td>1,160</td>
<td>113</td>
<td>10.8%</td>
</tr>
<tr>
<td>Mary Baldwin University</td>
<td>203</td>
<td>146</td>
<td>256.1%</td>
</tr>
<tr>
<td>Marymount University</td>
<td>199</td>
<td>6</td>
<td>3.1%</td>
</tr>
<tr>
<td>Randolph College</td>
<td>124</td>
<td>-30</td>
<td>-19.5%</td>
</tr>
<tr>
<td>Randolph-Macon College</td>
<td>322</td>
<td>52</td>
<td>19.3%</td>
</tr>
<tr>
<td>Regent University</td>
<td>239</td>
<td>33</td>
<td>16.0%</td>
</tr>
<tr>
<td>Roanoke College</td>
<td>311</td>
<td>28</td>
<td>9.9%</td>
</tr>
<tr>
<td>Shenandoah University</td>
<td>241</td>
<td>1</td>
<td>0.4%</td>
</tr>
<tr>
<td>Southern Virginia University</td>
<td>45</td>
<td>4</td>
<td>9.8%</td>
</tr>
</tbody>
</table>
# Table 4: In-State, Classified, First-Time-in-College Fall Enrollment at Private, Non-Profit Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Enrollment in 2018-19</th>
<th>Estimates for 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Change from 2017-18</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Sweet Briar College</td>
<td>54</td>
<td>13</td>
</tr>
<tr>
<td>University of Lynchburg</td>
<td>363</td>
<td>-14</td>
</tr>
<tr>
<td>University of Richmond</td>
<td>136</td>
<td>6</td>
</tr>
<tr>
<td>Virginia Union University</td>
<td>110</td>
<td>-47</td>
</tr>
<tr>
<td>Virginia Wesleyan University</td>
<td>263</td>
<td>-15</td>
</tr>
<tr>
<td>Washington and Lee University</td>
<td>78</td>
<td>10</td>
</tr>
</tbody>
</table>

*Actuals and projection totals exclude Southern Virginia University
**Actuals and projections include classified students only
Enrollment of new undergraduate transfer students from Virginia Community College System (VCCS) and Richard Bland decreased 8.4%, with a decrease at fourteen institutions. The decrease of transfers is due to a decline in transfer students with and without an associate degree. From 2017-18, 15 less students with an associate degree and 99 fewer students with no associate degree transferred from the public two-year institutions.

### Table 5: Transfer Fall Enrollment at Private, Non-Profit Institutions from VCCS and RBC

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Transfers 2018-19</th>
<th>Transfer with AA/AAS in Prior Year Enrolling 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Change from 2017-18</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Total Private, Non-Profit Institutions</td>
<td>1,236</td>
<td>-114</td>
</tr>
<tr>
<td>Appalachian College of Pharmacy</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Averett University</td>
<td>34</td>
<td>-2</td>
</tr>
<tr>
<td>Averett University Non-Traditional</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Bluefield College</td>
<td>47</td>
<td>2</td>
</tr>
<tr>
<td>Bridgewater College</td>
<td>24</td>
<td>-8</td>
</tr>
<tr>
<td>Christendom College</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>Eastern Mennonite University</td>
<td>21</td>
<td>-4</td>
</tr>
<tr>
<td>Eastern Virginia Medical School</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Edward Via College of Osteopathic Medicine</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Emory and Henry College</td>
<td>21</td>
<td>7</td>
</tr>
<tr>
<td>Ferrum College</td>
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<td>Transfer with AA/AAS in Prior Year Enrolling 2018-19</td>
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*New undergraduate transfers who are reported as bachelor's degree-seeking by the receiving four-year private, non-profit institution*
State Council of Higher Education for Virginia
Agenda Item

**Item:** Resources and Planning Committee #C9 – Update on Commonwealth Research and Technology Strategic Roadmap

**Date of Meeting:** May 20, 2019

**Presenters:** Emily Salmon
Roadmap Coordinator
emilysalmon@schev.edu

**Most Recent Review/Action:**
- No previous Council review/action
- Previous review/action
  - **Date:** March 18, 2019
  - **Action:** Topic introduced for review and member input.

**Summary of Recent Activities:** Since the March SCHEV Council meeting, roadmap coordinator, Emily Salmon has been working to identify and assemble a panel of independent experts. This panel will consult with Ms. Salmon throughout the Roadmap development process. Establishment of the expert panel is a statutory requirement of the Commonwealth Research and Technology Strategic Roadmap. Panelists will come from higher education, startups, existing Virginia industries and national research entities.

The panel of independent experts will convene twice as a group. Initially the panel will meet for a briefing on the Roadmap framework, to advise on baseline conditions influencing innovation in the Commonwealth and initial feedback on research/industry areas of focus with the most promise for applied research and commercialization. The first convening will take place in early May. At the May 20 Resources and Planning Committee, Ms. Salmon will provide a synopsis of the input from the May expert panel convening.

Between the first and second convening, Ms. Salmon will interview each panel member individually regarding these same topics with a deeper emphasis on research areas/industry areas of focus. The second collective panel convening will take place in mid to late summer once Ms. Salmon has interviewed dozens of stakeholder groups, many referenced per statute, regarding areas of focus, actionable steps and common themes.

During the second convening, Ms. Salmon will consult with the panel on stakeholder input and areas of alignment along with metrics to measure goal achievement. These timelines for convening support the intended date of the Roadmap’s completion by fall.
Ms. Salmon also has reached out to the chief research officers at the public institutions to identify and catalog research and development assets as outlined in § 23.1-3134 C2 of the Roadmap statute. Extensive stakeholder engagement activities, data analysis and further panel consultation will continue through the late spring and summer.

**Materials Provided**: Commonwealth Research and Technology Strategic Roadmap Summary of Requirements.

**Financial Impact**: The state budget allocates general funds to SCHEV specifically for development of the Roadmap and support to VRIC.

**Timetable for Further Review/Action**: Council will receive updates at subsequent meetings.

**Resolution**: N/A
Summary of Requirements
Commonwealth Research and Technology Roadmap

A summary of existing statutory requirements is included below. These influence the Roadmap process.

Brief Summary of Existing Statutory Requirements
§ 23.1-3134 outlines the purpose of the Commonwealth Research and Technology Strategic Roadmap: “identify research areas worthy of economic development and institutional focus.” It set the Roadmap’s goal as: “develop a cohesive and comprehensive framework through which to encourage collaboration between the Commonwealth’s institutions of higher education, private sector industries, and economic development entities in order to focus on the complete life cycle of research, development and commercialization.” The statute references several objectives, and it outlines the process for Roadmap development. A summary of these key objectives and processes are below.

The Roadmap framework should:
1. Identify sectors where investments should be made by the Commonwealth;
2. Identify basic and applied research opportunities within such sectors that have commercial promise;
3. Encourage commercialization and economic development in these sectors;
4. Ensure prudent use of public funds to support the above; and
5. Focus areas of funding for the Virginia Research Investment Fund (VRIF) and the Commonwealth Research Commercialization Fund (CRCF).

Roadmap process under the statute:
1. Be developed at least every three years;
2. Include a panel of independent experts to oversee the process;
3. Engage stakeholders: universities, economic development, industry, etc.;
4. Identify and recommend sectors of focus;
5. Establish a research and development inventory process; and
6. Make recommendations to the Six-Year Capital Outlay Plan Advisory Committee regarding research related capital needs.
Mr. Slater called the meeting to order at 1:05 p.m. in the SCHEV 9th floor conference room, 101 N. 14th Street, Richmond, Virginia.

Committee members present: Ken Ampy, Marge Connolly and Thomas Slater.

Committee members participating by phone: Stephen Moret. Mr. Moret stated that he needed to participate by telephone because he is in route to Charlottesville for a meeting with the Virginia Economic Developers Association leadership group.

Staff members present: Peter Blake, Pamela Currey, Wendy Kang, Tod Massa, Marina Moschos, Laura Osberger, Lee Ann Rung, Kristin Whelan and Tyler Williams.

Also in attendance was Stacie D. Gordon, State Advocacy Manager with Partners for College Affordability and Public Trust.

APPROVAL OF MINUTES

Mr. Slater moved to approve the June 18, 2018 minutes, Mr. Ampy seconded the motion. The motion was adopted unanimously.

Peter Blake noted that the last meeting provided guidance for staff. In the three meetings the Committee has had to date we have talked about websites, audiences and communications and how they can be used to provide data appropriately. He said there are multiple threads to the committee’s review, including: the need to know what the questions are, what data we have to answer those questions and how best to present the information.

DISCUSSION OF QUESTIONS

Mr. Blake introduced a one-page graphic presentation of questions that could be used to guide the development of data products.

Ms. Currey facilitated a discussion of the revised questions. Significant engagement and feedback from the Committee was helpful, and staff will revise and recirculate the document.

During the discussion, Mr. Blake referenced a handout he provided to members regarding a project to survey graduates of Virginia’s public colleges and universities. The proposal for the project will come to the Council in January. Mr. Blake noted that this project overlays the work of this committee. Committee members were pleased and enthusiastic to see all this coming together.

Mr. Ampy asked what can be done to ensure alignment of spending with the state’s goals and how SCHEV can inform that discussion. Ms. Kang discussed the work of the
SCHEV Resources and Planning Committee that will help inform that discussion and focus on the gaps and where additional resources are needed.

Ms. Connelly said it would be helpful to get a finite set of metrics that folks would generally agree are reflective of efficiency and use that as an objective measure for publication. She asked if it would be possible to engage the Finance Advisory Committee to develop the administrative metrics. Mr. Slater agreed. Mr. Slater said staff should reference this undertaking at a meeting with the presidents. Ms. Currey mentioned the JLARC reports that had been done several years ago. This predated most of the members, and they asked to get links to those reports.

Given the interest in improvement and the forward momentum the Committee has, Mr. Slater suggested that Council should consider extending its work beyond the October sunset.

As an example of the framework staff has developed, Mr. Massa presented to the Committee the draft website that includes information on the relationships among educational attainment, employment and earnings, pointing out that this website can be the template for addressing other topics. It includes links to other resources that will be easily accessible to various audiences, including press releases, infographics and presentations.

Mr. Massa said that staff will develop additional pages, as time and resources are available, based on the scheduling recommended by the Committee. Staff expects that additional technical, artistic and analytic resources will be needed to fully develop the data and policy capabilities of SCHEV. An estimate of those costs can be developed following direction received from the Committee. Mr. Blake told the Committee that the timing of state budget development is such that it is likely SCHEV staff would need to submit a budget request prior to the next Ad Hoc Committee meeting. The Committee members indicated support for such a request.

Ms. Kang presented several one-page “infographics” that have been used in the past. The Committee had a robust discussion of the need to get information disseminated. Ms. Connelly talked about ways to reach students and teachers. She said SCHEV is not necessarily a known source to students and teachers. She likes the way the information has been synthesized and feels the presentation is good. More important now is how best to reach some of the key decision makers. Ms. Kang discussed the work being done through Paula Robinson’s college access network. She said SCHEV is looking at taking advantage of the 123 Go activities and plans to have one-page, downloadable images to include with that work.

Committee members directed staff to provide another schematic based on feedback and send that for review by the Committee so there could be another iteration of the document for distribution at the September 17 SCHEV meeting. The Committee would like to get Council input on the document.

TIMETABLE FOR FURTHER REVIEW/ACTION

The Ad Hoc Committee will report to the full Council on September 17, 2018. The next Ad Hoc Committee meeting is being scheduled now.
The Committee adjourned at 3:08 p.m.

_________________________________
Thomas Slater
Ad Hoc Committee Chair

_________________________________
Pamela Currey
SCHEV Staff
State Council of Higher Education for Virginia
Agenda Item

Item: Ad Hoc Committee on Data and Policy #D3 – Action on Final Report

Date of Meeting: May 21, 2019

Presenter: Wendy Kang
Director of Finance Policy and Innovation
wendykang@schev.edu

Pam Currey
SCHEV Staff
Pamelacurrey@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
  Date: August 16, 2018
  Action: Ad Hoc Committee meeting

Background Information/Summary of Major Elements:
The Virginia Plan for Higher Education articulates the objective that the Commonwealth will be the best-educated state by 2030. To achieve this objective, Virginia not only must increase educational-attainment rates, but also close the gaps in the differing rates of attainment that exist across its population and its regions. The effective use and communication of data are powerful tools in that effort.

Virginia’s Current Attainment vs 2030 Goal

For these higher levels of attainment to be achieved, Virginia must address the “value proposition” of higher education to students and families and to the Commonwealth.
Policy makers, educators, families and students need easy access to trusted information upon which to make informed decisions about policies, funding and life choices. While SCHEV has significant data assets, including the Virginia Longitudinal Data System (VLDS), it is imperative that those data support the alignment among education, workforce and human capital needs of the Commonwealth and that information on the alignment is readily and easily available to the various users.

Within this context, in January 2018 the State Council of Higher Education (SCHEV) formed an ad hoc committee to develop a blueprint to guide the use of data policy and data systems maintained by SCHEV as strategic assets in transforming the lives of Virginians and the Commonwealth through higher education. Already committed to the goals of The Virginia Plan, the Council recognized the need to devote attention to making SCHEV’s data resources more focused for policy decision-makers and other stakeholders.

At the outset of its deliberations committee members recognized that the effective use of data would be more than just the availability of data; it would be succeeding in making that data accessible to the variety of audiences SCHEV needs to serve and connecting the data to state priorities.

**Recommendation of the Report of the Ad Hoc Committee:** The attached report of the Ad Hoc Committee is offered by for consideration and recommendation to the Council.

Following the reviews of the current status of SCHEV data sources and a comparison to other state practices the committee recommended framing the development of data resources to align with The Virginia Plan. Through an iterative process the committee advanced a series of “big questions” in each of the four goal areas of The Virginia Plan, recommending the alignment of the website, data and communications around those “big questions.”

The committee recommends that these questions be incorporated into the ongoing work of the Council. The committee further recommends that the Council devote the time needed to prioritize the questions and the work associated with answering them.
From the outset, the ad hoc committee on data and policy was mindful of the roles of the Council and of SCHEV as an agency; and as a result, members and staff focused on matters “in our lane.” Although discussions expanded into secondary education, economic development and various other topics, the findings and potential actions described herein are higher-education-centric and involve topics connected to Council’s statutory duties and responsibilities.

The Report of the ad hoc committee offers these initial proposals for further action:

**Need: Public awareness of the value of higher education.**

1. Through a survey of college graduates and other means, report on the outcomes associated with Virginia higher education.
2. In coordination with partners, develop and disseminate resources to help students and families make good decisions about education beyond high school. Successful coalitions, such as Forward Ohio, Mississippi’s Complete to Compete, and Tennessee Connect offer examples of such partnerships.
3. Disseminate information on present and future employment opportunities and associated degrees and credentials, particularly identifying professions where there is a known shortage.

**Need: Transparency and accessibility of information and data.**
1. Revise websites and other communications tools to make them easier to use and comprehend.
2. Devise the means to gain feedback from users such that improvements can be made continuously.
3. Within security and privacy requirements, seek partnerships with other organizations to access and analyze data.

**Need: Alignment of data and information resources with The Virginia Plan for Higher Education.**
1. Frame communications and web resources in the context of the “big questions” aligned with The Virginia Plan.
2. Incorporate effective data use into all facets of the Council work.
3. Establish the means for SCHEV to support ongoing review and prioritization of policy questions and data resources needed to answer them.

**Materials Provided:** Draft Report of the Ad Hoc Committee on Data and Policy.

**Financial Impact:** TBD.

**Timetable for Further Review/Action:** The Council will take action on the report at its meeting on May 21, 2019.

**Resolution:**

BE IT RESOLVED that the State Council of Higher Education for Virginia approves “Council’s Report of the Ad Hoc Committee on Data and Policy” pending any revisions required as a result of discussion at this meeting, which are hereby delegated to the agency director; and

BE IT RESOLVED that the Council directs staff to disseminate the final report to Council members and make the report available to stakeholders; and

BE IT FURTHER RESOLVED that the Council extends its appreciation to Ken Ampy and Tom Slater for serving as co-chairs and for their dedication and contributions to the Ad Hoc Committee; and

AND FINALLY, BE IT RESOLVED that the Council recognizes Marge Connelly, Stephen Moret and Katharine Webb for their service above and beyond the call of duty in their expeditious, conscientious and thorough fulfillment of their individual and collective responsibilities to and on behalf of the Ad Hoc Committee on Data and Policy.
Using Data to Inform Policy:
Report of Council’s Ad Hoc Committee on Data and Policy
INTRODUCTION

The Virginia Plan for Higher Education articulates the objective that the Commonwealth will be the best-educated state by 2030. To achieve this objective, Virginia not only must increase educational-attainment rates, but also close the gaps in the differing rates of attainment that exist across its population and its regions. The effective use and communication of data are powerful tools in that effort.

For these higher levels of attainment to be achieved, Virginia must address the “value proposition” of higher education to students and families and to the Commonwealth. Policy makers, educators, families and students need easy access to trusted information upon which to make informed decisions about policies, funding and life choices. While SCHEV has significant data assets, including the Virginia Longitudinal Data System (VLDS), it is imperative that those data support the alignment among education, workforce and human capital needs of the Commonwealth and that information on the alignment is readily and easily available to the various users.¹

Within this context, in January 2018 the State Council of Higher Education for Virginia (SCHEV) formed an ad hoc committee to develop a blueprint to guide the use of data policy and data systems maintained by SCHEV as strategic assets in transforming the

¹ This report is a summary of the ad hoc committee’s considerations, findings and proposed actions. See the Appendix for additional information on Code of Virginia authority, committee and staff associated with its work.
lives of Virginians and the Commonwealth through higher education. Already committed to the goals of The Virginia Plan, the Council recognized the need to devote attention to making SCHEV’s data resources more focused for policy decision-makers and other stakeholders.

**ASSESSING SCHEV’S DATA RESOURCES – GAP ANALYSIS**

At the outset of its deliberations, committee members recognized that the effective use of data would be more than just the availability of data; it would be succeeding in making that data accessible to the variety of audiences SCHEV needs to serve and connecting the data to state priorities. In order to explore the question of appropriate data accessibility, the ad hoc committee created eight questions to guide their work:

1. How should we use the data we have more effectively to meet the needs of the Council and the Commonwealth?
2. What are the essential policy questions we should ask and how do we use our data to inform the answers?
3. What data collections do we suspend, continue or expand? Are they complete and suitable for achieving the goals of The Virginia Plan?
4. What improvements should we pursue to make our data more accessible and transparent to stakeholders?
5. What are the best means to communicate data sources, findings and reports to various audiences?
6. What other data sources should we consider incorporating into our system?
7. Are there data elements that currently do not exist that should be created?
8. What financial resources will be necessary to achieve the outcomes of the data blueprint?

To meet the committee’s objective, committee members noted the need to identify stakeholders to engage in the process. The stakeholders identified included a mix of individuals that represent students/parents, institutions, policy makers and business/economic development.

The committee undertook an extensive review of SCHEV’s current research website, research.schev.edu, which is in its third iteration since 2001. The data published are
intended to be authoritative, objective and consistent with good practices developed in the institutional research profession. Many of the site’s reports are unchanged in their underlying structure since first developed in the 1990s. These represent a consistent history of reporting and data use that users rely upon. Further, these reports are designed with institutional use in mind, to allow easy access to comparable data that differs little from internal reporting. They are not, however, particularly user friendly to the occasional user – including students and families, the media, etc.

Other reports cross institutions. These are value-added reports that are not possible without a single collection point of student-level data. The Transfer Feedback and Cohort Lifecycle Reports are examples of cross-institutional reports in that student movement between institutions is captured and tracked. The Student Success Index, since it is agnostic as to where a student graduates, is a specific example of how these data are used. Still other reports cross agencies, most notably the reports on the wage outcomes of graduates.

The committee reviewed the principles upon which the SCHEV Research website was built:

• Reporting and data collection must be consistent with state and federal law.
• Reporting and data use should be consistent with the Code of Ethics developed by the Association for Institutional Research.
• Reporting of data should first do no harm. It should not appear to reference or relate to something that it does not. Appropriate disclosures to the limits of the data should be readily available.
• Reporting should create value for the institutions submitting the data. Large quantities of data should not be required of institutions that simply disappear into a black box.
• At all times we should be aware that what we are reporting reflects actions and choices of students, and that the policies that are created and enacted based on these data are intended to have direct impact on students, thus care should be taken to ensure that any reporting or calculations are made accurately and meaningfully reflect the underlying data.

The committee directed staff to complete a survey and interviews of SCHEV data users, policy makers and other stakeholders. The committee further directed staff to conduct a
review of other state higher education websites and provide examples of best and promising practices.

In February staff developed and published a short survey. A total of 128 stakeholders provided responses. An additional 11 Council members and “influencers” (Council members and individuals in the legislative and executive branch having significant influence on higher education policy) provided individual insights.

In response to the question, “What are the most pressing issues facing Virginia Higher Education for which more data and communications are needed?” the top four areas were student success, value, state funding and post-graduation outcomes.

Similarly, in response to the question, “What should SCHEV be studying and reporting about higher education in Virginia?”, the top responses were post-graduation outcomes and student success.

Looking at the website, respondents were asked to suggest improvements. Two-thirds of the respondents said the “user experience” needed to be improved. The objectivity and reliability of the data provided on the website were highly rated by respondents. The clarity of tables and graphics received the lowest ratings among users, though SCHEV’s reports had more positive rankings than those of other data sites (e.g., Integrated Postsecondary Educational Data System Data Center, National Center for Higher Education Management Systems, College Navigator, College Scorecard).

When asked how respondents would like to see data communicated, the most frequent response was dashboards, social media notifications, subscriptions and email/data newsletters. Surveys and interviews confirmed that SCHEV has many different audiences: students and parents looking for financial aid, tuition and fees, debt and job outcomes; policy makers looking for institutional performance/outcomes; employers looking for workers. That necessitates making the website and data more user friendly.
Interviews with “influencers” revealed a view that SCHEV’s data are plentiful, but opaque. (“Influencers” are defined as legislative and executive staff and others involved in state policy development and implementation.) Influencers articulated the need to make SCHEV data more usable for all of its stakeholders. Influencers repeatedly offered the view that SCHEV likely has enough data. They felt the pressing issue to be the ability to get insights from the data. They suggested the need to start at the end and ask, “What questions are we trying to answer and what data would do that?” And, “How do we get the data in a form that would make it easiest for different stakeholders to answer those questions?”

Influencers noted the need to take the extensive amount of data SCHEV has and turn it into useful information for policy makers. Recognizing that policy makers have limited time and interest, they said the information should be put forth in an understandable format. Influencers advocated the use of multiple layers, such as single page infographics that lead into more extensive analyses, so that information is packaged at an appropriate level of detail for the different audiences SCHEV should be serving.

In response to what data SCHEV needed to be reporting, both survey respondents and influencers suggested a need for accessible data on:

- Student success – access, enrollment, retention, graduation, completion, awards.
- Value – return on investment for the individual and the state.
- Post-graduation success – employment, wages, quality of life.
- Student debt – as related to program of study and future wages.
- Equity and diversity.
- Cost of education – to the student/family and state support.
- Availability of and access to financial aid.
REVIEW OF OTHER STATE EFFORTS

Staff provided the committee with a review of other state higher education websites. That analysis revealed several major themes on the differences and similarities to SCHEV’s data. These major comparisons were organized around the data presentation, data accessibility and data reported at comparable state agencies.

Data Presentation

In reviewing how other state agencies present their data, a majority of state higher education agencies produce static reports on key higher education statistics. The reports are presented typically as an annual comprehensive look at the entire state or on specific higher education topics (e.g., enrollment, financial aid). The reports are intended to be a digest of information that would be printed and attempt to provide a user a comprehensive look at all aspects of higher education in a state.

Some states publish data in a manner similar to SCHEV’s reports as data visualizations. States such as Kentucky, Minnesota, Mississippi and Colorado provide content through interactive data visualizations that allow the user to pick a topic of interest and gain insight by filtering the data to a certain view. Many of these visualizations operate using a data visualization tool, such as Tableau. The visualizations, similar to SCHEV’s, guide the user into exploring an organized topic, and then provides the user with the flexibility to explore information on the entire topic or on a smaller subset of the data.

Data Accessibility

Accessibility of higher education data varies widely based on the presentation the state agency uses. Since most states report the state’s data in a format intended for a printed format, a major concern identified is the ability to quickly find information or extract relevant information from a few limited reports. These static reports require a user to at least understand the content available within a report or invest significant resources to

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2 New Mexico Higher Education Department, Data Reports
3 Indiana Commission Higher Education, Commission Reports
4 Alabama Commission on Higher Education, Student Database Reports
5 Kentucky Council on Postsecondary Education, Data
6 Minnesota Office of Higher Education, Research Data and Reports
7 Mississippi Institutions of Higher Learning, Interactive Data Portal
8 Colorado Department of Higher Education, Longitudinal Charts and Graphs
learn about the content available. These concerns are diminished with richer data visualization products that allow a user to find information easier; however, these data visualizations tools employ certain filters and data layouts that may present new issues around accessibility for certain individuals.

An additional concern around the accessibility of data is the ability for stakeholders to find data from a state agency. State higher education agencies provide data in a variety of ways, but state agencies often lack a centralized location for their specific tools, reports or visualizations. Agencies usually provide the same report or data visualization in multiple locations on their websites to guide individuals to information. This method is slightly different than SCHEV’s as SCHEV’s site has two specific locations for SCHEV reports and data visualizations.

**Data Reported**
The data reported by most state agencies intends to provide a snapshot of a few select statistics important to understanding the state’s higher education. Common data reported by most states include enrollment, financial aid and outcomes. For example, Oregon has created “Statewide Higher Education Snapshots” to provide consistent displays for each public institution in Oregon and a statewide view.9 The trend to create reports or data visualizations on a selected few statistics has allowed states to publish infographics that attempt to provide a compact picture of higher education. These snapshot views often provide very little contextual information on the data reported, and limit the understanding of what additional information could help in decision-making. Further, they often implicitly push specific messages.

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9 [Oregon Higher Education Coordinating Commission, Statewide Higher Education Snapshots](https://www.ohcc.state.or.us/programareas/datavisualizations/statewidehiresnapshots.html)
Advocacy Partnerships
In addition to state websites, which tend to be more formal and heavily data-driven advocacy partnerships with higher education, have developed in a number of states. Their websites provide targeted messages, information and links for specific campaigns in states. Some examples include:

Growth4VA
Growth4VA is a broad-based bipartisan coalition of business, education and political leaders and Virginians from all walks of life who believe that higher education is a crucial economic engine for our Commonwealth. The coalition was founded by the Virginia Business Higher Education Council and supported by all 16 public colleges and universities in Virginia, the Virginia Community College System and Virginia’s non-profit private institutions. They work actively to promote reform and reinvestment throughout the Virginia higher education system.12

Forward Ohio
Forward Ohio is a public awareness campaign launched by the Inter-University Council of Ohio (IUC), an alliance of Ohio’s 14 public universities. Their mission is to promote higher education and highlight the ways colleges and universities in Ohio promote growth and opportunity in their state.13 See Forward Ohio advocacy reports.

Complete to Compete
Mississippi’s Complete to Compete (C2C) is a statewide initiative designed to help Mississippi adults who have earned some college credit – but do not have a degree – better their lives by completing a degree program. Created by the Mississippi Institutions of Higher Learning and the Mississippi Community College Board, the C2C program combines the resources of the state’s 15 community colleges and eight public universities.14

Complete Tennessee
Complete Tennessee is a nonprofit 501(c)3 education advocacy organization focused on increasing postsecondary access and completion in Tennessee. Complete Tennessee advocates for students and communities by supporting increased postsecondary access and completion. Complete Tennessee believes every Tennessean deserves the opportunity to earn a postsecondary degree or certificate that leads to increased economic mobility, community engagement and a better quality of life.15

Additionally, state agencies vary on the data reported. The variance in reported data are due mainly to their individual data collection systems or their reliance on the Integrated Postsecondary Education Data System (IPEDS) for data. SCHEV’s data collection breadth, particularly its financial aid data is significantly different than most other states. States such as Colorado10 and Minnesota11 are reporting on the outcomes and wages of graduates similar to Virginia; however, the states reviewed rarely report as in depth as SCHEV’s data, especially on graduate debt and wage outcomes.

Audience is also something that varies for reported data among states and by tool.

10 Colorado Department of Higher Education, Postsecondary Degree Earnings Outcomes Tool
11 Minnesota Office of Higher Education, College Graduate Outcomes
12 Growth4VA
13 Forward Ohio
14 Mississippi Complete to Compete
15 Tennessee Connect
Colorado explicitly states that their graduate earnings outcomes tool is intended to inform parents and students. Most other states reviewed either never clarify their intended audience or explain their intended audience as anyone in the state with interest in higher education data.

**ALIGNING DATA AND INFORMATION WITH THE VIRGINIA PLAN**

Following the reviews of the current status of SCHEV data sources and a comparison to other state practices, the committee recommended framing the development of data resources to align with The Virginia Plan. Through an iterative process, the committee advanced a series of “big questions” in each of the four goal areas of The Virginia Plan, recommending the alignment of the website, data and communications around those “big questions.”
The committee recommends that these questions be incorporated into the ongoing work of the Council. The committee further recommends that the Council devote the time needed to prioritize the questions and the work associated with answering them.

Through an iterative process, the committee advanced a series of “big questions” in each of the four goal areas of The Virginia Plan.

IDENTIFYING FINANCIAL RESOURCES WITH DATA AND POLICY

Based on the committee’s findings, the Council advanced budget requests aimed at improving public awareness of the value of higher education and increased credential
attainment. The initiatives and potential funding strategies were grounded in the committee’s recognition of the:

- **Need for public awareness of the value of higher education:** While several organizations publish college rankings based on various measures of quality, Virginia lacks the means to assess and report on the return on investment that higher education provides to individuals, communities and the Commonwealth.
- **Need for standard information and coordinated efforts to provide to students and parents about postsecondary options:** Many entities provide this information; however, it comes in many different and uncoordinated forms. Many states have launched coordinated efforts to provide basic information for all individuals interested in postsecondary education.
- **Need for transparency of information and data:** Additional data analysis and dissemination of data-informed reports can help students, policy makers, institutions and others.

To address the identified concerns regarding the outcomes of graduates and the return on investment of higher education to students, parents and the Commonwealth, the Council recommended funding to administer a comprehensive survey of Virginia graduates to measure their success in securing employment and contributing to the civic life in their communities. The survey results would provide insights for all higher education stakeholders, including SCHEV, the Virginia Economic Development Partnership, the Governor and the General Assembly. Combined with existing SCHEV data, the survey will help policy makers and the public have a better understanding of the following issues:

- How many graduates stay in Virginia? How many out-of-state graduates become employed in Virginia?
- Do they get employment related to their field of study?
- Are graduates satisfied with their educational experience?
- What experiences did graduates have in college that were most meaningful to their outcomes?
- How engaged are graduates in civic life?

In addition to the survey, SCHEV proposed additional resources to increase its capacity to analyze and communicate data to policy makers and the general public. SCHEV
recommended $2 million for these efforts. The General Assembly appropriated $750,000 to conduct the survey, a one-time expense.

With these data SCHEV will gain new insights into where the graduates of Virginia institutions are living and working.

SCHEV staff has engaged in a contract with AlumniFinder/Accudata to match graduate records with addresses to support the planned graduate outcomes survey and to further enhance SCHEV’s detailed records on wage and debt outcomes.

SCHEV submitted nearly one million names representing the last 10 years of graduates, at all levels, public and Tuition Assistance Grant-participating nonprofit institutions. AlumniFinder was able to match addresses to 58% of the graduates and email addresses to about 19%, some of which were matched with addresses. With these data SCHEV will gain new insights into where the graduates of Virginia institutions are living and working. SCHEV also has a substantial database of potential survey recipients.

**OPPORTUNITIES TO IMPROVE INFORMATION AND DATA**

From the outset, the ad hoc committee on data and policy was mindful of the roles of the Council and of SCHEV as an agency; and as a result, members and staff focused on matters “in our lane.” Although discussions expanded into secondary education, economic development and various other topics, the findings and potential actions described herein are higher-education-centric and involve topics connected to Council’s statutory duties and responsibilities.

The ad hoc committee offers these initial proposals for further action:

**Need: Public awareness of the value of higher education.**

1. Through a survey of college graduates and other means (e.g., the use of SCHEVs data and participation in VLDS), report on the outcomes associated with Virginia’s system of higher education.
2. In coordination with partners, develop and disseminate resources to help students and families make good decisions about education beyond high school.
Successful coalitions, such as Forward Ohio, Mississippi’s Complete to Compete, and Complete Tennessee offer examples of such partnerships.

3. Disseminate information on present and future employment opportunities and associated degrees and credentials, particularly identifying professions where there is a known shortage.

**Need: Transparency and accessibility of information and data.**

1. Revise websites and other communications tools to make them easier to use and comprehend.
2. Devise the means to gain feedback from users such that improvements can be made continuously.
3. Within security and privacy requirements, seek partnerships with other organizations to access and analyze data.

**Need: Alignment of data and information resources with The Virginia Plan for Higher Education.**

1. Frame communications and web resources in the context of the “big questions” aligned with The Virginia Plan.
2. Incorporate effective data use into all facets of the Council’s work.
3. Establish the means for SCHEV to support ongoing review and prioritization of policy questions and data resources needed to answer them.

---

If we fail to increase the transparency and accessibility of Virginia’s higher education data resources in this increasingly fast-paced, information-driven, technology-rich environment, we will have chosen by default to stand by and watch other states move ahead of us.

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**CONCLUSIONS**

The needs identified in this report derive from a thorough review of the current status of SCHEV data and communications, a scan of other state efforts to provide transparent, relevant higher education data to various stakeholders and an understanding of the need to take a multi-pronged approach to the data. If the Commonwealth commits to the actions and supports these steps with resources over a
sustained period, we will have provided the tools needed for our citizens to meet The Virginia Plan’s goal to become the best-educated workforce in the nation and perhaps the world.

If we aspire to be the best state for business, to be the best-educated state in the nation and to ensure opportunity for all Virginians, we must act with urgency to address the findings offered in this report. If we fail to increase the transparency and accessibility of Virginia’s higher education data resources in this increasingly fast-paced, information-driven, technology-rich environment, we will have chosen by default to stand by and watch other states move ahead of us.
APPENDIX A

The Council, pursuant to § 23.1-203.9 and § 23.1-203.30, *Code of Virginia*, has responsibilities to develop and maintain a comprehensive data information system and administer the Virginia Longitudinal Data System. Specifically, SCHEV has the responsibilities to:

9. Develop a uniform, comprehensive data information system designed to gather all information necessary to the performance of the Council’s duties. The system shall include information on admissions, enrollment, self-identified students with documented disabilities, personnel, programs, financing, space inventory, facilities, and such other areas as the Council deems appropriate.

30. Administer the Virginia Longitudinal Data System as a multiagency partnership for the purposes of developing educational, health, social service, and employment outcome data; improving the efficacy of state services; and aiding decision-making.

Duty 9 also includes the following language, which is necessary to protect the privacy of individuals for certain data-sharing activities. “When consistent with the Government Data Collection and Dissemination Practices Act (§ 2.2-3800 et seq.), the Virginia Unemployment Compensation Act (§ 60.2-100 et seq.), and applicable federal law, the Council, acting solely or in partnership with the Virginia Department of Education or the Virginia Employment Commission, may contract with private entities to create de-identified student records in which all personally identifiable information has been removed for the purpose of assessing the performance of institutions and specific programs relative to the workforce needs of the Commonwealth.”
APPENDIX B

Council Ad Hoc Committee on Data and Policy

Created: January 2018

Members: Tom Slater (co-chair), Ken Ampy (co-chair), Marge Connelly, Stephen Moret

Council Participants: Katharine Webb

Purpose: To develop a blueprint to guide the use of data and data systems maintained by SCHEV as strategic assets in transforming the lives of Virginians and the Commonwealth through higher education. Through this blueprint, the Council shall:

- Provide leadership to ensure that Council’s data assets, including the Virginia Longitudinal Data System (VLDS), meet the ongoing needs of the Commonwealth, are used effectively to communicate with various audiences and are adequately funded and staffed.
- Ensure that Council’s data support the alignment among education, workforce and human capital needs of the Commonwealth, and that the Council makes information on the alignment readily and easily available to the public.
- Promote data governance and the protection of individual privacy as a fiduciary duty of the Council and its staff.
- Ensure alignment with The Virginia Plan for Higher Education.

Goal: Identify needs and recommend actions for improving SCHEV’s data and communications resources.

Staff

Pam Currey (HCM Strategists and SCHEV)
Wendy Kang (SCHEV staff)
Tod Massa (SCHEV staff)
Marina Moschos (SCHEV staff)
Kristin Whelan (SCHEV staff)
Tyler Williams (Virginia Management Fellow)
Bernadette LeMasters (Virginia Management Fellow)
STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
MARCH 19, 2019
MINUTES

Mr. Fralin called the meeting to order at 9:05 a.m. in the Cascades room, The Inn at Virginia Tech, Blacksburg, Virginia. Council members present: Marge Connelly, Heywood Fralin, Victoria Harker, Stephen Moret, Carlyle Ramsey, Minnis Ridenour and Katharine Webb.

Council members absent: Ken Ampy, Rosa Atkins, Henry Light, Gene Lockhart, William Murray.

COUNCIL MEMBER Thomas Slater participated by phone.

Staff members present: Lee Andes, Alan Edwards, Peter Blake, Joseph DeFilippo, Wendy Kang, Ashley Lockhart, Laura Osberger, Beverly Rebar, Sylvia Rosa-Casanova, Lee Ann Rung, Emily Salmon and Kristin Whelan.

Deb Love from the Office of the Attorney General was also in attendance.

APPROVAL OF MINUTES

On a motion by Dr. Ramsey and seconded by Ms. Harker, the minutes from the January 14, 2019, meeting were approved unanimously (7-0). Mr. Slater joined the meeting by phone after the vote was taken.

REMARKS FROM TIMOTHY SANDS, PRESIDENT, VIRGINIA TECH

Mr. Fralin thanked President Sands for the warm hospitality shown by the Virginia Tech staff. Mr. Blake read President Sands’ bio and introduced him as Virginia Tech’s 16th president. President Sands highlighted several exciting endeavors at Virginia Tech and explained how they complement the goals of the Commonwealth.

President Sands said students should adapt to the rapidly changing world, as the majority of jobs they will occupy in the future do not exist currently. At Virginia Tech, they have undertaken a visioning exercise called “Beyond Boundaries” to help determine where the institution should be in 25-30 years.

President Sands explained the goal of developing the “VT shaped student” that includes discipline and work on diverse teams, experiential learning and purpose-driven engagement. He noted that this aspirational experience is reflected in many of the university’s projects and creates a partnership for investment. Virginia Tech has set an aspirational goal to serve 40% of underrepresented or underserved students by 2022. Currently, these numbers have increased from 20% to 36%. The university anticipates measured growth from its current enrollment of 25,000 to 30,000 by 2023. He provided statistics of other disciplines increases that are occurring on campus as well as in northern Virginia. He said Virginia Tech has a great partnership with Carilion Clinic which will transform healthcare in the Roanoke region by focusing on community needs.
President Sands said last year’s graduating class had less debt than the year prior. The university received a record number of applications this year (in excess of 30,000 for the second year in a row).

**REPORT FROM THE STUDENT ADVISORY COMMITTEE (SAC)**

Mr. Blake introduced Dr. Robinson from SCHEV who provided background information about the advisory committee and the work the students have engaged in this year. She introduced SAC co-chairs, Cody Hartley from Radford University, and Jewell Hurt from James Madison University. Additional SAC members in attendance were Peyton Wilmer (Virginia Tech) and Caleb Stinchcomb (Virginia Western). The students provided a presentation and noted that the advisory committee is comprised of a diverse group of students. Their presentation included students' top concerns as well as recommendations.

The students invited Council members to contact them if they would like additional student opinions. They answered questions from members. Ms. Webb mentioned that the campus safety session at the 2018 Boards of Visitors orientation was positively received by new members and she encouraged students to share their concerns on this topic with board members at their institutions.

**PUBLIC COMMENT**

Mr. Fralin requested that the public comment period be moved earlier on the agenda. Two individuals requested in advance to speak about Virginia International University (VIU). J. Chapman Petersen, from Chap Petersen & Associates, PLC, who was representing the institution, spoke first. He provided a copy of his remarks to staff.

Mr. David North, Virginia resident and a representative of the Center for Immigration Studies spoke about VIU finances. He provided a copy of his remarks to staff.

Ms. Stacie Gordon spoke on behalf of Partners for College Affordability and Public Trust about bills passed in the 2019 General Assembly session that will allow for public comment before the boards of visitors make decisions about tuition at institutions. She provided a copy of her remarks to staff.

**REPORT OF THE AGENCY DIRECTOR**

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

Six-year plan workgroup meeting – Mr. Blake thanked Dr. Huskey and Ms. Kang and indicated that this will be a high priority for SCHEV over the next several months as the process kicks off in May.

Student Advisory Committee – Members of the advisory committee have prepared a presentation to the Council at this meeting. In addition, they will present to the university presidents in April. The Committee’s final meeting of the academic year will be April 12.
Outstanding Faculty Awards – Mr. Blake thanked Dr. Murray and Ms. Webb for serving on the final selection committee and noted that Mr. Fralin, Ms. Connelly and Mr. Light participated in the March 7 luncheon at The Jefferson Hotel in Richmond.

Organisation for Economic Co-operation and Development (OECD) – The Paris-based international organization has accepted Virginia’s participation in a four-state review of American higher education. Staff engaged in a conference call with OECD leaders in early February. Staff has developed a detailed agenda for the representatives during their visit to Virginia from May 13-22, including attending the May Council meeting.

Virginia Research Investment Committee (VRIC) – The Committee met in March to discuss the Commonwealth Cyber Initiative (CCI), which the General Assembly authorized last year. Budget language directs VRIC to undertake certain duties related to certification of CCI sites and approval of budget requests.

SCHEV Talk – Recent presentations to staff in January and February included a session on boosting metabolism by CommonHealth and a training session on cultural awareness and sensitivity. The March talk will be a discussion with Delegate Lashresce Aird about the 2019 General Assembly session.

Editorial board visits – Mr. Blake reported that staff is scheduling meetings with various editorial boards across the state. He will invite Council members to participate in meetings in their regions.

**DISCUSSION OF ANNUAL REPORT ON THE VIRGINIA PLAN FOR HIGHER EDUCATION**

Ms. Kang discussed the report and highlighted charts from the agenda book. Members were invited to an all-day retreat to further discuss The Virginia Plan for Higher Education, to be held on June 14 at the Virginia Museum of History and Culture. Ms. Connelly and Mr. Slater will coordinate the agenda with input from members. Members will receive additional information within the next month.

The Chairman called for a break at 10:30. The meeting resumed at 10:45.

**UPDATE ON THE 2019 GENERAL ASSEMBLY SESSION**

Ms. Kang provided an overview of the higher education-related budget items and reviewed the charts on page 114 in the agenda book that compared the SCHEV recommendations to the Governor’s budget and the final conference budget.

Ms. Rebar reviewed the higher education bills that passed the 2019 session. She also highlighted some bills that did not pass, noting they will be the subject of further discussions among the various stakeholders over the next year.

Mr. Blake reviewed the 16 items on the chart beginning on page 119 related to legislation that resulted in new duties for SCHEV. He noted that staff will bring to the Council in May, a recommendation to delegate to staff certification of the tuition moderation fund. He answered questions from members.
REPORT FROM THE COMMITTEES

Report from Academic Affairs Committee

Ms. Webb provided the following report:

Action on Programs at Public Institutions

Ms. Webb provided information and the committee’s recommendation was seconded by Dr. Ramsey. The following resolution was approved unanimously (8-0 – Mr. Slater voted by phone on all of the following resolutions):

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Mary Washington to initiate a Bachelor of Arts (B.A.) degree program in Communication and Digital Studies (09.0100), effective fall 2019.

After answering a question from a member, the committee’s recommendation was seconded by Ms. Harker and the following resolution was approved unanimously (8-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Master of Public Safety (M.P.S.) degree program in Public Safety (CIP: 43.0103), effective fall 2019.

Action on Provisional Certification of Virginia Business College

Ms. Webb said the committee’s proposal was approved with the stipulation that certain benchmarks be achieved before full certification is approved. In response to a question raised by a member, Mr. Teng provided information about the ownership of the property, U.S. Magis International Education Center, Inc.

The resolution advanced by the committee stipulates that Council delegate to SCHEV’s director authority to confer full certification upon his determination that all benchmarks are met. The committee’s recommendation was seconded by Dr. Ramsey and the following resolution was approved unanimously (8-0):

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

1. that, during the period of provisional certification, Virginia Business College shall be allowed to advertise and receive student applications, but not enroll or instruct students;
2. that, during the period of provisional certification, Virginia Business College shall be allowed to recruit and hire faculty and staff;
3. that, during the period of provisional certification, Virginia Business College may not collect tuition from prospective students, though it
may collect initial non-refundable fees of no more than $100, as per 8 VAC 40-31-130(E) of the *Virginia Administrative Code*;

4. that, during the period of provisional certification, all publicity, advertisement, and promotional material must include a statement that the school is provisionally certified to operate in Virginia by SCHEV;

5. that, prior to the expiration of the period of provisional certification, SCHEV staff shall conduct a final review of faculty and administrator credentials hired during the provisional certification period;

6. that, prior to the expiration of the period of provisional certification, Virginia Business College shall satisfy a site visit conducted by SCHEV staff demonstrating that the facility conforms to all federal, state and local building codes and that it is equipped with classrooms, instructional and resource facilities, and laboratories adequate for the size of the faculty and student body and adequate to support the educational programs to be offered by the school;

7. that, prior to the expiration of the period of provisional certification, Virginia Business College shall submit a surety instrument in the amount of $20,000, which is adequate to provide refunds to students in the event of school closure during the first year of operation; and

8. that Virginia Business College’s provisional certification shall lapse if conditions #5, #6, and #7 are not fulfilled prior to March 19, 2020.

**BE IT FURTHER RESOLVED** that Council delegates to the SCHEV Director authority to confer full certification on Virginia Business College upon his determination, at a point in time prior to March 19, 2020, that the conditions enumerated above have been fulfilled.

*Action on Report of Audit: Virginia International University*

Ms. Webb said staff received guidance from the Office of the Attorney General to initiate procedures to begin revocation. The committee’s recommendation was seconded by Dr. Ramsey and the following resolution was approved unanimously (8-0):

**BE IT RESOLVED** that the State Council of Higher Education for Virginia instructs staff to initiate procedures to consider revocation of Virginia International University’s certificate to operate, in accordance with requirements of the Administrative Process Act.

Ms. Webb reported that the committee also discussed program proposals in the pipeline.

Ms. Webb provided a report from the Academic Affairs retreat held on March 14. The committee’s recommendations on the program approval process will be discussed with provosts at the next Instructional Program Advisory Committee (IPAC). The final recommendations will be brought to the Council for approval in May. She thanked staff for their work on this issue.
Report from Resources and Planning Committee

Ms. Connelly provided background information and the following items:

Action on Institutions’ Implementation of License Plate Scholarship Program

Ms. Connelly provided an overview of the program and Mr. Andes explained the background of this item. He noted a slight change to the resolution that appeared in the agenda book. The committee’s recommendation was seconded by Mr. Ridenour and the following revised resolution was approved unanimously (8-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the proposed Virginia License Plate Scholarship guidelines.

Preview of Commonwealth Research and Technology Strategic Roadmap

Ms. Connelly explained the narrow focus of the roadmap in defining target areas. The goal is to have it completed soon to influence legislation and funding during the next General Assembly session. She noted that staff will likely request additional meetings with the committee as the report is developed.

Report on 2018 Fall Enrollment at Public Two-Year Institutions

Ms. Kang provided an overview and received comments from members. As noted on page 63 of the agenda book, declining enrollment at Virginia’s public two-year colleges tracks with declines in the unemployment rate.

Update on the Strategic Finance Plan

Ms. Kang updated members on the initial work done to date by HCM Strategists—a national higher education consultancy group supported by the Lumina Foundation, and noted next steps. Staff will lead a day of dialogue on March 26 to receive input from institutions and other stakeholders. Following this meeting, SCHEV and HCM will begin working on a report that will include recommendations for policymakers to consider. This report will be discussed at the May Council meeting.

Report from the Ad Hoc Committee on Attainment

Mr. Fralin thanked the members of the ad hoc committee for their work and asked Mr. Blake to provide the report in Dr. Murray’s absence. Mr. Blake requested member input on the reworked draft report. Ms. Connelly suggested changing the title to ensure a sense of urgency, and Ms. Harker suggested acknowledging a few areas that were found to be important but not included in the report.

On a motion by Dr. Ramsey and seconded by Ms. Harker the following resolution and was approved unanimously (8-0) with the additional recommendations discussed in this meeting:
BE IT RESOLVED, that the State Council of Higher Education for Virginia approves the “Report of Ad Hoc Committee on Educational Attainment” pending any revisions required as a result of discussion at this meeting, which are hereby delegated to the agency director.

BE IT FURTHER RESOLVED, that the Council directs staff to disseminate the final report to constituents and stakeholders in the public and private sectors and to ensure that the document is freely and readily accessible to the public.

AND FINALLY, BE IT RESOLVED, that the Council extends its appreciation to Dr. Murray, Ms. Connelly, Ms. Harker and Mr. Light for their service on the committee and especially to the expert contributors who provided outstanding information, experience and perspectives throughout the committee’s work and who contributed directly and substantively to the quality of the final report.

RECEIPT OF ITEMS DELEGATED TO STAFF

Mr. Blake informed members that the actions taken by staff on behalf of Council as delegated items were included in the agenda book. As required, a copy of these items is attached to the minutes.

OLD BUSINESS

No old business was brought forward.

NEW BUSINESS

Mr. Fralin appointed Drs. Murray, Atkins and Ramsey to bring forward nominees for election of officers at the May meeting. Dr. Ramsey will serve as chair.

Mr. Fralin reminded members of the Council retreat on June 14, 2019, at the Virginia Museum of History & Culture and encouraged all members to attend. The topic for discussion will be next steps for The Virginia Plan for Higher Education.

Mr. Blake encouraged members to provide him with possible items for the agenda of their meeting with the Private College Advisory Board (PCAB) in May.
MOTION TO ADJOURN

The meeting adjourned at 11:50 a.m.

___________________________________
Heywood Fralin
Council Chair

___________________________________
Lee Ann Rung
Director, Executive and Board Affairs
Items Delegated to Director/Staff

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

Degree Program Actions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree/Program/CIP</th>
<th>Effective Date</th>
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<tbody>
<tr>
<td>Christopher Newport University</td>
<td><strong>Facilitated Staff Approval:</strong> Master of Financial Analysis degree program in Financial Analysis (52.0801) [Conferral: Spring 2020]</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>Dabney S. Lancaster Community College</td>
<td><strong>New Degree Program Approved:</strong> Associate of Applied Science degree program in Electrical and Instrumentation Technology (47.0105) [Conferral: Fall 2019]</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>Germanna Community College</td>
<td><strong>New Degree Program Approved:</strong> Associate of Applied Science degree program in Cybersecurity (11.1003) [Conferral: Fall 2019]</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>George Mason University</td>
<td><strong>Program Merger Approved [Correction]:</strong> Merge five degree programs: 1) Bachelor of Science in Accounting (52.0301); 2) Bachelor of Science in Finance (52.0801); 3) Bachelor of Science in Information Systems and Operations Management (52.1399); 4) Bachelor of Science in Management (52.0201); and 5) Bachelor of Science in Marketing (52.1401) to create the new Bachelor of Science degree program in Business (52.0101)</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>George Mason University</td>
<td><strong>Facilitated Staff Approval [Correction]:</strong> Master of Professional Studies degree program in Applied Industrial and Organizational Psychology (42.2804) [Conferral: Spring 2020]</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td><strong>Facilitated Staff Approval:</strong> Bachelor of Science degree program in Cybersecurity (11.1003) [Conferral: Fall 2019]</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td><strong>Facilitated Staff Approval:</strong> Master of Library and Information Studies degree program in Library and Information Studies (25.0101) [Conferral: Summer 2020]</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td><strong>Facilitated Staff Approval:</strong> Bachelor of Science in Public Health degree program in</td>
<td>Fall 2019</td>
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<tr>
<td>Institution</td>
<td>Degree/Program/CIP</td>
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<tr>
<td>George Mason University</td>
<td>Initiate a new Graduate Certificate Program in Data Analytics (11.0802) [Conferral: Fall 2019]</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>George Mason University</td>
<td>Initiate a new Graduate Certificate Program in Learning Technologies (13.0501) [Conferral: Spring 2019]</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>George Mason University</td>
<td>Program Discontinuances: Graduate Certificate Programs</td>
<td>Summer 2019</td>
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<tr>
<td></td>
<td>- Command, Control, Communications, Computing and Intelligence (14.2701)</td>
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<td></td>
<td>- International Sports Management (31.0504)</td>
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<td></td>
<td>- Nursing Administration (51.3801)</td>
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<td>Institution</td>
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<tr>
<td>George Mason University</td>
<td><strong>Program Discontinuance:</strong> Discontinue the Graduate Certificate Program in Software Engineering (14.0903)</td>
<td>Fall 2019</td>
</tr>
</tbody>
</table>
| Longwood University      | Degree Designation Discontinuances: Remove the Bachelor of Arts degree designation from the following programs:  
- Bachelor of Arts (BA)/Bachelor of Science (BS) degree program in Biology (26.0101) [Council Approval: BCHE]  
- Bachelor of Arts (BA)/Bachelor of Science (BS) degree program in Chemistry (40.0501) [Council Approval: BCHE]  
- Bachelor of Arts (BA)/Bachelor of Science (BS) degree program in Liberal Studies (24.0101) [Council Approval: March 9, 1993]  
- Bachelor of Arts (BA)/Bachelor of Science (BS) degree program in Mathematics (27.0101) [Council Approval: BCHE] | Summer 2019 |
| Old Dominion University  | **Modified Degree Program Approved:** Initiate a modified Master of Public Health degree program in Public Health (51.2201) | Fall 2019      |
| University of Virginia   | Initiate a new Undergraduate Certificate Program in Criminal Justice Education (43.0104) [Conferral: Spring 2019] | Spring 2019    |
| University of Virginia   | Initiate a new Graduate Certificate program in Urban Design (04.0301) [Conferral: Spring 2020] | Fall 2019      |
| University of Virginia   | Initiate New Post-Professional Certificate Programs:  
- Conferral, Spring 2021:  
  - Adult-Gerontology Acute Care Clinical Nurse Specialist (51.3813)  
  - Adult-Gerontology Acute Care Nurse Practitioner (51.3814)  
  - Psychiatric-Mental Health Nurse Practitioner (51.3810)  
- Conferral, Summer 2020:  
  - Family Nurse Practitioner (51.3805)  
  - Neonatal Nurse Practitioner (51.3806)  
  - Pediatric Nurse Practitioner-Acute Care (51.3899) | Fall 2019      |
<table>
<thead>
<tr>
<th>Institution</th>
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<tbody>
<tr>
<td>Virginia Commonwealth University</td>
<td><strong>Program Discontinuance:</strong> Discontinue the Master of Science and Master of Science in Occupational Therapy in Occupational Therapy (51.2306) [Council Approval: January 18, 1963]</td>
<td>Summer 2019</td>
</tr>
<tr>
<td>Virginia Polytechnic Institute and State University</td>
<td>Initiate a new Graduate Certificate Program in Arts Leadership (50.0704) [Conferral: Spring 2019]</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>Virginia State University</td>
<td>Initiate a new Undergraduate Certificate Program in International Agriculture (01.0701) [Conferral: Spring 2020]</td>
<td>Spring 2019</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Change/Site</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Longwood University</td>
<td>Rename the Department of Education and Special Education to the <strong>Department of Education and Counseling</strong>. The Department has been re-named to eliminate redundancy in the name, provide “a more accurate” description of the department’s curricular offerings, and highlight the availability of counseling programming at the university.</td>
<td>February 1, 2019</td>
</tr>
<tr>
<td>Virginia Polytechnic Institute and State University</td>
<td>Record the instructional site, Virginia Tech Research Center-Arlington at 900 Glebe Road, Floors 2-6, Arlington, Virginia 22203 as an officially-recognized off-campus instructional site.</td>
<td>Spring 2019</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlantic University</td>
<td>December 19, 2018</td>
</tr>
</tbody>
</table>
Pursuant to the Code of Virginia § 23.1-213 to 230 and 8VAC-40-31-90 of the Virginia Administrative Code, the following item is approved as delegated to staff:

**Institutions of Higher Education Certified to Operate in the Commonwealth of Virginia—Approval of Additional Locations**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Location</th>
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</tr>
</thead>
<tbody>
<tr>
<td>University of Fairfax-Salem</td>
<td>Salem, VA</td>
<td>November 29, 2018</td>
</tr>
</tbody>
</table>
Biography of President Pamela Fox

Dr. Fox, a pianist and musicologist, has served as President and Professor of Music at Mary Baldwin University since July 2003. Under her leadership, Mary Baldwin has become a distinctive small coeducational university that maintains its historic commitment to the Mary Baldwin College for Women. MBU cultivates innovation and academic excellence through a constellation of signature programs.

Fox led the establishment of the Spencer Center for Civic and Global Engagement to foster inclusive community and civic and global citizenship. Over her tenure, the university has established 25 new and enhanced academic programs, including the Murphy Deming College of Health Sciences which opened in 2014 on a new campus in the heart of Augusta County’s thriving Blue Ridge Life Sciences corridor and offers Mary Baldwin's first doctoral degrees.

Mary Baldwin University completed this year its $80 million comprehensive fundraising campaign. Fox was instrumental in bringing the Heifetz International Music Institute to Staunton in 2012, with a new home on the Mary Baldwin campus for six weeks each summer.

Active nationally in higher education and a devoted leader in the Staunton-Augusta community, Dr. Fox was named the 2011 Citizen of the Year by the Greater Augusta Regional Chamber of Commerce. She is a past member of the board of directors of the National Association of Independent Colleges and Universities (NAICU) and of the American Council on Education (ACE); past chair of the Council of Independent Colleges in Virginia (CICV) and of the Virginia Foundation of Independent Colleges (VFIC); trustee of the Frontier Culture Museum, of the American Shakespeare Center; and a member of Rotary International.

Prior to her tenure at Mary Baldwin, Dr. Fox served as a Professor of Music, Dean and Assistant Vice President for Strategic Planning at Miami University in Oxford, Ohio for 20 years. She earned her Ph.D. in musicology from the University of Cincinnati, College Conservatory of Music. Dr. Fox has published fourteen articles and books and presented scholarly papers around the world.
State Council of Higher Education for Virginia
Agenda Item

Item: Council #E4 – Report of the Agency Director

Date of Meeting: May 21, 2019

Presenter: Peter Blake
Director
peterblake@schev.edu

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

Background Information/Summary of Major Elements: N/A

Materials Provided: Report of the Agency Director.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A
General Professional Advisory Committee (GPAC): The March meeting included discussions with Secretary of Veterans and Defense Affairs Carlos Hopkins and Secretary of Education Atif Qarni on academic credit for military service; (ii) with Josh Wyner from the Aspen Institute on student transfer from community colleges to universities; (iii) with Deputy Secretary of Education Fran Bradford and Virginia Economic Development Partnership President Stephen Moret on the Tech Talent Incentive Program; and (iv) with the Student Advisory Committee.

Student Advisory Committee: On April 12, staff member Paula Robinson convened the final meeting of the 2018-19 Student Advisory Committee. The agenda included discussions on distance education, higher education financing and disability support services. SAC representatives presented to the General Professional Advisory Committee on April 22.

“Day of Dialogue”: In cooperation with the Lumina Foundation, SCHEV coordinated a daylong event focused on strategies for further alignment of budget and policy initiatives with The Virginia Plan for Higher Education. Over 80 people representing institutions, legislative and executive branch staff and Council member Marge Connelly participated in the event.

Board of visitors orientation planning: Council members Victoria Harker and Ken Ampy are serving on a committee to plan the 2019 board of visitors orientation session. This year’s event is scheduled for October 22-23 at the Virginia Museum of History and Culture and the Virginia Museum of Fine Arts.

OECD study: The Organization for Economic Co-operation and Development, a Paris-based international organization, conducted a week-long engagement in Virginia to learn more about labor-market outcomes of Virginia’s colleges and universities. OECD representatives will hold a concluding session May 22 in Richmond.

PPE summit: Over 200 people participated in the annual convening of those institutions certified by SCHEV to operate in Virginia. Programming included information on compliance, regulations and certification requirements.

Six-year-plan Meetings: SCHEV staff recently issued instructions to institutions to follow in submitting their six-year plans. This year’s process also includes an opportunity for institutions to propose a “performance pilot” initiative. Institutional meetings occur in July and August and will conclude with institutions submitting final plans by October 1.
**SCHEV activities:** SCHEV staff celebrated public service week with a luncheon on May 6. Council member Katie Webb participated. Former Council chair Gil Bland was the guest speaker.

**SCHEV Talk:** On March 20, staff received a presentation from Delegate Lachrecse Aird on the recent legislative session. Delegate Aird serves on the House Appropriations Committee and on the Joint Subcommittee on the Future Competitiveness of Higher Education. Virginia State University President Makola Abdullah will be the featured guest in June.

**Public Service Appreciation Week:** On May 6, former Council chair Gil Bland spoke at our annual public service appreciation luncheon for staff. Council member Tom Slater also participated.

**Editorial board visits:** We continued our meetings with editorial boards. Along with Council member Marge Connelly, we met with The Daily Progress (Charlottesville). In Richmond, Council members Katie Webb and Tom Slater will participate in a meeting with the Richmond Times-Dispatch on May 23.

**Out and about:** It has been an extraordinary two months as we prepared for significant meetings with national and international organizations and implemented provisions of institutional six-year plans and the Tech Talent Incentive Program. I will be on vacation from May 27-June 12.
State Council of Higher Education for Virginia
Agenda Item

Item: Council #E5 – Report on Graduate Outcomes

Date of Meeting: May 21, 2019

Presenter: Tod Massa, Policy Analytics Director
todmassa@schev.edu

Ashley Lockhart, Coordinator for Academic Initiatives
ashleylockhart@schev.edu

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

Date: 
Action: 

Background Information/Summary of Major Elements: The Council has a long-standing interest in the outcomes of graduates, especially of undergraduate students attending Virginia public institutions. In addition to existing data on wages and debt, which Council has published for nearly seven years, new developments will give even greater insight into graduate outcomes. As a result, SCHEV will learn more about academic program alignment with labor market outcomes, graduates’ perceived value of their education and graduates’ contributions to economic, social and cultural well-being of the Commonwealth.

At the meeting, Council staff will present information on what we currently know and what we hope to gain through additional research.

Materials Provided: None.

Financial Impact: The 2019 budget approved by the Governor and the General Assembly included one-time funding of $750,000 to support a survey of college graduates and related outcome reporting.

Timetable for Further Review/Action: None.

Resolution: None.
Council #E6.a - Summary of Academic Affairs Committee Actions & Discussions
(Chair: K. Webb)

#B3, Action on Programs at Public Institutions

#B4, Program Proposals in the Review Pipeline

#B5, Action on Bachelor Degree Programs in Teacher Education at Public Institutions

#B6.a, Action on Private Postsecondary Education (PPE) Institutional Certification (Art Institute and South University)

#B6.b, Action on PPE Certification (DeVry University)

#B7, Action on Program Approval Policy

#B8, Update on Transfer Virginia

#B9, Report of the staff liaison to the committee
Council #E6.b - Summary of Resources and Planning Committee Actions & Discussions
(Chair: M. Connelly)

#C3, Action on Tuition Moderation Fund Delegation to Staff to Certify Institutions Eligible for the Fund

#C4, Report on the Strategic Finance Plan

#C5, Discussion of SCHEV Budget and Policy Development

#C6, Presentation on Commonwealth Graduate Engineering Program Budget Consideration

#C7, Update on Six-Year Plan Process

#C8, Discussion of 2018 Fall Enrollment at Private Non-Profit Institutions

#C9, Update on Commonwealth Research and Technology Strategic Roadmap
#D3, Action on Final Report
State Council of Higher Education for Virginia
Agenda Item

Item: Council #E 7 – Receipt of Items Delegated to Staff

Date of Meeting: May 21, 2019

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
  Action: The Council approved delegation of certain items to staff

Background Information/Summary of Major Elements:
Council delegated certain items to staff for approval and reporting to the Council on a
regular basis.

Materials Provided:

Degree Program Actions:
The College of William & Mary in Virginia
James Madison University
Old Dominion University
Virginia Commonwealth University
Virginia Polytechnic Institute and State University
Virginia State University
Virginia Western Community College

Diploma, Certificate, Discontinued and Modified Programs:
The College of William and Mary in Virginia
George Mason University
Longwood University
Old Dominion University
University of Virginia
Virginia Polytechnic Institute and State University

Policies and Procedures for Internal and Off-Campus Organizational Changes:
Old Dominion University
Virginia State University

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

Ivy Christian College

Institutions of Higher Education Certified to Operate in the Commonwealth of Virginia—Approval of Additional Locations:

Saint Leo University - Norfolk (instructional location)

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

Bealeton Massage Therapy & School
Allied Health Career Institute
# Items Delegated to Director/Staff

Pursuant to the [Code of Virginia, § 23.1-203](https://www.lawlibrary.legiscoa.state.va.us/) and Council’s *Policies and Procedures for Program Approval and Changes,* the following items were approved/not approved as delegated to staff:

## Degree Program Actions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree/Program/CIP</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College of William and Mary in Virginia</td>
<td><strong>Degree Designation Approved:</strong> Master of Arts (MA) degree designation added to the existing Master of Science (MS) degree program in Marine Science (26.1302)</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>James Madison University</td>
<td><strong>Facilitated Staff Approval:</strong> Master of Science in Athletic Training degree program in Athletic Training (51.0913) [Conferral: Spring 2022]</td>
<td>Summer 2020</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td><strong>Name/Title Change Not Approved:</strong> Change the name/title of the Bachelor of Science degree program in Environmental Health (51.2202) to a Bachelor of Science degree program in Environmental and Occupational Health (51.2202)</td>
<td>April 17, 2019</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td><strong>Substantial Program Modification Not Approved:</strong></td>
<td>April 17, 2019</td>
</tr>
</tbody>
</table>
| | - Change the CIP Code of the Master of Arts (MA) degree program in Economics from (45.0601) to (45.0603);  
| | - Change the degree designation from a Master of Arts (MA) in Economics to a Master of Science (MS) in Economics. | |
| Virginia Commonwealth University | **Substantial Program Modification Approved:** Modify the credit hours of the Doctor of Philosophy degree program in Biomedical Engineering (14.0501) with 72 credit hours to 60 to 72 credit hours. | Fall 2019 |
| Virginia Polytechnic Institute and State University | **Facilitated Staff Approval:** Master of Science degree program in Nutrition and Dietetics (51.3101) [Conferral: Spring 2020] | Fall 2019 |
| Virginia State University | **Facilitated Staff Approval:** Bachelor of Science in Nursing degree program in Nursing (51.3801) [Conferral: Spring 2021] | Fall 2019 |
| Virginia Western Community College | **Program Title Change Approved:** Associate of Applied Science in | Fall 2019 |
Pursuant to the Code of Virginia, § 23.1-203 and Council's “Policies and Procedures for Program Approval and Changes,” the following items were reported:

<table>
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<tr>
<th>Institution</th>
<th>Degree/Program/CIP</th>
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</thead>
<tbody>
<tr>
<td>The College of William and Mary in Virginia</td>
<td>Initiate a new Post-Baccalaureate Certificate program in Geographic Information Science (45.0702) [Conferral: Summer 2019]</td>
<td>Summer 2019</td>
</tr>
<tr>
<td>George Mason University</td>
<td>Initiate a new Graduate Certificate program in Small Satellite Engineering (14.0201) [Conferral Fall 2019]</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>Longwood University</td>
<td><strong>Simple Program Modification:</strong> Modify the credit hours of the Master of Business Administration degree program in Business Administration (52.0201) with 36 credit hours to 31 credit hours.</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>Initiate a new Post-Professional Certificate program in Adult-Gerontology Clinical Nurse Specialist (51.3821) [Conferral: Summer 2019]</td>
<td>Summer 2019</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>Initiate new Graduate Certificate Programs [Conferral: Spring 2020]:</td>
<td>Fall 2019</td>
</tr>
<tr>
<td></td>
<td>• Africana Studies (05.0101)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Applied Behavioral Analysis (42.2814)</td>
<td></td>
</tr>
<tr>
<td>Virginia Polytechnic Institute and State University</td>
<td><strong>Program Discontinuance:</strong> Discontinue the Bachelor of Science degree program in Environmental Policy and Planning (03.0103) [Council Approval: May 2, 1997]</td>
<td>Summer 2019</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Change/Site</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Old Dominion University</td>
<td>Rename the School of Physical Therapy and Athletic Training to the <strong>School of Rehabilitation Sciences</strong>. ODU indicates that according to the National Center for</td>
<td>June 1, 2019</td>
</tr>
<tr>
<td>Institution</td>
<td>Change/Site</td>
<td>Effective Date</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Virginia State University</td>
<td>Create the Department of Engineering and the Department of Computer Science from the Department of Engineering and Computer Science. The establishment of separate departments will provide visibility to academic programs, allow each department to focus on individual disciplines, and create an avenue for increased growth and extramural funding opportunities.</td>
<td>July 1, 2019</td>
</tr>
<tr>
<td>Virginia State University</td>
<td>Rename the Department of Technology to the Department of Applied Engineering and Technology. The Department has been re-named to reflect the developing research focus of the department, and help recruit faculty interested in both teaching and research. The new name will help with developing the department’s reputation among research and funding agencies and, other academic units with similar degree programs.</td>
<td>April 11, 2019</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ivy Christian College</td>
<td>March 13, 2019</td>
</tr>
</tbody>
</table>

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

**Institutions of Higher Education Certified to Operate in the Commonwealth of Virginia—Approval of Additional Locations**
### Postsecondary, Non-Degree Institutions Certified to Operate in the Commonwealth of Virginia

<table>
<thead>
<tr>
<th>Institution</th>
<th>Location</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saint Leo University - Norfolk (instructional location)</td>
<td>Norfolk, VA</td>
<td>April 16, 2019</td>
</tr>
<tr>
<td>Bealeton Massage Therapy &amp; School</td>
<td>Bealeton, VA</td>
<td>February 19, 2019</td>
</tr>
<tr>
<td>Allied Health Career Institute</td>
<td>Leesburg, VA</td>
<td>April 8, 2019</td>
</tr>
</tbody>
</table>
State Council of Higher Education for Virginia
Agenda Item


Date of Meeting: May 21, 2019

Presenter: Dr. Carlyle Ramsey
Chair, Nominating Process

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

Background Information/Summary of Major Elements:

The Council’s bylaws state that “The Council annually shall elect a chair and vice chair and appoint a secretary from its membership to serve until their successors have been elected.” The bylaws further state that the election of the chair and vice chair and appointment of the secretary shall be held at the last meeting of the Council prior to June 30 each year.

Materials Provided: None.

Financial Impact: None.

Timetable for Further Review/Action: None.

Resolution: Resolutions will be presented at the meeting.
State Council of Higher Education for Virginia
Agenda Item

Item: Council #E9.d – Preliminary Discussion of 2020 Meeting Schedule and Locations

Date of Meeting: May 21, 2019

Presenter: Peter Blake, Director
peterblake@schev.edu

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

Date: 
Action: 

Background Information/Summary of Major Elements:

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

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


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

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

- The January options are Tuesday, January 14 or Tuesday, January 21. The Martin Luther King holiday is on Monday, January 20.
- The October 26-27 date was chosen to allow staff additional time between the September and October meetings to prepare final budget recommendations.

Staff recommends the following institutions to host the meetings on the designated dates and has collaborated with the Council of Independent Colleges in Virginia on the private college location for the May 18-19 meetings.
PROPOSED 2020 SCHEDULE:

January 14 OR January 21 – SCHEV
March 16-17 – Radford University (confirmed)
May 18-19 – Virginia Wesleyan (confirmed through CICV)
July 13 – Germanna Community College (confirmed)
September 14-15 – University of Virginia (confirmed)
October 26-27 - SCHEV

Materials Provided: None.

Financial Impact: None.

Timetable for Further Review/Action: The Council will approve the final schedule at the July meeting.

Resolution: None.