

Agenda Book

September 16 - 17, 2019

Location: University of Mary Washington - Fredericksburg, VA



September 16-17, 2019, Council Meetings Schedule of Events

University of Mary Washington
Hurley Convergence Center
Fredericksburg, VA

September 16, 2019

Light refreshments will be available to Council members and staff

- | | |
|-------------|---|
| 1:00 – 2:30 | Academic Affairs Committee (Room 210) - Section A on the agenda
(Committee members: Ken Ampy (chair), Rosa Atkins (vice chair), Gene Lockhart, Carlyle Ramsey, Marianne Radcliff, Katie Webb) |
| 1:00 – 2:30 | Resources and Planning Committee (Digital Auditorium Room 136) - Section B on the agenda
(Committee members: Tom Slater (chair), Victoria Harker (vice chair), Marge Connelly, Henry Light, Stephen Moret, Bill Murray) |
| 3:00 – 5:00 | Joint Meeting with Public College Presidents (Digital Auditorium Room 136) – See separate agenda |
| 5:15 – 6:00 | Campus Tour |
| 6:00 – 7:30 | Joint reception/refreshments with Public College Presidents (Brompton House) |

September 17, 2019

Continental breakfast and boxed lunch will be available to Council members and staff

- | | |
|--------------|--|
| 9:00 – 12:30 | Council Meeting (Digital Auditorium Room 136) - Section C on the agenda |
|--------------|--|

NEXT MEETING: October 28-29, 2019 – SCHEV offices

Council meetings

Time: September 16, 2019 1:00 PM - September 17, 2019 12:30 PM EDT



Section	Time	Agenda Item	Presenter	Page
		--Cover sheet		1
		--Meeting Timeframes		2
		--September 16-17 Agendas		3
A.	1:00	Academic Affairs Committee September 16, 2019 (Room 210)		
A1	1:00	--Call to Order	Mr. Ampy	
A2	1:00	--Approval of Minutes (July 16, 2019)	Mr. Ampy	6
A3	1:05	--Action on Programs at Public Institutions	Dr. DeFilippo	9
A4	1:20	--Program Proposals in the Review Pipeline	Dr. DeFilippo	14
A5	1:30	--Action on Organizational Change	Dr. DeFilippo	16
A6	1:40	--Action on Private Postsecondary Education Institutional Certification	Dr. DeFilippo	21
A7	1:55	--Action on Report of Audit (VUST)	Dr. DeFilippo	25
A8	2:10	-- Briefing on University of Virginia's College at Wise Degree Escalation	Dr. DeFilippo	48
A9	2:30	--Update on Graduate Outcomes Survey	Dr. DeFilippo	51
A10	2:45	--Report of the Staff Liaison to the Committee	Dr. DeFilippo	53
A11	2:55	--Motion to Adjourn	Mr. Ampy	
B.	1:00	Resources and Planning Committee September 16, 2019 (Digital Auditorium Room 136)		
B1	1:00	--Call to Order	Mr. Slater	
B2	1:00	--Approval of Minutes (July 16, 2019)	Mr. Slater	56
B3	1:05	--Action on Institutional Performance Standards	Dr. Huskey	62
B4	1:15	--Review of Proposed Changes to the Domicile Guidelines	Mr. Andes	66
B5	1:40	--Update on Six-Year Plan Process	Dr. Huskey	114

Section	Time	Agenda Item	Presenter	Page
B6	1:50	--Update on Enrollment Projections and Degree Estimates	Mr. Massa	117
B7	2:00	--Update on Financial Aid Reform Study	Mr. Andes	181
B8	2:05	--Review of Draft Budget and Policy Recommendations	Ms. Kang	
B8.a		--System Operating Budget	Ms. Kang	187
B8.b		--Capital Outlay	Ms. Kang	209
B8.c		--Maintenance Reserve	Ms. Kang	218
B8.d		--Higher Education Equipment Trust Fund	Ms. Kang	220
B10	2:55	--Motion to adjourn	Mr. Slater	
	3:00	JOINT MEETING WITH PUBLIC COLLEGE PRESIDENTS September 16, 2019 (see separate agenda)		
C.	9:00	COUNCIL MEETING September 17, 2019 (Digital Auditorium Room 136)		
C1	9:00	--Call to Order	Chairman Fralin	
C2	9:00	--Approval of Minutes (July 16, 2019, Council meeting; August 21, 2019, Council retreat)	Chairman Fralin	225
C3	9:05	--Remarks from Troy Paino, President, University of Mary Washington	Dr. Paino	242
C4	9:20	--Report of the Agency Director	Mr. Blake	243
C5	9:35	--Action on 2020 Meeting Schedule and Locations	Chairman Fralin	247
	9:45	BREAK		
C6	10:00	--Report from Committees		
C6.a	10:00	--Academic Affairs Committee (see Section A)	Mr. Ampy	249
C6.b	10:30	--Resources and Planning Committee (see Section B)	Mr. Slater	250
C6.c	11:00	--Report from the August 21 Retreat on The Virginia Plan	Mr. Blake	251
C7	11:30	--Receipt of Items Delegated to Staff	Mr. Blake	254
C8	11:45	--Old Business	Chairman Fralin	
C9	12:00	--New Business	Chairman Fralin	

Section	Time	Agenda Item	Presenter	Page
C10	12:15	--Receipt of Public Comment	Chairman Fralin	
C11	12:30	--Closed Session	Ms. Love	
C12	12:30	--Motion to Adjourn	Chairman Fralin	

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
JULY 16, 2019
MINUTES**

Mr. Ampy called the meeting to order at 10:03 a.m. in Lecture Hall B at the New College Institute in Martinsville, Virginia. Committee members present: Ken Ampy, Marianne Radcliff, Carlyle Ramsey, and Katie Webb.

Committee members absent: Gene Lockhart.

Staff members present: Joseph G. DeFilippo, Jodi Fisler, Ashley Lockhart, Beverly Rebar, and Paul Smith.

APPROVAL OF MINUTES

On motion by Dr. Ramsey, and seconded by Ms. Webb, the minutes from the May 20, 2019, meeting were approved unanimously.

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

ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS

In attendance:

- Susan Bosworth, Ph.D., Associate Provost, Institutional Accreditation & Effectiveness, College of William & Mary
- Michael Cronin, Ph.D., Associate Professor of Japanese Studies, College of William & Mary

Dr. DeFilippo introduced the program proposal from the College of William & Mary, a Bachelor of Arts (B.A.) in Japanese Studies (CIP 16.0302). He explained that it was designed to inculcate students in Japanese language, culture, and history, including several study abroad programs. Dr. DeFilippo described the economic impact of the program including employment demand for students with global competency.

On motion by Ms. Webb, seconded by Dr. Ramsey, 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 grants approval to The College of William and Mary in Virginia to initiate a Bachelor of Arts (B.A.) degree program in Japanese Studies (16.0302), effective fall 2019.

DISCUSSION OF PROGRAM PROPOSALS IN THE REVIEW PIPELINE

Dr. DeFilippo introduced a report of the program proposals that are currently under review as of June 26, 2019. There was some discussion about the wide range of programs up for review and the appearance of an emphasis on data and information security.

ACTION ON VIRGINIA PUBLIC HIGHER EDUCATION POLICY ON PASSPORT AND UNIFORM CERTIFICATE OF GENERAL STUDIES PROGRAMS

Dr. DeFilippo introduced the action on the *Virginia Public Higher Education Policy on Passport and Uniform Certificate of General Studies Programs*. He described the history of the legislation and how the policy presented takes all of the mandated pieces and instantiates them into a single policy, and then establishes a baseline for the courses that will go into the credentials. There was some discussion on the existing policy regarding other forms of prior learning assessment, such as AP exams, for which Mr. Ampy requested clarification in an additional resolution.

On motion by Dr. Ramsey, seconded by Ms. Webb, 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, in accord with Code of Virginia § 23.1-905.1, adopts the Virginia Public Higher Education Policy on Passport and Uniform Certificate of General Studies Programs, effective immediately.

BE IT FURTHER RESOLVED that Provision 4 in the policy be further clarified to ensure consistency with state policy on AP and other forms of prior learning assessment.

UPDATE ON GRADUATE OUTCOME SURVEY

Dr. DeFilippo introduced Dr. Jim Ellis, Director of Design and Methodology, Survey and Evaluation Research Laboratory, Center for Public Policy, L. Douglas Wilder School of Government and Public Affairs at Virginia Commonwealth University. Dr. Ellis gave a presentation to the committee with an update on the Graduate Outcome Survey. There was some conversation about the survey timeline, as well as the composition and locations of the focus groups.

UPDATE ON STUDENT LEARNING ASSESSMENT AND QUALITY IN UNDERGRADUATE EDUCATION

Dr. Fisler provided a presentation on the current status of the SCHEV policy on student learning assessment and quality in undergraduate education, which was adopted by Council in 2017. She described Virginia as being a leader in this field, particularly with regard to the policy's focus on civic engagement.

Dr. Christopher Wikstrom from Patrick Henry Community College provided an institutional view of the policy, which he described as being met with excitement and enthusiasm at his college. There was some discussion about how and where these assessments are published.

REPORT OF THE STAFF LIAISON TO THE COMMITTEE

Dr. DeFilippo reported on staff activities and achievements, with an emphasis on staff leadership roles and speaking engagements.

ADJOURNMENT

Mr. Ampy adjourned the meeting at 11:40 p.m.

Kenneth Ampy
Chair, Academic Affairs Committee

Ashley Lockhart
Staff, Academic Affairs

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee #3 – Action on Programs at Public Institutions

Date of Meeting: September 16, 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:

Purpose of the Agenda Item:

The purpose of this agenda item is to present a new degree program for Council approval or disapproval, in accord with Code of Virginia § 23.1-203 (5).

Background Information/Summary of Major Elements:

Program Presented for Consideration

The University of Virginia, Master of Arts (M.A.) in Media, Culture and Technology
(CIP: 09.0199)

Financial Impact: See Program Summary Below

Timetable for Further Review/Action: N/A

Relationship to Goals of the Virginia Plan for Higher Education:

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

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

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Master of Arts (M.A.) degree program in Media, Culture and Technology (09.0199), effective spring 2020.

**The University of Virginia
Master of Arts (M.A.) in Media, Culture and Technology**

Program Description

The University of Virginia (UVA) is proposing the creation of a Master of Arts (M.A.) degree program in Media, Culture and Technology to be initiated spring 2020. The program would be located in the Department of Media Studies in the College and Graduate School of Arts and Sciences. The program would be the first graduate degree administered by the Department of Media Studies. The purpose of the proposed program is “to train professionals and educators who will bring knowledge of this field in a variety of careers and societal contexts.” The proposed program will provide students with “a comprehensive understanding of the historical roots of today’s pressing questions surrounding media technologies and infrastructures.”

The core curriculum includes courses in the history and theory of media and communication technologies as well as courses in quantitative and qualitative research methodologies, and requires students to complete an independent thesis project. Additionally, the proposed program requires 15 credit hours of elective coursework with course options in media privacy and surveillance, media law, free speech, digital security, application design, media finance, and computational data analysis.

The program will provide graduates with the skills to research and analyze the policies, infrastructure, and emerging technologies in the media industry through an historical lens. It purports to prepare graduates to work for news agencies, businesses, and governmental and non-governmental organizations that seek to understand and manage the uses and effects of media technologies. Graduates will possess the knowledge and skills to:

1. analyze the historical development of the media industry;
2. review and analyze the theories of and literature on media;
3. evaluate the social and political implication of media technology;
4. apply social science research methods specific to the media industry; and
5. effectively communicate with expert and non-expert audience in and outside the media industry.

The M.A. in Media, Culture and Technology will require 30-credit hours of coursework: 15 credit hours of core coursework and 15 credit hours of elective coursework.

Justification for the Proposed Program

UVA contends that the proposed degree “responds to current needs in the Commonwealth of Virginia and the nation as a whole for:

1. professionals who can apply the research methods and cultural analysis of the social sciences specifically to the media industry; and
2. prospective faculty whose teaching and research shape society’s collective understanding of the far-reaching effects of the field.”

UVA asserts that the proposed program addresses “an emerging societal need” for individuals with graduate-level training in the field of media studies with specific skills to analyze media infrastructure from a social perspective, assess media’s cultural and political impact, and to articulate the ethical implications of the changing media environment.

The proposal states that media related industries continue to be among the most rapidly growing sectors of the national and regional economy and that this growth has implication for consumers, democracy, and privacy. Growth in the media industry has created a need for individuals with a “comprehensive understating of the historical roots of today’s pressing questions surrounding media technologies.” UVA notes that media organizations are seeking to theorize the social impact of their product design and data practices. Justifying this position, UVA cites a 2018 article in *Smart Company* that highlights the frequent and costly disconnect between “business intent and user interpretation” indicating that “digital designers and tech companies are beginning to recognize that there is an ethical dimension to their work, and that they have some social responsibility for the well-being of their users.” As such, the media industry must “anticipate the meanings people might create around a particular technology” and hire professionals who can theorize the cultural values and “emerging popular meanings around their products” in order to avoid scandals that will “damage their brands and the trust consumers place in their products.” Further justifying the need for the proposed program is a reference to a 2017 article in *The Guardian* on smartphone addictions. The article interviewed designer, engineers, and product managers at Google, Twitter, and Facebook who regard media technology not only as an engineering problem, but also as a human and social problem. Per the article, two cases-in-point include an employee at Google who was promoted into a new role as the company’s “in-house design ethicist and product philosopher” in which his job was to “sit in the corner and think and read and understand,” and another who left the company to complete a graduate degree in the “ethics of persuasive design” and whether “democracy can survive in the new technological age.” UVA posits that these examples illustrate a need for graduates with a background in the historical context, cultural theory, and social science research methodologies “to understand and articulate the social impact of media technology, which traditional programs in communication and marketing do not address.”

Student Demand

The proposed program provides two sources of student demand, a survey of prospective applicants; and student emails. In Spring of 2018, the Department of Media Studies surveyed its majors, rising third-years through graduating students. Sixty-nine students responded to the survey; 20 respondents were rising third-years, 23 were rising fourth-year students, and 26 were graduating students. The survey asked “how interested they would be in applying if UVA offered a M.A. in Media, Culture, and Technology.” Respondent interest was measured on a scale of 1 to 5 with 1 being “not interested” and 5 being “very interested.” Twenty survey respondents (29%) indicated a strong interest (5 out of 5) with an additional 31 (approximately 45%) indicating a high level interest (4 out of 5). Student emails offered additional support for the program.

Enrollment projections show a full-time equated student enrollment (FTES) of 8.0 in the program’s first year (2020-21). The projections continue as follows: FTES 2021-22, 13.0; 2022-23, 15.0; and 2023-24, 17.0. UVA anticipates 11 graduates each year beginning in 2024-25. 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

UVA asserts that graduates of the M.A. in Media, Culture and Technology will “possess a rigorous background in the cultural and historical substance of the field, as well as a demonstrated ability to apply research methods to important contemporary social questions that resonate within the profession.” Neither the Bureau of Labor Statistics (BLS) nor the Virginia Employment Commission (VEC) have job title matches specific to a M.A. in Media, Culture and Technology title. Market/Employment demand is based on closely-related job titles and employment skills that match the proposed degree program. In Virginia and nationally, employment advertisements indicate a need for master-level personnel to fill positions as market research analysts and marketing specialists, public relations specialists, and postsecondary teachers. The BLS projects that between 2016 and 2026 employment growth will be 23% for market analysts, 9.0% for public relation specialists, and 15% for postsecondary teachers. Growth in these sectors is “much faster than the average for all occupations” (<https://www.bls.gov/ooh/business-and-financial/market-research-analyst.htm#tab6>, <https://www.bls.gov/ooh/media-and-communications/public-relations-specialist.htm#tab2>, <https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm#tab6>). The BLS notes that growth will be “driven by an increasing use of data and market research across all industries” as well as a “need to create, edit, translate, and disseminate information through a variety of different platforms” and as such, “job prospects should be best for those with a master’s degree.” The VEC projects that between 2016 and 2026 employment growth will be 21.78% for market analysts, 11.13% for public relation specialists, and 18.16% for postsecondary teachers.

Issues of Duplication

Four public institutions (GMU, ODU, Virginia Tech, NSU) offer similar or related degree programs. GMU offers an M.A. in Communication and is similar to UVA’s proposed program in that they are both focused on contemporary communications. Overlapping courses in research and theory exist between the two programs. GMU’s M.A. in Communications emphasizes quantitative and experimental methods for study of communications, while the proposed program emphasizes historical and qualitative research on media users and technologies. ODU offers an M.A. in Lifespan and Digital Communication which emphasizes media use for individuals at various stages of life. ODU’s program is similar to the proposed program in that it addresses the relationship between different users and contemporary and digital media and communication technology. Course overlap between the two programs exists but is limited to introductory theory and research methodologies. ODU’s program focuses on communication across an individual’s lifespan while UVA’s program is concerned with mediated communications in relation to technologies, politics, and social dynamics. Additionally, ODU’s program is a “thesis optional” program while UVA’s requires two semesters of thesis research.

Virginia Tech offers an M.A. in Communication which focuses on communication in the rhetorical traditions with an emphasis on interpersonal and strategic communication, public oratory, and mass communication. Course overlap between the two programs exists but is limited to introductory theory and research methodologies. The focus of UVA’s proposed program is concerned with mediated communications in relation to technologies, politics, and social dynamics while Virginia Tech’s focuses on the interpersonal and one-on-one communication, oratory, and mass communication.

NSU offers an M.A. in Media & Communications with an emphasis on interpersonal communication, mass communications, and journalism. Both programs broadly address communication with courses in theory and research methods. NSU's program offers greater opportunities to specialize and is professionally oriented while the proposed program offers students a broader theoretical approach with more of an emphasis on independent research.

Resource Needs

UVA indicates that the proposed program will be funded primarily through reallocations within the Department of Media Studies. Additional funds from tuition revenue will be used to support the proposed degree program. UVA affirms that the institution will not seek additional state resources to initiate and sustain the proposed program.

Board Approval

The UVA Board of Visitors approved the proposed program on March 2, 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 **Master of Arts (M.A.) degree program in Media, Culture and Technology (09.0199)**. If approved, adopt the following resolution and transmit it to Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Master of Arts (M.A.) degree program in Media, Culture and Technology (09.0199), effective spring 2020.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee #A4 – Program Proposals in the Review Pipeline

Date of Meeting: September 16, 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:

Purpose of the Agenda Item:

The purpose of this agenda item is to inform Council about degree program proposals under review by staff, in accord with Code of Virginia § 23.1-203 (5).

Background Information/Summary of Major Elements: Presented here is a table showing new degree program proposals from Virginia public institutions, as of August 26, 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 8/26/2019.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Relationship to Goals of the Virginia Plan for Higher Education:

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

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

Resolution: N/A

Academic degree program proposals in the review pipeline, as of 8/26/2019.

Date Received	Institution Name	Degree	Title	CIP Code	Comments
3/28/19	College of William and Mary	B.S.	Data Science	30.0801	Feedback Provided
7/29/19	Eastern Shore Community College	A.A.S.	Technical Studies	15.0612	Under Review
5/7/19	George Mason University	M.S.	Cyber Security Engineering	29.0207	Feedback Provided
2/22/19	Old Dominion University	M.S.	Data Science & Analytics	11.0802	Feedback Provided
5/2/19	Radford University	M.S.	Athletic Training	51.0913	Feedback Provided
1/7/19	University of Virginia	M.A.	Media, Culture, and Technology	09.0199	On Agenda
5/28/19	Virginia Commonwealth University	B.S.	Health Sciences	51.0701	Feedback Provided
7/15/19	Virginia Tech	Ph.D.	Neuroscience	26.1501	Under Review
6/24/19	Virginia Tech	B.A./B.S.	Science, Technology, and Society	30.1501	Feedback Provided/Removed from Active Review
8/12/19	Virginia Western Community College	A.A.S.	Surgical Technology	51.0909	Under Review

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee #A5 – Action on Organizational Change

Date of Meeting: September 16, 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:

Purpose of the Agenda Item:

The purpose of this agenda item is to present a new degree program for Council approval or disapproval, in accord with Code of Virginia § 23.1-203 (7).

Background Information/Summary of Major Elements: Code of Virginia § 23.1-203(7) states that Council shall:

Review and approve or disapprove the establishment of any department, school, college, branch, division or extension of any public institution of higher education which such institution proposes to establish whether located on or off the main campus of such institution.

Council's policy, "Organizational Changes at Public Institutions: Policies and Procedures for Internal and Off-Campus Organizational Changes," distinguishes between "simple" and "complex" organizational changes. Complex organizational changes require approval by Council, and are defined in this way:

A structural alteration (establishment, reorganization, or closure/termination), not proposed solely for the purpose of internal management, that may alter the institution's mission or curricular offerings and/or may not be executable within currently authorized funds (e.g., establishing a new unit - college, school, or department - or a "non-exempt" off-campus instructional site.)

Staff has determined that the University of Virginia's (UVA) plan to establish a **School of Data Science** is a major strategic initiative involving substantial allocation of funds and therefore falls under the definition of a complex organizational change. Thus, Council action is required for such establishment.

Materials Provided:

The University of Virginia: Establishment of a School of Data Science

Financial Impact: In the first three years (2019-20 to 2022-23), the SDS would grow from 34 staff (29.5 FTE) to 67 (57.5 FTE); the table appended below projects budget growth from approximately \$7 million to approximately \$14 million during this period. UVA attests that annual revenue available from endowment, tuition, and philanthropy will approach \$20 million and therefore be more than sufficient to fund operations of the School.

Timetable for Further Review/Action: N/A

Relationship to Goals of the Virginia Plan for Higher Education:

Council's consideration of new organizational units for approval or disapproval is related to Goals 2 and 4 of the Virginia Plan:

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

Resolution:

Based on a review of the application, staff recommends that the Academic Affairs Committee vote to approve, disapprove, or approve with condition the establishment of the **School of Data Science at the University of Virginia**. If approved, adopt the following resolution and transmit it to Council

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the establishment of the School of Data Science at the University of Virginia, effective September 18, 2019.

University of Virginia Establishment of School of Data Science

Background

In 2013, the University of Virginia (UVA) established the Data Science Institute (DSI). Reporting to the Executive Vice President and Provost, DSI was created to fulfill the core purpose of supporting education and research in data science. In 2018 the University initiated a review to determine whether a School of Data Science (SDS) would more effectively promote its educational and research goals in data science.

Throughout 2018 the Director of DSI led a planning effort to consider the benefits of the proposed school, its financial and academic sustainability, and its impact on the University. The outcome of these discussions was a proposal that served as the basis for Faculty Senate deliberations from February through May 2019, which culminated in unanimous endorsement of the proposed new school. The Board of Visitors approved creation of the SDS in June 2019.

Purpose of Proposed Change

The purpose of the proposed organizational change is to establish an academic unit responsible for the leadership, management and advocacy of data science education and research.

Rationale for the Proposed Change

The SDS will help meet specific institutional goals. The School would provide the administrative structure, leadership, and oversight necessary to support the following activities: 1) coordinate data science education with other UVA schools; 2) promote institutional research opportunities; 3) and promote recognition of UVA as a leader in data science.

Faculty and administrators in the SDS would collaborate with other UVA schools to offer courses with a data science component and other data science educational initiatives. The School would also coordinate faculty efforts to engage in research that enhances Virginia's data science ecosystem. Such an ecosystem has already led to a number of relationships with the private sector (involving such corporations as Capital One, Inova, S&P Global and MITRE).

The establishment of the SDS will allow UVA to increase the scope of research in data science. The School will establish research contributions in collaboration with strengths or identified needs in other academic units at the university. Research already planned or underway that will be expanded upon includes:

- Open hardware (e.g., machine learning support for the artificial pancreas project);
- Financial modeling/business analytics (e.g., fraud detection in credit card data);
- Neuroscience informatics with an emphasis on neurodegenerative disorders, autism, and imaging (e.g., a portal supporting Alzheimer's researchers);
- Cybersecurity (e.g., detecting and minimizing network intrusions on the UVA network);

- Translational clinical research (e.g., reducing repeat visits to the emergency department);
- Smart cities (e.g., predictive modelling of motor-vehicle accidents).

Academic Programs

No new departments will be established with the creation of the SDS; one degree program, the M.S. in Data Science, would be located in the school and will be administered by the Dean's Office. UVA intends to seek approval to offer additional data science programs in the future.

Administration

The SDS will be led by a Dean who will report to the Executive Vice President and Provost. The dean will collaborate with deans and department chairs of other schools at the university to promote data science education and to pursue new educational initiatives. The dean will also support interdisciplinary research opportunities, and leverage external funding for faculty and staff hires, faculty and postdoctoral fellowships, and graduate assistantships.

Resources

All resources from the existing DSI will be used for the proposed new School of Data Science. Based on FY20 projected activity, DSI revenues of approximately \$8.7M will be available to support the estimated \$6.9 million in expenditures. In the FY23 forecast, projected School of Data Science revenues of approximately \$19.7 million will be available to manage the estimated \$13.9 million in expenditures. This includes ~\$12 million in tuition revenue generated from expansion of the Master on Science in Data Science degree program (online and face-to-face options), as well as revenue from a \$120 million gift to the University to support establishment of the school and other data science related activities. No new resources will be requested from the state to establish or sustain the proposed organizational change for the SDS.

New Academic Unit - Establish and Operate

Proposed Name: School of Data Science

Expenditure Category		Proposed Budget			
		HDCT	2019 - 2020	2021 - 2022	2022 - 2023
Personnel Salary					
	Dean	1	\$254,800	\$400,000	\$400,000
	fringe Benefits		\$71,089	\$116,000	\$116,000
	Academic and Operational Services	18	\$1,457,100	\$1,457,100	\$1,457,100
	Fringe Benefits		\$548,887	\$548,887	\$548,887
	Researchers	5	\$398,300	\$398,300	\$398,300
	Fringe Benefits		\$115,507	\$115,507	\$115,507
	Postdoctoral Fellows	6	\$192,000	\$256,000	\$384,000
	Fringe Benefits		\$55,680	\$74,240	\$111,360
	Faculty	39	\$1,023,570	\$3,602,101	\$4,584,071
	Fringe Benefits		\$295,386	\$1,043,157	\$1,327,927
Personnel Subtotal		69	\$4,412,319	\$8,011,292	\$9,443,152
Student Support					
	Student HelpersWorkers	6	\$57,600	\$57,600	\$57,600
	Graduate Teaching Assistant	40	\$392,000	\$728,000	\$1,120,000
	Graduate Research Assistant	56		\$1,288,000	\$1,848,000
Student Support Subtotal		102	\$449,600	\$2,073,600	\$3,025,600
Operating Expenses					
	Office Supplies		\$30,000	\$40,000	\$50,000
	Instructional Supplies		\$10,000	\$11,000	\$11,000
	Travel		\$100,000	\$150,000	\$200,000
	Marketing		\$100,000	\$103,000	\$106,000
	Conference/Professional Development		\$65,000	\$78,000	\$95,000
	Other Costs		\$1,810,630	\$841,347	\$945,126
Operating Expenses Subtotal			\$2,115,630	\$1,223,347	\$1,407,126
Total		171	\$6,977,549	\$11,308,239	\$13,875,878

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs #A6 – Action on Private Postsecondary (PPE) Institutional Certification

Date of Meeting: September 16, 2019

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

Ms. Sylvia Rosa-Casanova
Director, Private and Postsecondary Education
sylviarosacasanova@schev.edu

Most Recent Review/Action:

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

Date:

Action:

Purpose of the Agenda Item:

The purpose of this agenda item is to present a new postsecondary institution for certification by Council, in accord with Code of Virginia § 23.1-219.

Background Information/Summary of Major Elements:

University of Reston is seeking certification to operate an institution of higher education in the Commonwealth of Virginia.

Materials Provided:

University of Reston application summary

Financial Impact:

University of Reston submitted the required certification fee to operate as postsecondary institution in Virginia.

Timetable for Further Review/Action: N/A

Relationship to Goals of the Virginia Plan for Higher Education:

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

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

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies University of Reston to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective September 17, 2019.

University of Reston **Application Summary**

School Overview

University of Reston is an in-state proprietary private institution of higher education with its main campus in Herndon, Virginia. University of Reston was incorporated as University of Reston, Inc., on December 1, 2015. University of Reston will seek accreditation from the Southern Association of Colleges and Schools, Commission on Colleges.

School Officers

- Nima Zahadat, President
- Raymond D. Barclay, Ph.D, Vice President, Administration
- Barry Douglass, Ph.D, Director of Technology Services

School Mission Statement

The mission statement of University of Reston is as follows:

The University of Reston's mission is to have an impactful intellectual and applied influence on its students and the communities that they are part of, comprehensively preparing the student body to be successful professionals, leading in their chosen fields of study.

Proposed Educational Programs and Credentials

- Master of Science – Business Administration
- Master of Science – Information Systems
- Master of Science – Cyber Security

Proposed Location

University of Reston will operate from:
205 Van Buren Street, Suite 140
Herndon, Virginia 20170-5350

Financial Stability Indicator

University of Reston submitted a projected accounting budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 2.2 out of a possible 3.0, which indicates that the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

University of Reston submitted a \$10,000 surety bond, 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).

Evidence of Compliance

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

Staff Recommendation

Based on a review of the application, staff recommends that the Academic Affairs Committee vote to approve, disapprove, or approve with condition the certification of the **University of Reston** to operate as a postsecondary institution in Virginia. If approved, adopt the following resolution and transmit it to Council:

BE IT RESOLVED that the **State Council of Higher Education for Virginia** certifies **University of Reston** to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective **September 17, 2019**.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee #A7 – Action on Report of Audit: Virginia University of Science and Technology (VUST)

Date of Meeting: September 16, 2019

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

Sylvia Rosa-Casanova
Director of Private Postsecondary Education
sylvia.rosacasanova@schev.edu

Most Recent Review/Action:

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

Date:

Action:

Purpose of the Agenda Item:

The purpose of this agenda item is to present for Council consideration the recommendation that SCHEV pursue revocation of the Virginia University of Science and Technology's certificate to operate in Virginia, in accord with Code of Virginia § 23.1-221.

Background Information/Summary of Major Elements:

On June 4-5, 2019, SCHEV staff conducted an audit of Virginia University of Science & Technology (VUST). The resulting report of audit describes seven items of noncompliance. One of the reported items is a repeat violation from prior audits and two violations adversely affect the quality of education at VUST.

Council's *Guidelines for Procedures Related to Audits of Certified Institutions* state that, if as a result of an audit of a school that had previously been audited, staff determines the school has one or more of the following:

- any violation that adversely affects the quality of education;
- any violation that adversely impacts students financially;
- any repeat violation from an audit conducted in the past five years;

then, Staff will prepare a Report of Audit for review by Council.

The VUST Report of Audit meets the criteria for presentation to Council. Staff hereby submits the attached report for review by Council, and notes the following relevant factors:

1. SCHEV staff conducted three audits in 19 months and found multiple violations at all three—two of the three audits included repeat violations.
2. Some violations adversely affect the quality of education. Examples of these include: enrolling students without bachelor's degrees into graduate level programs; offering programs not approved by SCHEV; modifying programs without SCHEV approval; and offering courses that do not meet minimum contact hours for the number of credits awarded.
3. VUST administration's inability to satisfy Virginia regulatory requirements even after multiple audits. This is particularly notable in VUST's inability to provide appropriate documentation to resolve items of non-compliance found during the second audit even after two attempts.
4. VUST has not achieved candidacy (or its equivalent) with an accrediting agency recognized by the US Department of Education within three years of initial certification. This violates accreditation requirements set in the *Code of Virginia*.

In light of the history of non-compliance detailed above, staff recommends revocation of VUST's certificate to operate. The resolution proposed here would authorize staff to pursue administrative process act procedures required to effectuate revocation.

Materials Provided

- Letter to Virginia University of Science and Technology (2019)
- Report of Audit –Virginia University of Science and Technology (2019)
- Report of Audit –Virginia University of Science and Technology (2018)
- Report of Audit –Virginia University of Science and Technology (2017)

Financial Impact: SCHEV will have to bear administrative costs of a formal hearing if such becomes necessary.

Timetable for Further Review/Action: Prior to the revocation of a certificate to operate, a school is entitled to exercise its rights under the Administrative Process Act. This may include an informal fact-finding conference and formal hearing before a final action would be presented to Council. This is likely to take several months.

Relationship to Goals of the Virginia Plan for Higher Education:

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

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

Staff Recommendation

Based on a review of the history of **Virginia University of Science and Technology's** three audits since 2017, staff recommends that the Academic Affairs Committee vote to approve, disapprove, or approve with condition the initiation of revocation procedures

against **Virginia University of Science and Technology**. If approved, adopt the following resolution and transmit it to Council:

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

July 2, 2019

Martin Ma, Ph.D.
President
Virginia University of Science & Technology
2070 Chain Bridge Road, Suite 100
Vienna, VA 22182

Dear Dr. Ma:

I write to inform you that the staff of the State Council of Higher Education for Virginia (SCHEV) will report the results of Virginia University of Science & Technology's (VUST) most recent audit at the next feasible Council meeting, pursuant to 8VAC40-31-200(D) of the Virginia Administrative Code and in accordance with "Guidelines for Procedures Related to Audits of Certified Institutions" adopted by Council on January 14, 2019.

Staff will prepare a report recommending revocation of VUST's certificate to operate, and the Council will review the report and determine the next actions to be pursued by staff. The options for action will include (but are not necessarily limited to): (i) allowing VUST to maintain its certification status; (ii) changing the VUST's certification to "conditional;" or (iii) initiating procedures, consistent with the Administrative Process Act, to revoke the school's certificate to operate.

The following timeline summarizes VUST's history as an institution of higher education in Virginia:

- I. VUST received its initial certificate to operate on May 17, 2016.
- II. SCHEV staff conducted the first audit of the school on November 14-15, 2017. The audit report, dated January 9, 2018, reflected eight items of non-compliance and one item of concern. These were:
 - Violation 1. 8VAC40-31-30 (B)(i) Facebook advertising did not include required statement indicating "certified to operate by SCHEV".
 - Violation 2. 8VAC 40-31-140(D)(4) Faculty files for eight instructors did not contain proof of qualification to teach assigned subjects.

Violation 3. 8VAC 40-31-160 (E)(1) Admission records for 13 students were reviewed. Six students (46%) were missing documents justifying admission.

Violation 4. 8VAC 40-31-160 (E)(4) Student files for all thirteen students reviewed did not contain required financial record indicating charges and payments for each student.

Violation 5. 8VAC40-31-160(N) The school did not apply tuition and fees uniformly to all students.

Violation 6. 8VAC40-31-160(Q)(1) Institution was offering programs not previously approved by SCHEV.

Violation 7. 8VAC40-31-140(E)(1) Courses did not meet minimum contact hours required.

Violation 8. 8VAC40-31-160(J) Institution did not have a policy stating faculty is available outside class hours.

Item of Concern. VUST allows students without bachelor's degrees to enroll in master degree programs. This was listed as an item of concern instead of a violation. However, 8VAC40-31-140(B)(3) requires the awarding of a master's degree only when the student has already been awarded a bachelor's degree. Since VUST only awards master's degrees, the school will violate Virginia law if it awards a master's degree to students that have not been granted a bachelor's degree.

- III. VUST responded to the audit report on March 8, 2018 and satisfactorily resolved the non-compliance issues found at the time of audit. The audit was closed on March 30 and the school was advised a follow-up audit would be scheduled in 6 months.
- IV. VUST received a follow-up audit on July 31-August 1, 2018. The audit report, dated November 16, 2018, reflected seven items of non-compliance including three repeat violations.

Violation 1. 8VAC40-31-30 (D) VUST transcripts erroneously listed SCHEV under accreditations.

Violation 2. 8VAC 40-31-140(D)(4) (REPEAT VIOLATION) Faculty files for three instructors did not contain proof of qualification to teach assigned subjects.

Violation 3. 8VAC 40-31-160 (E)(1) (REPEAT VIOLATION) Admission records for nine students were reviewed. Seven students (77%) were missing documents justifying admission.

Violation 4. 8VAC 40-31-160 (E)(4) (REPEAT VIOLATION) Student files for all eight students reviewed did not contain required financial record indicating charges and payments for each student.

Violation 5. 8VAC40-31-160(E)(3) VUST was cited for not maintaining accurate student records.

Violation 6. 8VAC40-31-140 (E)(2) Auditors were unable to assess whether students can complete program in a reasonable amount of time because the school was unable to provide a clear schedule of classes at the time of audit.

Violation 7. 8VAC40-31-140(B)(3) VUST awards master's degrees without the student first completing a bachelor's degree. In the prior audit it was noted in an "Item of Concern" that the school was enrolling students without bachelor's degrees into master degree programs.

- V. VUST's response to the July 31-August 1, 2018 Report of Audit, resolved two of the seven items of non-compliance. On March 25, 2019 SCHEV staff sent a follow-up report notifying the school of its continuing non-compliance and requesting additional documentation to correct the remaining violations.
- VI. VUST's response to the follow-up report of audit, dated April 22, 2019, still failed to resolve four items of non-compliance from the July 31-August 1, 2018 audit. On May 6, 2019, SCHEV staff notified VUST that it was unable to close the 2018 audit and would revisit the school in June 2019.
- VII. SCHEV staff conducted the third audit of VUST on June 4-5, 2019. The audit report, dated July 2, 2019, reflects seven items of non-compliance including one repeat violation.

Violation 1. 8 VAC 40-31-140(B)(7) VUST arbitrarily waives three 2-credit courses required for a master's degree for work experience although the school catalog reflects VUST does not award credit for prior learning or work experience.

Violation 2. 8VAC 40-31-160 (E)(1) (REPEAT VIOLATION) Admission records for four students indicate they were enrolled in a master's level program without having a baccalaureate degree.

Violation 3. 8VAC 40-31-160 (F)(4) Student catalog does not contain all required items and contains discrepancies in credit hour requirements.

Violation 4. 8VAC40-31-160(F)(5) Student catalog contains conflicting financial information.

Violation 5. 8VAC40-31-160 (K)(2) The VUST catalog contains misleading information. VUST refers to itself as having "*the best Master Program of Cybersecurity*". It also states "*VUST's graduate students will have unbeatable advantages in job market compared with other universities' students.*" VUST has no proof to make these claims.

Violation 6. 8VAC40-31-160(Q)(1) VUST made modifications to programs without SCHEV approval.

Violation 7. 8 VAC 40-31-180(B)(2)(c) VUST is in violation of accreditation requirements. Within three years of initial certification, new, unaccredited schools must achieve candidacy (or its equivalent) with an accrediting agency recognized by the U.S. Department of Education. VUST has not met the benchmark.

- VIII. SCHEV staff's recommendation to revoke VUST's certificate to operate is based on the following:
 - a. Three audits in 19 months with multiple violations—two of these included repeat violations.

- b. Violations that adversely affect the quality of education.
- c. VUST administration's inability to understand Virginia regulatory requirements even after multiple audits. This is particularly notable in VUST's inability to provide appropriate documentation to resolve items of non-compliance found during the second audit even after two attempts.
- d. VUST's non-compliance with accreditation requirements.

I have enclosed a Report of Audit from the most recent audit which details the seven items of non-compliance outlined above under item VII. This report, along with the prior reports of audit, will be made available to Council at their September 2019 meeting. You are encouraged to attend the meeting on behalf of VUST to respond to any questions that may arise. Once the agenda for the meeting has been finalized, I will provide additional information regarding the meeting times and locations.

If you have any questions, you may contact me at 804-225-3399 or via e-mail at SylviaRosaCasanova@schev.edu.

Sincerely,

Sylvia Rosa Casanova

Sylvia Rosa-Casanova
Director, Private Postsecondary Education

Enclosures

C: The Honorable Atif Qarni, Secretary of Education
 Mr. Peter Blake, SCHEV
 Dr. Joseph G. Defilippo, SCHEV
 Ms. Deborah Love, Senior Assistant Attorney General, Education

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Report of Audit

Virginia University of Science & Technology

Audit Dates: Tuesday-Wednesday, June 4-5, 2019

Report Date: July 2, 2019 (Third Audit)

ITEMS OF NON-COMPLIANCE

1. INSTITUTION DOES NOT FOLLOW COURSE CONTENT AND QUALITY REQUIREMENTS

8 VAC 40-31-140(B)(7)

An institution that awards life or work experience credit shall have its related transfer policy approved by the council. No more than 30% of the credit in a student's degree program may be awarded for life or work experience.

Finding:

Page 35 of the Virginia University of Science & Technology catalog shows students may waive the three 2-credit courses required for the 54 credit Master's degree if the student is a senior level manager or GS-13 or above government employee. The courses are:

VUST 500 – Leadership & Change Management

VUST 510 – Communication Skills and Technical Writing

VUST 520 – Understanding American Corporation Culture

A quality graduate program does not allow a student to waive courses. Having work experience as a senior level manager or GS-13 government employee is too generic to award graduate-level course credits. Course requirements can be met by transferring the credits from another institution or granting credit for life or work experience. Regulations require SCHEV approval of a transfer policy relating to awarding credit for work experience. Page 18 of the catalog shows VUST eliminated credit for prior learning or work experience. To award credit as cited here is actually credit for prior learning or work experience; therefore, the catalog shows conflicting information.

The quality of the content of the program offered at VUST is called into question since SCHEV has audited the school three times in the past 18 months and the school is still not in compliance with Virginia regulations.

2. INSTITUTION DOES NOT FOLLOW ITS OWN ADMISSION POLICIES (Repeat Finding).


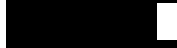
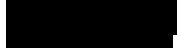
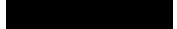
8VAC40-31-160(E)(1)

The postsecondary school shall maintain records on all enrolled students. At a minimum, these records shall include each student's application for admission and admissions records containing information regarding the educational qualifications of each regular

student admitted that are relevant to the postsecondary school's admissions standards. Each student record must reflect the requirements and justification for admission of the student to the postsecondary school. Admissions records must be maintained by the school, its successors, or its assigns for a minimum of three years after the student's last date of attendance.

Finding:

Four currently enrolled students did not have evidence of earned baccalaureate degrees prior to admission to VUST. All four students attended international schools and the credential evaluations by an accepted entity showed the hours as less than required for the US equivalent of a bachelor's degree. All four students are enrolled in the Master of Science Cybersecurity & Information Assurance program.

 (24 credit hours earned at VUST)
 (24 credit hours earned at VUST)
 (24 credit hours earned at VUST)
 (24 credit hours earned at VUST)

This is a repeat finding from the November 14-15 , 2017 audit of VUST.

3. INSTITUTION'S CATALOG DOES NOT CONTAIN REQUIRED ITEMS

8 VAC 40-31-160(F)(4)

Each school shall provide or make available to students, prospective students, and other interested persons a catalog, bulletin, brochure, or electronic media containing, at a minimum, the following information: A broad description, including academic and/or career-technical objectives of each program offered, the number of hours of instruction in each subject and total number of hours required for course completion, course descriptions, and a statement of the type of credential awarded.

Finding:

Page 35 of the catalog under the heading Program Curriculums shows the following:

- 9.1 Master Degree of Science in Cybersecurity & Information Assurance (MSCIA) reads:
 - *"Courses in this 54-credit program, ..."*.
 - The following paragraph reads: *"Students in the Master of Science degree in Cybersecurity & Information Assurance must complete 45 quarter credit hours, including:"*.
 - The SCHEV database shows 45 credit hours for the Master of Science program, which conflicts with the 54 quarter credit hours shown in the VUST catalog.
- Pages 13 and 37 of the catalog shows Operation Assurance and System Cybersecurity post-graduate certificates as 24 credit programs and the SCHEV database shows 21 credit hours for these programs.

- Page 1 of the student handbook shows Master of Science degree in Cybersecurity & Information Assurance (MSCIA) as a 45 credit hour program and Operation Assurance and System Cybersecurity post-graduate certificates as 18 credit hour programs.
- Page 35 of the catalog reads: *“These are three one-credit hour courses and require all full-time graduate students to take during their master program study. However, these courses may be waived if a student already is a senior level manager or GS-13 or above government employee.”*

VUST 500 – Leadership & Change Management

VUST 510 – Communication Skills and Technical Writing

VUST 520 – Understanding American Corporation Culture

Note the wording says “one-credit hour courses”; however, the heading reads: “9.1.1 University-wide Required Courses (6 credit hours, 2 credits for each course):”

4. INSTITUTION CATALOG CONTAINS CONFLICTING FINANCIAL INFORMATION

8 VAC 40-31-160 (F)(5)

Each school shall provide or make available to students, prospective students, and other interested persons a catalog, bulletin, brochure, or electronic media containing, at a minimum, the following information: A statement of tuition and fees and other charges related to enrollment, such as deposits, fees, books and supplies, tools and equipment, and any other charges for which a student may be responsible.

Finding:

- On page 33 of the catalog shows the tuition per credit hour is \$431.25 per credit hour. On the same page in a footnote, the tuition per credit hour shows as \$420 per credit hour.
- A Non-Refundable Application fee of \$60 is shown on page 33, and in the footnote, it is shown as \$100.

5. INSTITUTION’S CATALOG CONTAINS MISLEADING INFORMATION

8 VAC 40-31-160 (K)(2)

All recruitment personnel must provide prospective students with current and accurate information on the school through the use of written and electronic materials and in oral admissions interviews. No school, agent, or admissions personnel shall knowingly make any statement or representation that is false, inaccurate or misleading regarding the school.

Finding:

- Page 18 of the catalog: *“Prior learning and working experience are removed; however, completion of CISSP, CCIE, CISM, CCSP, SSCP, CSSLP, etc. may allow for awarding*

credit based on the advisor approval maximum is 6 graduate credits).” Accepting these credentials and subsequently awarding academic credit to students for having them is considered awarding credit for prior learning and or work experience.

- Page 18 of the catalog: *“A transfer student seeking a Master degree at Virginia University of Science & Technology (VUST) is defined as a graduate student who has attended the US Accredited University or College.”* This statement is confusing, as is implied attendance at a specific school.
- Page 13 of the3 catalog shows: *“Post-Bachelor Graduate Certification (PBGC) has changed the required credits from 18 to 24 since Fall 2018.”* This program completion will result in the awarding of a certificate and does not offer certification in the area of concentration.
- On page 9, under the heading Goals and Objectives: *“Within 5-years, VUST’s graduate students will have unbeatable advantages in job market compared with other universities’ students. This allows VUST students to become the best employees in their organizations.”* This is considered a superlative statement that cannot be validated as a certainty for a future event.
- Acceptance letter: *“Virginia University of Science & Technology is a new University in the nation’s capital area with the best Master Program of Cybersecurity dedicated to preparing future leaders in the field.”* Another superlative statement that cannot be quantified.
- On pages 57-58 of the VUST catalog under distance education, it states *“The Master of Science in Cybersecurity and Information Assurance offered at VUST will teach all its program courses in the traditional way of face-to-face in classrooms.”* The next paragraph then describes that VUST may offer distance education in the future. This is misleading and needs to be deleted from the catalog since distance education is not currently being offered.

6. INSTITUTION FAILED TO NOTIFY SCHEV OF PROGRAM MODIFICATIONS

8 VAC 40-31-160 (Q)(1)]

An institution shall notify council staff of the following occurrences no later than 30 days prior to Addition of new programs or modifications to existing program. Program names must adhere to the CIP taxonomy maintained by the National Center for Education Statistics.

Finding:

VUST has made modifications to the credit hours for the Master of Science in Cybersecurity and Information Assurance program and, Operation Assurance and Systems Cybersecurity post-baccalaureate certificate programs without notifying SCHEV of these modifications. According to Virginia regulations, the school must notify SCHEV of all program additions and modifications.

7. INSTITUTION IS NOT IN COMPLIANCE WITH ACCREDITATION CANDIDACY REQUIREMENTS.

8 VAC 40-31-180(B)(2)(c)

Unaccredited in-state institutions that offer courses for degree credit and existing unaccredited out-of-state career-technical schools must submit a plan of action for securing accreditation from an organization recognized by the USDOE, including the name of the accrediting organization and timeframe. In order to remain eligible for certification, the postsecondary school must secure, at a minimum, candidacy status or equivalent within three years of its initial date of certification, and initial accreditation no later than six years after initial certification. Changes to the plan of action timeframe for accreditation will be granted only at the discretion of the council.

Finding:

SCHEV granted initial certification to the Virginia University of Science & Technology on May 23, 2016, and as of the date of this audit, SCHEV is not in receipt of documentation showing the school has secured accreditation candidacy. This matter is addressed in SCHEV letter to VUST dated June 4, 2019, and contains details on how to respond.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Report of Audit

Virginia University of Science & Technology

Audit Date: July 31 & August 1, 2018

Report Date: November 16, 2018 (Second Audit)

ITEMS OF NON-COMPLIANCE

1. INSTITUTION DOES NOT MEET ADVERTISING REQUIREMENTS

8 VAC 40-31-30(D)

No advertisement, announcement, or any other material produced by or on behalf of a postsecondary school shall in any way indicate that the school is supervised, recommended, endorsed, or accredited by the Commonwealth of Virginia, by the State Council of Higher Education, or by any other state agency in Virginia.

Statutory Authority

Finding:

The school lists SCHEV under a heading of “Accreditation” on the school’s transcript paper. SCHEV certifies schools and does not accredit.

Required Action:

Virginia University of Science & Technology must update the school’s transcript paper and change the heading to “Accreditation and Certification” or something similar. Please send a copy of the updated transcript to the PPE unit of SCHEV.

2. INSTRUCTORS NOT QUALIFIED TO TEACH ASSIGNED COURSES REPEAT FINDING

8 VAC 40-31-140(D)(4)

The institution's academic programs shall ensure that: (i) a properly credentialed and course qualified instructor teaches each course; (ii) a credentialed and course qualified academic advisor is available to meet the concerns of the student, and that a student contact by any method will elicit a response from the advisor within a reasonable timeline; (iii) continual curriculum development and oversight for each major and concentration/track is maintained; and (iv) a program director is named and designated to oversee each program area.

Finding:

VUST currently has six instructors teaching at the master’s degree level, three of the six did not have required documentation to be assigned to the courses they are teaching. The following instructors do not have the appropriate documentation:

Instructor	Courses	Comments
-------------------	----------------	-----------------

Instructor	Courses	Comments
	CSIS 512, 510 & 530	Instructor does not have a doctorate in the field in which he is teaching. The faculty evaluation form does not include a statement to support faculty assignment.
	CSIS 520, 530 & 595	Instructor transcripts have not been evaluated by a foreign credentialing service.
	CSIS 630 & 636	Transcripts in the faculty file do not state that the degree has been conferred.

Required Action:

In response to this audit finding, please provide the following for each instructor listed above:

- (1) Proof that the instructor is eligible to teach courses assigned on the basis of academic preparation as described above; OR
- (2) A letter from a senior administrator explaining the exception to the academic preparation if the basis of qualification to teach the assigned courses is professional and scholarly achievements and/or demonstrated competences in the discipline; OR
- (3) If qualification cannot be proven to meet the Virginia requirement, a statement that the instructor will no longer be assigned to courses for which they have been ineligible to teach.

In addition, please provide a statement confirming that all future faculty assignments will be made based upon the qualifications required by Virginia regulations. The statement must be signed by a senior administrator/representative of the school. Submit all documentation to the POPE unit of SCHEV.

**3. INSTITUTION DOES NOT HAVE ALL ITEMS JUSTIFYING ADMISSION
REPEAT FINDING**

8 VAC 40-31-160(E)(1)

The postsecondary school shall maintain records on all enrolled students. At a minimum, these records shall include:

1. Each student's application for admission and admissions records containing information regarding the educational qualifications of each regular student admitted that are relevant to the postsecondary school's admissions standards. Each student record must reflect the requirements and justification for admission of the student to the postsecondary school. Admissions records must be maintained by the school, its successors, or its assigns for a minimum of three years after the student's last date of attendance.

Finding:

The auditor reviewed the files of nine students enrolled at Virginia University of Science & Technology. Seven were missing items justifying admission to the school according to the schools admissions requirements. In addition, some of the students were admitted to the program with the equivalency of three years of undergraduate study and not a baccalaureate degree. The following student files were reviewed and found to be missing documents:

Student	Missing documents
[REDACTED]	No official transcripts & unknown gpa
[REDACTED]	No foreign evaluation of transcript for US equivalency, & the enrollment agreement is not complete.
[REDACTED]	No official transcript
[REDACTED]	Gpa 2.78 – no provisional acceptance
[REDACTED]	Transcripts not evaluated by foreign credentialing service stating degree is equivalent to a US baccalaureate degree.
[REDACTED]	Transcripts not evaluated by foreign credentialing service stating degree is equivalent to a US baccalaureate degree.
[REDACTED]	WES transcript evaluation states, “U.S. equivalency – three years of undergraduate study.”

Required Action:

Virginia University of Science & Technology must provide SCHEV with a copy of all missing admission documents listed above and provide a statement to SCHEV stating they will follow the school’s admissions policy in the future. Please send all documents to the PPE unit of SCHEV.

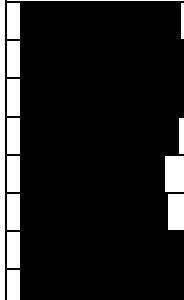
4. INSTITUTION DOES NOT MAINTAIN A RECORD OF FINANCIAL TRANSACTIONS FOR EACH STUDENT*8 VAC 40-31-160(E)(4)*

A record of all financial transactions between each individual student and the school including payments from the student, payments from other sources on the student's behalf, and refunds. Fiscal records must be maintained for a minimum of three years after the student's last date of attendance. When tuition and fees are paid by the student in installments, a clear disclosure of truth-in-lending statement must be provided to and signed by the student.

Finding:

The auditor reviewed the files of eight students currently enrolled at Virginia University of Science & Technology. All eight students were missing a record of all financial transactions between the student and the school which recorded the actual tuition charged per term. The

ledger card was not clear if the students were being charged the entire tuition and paying a portion each term or being charged per term and paying the full term tuition.

Student	
	

Required Action:

Virginia University of Science & Technology must update all current student files to include a record of financial transactions. VUST must send a copy of the updated student ledger form for each of the students listed above to the PPE unit of SCHEV.

5. INSTITUTION MUST MAINTAIN ACCURATE RECORDS AND ACCURATE INFORMATION ON TRANSCRIPTS

8 VAC 40-31-160(E)(3)

The postsecondary school shall maintain records on all enrolled students. At a minimum, these records shall include:

3. A record of student academic or course progress at the school including programs of study, dates of enrollment, courses taken and completed, grades, and indication of the student's current status (graduated, probation, etc.) must be retained permanently. Any changes or alterations to student records must be accurately documented and signed by an appropriate school official.

Finding:

Virginia University of Science & Technology's transfer policy states, "A maximum of 12 semester credits (or 18 quarter credits) of high quality graduate work may be applied toward the requirements." One student had (Wells DeMarco) had 24 credits posted to the student transcript. The school indicated only 18 credits were used toward the degree, but it was unclear on the transcript if that was 18 semester or quarter credits transferred in and what courses the transfer credits were replacing. The school has no form in the student file demonstrating the number of transfer credits and how the credits will be used toward the degree.

Required Action:

Virginia University of Science & Technology must update Wells DeMarco's transcript to reflect the accurate number of transfer credits and must develop a transfer evaluation form to be used in the future. Please send a copy of the updated transcript for Well DeMarco and a copy of the transcript evaluation form to the PPE unit of SCHEV.

6. UNABLE TO ASSESS PROGRAM COMPLETION IN A REASONABLE PERIOD OF TIME

8 VAC 40-31-140(E)(2)

The elective and required courses for each program are offered on a schedule and in a sequence that enables both full-time and part-time students to complete the program in a reasonable period of time.

Finding:

The SCHEV auditor requested a schedule of classes prior to arrival and reviewed the schedule upon arrival. When school officials were questioned about room assignments for each of the scheduled classes the auditor was told that the schedule was not accurate and then later in the day an updated list of classes was given. Therefore, it is difficult to determine if the required courses are offered on a schedule and in a sequence that enables students to complete the program in a reasonable period of time since the schedule is not fixed and can change without notice.

Required Action:

Virginia University of Science & Technology must send a current schedule of classes which includes: the class name, class time, room assignment, instructor assigned to teach each course and enrollment in each course to the PPE unit of SCHEV.

7. INSTITUTION IS AWARDED MASTER'S DEGREES WITHOUT THE SUCCESSFUL COMPLETION OF A BACHELOR'S DEGREE

8 VAC 40-31-140(B)(3)

A master's degree shall be granted only after the successful completion of the requirements for a bachelor's degree and at least 30 semester hours or 45 quarter credit hours of collegiate level study.

Finding:

Virginia University of Science & Technology currently allows students without bachelor's degrees to enroll and graduate in their master's degree program. Virginia regulations require the successful completion of bachelor's degree before a master's degree may be granted.

Required Action:

Virginia University of Science & Technology must change their admissions policy to be in compliance with Virginia regulations. All students must have successfully completed a bachelor's degree before they may seek admission into the master's degree program. Please send a copy of the updated admissions policy to the PPE unit of SCHEV.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Report of Audit **Virginia University of Science & Technology** **Audit Date: November 14 & 15, 2017**

Report Date: January 9, 2018 (First Audit)

ITEMS OF NON-COMPLIANCE

1. INSTITUTION DOES NOT MEET ADVERTISING REQUIREMENTS

8 VAC 40-31-30(B)(i)

A school certified to operate by council in accordance with this chapter shall include a clear statement that the council has certified the school to operate in Virginia in all publicity, advertisement, and promotional materials distributed to current or prospective students.

Finding:

The school does not have the statement “Certified to Operate by SCHEV” on the school’s Facebook page. All promotional sites must include the statement “Certified to operate by the State Council of Higher Education for Virginia” according to Virginia regulation.

Required Action:

Virginia University of Science & Technology must update the school’s Facebook page to include the statement “Certified to operate by SCHEV.” Please send a copy of the updated page to the POPE unit of SCHEV.

2. INSTRUCTORS NOT QUALIFIED TO TEACH ASSIGNED COURSES

8 VAC 40-31-140(D)(4)

The institution's academic programs shall ensure that: (i) a properly credentialed and course qualified instructor teaches each course; (ii) a credentialed and course qualified academic advisor is available to meet the concerns of the student, and that a student contact by any method will elicit a response from the advisor within a reasonable timeline; (iii) continual curriculum development and oversight for each major and concentration/track is maintained; and (iv) a program director is named and designated to oversee each program area.

Finding:

The SCHEV audit team reviewed the files of fifteen instructors teaching at the master’s degree level, eight of the fifteen did not have the required documentation to be assigned to the courses they are teaching. The following instructors do not have the appropriate documentation:

Instructor	Courses	Comments
	CSIS 594	No transcripts
	CSIS 536, 570 & 631	No transcripts

Instructor	Courses	Comments
██████████	CSIS 500, 590, & 64`	Has a Ph.D. in Elec. Engineering does not have doctoral degree in computer science.
██████████	CSIS 518, 510 & 528	Has a Ph.D. in Elec. Engineering does not have a doctoral degree in computer science.
██████████	CSIS 636	Does not have a doctoral degree. The letter of qualification in file needs additional justification for the appointment.
██████████	CSIS 650	Has a Ph.D. in physics does not have a doctoral degree in computer science.
██████████	CSIS 590 & 560	Has a Ph.D. in physics does not have a doctoral degree in computer science.
██████████	CSIS 518	Has a Ph.D. in physics does not have a doctoral degree in computer science.

Required Action:

In response to this audit finding, please provide the following for each instructor listed above:

(1) Proof that the instructor is eligible to teach courses assigned on the basis of academic preparation as described above; OR

(2) A letter from a senior administrator explaining the exception to the academic preparation if the basis of qualification to teach the assigned courses is professional and scholarly achievements and/or demonstrated competences in the discipline; OR

(3) If qualification cannot be proven to meet the Virginia requirement, a statement that the instructor will no longer be assigned to courses for which they have been ineligible to teach.

Please provide a statement confirming that all future faculty assignments will be made based upon the qualifications required by Virginia regulations. The statement must be signed by a senior administrator/representative of the school. Submit all documentation to the POPE unit of SCHEV.

3. INSTITUTION DOES NOT HAVE ALL ITEMS JUSTIFYING ADMISSION

8 VAC 40-31-160(E)(1)

The postsecondary school shall maintain records on all enrolled students. At a minimum, these records shall include:

1. Each student's application for admission and admissions records containing information regarding the educational qualifications of each regular student admitted that are relevant to the postsecondary school's admissions standards. Each student record must reflect the requirements and justification for admission of the student to the postsecondary school. Admissions records must be maintained by the school, its successors, or its assigns for a minimum of three years after the student's last date of attendance.

Finding:

The auditor reviewed the files of thirteen students enrolled at Virginia University of Science & Technology. Six were missing items justifying admission to the school according to the schools admissions requirements. The following student files were reviewed and found to be missing documents:

Student	Missing documents
[REDACTED]	Personal statement & letter of recommendation
[REDACTED]	Proof of bachelor's degree (or associate degree) & 2 letters of recommendation
[REDACTED]	2 letters of recommendation
[REDACTED]	2 letters of recommendation
[REDACTED]	2 letters of recommendation
[REDACTED]	Proof of bachelor's degree (or associate degree), personal statement, 2 letters of recommendation

Required Action:

Virginia University of Science & Technology must adhere to the school's admissions policy published in the catalog. VUST must provide a statement to SCHEV stating they will follow the school's admissions policy in the future. Please send a copy of the statement to the POPE unit of SCHEV.

4. INSTITUTION DOES NOT MAINTAIN A RECORD OF FINANCIAL TRANSACTIONS FOR EACH STUDENT

8 VAC 40-31-160(E)(4)

A record of all financial transactions between each individual student and the school including payments from the student, payments from other sources on the student's behalf, and refunds. Fiscal records must be maintained for a minimum of three years after the student's last date of attendance. When tuition and fees are paid by the student in installments, a clear disclosure of truth-in-lending statement must be provided to and signed by the student.

Finding:

The auditor reviewed the files of thirteen students enrolled at Virginia University of Science & Technology. All thirteen students were missing a record of all financial transactions between the student and the school. According to Virginia regulation there must be fiscal records maintained

for each student which includes tuition, fees and payments made by the student or other sources (ex: employer, scholarships or discounts). In addition, if the student is placed on a payment plan the school does not have a clear disclosure of truth-in-lending statement signed by the student and a school official.

Required Action:

Virginia University of Science & Technology must update all current student files to include a record of financial transactions. VUST must also complete a student ledger/financial transaction form for future students as well. Please send a copy of the developed student ledger form to the POPE unit of SCHEV.

5. INSTITUTION'S MUST APPLY TUITION AND FEES UNIFORMLY TO ALL STUDENTS

8 VAC 40-31-160(N)

In accordance with § 23-276.3 B of the Code of Virginia, the school shall establish a tuition refund policy and communicate it to students. Each school shall establish, disclose, and utilize a system of tuition and fee charges for each program of instruction. These charges shall be applied uniformly to all similarly circumstanced students. This requirement does not apply to group tuition rates to business firms, industry, or governmental agencies that are documented by written agreements between the school and the respective organization.

Finding:

According to Virginia regulation all schools must utilize a system of tuition and fee charges and these charges shall be applied uniformly to all similarly circumstanced students. The auditor reviewed the files of thirteen students and of those students nine students were given full scholarships, one was given a scholarship for one semester, two were charged the full amount and one was given a discount for each new student she brought in to the program.

Required Action:

Virginia University of Science & Technology must establish and disclose a tuition policy that is applied uniformly to all students. Please send a copy of the updated policy to the POPE unit of SCHEV.

6. PROGRAMS OFFERED AT THE INSTITUTION DO NOT MATCH APPROVED PROGRAMS IN SCHEV DATABASE

8 VAC 40-31-160(Q)(1)

Q. An institution shall notify council staff of the following occurrences no later than 30 days following said occurrence:

1. Addition of new programs or modifications to existing program. Program names must adhere to the CIP taxonomy maintained by the National Center for Education Statistics.

Notification of the above-referenced occurrences shall be submitted in writing on forms provided by and in a manner prescribed by the council.

Finding:

Virginia University of Science & Technology has programs listed in the school catalog and on the website different from those listed in the SCHEV database. The certificate programs are incorrectly identified as Master Certification programs, the certificates are graduate certificate programs. Master Certification is a misleading and non-academic program type. The program type must match what is in the SCHEV database; the programs are graduate certificate programs. In addition, the ESL certificate is not a graduate certificate.

Virginia University of Science & Technology is offering programs not approved through SCHEV. The school's website states professional training courses being offered and they have not been approved through SCHEV. In addition, the school may not advertise future programs that have not been approved. The school refers to additional majors that may be offered over the next several years and they must be deleted from the school catalog (p.6) and the school website.

Required Action:

Virginia University of Science & Technology must update the school catalog to reflect only the programs listed in the SCHEV database and currently approved by SCHEV. VUST must also correct the certificate programs to read "Graduate certificate programs" and remove the ESL certificate program from the graduate certificate list. Please submit a copy of all changes to the POPE unit of SCHEV.

7. INSTITUTION DOES NOT FOLLOW VIRGINIA'S REGULATION ON MINIMUM CONTACT HOURS

8 VAC 40-31-140(E)(1)

The institution must certify that:

1. All instructional courses for degree credit require a minimum of 15 contact hours for each semester credit hour or a minimum of 10 contact hours for each quarter credit hour, or the equivalent, and an expectation for additional assignments beyond scheduled instructional activities.

Finding:

The school currently runs 3 terms of 11 weeks and a fourth term of 9 weeks. It was difficult for the auditor to calculate contact hours for the courses. There is confusion on the type of terms the school is offering. Is the school on a quarter or trimester calendar? Each course is given the value of 3 credit hours.

Required Action:

Virginia University of Science & Technology must decide what type of calendar is being followed and then develop a class schedule based upon the type of calendar and must meet the number of contact hours required by Virginia regulations. Virginia University of Science & Technology must send a statement describing how the contact hours are being met and a current

class schedule to include classes, days classes meet and times the classes meet.. Please send the requested materials to the POPE unit of SCHEV.

8. INSTITUTION DOES NOT HAVE A POLICY ON FACULTY AVAILABILITY TO STUDENTS

8 VAC 40-31-160 (J)

The school shall have a current written policy on faculty accessibility that shall be distributed to all students. The school shall ensure that instructional faculty are accessible to students for academic or course advising at stated times outside a course's regularly scheduled class hours at each branch and throughout the period during which the course is offered.

Finding:

The University does not have a written policy which states faculty are available to students for academic and course advising at stated times outside regularly scheduled class hours throughout the period the course is being offered.

Required Action:

Virginia University of Science & Technology must develop a written policy which states when faculty is available to students outside of class hours. Please send a copy of the policy to the POPE unit of SCHEV.

ITEM OF CONCERN

Virginia University of Science & Technology currently allows students without bachelor's degrees to enroll in their master's degree program with a conditional enrollment. This practice calls into question the academic validity of the program if a student who does not have the academic qualifications prior to enrolling can succeed in this master's level program. The industry standard is for an individual to obtain a bachelor's degree prior to enrolling in a master's program.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee #A8 – Briefing on The University of Virginia's College at Wise Plans to Request Degree Escalation

Date of Meeting: September 16, 2019

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

Chancellor Donna Price Henry
The University of Virginia's College at Wise

Most Recent Review/Action:

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

Date:

Action:

Purpose of Agenda Item:

The purpose of this agenda item is to provide the Academic Affairs Committee with advance information about an approval action likely to come before Council in the future. Chancellor Henry of The University of Virginia's College at Wise (UVA-W) will provide an outline of UVA-W's plans to seek "degree escalation" authorization to offer a master's level degree program in education. Committee members will be invited to seek clarification regarding state needs for such programming in Southwest Virginia, and UVA-W's capacity to offer graduate level programming.

Background Information/Summary of Major Elements:

Council has a statutory duty to review and report recommendations to the Governor and General Assembly regarding any request by a public institution of higher education to offer a degree program at a new level, i.e., at a higher level than that for which it is currently authorized:

§ 23.1-203 (3) states that Council shall:

Study any proposed escalation of any public institution of higher education to a degree-granting level higher than that level to which it is presently restricted and 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.

Council has a policy on the approval of degree escalations (available here: <https://schev.edu/index/institutional/guidance-policies/academic-affairs-policy/approval-of-degree-escalation-at-public-institutions>). Council's policy requires that any such request be accompanied by at least one new degree program proposal, which, if approved, would constitute the institution's first program at the new level. In addition to the standard review of the proposed degree program, the degree escalation is subject to external review by a team of experts, which SCHEV takes into account in framing its final recommendation to the Governor and General Assembly. For information about public institutions' approved levels of degree authority, see the appendix, "Current Degree Level Authorizations of Virginia Public Institutions."

Materials Provided:

- Current Degree Level Authorizations of Virginia Public Institutions
- PowerPoint presentation will be provided at the meeting

Financial Impact: N/A

Timetable for Further Review/Action:

Upon formal submission from UVA-W, the degree escalation would be subject to staff and external review before being presented to Council for action.

Relationship to Goals of The Virginia Plan for Higher Education:

Council's consideration of the anticipated UVA-W degree escalation proposal would be related to Goals 2 and 4 of the Virginia plan:

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

Resolution: N/A

Current Degree Level Authorizations of Virginia Public Institutions

Doctoral	Limited Doctoral*	Masters	Baccalaureate	Associate
College of William & Mary	James Madison University	Christopher Newport University	Virginia Military Institute	Richard Bland College
George Mason University	Norfolk State University	Longwood University	UVA-Wise	VCCS
Old Dominion University	Radford University	University of Mary Washington		
University of Virginia	Virginia State University			
Virginia Commonwealth University				
Virginia Tech				

*The "limited doctoral" category derives from Council's 1994 policy statement relating to "exceptions" to the principle that doctoral degrees be offered only by major research institutions. The four institutions listed here fall under this exception provision:

Doctoral degrees normally will be offered by the major research universities. Exceptions will be considered (1) if another institution has a special capacity to offer a doctoral degree, usually of a professional sort as distinguished from a research degree; (2) if there is a strong demand from place-bound professionals for the proposed program; or (3) if there are other special circumstances that support the proposed program. Institutions shall not divert resources from undergraduate instruction to support new doctoral programs.

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee #A9 – Update on Graduate Outcome Survey

Date of Meeting: September 16, 2019

Presenter: Dr. James Ellis
Director of Design and Methodology
VCU Survey and Evaluation Research Laboratory
jmellis@vcu.edu

Most Recent Review/Action:

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

Date: July 16, 2019

Action: Council received an update on the graduate outcomes survey and discussed potential survey questions.

Purpose of the Agenda Item:

The purpose of this agenda item is to inform the Academic Affairs committee of the current status of the project to conduct a comprehensive survey of graduates of Virginia public institutions, as funded by the 2019 General Assembly.

Background Information/Summary of Major Elements:

The 2019 General Assembly passed an amended budget allocating \$750,000 for the administration of a one-time survey of graduates of public institutions of higher education. This funding allocation was based on a request from Council for \$1.25 million for a survey to determine the success of Virginia graduates in securing employment, earning wages, and contributing to the civic life of their communities.

SCHEV has entered into a Memorandum of Understanding (MOU) with the VCU Survey and Research Evaluation Laboratory to conduct the survey and analyze and report on its results. Dr. Ellis will an update on the current status of survey design and implementation.

Materials Provided:

PowerPoint presentation will be provided at the meeting.

Financial Impact: N/A

Timetable for Further Review/Action:

Continuing updates will be provided at Council meetings through July 2020.

Relationship to Goals of the Virginia Plan for Higher Education:

The post-college outcomes survey is related to Goals 2 and 4 of the Virginia Plan:

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

The survey is expected to have an impact on multiple strategies related to these two goals, including the following:

Goal 2:

- Strengthen curricular options to ensure that graduates are prepared with the competencies necessary for employment and civic engagement
- Engage adults and veterans in certificate and degree completion and lifelong learning

Goal 4:

- Build a competitive, future-ready workforce for all regions
- Demonstrate the impact of higher education on state and regional economic development

Resolution: N/A

State Council of Higher Education for Virginia Agenda Item

Item: Academic Affairs Committee Item #A10 – Report of the Staff Liaison to the Committee

Date of Meeting: September 16, 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:

Purpose of the Agenda Item:

The purpose of this agenda item is to inform the Academic Affairs committee of certain activities of staff in state and national contexts.

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

Report of the Staff Liaison to the Academic Affairs Committee, September 2019

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

=====

Advisory Committee on Dual Enrollment and General Education Transfer

- SCHEV hosted the Advisory Committee on Dual Enrollment and General Education Transfer (July 24). The committee discussed changes to the *Virginia Public Higher Education Policy on Passport and Uniform Certificate of General Studies Programs*. Following the policy discussion, the committee engaged in a lengthy discussion and developed a draft structure for the Uniform Certificate of General Studies. SCHEV organizing staff included **Joseph G. DeFilippo** and **Paul Smith**.

Post-College Outcomes Survey Project

- SCHEV hosted the Post-College Outcomes Survey Project Advisory Committee at its offices in Richmond to discuss a potential inventory of questions, as well as focus group logistics (July 18 and August 22). **Joseph G. DeFilippo** and **Ashley Lockhart** hosted the meetings with Jim Ellis from VCU's SERL.

=====

Staff Activities and Recognition

Darlene Derricott, Jodi Fisler, and Paul Smith

- Attended the SHEEO Higher Education Policy Conference and staff agency workshop in Boston, MA (August 5-9).

Ashley Lockhart

- Attended the Title IX training hosted by JMU and the Virginia Department of Criminal Justice Services in Harrisonburg, VA (August 7), which focused on Title IX investigations, trauma-informed interviews, and intersections between Title IX and the Clery Act. Ms. Lockhart was one of the introductory speakers at the event).

Monica Osei

- Attended the Inside Higher Education conference, The Future of Public Higher Education (July 8-10). Topics and presentations covered current issues and challenges for public higher education institutions.

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

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
RESOURCES AND PLANNING COMMITTEE
JULY 16, 2019
MINUTES**

Tom Slater, the committee chair, called the meeting to order at 10 a.m. in Lecture Hall A, New College Institute, Martinsville, Virginia. The committee members present: Marge Connelly, Victoria Harker, Henry Light, William Murray and Tom Slater.

The following committee member was absent: Stephen Moret.

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

Major Robin Eldredge and Pamela Brown from Virginia Military Institute were present. Deb Love from the Attorney General's office was present. Sarah Herzog from the Senate Finance Committee also was present.

APPROVAL OF MINUTES

On a motion by Mr. Slater and seconded by Ms. Connelly, the minutes from the May 20, 2019, meeting were approved unanimously.

ACTION ON FOSTER CARE GRANT REGULATIONS

Mr. Andes provided background on the foster care grant fund and explained updates mandated by General Assembly action from the 2019 session. The update expands eligibility for the program grant to be used at Richard Bland College and the public baccalaureate granting institutions in addition to the community colleges.

In extending beyond the community colleges, oversight has been shifted to the State Council of Higher Education. On a motion by Mr. Light and seconded by Dr. Ramsey, 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 approves the proposed Virginia Foster Care Tuition Grant Regulations.

UPDATE ON THE COMMONWEALTH RESEARCH AND TECHNOLOGY STRATEGIC ROADMAP

Ms. Salmon, SCHEV senior associate and Roadmap coordinator, shared an update on the Roadmap process. Through stakeholder interviews, she has collected input from universities, federal research centers, economic development entities, corporations and technology councils. To each of the stakeholders, Ms. Salmon asked for input on research areas worthy of focus and actionable steps to achieve the goal of the Roadmap and metrics.

From these discussions with stakeholders, Ms. Salmon found the following initial common themes and areas of focus:

- Life and health sciences.
- Autonomous systems.
- Space and satellites.
- Agricultural science and technology.
- Cybersecurity.
- Data collection, storage and analysis.

Discussion among Council members led to the suggestion to add the word “environmental” to the agricultural science and technology area of focus. Ms. Salmon will provide a review of progress to Council in September.

UPDATE ON ENROLLMENT PROJECTIONS AND DEGREE ESTIMATES

Mr. Massa updated the Council on enrollment projections and degree estimates. SCHEV staff issued a revised reporting template to the institutions in March with a due date of May 1. Reporting from four private institutions remains outstanding; as such, the data provided is not yet complete.

Estimates of degree completions for undergraduate certificates, associate and bachelor’s degrees will increase by nearly 11,000 between 2017-18 and 2025-26. This has the Commonwealth on course to meet the Virginia Plan Goal of 1.5 million undergraduate credentials earned between 2014 and 2030 and to become the “Best-Educated State in the Nation.”

The state also is on course in producing associate and bachelor’s degrees to in-state students to meet the Top Jobs for 21st Century Act of 100,000 cumulative additional awards by 2025.

The data also suggest the projections of higher education-bound high school graduates is sufficient to meet institutional targets.

Discussion among committee members led to a request for more data to determine if the selection process of Virginia institutions causes some Virginia high school students to leave for out-of-state institutions of higher education. The committee members would like to know where these students end up after applying to Virginia institutions. The committee also expressed interest in knowing how many high school students who attend Virginia institutions from out-of-state remain in Virginia to work after graduation. A suggestion was made to look into the feasibility of creating one application process for Virginia high school students which would then be reviewed by all public institutions of Virginia.

SCHEV continues to work with these institutions to gather their data. SCHEV will review and update Council again in September and present any needed action in October.

REPORT ON STATE OF HIGHER EDUCATION FUNDING DATA

Ms. Kang provided the committee an initial summary of the data on the state of higher education funding. The presentation provided a baseline assessment of funding.

State share in the cost of higher education was 62% in 1993-94, 77% in 2001-02 and 48% 2019-20. As a share of the general fund, the percentage has dropped four percentage points from 14% in FY1993 to 10% in FY2020. Tuition and fees as a percentage of family income in Virginia are higher than the national average. Virginia ranks low in state support, high in tuition and high in financial aid. Virginia also ranks lower in faculty compensation, behind both Maryland and North Carolina.

The committee seeks information on where Virginia is overspending and the best strategies for making higher education more affordable for Virginia families. The committee would like to see a data report that describes in actual dollars tuition and mandatory fees. They expressed an interest in financial aid data that would include foundation funding.

Staff will provide a report to the committee in September. At the September meeting, staff also will cover the following areas with updated data: costs per degree, costs to meet the state's attainment goal and calculated funding to meet current state legislative goals including faculty salary goals, in-state undergraduate cost share goal and financial aid. This data also serves as background for budget and policy recommendations that SCHEV will approve in October.

REPORT ON STRATEGIC FINANCE PLAN

Ms. Kang provided an overview of the finance plan SCHEV developed in partnership with HCM Strategists. The focus of the plan is to align state and institutional funding to SCHEV's higher education attainment goals.

The report resulted in these conclusions:

- Virginia's cost per degree is lower than the national average.
- The numbers of bachelor's degree are on track to align with workforce demand, but a shortage remains in nursing, computer science and teaching.
- Equity gaps persist by race and geographic regions.
- An estimated \$400 million dollars annually is needed to meet goals.
- Funding strategies to address these primary areas include alignment of existing funding to completion priorities, increase in affordability and support for access and success of underserved populations.
- Align existing funding to completion priorities.
- Increase affordability – leverage other existing programs such as the Supplemental Nutrition Assistance Program (SNAP) to the address equity gap.
- Provide support for access and equity populations: Early financial aid awards, emergency completion grants and campus-based programs to help students navigate the college landscape.

The committee discussed additional strategies to support access for equity populations including an SAT for all high school students and a personalized letter from the community college letting students know that they are automatically accepted to their local community college after high school.

Information from this report will be incorporated into the following:

- State higher education funding report.
- Financial aid reform study.
- Assistance with the “free” college program under consideration by the Governor.
- SCHEV budget recommendations.
- Legislative and outreach materials.

Staff will present a final report at the September Council meeting.

DISCUSSION OF SCHEV BUDGET AND POLICY DEVELOPMENT ITEMS FOR THE 2020-2022 BIENNIUM

Ms. Kang reviewed the budget areas of interest to the Council as determined at the June 14 Council retreat. The following were the most strongly supported areas of focus:

- Financial aid reform.
- Tuition moderation and predictability.
- Assessment of state funding cuts on tuition.
- Establishment of reserve funding.
- Funding tied to expected outcomes.
- Expansion of college access and awareness programs statewide.
- Assessment of institutional strategies submitted in the six-year plans.
- Other statewide strategies for completion.
- Assessment of supply and demand.
- Teacher shortages.
- Other workforce shortages.
- Support the efforts of the Commonwealth Graduate Engineering Program.
- Support the Virtual Library of Virginia.
- Institutional efficiency.
- Statewide needs as identified by VRIC.

Through discussion, the committee suggested adding the following areas of focus:

- Seek areas of debt we can pay off, pay down and pay ahead.
- Change base calculations for tuition and financial aid.
- Provide more general funds to institutions who serve needier populations.
- Increase advising where there is lower enrollment.
- Conduct an employer survey to determine current and future workforce needs.

Budget and policy development will continue with a review of ideas with Council, the Governor and money committee staff in July and August. Staff will present the draft

budget and policy recommendations report to Council in September for Council approval to follow in October. Following Council approval, Council staff will prepare policy documents and budget recommendations to present to the money committee staff, Department of Planning and Budget and the Governor's office.

UPDATE ON FINANCIAL AID REFORM STUDY

Mr. Andes provided the committee an update on the financial aid reform study. Staff will begin modeling new ideas for the financial aid formula, trying to reform the old reactive model. He described the goals of the process:

- Revisit funding methodologies to strengthen the link between financial aid policy and state higher education policy.
- Explore supporting access, affordability and completion through financial aid policy.
- Make financial aid more student centric.
- Tie financial aid policy to state tuition policy.
- Create a single program to address all of the goals or a multi-faceted approach.

Committee members requested that Mr. Andes consider workforce needs when working on the new models. The committee will receive an update in September.

UPDATE ON ITEMS RELATED TO INSTITUTIONAL PERFORMANCE STANDARDS

Dr. Huskey presented the committee with three Institutional Performance Standard issues that need Council consideration.

Certifications of Longwood University and Richard Bland College for the 2019-20 year are under review at the Department of Planning and Budget because these institutions did not receive a passing grade on the financial and administrative standards during last year's review. The results and recommendations will be shared at the September meeting for a Council vote.

An interim review of Norfolk State University and Richard Bland College is underway. Both institutions presented with deficiencies in some of the education-related performance measures. Council required remediation plans from these institutions. Staff is reviewing these plans and will provide an update at the September meeting.

Virginia Military Institute (VMI) has requested an exemption for Performance Measure number 6 – to maintain or increase the number of in-state two-year transfers to four-year institutions. VMI claims, based on its unique mission, it has received exemptions from SCHEV for transfer and related initiatives.

The committee discussed the VMI case and questioned if an exemption could be crafted that would not inadvertently create a loophole for other institutions. Mr. Slater asked the two VMI representatives to add to the discussion. Ms. Brown suggested that the unique structure of the VMI program requires a student to be present at VMI for four years. Transfer students would require extra time to complete the program. The

committee suggested that this may be an issue to bring before the General Assembly. An action item regarding this will follow in September.

MOTION TO ADJOURN

The chair adjourned the meeting at 12:30.

Tom Slater
Committee Chair

Kristin Whelan
Coordinator, Executive & Board Affairs

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #B3 – Action on Institutional Performance Standards

Date of Meeting: September 16, 2019

Presenters: 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: July 16, 2019

Action: Council received information on three situations related to the Institutional Performance Standards.

Purpose of Agenda Item:

The purpose of this agenda item is to provide a final update to Council on three situations related to the Institutional Performance Standards (IPS) and to take action on certification for 2019-20 for Longwood University and Richard Bland College and the exemption request from Virginia Military Institute.

Background Information/Summary of Major Elements:

SCHEV has assessed institutional performance for over a decade beginning with the 2005 restructuring legislation and continuing with the Virginia Higher Education Opportunity Act of 2011. Council reviews institutional performance in two areas of focus -education-related measures and financial and administrative. Council uses the results of these assessments to determine certification of institutions. Institutions must be certified to receive certain financial benefits, such as credit card rebates and interest earnings. For the 2019-2020 biennium, there is approximately \$13.5 million available to institutions. The biennial assessment usually takes place in the even-numbered years, with the Council determining certification for a two-year period.

Three situations, however, require attention this year:

- **Certification for Longwood University and Richard Bland College** - During the biennial assessment in 2018, SCHEV took action regarding the certification of the institutions for the two-year period of 2018-19 and 2019-20. However, two institutions, Longwood University and Richard Bland College received certification only for 2018-19 because they did not achieve a passing rate on the financial and administrative standards. Council decided to have

an interim review performed this summer to determine certification for 2019-20. Based on that review by the Department of Accounts, both institutions have made satisfactory progress, specifically by coming into compliance on measures they failed to meet in the previous review period. Therefore, staff recommends that both institutions receive certification for financial benefits for 2019-20.

- **Interim Review for Norfolk State University and Richard Bland College -** Also during the assessment in 2018, two institutions, Norfolk State University and Richard Bland College, had deficiencies for some of the six education-related performance measures. Council required these institutions to provide remediation plans. Both institutions focused resources on initiatives to address retention, completion, and improved enrollment and degree projections. For Norfolk State University (NSU), initiatives include augmenting the intrusive advising model with faculty training and intentional engagement by the faculty. NSU also added a summer bridge program, continued to work with the community colleges to create updated articulation agreements and established a campus-wide commission of faculty and staff to identify challenges and solutions to achieve desired retention results. Richard Bland College (RBC) developed a Lead Learner Mentor position with a focus on consistency and performance across the entire Learner Mentor team to ensure that students are on track to succeed. Other initiatives RBC has undertaken include establishing a robust first-year experience and piloting a second-year experience with students in the Honors program. While both institutions anticipate that efforts currently underway will produce positive results, staff note that initiatives undertaken after the 2018 assessment may not impact the performance measures results for a couple of years.
- **Exemption Request from Virginia Military Institute -** Virginia Military Institute (VMI) submitted a request for an exemption on Performance Measure 6 – Maintain or increase the number of in-state two-year transfers to four-year institutions. VMI contends that, based on its unique mission, it has historically received exemptions in code and from SCHEV for transfer and related initiatives. VMI provides more detail in the attached memorandum. Staff concurs with this assessment. Council may consider recommending a replacement performance measure that is more appropriate to VMI's mission.

Materials Provided:

Attachment: Memorandum from Virginia Military Institute

Financial Impact:

Financial benefits Longwood University and Richard Bland College may receive for 2019-20.

Timetable for Further Review:

The 2020 Biennial Assessment will take place next year.

Relationship to Goals of The Virginia Plan for Higher Education:

The assessment of Institutional Performance Standards by SCHEV is aligned to the goal in The Virginia Plan related to *driving change and improvement through innovation and investment*. It supports the goal's strategies to *implement public funding approaches to sustain long-term planning and responsiveness and to enhance higher education accountability*.

Resolutions:

BE IT RESOLVED that consistent with § 23.1-206, Code of Virginia, the State Council of Higher Education for Virginia certifies for 2019-2020 that Longwood University and Richard Bland College have satisfactorily met the performance standards of the Virginia Higher Education Opportunity Act and Appropriation Act.

BE IT RESOLVED that the State Council of Higher Education approves Virginia Military Institute's request for exemption from the requirement to meet the education-related measure to maintain or increase the number of in-state two-year transfers to four-year institutions, due to its unique mission and other exemptions the institution previously received in code and from SCHEV in the area of transfers and related initiatives, and directs staff to work with the institution to establish a replacement education-related performance measure.

ATTACHMENT

VIRGINIA MILITARY INSTITUTE

LEXINGTON, VIRGINIA 24450-0304

OFFICE OF THE DEPUTY SUPERINTENDENT
FINANCE, ADMINISTRATION AND SUPPORT
Office 540-464-7321
Fax 540-464-7169
Virginia Relay/TDD dial 711

MEMORANDUM

TO: Dr. Jean Mottley Huskey

FROM: BG Dallas Clark



SUBJECT: IPS Measure 6 Exemption

DATE: 3 June 2019

The Virginia Military Institute requests an exemption on Institutional Performance Standard (IPS) Measure 6 - *Maintain or increase the number of in-state two-year transfers to four-year institutions.*

Given its unique mission of producing citizen soldiers, the Institute has historically received exemptions from SCHEY for transfer and related initiatives, an acknowledgement that VMI is a four year experience. Examples include the 2005 exemption from the Commonwealth College Course Collaboration and the 2006-07 Institutional Performance Standard exemptions from pursuing formal articulation agreements with two-year institutions and from increasing the total number of associate degree graduates enrolled as transfer students. (IPS Measures 13 and 14)

During the 2018 General Assembly Session, the General Assembly granted VMI an exemption from 23.1-907, the section of the Code of Virginia devoted to articulation, dual admissions, and guaranteed admissions agreements. The Institute believes this exemption was supported by members because they understand the requirements associated with its unique mission.

In terms of practice, VMI accepts some cadets (in the range of 5-10 per year) with as much as one year's worth of credit from two- and four-year institutions. It is, however, the very rare occasion that the Institute admits a two-year transfer student. It is also noteworthy that if we admit a two year transfer student, the student must go through the freshman "Ratline" experience and satisfy a three-year residency requirement. In fact, cadets who transfer in with significant credit (and again the number is small), will often elect to remain all four years in order to gain full advantage of the VMI experience. It is also important that as VMI continues to place emphasis on commissioning ...and believes strongly in that requirement...that this necessitates four years of ROTC (8 semesters), thus impacting early graduation and reduced time at VMI.

In light of its unique mission, history of exemptions on transfer initiatives, and requisite practice in accepting students with transfer credits, the Institute believes it merits an exemption from IPS Measure 6.

Thank you!



State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #B4 - Review of Proposed Changes to the Domicile Guidelines

Date of Meeting: September 16, 2019

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

Most Recent Review/Action:

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

Date: July 16, 2018

Action: Amendments approved

Purpose of Agenda Item:

This purpose of this agenda item is to gain initial Council feedback on updates to SCHEV's domicile guidelines. These changes focus on providing further clarification and do not constitute new or differing guidance with the exception of one section.

Background Information/Summary of Major Elements:

The Code of Virginia charges the Council with development of guidelines for institutions to use in the determination of domicile and eligibility for in-state tuition.

§ 23.1-510

E. An advisory committee composed of at least 10 representatives of public institutions of higher education and private institutions of higher education shall be appointed by the Council each year to cooperate with the Council in developing the guidelines for determining eligibility or revisions of such guidelines.

SCHEV staff works with an on-going committee – the Domicile Guidelines Review Committee – that includes representatives from the public and private institutions. This committee has spent the past three years reviewing the Domicile Guidelines to align the document with the statute and ensure that the document provides the necessary guidance for implementation of the statutory requirements for in-state tuition eligibility. In addition, special immigration counsel provided a complete review of those sections dealing with non-citizens.

With the exception of certain updates to Addendum A, the amendments do not constitute new or differing guidance. The majority of the changes involve inclusion of terms in the “definitions” section, reorganization and reduction of redundancy, and

incorporating long standing guidance into the document. The following provides a summary of proposed changes that are reflected in the attached updated guideline document. A version that includes tracked changes is available for review upon request.

Domicile Guidelines (Main Document)

- Reorganize the entire document to improve flow of guidance and remove unnecessary duplications.
- Include important definitions such as “clear and convincing evidence,” “financial self-sufficiency,” “surviving spouse,” “unaccompanied orders,” and “veteran” along with refinement of other definitions.
- Provide guidance on the treatment of terms such as “legal presumptions,” “temporary absence,” and “grace period” referred to within the Code.
- Reinforce the importance of determining a person’s intent (domicile is “the intent to remain”) - or “why” a person is residing in Virginia - rather than merely on “what” documents a person can provide.
- Detail the importance of using the evidence to establish a timeline that will provide insight into the person’s initial purpose for moving to Virginia. This process can differentiate between a person moving for work and then deciding to enroll from a person moving for educational purposes and then secures employment.
- More fully address the eligibility provisions detailed in the statute for dependents of military members assigned to Virginia or contiguous state and those reassigned with unaccompanied orders.
- Include guidance associated with new provisions in the Code of Virginia, including, but not limited to, statute changes affecting military spouse and surviving spouse.
- Clarify guidance on how to consider “legal guardianship” and “legal custody.”
- Revise section on non-citizens to reflect guidance from immigration counsel. This section provides primarily clarifications and no changes to current practice.
- Move the non-domicile exceptions from the domicile guidelines and relocate to a new Addendum C.

Addendum A

- Reinforce guidance on treatment of those with “pending asylum.”
- Clarify the descriptions of the various categories and what documents may be used to verify status.
- Correct the eligibility status for certain non-immigrant groups to establish domicile.
 - G-2 visa: certain foreign government workers previously listed as “eligible” to establish domicile; however, the terms of these visas restricts visits to no more than 90 days.
 - P visa: for certain athletes and entertainers previously listed as “eligible” to establish domicile; however, these visas require that the individual not have the intent of abandoning their foreign domicile.

- R visas: for religious workers previously listed as “ineligible” to establish domicile; however, these visas do not require the intent to retain the foreign domicile.
- U-3 visa and U-deferred visas: Include new categories such as the U-3 (child of victim of certain crimes) and U-deferred (victims of certain crimes approved for their visa but for whom the actual document is delayed).

Addendum C

Create a new section to place the non-domicile provisions granting access to in-state tuition as an exception.

Staff distributed these changes to all institutional offices utilizing these guidelines and is gathering final responses.

Materials Provided:

Updated draft version of Domicile Guidelines based on summarized changes.

Financial Impact:

These amendments do not create additional cost to either the Commonwealth or the individual institutions but are used to determine which students may be charged the in-state tuition rate.

Relationship to Goals of The Virginia Plan for Higher Education:

These guidelines ensure that state general funds are provided only to students that are eligible to receive in-state tuition charges. This outcome supports many of the goals and strategies within The Virginia Plan, including, but not limited to:

Provide Affordable Access for All

- Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students
- Align state appropriations, financial aid and tuition and fees such that students have broader access to postsecondary education opportunities regardless of their ability to pay

Timetable for Further Review/Action:

This document is for review and discussion only at this time. Staff will bring the Domicile Guidelines with a final recommendation and Council action at a future meeting.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Domicile Guidelines

Part I Definitions and Presumptions

Section 01. Definitions.

The following words and terms when used in this document shall have the following meanings, unless the context clearly indicates otherwise:

"Active-duty military" means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the secretary of the military department concerned. Such term includes the Air Force, Army, Coast Guard, Marines, Navy, and National Guard members operating under Title 10 of the United States Code but does not include full-time National Guard duty operating under Title 32 of the United States Code.

"Alien" means any person not a citizen or national of the United States.

"Clear and convincing evidence" means that the evidence presented affirms that the student's assertion is more highly probable to be true than not and the domicile officer has a firm belief or conviction in it. This standard is greater than what must be met in civil actions – preponderance of the evidence – which requires that the facts more likely than not prove the issue for which they are asserted; but less than the standard of proof in criminal cases – beyond a reasonable doubt – which leaves no room for a reasonable person to doubt.

"Commonwealth" means the Commonwealth of Virginia.

"Council" means the State Council of Higher Education for Virginia or its designated staff.

"Credit hour threshold" means the minimum credit hours required to complete a student's declared degree program or combination of degree programs multiplied by 125 percent. For example, if a degree program requires a minimum of 120 credit hours, the credit hour threshold is 120 multiplied by 125 percent for a total of 150 credit hours. If a double major requires a minimum of 140 credit hours, the credit hour threshold would be 175 total credit hours.

"Date of alleged entitlement" means the first official day of class within the standard term, semester, or quarter of the program of study in which the student is enrolled. For special classes, short courses, intensive courses, or courses not otherwise following the normal calendar schedule, the date of alleged entitlement means the starting date of the nontraditional course in which the student is enrolled, if the student is only enrolled in the term in such courses.

"Dependent student" means one who is listed as a dependent on the federal or state income tax return of his parents or legal guardian or who receives substantial financial support from his spouse, parents or legal guardian. Dependent student includes unemancipated minor.

The presumption is that a student under the age of 24 on the date of the alleged entitlement receives substantial financial support from his parents or legal guardian, and therefore is dependent on his parents or legal guardian, unless the student (i) is a veteran or an active duty member of the U.S. armed forces; (ii) is a graduate or professional student; (iii) is married; (iv) is a ward of the court or was a ward of the court until age 18; (v) has no adoptive or legal guardian when both parents are deceased; (vi) has legal dependents other than a spouse; or (vii) is able to present clear and convincing evidence that he is financially self-sufficient.

If a student successfully demonstrates that one of the seven exceptions is met, the presumption of dependency is set aside and the institution then examines the available evidence to determine

if the student is best categorized as a dependent student or as an independent student. Note that a student could meet the standard for any of the exceptions but still be considered a dependent student. (See definition of Independent student for further guidance.)

"Domicile" means the present, fixed home of an individual to which he returns following temporary absences and at which he intends to stay indefinitely. No individual may have more than one domicile at a time. Domicile, once established, is not affected by (i) mere transient or temporary physical presence outside the Commonwealth or (ii) the establishment and maintenance of a place of residence outside the Commonwealth for the purpose of maintaining a joint household with an active-duty military spouse.

"Domiciliary intent" means present lawful intent to remain indefinitely.

"Eligible alien" means a Lawful Permanent Resident, applicant for Lawful Permanent Residence, or other alien in a valid nonimmigrant or other status that provides the capacity to intend to remain in the Commonwealth indefinitely.

"Emancipated minor" means a student under the age of 18 on the date of the alleged entitlement who has been emancipated pursuant to Article 15 (§ 16.1-331 et seq.) of Chapter 11 of Title 16.1 or the applicable laws of any other jurisdiction.

"Financial self-sufficiency" means the student is able to provide for their own needs with minimal assistance from others. Needs include basic living expenses (housing, utilities, food, transportation, clothing, etc.) as well as educational expenses (tuition, fees, books, supplies, etc.). In order to substantiate the claim of financial self-sufficiency, the resources must originate from the student's personal funds (earnings from current or past employment, an inheritance, student loans, legal settlement, etc.). Resources that do not originate from personal funds generally do not substantiate a claim of financial self-sufficiency; these resources include gifts, trust funds, personal loans from immediate or extended family members, federal parent PLUS loans borrowed by a parent, prepaid tuition savings plans, and other unearned funds provided in dollar or kind from a family member. The determination of financial self-sufficiency will not be affected by the timing of when such gifts, trusts, loans, or prepaid tuition plans were established. Student earnings through employment by family members or friends of the student and family may be scrutinized to determine whether wages were for actual services performed or set at or above market rate.

"Independent student" means a student whose parents have surrendered the right to his care, custody and earnings; do not claim him as a dependent on federal or state income tax returns; and have ceased to provide him with substantial financial support. Independent student includes emancipated minors.

"Ineligible alien" means an alien who is not a Lawful Permanent Resident or an applicant for Lawful Permanent Residence and any other alien who otherwise does not hold a valid nonimmigrant or other status that provides the capacity to intend to remain in the Commonwealth indefinitely.

"Legal guardian" means a legal status created by court order which vests in a custodian the right to have physical custody of the child, to determine and redetermine where and with whom he shall live, the right and duty to protect, train and discipline him and to provide him with food, shelter, education and ordinary medical care, all subject to any residual parental rights and responsibilities.

"National" means (i) a citizen of the United States or (ii) a person who, though not a citizen of the United States, owes permanent allegiance to the United States.

"Parent" applies to the biological parents of the student except in cases of adoption, where it applies to the adoptive parent or parents.

"Presumption" means a legally established bias towards a predetermined conclusion that may be rebutted (demonstrated as false) by presentation of clear and convincing evidence to the contrary.

"Student" means the applicant for benefits under these guidelines.

"Substantial financial support" means the amount of financial support received by a student that qualifies for being listed as a dependent on federal and state income tax returns. Total support includes amounts spent to provide food, lodging, clothing, education expenses, medical and dental care, recreation, and transportation. It also includes welfare, food stamps, and housing provided by the state in addition to all taxable and nontaxable income. Expenses, such as the cost of food for a household, must be divided among all members of the household and the lodging expense is the fair rental value of the lodging. Federal parent PLUS loans, trusts, nonmarket rate employment income, and any other funds originating from a parent may be considered as forms of parental support.

"Surcharge" means an amount calculated to equal 100 percent of the average cost of education at the relevant institution less tuition and mandatory educational and general fee charges assessed to a student meeting Virginia domiciliary status who has not exceeded the 125 percent credit hour threshold. The Council calculates the average cost through the base adequacy guidelines adopted, and periodically amended, by the Joint Subcommittee Studying Higher Education Funding Policies. The average cost is annually published in the Council's full cost report.

"Surviving spouse" means the spouse of a military service member who, was killed in action, became missing in action, or became a prisoner of war while serving as an active duty member in the Armed Forces of the United States, Reserves of the Armed Forces of the United States, or Virginia National Guard, during military operations against terrorism, on a peacekeeping mission, or as a result of a terrorist act, or in any armed conflict.

"Unaccompanied orders" means orders that assign active-duty military personnel or activated or temporarily mobilized reserve or guard members an unaccompanied tour listed in Appendix Q of the Joint Federal Travel Regulations or without command sponsored dependents as defined by appropriate travel regulations.

"Unemancipated minor" means a student under the age of 18 on the date of the alleged entitlement who has not been emancipated pursuant to Article 15 (§ 16.1-331 et seq.) of Chapter 11 of Title 16.1 or the applicable laws of any other jurisdiction.

"Veteran" means an individual who has served on active duty in the Armed Forces of the United States and who was discharged or released from such service under conditions other than dishonorable (see definition of "active-duty military").

Section 02. Presumptions.

The domicile analysis involves several decision points where state law provides a presumption. While rebuttable by the presentation of clear and convincing evidence by the student, presumptions should not be set aside easily. Institutions maintaining a policy to not consider any exceptions for an established presumption have likely exceeded their authority under the statute. Likewise, institutions that routinely approve exceptions to the presumptions should examine whether they are assigning sufficient weight to the presumption.

1. Students shall not ordinarily establish domicile by the performance of acts that are auxiliary to fulfilling educational objectives or are required or routinely performed by temporary residents of the Commonwealth. Students shall not establish domicile by mere physical presence or residence primarily for educational purposes. The timing of actions taken post-acceptance for enrollment, may indicate that those actions are auxiliary to the educational objective.
2. A married individual may establish domicile in the same manner as an unmarried individual. It should not be presumed that a married person assumes the domicile of the supporting spouse.
3. A nonmilitary student whose parent or spouse is a member of the Armed Forces of the United States may establish domicile in the same manner as any other student. A Virginia domiciled

individual does not lose their domicile merely by marrying, or a parent marrying, a non-Virginia military spouse.

4. Any alien holding an immigration visa or classified as a political refugee may establish domicile in the same manner as any other student. However, absent congressional intent to the contrary, any individual holding a student visa or another temporary visa does not have the capacity to intend to remain in the Commonwealth indefinitely and is therefore ineligible to establish domicile and receive in-state tuition charges.
5. The domicile of a dependent student shall be rebuttably presumed to be the domicile of the parent or legal guardian (i) claiming him as an exemption on federal or state income tax returns currently and for the tax year prior to the date of the alleged entitlement or (ii) providing him with substantial financial support. The spouse of an active duty military service member, if such spouse has established domicile and claimed the dependent student on federal or state income tax returns, is not subject to minimum income tests or requirements.
6. The domicile of an unemancipated minor or a dependent student 18 years old or older may be the domicile of either the parent with whom he resides, the parent who claims the student as a dependent for federal or Virginia income tax purposes for the tax year prior to the date of the alleged entitlement and is currently so claiming the student, or the parent who provides the student with substantial financial support. If there is no surviving parent or the whereabouts of the parents are unknown, then the domicile of an unemancipated minor shall be the domicile of the legal guardian of such unemancipated minor unless circumstances indicate that such guardianship was created primarily for the purpose of establishing domicile.
7. Continuously enrolled non-Virginia students shall be presumed to be in the Commonwealth for educational purposes unless they rebut such presumption with clear and convincing evidence of domicile. Such evidence should be based on more than changing personal documents while maintaining enrollment.
8. A non-Virginia student will not be considered for reclassification until application has been made and any such reclassification shall only be granted prospectively from the date such application is received.

Part II In-State Tuition Rates for Domiciliary Residents of Virginia

Article 1 Domicile Requirement

Section 03. Determining eligibility for domicile.

A. The institution shall first determine whether the student is a national or alien.

1. The student bears the burden of establishing, by clear and convincing evidence, that he is a national or an eligible alien. If the student is a national or eligible alien, then the institution shall continue the domicile analysis.
2. If the student is neither a national nor an eligible alien, the student is not eligible for further domicile analysis.
3. The Council provides supplemental information on forms, definitions, and nonimmigrant categories, including classification as eligible or ineligible alien, in addenda to these guidelines.

B. The institution shall then determine, on the basis of the information furnished by the student, whether domicile has been clearly and convincingly established in the Commonwealth for one year prior to

the date of alleged entitlement. If, for example, the date of the alleged entitlement is, for example, September 1, 2019, then domicile must have been established in the Commonwealth no later than September 1, 2018, and continued for the entire year.

1. An independent student or emancipated minor must establish by clear and convincing evidence that for a period of at least one year immediately prior to the date of alleged entitlement the student was domiciled in Virginia and had abandoned any previous domicile.
2. A dependent student or unemancipated minor must establish by clear and convincing evidence that for a period of at least one year immediately prior to the date of alleged entitlement, the parent or legal guardian through whom the student claims eligibility was domiciled in Virginia and had abandoned any previous domicile.
 - a. A dependent student is rebuttably presumed to have the domicile of the parent or legal guardian claiming the student as an exemption for federal or state income tax purposes, currently and for the tax year prior to the date of alleged entitlement, or providing the student with substantial financial support.
 - b. A dependent student aged 18 or over may rebut the presumption and demonstrate domicile separate from a parent or legal guardian, regardless of financial dependency, by presentation of clear and convincing evidence.
 - c. When reviewing a dependent student's claim of a domicile separate from the parent or legal guardian, the institution may collect documents necessary to verify 1) physical presence of the student's household in Virginia and 2) the student's primary purpose for residing within the Commonwealth. If the dependent student successfully rebuts the presumption and provides clear and convincing evidence of a separate domicile, then the actual domicile of the parent or legal guardian is immaterial to the review.
 - d. No dependent student's domicile and eligibility for in-state tuition should be based solely on the immigration status of the student's parent or legal guardian.
 - e. The spouse of an active duty military service member, if such spouse has established domicile and claimed the dependent student on federal or state income tax returns, shall not be subject to minimum income tests or requirements.
 - f. The one-year domicile period applies to all classifications of students except for: (i) active-duty military personnel residing in the Commonwealth, retired military personnel residing in the Commonwealth at the time of their retirement, surviving spouses, or veterans, who voluntarily elect to establish Virginia as their permanent residence for domiciliary purposes and (ii) a dependent spouse or dependent child who claims domicile through an individual listed in clause (i). For these categories of students, the one-year waiting period is waived provided domicile has been established prior to the date of alleged entitlement.

Section 04. Domicile: residence requirement.

A. Domicile is defined as "the present fixed home of an individual to which he returns following temporary absences and at which he intends to stay indefinitely." No person may have more than one domicile.

1. Domiciliary intent means present intent to remain indefinitely, that is, the individual has no plans or expectation to move from the Commonwealth. Residence in Virginia for a temporary purpose or stay, even if that stay is lengthy, with present intent to return to a former state or country upon completion of such purpose does not constitute domicile.

2. Domicile cannot be initially established in the Commonwealth unless one physically resides in Virginia with domiciliary intent. A person who has never resided in Virginia, cannot be domiciled here until actually moving to Virginia and taking the appropriate steps to establish domicile. Actions taken prior to having physical presence may be demonstrative of future intent, but the actual date of domicile cannot precede physical presence.

B. Once a person has established domicile in Virginia, actual residence here is no longer required.

1. Temporary absence from the state does not negate a claim of Virginia domicile. The burden of proof rests on the individual to demonstrate that Virginia domicile has been maintained during the entire period of the temporary absence.
2. A person who has established Virginia domicile but resides in another state may be required by law to fulfill certain obligations of the host state. Performing acts in the host state required by law of all residents, irrespective of domicile, does not automatically constitute an abandonment of Virginia domicile.

The institution shall scrutinize domiciliary intent when an individual's physical presence in the Commonwealth is less than a year before subsequently moving out of the Commonwealth. The institution should examine whether an individual's actions, especially voluntary ones, demonstrate the establishment of a new domicile in the host state and abandonment of Virginia domicile.

3. Temporary absence is not defined by a specific length of time; rather it is for a specific defined purpose and upon cessation of that activity the individual intends to return to the Commonwealth.
4. If a student is making a claim that Virginia domicile is retained by virtue of being on a temporary absence, the institution should:
 - a. Verify that the student had previously established domicile in the Commonwealth and had maintained such domicile as of the date of the move out of state.
 - (1) Verify that the move is for a temporary purpose. Examples of what might be considered a "temporary absence" include, but are not limited to:
 - (a) A temporary job reassignment for a specified time: The institution may request confirmation from the employer.
 - (b) Pursuing education: The institution may request academic transcripts or other confirmation from the out-of-state institution.
 - (c) A military move: The institution may request a copy of military orders.
 - (d) Completion of work for religious or social purposes, such as to serve as a missionary or assist in a national disaster or humanitarian relief effort: The institution may require verification of the purpose and duration of such work.
 - (e) Accepting a permanent job offer that necessitates the individual to move out of the Commonwealth is not considered to be a temporary absence.
 - (2) Absences of less than a year that did not include permanent employment or any voluntary changes of personal documents may be considered temporary by the institution.
 - (3) If the individual remains out of the state beyond the stated purpose of the move, this may be indicative that the individual is no longer residing outside of the Commonwealth for a temporary purpose.

- b. Verify that the person retained and continues to maintain domicile in the Commonwealth for duration of the temporary absence. All voluntary actions should be scrutinized to determine if they are consistent with a person not abandoning their Virginia domicile, which may include, but are not limited to, maintaining housing, legal documents, financial ties, etc., in the Commonwealth. Actions taken in compliance with state or local law are not necessarily indicative of a change of domicile.

Section 05. Domicile: Intent requirement.

A. An individual's place of physical presence or residence is not necessarily the same as an individual's domicile. A person may have more than one residence but only one domicile.

1. Domiciliary intent is determined from the affirmative declaration and objective conduct of the person. Intent is a subjective element; however, a person demonstrates his intent through objective conduct. The question is not about "what" documents are provided; rather it is based on what the evidence supports about "why" the person resides within the Commonwealth.
2. Since domicile is based primarily upon voluntary actions, mere residence due to incarceration in Virginia does not mean that Virginia domicile has been established. For purposes of determining the status of incarcerated minors, the Commonwealth of Virginia is not considered to be the legal guardian.

B. Prior determination of a student's domiciliary status by one institution is not conclusive or binding when subsequently considered by another institution.

C. Each case presents a unique combination of factors, and the institution must determine those factors which clearly and convincingly demonstrate the person's domiciliary intent. When reviewing the events surrounding an individual's move to Virginia, the institution should examine whether the purpose for moving was primarily for a temporary purpose, such as for education, or for another indefinite reason. In cases where the timing of the move suggests educational purposes, there may be other factors indicating it was for another purpose. Events including full-time employment in the student's area of study, purchase of a home, marriage, or full-time professional employment of a spouse are not conclusive evidence of domiciliary intent but may be examined.

1. Once the institution has determined that domicile has been established, the institution must look at the date on which the last of these factors supporting domicile was performed. It is at that point that domiciliary intent is established, and the clock begins for purposes of the one-year domicile requirement.
2. In complex cases, constructing a timeline can be extremely useful as the order of events can provide evidence of the primary motivation for moving to the Commonwealth. For example, there is minimal difference in documentation between a person who moved to Virginia for employment and then decided to enroll into college and a person who moved for education and then decided to find employment, except for timing. In such cases, particular attention should be paid to the order of the following events: date of application for admission, date of acceptance, date of application for employment, date of hire, date of the physical move, and the date of any other event that the student claims as his primary purpose for moving to the Commonwealth. The earlier events generally carry greater weight in determining intent.
3. After establishing domicile, an individual must continue to meet the factors demonstrating domiciliary intent throughout the one-year period prior to the date of alleged entitlement.

D. Failure to provide clear and convincing evidence of one year of domicile fails the standard under law and will result in the student being classified as out-of-state.

E. Clear and convincing evidence.

1. Clear and convincing evidence is not as stringent a standard as proof “beyond a reasonable doubt,” as used in the criminal law, but is a degree of proof higher than a mere “preponderance of the evidence.” Clear and convincing evidence is that degree of proof that will produce a firm conviction or a firm belief as to the facts sought to be established.
2. The evidence must be weighed in its totality. The domicile analysis cannot be reduced to a “check list” of whether the individual has assembled a specific list of documents or actions. The question is whether the totality of the documented circumstances is clear and convincing that the individual resides with domiciliary intent.

F. Section 23.1-502 of the Code of Virginia includes a list of objective conduct that may be considered, as applicable, in evaluating a claim of domiciliary intent. Each of the objective criteria may not carry the same weight or importance in an individual case. No one factor is necessarily determinative but should be considered as part of the totality of evidence presented. In addition to considering the statutorily listed factors, institutions may consider other relevant factors, such as voting in elections inside and outside of the Commonwealth, to determine whether the student has abandoned a previous domicile. The objective criteria that may be relevant include the following:

1. Continuous residence for at least one year immediately prior to the date of alleged entitlement, except in the event of the establishment and maintenance of a place of residence in another jurisdiction for the purpose of maintaining a joint household with an active duty United States military spouse. Once a person has affirmatively established Virginia domicile, actual residence in Virginia is not required in order to retain it; however, with the exception of military-related moves, residence in another state or country is relevant as it may be that the person has established a new domicile in the foreign jurisdiction or never intended to remain indefinitely in Virginia.
2. State to which income taxes are filed or paid.
 - a. Virginia domiciliaries having taxable income meeting threshold requirements and residing in the Commonwealth or residing temporarily outside the Commonwealth, must file Virginia resident income tax returns.
 - (1) Failure to file a Virginia tax return may be evidence that one is not a Virginia domiciliary.
 - (2) Persons claiming that they are exempt from this requirement, such as those who reside overseas and are employed by certain non-U.S. companies, have the burden of identifying and providing documentation of the exemption and demonstrating their entitlement to it.
 - b. A Virginia domiciliary is not required to file a Virginia return if the person's Virginia adjusted gross income was less than minimum levels. Thus, failure to file a return by someone who was not otherwise required to file a state income tax form is not determinative of domiciliary status.
 - c. A member of the armed forces who does not claim Virginia as his tax situs (as evidenced by a Leave and Earnings Statement reflecting Virginia withholding) for military income cannot qualify as a Virginia domiciliary.
 - d. The filing of an income tax return in Virginia or the paying of income taxes to Virginia is supporting evidence, but not conclusive evidence, that a person is domiciled in Virginia. For example, a student with a part-time job may be required to pay income tax to Virginia on wages earned in the state, even though he is a temporary resident or residing outside of Virginia.

- e. Filing an income tax form with another state or country is also not automatically determinative of domiciliary status as a Virginia domiciliary may be required by another jurisdiction to file an income tax form on income earned in that jurisdiction irrespective of ties to that state or country; however, such payment may be considered in evaluating a claim of Virginia domicile.

3. Driver's license.

- a. Possession of a Virginia driver's license may be evidence of intent to establish domicile in Virginia; however, possession of the driver's license is not determinative as Virginia law requires some employed nondomiciled residents, such as students, to obtain a Virginia driver's license, regardless of domicile.
- b. Retention or registration of a driver's license from another state may be evidence of failure to abandon domicile in that state.

4. Motor vehicle registration.

- a. Registration of a motor vehicle in Virginia may be evidence of intent to establish domicile in Virginia.
- b. Registration of a motor vehicle in another state may be evidence of failure to abandon domicile in that state.
- c. Virginia law permits, but does not require, registration by a nonresident student. Thus, a student-owner who does register in Virginia, when not required to by law, has shown some evidence of Virginia domicile; however, vehicle registration alone is not determinative.

5. Voter registration and voting.

- a. Registration.
 - (1) Registering to vote in Virginia is evidence of domiciliary intent, but it is not determinative.
 - (2) The fact that a person is still registered in another state does not conclusively mean that the person is not domiciled in Virginia.
 - (3) Failure to register to vote is not determinative.
- b. Voting.
 - (1) Voting in person or by absentee ballot in another jurisdiction during the year immediately prior to the date of the alleged entitlement is evidence that the individual has not abandoned his previous domicile or has otherwise claimed domicile in that jurisdiction.
 - (2) Voting in Virginia in local or state elections is evidence of domicile, but it is not determinative.
 - (3) Failing to vote in state or local elections is not determinative since the individual may forget to vote, choose not to, or in the case of certain aliens, may not be entitled to vote.

6. Employment.

- a. If a person has otherwise shown residence in the state with domiciliary intent, unemployment does not preclude a finding that the person is a Virginia domiciliary.
- b. Fulfillment and documentation of state licensing requirements in order to be certified to practice a profession in Virginia (e.g., attorney, clinical psychologist, nursing), is evidence of domiciliary intent; however, it is not determinative. Enrollment in an educational program designed specifically for employment in Virginia is not sufficient evidence that domicile has been established.
- c. Summer employment.
 - (1) Employment in Virginia during the summer may be an indicator of domiciliary intent. The institution should consider whether such employment is auxiliary to the student's educational objectives.
 - (2) A student returning for extended periods each summer to his parents' domicile outside Virginia may be evidence of retaining that domicile.
- d. Employment that is part of an educational program, such as a cooperative education program, shall not confer domiciliary status.

7. Ownership of real property.

- a. Ownership of real property in Virginia may be evidence of domiciliary intent.
- b. Payment of real property taxes to Virginia in the absence of other supportive evidence is insufficient to establish that a person is domiciled in Virginia. Owners of real property in Virginia are required to pay real estate taxes irrespective of their domicile.
- c. A person who may have purchased real property in Virginia while domiciled here, but who subsequently left to take up residence in another state, cannot demonstrate continued domicile solely by presenting evidence of continued ownership of Virginia property. Even though the person still has taxable real property in Virginia, the individual's actions may show that Virginia domicile has been abandoned.

8. Sources of financial support.

- a. Acceptance of financial assistance from public agencies or private institutions located in another state may preclude establishing Virginia domicile when such financial assistance is offered only to domiciliaries of the other state.
- b. Acceptance of such assistance would not prohibit a student, at a later time, from demonstrating a change of intent or that the student did not know that he was representing domicile of another state. Such claims must be demonstrated by clear and convincing evidence.
- c. Institutions shall also consider financial support obtained from parents or other relatives. Substantial financial support from a parent or relative in another state could be evidence of continued ties to that state.

9. Military records.

- a. In order to establish domicile, a military member must file an income tax form as a Virginia domiciliary resident, paying Virginia taxes on all income as required.
- b. A student may be required to submit copies of military documents such as the Leave and Earnings Statement as evidence of Virginia domicile.

10. Accepting a written offer of employment with a Virginia employer.

- a. Accepting a bonafide written offer of employment with a Virginia employer following graduation from the institution may be evidence that the student's domiciliary intent has changed. Evidence of employment in Virginia following graduation without other indications of domiciliary intent is not determinative.
- b. The burden is on the student to demonstrate that such offer of employment exists through an official and documented commitment between the student and the prospective employer.

11. Social and economic relationships.

- a. Evidence of immediate family members residing in Virginia may be offered to support a claim of domiciliary intent.
- b. Other social and economic ties to Virginia that may be presented include membership in religious organizations, community organizations, social clubs, bank accounts, and business ties.
- c. Prior domicile in Virginia may be evidence of domiciliary intent upon the individual's return to the Commonwealth but is not determinative.

Section 06. Residence for educational purposes.

A. Mere physical presence or residence primarily for educational purposes will not confer domiciliary status. However, students may provide clear and convincing evidence that, despite education being the primary reason for the initial move to the Commonwealth, continuing residence is no longer primarily for educational purposes.

1. A student who moves to and continues to reside in Virginia primarily for educational purposes is not a Virginia domiciliary, regardless of the longevity of the physical presence within the state.
2. If the initial and continuing purpose of moving to Virginia was for primarily for educational purposes for a spouse or other family member, this may be evidence that no member of the family has domiciliary intent.

B. A person shall not ordinarily be able to establish domicile by performing acts which are auxiliary to fulfilling educational objectives or which are legally required or routinely performed by temporary residents of the Commonwealth, such as, but not limited to, acquiring a Virginia driver's license or motor vehicle registration, securing employment post-admission, and paying or filing Virginia state income taxes. The institution should closely scrutinize acts, aside from those that are auxiliary to fulfilling the student's educational objective, performed by the individual which indicate an intent to become a Virginian.

C. Employment as part of a cooperative education program does not confer domiciliary status. Some institutions consider students participating in cooperative education programs to be enrolled full time at the college or university during periods of cooperative education employment.

D. Institutions should examine the student's enrollment history, and other factors, in determining if the student's primary purpose for living in Virginia is for educational purposes.

E. Maintaining residency within Virginia during at least a year of broken enrollment may be evidence that the individual no longer resides in the Commonwealth primarily for educational purposes. The institution should examine the individual's actions to determine if education continues to be the primary purpose of residency. Evidence that a break in enrollment is primarily for the purpose of obtaining in-state tuition may be evidence that domicile has not been established.

Article 2
Special Rule for Determining Domiciliary Residence

Section 07. Extended eligibility for in-state tuition.

A. If the person through whom the dependent student or unemancipated minor established such domicile and eligibility for in-state tuition abandons his Virginia domicile, the dependent student or unemancipated minor shall be entitled to such in-state tuition for one year from the date of such abandonment. To qualify:

1. The parent or legal guardian must have been domiciled in Virginia for at least one full year prior to abandoning Virginia domicile.
2. The student must have been eligible for in-state tuition through the above mentioned person at the time of abandonment.
3. The provision is available to students currently enrolled as well as those applying for admission or reenrollment; however, the one year grace period extends only from the date of parental abandonment of their Virginia domicile.

B. The purpose of the one year grace period is to provide an opportunity for the dependent student to rebut the presumption that he has the domicile of the parent or legal guardian and to demonstrate that he has maintained his own domicile in the Commonwealth for at least one full year since the parent's move out of state. In such instances, upon student request for evaluation, the institution should:

1. Examine the student's actions to determine if he has retained his domicile in Virginia. These actions may include but are not limited to:
 - a. Personal documents: Securing and retaining personal documentation in the Commonwealth; including, as applicable, driver's license, voter registration, or other legal documents. Securing personal documents in another jurisdiction is evidence of having abandoned Virginia domicile.
 - b. Location of housing. Securing year-round housing within the Commonwealth may be evidence of retaining Virginia domicile. Residing with parents – except for short visits or vacation – during periods of nonenrollment, may be evidence that Virginia domicile has not been retained.
 - c. Employment. The student is not required to work within the Commonwealth in order to retain domicile; however, employment outside the Commonwealth should be scrutinized. Employment in the vicinity of the parent's new domicile may be evidence of having abandoned Virginia domicile. Summer employment, such as an internship, outside the Commonwealth, is not necessarily indicative of having abandoned Virginia domicile.
2. Regardless of dependent or independent status, a student may claim Virginia domicile by taking actions demonstrating an intent to maintain Virginia domicile despite the parent's abandonment of their own domicile.
3. Following the one year grace period, the student will be considered out-of-state unless the student initiates a review process and provides evidence that one year of Virginia domicile has been established.

Section 08. Unemancipated minors.

A. An unemancipated minor is presumed to have the domicile of his biological or adoptive parents.

B. Legal Guardianship and Legal Custody

1. If the unemancipated minor is in the care of a legal guardian, the minor may have the domicile of the legal guardian unless:
 - a. The whereabouts of the parents are known, or
 - b. There are circumstances indicating that the guardianship was created primarily for the purpose of conferring a Virginia domicile on the minor.
 - c. If either a or b of the above conditions is verified, then the student cannot claim the domicile of the legal guardian.
2. A copy of the circuit court order should routinely be required as proof of legal guardianship.
3. Legal guardianship terminates no later than the child's eighteenth birthday, at which time the student can be treated as an Independent student. A student who establishes Virginia domicile through his legal guardians remains eligible for in-state tuition upon aging out of the guardian relationship provided that there is no evidence that the student has subsequently changed domicile.
4. Legal custody, ordered by Juvenile and Domestic Relations court, does not permit a minor to assume the domicile of a nonparent as custody arrangements are normally temporary in nature.
5. When evaluating the status of a student who is living away from parents for any reason, the institution should consider the longevity of the arrangement, circumstances that may inhibit or prohibit the child from residing with parents, and the time proximity to enrolling into higher education. The applicant is not considered to be domiciled in Virginia if the circumstances are indicative that the arrangement is for a temporary purpose or primarily for educational purposes.

C. When the domiciles of the student's parents differ, the domicile of the unemancipated minor may be either:

1. The domicile of the parent with whom he resides for purposes other than a vacation or visit;
2. The domicile of the parent who claims the minor as a dependent for federal and Virginia income tax purposes, currently and for the tax year prior to the date of alleged entitlement; or
3. The domicile of the parent who provides substantial financial support.

Section 09. Dependent children.

A. A dependent child:

1. Does not have to live with a parent or legal guardian. The child may still be regarded a parent's dependent even while residing elsewhere.
2. Does not have to be a full-time student.

B. A dependent student is rebuttably presumed to have the domicile of the parent providing substantial financial support; however, when the domiciles of the student's parents differ, the dependent child may claim the domicile of the Virginia parent under any one of the following conditions:

1. The domicile of the parent with whom he resides for purposes other than a vacation or visit;

2. The domicile of the parent who claims the child as a dependent for federal or Virginia income tax purposes currently and for the tax year prior to the date of alleged entitlement; or
3. The domicile of the parent who provides substantial financial support.

C. Presumption of dependency for students under age 24.

1. A student under age 24 on the date of the alleged entitlement shall be rebuttably presumed to receive substantial financial support from his parents or legal guardian and therefore is presumed to be a dependent child, unless the student:
 - a. Is a veteran or an active duty member of the U.S. Armed Forces;
 - b. Is a graduate school or professional school student;
 - c. Is married;
 - d. Is a ward of the court or was a ward of the court until age 18;
 - e. Has no adoptive or legal guardian when both parents are deceased;
 - f. Has legal dependents other than a spouse; or
 - g. Is able to present clear and convincing evidence of financial self-sufficiency.
2. Institutions should examine the student's application carefully to determine if the student meets one of exceptions (a) through (g). The burden is on the student to provide clear and convincing evidence.
3. If the student is age 24 or older or meets one of the exceptions (a) through (g), there is no presumption of dependency on the parents nor is there a presumption of independence. The student may be classified as an independent student unless the student presents evidence of financial dependency on his parents by receiving substantial financial support from parents or is listed on a parent's federal or state income tax returns as a dependent.

D. Tax dependency and substantial financial support. A student 24 years old or older may still be a dependent student if he meets the definition of a dependent student.

1. Normally, a student will be classified as a dependent of the parent or legal guardian who provides more than one half of the student's expenses for food, shelter, clothing, medical and dental expenses, transportation, and education.
2. Only financial support provided by the parent or legal guardian is considered. Earned income of the student paid by parent or legal guardian for bona fide employment is not counted as part of the parental or guardian support; however, gifts of money, or other things of value, from the parent or legal guardian to the student are counted toward the parental or legal guardian support to the extent that the student relies upon it for support.

E. A student who is financially dependent upon one or both parents may rebut the presumption that the student's domicile is the same as the parent claiming him as an exemption on federal or state income tax returns currently and for the tax year preceding the date of alleged entitlement or who provides him with substantial financial support.

1. When domiciles of the parents are different, and the parent claiming the student as a dependent for income tax purposes is domiciled in another state, the student may rebut this presumption by showing residence with the other parent, who is a Virginia domiciliary.

2. A dependent student 18 years of age or older may also rebut the presumption that the student has the domicile of the parent claiming the student as a dependent for income tax purposes by showing that Virginia domicile was established independent of the parents. The burden is on the student to show by clear and convincing evidence that he has established a Virginia domicile independent of the out-of-state parents despite the fact that the parents are claiming the student as a dependent for income tax purposes or providing substantial financial support.

F. Military dependent children.

1. When determining the domiciliary status of a student whose parent is a member of the military, the institution should always first determine if the military parent or the nonmilitary parent is a Virginia domiciliary.
 - a. Paying taxes to Virginia on all military income is evidence that the military parent is a Virginia domiciliary resident and should be evaluated with all of the applicable factors to determine domiciliary intent. To pay taxes to Virginia on military income, the military member must change the Leave and Earnings Statement to authorize the withholding of Virginia income tax.
 - b. Active-duty military personnel do not have to satisfy the one-year requirement for the existence of the factors showing domiciliary intent, nor do dependent children claiming Virginia domicile through them. A dependent child of a military member claiming domicile through the military member becomes eligible for in-state tuition as of the term that begins immediately after the military member has taken actions to establish domicile in Virginia.
 - c. If the military parent claims another state as his income tax situs while stationed in Virginia, the parent is not a Virginia domiciliary.
2. If the student's nonmilitary parent is a Virginia domiciliary and the requisite one-year period is met, the dependent child may claim domicile through the nonmilitary parent and receive in-state tuition pursuant to the conditions set forth under this section.
 - a. As with anyone else, the strength of the nonmilitary parent's domiciliary ties to Virginia should withstand scrutiny.
 - b. In addition to the factors listed in Section 05 F, the institution should consider the duration of residence in Virginia and the nonmilitary parent's domiciliary history. Evidence that the nonmilitary parent has accompanied the military parent on each tour of duty outside Virginia and taken steps to establish domicile in other states may indicate that the nonmilitary parent has not established a Virginia domicile independent of the military parent.
3. A military parent may reside in Virginia but not claim Virginia as his domicile and has the right to choose another state as their home state for taxation of military income purposes. If the military parent is unable to demonstrate eligibility via domicile, the dependent student may be considered under special military provisions found in Part III of these guidelines.

Section 10. Independent students.

A. An independent student is one whose parents have surrendered the right to his care (such as providing insurance coverage and transportation), custody and earnings, do not claim him as a dependent on federal or state income tax returns, and have ceased to provide him substantial financial support.

B. Students under age 24 are presumed to be financially supported by their parents or legal guardians unless the student rebuts the presumption through one of the seven factors specified Section 09 C 1.

C. Unless the student rebuts the presumption of dependency through one of the seven factors specified within Section 09 C 1 or is an emancipated minor then, due to the one-year requirement, the earliest an independent student could become eligible for in-state tuition by virtue of having established an independent domicile in Virginia would be on the student's 19th birthday.

Section 11. Emancipated minors.

A. By virtue of having been emancipated prior to reaching age 18, an emancipated minor becomes eligible to establish a domicile independent of his parents. The earliest an emancipated minor could become eligible for in-state tuition is one year after the date of emancipation. A student who establishes Virginia domicile through his parents or legal guardians prior to emancipation remains eligible for in-state tuition upon emancipation providing that there is no evidence that the emancipated minor has subsequently changed domicile.

B. Emancipation requires that the parents or legal guardian surrender the right to the child's care, custody, and earnings and no longer claim him as a dependent for income tax purposes; that is, the child is not financially supported by his parents or legal guardian or other person and is not under or subject to the control or direction of his parents, legal guardian, or other custodian.

1. A minor's declaration of emancipation is not conclusive. For example, a minor who runs away from home is not necessarily emancipated, even though the minor may not desire any further contacts with the parents or legal guardian.
2. If the parents or legal guardian list the minor as a dependent on income tax returns, the minor is not emancipated. A student who claims emancipation from the parents or legal guardian must provide evidence of emancipation and that the parents or legal guardian do not claim the student as a tax dependent. The institution may require a copy of the tax returns and court order if needed to substantiate the claimed emancipation.

Section 12. Married persons.

A. The domicile of a married person is determined in the same manner as the domicile of an unmarried person. A person's domicile is not automatically altered by marriage.

B. Marriage may be a factor in determining whether or not an individual under age 18 is emancipated from the parents, but it is not conclusive. A person under age 24 who is married is presumed to be independent of his parents.

C. Dependent spouse provision.

1. Institutions should never presume that an individual is financially dependent on a spouse. A spouse may choose to claim dependency on and, therefore, domicile through a supporting spouse if the individual receives substantial financial support from the supporting spouse. Dependency can only help the spouse, and cannot be used as the basis to deny in-state tuition if the individual has otherwise established domicile on their own.
2. If the an individual claims dependency on their spouse, the dependent spouse "stands in the shoes" of the person providing the support; therefore, the dependent spouse's actions in establishing or not establishing domicile in Virginia are irrelevant to the domicile review. The institution should only consider whether the person through whom the student is claiming dependency has met the requirements for establishing domicile.

D. Military dependent spouses.

1. An institution should only apply the requirements of the military provision (see Part III) if the spouse has not established eligibility as a Virginia domiciliary for the required one-year period prior to the date of alleged entitlement.

2. Spouses of military members do not have to be employed to establish their own domicile in Virginia. All individual ties to Virginia should be considered.
 - a. As with anyone else, the strength of the nonmilitary spouse's domiciliary ties to Virginia should withstand scrutiny.
 - b. In addition to the factors listed in Section 05 F, the institution should consider the duration of residence in Virginia and the nonmilitary spouse's domiciliary history. Evidence that the nonmilitary spouse has accompanied the military spouse on each tour of duty outside Virginia and taken steps to establish domicile in other states may indicate that the nonmilitary spouse has not established a Virginia domicile independent of the military spouse.
3. A dependent spouse may claim Virginia domicile through a military member after the military member has taken actions to establish domicile in Virginia, including paying Virginia state income taxes. Since the dependent spouse is standing in the shoes of the military member, there is no one-year domicile requirement.

Section 13. Aliens.

A. Citizenship of another country does not automatically disqualify the person from establishing domicile in Virginia because there are numerous conditions under which an eligible alien may legally have the capacity to intend to remain in the United States indefinitely. When an alien claims Virginia domicile, the alien bears the burden of presenting clear and convincing evidence to the institution establishing that the individual is an eligible alien.

1. If the alien is unable to present such evidence, the alien shall be presumed to be an ineligible alien and is ineligible to qualify for in-state tuition through their own domicile or the domicile of any other person.
2. If a student demonstrates that he is an eligible alien, the institution shall then review all relevant factors to determine if the alien student has established domicile for the requisite one-year period.

B. In reviewing domicile, the institution should keep in mind that there may be factors that are inapplicable to aliens by operation of law. Unless the institution is aware of the inapplicability of any evidentiary factor, the burden is always upon the student to bring such information to the attention of the institution. Examples include the following:

1. Aliens cannot register to vote; therefore, nonvoting is immaterial to the domicile review.
2. Salaries paid to some non-U.S. citizens are exempt from federal and state taxation. In such cases nonfiling and nonpayment of taxes is immaterial to the domicile review; however, the burden of proof is on the student to provide documentation of the tax exemption.

C. Once a student has been verified as an eligible alien, they may establish domicile in the same manner as any other student.

1. If student is a dependent, the student is presumed to have the domicile of a parent or legal guardian as described in Section 08 and Section 09.
 - a. The person upon whom domicile is based must be a national or eligible alien and have provided clear and convincing evidence of domicile for at least one full year.
 - b. Neither the actual domicile nor length of domicile of the dependent eligible alien is material to this review.

2. If the student is a dependent, as with any other dependent, the student has the right to rebut the presumption with clear and convincing evidence of having the domicile of the supporting parent.
 - a. No student should be denied in-state tuition solely due to the immigration status of a parent or legal guardian.
 - b. If a dependent student has successfully rebutted the presumption of having the domicile of a parent or legal guardian, the institution shall review the domicile of the dependent student. This review may include collection of the student's household documents if needed to verify family physical presence and the student's primary purpose for residing within the Commonwealth but the actual domicile of the parent or legal guardian is immaterial to the review.
3. If the student is determined to be dependent upon a spouse, the student may "stand in the shoes" of a supporting spouse as described in Section 12 C. The spouse must be eligible to establish domicile. Neither the actual domicile nor length of domicile of the dependent eligible alien is material to this review; however, the alien cannot benefit from a supporting spouse's domicile until after "eligible alien" status is obtained.
4. If determined to be independent, the student may present evidence of their own domicile as described in Section 10.

D. Immigration documentation to demonstrate qualification as an eligible alien shall be provided as delineated in a guidance addendum approved by the Council.

E. Alien students with a pending status change.

1. An ineligible alien may become an eligible alien if:
 - a. A petition or application for change of status to an eligible nonimmigrant status has been approved or
 - b. An application for adjustment of status to Lawful Permanent Resident status has been filed and a receipt notice has been issued.
2. Date of domicile: For students moving from ineligible alien to eligible alien, domicile cannot be established any earlier than the date of official notice used for verification.
 - a. If the student has resided in Virginia for a number of years, the institution may use earlier dated evidence to determine if domiciliary actions had been taken prior to the date of becoming an eligible alien. If so, the date of domicile is as of the date of becoming an eligible alien.
 - b. If the student moves to Virginia as of or after becoming an eligible alien, then the date of domicile is determined by the evidence provided subsequent to arrival in Virginia.
 - c. If the student has moved to Virginia for a temporary purpose, such as for education, then domicile has not been established despite becoming an eligible alien.
 - d. If a student changes from an "ineligible alien" to an "eligible alien," the student cannot be eligible for in-state tuition, via initial determination or reclassification, any earlier than one year following the student becoming an eligible alien; exceptions are possible if utilizing the domicile of a supporting parent, legal guardian, or spouse, in which case that individual must satisfy the one year of domicile.

3. **Change of Status:** There are occasions when a student will change from an eligible alien to an ineligible alien, often due to aging out of a derivative visa or becoming out of status. In such cases, the student remains eligible for in-state tuition for terms in which he was an eligible alien as of the first day of the term but must be assigned as an out-of-state student as of the term in which he is an ineligible alien on the first day of the term.
4. **Expiring Documents:** Individuals must be evaluated for domicile based on presentation of current, valid documentation of immigration status. If the document expires after the beginning of the term, the student can be evaluated for in-state tuition eligibility for duration of the term. If the document expired prior to the beginning of a term, the student may continue to be reviewed under the expired document upon furnishing proof of a pending application or petition to extend immigration status that was filed on or before the date the prior status was set to expire.

Article 3

Reclassification and Falsification of Information

Section 14. Reclassification.

A. Changes from out-of-state to in-state classification.

1. If a student is classified initially as out-of-state, it is the responsibility of the student thereafter to petition the responsible official for reclassification to in-state status if the student believes that subsequent changes in facts justify such a reclassification. The institution will not assume responsibility for initiating such an inquiry independently.
2. It is presumed that a student who is continuously enrolled into an institution as an out-of-state student remains in the Commonwealth primarily for educational purposes and not as a bona fide domiciliary. The student seeking status reclassification is required to rebut this presumption by clear and convincing evidence.
 - a. Actions taken that are considered auxiliary to the educational purpose are not sufficient to rebut the presumption.
 - b. If there is no break in enrollment, the institution may look for significant life actions such as, but not limited to, marriage to a Virginia domicile, change of legal status, or immediate family members moving into the Commonwealth.
3. The change in classification to in-state status shall be effective for the next academic semester or term following the date of the application for reclassification. No change to in-state status may be obtained by a student for an academic term that has begun before the date of the application for reclassification.

B. Changes from in-state to out-of-state classification.

1. If a student is classified initially as in-state, either the student or the institution thereafter may initiate a reclassification inquiry. It is the duty of the student to notify the institution of any changes of address or domiciliary status.
2. The institution may initiate the reclassification inquiry at any time after the occurrence of events or changes in facts which give rise to a reasonable doubt about the validity of the existing domiciliary classification.
3. A student who is eligible for in-state tuition as of the date of alleged entitlement is eligible for in-state tuition throughout that term.

C. Changes due to administrative errors.

1. Administrative errors may include documented communication announcing an incorrect domicile, actual misclassification, or incorrect tuition billing notices.
2. In the absence of fraud or knowingly providing false information, when a student receives an erroneous notice announcing the student to be, or treating the student as, eligible for in-state tuition, the student shall not be responsible for paying the out-of-state tuition differential for any enrolled semester or term commencing before the institution gives to the student written notice of the administrative error.

Section 15. Falsification of information.

A. Where an institution has erroneously classified a student as a Virginia domicile for tuition purposes resulting from the student's knowingly providing erroneous information in an attempt to evade payment of out-of-state fees, the application of the student is fraudulent.

B. An institution shall reexamine an application suspected as being fraudulent and redetermine domicile status. If warranted, the institution shall change the student's status retroactively to the beginning of the term for which a fraudulent application was filed. Such a retroactive change will make the student responsible for the out-of-state tuition differential for the enrolled or terms intervening between the fraudulent application and its discovery.

C. The student also may be subject to dismissal from the institution or other action as the institution deems proper. Due process procedures, as provided in Section 20 and Section 21, must be followed to dismiss the student and, if the student chooses, to appeal such action. Each institution should provide in their student catalogues, handbooks, etc., the standards of conduct and the procedures it follows when dismissing a student or canceling enrollment.

Section 16. Student responsibility to register under proper classification; responsibility for supplying information.

A. It is the student's responsibility to complete the appropriate application for domicile classification or other in-state tuition provision.

B. An applicant or enrolled student subject to either a classification or reclassification inquiry is responsible for supplying all pertinent information requested by the institution in connection with the tuition classification process by the institution's deadline. Failure to comply with such requests may result in one of the following consequences for the term in question and until eligibility is confirmed:

1. When the initial classification inquiry affects a prospective enrollee, the student shall be classified out-of-state for tuition purposes;
2. When the reclassification petition is initiated by the student to acquire a change from out-of-state to in-state status, the student shall continue to be classified as out-of-state for tuition purposes; or
3. When the reclassification inquiry anticipates a change from in-state to out-of-state status for tuition purposes, the student may be subjected to retroactive reclassification.

Section 17. Limitation on in-state tuition benefit.

A. First-time freshman students enrolled after August 1, 2006, at a public, baccalaureate degree-granting, institution of higher education in Virginia and who have established Virginia domicile, the entitlement to in-state tuition shall be modified to require the assessment of a surcharge for semesters exceeding 125 percent of degree requirements for a baccalaureate program.

1. For degree-seeking students, all courses taken for credit are included in the calculation, whether they specifically satisfy degree requirements or not, subject to the following conditions.
 - a. When determining which credit hours to include in the calculation, the institution shall implement the principles used to evaluate Satisfactory Academic Progress quantitative standards in compliance with Section 668 of the Federal Compilation of Student Financial Aid Regulations;
 - b. Excluded credits. In calculating the 125 percent credit hour threshold, the following courses and credit hours shall be excluded:
 - (1) Remedial courses;
 - (2) Transfer credits from another college or university that do not meet degree requirements for general education courses or the student's chosen program of study;
 - (3) Advanced placement or international baccalaureate credits that were obtained while in high school or another secondary school program; and
 - (4) Dual enrollment, college-level credits obtained by the student prior to receiving a high school diploma.
2. The surcharge shall be assessed for each term that the student continues to be enrolled after such student has completed 125 percent of the credit hours needed to satisfy the degree requirements for a specified undergraduate program.
 - a. The surcharge is applicable for all enrolled courses beginning with the term after the credit hour threshold has been reached.
 - b. As an example, if the student is in a 120-hour program and has completed 145 credit hours, there remains just five hours before meeting the credit hour threshold of 150 credit hours. However, if the student enrolls in more than five credit hours, the entire term is still charged at the standard in-state tuition rate because the student had not met the threshold prior to that term.

B. Notice to students.

1. The institution shall notify students of the 125 percent restriction on in-state tuition no later than the initial enrollment into a degree program. Notification may be in the college catalog, institution website, or within the in-state tuition notification letter and shall include a general description of the restriction.
2. In addition, the institution shall provide direct notification to all students during their senior year. Notification must be made directly to the student and may include electronic mail or regular mail and must include a description of the restriction, credits that are excluded, and the appeals process.

C. Waiver of the surcharge. Waivers involving circumstances not otherwise outlined in these guidelines shall be reviewed by the Council. The institution may waive the surcharge assessment for students who exceed the 125 percent credit hour threshold due to extenuating circumstances. The institution shall review all requests for waivers on a term-by-term basis. Waiver criteria that may be approved by the institution include:

1. Circumstances affecting student performance or completion of a term.
 - a. Long-term illness or disability occurring after initial matriculation,

- b. Death or long-term disability of an immediate family member, person providing financial support, or dependent,
 - c. Involuntary loss of student employment resulting in withdrawal from a term,
 - d. Active or reserve service in the armed forces of the United States or other state or national military mobilization,
 - e. Other state or national emergency, and
 - f. Service in AmeriCorps or Peace Corps.
2. Academic program decisions requiring additional courses.
- a. Double majors. The credit hour threshold is calculated based on the minimum hours required in order to complete a declared double-major as recognized by the institution. The double major must have been declared by no later than the academic year prior to the term in which the student exceeds the credit hour threshold.
 - b. Change of majors. Except in cases where the institution requires the change of major, this provision for a waiver is only applicable for a student's initial change of major – multiple changes by the student are not grounds for a waiver – and the change of major must have been declared by no later than the academic year prior to the term in which the student exceeds the credit hour threshold.
 - c. Second degree. The credit hour threshold is calculated based on the number of credit hours required to complete the second degree program. Credit hours from the first degree program that do not apply to degree requirements or electives of the second degree are excluded from the calculation. The second degree must have been declared by no later than the academic year prior to the term in which the student exceeds the credit hour threshold.

Part III

In-State Tuition for Military-Related Students

Section 18. Spouses and dependents of military member.

A. If a military dependent is unable to qualify for in-state tuition through a domicile review of the individual, parent, legal guardian, or spouse, he may be considered under the military dependent provision pursuant to § 23.1-505 of the Code of Virginia.

B. The Commonwealth's military dependent provision does not include a determination of domicile and as such the standard domicile analysis does not apply, including the gathering of standard documents for a domicile review. To verify eligibility for in-state tuition pursuant to this section, the student should provide documentation verifying each of the following:

1. The military member is active duty and has an assignment meeting one of the conditions under subsection C below. Such verification is typically obtained by a copy of military orders.
2. The student qualifies as a dependent of the military member under 37 USC 401, currently or as otherwise amended. Such verification can be made by a copy of the military dependent identification card. Note that the institution is not required to obtain this card though it has been deemed the best method of verification.

- a. The military has issued cautions against copying military identification cards; however, this practice is permissible when providing an institution verification of eligibility for government benefits, such as in-state tuition.
- b. Alternatively, an institution could obtain other evidence that the student meets the dependency requirement, such as income tax returns, marriage certificates, adoption papers, etc., as appropriate and if available.
- c. The military member meets the residency requirements under the appropriate provision detailed under subsection C below. Such verification can include any official document indicating the member's name, date, and address.

C. The qualifying military member shall be active duty personnel, or activated or temporarily mobilized reservists or temporarily mobilized guard members. These phrases mean essentially the same thing, an active duty member of the U.S Armed Forces; but acknowledge that a person might become activated out of the military reserve or a state national guard. Such military member must meet one of the following criteria:

- 1. Assigned to Virginia or contiguous jurisdiction, and reside within the geographic borders of the Commonwealth.
 - a. The member must be assigned permanent duty to a station or workplace in the Commonwealth of Virginia, the District of Columbia, or a state contiguous to Virginia (Maryland, West Virginia, Kentucky, Tennessee, and North Carolina).
 - (1) Includes permanent duty assignments to a station or workplace within the above regions even if temporarily assigned elsewhere, such as on a ship or to an area of conflict, as long as the military member remains assigned to a unit considered to have its home port/base located within the authorized regions.
 - (2) Does not include temporary duty assignments to stations or workplaces within these regions.
 - (3) Does not include permanent duty assignments to stations or workplaces outside of these regions.
 - b. Residence may include permanent housing such as home ownership or temporary housing such as base or rental. Military assigned and voluntary housing located outside of Virginia do not qualify. Temporary deployment of the military member does not disqualify the family members as long as a permanent residence is maintained in Virginia.
- 2. Assigned to a duty station on unaccompanied orders.
 - a. Immediately prior to receiving such unaccompanied orders, the military member must have been assigned to a permanent duty station or workplace geographically located in the Commonwealth of Virginia, the District of Columbia, or a contiguous state (Maryland, West Virginia, Kentucky, Tennessee, and North Carolina) subject to the conditions in subsection 1 a above.
 - b. Resided within the geographic borders of the Commonwealth, subject to the residency conditions in subsection 1 b above.
- 3. Assigned unaccompanied orders with the Commonwealth listed as the designated place move.

- a. The military member must have received military orders for unaccompanied orders.
- b. The orders must stipulate Virginia as the designated place for family members to reside. The family's residence may include permanent housing such as home ownership or temporary housing such as base or rental. A place move located outside the geographic borders of the Commonwealth, including a contiguous jurisdiction, does not qualify.

D. Application of military provision.

1. For purposes of this section the following definitions apply:

- a. "Date of alleged entitlement" means the date of admission or acceptance for dependents currently residing in the Commonwealth or the final add/drop date for dependents of members newly transferred to the Commonwealth. It is the intention that students who meet the eligibility criteria as of the date of admission or acceptance by the institution remain eligible for the benefit regardless of whether their military parent is subsequently reassigned prior to the first day of the term. Further, students whose families transfer into Virginia after the first day of the term but prior to the end of drop/add are also eligible if they otherwise meet all eligibility criteria. If the student meets the eligibility criteria during any one day of this defined period of time, the student is eligible for the benefit.
 - b. "Temporarily mobilized" means activated service for 180 days or more.
- 2. Dependents of qualifying military members shall be deemed as domiciled for resident educational benefits, including in-state tuition, financial assistance, and any other educational benefit reserved for eligible Virginia residents enrolled in an undergraduate or graduate program.**
- 3. Continued eligibility for resident educational benefits is based solely on continuous enrollment (at least one credit in consecutive fall/spring terms) and is not affected by any change of duty station or residence of the military service member.**
- a. Eligibility is not lost if the student does not enroll into a summer term.
 - b. Transfer students do not lose eligibility as long as they remain degree-seeking in consecutive terms at an accredited Virginia public or private institution.
 - c. Eligibility is maintained if the student is enrolled continuously from an undergraduate degree program to a graduate or professional degree program.
 - d. Continuous enrollment shall be recognized as at least one course for credit in consecutive terms, including dual enrollment but excluding summer.

E. Regaining eligibility. If a student breaks continuous enrollment by missing a fall or spring term, the student must meet all initial eligibility requirements upon reenrollment in order to regain eligibility under this provision.

F. Students eligible for in-state tuition by demonstration of domicile under Part II retain eligibility for the unique benefits listed in subsection D above, if they otherwise meet the eligibility criteria found in this section.

Section 19. Active-duty military members.

Eligibility for in-state tuition can be obtained by establishment of Virginia domicile while residing in Virginia as explained in Part II of this document.

1. To begin to establish domicile, an active-duty military member must reflect Virginia as the state of taxation on their Leave and Earning Statement.
2. Other objective indicators of domicile may include, but are not limited to, obtaining a driver's license, registering a motor vehicle, registering to vote, and showing that domicile has not been established in another state or country.
3. Once established, Virginia domicile is not lost when the military member leaves the Commonwealth pursuant to military orders, provided that the member retains Virginia as state of legal residence and does nothing inconsistent with the claim of Virginia domicile.
4. As specified in Section 3 B, active-duty military members residing in Virginia who voluntarily elect to establish Virginia as their permanent residence for domiciliary purposes, the requirement of one year shall be waived if all other conditions for establishing domicile are satisfied.

Part VII Administrative Process

Section 20. Institutional process.

A. A new student submitting their in-state tuition application after the start of the term would normally be classified as an out-of-state student. At its discretion and subject to its written policy, an institution may process an application for a new student received after the start of the term and, should the student be determined eligible for in-state tuition prior to the start of such term, shall classify the student as a resident for the term.

B. Public institutions of higher education in Virginia are required to establish the process for determining eligibility for in-state tuition. Each institution is required to have in place:

1. Written process and procedures readily available to students
 - a. Describing the application procedures and
 - b. Deadlines for submitting an application and, if necessary, subsequent appeals.
2. An appeals process which includes the following:
 - a. An intermediate review of the initial determination; and
 - b. A final administrative review including a decision in writing, clearly stated with explanation, and reached in accordance with the statute and this document. The letter should also clearly explain that the decision is final unless the student appeals it to the circuit court within 30 days after receiving the decision. The institution shall provide a copy of the decision to the student and obtain a legal signature confirming receipt of the decision.

C. A student seeking reclassification must begin at the initial level with the right to a subsequent intermediate and final review in accordance with subsection B above.

D. Either the intermediate review or the final administrative review shall be conducted by an appeals committee consisting of an odd number of members.

E. No person who serves on a committee at one level of the appeals process shall be eligible to serve on a committee at any other level of this review.

Section 21. Appeal to circuit court.

A. A student who is denied in-state tuition privileges by a final administrative decision may have the decision reviewed by the circuit court for the jurisdiction where the public institution is located. The student must file the petition for review of the final administrative decision within 30 days of receipt of the final decision. Each institution should record the date of the student's receipt of the determination by certified mail (return receipt).

B. Upon the filing of a petition for review with the court, and being noticed thereof, the institution shall:

1. Immediately advise legal counsel for the institution that a petition for review has been filed with the circuit court; and
2. Coordinate with legal counsel to file with the court a copy of this document, the application forms, all other documentary information considered by, or made available to, the institution, and the written decisions of the institution.

C. As provided by law, the court's function shall be only to determine whether the decision reached by the institution could reasonably be said, on the basis of the record, not to be arbitrary, capricious or otherwise contrary to law.

Part VIII Authority of the Guidelines

Section 22. Authorized by the Code of Virginia

A. These guidelines are authorized by the Code of Virginia, § 23.1-510, to ensure the application of uniform criteria in administering domicile determinations and determining eligibility for in-state tuition. Absent clear agency or legal counsel guidance to the contrary, institutions should administer such process consistent with this document.

B. Nothing herein is intended, nor shall be construed, to repeal or modify any provision of federal or state law.

Part IX Other Provisions for In-State or Reduced Tuition Rates

These guidelines address in-state tuition based on Virginia domiciliary residence or the military dependent deemed as Virginia domiciled provision. For a summary of the other provisions for reduced or in-state tuition that have not been assigned Council oversight, see the appropriate addendum to these guidelines; for guidance on interpreting or implementing these provisions, the institution should contact their legal counsel.

State Council of Higher Education for Virginia

ADDENDUM A

Descriptions and Domicile Eligibility Status for Various Categories of Aliens

Referenced in the Guidelines for Determining Domicile and Eligibility for In-State Tuition Rates

The following tables list the various types of legal status or documentation that an “alien” – a person who is not a United States citizen or national – might possess.

IMPORTANT:

A classification of “**Eligible**” means the document holder is eligible to establish domicile and the institution can proceed with the review. Unless otherwise indicated, the individual must be approved and current in the document in order to be reviewed under the document.

A classification of “**Ineligible**” means the document holder does not possess the legal ability to establish domicile in Virginia. Such individual is not eligible for in-state tuition via domicile review and cannot assume the domicile of another person.

NOTE: Due to the dynamic nature of immigration law, it is not possible to ensure every nuance of the immigration process in this Addendum. For domicile eligibility of any other classification, visa, or documentation not covered by this Addendum, contact SCHEV or immigration counsel for guidance.

Eligibility Classification	Document	Description	Government Information
Adjustment of Status Applicants			
Eligible	I-797 Receipt Notice	An alien who has, individually, filed an application for Adjustment of Status, as evidenced by an I-797 Receipt Notice, and the application remains pending with USCIS. Such individuals may be reviewed for domicile. Note that approved immigrant petitions - such as, but not limited to, the I-130 family-based petition, I-140 employment-based petition, or the various I-360 Special Immigrant petitions - required in advance of requesting adjustment of status do not by themselves qualify an individual to have the intent to remain.	
Asylees / Asylum			
Eligible	See text	Asylees are individuals who have been approved for asylum in the United States. Proof of asylum will include either a court order granting asylum, an I-94 card noting asylum, an asylum approval letter from an immigration office, or an Employment Authorization Document (I-766) showing category (a)(5). Such individuals may be reviewed for domicile. Pending asylum claims are not eligible for domicile review.	
Amnesty (Legalization) program			
Eligible	See text	Beneficiaries of various legalization programs in the 1980s and early 1990s will generally already be Lawful Permanent Residents. People who have not completed the Permanent Residence process will hold Forms I-	

688, I-688A, I-688B, or an Employment Authorization Document (I-766) showing category (a)(13). Such individuals may be reviewed for domicile.		
Compact of Free Association		
Eligible	See text	Citizens of Palau, Micronesia, and Marshall Islands may be admitted under the Compact to live, study, and work in the United States for an indefinite length of time. Evidence of such an admission will be in the form of an I-94 record showing CFA/FSM, CFA/MIS, or CFA/PAL or an Employment Authorization Document (I-766) showing category (a)(8). Such individuals may be reviewed for domicile.
Conditional Permanent Resident		
Eligible	I-551 Card or I-551 Stamp in Passport or Stamped Immigrant Visa in Passport or I-797 Receipt Notice if applicable	<ul style="list-style-type: none"> • A “conditional resident” is a Lawful Permanent Resident in every respect, except the initial card will be issued for two years. • “Conditional residents” will be those who obtained their Lawful Permanent Resident status based on a marriage entered into less than two years prior to the approval or based on an EB-5 investment. Marriage-based conditional residents are required to file an I-751 petition within 90 days prior to expiration of their conditional card. EB-5-based conditional residents are required to file an I-829 petition within 90 days prior to expiration of their conditional card. • The pending I-751 or I-829 will extend the person’s Lawful Permanent Resident Status for as long as the petitions remain pending, and the individual should present an I-797 receipt notice showing that they have petitioned to have the conditions lifted. • In these cases, the institution should assume that the conditional basis will be removed and analyze the alien as a lawful permanent resident; however, the institution should verify at the appropriate time that the conditional basis of the alien’s permanent resident status has in fact been removed. If permanent residence status is terminated by Immigration, the institution may reconsider the individual’s application for in-state status. <p>Such individuals may be reviewed for domicile.</p>
Deferred Action for Childhood Arrivals		
Eligible See notes	I-797 approval notice for Form I-821D or Employment Authorization Document with category (c)(33)	<p>Individuals who were previously out of status but granted Deferred Action for Childhood Arrivals can form domiciliary intent. Such individuals may be reviewed for domicile.</p> <p>Note that DACA students are in an unusual legal situation that permits domicile for purposes of securing in-state tuition but are ineligible to receive state grants.</p> <p>Virginia OAG guidance letter: April 29, 2014</p>
Parolees		
Ineligible	I-94 record showing parole entry	A parolee is an alien permitted to enter the United States absent ordinary documentation. Parole does not constitute a formal admission to the United States. Types of parolees include deferred inspection, advance

		parole, port-of-entry parole, humanitarian parole, and public interest parole. Such individuals are not eligible to be reviewed for domicile.	
Permanent Resident (See also Adjustment of Status Applicant)			
Eligible	I-551 Card or I-551 Stamp in Passport or Stamped Immigrant Visa in Passport	<ul style="list-style-type: none"> • A permanent resident has been granted the privilege of residing permanently in the United States as an immigrant in accordance with the immigration laws. • If the card has expired or the date stamp on the Immigrant Visa page is more than a year old, the individual should have either an I-797 Receipt Notice for I-90 (Application to Replace Permanent Resident Card) or an I-551 stamp in the passport. • Common codes associated with the card are EB5, SQ1, IR2, SL6, etc. These codes reflect the path to obtaining permanent residency; however, the individual is still reviewed under either Permanent Resident or Adjustment of Status Applicant. <p>Permanent Residents may be reviewed for domicile.</p>	
Refugees			
Eligible	Passport and I-94 with refugee designation or EAD with (a)(3) or (a)(4) category	Refugees are generally admitted into the United States for an indefinite period of time without domiciliary restriction. A refugee carries a passport or I-94 endorsed to show refugee status. Refugee status is indefinite even though some of the I-94s may show an expiration date. Such individuals may be reviewed for domicile.	
Temporary Protected Status			
Eligible	I-797 Approval Notice w/valid date or EAD with (a)(12) category	<ul style="list-style-type: none"> • An alien who is a national of a foreign state designated for Temporary Protected Status (TPS) by the United States government. • While in TPS, the United States shall not remove the alien from the United States during the period in which such status is in effect. The person is provided official government documentation indicating TPS approval. • Person must re-register within 60 days of country being re-designated for TPS; otherwise reverts to status prior to TPS approval (unless expired). • TPS approval supersedes a current F-1 visa for domicile purposes. <p>Such individuals may be reviewed for domicile.</p>	INA Section 244 8 CFR 244
Undocumented			
Ineligible	Absence of valid current legal status	<ul style="list-style-type: none"> • An “undocumented alien” is one who (i) entered the United States without inspection; (ii) is the subject of exclusion or deportation proceedings; or (iii) was admitted as a nonimmigrant and has failed to maintain the nonimmigrant status in which the alien was admitted or to which it was changed under or to comply with the conditions of any status. • Though each carries its own nuance, the following phrases are considered equivalent for purposes of determining eligibility to establish domicile: “illegal alien,” “alien without legal status,” “alien unlawfully present,” and “alien out of status.” 	

Such individuals are not eligible to be reviewed for domicile.			
Withholding of Removal			
Eligible	EAD with (a)(10) Or immigration court order	The Attorney General may withhold removal of “an alien to a country if the Attorney General decides that the alien's life or freedom would be threatened in that country because of the alien's race, religion, nationality, membership in a particular social group, or political opinion.” “The law forbids the deportation or removal of such alien.” Such individuals may be reviewed for domicile.	INA §241(b)(3)(A) 8 CFR 241(b)(3)(A) 8CFR274a.12(a)(10)

Nonimmigrant Classifications and Visas

All nonimmigrant visas below must be verified via an I-94 Record or an I-797 Approval Notice.

The document showing the individual's admission status is the Arrival-Departure Record (Form I-94). This form normally contains the nonimmigrant visa category under which the alien is admitted and an expiration date. The I-797 Notice will contain the same information, and the later-dated document is controlling.

Though each of the following classifications is technically nonimmigrant and usually carries an expiration date, Congress does allow some to legally have the intent to remain in the United States indefinitely and, therefore, establish domicile.

To find a current list of nonimmigrant classes, go to:
<https://fam.state.gov/FAM/FAM.aspx?ID=09FAM>

IMPORTANT:

A classification of “**Eligible**” means the status holder is eligible to establish domicile and the institution can proceed with the review. Unless otherwise indicated, the individual must be approved and current in the visa or status in order to be reviewed under the visa or status.

A classification of “**Ineligible**” means the status holder does not possess the legal ability to establish domicile in Virginia. Such individual is not eligible for in-state tuition via domicile review and cannot assume the domicile of another individual.

NOTE: Due to the dynamic nature of immigration law, it is not possible to ensure every nuance of the immigration process in this Addendum. For the domicile eligibility status of any other Alien classification, visa, or documentation not covered by this Addendum, contact SCHEV or immigration counsel for guidance.

Visa	Eligibility Classification	Description	Government Information
Foreign Government Officials			
A-1	Eligible	Ambassador, public minister, career, diplomatic or consular officer who has been accredited by a foreign government recognized de jure by the United States and who is accepted by the President or by the Secretary of State, and the members of the alien's immediate family. Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(A)(i) 8 CFR 214.2(a)
A-2	Eligible	Other foreign government officials or employees who have been accredited by a foreign government recognized de jure by the United States, who are accepted by the Secretary of State, and members of their immediate family. Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(A)(ii) 8 CFR 214.2(a)
A-3	Eligible	Attendants, servants, or personal employees of A-1 and A-2, and members of their immediate family. Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(A)(iii) 8 CFR 214.2(a)
Visitors			
B-1 B-2 BBBCV	Ineligible	An alien having a residence in a foreign country which there is no intention of abandoning and who is visiting the United States temporarily for business or temporarily for pleasure. Such individuals are not eligible to be reviewed for domicile.	INA Section 101(a)(15)(B) 8 CFR 214.2(b)
Allens in Transit			
C-1 C-1D	Ineligible	An alien in immediate and continuous transit through the United States, or an alien who qualifies as a person entitled to	INA Section 101(a)(15)(C)

C-2		pass in transit to and from the United Nations Headquarters	212(d)(8)
C-3		District and foreign countries.	
C-4		Such individuals are not eligible to be reviewed for domicile.	8 CFR 214.2(c)
CNMI-Only Transitional Worker			
CW 1	Ineligible	Transitional worker from Commonwealth of the Northern Mariana Islands.	8 CFR 214.2(w)
CW 2		Such individuals are not eligible to be reviewed for domicile.	
Crewmen			
D-1	Ineligible	An alien crewman serving in good faith as such in a capacity required for normal operation and service on board a vessel, or aircraft, who intends to enter temporarily and solely in pursuit of the calling as a crewman and to depart from the United States with the vessel or aircraft on which arrived or some other vessel or aircraft.	INA section 101(a)(15)(D)
D-2		Such individuals are not eligible to be reviewed for domicile.	8 CFR 214.2(d)
Treaty Traders and Treaty Investors			
E-1	Eligible	An alien entitled to enter the United States under and in pursuance of the provisions of a treaty of commerce and navigation between the United States and the foreign state of which the alien is a national, and the accompanying spouse and children of any such alien.	INA Section 101(a)(15)(E)(i)
E-2		Such individuals may be reviewed for domicile.	101(a)(15)(E)(ii) 8 CFR 214.2(e)(1) 8 CFR 214.2(e)(2)
E-3	Eligible	An alien entitled to enter the United States solely to perform services in a specialty occupation in the United States if the alien is a national of the Commonwealth of Australia.	INA Section 101(a)(15)(E)(iii)
		Such individuals may be reviewed for domicile.	8 CFR 214.2(e)(3)
Academic Students			
F-1	Ineligible	An alien having a residence in a foreign country which there is no intention of abandoning, who is a bona fide student qualified to pursue a full course of study and who seeks to enter the United States temporarily and solely for the purpose of pursuing such a course of study at an established college, university, seminary, conservatory, academic high school, elementary school, or other academic institution or in a language training program in the United States.	INA Section 101(a)(15)(F)(i)
		Such individuals are not eligible to be reviewed for domicile.	8 CFR 214.2(f)
F-2	Ineligible	The alien spouse and minor children of any F-1 alien.	INA Section 101(a)(15)(F)(ii)
		Such individuals are not eligible to be reviewed for domicile.	8 CFR 214.2(f)
Foreign Government Officials to International Organizations			
G-1	Eligible	A designated principal resident representative of a foreign government recognized de jure by the United States, which foreign government is a member of an international organization under the International organizations Immunities Act (59 Stat. 669) 22 U.S.C. 288, note, accredited resident members of the staff of such representatives, and immediate family members.	INA Section 101(a)(15)(G)(i)
		Such individuals may be reviewed for domicile.	8 CFR 214.2(g)
G-2	Ineligible	Other accredited representatives of such a foreign government to such international organizations, and the members of their immediate family.	INA Section 101(a)(15)(G)(ii)
		Such individuals are not eligible to be reviewed for domicile.	8 CFR 214.2(e)(1)

G-3	Eligible	An alien able to qualify under G-1 or G-2 above except for the fact that the government of which such alien is an accredited representative is not recognized de jure by the United States, or that the government of which the alien is an accredited representative is not a member of such international organization, and the immediate family members. Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(G)(iii) 8 CFR 214.2(g)
G-4	Eligible	Officers, or employees of such international organizations, and the members of their immediate family. Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(G)(iv) 8 CFR 214.2(g)
G-5	Eligible	Attendants, servants, and personal employees of any such representative, officer, or employee, and the members of the immediate families of such attendants, servants, and personal employees. Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(G)(v) 8 CFR 214.2(g)
Temporary Workers			
H-1B	Eligible	An alien who is coming temporarily to the United States to perform services in a specialty occupation or other qualifying occupation. Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(H)(i)(b) 8 CFR 214.2(h)(4)
H-1B1	Ineligible	Workers from Chile and Singapore. Relevant trade agreements require them to enter "without the intent to establish permanent residence." Such individuals are not eligible to be reviewed for domicile.	
H-1C	Ineligible	Nurses going to work for up to three years in health professional shortage areas. Such individuals are not eligible to be reviewed for domicile.	INA Section 101(a)(15)(H)(i)(c) 8 CFR 214.2(h)(3)
H-2A	Ineligible	An alien having a residence in a foreign country which there is no intention of abandoning who is coming temporarily to the United States to perform agricultural labor or services. Such individuals are not eligible to be reviewed for domicile.	INA Section 101(a)(15)(H)(ii)(a) 8 CFR 214.2(h)(5)
H-2B	Ineligible	An alien having a residence in a foreign country which there is no intention of abandoning who is coming temporarily to the United States to perform other temporary service or labor. Such individuals are not eligible to be reviewed for domicile.	INA Section 101(a)(15)(H)(ii)(b) 8 CFR 214.2(h)(6)
H-3	Ineligible	An alien having a residence in a foreign country which there is no intention of abandoning who is coming temporarily to the United States as a trainee. Such individuals are not eligible to be reviewed for domicile.	INA Section 101(a)(15)(H)(iii) 8 CFR 214.2(h)(7)
H-4	Eligible	The alien spouse or minor child of an H-1B visa holder. Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(H)(iv) 8 CFR 214.2(h)(9)(iv)
H-4	Ineligible	Spouse or child of H-1B1, H-2A, H-2B, or H-3 alien. Such individuals are not eligible to be reviewed for domicile.	INA Section 101(a)(15)(H)(iv) 8 CFR 214.2(h)(9)(iv)
Foreign Media Representatives			
I	Eligible	An alien who is a bona fide representative of foreign press, radio, film, or other foreign information media, who seeks to	INA Section 101(a)(15)(I)

		enter the United States solely to engage in such vocation. The spouse and children accompanying or following such a representative. Such individuals may be reviewed for domicile.	8 CFR 214.2(i) Dept. of State: Revalidation of "I" Journalist Visas
Exchange Visitors			
J-1	Ineligible	An alien having a residence in a foreign country which he has no intention of abandoning who is a bona fide individual, scholar, trainee, teacher, professor, research assistant, specialist, or leader in a field of specialized knowledge or skill, or other person of similar description, who is coming temporarily to the United States as a participant in an approved program for the purpose of teaching, instructing or lecturing, studying, observing, conducting research, consulting, demonstrating special skills, or receiving training. Such individuals are not eligible to be reviewed for domicile.	INA Section 101(a)(15)(J)(i) 8 CFR 214.2(j)
J-2	Ineligible	The spouse or minor child accompanying or following any such alien. Such individuals are not eligible to be reviewed for domicile.	INA Section 101(a)(15)(J)(i) 8 CFR 214.2(j)
Fiancé(e) or Spouse of US Citizen			
K-1	Eligible	The fiancée or fiancé of a citizen of the United States and who seeks to enter the United States solely to conclude a valid marriage with the petitioner within ninety (90) days after admission. Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(K) 8 CFR 214.2(k)
K-2	Eligible	The minor child of a K-1 or K-2 visa holder who is accompanying, or following to join, the alien. Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(K)(ii) 8 CFR 214.2(k)
K-3	Eligible	An alien spouse of a citizen who is the beneficiary of a petition to accord immigrant status and seeks to enter the United States to await the approval of such petition. Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(K) 8 CFR 214.2(k)
Intracompany Transferee			
L-1A L-1B	Eligible	An alien who, within 3 years preceding the time of application for admission into the United States, has been employed continuously for one year by a firm or corporation or other legal entity or an affiliate or subsidiary thereof and who seeks to enter the United States temporarily in order to continue to render services to the same employer or a subsidiary or affiliate thereof in a capacity that is managerial, executive, or involves specialized knowledge. Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(L) 8 CFR 214.2(l)
L-2	Eligible	The alien spouse and minor children accompanying or following an L-1A or L-1B visa holder. Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(L) 8 CFR 214.2(l)
Vocational and Language Students			
M-1	Ineligible	An alien having a residence in a foreign country which there is no intention of abandoning who seeks to enter the United States temporarily and solely for the purpose of pursuing a full	INA Section 101(a)(15)(M)(i) 8 CFR 214.2(m)

		course of study at an established vocational or other recognized nonacademic institution. Such individuals are not eligible to be reviewed for domicile.	
M-2	Ineligible	An alien spouse or minor child accompanying or following an M-1 visa holder. Such individuals are not eligible to be reviewed for domicile.	INA Section 101(a)(15)(M)(ii) 8 CFR 214.2(m)
M-3	Ineligible	An alien who is a national of Canada or Mexico, who maintains actual residence and place of abode in the country of nationality, who is described in M-1 above except that the alien's course of study may be full- or part-time, and who commutes to the United States institution or place of study from Canada or Mexico. Such individuals are not eligible to be reviewed for domicile.	INA Section 101(a)(15)(M)(iii) 8 CFR 214.2(m)
Certain Parents and Children of Special Immigrants			
N-1	Ineligible	An alien parent of an alien accorded the status of special immigrant. Such individuals are not eligible to be reviewed for domicile.	
N-2	Ineligible	An alien child of such parent or of an alien accorded the status of a special immigrant. Such individuals are not eligible to be reviewed for domicile.	
N-8	Eligible	Parent of alien classified SK-3 "Special Immigrant" Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(N)(i)
N-9	Eligible	Child of N-8, SK-1, SK-2, or SK-4 "Special Immigrant" Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(N)(ii) through (iv)
North American Free Trade Agreement			
NAFTA		See TN, below	
North Atlantic Treaty Organization			
Ineligibility for in-state tuition relates to the Status of Forces Agreement stating that members of the force "shall not be considered as acquiring any right to permanent residence or domicile in the receiving state [the United States in this instance];" therefore, domicile is not possible for NATO 1-5 and NATO 7, but domicile is permissible for NATO 6 because they are civilians and not subject to this provision.			
NATO1	Ineligible	Principal Permanent Representative of Member State to NATO and resident members of official staff or immediate family. Such individuals are not eligible to be reviewed for domicile.	Not included in the INA Article 12, 5 US Treaties 1094 Article 20, 5 US Treaties 1098 8 CFR 214.2(s)
NATO2	Ineligible	Other representatives of member State; Dependents of Member of a Force entering in accordance with the provisions of NATO Status-of-Forces agreement; Members of such a Force if issued visas. Such individuals are not eligible to be reviewed for domicile.	Article 13, 5 US Treaties 1094 Article 1, 4 US Treaties 1794 Article 3, 4 US Treaties 1796 8 CFR 214.2(s)
NATO3	Ineligible	Official clerical staff accompanying Representative of Member State to NATO or immediate family. Such individuals are not eligible to be reviewed for domicile.	Article 14, 5 US Treaties 1096 8 CFR 214.2(s)

NATO4	Ineligible	Official of NATO other than those qualified as NATO-1 and immediate family. Such individuals are not eligible to be reviewed for domicile.	Article 18, 5 US Treaties 1096 8 CFR 214.2(s)
NATO5	Ineligible	Expert other than NATO officials qualified under NATO-4, employed on behalf of NATO and immediate family. Such individuals are not eligible to be reviewed for domicile.	Article 21, 5 US Treaties 1100 8 CFR 214.2(s)
NATO6	Eligible	Member of civilian component who is either accompanying a Force entering in accordance with the provisions of the NATO Status-of-Forces agreement or attached to an Allied headquarters under the protocol of the Status of International Military headquarters set up pursuant to the North Atlantic Treaty; and their dependents. These persons are eligible for special immigrant status that allows them to adjust to permanent resident. This implied dual intent provides eligibility for domicile review. Such individuals may be reviewed for domicile.	Article 1, 4 US Treaties 1794 Article 3, 5 US Treaties 877 8 CFR 214.2(s)
NATO7	Ineligible	Servant or personal employee of NATO-1, NATO-2, NATO-3, NATO-4, NATO-5, NATO-6, or immediate family. Such individuals are not eligible to be reviewed for domicile.	Articles 12-20, 5 US Treaties 1094 – 1098 8 CFR 214.2(s) 8 CFR 42.32(d)(5)
Workers with Extraordinary Abilities			
O-1	Eligible	An alien with extraordinary ability in the sciences, arts, education, business, or athletics which has been demonstrated by sustained national or international acclaim who seeks to enter the United States to continue work in the area of extraordinary ability. Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(O)(i) 8 CFR 214.2(o)(1), 8 CFR 214.2(o)(2), 8 CFR 214.2(o)(3)
O-2	Ineligible	An alien who seeks to enter the United States temporarily and solely for the purpose of accompanying and assisting in the artistic or athletic performances by an O-1 visa holder. Such individuals are not eligible to be reviewed for domicile.	INA Section 101(a)(15)(O)(ii) 8 CFR 214.2(o)(4)
O-3	Eligible	The alien spouse or child accompanying or following an O-1 visa holder. Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(O)(iii) 8 CFR 214.2(o)(5)
O-3	Ineligible	The alien spouse or child accompanying or following an O-2 visa holder. Such individuals are not eligible to be reviewed for domicile.	INA Section 101(a)(15)(O)(iii) 8 CFR 214.2(o)(5)
Athletes and Entertainers			
P-1	Ineligible	An alien who seeks to enter the United States to perform as an artist or entertainer, individually or as part of a group, or is an integral part of the performance of such a group. Such individuals are not eligible to be reviewed for domicile.	INA Section 101(a)(15)(P)(i) 8 CFR 214.2(p)(4)
P-2	Ineligible	An alien who seeks to enter the United States temporarily and solely for the purpose of performing as such an artist or entertainer or with such a group under a reciprocal exchange program. Such individuals are not eligible to be reviewed for domicile.	INA Section 101(a)(15)(P)(ii) 8 CFR 214.2(p)(5)

P-3	Ineligible	An alien who seeks to enter the United States temporarily and solely to perform, teach, or coach as such as artist or entertainer or with such a group under a commercial program that is culturally unique. Such individuals are not eligible to be reviewed for domicile.	INA Section 101(a)(15)(P)(iii) 8 CFR 214.2(p)(6)
P-4	Ineligible	The alien spouse or child of a P-1, P-2, or P-3 visa holder who is accompanying or following to join the alien. Such individuals are not eligible to be reviewed for domicile.	INA Section 101(a)(15)(P)(iv) 8 CFR 214.2(p)(8)(iii)(D)
International Cultural Exchange Visitors			
Q-1	Ineligible	An alien having a residence in a foreign country which there is no intention of abandoning who is coming temporarily (for a period not to exceed 15 months) to the United States as a participant in an international cultural exchange program approved by the Secretary of Homeland Security for the purpose of providing practical training, employment, and the sharing of the history, culture, and traditions of the country of the alien's nationality and who will be employed under the same wages and working conditions as domestic workers. Such individuals are not eligible to be reviewed for domicile.	INA Section 101(a)(15)(Q)(i) 8 CFR 214.2(q)
Q-2	Ineligible	An alien having a residence in a foreign country which there is no intention of abandoning who is an alien citizen of the United Kingdom or the Republic of Ireland, 21 to 35 years of age, unemployed for not less than 12 months, and having a residence for not less than 18 months in Northern Ireland, or the counties of Louth, Monaghan, Cavan, Leitrim, Sligo, and Donegal within the Republic of Ireland, which the alien has no intention of abandoning who is coming temporarily (for a period not to exceed 24 months) to the United States as a participant in a cultural and training program approved by the Secretary of State and the Secretary of Homeland Security under section 2(a) of the Irish Peace Process Cultural and Training Program Act of 1998 for the purpose of providing practical training, employment, and the experience of coexistence and conflict resolution in a diverse society. Such individuals are not eligible to be reviewed for domicile.	Walsh Visa Program INA Section 101(a)(15)(Q)(ii)(I) 8 CFR 214.2(q)(15)
Q-3	Ineligible	The alien spouse or minor child who is accompanying or following a Q-1 or Q-2 visa holder. Such individuals are not eligible to be reviewed for domicile.	INA Section 101(a)(15)(Q)(ii)(II) 8 CFR 214.2(q)(15)
Religious Workers			
R-1	Eligible	An alien who for the two years immediately preceding the time of application for admission, has been a member of a religious denomination having a bona fide nonprofit, religious organization in the United States. Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(R) 8 CFR 214.2(r)
R-2	Eligible	The alien spouse or child of the R-2 alien if accompanying or following to join the alien. Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(R) 8 CFR 214.2(r)
Witness or Informant			

S-1	Ineligible	Person in possession of critical reliable information concerning a criminal organization or enterprise who is willing to supply or has supplied such information to federal or state law enforcement authorities or court and whose presence in the United States the Attorney General determines is essential to the success of an authorized criminal investigation or prosecution. Such individuals are not eligible to be reviewed for domicile.	
S-2	Ineligible	Persons who both the Secretary of State and the Attorney General jointly determine: a. is in possession of critical reliable information concerning a terrorist organization, enterprise or operation; b. is willing or has supplied such information to federal law enforcement authorities or federal court; c. will be or has been placed in danger as a result of providing such information; and d. is eligible to receive an award under 22 U.S.C. §2708(a). Such individuals are not eligible to be reviewed for domicile.	
S-5	Ineligible	Informant of criminal organization information. Such individuals are not eligible to be reviewed for domicile.	INA Section 101(a)(15)(S)(i)
S-6	Ineligible	Informant of terrorism information. Such individuals are not eligible to be reviewed for domicile.	INA Section 101(a)(15)(S)(ii)
S-7	Ineligible	An alien spouse, married or unmarried son or daughter, or parent of an alien witness or informant. Such individuals are not eligible to be reviewed for domicile.	INA Section 101(a)(15)(S)(ii)
Victims of a Severe Form of Trafficking in Persons			
Victims of Trafficking & Violence Protection Act of 2000			
T-1	Eligible	An alien who is or has been a victim of a severe form of trafficking in persons. Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(T)(i) 8 CFR 214.11
T-2 T-3 T-4 T-5 T-6	Eligible	An alien spouse, child, unmarried sibling under 18 years of age or parent of a T-1 visa holder. Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(T)(ii) 8 CFR 214.11(o)
North American Free Trade Agreement (NAFTA)			
TN	Ineligible	A Canadian or Mexican alien who seeks temporary entry into the United States to work in a TN-designated occupation. The alien must satisfy the inspecting immigration officer that the proposed stay is temporary. Such individuals are not eligible to be reviewed for domicile.	INA Section 214(e)(2) 8 CFR 214.6 Canadians: 8 CFR 214.6(d) Mexicans: 8 CFR 214.6(e)
TD	Ineligible	The alien spouse or minor child of a TN visa holder who seeks to enter to accompany or follow to join the alien. Such individuals are not eligible to be reviewed for domicile.	INA Section 214(e)(2) 8 CFR 214.6(j)
Transit Without Visa			
TWOV	Ineligible	Passenger of ship, airplane, or other vessel entering US port. Such individuals are not eligible to be reviewed for domicile.	INA Sections 212(d)(3) and 212(d)(5) 8 CFR 212.1(f)

TWOV	Ineligible	Crew of ship, airplane, or other vessel entering US port. Such individuals are not eligible to be reviewed for domicile.	INA Sections 212(d)(3) and 212(d)(5) 8 CFR 212.1(f)
Victims of Certain Crimes			
U-1	Eligible	An alien who has suffered substantial physical or mental abuse as a result of having been a victim of criminal activity; or possess information about criminal activity, or has been/could be helpful to law enforcement officials. Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(U)
U-2	Eligible	The alien spouse, child, unmarried sibling under 18 yrs of age or parent accompanying or following the U-1 visa holder. Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(U)
U-3	Eligible	The alien child accompanying or following the U-1 visa holder. Such individuals may be reviewed for domicile.	
U-4	Eligible	Parents of U-1 victim of rape, torture, or domestic abuse. Such individuals may be reviewed for domicile.	8 CFR 214.14
U-5	Eligible	Dependents of parents of U-1	8 CFR 214.14
Deferred Action for U visa	Eligible	Individuals eligible for the U-visa but not granted the document due solely to the annual cap on the numbers of visas granted are issued a "deferred action" which does permit domicile. Such individuals may be reviewed for domicile.	Legal Guidance
Visa Waiver Program			
VWP	Ineligible	Due to reciprocity agreements, the United States allows citizens from some countries to enter the country for business or pleasure without a visa. (e.g. Canada, Sweden, and others). Such individuals are not eligible to be reviewed for domicile.	Visa Waiver Program (Immigration.gov) Visa Waiver Program (Dept. of State)
Certain Second Preference Beneficiaries (Dept. of State: The New K and V Visas)			
V-1	Eligible	Spouse of a Legal Permanent Resident (LPR) who is the principal beneficiary of a family-based petition (Form I-130) which was filed prior to December 21, 2000, and has been pending for at least three years. Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(V) 8 CFR 214.15
V-2	Eligible	Child of an LPR who is the principal beneficiary of a family-based visa petition (Form I-130) that was filed prior to December 21, 2000, and has been pending for at least three years. Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(V) 8 CFR 214.15
V-3	Eligible	The derivative child of a V-1 or V-2. Such individuals may be reviewed for domicile.	INA Section 101(a)(15)(V) 8 CFR 214.15

State Council of Higher Education for Virginia

ADDENDUM C

Summary of In-State or Reduced Tuition Provisions

Referenced in the Guidelines for Determining Domicile and Eligibility for In-State Tuition Rates

This addendum provides a summary of the current provisions for in-state and reduced tuition rates other than domiciliary residence or the deemed as Virginia provision. Since SCHEV has not been assigned specific oversight of these provisions, the institution should contact their legal counsel for specific answers to questions concerning eligibility. This addendum serves solely to provide a summary of previous guidance.

Unless otherwise noted, eligibility under these provisions:

1. Ceases at such time as any of the conditions are no longer met; however, eligibility for in-state tuition may continue via another provision or if domicile has been established.
2. Confers in-state or reduces tuition rates but does not affirm domicile as required for consideration for state financial assistance.
3. Does not extend to other individuals, including spouse or dependents.

It is the student's responsibility to timely notify the institution of eligibility under one of these provisions and to provide supporting evidence. Institutions should refer to the relevant provisions of the Code of Virginia.

Reduced or In-state Tuition Provisions

Section 01. Definitions.

The following words and terms when used in this document shall have the following meanings, unless the context clearly indicates otherwise:

"FTE" means a full-time equivalent student, a statistic derived from the student-credit hour productivity of an institution.

"Full-time employment" means employment resulting in at least an annual earned income equivalent to 50 work weeks of 40 hours at the federal minimum wage (50 X 40 X current minimum wage), the wages for which are reported for income tax purposes.

"Special arrangement contract" or "contract" means a written contract between a Virginia employer or the authorities controlling a federal installation or agency located in Virginia and a public institution of higher education for reduced tuition charges.

"Surviving spouse" means the spouse of a military service member who, was killed in action, became missing in action, or became a prisoner of war while serving as an active duty member in the Armed Forces of the United States, Reserves of the Armed Forces of the United States, or Virginia National Guard, during military operations against terrorism, on a peacekeeping mission, or as a result of a terrorist act, or in any armed conflict.

"Veteran" means an individual who has served on active duty in the Armed Forces of the United States and who was discharged or released from such service under conditions other than dishonorable (see definition of "active-duty military").

"Virginia employer" means entities, including corporations, partnerships, or sole proprietorships, organized under the laws of Virginia, or having income from Virginia sources. Also included are public or nonprofit organizations authorized to operate in Virginia.

Section 02. In-state tuition for military personnel.

Pursuant to § 23.1-506.A.3 of the Code of Virginia, certain military personnel are eligible for the in-state tuition rate despite not being domiciled in Virginia. To be eligible, the student must be:

1. An active-duty military member, an activated guard or reservist member, or a guard or reservist member mobilized or on temporary active orders for 180 days or more, and
2. Residing in Virginia. Such residence may include base, rental, or other temporary housing. Temporary deployment away from Virginia does not disqualify the member as long as a residence is maintained in Virginia.

Section 03. In-state tuition for veterans.

Pursuant to § 23.1-506.A.4 of the Code of Virginia, certain veterans are eligible for the in-state tuition rate despite not being domiciled in Virginia. To be eligible, the student must:

1. Meet the definition of a "veteran" under Virginia domicile law, verified by obtaining a copy of the student's DD-214 indicating length of active service greater than zero days, a separation date, and characterization of service of other than "dishonorable," and
2. Demonstrate physical residence within the geographic territory of the Commonwealth of Virginia during the period of enrollment. The student cannot be commuting to class from outside of Virginia or be enrolled online while residing outside of the Commonwealth.

Section 04. In-state tuition for surviving spouses.

Pursuant to § 23.1-506.A.5 of the Code of Virginia, surviving spouses are eligible for the in-state tuition rate despite not being domiciled in Virginia. To be eligible, the student must meet the following criteria:

1. Be a surviving spouse as defined under Virginia law; verification of this status can be achieved by the student providing either:
 - a. Proof of payment from Office of Servicemember's Group Life Insurance (OSGU) (1-800-419-1473), or
 - b. Copy of the DD-1300 "Report of Casualty" (<http://www.archives.gov/veterans/>) and marriage certificate.
2. Demonstrate physical residence within the geographic territory of the Commonwealth of Virginia during the period of enrollment. The student cannot be commuting to class from outside of Virginia or be enrolled online while residing outside of the Commonwealth.

Section 05. In-state tuition for persons employed in and paying taxes to Virginia.

A. Pursuant to § 23.1-506.A.1 of the Code of Virginia, a student who resides outside of Virginia but who works full time in the Commonwealth may be eligible for in-state tuition provided that the student:

1. Is domiciled and maintains a physical residence in a jurisdiction other than Virginia,
2. Physically commutes on a daily or weekly basis to a worksite in Virginia from a residence outside of Virginia;
3. Was employed full time within the Commonwealth during the one-year period immediately prior to the date of alleged entitlement for which reduced tuition is sought; and
4. Paid Virginia individual income taxes on all taxable income earned in Virginia during the tax year prior to the date of alleged entitlement. (Virginia has tax reciprocity agreements with select jurisdictions; this means that an individual's income taxes earned in Virginia are returned to their home state. If the student's home state has entered into an agreement with Virginia, the student is not eligible under this provision. (As of May 2017, jurisdictions having tax reciprocity agreements with Virginia are the District of Columbia, Kentucky, Maryland, Pennsylvania, and West Virginia.)

B. Pursuant to § 23.1-506.A.2 of the Code of Virginia, a student claimed as a dependent for federal and Virginia income tax purposes who resides outside of Virginia may be eligible for in-state tuition provided that the parent claiming the student as a dependent:

1. Is domiciled and maintains a physical residence in a jurisdiction other than Virginia,
2. Physically commutes on a daily or weekly basis to a worksite in Virginia from a residence outside of Virginia;
3. Was employed full time within the Commonwealth during the one-year period immediately prior to the date of alleged entitlement for which reduced tuition is sought; and
4. Paid Virginia individual income taxes on all taxable income earned in Virginia during the tax year prior to the date of alleged entitlement. (Virginia has tax reciprocity agreements with select jurisdictions; this means that an individual's income taxes earned in Virginia are returned to their home state. If the student's home state has entered into an agreement with Virginia, the student is not eligible under this provision. (As of May 2017, jurisdictions having tax reciprocity agreements with Virginia are the District of Columbia, Kentucky, Maryland, Pennsylvania, and West Virginia.)

Section 06. Reduced tuition under Special Arrangement Contracts.

A. Pursuant to § 23.1-508 of the Code of Virginia, students not domiciled in Virginia but employed by a Virginia employer, including federal agencies located in Virginia, may qualify for reduced tuition rates if the employer assumes the full liability of paying the tuition of these employees to the legal limit allowable through a Special Arrangement Contract (SAC) with the institution.

B. Instruction may be provided in groups or on an individual basis on or off campus. (Group instruction is a collection of individuals enrolled for a given course.)

C. This document applies to all higher education instruction, including credit, noncredit, audit, and/or degree programs.

D. The public institution must have a current contract with the employer in order for the student to qualify for reduced tuition charges.

1. The employer must assume the liability for the total tuition charges of its employee unless limited by federal law in which case the employee is responsible for the remaining portion.
2. The tuition charged to the employer shall be at least equal to in-state tuition fees, but the public institution of higher education may specify tuition charges in the contract that are greater than in-state tuition charges but less than out-of-state charges.

E. The public institution of higher education wishing to enter into a contract shall:

1. Negotiate with the employer or federal authority a contract specifying the term of the contract (not to exceed two years) and the amount of tuition to be charged to the employer.
2. Forward the proposed contract to the Office of the Attorney General for review of legal sufficiency prior to signing.
3. Annually report all special arrangement activities to the Council.
4. Specify for any contract with federal authorities for on-campus instruction the number of FTE students to be enrolled at the contract rate.

F. Virginia employers and federal agencies or installations located in Virginia, including all branches of the U.S. military, may enter contracts and may receive in-state tuition for their employees if the employee:

1. Has a primary work-site in Virginia; meaning, the employee works on a day-to-day basis at a location physically in the Commonwealth of Virginia or
2. Is ordered to a station, military base, or office located in the Commonwealth, even if the individual's primary work-site is located outside Virginia.

G. Independent of a contract, the employee must have their domicile determined by the public institution of higher education. Employees covered by contracts also must be included in all enrollment reports according to domicile, as is any other student. The institution shall report those students who meet the domicile requirements as in-state students and those students who do not meet the domicile requirements but are eligible for in-state tuition under this section as out-of-state students.

Section 07. In-state tuition for other nonresidents.

A. The Code of Virginia provides in § 23.1-506B that the governing boards of any state institution may charge in-state tuition to (i) persons enrolled in programs designated by the Council who are from states which are a party to the Southern Regional Education Compact (only those programs approved by the Commonwealth and the Southern Regional Education Board – www.sreb.org, including the Academic Common Market) and provide reciprocity to Virginians; (ii) foreign nationals in foreign exchange programs approved by the state institution during the same period that an exchange student from the same state institution, who is entitled to in-state tuition pursuant to § 23.1-502 of the Code of Virginia, is attending the foreign institution; and (iii) high school or magnet school students while enrolled under a dual enrollment agreement with a Virginia community college where early college credit may be earned. In such circumstances, governing board policy should be consulted and the provisions of the cited statute reviewed.

B. Pursuant to § 23.1-506C of the Code of Virginia, the governing board of the Virginia Community College System shall charge in-state tuition to any person who lives within a 30-mile radius of a Virginia institution and is enrolled in one of the system's institutions who is domiciled in, and is entitled to in-state charges in, the institutions of higher learning in any state which is contiguous to Virginia and which has similar reciprocal provisions for persons domiciled in Virginia. As of 2018, only Tennessee has a reciprocity

agreement that meets the conditions of this provision. West Virginia has individual agreements with specific colleges and programs that meet the conditions of this provision.

C. Pursuant to § 23.1-508.1 of the Code of Virginia, the governing board of the Virginia Community College System may charge reduced rate tuition and mandatory fee charges to any student who is (i) an active duty member of the Armed Forces of the United States stationed outside the Commonwealth; (ii) enrolled in a degree program at a comprehensive community college, provided that any such comprehensive community college that offers online degree programs is a member of the National Council for State Authorization Reciprocity Agreements; and (iii) enrolled in training that leads to a Military Occupational Specialty in the Army or Marine Corps, an Air Force Specialty Code, or a Navy Enlisted Classification.

D. Pursuant to § 23.1-507 of the Code of Virginia, the advisory board of the University of Virginia's College at Wise and the Board of Visitors of the University of Virginia may charge reduced tuition to certain students domiciled in Kentucky, Tennessee, and the Appalachian Region.

E. Pursuant to § 23.1-506.A.6 of the Code of Virginia, any person who met the requirements for Virginia in-state tuition immediately prior to being called to active duty in the National Guard of another state shall be eligible for in-state tuition following completion of active duty service if during active duty that person maintained one or more of the following in Virginia rather than in another state or jurisdiction:

1. A driver's license,
2. Motor vehicle registration,
3. Voter registration,
4. Employment,
5. Property ownership, or
6. Sources of financial support.

F. Pursuant to § 23.1-506.A.7 of the Code of Virginia, any member of the foreign service office who resided in the Commonwealth for at least 90 days immediately prior to receiving a foreign service assignment and who continues to be assigned overseas, and any dependents of such member are eligible for in-state tuition charges.

Section 08. Other reduced tuition rates, waiver of tuition and fees, and benefits.

The Code of Virginia authorizes institutions to provide certain benefits to several categories of students, including, but not limited to:

1. Children of persons killed or disabled due to war service or who are prisoners of war or missing in action (§ 23.1-608 of the Code of Virginia);
2. Children and spouses of certain law-enforcement officers, correctional and jail personnel, sheriffs, members of the Virginia National Guard, fire fighters, and members of rescue squads (§ 23.1-609 of the Code of Virginia);
3. Certain foreign exchange students § 23.1-611 of the Code of Virginia);
4. Certain National Guard members (§ 23.1-610 of the Code of Virginia);

5. Cooperating teachers (§ 23.1-607 of the Code of Virginia);
6. Students receiving unfunded scholarships (§ 23.1-612 of the Code of Virginia); and
7. Senior citizens under the Senior Citizen's Higher Education Act (§ 23.1-639 of the Code of Virginia).

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #B5 – Update on Six-Year Plan Process

Date of Meeting: September 16, 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: May 20, 2019

Action: Staff provided an update on 2019 plans to the R&P Committee

Purpose of Agenda Item:

The purpose of this agenda item is to provide a final update to the Committee on the 2019 six-year plan process.

Background Information/Summary of Major Elements:

The six-year plan process began as part of the 2005 Restructured Higher Education Financial and Administrative Operations Act and was reaffirmed in the 2011 Higher Education Opportunity Act. Each plan is structured in accordance with the objectives and purposes set forth in [§ 23.1-306](#). The plans include information about institutional strategies, projected costs, expected 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 group, including the Director of SCHEV is referred to as the Op Six. In addition to providing input for plan instructions, this group reviews all plans and provides comments to the institutions.

Changes for the 2019 plans included the following:

- An emphasis on how institution goals align with The Virginia Plan goals, specifically in the state priority areas.
- The addition of tuition predictability plans.
- The opportunity to request an institutional performance pilot.

- The allowance of requests for full general fund support.

Institutions developed and submitted initial plans by July 1. SCHEV staff performed quality check on all plans prior to posting them for the Op Six's review and created summary reports from the plans for the following topics:

- Tuition predictability plans
- Education and General (E&G) nongeneral fund and non-E&G fee revenue information
- Academic plans
- Salary increase information
- General fund (GF) requests
- Financial aid provided from tuition revenue
- Institutional Performance Partnership Agreements (IPPAs)
- Restructuring suggestions
- New programs
- Capital outlay projects

From July 23 through August 20, the Op Six participated in one-on-one meetings with institution and higher education center leadership. The following is a summary of the meetings by the numbers:

- 8 days of meetings
- 18 separate one-on-one meetings
- 50 total meeting hours
- 600 person hours dedicated to the meetings by Op Six and their staff
- 125 institutional staff attending

SCHEV staff collected comments from each meeting and forwarded them to each institution, as applicable, on August 27. Responses to the comments and final plans are due from the institutions by October 1. SCHEV staff will post the materials for the Op Six's review and subsequently the final plans on SCHEV's website.

The six-year plan process has many moving parts and various deadlines. Because of the successful collaboration among the institutions, the Op Six, and SCHEV staff, the process is proceeding on schedule and the final 2019 six-year plans will be available later this fall.

Relationship to Goals of The Virginia Plan for Higher Education:

This year, SCHEV staff further aligned the six-year plan templates to The Virginia Plan for Higher Education and requested institutions in their narratives and their fiscal requests to identify how they met access and affordability, 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 research, as applicable. Through the plans and the presentations, it became clear that institutions are aligning their plans with the goals of the Virginia Plan for Higher Education. In addition, SCHEV used data and strategies from the 6-year plans to inform its draft budget recommendations for the 2021-2022 biennium.

Materials Provided: None.

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

Timetable for Further Review/Action: None

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #B6 – Update on Enrollment Projections and Degree Estimates

Date of Meeting: September 16, 2019

Presenter: Tod Massa
Policy Analytics Director
TodMassa@schev.edu

Most Recent Review/Action:

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

Date:

Action:

Purpose of Agenda Item:

To review the enrollment projections and degree estimates of the public colleges and universities prior to action at the October meeting. The projections of the private institutions are not included for review to allow focus on those of the public institutions and the conclusion of the six-year planning process.

Background Information/Summary of Major Elements:

The enrollment projections and degree estimates are the fourth of the Council general duties:

4. Review and approve or disapprove all enrollment projections proposed by each public institution of higher education. The Council's projections shall be organized numerically by level of enrollment and shall be used solely for budgetary, fiscal, and strategic planning purposes. The Council shall develop estimates of the number of degrees to be awarded by each public institution of higher education and include those estimates in its reports of enrollment projections. The student admissions policies for such institutions and their specific programs shall remain the sole responsibility of the individual governing boards but all baccalaureate public institutions of higher education shall adopt dual admissions policies with comprehensive community colleges as required by § 23.1-907.

During the 2011 legislative session, The Virginia Higher Education Opportunity Act of 2011, also known as “Top Jobs for the 21st Century” added requirements for the nonprofit private institutions participating in the Tuition Assistance Grant program in § 23.1-304:

C. To assist the General Assembly in determining the per student amount provided for in subsection A and its relation to the per student amount provided to nonprofit private institutions of higher education pursuant to the Tuition Assistance Grant Act (§ 23.1-628 et seq.), each nonprofit private institution of higher education eligible to participate in the Tuition Assistance Grant Program shall submit to the Council its Virginia student enrollment projections for that fiscal year and its actual Virginia student enrollment for the prior fiscal year in a manner determined by the Council. The student admissions policies for such private institutions and their specific programs shall remain the sole responsibility of the governing boards of such individual institutions.

The projections and estimates for 2019 cover the period of 2019-20 through 2025-26. As currently submitted, they do not include the intended and estimated impacts of the Tech Talent Initiative Program, the Institutional Performance Partnership Agreements/Performance Pilots, other anticipated policy considerations or the significant enrollment increase experienced by Virginia Tech (they have declined to re-submit until the fall census date has passed to ensure accurate representation of their current and future enrollment). George Mason University also is developing an updated submission that represents a substantial increase in distance education.

Highlights:

Total public fall headcount enrollment will increase from 383,830 in fall 2018 to 396,990 students, a 3.4% increase. Likewise, between academic year 2018-19 and 2025-26, annual full-time equivalent (FTE) enrollment will increase from 306,814 to 316,989, or a 3.3% increase.

Enrollment of new, first-time-in-college students at public institutions is expected to stay flat with a decrease of 146 students from 52,930 to 52,784 students. Enrollment of such new students from out-of-state is projected to increase from 9,469 to 10,846, or a 14% increase. If this increase is realized, it would shift the percentage of Virginia students enrolling in college for the first time (generally within a year of a completing high school) from 84.8% to 83%. However, most of the projected increases are from institutions with relatively little out-of-state marketability in a time of aggressive recruiting by institutions around the country.

Analysis of historic rates of high-school-to-college participation indicates that the nearly 53,000 slots projected are adequate to meet the predicted demand from Virginia high school graduates and the relatively small number of non-traditionally-aged students that Virginia's public four-year colleges enroll each year.

Overall, undergraduate enrollment is projected to increase from 339,336 in fall 2018, to 344,914, with decreases in the first several years. Much of the decrease is accounted for in the projections of the Virginia Community College System (VCCS). The VCCS faces an unpredictable market after several years of declining enrollments as the unemployment rate decreased in an improving economy. Campus-based/non-distance enrollment is expected to be approximately 81% to 82% of the undergraduate

enrollment, with distance-enrollment accounting for the remaining 18% to 19% of the total.

As presented at the July 2019 meeting, the degree estimates as submitted provide confidence that the Commonwealth is on track to meet the goal of becoming the “best-educated state in the nation” by 2030. Further, the Commonwealth is on track to meet the goal of 100,000 cumulative additional degree awards to in-state undergraduates at public institutions by 2025, as found in Virginia’s Higher Education Opportunity Act of 2011, also known as the Top Jobs for 21st Century (TJ21) Act.

Other highlights of the preliminary degree estimates include the following:

- Awards of undergraduate certificates will increase from 14,620 to 16,583, a 13% increase.
- Awards of transfer-oriented associate degrees will increase from 12,283 to 13,301, an 8% increase.
- Awards of applied/occupational associate degrees will increase from 5,790 to 6,234, an 8% increase.
- Awards of bachelor’s degrees will increase from 40,268 to 43,321, an 8% increase.
- Awards of first professional degrees (law, medicine, etc.) will decrease from 1,344 to 1,338, a decrease of six awards.
- Awards of master’s degrees will increase from 11,947 to 13,715, a 15% increase.
- Awards of doctor’s degrees will increase from 1,896 to 2,051, an 8% increase.
- Awards of total degrees and certificates will increase from 89,746 to 98,722, a 10% increase.

Materials Provided:

Tables summarizing enrollment projections and degree estimates for each public institutions.

Financial Impact:

Consideration of the enrollment projections and degree estimates involves no financial impact. Enrollment and completion of students associated with these projections and estimates will have indeterminate financial impact.

Relationship to Goals of The Virginia Plan for Higher Education:

The enrollment projections and degree estimates are the primary tool to track progress toward the Commonwealth’s goal of becoming “the best-educated state in the nation.”

Timetable for Further Review/Action:

Staff will present final projections and estimates for Council approval in October.

Resolution: None at this time.

Total Public Institutions

PUBS: Headcount Enrollment - First-Time-in-College and New Transfer

	First-Time in College					New Transfer				
	In-State HC		Out-of-State HC		Total	In-State HC		Out-of-State HC		Total
Fall	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2018	52,930	84.8%	9,469	15.2%	62,399	16,290	89.7%	1,878	10.3%	18,168
2019	51,999	84.6%	9,466	15.4%	61,465	15,714	89.4%	1,866	10.6%	17,580
2020	51,668	84.3%	9,605	15.7%	61,273	15,604	89.2%	1,891	10.8%	17,495
2021	51,743	84.1%	9,819	15.9%	61,562	15,838	89.3%	1,904	10.7%	17,742
2022	51,724	83.8%	10,032	16.2%	61,756	15,896	89.2%	1,932	10.8%	17,828
2023	51,929	83.4%	10,312	16.6%	62,241	16,095	88.9%	2,016	11.1%	18,111
2024	52,351	83.2%	10,582	16.8%	62,933	16,376	88.8%	2,079	11.2%	18,455
2025	52,784	83.0%	10,846	17.0%	63,630	16,544	88.5%	2,150	11.5%	18,694

PUBS: Fall Headcount Enrollment, Undergraduate, In-State and Out-of-State, Campus-Based/Non-Distance

Fall	Campus-Based			Distance			Percentages by Domicile		All Students
	In-State	Out-of-State	% Campus-based	In-State	Out-of-State	% Distance	In-State	Out-of-State	Total
2018	237,614	37,219	81%	62,293	2,210	19%	88%	12%	339,336
2019	234,713	37,219	81%	60,908	2,126	19%	88%	12%	334,966
2020	226,563	37,759	81%	60,126	2,148	19%	88%	12%	326,596
2021	232,512	38,591	81%	59,951	2,183	19%	88%	12%	333,237
2022	233,379	39,014	81%	59,793	2,179	19%	88%	12%	334,365
2023	234,747	39,982	82%	60,131	2,217	18%	87%	13%	337,077
2024	236,652	40,987	82%	60,746	2,248	18%	87%	13%	340,633
2025	238,908	42,085	81%	61,646	2,275	19%	87%	13%	344,914

PUBS: Fall Headcount Enrollment, Campus-Based/Non-Distance

Fall	Undergraduate			First Professional			Graduate			All
	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2017	200,600	77,264	277,862	4,762	150	4,912	21,354	12,358	33,708	316,487
2018	200,183	74,653	274,833	4,780	128	4,908	20,999	11,795	32,794	312,537
2019	199,136	72,796	271,932	4,667	127	4,794	20,773	11,559	32,333	309,063
2020	199,722	64,598	264,322	4,631	127	4,757	20,796	11,452	32,250	301,332
2021	200,343	70,762	271,103	4,561	127	4,688	21,120	11,500	32,620	308,414
2022	201,591	70,803	272,393	4,492	127	4,618	21,509	11,656	33,164	310,182
2023	203,496	71,232	274,729	4,508	127	4,635	21,755	11,860	33,617	312,988
2024	205,644	71,994	277,639	4,507	127	4,634	22,181	12,090	34,272	316,552
2025	207,950	73,043	280,993	4,507	127	4,634	22,565	12,304	34,871	320,504



PUBS: Fall Headcount Enrollment, Distance

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	9,121	55,383	64,503	0	0	0	723	6,066	6,787	71,293
2019	8,968	54,066	63,034	0	0	0	815	7,697	8,512	71,550
2020	8,962	53,313	62,274	0	0	0	891	8,935	9,825	72,101
2021	9,095	53,039	62,134	0	0	0	973	9,491	10,464	72,601
2022	9,075	52,897	61,972	0	0	0	1,034	10,170	11,204	73,179
2023	9,122	53,226	62,348	0	0	0	1,084	10,686	11,771	74,121
2024	9,200	53,794	62,994	0	0	0	1,129	11,090	12,220	75,215
2025	9,315	54,606	63,921	0	0	0	1,157	11,403	12,561	76,486

PUBS: Fall Headcount Enrollment, Total

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	209,304	130,032	339,336	4,780	128	4,908	21,722	17,859	39,581	383,830
2019	208,104	126,862	334,966	4,667	127	4,794	21,588	19,257	40,845	380,613
2020	208,684	117,912	326,596	4,631	126	4,757	21,687	20,388	42,075	373,433
2021	209,438	123,799	333,237	4,561	127	4,688	22,093	20,991	43,084	381,015
2022	210,666	123,699	334,365	4,492	126	4,618	22,543	21,825	44,368	383,361
2023	212,618	124,459	337,077	4,508	127	4,635	22,839	22,549	45,388	387,109
2024	214,844	125,789	340,633	4,507	127	4,634	23,310	23,182	46,492	391,767
2025	217,265	127,649	344,914	4,507	127	4,634	23,722	23,710	47,432	396,990

PUBS: Full-Time Equivalent Enrollment, Total

	Regular Session FTE						Annual FTE		
	Undergraduate		First Professional		Graduate		All		
Fiscal Year	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total
2018	228,027	41,413	2,747	2,520	18,181	13,506	249,212	57,556	306,814
2019	225,826	41,777	2,693	2,575	18,207	13,855	246,981	58,347	305,372
2020	223,324	41,629	2,603	2,508	18,107	13,332	244,299	57,600	301,945
2021	222,489	42,449	2,580	2,492	18,431	13,737	243,736	58,820	302,602
2022	222,283	43,024	2,545	2,458	18,870	14,277	243,892	59,882	303,822
2023	223,157	43,485	2,487	2,441	19,335	14,747	245,180	60,801	306,028
2024	224,592	44,597	2,508	2,443	19,670	15,012	246,974	62,183	309,200
2025	226,579	45,611	2,508	2,442	20,136	15,295	249,433	63,478	312,953
2026	228,547	47,070	2,508	2,442	20,535	15,518	251,783	65,158	316,989



PUBS: Degree Estimates

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	14,620	12,283	5,790	40,268	1,472	1,344	11,947	126	1,896	89,746
2019	14,956	12,433	5,839	41,046	1,401	1,435	11,720	264	1,966	91,060
2020	15,515	12,570	5,885	41,640	1,743	1,394	11,940	143	1,947	92,777
2021	15,684	12,695	5,946	42,445	1,832	1,403	12,171	149	1,994	94,319
2022	15,890	12,782	5,992	42,779	1,941	1,371	12,540	154	2,012	95,461
2023	16,039	12,910	6,052	43,357	1,990	1,322	12,796	154	2,035	96,655
2024	16,218	13,039	6,112	43,952	2,037	1,339	13,066	154	2,043	97,960
2025	16,400	13,169	6,173	43,014	2,018	1,339	13,146	154	2,028	97,441
2026	16,583	13,301	6,234	43,321	2,024	1,338	13,715	154	2,052	98,722

PUBS: Degree Estimates, Awards to In-State Students

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	14,362	12,061	5,620	33,089	1,056	664	7,759	106	878	75,595
2019	14,491	12,208	5,665	33,608	1,010	693	7,632	238	962	76,507
2020	14,670	12,343	5,710	34,049	1,066	668	7,780	125	974	77,385
2021	14,831	12,466	5,770	34,673	1,114	646	7,898	130	989	78,517
2022	15,001	12,551	5,813	34,826	1,183	628	8,077	133	993	79,205
2023	15,176	12,676	5,872	35,276	1,214	599	8,179	133	1,001	80,126
2024	15,349	12,803	5,930	35,759	1,244	613	8,322	133	1,006	81,159
2025	15,525	12,931	5,989	35,036	1,224	612	8,321	133	989	80,760
2026	15,701	13,060	6,048	35,256	1,228	612	8,466	133	995	81,499



Total Public Four-Year Institutions

PUB4: Headcount Enrollment - First-Time-in-College and New Transfer

Fall	First-Time in College					New Transfer				
	In-State HC		Out-of-State HC		Total	In-State HC		Out-of-State HC		Total
	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2018	27,534	77.5%	7,978	22.5%	35,512	10,289	90.2%	1,129	9.8%	11,418
2019	27,353	77.3%	8,024	22.7%	35,377	9,891	89.7%	1,140	10.3%	11,031
2020	27,502	77.1%	8,190	22.9%	35,692	9,896	89.4%	1,179	10.6%	11,075
2021	27,807	76.8%	8,417	23.2%	36,224	10,186	89.5%	1,199	10.5%	11,385
2022	27,897	76.4%	8,635	23.6%	36,532	10,272	89.4%	1,231	10.6%	11,503
2023	27,984	75.9%	8,909	24.1%	36,893	10,442	88.9%	1,311	11.1%	11,753
2024	28,172	75.5%	9,165	24.5%	37,337	10,668	88.7%	1,367	11.3%	12,035
2025	28,248	75.0%	9,409	25.0%	37,657	10,750	88.3%	1,427	11.7%	12,177

PUB4: Fall Headcount Enrollment, Undergraduate, In-State and Out-of-State, Campus-Based/Non-Distance

Fall	Campus-Based			Distance			Percentages by Domicile		All Students
	In-State	Out-of-State	% Campus-based	In-State	Out-of-State	% Distance	In-State	Out-of-State	Total
2018	136,461	32,441	96%	5,835	757	4%	81%	19%	175,494
2019	136,617	32,526	96%	6,143	716	4%	81%	19%	176,002
2020	137,077	33,366	96%	6,454	766	4%	81%	19%	177,663
2021	137,215	34,031	96%	6,814	816	4%	81%	19%	178,876
2022	138,416	34,472	96%	6,920	818	4%	80%	20%	180,626
2023	139,364	35,418	96%	6,993	850	4%	80%	20%	182,625
2024	140,338	36,377	96%	7,079	866	4%	80%	20%	184,660
2025	141,181	37,409	96%	7,174	873	4%	79%	21%	186,637

PUB4: Fall Headcount Enrollment, Campus-Based/Non-Distance

Fall	Undergraduate			First Professional			Graduate			All
	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2017	154,306	14,402	168,706	4,762	150	4,912	21,354	12,358	33,708	207,331
2018	155,290	13,615	168,902	4,780	128	4,908	20,999	11,795	32,794	206,606
2019	155,578	13,564	169,143	4,667	127	4,794	20,773	11,559	32,333	206,273
2020	157,014	13,427	170,443	4,631	127	4,757	20,796	11,452	32,250	207,453
2021	158,040	13,208	171,246	4,561	127	4,688	21,120	11,500	32,620	208,557
2022	159,480	13,409	172,888	4,492	127	4,618	21,509	11,656	33,164	210,677
2023	161,163	13,617	174,782	4,508	127	4,635	21,755	11,860	33,617	213,040
2024	162,895	13,819	176,715	4,507	127	4,634	22,181	12,090	34,272	215,628
2025	164,571	14,018	178,590	4,507	127	4,634	22,565	12,304	34,871	218,101



PUB4: Fall Headcount Enrollment, Distance

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	1,586	5,007	6,592	0	0	0	723	6,066	6,787	13,382
2019	1,659	5,200	6,859	0	0	0	815	7,697	8,512	15,375
2020	1,799	5,422	7,220	0	0	0	891	8,935	9,825	17,047
2021	2,003	5,627	7,630	0	0	0	973	9,491	10,464	18,097
2022	2,018	5,720	7,738	0	0	0	1,034	10,170	11,204	18,945
2023	2,029	5,814	7,843	0	0	0	1,084	10,686	11,771	19,616
2024	2,037	5,908	7,945	0	0	0	1,129	11,090	12,220	20,167
2025	2,045	6,002	8,047	0	0	0	1,157	11,403	12,561	20,612

PUB4: Fall Headcount Enrollment, Total

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	156,876	18,618	175,494	4,780	128	4,908	21,722	17,859	39,581	219,988
2019	157,237	18,765	176,002	4,667	127	4,794	21,588	19,257	40,845	221,648
2020	158,813	18,850	177,663	4,631	126	4,757	21,687	20,388	42,075	224,500
2021	160,043	18,833	178,876	4,561	127	4,688	22,093	20,991	43,084	226,654
2022	161,498	19,128	180,626	4,492	126	4,618	22,543	21,825	44,368	229,622
2023	163,192	19,433	182,625	4,508	127	4,635	22,839	22,549	45,388	232,656
2024	164,932	19,728	184,660	4,507	127	4,634	23,310	23,182	46,492	235,795
2025	166,616	20,021	186,637	4,507	127	4,634	23,722	23,710	47,432	238,713

PUB4: Full-Time Equivalent Enrollment, Total

	Regular Session FTE						Annual FTE		
	Undergraduate		First Professional		Graduate		All		
Fiscal Year	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total
2018	133,317	33,138	2,747	2,520	18,181	13,506	154,499	49,280	203,819
2019	133,663	33,688	2,693	2,575	18,207	13,855	154,816	50,256	205,110
2020	133,916	33,772	2,603	2,508	18,107	13,332	154,887	49,742	204,669
2021	134,832	34,748	2,580	2,492	18,431	13,737	156,077	51,116	207,233
2022	135,470	35,397	2,545	2,458	18,870	14,277	157,076	52,253	209,371
2023	136,748	35,895	2,487	2,441	19,335	14,747	158,771	53,206	212,018
2024	137,733	36,968	2,508	2,443	19,670	15,012	160,114	54,550	214,701
2025	138,865	37,906	2,508	2,442	20,136	15,295	161,718	55,769	217,523
2026	139,535	39,251	2,508	2,442	20,535	15,518	162,771	57,334	220,147



PUB4: Degree Estimates

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	81	0	100	40,268	1,472	1,344	11,947	126	1,896	57,234
2019	272	27	92	41,046	1,401	1,435	11,720	264	1,966	58,223
2020	683	40	81	41,640	1,743	1,394	11,940	143	1,947	59,611
2021	704	40	84	42,445	1,832	1,403	12,171	149	1,994	60,822
2022	761	0	71	42,779	1,941	1,371	12,540	154	2,012	61,629
2023	758	0	72	43,357	1,990	1,322	12,796	154	2,035	62,484
2024	785	0	72	43,952	2,037	1,339	13,066	154	2,043	63,448
2025	812	0	73	43,014	2,018	1,339	13,146	154	2,028	62,584
2026	839	0	73	43,321	2,024	1,338	13,715	154	2,052	63,516

PUB4: Degree Estimates, Awards to In-State Students

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	73	0	100	33,089	1,056	664	7,759	106	878	43,725
2019	59	26	90	33,608	1,010	693	7,632	238	962	44,318
2020	94	40	79	34,049	1,066	668	7,780	125	974	44,875
2021	109	40	83	34,673	1,114	646	7,898	130	989	45,682
2022	132	0	69	34,826	1,183	628	8,077	133	993	46,041
2023	158	0	70	35,276	1,214	599	8,179	133	1,001	46,630
2024	181	0	70	35,759	1,244	613	8,322	133	1,006	47,328
2025	205	0	71	35,036	1,224	612	8,321	133	989	46,591
2026	228	0	71	35,256	1,228	612	8,466	133	995	46,989



Christopher Newport University

CNU: Headcount Enrollment - First-Time-in-College and New Transfer

Fall	First-Time in College					New Transfer				
	In-State HC		Out-of-State HC		Total	In-State HC		Out-of-State HC		Total
	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2018	1,123	91.5%	105	8.5%	1,228	129	91.5%	13	8.5%	142
2019	1,127	92.0%	98	8.0%	1,225	128	91.6%	12	8.4%	140
2020	1,127	92.0%	98	8.0%	1,225	128	91.6%	12	8.4%	140
2021	1,150	92.0%	100	8.0%	1,250	128	91.6%	12	8.4%	140
2022	1,137	91.0%	113	9.0%	1,250	128	91.6%	12	8.4%	140
2023	1,137	91.0%	113	9.0%	1,250	128	91.6%	12	8.4%	140
2024	1,125	90.0%	125	10.0%	1,250	128	91.6%	12	8.4%	140
2025	1,125	90.0%	125	10.0%	1,250	128	91.6%	12	8.4%	140

CNU: Fall Headcount Enrollment, Undergraduate, In-State and Out-of-State, Campus-Based/Non-Distance

Fall	Campus-Based			Distance			Percentages by Domicile		All Students
	In-State	Out-of-State	% Campus-based	In-State	Out-of-State	% Distance	In-State	Out-of-State	Total
2018	4,527	330	100%	0	0	0%	93%	7%	4,857
2019	4,675	298	100%	0	0	0%	94%	6%	4,973
2020	4,619	350	100%	0	0	0%	93%	7%	4,969
2021	4,599	347	100%	0	0	0%	93%	7%	4,946
2022	4,612	348	100%	0	0	0%	93%	7%	4,960
2023	4,579	400	100%	0	0	0%	92%	8%	4,979
2024	4,597	401	100%	0	0	0%	92%	8%	4,998
2025	4,599	401	100%	0	0	0%	92%	8%	5,000

CNU: Fall Headcount Enrollment, Campus-Based/Non-Distance

Fall	Undergraduate			First Professional			Graduate			All
	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2017	4,867	87	4,954	0	0	0	101	26	127	5,081
2018	4,789	68	4,857	0	0	0	80	20	100	4,957
2019	4,863	110	4,973	0	0	0	75	25	100	5,074
2020	4,859	110	4,969	0	0	0	85	25	110	5,080
2021	4,836	110	4,946	0	0	0	90	25	115	5,062
2022	4,850	110	4,960	0	0	0	95	25	120	5,081
2023	4,869	110	4,979	0	0	0	100	25	125	5,105
2024	4,888	110	4,998	0	0	0	105	25	130	5,129
2025	4,890	110	5,000	0	0	0	105	25	130	5,131



CNU: Fall Headcount Enrollment, Distance

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	0	0	0	0	0	0	0	0	0	0
2019	0	0	0	0	0	0	0	0	0	0
2020	0	0	0	0	0	0	0	0	0	0
2021	0	0	0	0	0	0	0	0	0	0
2022	0	0	0	0	0	0	0	0	0	0
2023	0	0	0	0	0	0	0	0	0	0
2024	0	0	0	0	0	0	0	0	0	0
2025	0	0	0	0	0	0	0	0	0	0

CNU: Fall Headcount Enrollment, Total

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	4,789	68	4,857	0	0	0	80	20	100	4,957
2019	4,863	110	4,973	0	0	0	75	25	100	5,074
2020	4,859	110	4,969	0	0	0	85	25	110	5,080
2021	4,836	110	4,946	0	0	0	90	25	115	5,062
2022	4,850	110	4,960	0	0	0	95	25	120	5,081
2023	4,869	110	4,979	0	0	0	100	25	125	5,105
2024	4,888	110	4,998	0	0	0	105	25	130	5,129
2025	4,890	110	5,000	0	0	0	105	25	130	5,131

CNU: Full-Time Equivalent Enrollment, Total

	Regular Session FTE						Annual FTE		
	Undergraduate		First Professional		Graduate		All		
Fiscal Year	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total
2018	4,509	311	0	0	111	5	4,624	318	4,945
2019	4,408	325	0	0	84	8	4,495	336	4,832
2020	4,523	287	0	0	90	5	4,612	292	4,906
2021	4,471	335	0	0	97	6	4,569	341	4,912
2022	4,474	335	0	0	102	6	4,576	341	4,919
2023	4,467	355	0	0	107	5	4,574	361	4,938
2024	4,478	386	0	0	111	6	4,590	393	4,985
2025	4,495	388	0	0	115	6	4,611	396	5,008
2026	4,497	388	0	0	115	6	4,612	396	5,010



CNU: Degree Estimates

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	0	0	0	1,138	0	0	96	0	0	1,234
2019	0	0	0	1,112	0	0	74	0	0	1,186
2020	0	0	0	1,125	0	0	80	0	0	1,205
2021	0	0	0	1,165	0	0	90	0	0	1,255
2022	0	0	0	1,130	0	0	100	0	0	1,230
2023	0	0	0	1,125	0	0	105	0	0	1,230
2024	0	0	0	1,125	0	0	105	0	0	1,230
2025	0	0	0	1,140	0	0	110	0	0	1,250
2026	0	0	0	1,140	0	0	110	0	0	1,250

CNU: Degree Estimates, Awards to In-State Students

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	0	0	0	1,067	0	0	91	0	0	1,158
2019	0	0	0	1,049	0	0	68	0	0	1,117
2020	0	0	0	1,058	0	0	77	0	0	1,135
2021	0	0	0	1,095	0	0	86	0	0	1,181
2022	0	0	0	1,055	0	0	96	0	0	1,151
2023	0	0	0	1,050	0	0	101	0	0	1,151
2024	0	0	0	1,050	0	0	101	0	0	1,151
2025	0	0	0	1,060	0	0	106	0	0	1,166
2026	0	0	0	1,060	0	0	106	0	0	1,166



College of William and Mary

CWM: Headcount Enrollment - First-Time-in-College and New Transfer

Fall	First-Time in College					New Transfer				
	In-State HC		Out-of-State HC		Total	In-State HC		Out-of-State HC		Total
	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2018	965	62.5%	580	37.5%	1,545	125	71.4%	50	28.6%	175
2019	972	63.0%	573	37.0%	1,545	130	76.5%	40	23.5%	170
2020	972	63.0%	573	37.0%	1,545	130	76.5%	40	23.5%	170
2021	972	63.0%	573	37.0%	1,545	130	76.5%	40	23.5%	170
2022	972	63.0%	573	37.0%	1,545	130	76.5%	40	23.5%	170
2023	972	63.0%	573	37.0%	1,545	130	76.5%	40	23.5%	170
2024	972	63.0%	573	37.0%	1,545	130	76.5%	40	23.5%	170
2025	972	63.0%	573	37.0%	1,545	130	76.5%	40	23.5%	170

CWM: Fall Headcount Enrollment, Undergraduate, In-State and Out-of-State, Campus-Based/Non-Distance

Fall	Campus-Based			Distance			Percentages by Domicile		All Students
	In-State	Out-of-State	% Campus-based	In-State	Out-of-State	% Distance	In-State	Out-of-State	Total
2018	4,185	2,192	100%	0	0	0%	66%	34%	6,377
2019	4,181	2,190	100%	0	0	0%	66%	34%	6,371
2020	4,181	2,191	100%	0	0	0%	66%	34%	6,372
2021	4,179	2,191	100%	0	0	0%	66%	34%	6,370
2022	4,179	2,191	100%	0	0	0%	66%	34%	6,370
2023	4,179	2,191	100%	0	0	0%	66%	34%	6,370
2024	4,179	2,191	100%	0	0	0%	66%	34%	6,370
2025	4,179	2,191	100%	0	0	0%	66%	34%	6,370

CWM: Fall Headcount Enrollment, Campus-Based/Non-Distance

Fall	Undergraduate			First Professional			Graduate			All
	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2017	6,199	86	6,285	601	3	604	1,124	439	1,563	8,452
2018	6,300	77	6,377	603	6	609	1,027	452	1,479	8,465
2019	6,296	75	6,371	552	0	552	1,052	436	1,488	8,411
2020	6,296	76	6,372	557	0	557	1,073	443	1,516	8,445
2021	6,296	74	6,370	552	0	552	1,074	444	1,518	8,440
2022	6,296	74	6,370	552	0	552	1,074	444	1,518	8,440
2023	6,296	74	6,370	552	0	552	1,074	444	1,518	8,440
2024	6,296	74	6,370	552	0	552	1,074	444	1,518	8,440
2025	6,296	74	6,370	552	0	552	1,074	444	1,518	8,440



CWM: Fall Headcount Enrollment, Distance

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	0	0	0	0	0	0	56	282	338	338
2019	0	0	0	0	0	0	91	322	413	413
2020	0	0	0	0	0	0	98	466	564	564
2021	0	0	0	0	0	0	107	615	722	722
2022	0	0	0	0	0	0	107	615	722	722
2023	0	0	0	0	0	0	107	615	722	722
2024	0	0	0	0	0	0	107	615	722	722
2025	0	0	0	0	0	0	107	615	722	722

CWM: Fall Headcount Enrollment, Total

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	6,300	77	6,377	603	6	609	1,083	734	1,817	8,803
2019	6,296	75	6,371	552	0	552	1,143	758	1,901	8,824
2020	6,296	76	6,372	557	0	557	1,171	909	2,080	9,009
2021	6,296	74	6,370	552	0	552	1,181	1,059	2,240	9,162
2022	6,296	74	6,370	552	0	552	1,181	1,059	2,240	9,162
2023	6,296	74	6,370	552	0	552	1,181	1,059	2,240	9,162
2024	6,296	74	6,370	552	0	552	1,181	1,059	2,240	9,162
2025	6,296	74	6,370	552	0	552	1,181	1,059	2,240	9,162

CWM: Full-Time Equivalent Enrollment, Total

	Regular Session FTE						Annual FTE		
	Undergraduate		First Professional		Graduate		All		
Fiscal Year	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total
2018	4,081	2,120	184	400	1,048	996	5,322	3,525	8,850
2019	4,166	2,138	192	397	1,059	841	5,424	3,385	8,812
2020	4,171	2,142	162	378	1,096	886	5,434	3,411	8,848
2021	4,170	2,141	164	381	1,158	948	5,498	3,476	8,977
2022	4,170	2,142	162	378	1,215	1,002	5,552	3,530	9,085
2023	4,170	2,142	162	378	1,215	1,002	5,552	3,530	9,085
2024	4,170	2,142	162	378	1,215	1,002	5,552	3,530	9,085
2025	4,170	2,142	162	378	1,215	1,002	5,552	3,530	9,085
2026	4,170	2,142	162	378	1,215	1,002	5,552	3,530	9,085



CWM: Degree Estimates

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	0	0	0	1,558	6	187	780	1	94	2,626
2019	0	0	0	1,636	6	226	784	1	91	2,744
2020	0	0	0	1,609	6	178	716	1	72	2,582
2021	0	0	0	1,655	6	185	747	1	89	2,683
2022	0	0	0	1,656	6	175	792	1	89	2,719
2023	0	0	0	1,657	6	178	840	1	89	2,771
2024	0	0	0	1,657	6	178	840	1	89	2,771
2025	0	0	0	1,657	6	178	840	1	89	2,771
2026	0	0	0	1,657	6	178	840	1	89	2,771

CWM: Degree Estimates, Awards to In-State Students

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	0	0	0	1,039	5	56	393	1	41	1,535
2019	0	0	0	1,096	5	64	381	1	29	1,576
2020	0	0	0	1,067	5	58	325	1	37	1,493
2021	0	0	0	1,130	5	56	347	1	45	1,584
2022	0	0	0	1,100	5	52	370	1	45	1,573
2023	0	0	0	1,108	5	53	389	1	45	1,601
2024	0	0	0	1,108	5	53	389	1	45	1,601
2025	0	0	0	1,108	5	53	389	1	45	1,601
2026	0	0	0	1,108	5	53	389	1	45	1,601



George Mason University

GMU: Headcount Enrollment - First-Time-in-College and New Transfer

Fall	First-Time in College					New Transfer				
	In-State HC		Out-of-State HC		Total	In-State HC		Out-of-State HC		Total
	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2018	2,916	77.7%	836	22.3%	3,752	2,673	93.2%	195	6.8%	2,868
2019	2,940	75.6%	950	24.4%	3,890	2,538	91.3%	243	8.7%	2,781
2020	2,955	74.5%	1,011	25.5%	3,966	2,604	90.8%	263	9.2%	2,867
2021	2,969	73.4%	1,075	26.6%	4,044	2,644	90.3%	286	9.7%	2,930
2022	2,978	72.1%	1,150	27.9%	4,128	2,665	89.6%	310	10.4%	2,975
2023	2,993	70.7%	1,244	29.3%	4,237	2,686	88.5%	351	11.5%	3,037
2024	3,003	69.0%	1,353	31.0%	4,356	2,710	87.3%	395	12.7%	3,105
2025	3,012	67.2%	1,473	32.8%	4,485	2,730	85.9%	449	14.1%	3,179

GMU: Fall Headcount Enrollment, Undergraduate, In-State and Out-of-State, Campus-Based/Non-Distance

Fall	Campus-Based			Distance			Percentages by Domicile		All Students
	In-State	Out-of-State	% Campus-based	In-State	Out-of-State	% Distance	In-State	Out-of-State	Total
2018	22,276	4,116	99%	158	3	1%	84%	16%	26,553
2019	22,674	4,553	99%	174	5	1%	83%	17%	27,406
2020	23,065	4,885	99%	195	7	1%	83%	17%	28,152
2021	23,413	5,267	99%	229	9	1%	82%	18%	28,918
2022	23,698	5,670	99%	253	10	1%	81%	19%	29,631
2023	23,946	6,117	99%	269	9	1%	80%	20%	30,341
2024	24,165	6,617	99%	276	10	1%	79%	21%	31,068
2025	24,351	7,177	99%	280	10	1%	77%	23%	31,818

GMU: Fall Headcount Enrollment, Campus-Based/Non-Distance

Fall	Undergraduate			First Professional			Graduate			All
	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2017	20,503	4,760	25,263	380	139	519	3,999	6,057	10,056	35,838
2018	21,469	4,923	26,392	422	117	539	4,020	5,782	9,802	36,733
2019	22,177	5,050	27,227	420	123	543	3,912	5,577	9,489	37,259
2020	22,800	5,150	27,950	420	123	543	3,855	5,530	9,385	37,878
2021	23,424	5,256	28,680	420	123	543	3,897	5,553	9,450	38,673
2022	24,016	5,352	29,368	420	123	543	3,976	5,612	9,588	39,499
2023	24,624	5,439	30,063	420	123	543	4,079	5,698	9,777	40,383
2024	25,263	5,519	30,782	420	123	543	4,164	5,772	9,936	41,261
2025	25,938	5,590	31,528	420	123	543	4,233	5,833	10,066	42,137



GMU: Fall Headcount Enrollment, Distance

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	70	91	161	0	0	0	60	723	783	944
2019	76	103	179	0	0	0	93	1,061	1,154	1,333
2020	83	119	202	0	0	0	135	1,519	1,654	1,856
2021	100	138	238	0	0	0	186	2,027	2,213	2,451
2022	111	152	263	0	0	0	238	2,553	2,791	3,054
2023	117	161	278	0	0	0	280	2,967	3,247	3,525
2024	120	166	286	0	0	0	311	3,258	3,569	3,854
2025	121	169	290	0	0	0	332	3,454	3,786	4,076

GMU: Fall Headcount Enrollment, Total

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	21,539	5,014	26,553	422	117	539	4,080	6,505	10,585	37,677
2019	22,253	5,153	27,406	420	123	543	4,005	6,638	10,643	38,592
2020	22,883	5,269	28,152	420	123	543	3,990	7,049	11,039	39,734
2021	23,524	5,394	28,918	420	123	543	4,083	7,580	11,663	41,124
2022	24,127	5,504	29,631	420	123	543	4,214	8,165	12,379	42,553
2023	24,741	5,600	30,341	420	123	543	4,359	8,665	13,024	43,908
2024	25,383	5,685	31,068	420	123	543	4,475	9,030	13,505	45,115
2025	26,059	5,759	31,818	420	123	543	4,565	9,287	13,852	46,213

GMU: Full-Time Equivalent Enrollment, Total

	Regular Session FTE				Annual FTE			
	Undergraduate		First Professional		Graduate		All	
Fiscal Year	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Total
2018	19,635	4,087	236	246	4,179	2,009	24,121	30,500
2019	20,489	4,509	201	277	4,204	2,098	24,956	31,891
2020	20,944	4,885	201	277	4,085	2,119	25,302	32,624
2021	21,331	5,246	201	276	4,209	2,297	25,818	33,677
2022	21,685	5,616	201	276	4,405	2,505	26,364	34,803
2023	21,969	6,005	201	276	4,627	2,734	26,873	35,930
2024	22,220	6,425	201	276	4,820	2,937	27,317	36,997
2025	22,432	6,915	201	276	4,960	3,091	27,669	37,994
2026	22,600	7,483	201	276	5,062	3,203	27,938	38,940



GMU: Degree Estimates

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	0	0	0	5,545	695	135	2,894	0	300	9,569
2019	0	0	0	5,689	678	172	2,949	0	299	9,787
2020	0	0	0	5,950	688	156	2,954	0	285	10,033
2021	0	0	0	6,141	779	162	3,022	0	284	10,388
2022	0	0	0	6,339	882	163	3,034	0	284	10,702
2023	0	0	0	6,559	932	163	3,148	0	284	11,086
2024	0	0	0	6,764	974	163	3,355	0	284	11,540
2025	0	0	0	6,961	992	163	3,584	0	288	11,988
2026	0	0	0	7,141	998	163	3,776	0	302	12,380

GMU: Degree Estimates, Awards to In-State Students

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	0	0	0	4,748	491	74	2,009	0	148	7,470
2019	0	0	0	4,843	470	91	2,001	0	147	7,552
2020	0	0	0	5,059	495	74	2,045	0	145	7,818
2021	0	0	0	5,215	545	67	2,066	0	138	8,031
2022	0	0	0	5,357	608	68	1,992	0	135	8,160
2023	0	0	0	5,476	641	68	2,034	0	131	8,350
2024	0	0	0	5,584	667	68	2,136	0	130	8,585
2025	0	0	0	5,696	679	68	2,251	0	129	8,823
2026	0	0	0	5,811	683	68	2,347	0	132	9,041



James Madison University

JMU: Headcount Enrollment - First-Time-in-College and New Transfer

Fall	First-Time in College					New Transfer				
	In-State HC		Out-of-State HC		Total	In-State HC		Out-of-State HC		Total
	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2018	3,311	72.9%	1,230	27.1%	4,541	693	93.8%	46	6.2%	739
2019	3,355	72.5%	1,270	27.5%	4,625	693	93.8%	46	6.2%	739
2020	3,380	72.7%	1,270	27.3%	4,650	696	93.8%	47	6.2%	743
2021	3,380	72.7%	1,270	27.3%	4,650	701	93.8%	46	6.2%	747
2022	3,380	72.7%	1,270	27.3%	4,650	704	93.9%	47	6.1%	751
2023	3,380	72.7%	1,270	27.3%	4,650	709	93.9%	46	6.1%	755
2024	3,380	72.7%	1,270	27.3%	4,650	714	93.9%	46	6.1%	760
2025	3,380	72.7%	1,270	27.3%	4,650	719	93.9%	47	6.1%	766

JMU: Fall Headcount Enrollment, Undergraduate, In-State and Out-of-State, Campus-Based/Non-Distance

Fall	Campus-Based			Distance			Percentages by Domicile		All Students
	In-State	Out-of-State	% Campus-based	In-State	Out-of-State	% Distance	In-State	Out-of-State	Total
2018	14,814	4,865	99%	233	11	1%	76%	24%	19,923
2019	15,070	4,802	99%	248	8	1%	76%	24%	20,128
2020	15,209	4,806	99%	260	10	1%	76%	24%	20,285
2021	15,280	4,828	99%	274	10	1%	76%	24%	20,392
2022	15,328	4,844	99%	287	11	1%	76%	24%	20,470
2023	15,364	4,854	98%	303	11	2%	76%	24%	20,532
2024	15,389	4,859	98%	318	12	2%	76%	24%	20,578
2025	15,411	4,868	98%	335	12	2%	76%	24%	20,626

JMU: Fall Headcount Enrollment, Campus-Based/Non-Distance

Fall	Undergraduate			First Professional			Graduate			All
	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2017	18,864	879	19,743	0	0	0	1,010	494	1,504	21,247
2018	18,838	841	19,679	0	0	0	1,023	429	1,452	21,130
2019	19,010	862	19,872	0	0	0	1,007	438	1,445	21,316
2020	19,133	882	20,015	0	0	0	994	452	1,446	21,461
2021	19,211	897	20,108	0	0	0	968	464	1,432	21,539
2022	19,260	912	20,172	0	0	0	859	459	1,318	21,490
2023	19,289	929	20,218	0	0	0	833	472	1,304	21,522
2024	19,305	943	20,248	0	0	0	814	492	1,305	21,553
2025	19,316	963	20,279	0	0	0	819	516	1,335	21,614



JMU: Fall Headcount Enrollment, Distance

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	45	199	244	0	0	0	10	366	376	620
2019	45	212	256	0	0	0	10	385	395	652
2020	49	221	270	0	0	0	10	405	415	685
2021	52	232	284	0	0	0	10	426	436	720
2022	55	243	298	0	0	0	10	448	458	756
2023	58	256	314	0	0	0	10	470	480	794
2024	61	269	330	0	0	0	10	493	503	833
2025	64	283	347	0	0	0	10	518	528	875

JMU: Fall Headcount Enrollment, Total

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	18,883	1,040	19,923	0	0	0	1,033	795	1,828	21,750
2019	19,055	1,073	20,128	0	0	0	1,017	823	1,840	21,968
2020	19,182	1,103	20,285	0	0	0	1,004	857	1,861	22,146
2021	19,263	1,129	20,392	0	0	0	978	890	1,868	22,259
2022	19,315	1,155	20,470	0	0	0	869	907	1,776	22,246
2023	19,347	1,185	20,532	0	0	0	843	941	1,784	22,316
2024	19,366	1,212	20,578	0	0	0	824	984	1,808	22,386
2025	19,380	1,246	20,626	0	0	0	829	1,034	1,863	22,489

JMU: Full-Time Equivalent Enrollment, Total

	Regular Session FTE						Annual FTE		
	Undergraduate		First Professional		Graduate		All		
Fiscal Year	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total
2018	14,799	4,963	0	0	1,061	392	15,900	5,363	21,266
2019	14,840	4,907	0	0	1,067	391	15,976	5,309	21,288
2020	15,145	4,863	0	0	1,082	394	16,297	5,269	21,569
2021	15,332	4,890	0	0	1,097	401	16,502	5,300	21,806
2022	15,463	4,928	0	0	1,108	404	16,646	5,343	21,993
2023	15,580	4,964	0	0	1,068	390	16,725	5,365	22,093
2024	15,686	4,993	0	0	1,081	393	16,846	5,398	22,247
2025	15,784	5,023	0	0	1,100	401	16,967	5,435	22,405
2026	15,884	5,052	0	0	1,136	414	17,105	5,477	22,584



JMU: Degree Estimates

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	0	0	0	8,900	0	0	1,556	34	74	10,564
2019	0	0	0	8,888	0	0	1,542	34	76	10,540
2020	0	0	0	9,034	0	0	1,544	34	78	10,690
2021	0	0	0	9,298	0	0	1,554	34	80	10,966
2022	0	0	0	9,096	0	0	1,550	34	82	10,762
2023	0	0	0	9,232	0	0	1,454	32	84	10,802
2024	0	0	0	9,293	0	0	1,452	32	86	10,863
2025	0	0	0	9,334	0	0	1,460	32	88	10,914
2026	0	0	0	9,374	0	0	1,499	32	90	10,995

JMU: Degree Estimates, Awards to In-State Students

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	0	0	0	6,700	0	0	1,162	24	52	7,938
2019	0	0	0	6,690	0	0	1,178	24	54	7,946
2020	0	0	0	6,800	0	0	1,180	24	54	8,058
2021	0	0	0	7,000	0	0	1,188	24	56	8,268
2022	0	0	0	6,848	0	0	1,184	24	58	8,114
2023	0	0	0	6,950	0	0	1,110	22	60	8,142
2024	0	0	0	6,996	0	0	1,110	22	60	8,188
2025	0	0	0	7,027	0	0	1,116	22	62	8,227
2026	0	0	0	7,057	0	0	1,145	22	64	8,288



Longwood University

LU: Headcount Enrollment - First-Time-in-College and New Transfer

Fall	First-Time in College					New Transfer				
	In-State HC		Out-of-State HC		Total	In-State HC		Out-of-State HC		Total
	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2018	958	95.1%	49	4.9%	1,007	178	91.7%	17	8.3%	195
2019	798	95.2%	41	4.8%	839	177	91.3%	17	8.7%	194
2020	837	95.2%	43	4.8%	880	184	91.3%	18	8.7%	202
2021	880	95.2%	45	4.8%	925	194	91.3%	19	8.7%	213
2022	923	95.2%	47	4.8%	970	204	91.3%	20	8.7%	224
2023	969	95.2%	50	4.8%	1,019	214	91.3%	21	8.7%	235
2024	1,018	95.2%	52	4.8%	1,070	224	91.4%	22	8.6%	246
2025	1,068	95.2%	55	4.8%	1,123	235	91.4%	23	8.6%	258

LU: Fall Headcount Enrollment, Undergraduate, In-State and Out-of-State, Campus-Based/Non-Distance

Fall	Campus-Based			Distance			Percentages by Domicile		All Students
	In-State	Out-of-State	% Campus-based	In-State	Out-of-State	% Distance	In-State	Out-of-State	Total
2018	3,868	197	94%	86	172	6%	91%	9%	4,323
2019	3,829	182	94%	112	147	6%	92%	8%	4,270
2020	3,980	191	94%	117	153	6%	92%	8%	4,441
2021	4,139	199	94%	122	160	6%	92%	8%	4,620
2022	4,306	207	94%	128	168	6%	92%	8%	4,809
2023	4,479	216	94%	134	174	6%	92%	8%	5,003
2024	4,659	224	94%	140	182	6%	92%	8%	5,205
2025	4,846	235	94%	146	191	6%	92%	8%	5,418

LU: Fall Headcount Enrollment, Campus-Based/Non-Distance

Fall	Undergraduate			First Professional			Graduate			All
	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2017	3,942	302	4,243	0	0	0	122	399	521	4,765
2018	3,782	283	4,065	0	0	0	122	390	512	4,577
2019	3,716	295	4,011	0	0	0	117	411	528	4,539
2020	3,865	306	4,171	0	0	0	121	427	548	4,719
2021	4,019	319	4,338	0	0	0	126	443	569	4,906
2022	4,181	332	4,513	0	0	0	131	460	591	5,104
2023	4,349	346	4,695	0	0	0	136	477	613	5,308
2024	4,524	360	4,883	0	0	0	141	496	637	5,521
2025	4,705	376	5,081	0	0	0	147	515	662	5,743



LU: Fall Headcount Enrollment, Distance

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	52	207	258	0	0	0	14	61	74	334
2019	22	237	259	0	0	0	11	62	73	332
2020	22	248	270	0	0	0	11	64	75	345
2021	22	260	282	0	0	0	11	66	77	359
2022	22	274	296	0	0	0	11	68	79	375
2023	22	286	308	0	0	0	11	71	82	390
2024	22	300	322	0	0	0	11	74	85	407
2025	22	315	337	0	0	0	11	77	87	425

LU: Fall Headcount Enrollment, Total

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	3,834	489	4,323	0	0	0	136	450	586	4,911
2019	3,738	532	4,270	0	0	0	128	473	601	4,871
2020	3,887	554	4,441	0	0	0	132	491	623	5,064
2021	4,041	579	4,620	0	0	0	137	509	646	5,265
2022	4,203	606	4,809	0	0	0	142	528	670	5,479
2023	4,371	632	5,003	0	0	0	147	548	695	5,698
2024	4,546	659	5,205	0	0	0	152	570	722	5,928
2025	4,727	691	5,418	0	0	0	158	591	749	6,168

LU: Full-Time Equivalent Enrollment, Total

	Regular Session FTE						Annual FTE		
	Undergraduate		First Professional		Graduate		All		
Fiscal Year	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total
2018	3,913	298	0	0	409	19	4,346	321	4,670
2019	3,806	364	0	0	434	29	4,263	399	4,665
2020	3,763	283	0	0	397	18	4,185	307	4,495
2021	3,900	285	0	0	458	21	4,364	331	4,698
2022	4,057	294	0	0	477	22	4,562	320	4,885
2023	4,219	304	0	0	496	22	4,745	330	5,078
2024	4,391	314	0	0	516	23	4,937	342	5,282
2025	4,567	326	0	0	537	25	5,135	355	5,493
2026	4,449	641	0	0	558	26	5,039	672	5,714



LU: Degree Estimates

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	0	0	0	1,902	0	0	350	0	0	2,252
2019	0	0	0	1,932	0	0	128	128	0	2,188
2020	0	0	0	1,946	0	0	254	0	0	2,200
2021	0	0	0	1,962	0	0	264	0	0	2,226
2022	0	0	0	1,978	0	0	274	0	0	2,252
2023	0	0	0	1,994	0	0	286	0	0	2,280
2024	0	0	0	2,008	0	0	296	0	0	2,304
2025	0	0	0	2,024	0	0	308	0	0	2,332
2026	0	0	0	2,042	0	0	320	0	0	2,362

LU: Degree Estimates, Awards to In-State Students

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	0	0	0	1,802	0	0	334	0	0	2,136
2019	0	0	0	1,864	0	0	120	120	0	2,104
2020	0	0	0	1,876	0	0	236	0	0	2,112
2021	0	0	0	1,892	0	0	246	0	0	2,138
2022	0	0	0	1,906	0	0	256	0	0	2,162
2023	0	0	0	1,920	0	0	266	0	0	2,186
2024	0	0	0	1,934	0	0	276	0	0	2,210
2025	0	0	0	1,948	0	0	288	0	0	2,236
2026	0	0	0	1,964	0	0	300	0	0	2,264



Norfolk State University

NSU: Headcount Enrollment - First-Time-in-College and New Transfer

Fall	First-Time in College					New Transfer				
	In-State HC		Out-of-State HC		Total	In-State HC		Out-of-State HC		Total
	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2018	737	67.0%	365	33.0%	1,102	302	79.6%	78	20.4%	380
2019	737	67.0%	365	33.0%	1,102	302	79.6%	78	20.4%	380
2020	737	67.0%	365	33.0%	1,102	302	79.6%	78	20.4%	380
2021	737	67.0%	365	33.0%	1,102	302	79.6%	78	20.4%	380
2022	737	67.0%	365	33.0%	1,102	302	79.6%	78	20.4%	380
2023	752	67.0%	371	33.0%	1,123	308	79.6%	79	20.4%	387
2024	767	67.0%	379	33.0%	1,146	314	79.6%	81	20.4%	395
2025	790	67.0%	390	33.0%	1,180	323	79.6%	83	20.4%	406

NSU: Fall Headcount Enrollment, Undergraduate, In-State and Out-of-State, Campus-Based/Non-Distance

Fall	Campus-Based			Distance			Percentages by Domicile		All Students
	In-State	Out-of-State	% Campus-based	In-State	Out-of-State	% Distance	In-State	Out-of-State	Total
2018	3,435	1,063	97%	138	24	3%	77%	23%	4,660
2019	3,451	947	96%	138	24	4%	79%	21%	4,560
2020	3,451	947	96%	138	24	4%	79%	21%	4,560
2021	3,451	947	96%	138	24	4%	79%	21%	4,560
2022	3,451	947	96%	138	24	4%	79%	21%	4,560
2023	3,519	965	96%	141	24	4%	79%	21%	4,649
2024	3,589	984	96%	144	24	4%	79%	21%	4,741
2025	3,697	1,014	96%	148	25	4%	79%	21%	4,884

NSU: Fall Headcount Enrollment, Campus-Based/Non-Distance

Fall	Undergraduate			First Professional			Graduate			All
	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2017	3,936	574	4,510	0	0	0	387	114	501	5,011
2018	4,071	427	4,498	0	0	0	336	114	450	4,948
2019	3,996	402	4,398	0	0	0	393	126	519	4,917
2020	3,996	402	4,398	0	0	0	393	126	519	4,917
2021	3,996	402	4,398	0	0	0	393	126	519	4,917
2022	3,996	402	4,398	0	0	0	393	126	519	4,917
2023	4,074	409	4,484	0	0	0	400	127	528	5,015
2024	4,156	416	4,573	0	0	0	408	130	539	5,115
2025	4,281	429	4,711	0	0	0	420	134	555	5,269



NSU: Fall Headcount Enrollment, Distance

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	62	100	162	0	0	0	38	42	80	242
2019	62	100	162	0	0	0	56	55	110	273
2020	62	100	162	0	0	0	56	55	110	273
2021	62	100	162	0	0	0	56	55	110	273
2022	62	100	162	0	0	0	56	55	110	273
2023	63	102	165	0	0	0	57	56	113	278
2024	64	104	168	0	0	0	58	57	115	284
2025	66	107	173	0	0	0	59	58	118	292

NSU: Fall Headcount Enrollment, Total

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	4,133	527	4,660	0	0	0	374	156	530	5,190
2019	4,058	502	4,560	0	0	0	449	180	629	5,190
2020	4,058	502	4,560	0	0	0	449	180	629	5,190
2021	4,058	502	4,560	0	0	0	449	180	629	5,190
2022	4,058	502	4,560	0	0	0	449	180	629	5,190
2023	4,137	512	4,649	0	0	0	457	184	641	5,293
2024	4,220	521	4,741	0	0	0	466	188	654	5,399
2025	4,347	537	4,884	0	0	0	479	194	673	5,561

NSU: Full-Time Equivalent Enrollment, Total

	Regular Session FTE						Annual FTE		
	Undergraduate		First Professional		Graduate		All		
Fiscal Year	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total
2018	3,059	840	0	0	402	60	3,469	903	4,375
2019	2,671	905	0	0	291	67	2,972	975	3,950
2020	2,749	827	0	0	294	65	3,052	894	3,950
2021	2,749	827	0	0	294	65	3,052	894	3,950
2022	2,749	827	0	0	294	65	3,052	894	3,950
2023	2,749	827	0	0	294	65	3,052	894	3,950
2024	2,724	924	0	0	298	68	3,032	994	4,029
2025	2,779	942	0	0	304	69	3,092	1,015	4,109
2026	2,862	971	0	0	312	72	3,184	1,045	4,233



NSU: Degree Estimates

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	0	0	4	1,458	0	0	426	0	24	1,912
2019	0	0	4	1,458	0	0	426	0	24	1,912
2020	0	0	4	1,482	0	0	442	0	24	1,952
2021	0	0	4	1,482	0	0	442	0	24	1,952
2022	0	0	4	1,482	0	0	442	0	24	1,952
2023	0	0	4	1,482	0	0	442	0	24	1,952
2024	0	0	4	1,482	0	0	442	0	24	1,952
2025	0	0	4	1,482	0	0	442	0	24	1,952
2026	0	0	4	1,482	0	0	442	0	24	1,952

NSU: Degree Estimates, Awards to In-State Students

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	0	0	4	1,266	0	0	370	0	14	1,654
2019	0	0	4	1,266	0	0	370	0	14	1,654
2020	0	0	4	1,290	0	0	386	0	14	1,694
2021	0	0	4	1,290	0	0	386	0	14	1,694
2022	0	0	4	1,290	0	0	386	0	14	1,694
2023	0	0	4	1,290	0	0	386	0	14	1,694
2024	0	0	4	1,290	0	0	386	0	14	1,694
2025	0	0	4	1,290	0	0	386	0	14	1,694
2026	0	0	4	1,290	0	0	386	0	14	1,694



Old Dominion University

ODU: Headcount Enrollment - First-Time-in-College and New Transfer

Fall	First-Time in College					New Transfer				
	In-State HC		Out-of-State HC		Total	In-State HC		Out-of-State HC		Total
	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2018	2,852	89.8%	324	10.2%	3,176	1,695	88.7%	216	11.3%	1,911
2019	2,777	88.3%	369	11.7%	3,146	1,591	87.6%	226	12.4%	1,817
2020	2,835	88.0%	386	12.0%	3,221	1,488	86.3%	235	13.7%	1,723
2021	2,893	87.8%	402	12.2%	3,295	1,552	87.2%	228	12.8%	1,780
2022	2,893	87.8%	402	12.2%	3,295	1,552	87.2%	228	12.8%	1,780
2023	2,893	87.8%	402	12.2%	3,295	1,552	87.2%	228	12.8%	1,780
2024	2,893	87.8%	402	12.2%	3,295	1,552	87.2%	228	12.8%	1,780
2025	2,893	87.8%	402	12.2%	3,295	1,552	87.2%	228	12.8%	1,780

ODU: Fall Headcount Enrollment, Undergraduate, In-State and Out-of-State, Campus-Based/Non-Distance

Fall	Campus-Based			Distance			Percentages by Domicile		All Students
	In-State	Out-of-State	% Campus-based	In-State	Out-of-State	% Distance	In-State	Out-of-State	Total
2018	14,120	1,516	81%	3,338	398	19%	90%	10%	19,372
2019	13,739	1,610	79%	3,564	409	21%	90%	10%	19,322
2020	13,367	1,674	78%	3,764	444	22%	89%	11%	19,249
2021	12,891	1,725	76%	4,009	482	24%	88%	12%	19,107
2022	12,891	1,725	76%	4,009	482	24%	88%	12%	19,107
2023	12,891	1,725	76%	4,009	482	24%	88%	12%	19,107
2024	12,891	1,725	76%	4,009	482	24%	88%	12%	19,107
2025	12,891	1,725	76%	4,009	482	24%	88%	12%	19,107

ODU: Fall Headcount Enrollment, Campus-Based/Non-Distance

Fall	Undergraduate			First Professional			Graduate			All
	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2017	13,961	2,094	16,054	0	0	0	1,331	1,284	2,613	18,669
2018	13,773	1,863	15,636	0	0	0	1,275	1,254	2,529	18,165
2019	13,724	1,624	15,349	0	0	0	1,229	1,149	2,379	17,731
2020	13,644	1,395	15,041	0	0	0	1,171	1,059	2,232	17,275
2021	13,450	1,166	14,616	0	0	0	1,144	961	2,106	16,724
2022	13,450	1,166	14,616	0	0	0	1,144	961	2,106	16,724
2023	13,450	1,166	14,616	0	0	0	1,144	961	2,106	16,724
2024	13,450	1,166	14,616	0	0	0	1,144	961	2,106	16,724
2025	13,450	1,166	14,616	0	0	0	1,144	961	2,106	16,724



ODU: Fall Headcount Enrollment, Distance

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	1,230	2,506	3,736	0	0	0	327	1,948	2,275	6,011
2019	1,350	2,622	3,973	0	0	0	332	2,068	2,401	6,376
2020	1,476	2,732	4,208	0	0	0	353	2,189	2,542	6,751
2021	1,652	2,839	4,491	0	0	0	362	2,325	2,688	7,181
2022	1,652	2,839	4,491	0	0	0	362	2,325	2,688	7,181
2023	1,652	2,839	4,491	0	0	0	362	2,325	2,688	7,181
2024	1,652	2,839	4,491	0	0	0	362	2,325	2,688	7,181
2025	1,652	2,839	4,491	0	0	0	362	2,325	2,688	7,181

ODU: Fall Headcount Enrollment, Total

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	15,003	4,369	19,372	0	0	0	1,602	3,202	4,804	24,176
2019	15,074	4,248	19,322	0	0	0	1,561	3,219	4,780	24,107
2020	15,120	4,129	19,249	0	0	0	1,524	3,250	4,774	24,026
2021	15,102	4,005	19,107	0	0	0	1,506	3,288	4,794	23,905
2022	15,102	4,005	19,107	0	0	0	1,506	3,288	4,794	23,905
2023	15,102	4,005	19,107	0	0	0	1,506	3,288	4,794	23,905
2024	15,102	4,005	19,107	0	0	0	1,506	3,288	4,794	23,905
2025	15,102	4,005	19,107	0	0	0	1,506	3,288	4,794	23,905

ODU: Full-Time Equivalent Enrollment, Total

	Regular Session FTE						Annual FTE		
	Undergraduate		First Professional		Graduate		All		
Fiscal Year	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total
2018	15,199	1,579	0	0	2,251	728	17,550	2,312	19,865
2019	15,032	1,618	0	0	2,248	639	17,355	2,261	19,620
2020	14,927	1,705	0	0	2,229	616	17,234	2,325	19,562
2021	14,827	1,776	0	0	2,208	591	17,110	2,368	19,481
2022	14,479	1,950	0	0	2,161	624	16,698	2,584	19,285
2023	14,479	1,950	0	0	2,161	624	16,698	2,584	19,285
2024	14,479	1,950	0	0	2,161	624	16,698	2,584	19,285
2025	14,479	1,950	0	0	2,161	624	16,698	2,584	19,285
2026	14,479	1,950	0	0	2,161	624	16,698	2,584	19,285



ODU: Degree Estimates

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	7	0	0	3,934	114	0	994	46	231	5,326
2019	7	0	0	3,775	114	0	974	59	246	5,175
2020	7	0	0	3,785	114	0	951	65	252	5,174
2021	7	0	0	3,796	114	0	942	72	258	5,189
2022	7	0	0	3,815	114	0	933	78	264	5,211
2023	7	0	0	3,815	114	0	933	78	264	5,211
2024	7	0	0	3,815	114	0	933	78	264	5,211
2025	7	0	0	3,815	114	0	933	78	264	5,211
2026	7	0	0	3,815	114	0	933	78	264	5,211

ODU: Degree Estimates, Awards to In-State Students

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	7	0	0	3,446	87	0	730	38	148	4,456
2019	7	0	0	3,273	87	0	691	50	160	4,268
2020	7	0	0	3,269	87	0	666	56	162	4,247
2021	7	0	0	3,278	87	0	651	61	165	4,249
2022	7	0	0	3,295	87	0	645	65	167	4,266
2023	7	0	0	3,295	87	0	645	65	167	4,266
2024	7	0	0	3,295	87	0	645	65	167	4,266
2025	7	0	0	3,295	87	0	645	65	167	4,266
2026	7	0	0	3,295	87	0	645	65	167	4,266



Radford University

RU: Headcount Enrollment - First-Time-in-College and New Transfer

Fall	First-Time in College					New Transfer				
	In-State HC		Out-of-State HC		Total	In-State HC		Out-of-State HC		Total
	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2018	1,657	90.7%	171	9.3%	1,828	744	94.8%	42	5.2%	786
2019	1,647	90.7%	169	9.3%	1,816	676	95.1%	35	4.9%	711
2020	1,681	90.7%	173	9.3%	1,854	671	94.4%	40	5.6%	711
2021	1,704	90.6%	176	9.4%	1,880	657	94.9%	35	5.1%	692
2022	1,740	90.6%	180	9.4%	1,920	665	94.3%	40	5.7%	705
2023	1,775	90.7%	183	9.3%	1,958	682	94.6%	39	5.4%	721
2024	1,811	90.7%	186	9.3%	1,997	684	94.3%	41	5.7%	725
2025	1,846	90.7%	190	9.3%	2,036	684	94.3%	41	5.7%	725

RU: Fall Headcount Enrollment, Undergraduate, In-State and Out-of-State, Campus-Based/Non-Distance

Fall	Campus-Based			Distance			Percentages by Domicile		All Students
	In-State	Out-of-State	% Campus-based	In-State	Out-of-State	% Distance	In-State	Out-of-State	Total
2018	7,805	600	97%	285	12	3%	93%	7%	8,702
2019	7,450	594	96%	282	13	4%	93%	7%	8,339
2020	7,367	604	96%	308	15	4%	93%	7%	8,294
2021	7,447	626	96%	348	17	4%	92%	8%	8,438
2022	7,610	650	95%	379	20	5%	92%	8%	8,659
2023	7,817	676	95%	407	22	5%	92%	8%	8,922
2024	8,013	696	95%	434	24	5%	92%	8%	9,167
2025	8,220	714	95%	465	26	5%	92%	8%	9,425

RU: Fall Headcount Enrollment, Campus-Based/Non-Distance

Fall	Undergraduate			First Professional			Graduate			All
	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2017	8,604	339	8,943	0	0	0	742	175	916	9,860
2018	8,082	323	8,405	0	0	0	703	167	870	9,275
2019	7,746	298	8,044	0	0	0	689	164	853	8,897
2020	7,685	286	7,971	0	0	0	720	169	889	8,860
2021	7,794	279	8,073	0	0	0	740	174	914	8,987
2022	7,966	294	8,260	0	0	0	756	181	937	9,197
2023	8,188	305	8,493	0	0	0	765	185	950	9,443
2024	8,398	311	8,709	0	0	0	768	193	961	9,670
2025	8,618	316	8,934	0	0	0	768	191	959	9,893



RU: Fall Headcount Enrollment, Distance

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	89	208	297	0	0	0	65	826	891	1,188
2019	78	217	295	0	0	0	73	1,865	1,938	2,233
2020	79	244	323	0	0	0	76	2,148	2,224	2,547
2021	86	279	365	0	0	0	79	1,679	1,758	2,123
2022	87	312	399	0	0	0	83	1,708	1,791	2,190
2023	87	342	429	0	0	0	88	1,728	1,816	2,245
2024	88	370	458	0	0	0	93	1,740	1,833	2,291
2025	90	401	491	0	0	0	91	1,741	1,832	2,323

RU: Fall Headcount Enrollment, Total

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	8,171	531	8,702	0	0	0	768	993	1,761	10,463
2019	7,824	515	8,339	0	0	0	762	2,029	2,791	11,130
2020	7,764	530	8,294	0	0	0	796	2,317	3,113	11,407
2021	7,880	558	8,438	0	0	0	819	1,853	2,672	11,110
2022	8,053	606	8,659	0	0	0	839	1,889	2,728	11,387
2023	8,275	647	8,922	0	0	0	853	1,913	2,766	11,688
2024	8,486	681	9,167	0	0	0	861	1,933	2,794	11,961
2025	8,708	717	9,425	0	0	0	859	1,932	2,791	12,216

RU: Full-Time Equivalent Enrollment, Total

	Regular Session FTE						Annual FTE		
	Undergraduate		First Professional		Graduate		All		
Fiscal Year	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total
2018	8,330	591	0	0	1,019	224	9,383	822	10,207
2019	7,923	613	0	0	1,018	233	8,992	856	9,851
2020	7,526	604	0	0	1,082	225	8,682	845	9,530
2021	7,573	624	0	0	1,155	234	8,803	874	9,680
2022	7,792	655	0	0	1,159	232	9,016	897	9,917
2023	8,082	691	0	0	1,204	231	9,351	932	10,287
2024	8,414	728	0	0	1,230	231	9,710	970	10,682
2025	8,737	754	0	0	1,257	218	10,059	985	11,046
2026	9,058	782	0	0	1,263	212	10,372	1,004	11,379



RU: Degree Estimates

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	22	0	56	2,126	22	0	411	9	39	2,685
2019	20	27	28	2,033	13	0	423	8	47	2,599
2020	43	40	14	1,935	21	0	435	8	49	2,545
2021	62	40	14	1,821	23	0	454	8	51	2,473
2022	87	0	0	1,811	24	0	468	8	60	2,458
2023	112	0	0	1,830	25	0	482	9	69	2,527
2024	137	0	0	1,866	26	0	492	9	79	2,609
2025	162	0	0	1,900	26	0	499	9	88	2,684
2026	187	0	0	1,946	26	0	501	9	88	2,757

RU: Degree Estimates, Awards to In-State Students

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	20	0	56	1,988	19	0	355	8	36	2,482
2019	17	26	28	1,914	13	0	359	6	42	2,405
2020	37	40	14	1,818	20	0	369	6	44	2,348
2021	53	40	14	1,712	21	0	387	6	46	2,279
2022	74	0	0	1,697	23	0	398	6	55	2,253
2023	95	0	0	1,713	23	0	411	7	64	2,313
2024	116	0	0	1,744	24	0	418	7	74	2,383
2025	138	0	0	1,775	24	0	424	7	83	2,451
2026	159	0	0	1,816	24	0	427	7	83	2,516



University of Mary Washington

UMW: Headcount Enrollment - First-Time-in-College and New Transfer

Fall	First-Time in College					New Transfer				
	In-State HC		Out-of-State HC		Total	In-State HC		Out-of-State HC		Total
	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2018	830	89.1%	102	10.9%	932	309	95.1%	16	4.9%	325
2019	852	89.1%	105	10.9%	957	326	94.6%	19	5.4%	345
2020	861	88.1%	117	11.9%	978	347	94.6%	20	5.4%	367
2021	892	88.1%	121	11.9%	1,013	371	94.7%	21	5.3%	392
2022	915	87.2%	135	12.8%	1,050	394	94.2%	25	5.8%	419
2023	938	86.2%	151	13.8%	1,089	421	94.2%	27	5.8%	448
2024	975	86.2%	156	13.8%	1,131	448	93.2%	33	6.8%	481
2025	1,003	85.3%	173	14.7%	1,176	480	93.2%	35	6.8%	515

UMW: Fall Headcount Enrollment, Undergraduate, In-State and Out-of-State, Campus-Based/Non-Distance

Fall	Campus-Based			Distance			Percentages by Domicile		All Students
	In-State	Out-of-State	% Campus-based	In-State	Out-of-State	% Distance	In-State	Out-of-State	Total
2018	3,993	417	100%	0	0	0%	91%	9%	4,410
2019	4,005	418	100%	0	0	0%	91%	9%	4,423
2020	3,997	439	100%	0	0	0%	90%	10%	4,436
2021	4,008	446	100%	0	0	0%	90%	10%	4,454
2022	4,024	455	100%	0	0	0%	90%	10%	4,479
2023	4,051	461	100%	0	0	0%	90%	10%	4,512
2024	4,088	472	100%	0	0	0%	90%	10%	4,560
2025	4,144	482	100%	0	0	0%	90%	10%	4,626

UMW: Fall Headcount Enrollment, Campus-Based/Non-Distance

Fall	Undergraduate			First Professional			Graduate			All
	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2017	3,905	493	4,398	0	0	0	139	271	410	4,808
2018	3,876	534	4,410	0	0	0	118	199	317	4,727
2019	3,885	538	4,423	0	0	0	120	203	323	4,746
2020	3,894	542	4,436	0	0	0	122	209	331	4,766
2021	3,906	548	4,454	0	0	0	131	222	353	4,807
2022	3,923	556	4,479	0	0	0	146	242	388	4,866
2023	3,947	565	4,512	0	0	0	169	271	440	4,951
2024	3,983	577	4,560	0	0	0	203	311	514	5,074
2025	4,033	593	4,626	0	0	0	254	365	619	5,245



UMW: Fall Headcount Enrollment, Distance

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	0	0	0	0	0	0	0	0	0	0
2019	0	0	0	0	0	0	0	0	0	0
2020	0	0	0	0	0	0	0	0	0	0
2021	0	0	0	0	0	0	0	0	0	0
2022	0	0	0	0	0	0	0	0	0	0
2023	0	0	0	0	0	0	0	0	0	0
2024	0	0	0	0	0	0	0	0	0	0
2025	0	0	0	0	0	0	0	0	0	0

UMW: Fall Headcount Enrollment, Total

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	3,876	534	4,410	0	0	0	118	199	317	4,727
2019	3,885	538	4,423	0	0	0	120	203	323	4,746
2020	3,894	542	4,436	0	0	0	122	209	331	4,766
2021	3,906	548	4,454	0	0	0	131	222	353	4,807
2022	3,923	556	4,479	0	0	0	146	242	388	4,866
2023	3,947	565	4,512	0	0	0	169	271	440	4,951
2024	3,983	577	4,560	0	0	0	203	311	514	5,074
2025	4,033	593	4,626	0	0	0	254	365	619	5,245

UMW: Full-Time Equivalent Enrollment, Total

	Regular Session FTE						Annual FTE		
	Undergraduate		First Professional		Graduate		All		
Fiscal Year	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total
2018	3,517	428	0	0	165	5	3,494	424	3,919
2019	3,568	455	0	0	162	11	3,526	453	3,980
2020	3,566	463	0	0	162	12	3,503	463	3,967
2021	3,595	465	0	0	164	16	3,511	465	3,977
2022	3,647	478	0	0	180	20	3,543	479	4,023
2023	3,675	475	0	0	190	23	3,581	479	4,061
2024	3,682	505	0	0	209	25	3,607	511	4,119
2025	3,724	513	0	0	237	29	3,678	522	4,201
2026	3,779	522	0	0	274	33	3,770	535	4,306



UMW: Degree Estimates

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	29	0	0	934	0	0	161	0	0	1,124
2019	28	0	0	944	0	0	156	0	0	1,128
2020	30	0	0	949	0	0	159	0	0	1,138
2021	32	0	0	967	0	0	162	0	0	1,161
2022	34	0	0	981	0	0	165	0	0	1,180
2023	36	0	0	993	0	0	168	0	0	1,197
2024	38	0	0	1,005	0	0	171	0	0	1,214
2025	40	0	0	1,006	0	0	174	0	0	1,220
2026	42	0	0	1,007	0	0	177	0	0	1,226

UMW: Degree Estimates, Awards to In-State Students

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	23	0	0	843	0	0	155	0	0	1,021
2019	25	0	0	845	0	0	149	0	0	1,019
2020	27	0	0	850	0	0	151	0	0	1,028
2021	29	0	0	866	0	0	153	0	0	1,048
2022	31	0	0	879	0	0	155	0	0	1,065
2023	33	0	0	889	0	0	157	0	0	1,079
2024	35	0	0	900	0	0	159	0	0	1,094
2025	37	0	0	900	0	0	161	0	0	1,098
2026	39	0	0	901	0	0	163	0	0	1,103



University of Virginia

UVA: Headcount Enrollment - First-Time-in-College and New Transfer

Fall	First-Time in College					New Transfer				
	In-State HC		Out-of-State HC		Total	In-State HC		Out-of-State HC		Total
	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2018	2,487	65.1%	1,335	34.9%	3,822	574	82.4%	123	17.6%	697
2019	2,511	67.0%	1,237	33.0%	3,748	542	82.9%	112	17.1%	654
2020	2,511	67.0%	1,237	33.0%	3,748	542	82.9%	112	17.1%	654
2021	2,511	67.0%	1,237	33.0%	3,748	542	82.9%	112	17.1%	654
2022	2,511	67.0%	1,237	33.0%	3,748	542	82.9%	112	17.1%	654
2023	2,511	67.0%	1,237	33.0%	3,748	542	82.9%	112	17.1%	654
2024	2,511	67.0%	1,237	33.0%	3,748	542	82.9%	112	17.1%	654
2025	2,511	67.0%	1,237	33.0%	3,748	542	82.9%	112	17.1%	654

UVA: Fall Headcount Enrollment, Undergraduate, In-State and Out-of-State, Campus-Based/Non-Distance

Fall	Campus-Based			Distance			Percentages by Domicile		All Students
	In-State	Out-of-State	% Campus-based	In-State	Out-of-State	% Distance	In-State	Out-of-State	Total
2018	11,299	5,134	98%	323	21	2%	69%	31%	16,777
2019	11,337	5,170	98%	342	23	2%	69%	31%	16,872
2020	11,356	5,166	97%	402	28	3%	69%	31%	16,952
2021	11,322	5,151	97%	433	30	3%	69%	31%	16,936
2022	11,353	5,050	97%	447	31	3%	70%	30%	16,881
2023	11,351	5,049	97%	466	32	3%	70%	30%	16,898
2024	11,351	5,048	97%	486	34	3%	70%	30%	16,919
2025	11,351	5,048	97%	507	35	3%	70%	30%	16,941

UVA: Fall Headcount Enrollment, Campus-Based/Non-Distance

Fall	Undergraduate			First Professional			Graduate			All
	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2017	15,731	624	16,355	1,538	7	1,545	4,851	727	5,578	23,478
2018	15,964	469	16,433	1,546	3	1,549	4,956	663	5,619	23,601
2019	15,979	528	16,507	1,554	3	1,557	4,982	679	5,661	23,725
2020	15,993	529	16,522	1,534	3	1,536	5,049	675	5,724	23,783
2021	15,937	536	16,473	1,487	3	1,490	5,122	712	5,834	23,797
2022	15,869	534	16,403	1,450	3	1,452	5,255	728	5,982	23,839
2023	15,866	534	16,400	1,449	3	1,452	5,322	744	6,066	23,918
2024	15,865	534	16,399	1,449	3	1,452	5,389	735	6,124	23,974
2025	15,865	534	16,399	1,449	3	1,452	5,446	719	6,165	24,016



UVA: Fall Headcount Enrollment, Distance

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	2	342	344	0	0	0	17	677	694	1,038
2019	3	362	365	0	0	0	17	723	740	1,105
2020	4	426	430	0	0	0	20	883	903	1,333
2021	5	458	463	0	0	0	22	1,028	1,050	1,513
2022	5	473	478	0	0	0	22	1,071	1,093	1,571
2023	5	493	498	0	0	0	23	1,117	1,140	1,638
2024	5	515	520	0	0	0	25	1,177	1,202	1,722
2025	5	537	542	0	0	0	27	1,248	1,275	1,817

UVA: Fall Headcount Enrollment, Total

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	15,966	811	16,777	1,546	3	1,549	4,973	1,340	6,313	24,639
2019	15,982	890	16,872	1,554	3	1,557	4,999	1,402	6,401	24,830
2020	15,997	955	16,952	1,534	2	1,536	5,069	1,558	6,627	25,116
2021	15,942	994	16,936	1,487	3	1,490	5,144	1,740	6,884	25,310
2022	15,874	1,007	16,881	1,450	2	1,452	5,277	1,798	7,075	25,410
2023	15,871	1,027	16,898	1,449	3	1,452	5,345	1,861	7,206	25,556
2024	15,870	1,049	16,919	1,449	3	1,452	5,414	1,912	7,326	25,696
2025	15,870	1,071	16,941	1,449	3	1,452	5,473	1,967	7,440	25,833

UVA: Full-Time Equivalent Enrollment, Total

	Regular Session FTE						Annual FTE		
	Undergraduate		First Professional		Graduate		All		
Fiscal Year	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total
2018	11,403	5,394	546	984	2,251	4,153	14,282	10,562	24,847
2019	11,412	5,549	532	1,001	2,212	4,295	14,240	10,877	25,119
2020	11,462	5,629	572	968	2,421	4,123	14,537	10,753	25,293
2021	11,497	5,628	567	954	2,494	4,179	14,639	10,796	25,437
2022	11,471	5,626	555	920	2,570	4,260	14,677	10,839	25,519
2023	11,498	5,536	545	894	2,640	4,370	14,766	10,834	25,603
2024	11,503	5,536	545	894	2,685	4,430	14,815	10,894	25,712
2025	11,510	5,535	545	894	2,728	4,480	14,866	10,942	25,811
2026	11,519	5,538	545	894	2,770	4,517	14,915	10,984	25,902



UVA: Degree Estimates

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	23	0	0	4,178	116	456	1,985	4	360	7,122
2019	217	0	0	4,152	72	440	2,071	3	343	7,298
2020	603	0	0	4,172	372	462	2,147	2	345	8,103
2021	603	0	0	4,255	372	464	2,203	1	354	8,252
2022	603	0	0	4,276	372	456	2,258	0	365	8,330
2023	603	0	0	4,213	372	449	2,296	0	364	8,297
2024	603	0	0	4,208	372	446	2,329	0	370	8,328
2025	603	0	0	4,209	372	446	2,381	0	374	8,385
2026	603	0	0	4,209	372	445	2,719	0	384	8,732

UVA: Degree Estimates, Awards to In-State Students

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	23	0	0	2,977	82	155	879	3	85	4,204
2019	10	0	0	2,930	48	159	934	2	95	4,178
2020	23	0	0	2,916	58	157	960	1	97	4,212
2021	20	0	0	2,969	58	147	989	1	101	4,285
2022	20	0	0	2,922	58	142	1,012	0	105	4,259
2023	23	0	0	2,939	58	141	1,030	0	104	4,295
2024	23	0	0	2,939	58	142	1,044	0	106	4,312
2025	23	0	0	2,938	58	141	1,068	0	107	4,335
2026	23	0	0	2,938	58	141	1,085	0	110	4,355



University of Virginia's College at Wise

UVA-W: Headcount Enrollment - First-Time-in-College and New Transfer

Fall	First-Time in College					New Transfer				
	In-State HC		Out-of-State HC		Total	In-State HC		Out-of-State HC		Total
	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2018	285	92.2%	25	7.8%	310	79	98.0%	2	2.0%	81
2019	266	92.2%	23	7.8%	289	75	98.0%	2	2.0%	77
2020	272	88.2%	37	11.8%	309	77	95.0%	5	5.0%	82
2021	290	88.1%	39	11.9%	329	78	90.0%	9	10.0%	87
2022	307	88.1%	42	11.9%	349	82	90.0%	10	10.0%	92
2023	325	88.1%	44	11.9%	369	87	90.0%	10	10.0%	97
2024	342	88.0%	47	12.0%	389	91	90.0%	11	10.0%	102
2025	360	88.0%	49	12.0%	409	96	90.0%	11	10.0%	107

UVA-W: Fall Headcount Enrollment, Undergraduate, In-State and Out-of-State, Campus-Based/Non-Distance

Fall	Campus-Based			Distance			Percentages by Domicile		All Students
	In-State	Out-of-State	% Campus-based	In-State	Out-of-State	% Distance	In-State	Out-of-State	Total
2018	1,149	76	60%	794	26	40%	95%	5%	2,045
2019	1,085	93	59%	795	25	41%	94%	6%	1,998
2020	1,104	122	60%	795	25	40%	93%	7%	2,046
2021	1,166	140	61%	795	25	39%	92%	8%	2,126
2022	1,234	147	63%	795	25	37%	92%	8%	2,201
2023	1,304	158	64%	795	25	36%	92%	8%	2,282
2024	1,375	165	65%	795	25	35%	92%	8%	2,360
2025	1,445	173	66%	795	25	34%	92%	8%	2,438

UVA-W: Fall Headcount Enrollment, Campus-Based/Non-Distance

Fall	Undergraduate			First Professional			Graduate			All
	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2017	1,194	92	1,286	0	0	0	0	0	0	1,286
2018	1,137	89	1,225	0	0	0	0	0	0	1,226
2019	1,092	86	1,178	0	0	0	0	0	0	1,178
2020	1,137	89	1,226	0	0	0	0	0	0	1,226
2021	1,211	95	1,306	0	0	0	0	0	0	1,306
2022	1,282	100	1,381	0	0	0	0	0	0	1,381
2023	1,356	106	1,462	0	0	0	0	0	0	1,462
2024	1,428	112	1,540	0	0	0	0	0	0	1,540
2025	1,501	117	1,618	0	0	0	0	0	0	1,618



UVA-W: Fall Headcount Enrollment, Distance

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	17	803	820	0	0	0	0	0	0	820
2019	5	815	820	0	0	0	0	0	0	820
2020	5	815	820	0	0	0	0	0	0	820
2021	5	815	820	0	0	0	0	0	0	820
2022	5	815	820	0	0	0	0	0	0	820
2023	5	815	820	0	0	0	0	0	0	820
2024	5	815	820	0	0	0	0	0	0	820
2025	5	815	820	0	0	0	0	0	0	820

UVA-W: Fall Headcount Enrollment, Total

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	1,154	891	2,045	0	0	0	0	0	0	2,046
2019	1,097	901	1,998	0	0	0	0	0	0	1,998
2020	1,142	904	2,046	0	0	0	0	0	0	2,046
2021	1,216	910	2,126	0	0	0	0	0	0	2,126
2022	1,287	914	2,201	0	0	0	0	0	0	2,201
2023	1,361	921	2,282	0	0	0	0	0	0	2,282
2024	1,433	927	2,360	0	0	0	0	0	0	2,360
2025	1,506	932	2,438	0	0	0	0	0	0	2,438

UVA-W: Full-Time Equivalent Enrollment, Total

	Regular Session FTE						Annual FTE		
	Undergraduate		First Professional		Graduate		All		
Fiscal Year	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total
2018	1,495	117	0	0	0	0	1,496	118	1,617
2019	1,474	114	0	0	0	0	1,476	115	1,594
2020	1,431	118	0	0	0	0	1,433	119	1,555
2021	1,437	152	0	0	0	0	1,439	153	1,595
2022	1,493	159	0	0	0	0	1,495	160	1,658
2023	1,550	167	0	0	0	0	1,552	168	1,723
2024	1,606	174	0	0	0	0	1,607	176	1,786
2025	1,661	183	0	0	0	0	1,664	183	1,850
2026	1,717	190	0	0	0	0	1,719	191	1,913



UVA-W: Degree Estimates

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	0	0	0	267	0	0	0	0	0	267
2019	0	0	0	235	0	0	0	0	0	235
2020	0	0	0	235	0	0	0	0	0	235
2021	0	0	0	237	0	0	0	0	0	237
2022	0	0	0	237	0	0	0	0	0	237
2023	0	0	0	239	0	0	0	0	0	239
2024	0	0	0	239	0	0	0	0	0	239
2025	0	0	0	241	0	0	0	0	0	241
2026	0	0	0	241	0	0	0	0	0	241

UVA-W: Degree Estimates, Awards to In-State Students

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	0	0	0	263	0	0	0	0	0	263
2019	0	0	0	211	0	0	0	0	0	211
2020	0	0	0	211	0	0	0	0	0	211
2021	0	0	0	212	0	0	0	0	0	212
2022	0	0	0	212	0	0	0	0	0	212
2023	0	0	0	214	0	0	0	0	0	214
2024	0	0	0	214	0	0	0	0	0	214
2025	0	0	0	216	0	0	0	0	0	216
2026	0	0	0	216	0	0	0	0	0	216



Virginia Commonwealth University

VCU: Headcount Enrollment - First-Time-in-College and New Transfer

Fall	First-Time in College					New Transfer				
	In-State HC		Out-of-State HC		Total	In-State HC		Out-of-State HC		Total
	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2018	4,179	90.8%	421	9.2%	4,600	1,604	94.0%	104	6.0%	1,708
2019	4,178	90.8%	424	9.2%	4,602	1,595	93.9%	105	6.1%	1,700
2020	4,095	89.0%	507	11.0%	4,602	1,595	93.9%	105	6.1%	1,700
2021	4,143	87.2%	609	12.8%	4,752	1,745	94.4%	105	5.6%	1,850
2022	4,057	85.4%	695	14.6%	4,752	1,745	94.4%	105	5.6%	1,850
2023	3,972	83.6%	780	16.4%	4,752	1,745	94.4%	105	5.6%	1,850
2024	4,008	81.8%	894	18.2%	4,902	1,893	94.8%	105	5.2%	1,998
2025	3,921	80.0%	981	20.0%	4,902	1,893	94.8%	105	5.2%	1,998

VCU: Fall Headcount Enrollment, Undergraduate, In-State and Out-of-State, Campus-Based/Non-Distance

Fall	Campus-Based			Distance			Percentages by Domicile		All Students
	In-State	Out-of-State	% Campus-based	In-State	Out-of-State	% Distance	In-State	Out-of-State	Total
2018	21,330	2,156	98%	480	90	2%	91%	9%	24,056
2019	21,074	1,993	98%	488	62	2%	91%	9%	23,617
2020	21,184	2,166	98%	475	60	2%	91%	9%	23,885
2021	21,351	2,318	98%	466	59	2%	90%	10%	24,194
2022	21,613	2,545	98%	484	47	2%	90%	10%	24,689
2023	21,622	2,811	98%	469	71	2%	88%	12%	24,973
2024	21,787	3,136	98%	477	73	2%	87%	13%	25,473
2025	21,791	3,466	98%	489	67	2%	86%	14%	25,813

VCU: Fall Headcount Enrollment, Campus-Based/Non-Distance

Fall	Undergraduate			First Professional			Graduate			All
	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2017	20,314	3,194	23,508	1,743	0	1,743	3,272	1,574	4,846	30,097
2018	20,489	2,999	23,486	1,709	0	1,709	3,308	1,523	4,831	30,028
2019	20,166	2,901	23,067	1,662	0	1,662	3,048	1,509	4,557	29,286
2020	20,505	2,845	23,350	1,641	0	1,641	2,956	1,463	4,419	29,410
2021	20,953	2,717	23,669	1,623	0	1,623	3,045	1,476	4,521	29,813
2022	21,391	2,767	24,158	1,591	0	1,591	3,150	1,486	4,636	30,387
2023	21,619	2,813	24,433	1,608	0	1,608	3,192	1,513	4,706	30,748
2024	22,047	2,875	24,923	1,607	0	1,607	3,426	1,588	5,014	31,545
2025	22,331	2,926	25,257	1,607	0	1,607	3,613	1,658	5,271	32,135



VCU: Fall Headcount Enrollment, Distance

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	19	551	570	0	0	0	85	393	477	1,048
2019	18	532	550	0	0	0	78	386	464	1,014
2020	19	517	535	0	0	0	75	380	455	990
2021	19	506	525	0	0	0	79	381	460	985
2022	19	512	531	0	0	0	80	385	465	996
2023	20	520	540	0	0	0	81	394	475	1,015
2024	20	530	550	0	0	0	87	408	495	1,045
2025	20	536	556	0	0	0	93	424	517	1,073

VCU: Fall Headcount Enrollment, Total

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	20,508	3,548	24,056	1,709	0	1,709	3,393	1,915	5,308	31,076
2019	20,184	3,433	23,617	1,662	0	1,662	3,126	1,895	5,021	30,300
2020	20,524	3,361	23,885	1,641	0	1,641	3,031	1,843	4,874	30,400
2021	20,972	3,222	24,194	1,623	0	1,623	3,124	1,857	4,981	30,798
2022	21,410	3,279	24,689	1,591	0	1,591	3,230	1,871	5,101	31,383
2023	21,639	3,334	24,973	1,608	0	1,608	3,273	1,908	5,181	31,763
2024	22,067	3,406	25,473	1,607	0	1,607	3,513	1,996	5,509	32,590
2025	22,351	3,462	25,813	1,607	0	1,607	3,706	2,082	5,788	33,208

VCU: Full-Time Equivalent Enrollment, Total

	Regular Session FTE						Annual FTE		
	Undergraduate		First Professional		Graduate		All		
Fiscal Year	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total
2018	19,298	2,290	1,265	646	3,128	1,373	23,746	4,324	28,073
2019	19,443	2,112	1,231	636	3,211	1,335	23,940	4,100	28,043
2020	19,000	1,788	1,187	646	2,945	1,118	23,186	3,566	26,755
2021	19,169	1,947	1,167	642	2,823	1,126	23,213	3,730	26,946
2022	19,316	2,078	1,146	645	2,855	1,166	23,371	3,905	27,279
2023	19,559	2,267	1,098	654	2,930	1,184	23,642	4,120	27,764
2024	19,564	2,508	1,119	656	2,974	1,201	23,712	4,381	28,096
2025	19,715	2,789	1,119	655	3,151	1,275	24,039	4,733	28,775
2026	19,728	3,069	1,119	655	3,298	1,337	24,198	5,077	29,278



VCU: Degree Estimates

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	0	0	0	5,082	291	444	1,420	25	326	7,588
2019	0	0	0	5,300	315	435	1,430	23	360	7,863
2020	0	0	0	5,500	315	436	1,410	20	365	8,046
2021	0	0	0	5,450	315	430	1,410	20	362	7,987
2022	0	0	0	5,600	315	415	1,600	20	335	8,285
2023	0	0	0	5,750	315	370	1,600	20	330	8,385
2024	0	0	0	5,820	315	390	1,600	20	320	8,465
2025	0	0	0	5,820	315	390	1,600	20	320	8,465
2026	0	0	0	5,820	315	390	1,600	20	320	8,465

VCU: Degree Estimates, Awards to In-State Students

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	0	0	0	4,612	249	296	1,035	20	191	6,403
2019	0	0	0	4,837	261	279	1,104	22	228	6,731
2020	0	0	0	5,020	261	279	1,088	19	232	6,899
2021	0	0	0	4,975	261	276	1,088	19	230	6,849
2022	0	0	0	5,112	261	266	1,235	19	213	7,106
2023	0	0	0	5,214	261	237	1,235	19	209	7,175
2024	0	0	0	5,337	261	250	1,235	19	203	7,305
2025	0	0	0	5,337	261	250	1,235	19	203	7,305
2026	0	0	0	5,337	261	250	1,235	19	203	7,305



Virginia Military Institute

VMI: Headcount Enrollment - First-Time-in-College and New Transfer

Fall	First-Time in College					New Transfer				
	In-State HC		Out-of-State HC		Total	In-State HC		Out-of-State HC		Total
	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2018	266	58.8%	188	41.2%	454	27	71.8%	12	28.2%	39
2019	263	60.0%	176	40.0%	439	30	66.0%	16	34.0%	46
2020	263	60.0%	176	40.0%	439	30	66.0%	16	34.0%	46
2021	263	60.0%	176	40.0%	439	30	66.0%	16	34.0%	46
2022	263	60.0%	176	40.0%	439	30	66.0%	16	34.0%	46
2023	263	60.0%	176	40.0%	439	30	66.0%	16	34.0%	46
2024	263	60.0%	176	40.0%	439	30	66.0%	16	34.0%	46
2025	263	60.0%	176	40.0%	439	30	66.0%	16	34.0%	46

VMI: Fall Headcount Enrollment, Undergraduate, In-State and Out-of-State, Campus-Based/Non-Distance

Fall	Campus-Based			Distance			Percentages by Domicile		All Students
	In-State	Out-of-State	% Campus-based	In-State	Out-of-State	% Distance	In-State	Out-of-State	Total
2018	1,044	641	100%	0	0	0%	62%	38%	1,685
2019	1,063	630	100%	0	0	0%	63%	37%	1,693
2020	1,073	628	100%	0	0	0%	63%	37%	1,701
2021	1,057	630	100%	0	0	0%	63%	37%	1,687
2022	1,059	630	100%	0	0	0%	63%	37%	1,689
2023	1,059	630	100%	0	0	0%	63%	37%	1,689
2024	1,059	630	100%	0	0	0%	63%	37%	1,689
2025	1,059	630	100%	0	0	0%	63%	37%	1,689

VMI: Fall Headcount Enrollment, Campus-Based/Non-Distance

Fall	Undergraduate			First Professional			Graduate			All
	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2017	1,722	0	1,722	0	0	0	0	0	0	1,722
2018	1,685	0	1,685	0	0	0	0	0	0	1,685
2019	1,693	0	1,693	0	0	0	0	0	0	1,693
2020	1,701	0	1,701	0	0	0	0	0	0	1,701
2021	1,687	0	1,687	0	0	0	0	0	0	1,687
2022	1,689	0	1,689	0	0	0	0	0	0	1,689
2023	1,689	0	1,689	0	0	0	0	0	0	1,689
2024	1,689	0	1,689	0	0	0	0	0	0	1,689
2025	1,689	0	1,689	0	0	0	0	0	0	1,689



VMI: Fall Headcount Enrollment, Distance

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	0	0	0	0	0	0	0	0	0	0
2019	0	0	0	0	0	0	0	0	0	0
2020	0	0	0	0	0	0	0	0	0	0
2021	0	0	0	0	0	0	0	0	0	0
2022	0	0	0	0	0	0	0	0	0	0
2023	0	0	0	0	0	0	0	0	0	0
2024	0	0	0	0	0	0	0	0	0	0
2025	0	0	0	0	0	0	0	0	0	0

VMI: Fall Headcount Enrollment, Total

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	1,685	0	1,685	0	0	0	0	0	0	1,685
2019	1,693	0	1,693	0	0	0	0	0	0	1,693
2020	1,701	0	1,701	0	0	0	0	0	0	1,701
2021	1,687	0	1,687	0	0	0	0	0	0	1,687
2022	1,689	0	1,689	0	0	0	0	0	0	1,689
2023	1,689	0	1,689	0	0	0	0	0	0	1,689
2024	1,689	0	1,689	0	0	0	0	0	0	1,689
2025	1,689	0	1,689	0	0	0	0	0	0	1,689

VMI: Full-Time Equivalent Enrollment, Total

	Regular Session FTE						Annual FTE		
	Undergraduate		First Professional		Graduate		All		
Fiscal Year	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total
2018	1,221	706	0	0	0	0	1,221	706	1,929
2019	1,235	743	0	0	0	0	1,235	744	1,981
2020	1,219	704	0	0	0	0	1,219	705	1,926
2021	1,227	704	0	0	0	0	1,228	704	1,934
2022	1,212	704	0	0	0	0	1,213	704	1,919
2023	1,214	705	0	0	0	0	1,214	705	1,921
2024	1,214	705	0	0	0	0	1,214	705	1,921
2025	1,214	705	0	0	0	0	1,214	705	1,921
2026	1,214	705	0	0	0	0	1,214	705	1,921



VMI: Degree Estimates

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	0	0	0	854	0	0	0	0	0	854
2019	0	0	0	734	0	0	0	0	0	734
2020	0	0	0	750	0	0	0	0	0	750
2021	0	0	0	746	0	0	0	0	0	746
2022	0	0	0	770	0	0	0	0	0	770
2023	0	0	0	742	0	0	0	0	0	742
2024	0	0	0	742	0	0	0	0	0	742
2025	0	0	0	742	0	0	0	0	0	742
2026	0	0	0	742	0	0	0	0	0	742

VMI: Degree Estimates, Awards to In-State Students

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	0	0	0	546	0	0	0	0	0	546
2019	0	0	0	442	0	0	0	0	0	442
2020	0	0	0	452	0	0	0	0	0	452
2021	0	0	0	448	0	0	0	0	0	448
2022	0	0	0	464	0	0	0	0	0	464
2023	0	0	0	446	0	0	0	0	0	446
2024	0	0	0	446	0	0	0	0	0	446
2025	0	0	0	446	0	0	0	0	0	446
2026	0	0	0	446	0	0	0	0	0	446



Virginia State University

VSU: Headcount Enrollment - First-Time-in-College and New Transfer

Fall	First-Time in College					New Transfer				
	In-State HC		Out-of-State HC		Total	In-State HC		Out-of-State HC		Total
	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2018	632	68.0%	298	32.0%	930	261	77.0%	79	23.0%	340
2019	697	74.0%	245	26.0%	942	192	73.9%	69	26.1%	261
2020	743	75.0%	248	25.0%	991	206	75.2%	68	24.8%	274
2021	790	76.0%	250	24.0%	1,040	216	75.1%	72	24.9%	288
2022	851	78.0%	241	22.0%	1,092	233	77.6%	68	22.4%	301
2023	871	76.0%	276	24.0%	1,147	312	74.9%	105	25.1%	417
2024	871	76.0%	276	24.0%	1,147	312	74.9%	105	25.1%	417
2025	871	76.0%	276	24.0%	1,147	312	74.9%	105	25.1%	417

VSU: Fall Headcount Enrollment, Undergraduate, In-State and Out-of-State, Campus-Based/Non-Distance

Fall	Campus-Based			Distance			Percentages by Domicile		All Students
	In-State	Out-of-State	% Campus-based	In-State	Out-of-State	% Distance	In-State	Out-of-State	Total
2018	2,902	1,094	100%	0	0	0%	73%	27%	3,996
2019	3,109	949	100%	0	0	0%	77%	23%	4,058
2020	3,340	972	100%	0	0	0%	77%	23%	4,312
2021	3,255	1,118	100%	0	0	0%	74%	26%	4,373
2022	3,508	1,012	100%	0	0	0%	78%	22%	4,520
2023	3,672	1,060	100%	0	0	0%	78%	22%	4,732
2024	3,672	1,060	100%	0	0	0%	78%	22%	4,732
2025	3,672	1,060	100%	0	0	0%	78%	22%	4,732

VSU: Fall Headcount Enrollment, Campus-Based/Non-Distance

Fall	Undergraduate			First Professional			Graduate			All
	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2017	3,976	326	4,302	0	0	0	302	109	411	4,713
2018	3,862	134	3,996	0	0	0	213	176	389	4,385
2019	3,855	203	4,058	0	0	0	221	180	401	4,459
2020	4,096	216	4,312	0	0	0	239	195	434	4,746
2021	4,155	219	4,373	0	0	0	249	204	453	4,827
2022	4,294	226	4,520	0	0	0	260	213	472	4,993
2023	4,495	237	4,732	0	0	0	273	224	497	5,229
2024	4,495	237	4,732	0	0	0	273	224	497	5,229
2025	4,495	237	4,732	0	0	0	273	224	497	5,229



VSU: Fall Headcount Enrollment, Distance

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	0	0	0	0	0	0	0	0	0	0
2019	0	0	0	0	0	0	0	0	0	0
2020	0	0	0	0	0	0	0	0	0	0
2021	0	0	0	0	0	0	0	0	0	0
2022	0	0	0	0	0	0	0	0	0	0
2023	0	0	0	0	0	0	0	0	0	0
2024	0	0	0	0	0	0	0	0	0	0
2025	0	0	0	0	0	0	0	0	0	0

VSU: Fall Headcount Enrollment, Total

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	3,862	134	3,996	0	0	0	213	176	389	4,385
2019	3,855	203	4,058	0	0	0	221	180	401	4,459
2020	4,096	216	4,312	0	0	0	239	195	434	4,746
2021	4,155	218	4,373	0	0	0	249	204	453	4,827
2022	4,294	226	4,520	0	0	0	260	212	472	4,993
2023	4,495	237	4,732	0	0	0	273	224	497	5,229
2024	4,495	237	4,732	0	0	0	273	224	497	5,229
2025	4,495	237	4,732	0	0	0	273	224	497	5,229

VSU: Full-Time Equivalent Enrollment, Total

	Regular Session FTE						Annual FTE		
	Undergraduate		First Professional		Graduate		All		
Fiscal Year	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total
2018	3,284	1,170	0	0	263	104	3,560	1,277	4,839
2019	3,175	1,099	0	0	243	54	3,433	1,156	4,591
2020	3,255	1,051	0	0	250	62	3,519	1,119	4,640
2021	3,405	1,161	0	0	264	77	3,689	1,242	4,933
2022	3,445	1,172	0	0	291	68	3,760	1,243	5,005
2023	3,629	1,133	0	0	279	85	3,931	1,221	5,154
2024	3,720	1,250	0	0	248	61	3,991	1,315	5,308
2025	3,720	1,250	0	0	248	61	3,991	1,315	5,308
2026	3,720	1,250	0	0	248	61	3,991	1,315	5,308



VSU: Degree Estimates

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	0	0	0	731	10	0	126	0	13	880
2019	0	0	0	1,171	22	0	187	0	26	1,406
2020	0	0	0	1,184	27	0	191	0	28	1,430
2021	0	0	0	1,197	33	0	198	0	28	1,456
2022	0	0	0	1,208	33	0	205	0	28	1,474
2023	0	0	0	1,239	33	0	221	0	34	1,527
2024	0	0	0	1,246	36	0	231	0	34	1,547
2025	0	0	0	0	0	0	0	0	0	0
2026	0	0	0	0	0	0	0	0	0	0

VSU: Degree Estimates, Awards to In-State Students

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	0	0	0	552	8	0	71	0	10	641
2019	0	0	0	872	21	0	138	0	25	1,056
2020	0	0	0	885	25	0	141	0	26	1,077
2021	0	0	0	898	30	0	147	0	26	1,101
2022	0	0	0	901	30	0	152	0	26	1,109
2023	0	0	0	918	30	0	161	0	29	1,138
2024	0	0	0	922	32	0	169	0	28	1,151
2025	0	0	0	0	0	0	0	0	0	0
2026	0	0	0	0	0	0	0	0	0	0



Virginia Tech

VT: Headcount Enrollment - First-Time-in-College and New Transfer

Fall	First-Time in College					New Transfer				
	In-State HC		Out-of-State HC		Total	In-State HC		Out-of-State HC		Total
	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2018	4,336	69.0%	1,949	31.0%	6,285	896	86.8%	136	13.2%	1,032
2019	4,233	68.1%	1,979	31.9%	6,212	896	88.2%	120	11.8%	1,016
2020	4,233	68.5%	1,949	31.5%	6,182	896	88.2%	120	11.8%	1,016
2021	4,233	68.1%	1,979	31.9%	6,212	896	88.2%	120	11.8%	1,016
2022	4,233	67.8%	2,009	32.2%	6,242	896	88.2%	120	11.8%	1,016
2023	4,233	67.5%	2,039	32.5%	6,272	896	88.2%	120	11.8%	1,016
2024	4,233	67.5%	2,039	32.5%	6,272	896	88.2%	120	11.8%	1,016
2025	4,233	67.5%	2,039	32.5%	6,272	896	88.2%	120	11.8%	1,016

VT: Fall Headcount Enrollment, Undergraduate, In-State and Out-of-State, Campus-Based/Non-Distance

Fall	Campus-Based			Distance			Percentages by Domicile		All Students
	In-State	Out-of-State	% Campus-based	In-State	Out-of-State	% Distance	In-State	Out-of-State	Total
2018	19,714	8,044	100%	0	0	0%	71%	29%	27,758
2019	19,875	8,097	100%	0	0	0%	71%	29%	27,972
2020	19,784	8,225	100%	0	0	0%	71%	29%	28,009
2021	19,657	8,098	100%	0	0	0%	71%	29%	27,755
2022	19,550	8,051	100%	0	0	0%	71%	29%	27,601
2023	19,531	8,105	100%	0	0	0%	71%	29%	27,636
2024	19,524	8,169	100%	0	0	0%	71%	29%	27,693
2025	19,525	8,225	100%	0	0	0%	70%	30%	27,750

VT: Fall Headcount Enrollment, Campus-Based/Non-Distance

Fall	Undergraduate			First Professional			Graduate			All
	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2017	26,588	552	27,140	500	1	501	3,974	689	4,662	32,304
2018	27,173	585	27,758	500	2	502	3,818	626	4,444	32,704
2019	27,380	592	27,972	479	1	480	3,928	662	4,590	33,042
2020	27,410	599	28,009	479	1	480	4,018	679	4,697	33,186
2021	27,165	590	27,755	479	1	480	4,141	696	4,836	33,072
2022	27,017	584	27,601	479	1	480	4,270	719	4,989	33,070
2023	27,052	584	27,636	479	1	480	4,268	719	4,987	33,103
2024	27,108	585	27,693	479	1	480	4,272	719	4,991	33,164
2025	27,163	587	27,750	479	1	480	4,269	719	4,988	33,218



VT: Fall Headcount Enrollment, Distance

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	0	0	0	0	0	0	51	748	799	799
2019	0	0	0	0	0	0	54	770	824	824
2020	0	0	0	0	0	0	57	826	883	883
2021	0	0	0	0	0	0	61	889	950	950
2022	0	0	0	0	0	0	65	942	1,007	1,007
2023	0	0	0	0	0	0	65	943	1,008	1,008
2024	0	0	0	0	0	0	65	943	1,008	1,008
2025	0	0	0	0	0	0	65	943	1,008	1,008

VT: Fall Headcount Enrollment, Total

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	27,173	585	27,758	500	2	502	3,869	1,374	5,243	33,503
2019	27,380	592	27,972	479	1	480	3,982	1,432	5,414	33,866
2020	27,410	599	28,009	479	1	480	4,075	1,505	5,580	34,069
2021	27,165	590	27,755	479	1	480	4,202	1,584	5,786	34,022
2022	27,017	584	27,601	479	1	480	4,335	1,661	5,996	34,077
2023	27,052	584	27,636	479	1	480	4,333	1,662	5,995	34,111
2024	27,108	585	27,693	479	1	480	4,337	1,662	5,999	34,172
2025	27,163	587	27,750	479	1	480	4,334	1,662	5,996	34,226

VT: Full-Time Equivalent Enrollment, Total

	Regular Session FTE						Annual FTE		
	Undergraduate		First Professional		Graduate		All		
Fiscal Year	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total
2018	19,574	8,244	516	244	1,894	3,438	21,985	11,929	33,918
2019	20,021	8,237	537	264	1,974	3,854	22,533	12,359	34,894
2020	20,235	8,423	481	239	1,974	3,689	22,692	12,355	35,049
2021	20,149	8,567	481	239	2,010	3,776	22,642	12,586	35,231
2022	20,017	8,433	481	239	2,053	3,903	22,551	12,578	35,133
2023	19,908	8,374	481	239	2,124	4,012	22,515	12,630	35,148
2024	19,882	8,428	481	239	2,122	4,011	22,486	12,679	35,168
2025	19,878	8,491	481	239	2,123	4,014	22,483	12,747	35,232
2026	19,859	8,568	481	239	2,123	4,011	22,464	12,820	35,288



VT: Degree Estimates

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	0	0	40	6,111	218	122	1,526	24	472	8,513
2019	0	0	60	6,431	181	162	1,347	25	492	8,698
2020	0	0	63	6,501	200	162	1,429	30	488	8,873
2021	0	0	66	6,922	190	162	1,460	30	504	9,334
2022	30	0	67	6,948	195	162	1,494	30	522	9,448
2023	0	0	68	7,103	193	162	1,548	30	535	9,639
2024	0	0	68	7,318	194	162	1,546	30	536	9,854
2025	0	0	69	7,319	193	162	1,545	30	537	9,855
2026	0	0	69	7,341	193	162	1,547	30	536	9,878

VT: Degree Estimates, Awards to In-State Students

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	0	0	40	4,590	115	83	756	24	179	5,787
2019	0	0	58	4,821	105	100	728	25	195	6,032
2020	0	0	61	4,878	115	100	746	30	190	6,120
2021	0	0	65	5,193	107	100	758	30	196	6,449
2022	0	0	65	5,212	111	100	788	30	204	6,510
2023	0	0	66	5,329	109	100	809	30	208	6,651
2024	0	0	66	5,490	110	100	809	30	209	6,814
2025	0	0	67	5,490	110	100	810	30	210	6,817
2026	0	0	67	5,507	110	100	810	30	209	6,833



Total Public Two-Year Institutions

2YRS: Headcount Enrollment - First-Time-in-College and New Transfer

Fall	First-Time in College					New Transfer				
	In-State HC		Out-of-State HC		Total	In-State HC		Out-of-State HC		Total
	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2018	25,396	94.5%	1,491	5.5%	26,887	6,001	88.9%	749	11.1%	6,750
2019	24,646	94.5%	1,442	5.5%	26,088	5,823	88.9%	726	11.1%	6,549
2020	24,166	94.5%	1,415	5.5%	25,581	5,708	88.9%	712	11.1%	6,420
2021	23,936	94.5%	1,402	5.5%	25,338	5,652	88.9%	705	11.1%	6,357
2022	23,827	94.5%	1,397	5.5%	25,224	5,624	88.9%	701	11.1%	6,325
2023	23,945	94.5%	1,403	5.5%	25,348	5,653	88.9%	705	11.1%	6,358
2024	24,179	94.5%	1,417	5.5%	25,596	5,708	88.9%	712	11.1%	6,420
2025	24,536	94.5%	1,437	5.5%	25,973	5,794	88.9%	723	11.1%	6,517

2YRS: Fall Headcount Enrollment, Undergraduate, In-State and Out-of-State, Campus-Based/Non-Distance

Fall	Campus-Based			Distance			Percentages by Domicile		All Students
	In-State	Out-of-State	% Campus-based	In-State	Out-of-State	% Distance	In-State	Out-of-State	Total
2018	101,153	4,778	65%	56,458	1,453	35%	96%	4%	163,842
2019	98,096	4,693	65%	54,765	1,410	35%	96%	4%	158,964
2020	89,486	4,393	63%	53,672	1,382	37%	96%	4%	148,933
2021	95,297	4,560	65%	53,137	1,367	35%	96%	4%	154,361
2022	94,963	4,542	65%	52,873	1,361	35%	96%	4%	153,739
2023	95,383	4,564	65%	53,138	1,367	35%	96%	4%	154,452
2024	96,314	4,610	65%	53,667	1,382	35%	96%	4%	155,973
2025	97,727	4,676	65%	54,472	1,402	35%	96%	4%	158,277

2YRS: Fall Headcount Enrollment, Campus-Based/Non-Distance

Fall	Undergraduate			First Professional			Graduate			All
	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2017	46,294	62,862	109,156	0	0	0	0	0	0	109,156
2018	44,893	61,038	105,931	0	0	0	0	0	0	105,931
2019	43,558	59,232	102,789	0	0	0	0	0	0	102,790
2020	42,708	51,171	93,879	0	0	0	0	0	0	93,879
2021	42,303	57,554	99,857	0	0	0	0	0	0	99,857
2022	42,111	57,394	99,505	0	0	0	0	0	0	99,505
2023	42,333	57,615	99,947	0	0	0	0	0	0	99,948
2024	42,749	58,175	100,924	0	0	0	0	0	0	100,924
2025	43,379	59,025	102,403	0	0	0	0	0	0	102,403



2YRS: Fall Headcount Enrollment, Distance

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	7,535	50,376	57,911	0	0	0	0	0	0	57,911
2019	7,309	48,866	56,175	0	0	0	0	0	0	56,175
2020	7,163	47,891	55,054	0	0	0	0	0	0	55,054
2021	7,092	47,412	54,504	0	0	0	0	0	0	54,504
2022	7,057	47,177	54,234	0	0	0	0	0	0	54,234
2023	7,093	47,412	54,505	0	0	0	0	0	0	54,505
2024	7,163	47,886	55,049	0	0	0	0	0	0	55,048
2025	7,270	48,604	55,874	0	0	0	0	0	0	55,874

2YRS: Fall Headcount Enrollment, Total

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	52,428	111,414	163,842	0	0	0	0	0	0	163,842
2019	50,867	108,097	158,964	0	0	0	0	0	0	158,965
2020	49,871	99,062	148,933	0	0	0	0	0	0	148,933
2021	49,395	104,966	154,361	0	0	0	0	0	0	154,361
2022	49,168	104,571	153,739	0	0	0	0	0	0	153,739
2023	49,426	105,026	154,452	0	0	0	0	0	0	154,453
2024	49,912	106,061	155,973	0	0	0	0	0	0	155,972
2025	50,649	107,628	158,277	0	0	0	0	0	0	158,277

2YRS: Full-Time Equivalent Enrollment, Total

	Regular Session FTE						Annual FTE		
	Undergraduate		First Professional		Graduate		All		
Fiscal Year	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total
2018	94,710	8,275	0	0	0	0	94,713	8,276	102,995
2019	92,163	8,089	0	0	0	0	92,165	8,091	100,262
2020	89,408	7,857	0	0	0	0	89,412	7,858	97,276
2021	87,657	7,701	0	0	0	0	87,659	7,704	95,369
2022	86,813	7,627	0	0	0	0	86,816	7,629	94,451
2023	86,409	7,590	0	0	0	0	86,409	7,595	94,010
2024	86,859	7,629	0	0	0	0	86,860	7,633	94,499
2025	87,714	7,705	0	0	0	0	87,715	7,709	95,430
2026	89,012	7,819	0	0	0	0	89,012	7,824	96,842



2YRS: Degree Estimates

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	14,539	12,283	5,690	0	0	0	0	0	0	32,512
2019	14,684	12,406	5,747	0	0	0	0	0	0	32,837
2020	14,832	12,530	5,804	0	0	0	0	0	0	33,166
2021	14,980	12,655	5,862	0	0	0	0	0	0	33,497
2022	15,129	12,782	5,921	0	0	0	0	0	0	33,832
2023	15,281	12,910	5,980	0	0	0	0	0	0	34,171
2024	15,433	13,039	6,040	0	0	0	0	0	0	34,512
2025	15,588	13,169	6,100	0	0	0	0	0	0	34,857
2026	15,744	13,301	6,161	0	0	0	0	0	0	35,206

2YRS: Degree Estimates, Awards to In-State Students

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	14,289	12,061	5,520	0	0	0	0	0	0	31,870
2019	14,432	12,182	5,575	0	0	0	0	0	0	32,189
2020	14,576	12,303	5,631	0	0	0	0	0	0	32,510
2021	14,722	12,426	5,687	0	0	0	0	0	0	32,835
2022	14,869	12,551	5,744	0	0	0	0	0	0	33,164
2023	15,018	12,676	5,802	0	0	0	0	0	0	33,496
2024	15,168	12,803	5,860	0	0	0	0	0	0	33,831
2025	15,320	12,931	5,918	0	0	0	0	0	0	34,169
2026	15,473	13,060	5,977	0	0	0	0	0	0	34,510



Richard Bland College

RBC: Headcount Enrollment - First-Time-in-College and New Transfer

Fall	First-Time in College					New Transfer				
	In-State HC		Out-of-State HC		Total	In-State HC		Out-of-State HC		Total
	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2018	423	89.0%	53	11.0%	476	30	89.2%	4	10.8%	34
2019	422	90.0%	47	10.0%	469	30	90.1%	4	9.9%	34
2020	426	90.0%	48	10.0%	474	30	90.1%	4	9.9%	34
2021	434	90.0%	49	10.0%	483	31	90.1%	4	9.9%	35
2022	443	90.0%	50	10.0%	493	31	90.1%	4	9.9%	35
2023	443	90.0%	50	10.0%	493	32	90.1%	4	9.9%	36
2024	443	90.0%	50	10.0%	493	32	90.1%	4	9.9%	36
2025	443	90.0%	50	10.0%	493	32	90.1%	4	9.9%	36

RBC: Fall Headcount Enrollment, Undergraduate, In-State and Out-of-State, Campus-Based/Non-Distance

Fall	Campus-Based			Distance			Percentages by Domicile		All Students
	In-State	Out-of-State	% Campus-based	In-State	Out-of-State	% Distance	In-State	Out-of-State	Total
2018	2,178	55	97%	60	4	3%	97%	3%	2,297
2019	2,090	112	97%	60	4	3%	95%	5%	2,266
2020	2,111	113	97%	61	4	3%	95%	5%	2,289
2021	2,153	115	97%	61	4	3%	95%	5%	2,333
2022	2,196	117	97%	63	4	3%	95%	5%	2,380
2023	2,241	120	97%	63	4	3%	95%	5%	2,428
2024	2,241	120	97%	63	4	3%	95%	5%	2,428
2025	2,241	120	97%	63	4	3%	95%	5%	2,428

RBC: Fall Headcount Enrollment, Campus-Based/Non-Distance

Fall	Undergraduate			First Professional			Graduate			All
	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2017	687	1,342	2,029	0	0	0	0	0	0	2,029
2018	746	1,487	2,233	0	0	0	0	0	0	2,233
2019	735	1,467	2,202	0	0	0	0	0	0	2,202
2020	742	1,482	2,224	0	0	0	0	0	0	2,224
2021	757	1,511	2,268	0	0	0	0	0	0	2,268
2022	772	1,541	2,313	0	0	0	0	0	0	2,313
2023	788	1,573	2,361	0	0	0	0	0	0	2,361
2024	788	1,573	2,361	0	0	0	0	0	0	2,361
2025	788	1,573	2,361	0	0	0	0	0	0	2,361



RBC: Fall Headcount Enrollment, Distance

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	18	46	64	0	0	0	0	0	0	64
2019	18	46	64	0	0	0	0	0	0	64
2020	18	47	65	0	0	0	0	0	0	65
2021	18	47	65	0	0	0	0	0	0	65
2022	19	48	67	0	0	0	0	0	0	67
2023	19	48	67	0	0	0	0	0	0	67
2024	19	48	67	0	0	0	0	0	0	67
2025	19	48	67	0	0	0	0	0	0	67

RBC: Fall Headcount Enrollment, Total

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	764	1,533	2,297	0	0	0	0	0	0	2,297
2019	753	1,513	2,266	0	0	0	0	0	0	2,266
2020	760	1,529	2,289	0	0	0	0	0	0	2,289
2021	775	1,558	2,333	0	0	0	0	0	0	2,333
2022	791	1,589	2,380	0	0	0	0	0	0	2,380
2023	807	1,621	2,428	0	0	0	0	0	0	2,428
2024	807	1,621	2,428	0	0	0	0	0	0	2,428
2025	807	1,621	2,428	0	0	0	0	0	0	2,428

RBC: Full-Time Equivalent Enrollment, Total

	Regular Session FTE						Annual FTE		
	Undergraduate		First Professional		Graduate		All		
Fiscal Year	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total
2018	1,182	80	0	0	0	0	1,181	81	1,265
2019	1,194	82	0	0	0	0	1,194	82	1,279
2020	1,169	89	0	0	0	0	1,170	89	1,262
2021	1,181	90	0	0	0	0	1,182	90	1,275
2022	1,204	91	0	0	0	0	1,204	92	1,299
2023	1,227	93	0	0	0	0	1,226	95	1,324
2024	1,250	94	0	0	0	0	1,249	96	1,348
2025	1,250	94	0	0	0	0	1,249	96	1,348
2026	1,250	94	0	0	0	0	1,249	96	1,348



RBC: Degree Estimates

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	7	227	0	0	0	0	0	0	0	234
2019	7	220	0	0	0	0	0	0	0	227
2020	7	220	0	0	0	0	0	0	0	227
2021	7	221	0	0	0	0	0	0	0	228
2022	7	224	0	0	0	0	0	0	0	231
2023	7	228	0	0	0	0	0	0	0	235
2024	7	233	0	0	0	0	0	0	0	240
2025	0	0	0	0	0	0	0	0	0	0
2026	0	0	0	0	0	0	0	0	0	0

RBC: Degree Estimates, Awards to In-State Students

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	6	205	0	0	0	0	0	0	0	211
2019	6	199	0	0	0	0	0	0	0	205
2020	6	199	0	0	0	0	0	0	0	205
2021	6	200	0	0	0	0	0	0	0	206
2022	6	202	0	0	0	0	0	0	0	208
2023	6	206	0	0	0	0	0	0	0	212
2024	6	210	0	0	0	0	0	0	0	216
2025	0	0	0	0	0	0	0	0	0	0
2026	0	0	0	0	0	0	0	0	0	0



Virginia Community College System

VCCS: Headcount Enrollment - First-Time-in-College and New Transfer

Fall	First-Time in College					New Transfer				
	In-State HC		Out-of-State HC		Total	In-State HC		Out-of-State HC		Total
	(n)	(%)	(n)	(%)	(n)	(n)	(%)	(n)	(%)	(n)
2018	24,973	94.6%	1,438	5.4%	26,411	5,971	88.9%	745	11.1%	6,716
2019	24,224	94.6%	1,395	5.4%	25,619	5,793	88.9%	722	11.1%	6,515
2020	23,740	94.6%	1,367	5.4%	25,107	5,678	88.9%	708	11.1%	6,386
2021	23,502	94.6%	1,353	5.4%	24,855	5,621	88.9%	701	11.1%	6,322
2022	23,384	94.6%	1,347	5.4%	24,731	5,593	88.9%	697	11.1%	6,290
2023	23,502	94.6%	1,353	5.4%	24,855	5,621	88.9%	701	11.1%	6,322
2024	23,736	94.6%	1,367	5.4%	25,103	5,676	88.9%	708	11.1%	6,384
2025	24,093	94.6%	1,387	5.4%	25,480	5,762	88.9%	719	11.1%	6,481

VCCS: Fall Headcount Enrollment, Undergraduate, In-State and Out-of-State, Campus-Based/Non-Distance

Fall	Campus-Based			Distance			Percentages by Domicile		All Students
	In-State	Out-of-State	% Campus-based	In-State	Out-of-State	% Distance	In-State	Out-of-State	Total
2018	98,975	4,723	64%	56,398	1,449	36%	96%	4%	161,545
2019	96,006	4,581	64%	54,705	1,406	36%	96%	4%	156,698
2020	87,375	4,280	63%	53,611	1,378	37%	96%	4%	146,644
2021	93,144	4,445	64%	53,076	1,363	36%	96%	4%	152,028
2022	92,767	4,425	64%	52,810	1,357	36%	96%	4%	151,359
2023	93,142	4,444	64%	53,075	1,363	36%	96%	4%	152,024
2024	94,073	4,490	64%	53,604	1,378	36%	96%	4%	153,545
2025	95,486	4,556	64%	54,409	1,398	36%	96%	4%	155,849

VCCS: Fall Headcount Enrollment, Campus-Based/Non-Distance

Fall	Undergraduate			First Professional			Graduate			All
	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2017	45,607	61,520	107,127	0	0	0	0	0	0	107,127
2018	44,147	59,551	103,698	0	0	0	0	0	0	103,698
2019	42,823	57,765	100,587	0	0	0	0	0	0	100,588
2020	41,966	49,689	91,655	0	0	0	0	0	0	91,655
2021	41,546	56,043	97,589	0	0	0	0	0	0	97,589
2022	41,339	55,853	97,192	0	0	0	0	0	0	97,192
2023	41,545	56,042	97,586	0	0	0	0	0	0	97,587
2024	41,961	56,602	98,563	0	0	0	0	0	0	98,563
2025	42,591	57,452	100,042	0	0	0	0	0	0	100,042



VCCS: Fall Headcount Enrollment, Distance

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	7,517	50,330	57,847	0	0	0	0	0	0	57,847
2019	7,291	48,820	56,111	0	0	0	0	0	0	56,111
2020	7,145	47,844	54,989	0	0	0	0	0	0	54,989
2021	7,074	47,365	54,439	0	0	0	0	0	0	54,439
2022	7,038	47,129	54,167	0	0	0	0	0	0	54,167
2023	7,074	47,364	54,438	0	0	0	0	0	0	54,438
2024	7,144	47,838	54,982	0	0	0	0	0	0	54,981
2025	7,251	48,556	55,807	0	0	0	0	0	0	55,807

VCCS: Fall Headcount Enrollment, Total

	Undergraduate			First Professional			Graduate			All
Fall	FT	PT	Total	FT	PT	Total	FT	PT	Total	Total
2018	51,664	109,881	161,545	0	0	0	0	0	0	161,545
2019	50,114	106,584	156,698	0	0	0	0	0	0	156,699
2020	49,111	97,533	146,644	0	0	0	0	0	0	146,644
2021	48,620	103,408	152,028	0	0	0	0	0	0	152,028
2022	48,377	102,982	151,359	0	0	0	0	0	0	151,359
2023	48,619	103,405	152,024	0	0	0	0	0	0	152,025
2024	49,105	104,440	153,545	0	0	0	0	0	0	153,544
2025	49,842	106,007	155,849	0	0	0	0	0	0	155,849

VCCS: Full-Time Equivalent Enrollment, Total

	Regular Session FTE						Annual FTE		
	Undergraduate		First Professional		Graduate		All		
Fiscal Year	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	In-State	Out-of-State	Total
2018	93,528	8,195	0	0	0	0	93,532	8,195	101,730
2019	90,969	8,007	0	0	0	0	90,971	8,009	98,983
2020	88,239	7,768	0	0	0	0	88,242	7,769	96,014
2021	86,476	7,611	0	0	0	0	86,477	7,614	94,094
2022	85,609	7,536	0	0	0	0	85,612	7,537	93,152
2023	85,182	7,497	0	0	0	0	85,183	7,500	92,686
2024	85,609	7,535	0	0	0	0	85,611	7,537	93,151
2025	86,464	7,611	0	0	0	0	86,466	7,613	94,082
2026	87,762	7,725	0	0	0	0	87,763	7,728	95,494



VCCS: Degree Estimates

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	14,539	12,283	5,690	0	0	0	0	0	0	32,512
2019	14,684	12,406	5,747	0	0	0	0	0	0	32,837
2020	14,832	12,530	5,804	0	0	0	0	0	0	33,166
2021	14,980	12,655	5,862	0	0	0	0	0	0	33,497
2022	15,129	12,782	5,921	0	0	0	0	0	0	33,832
2023	15,281	12,910	5,980	0	0	0	0	0	0	34,171
2024	15,433	13,039	6,040	0	0	0	0	0	0	34,512
2025	15,588	13,169	6,100	0	0	0	0	0	0	34,857
2026	15,744	13,301	6,161	0	0	0	0	0	0	35,206

VCCS: Degree Estimates, Awards to In-State Students

Fiscal Year	Short-term Certs.	Assoc, Transfer	Assoc, Applied	Bachelor	Post-Bach. Certs	First Prof.	Master	Post-Master's Certs.	Doctor	Total Awards
2018	14,289	12,061	5,520	0	0	0	0	0	0	31,870
2019	14,432	12,182	5,575	0	0	0	0	0	0	32,189
2020	14,576	12,303	5,631	0	0	0	0	0	0	32,510
2021	14,722	12,426	5,687	0	0	0	0	0	0	32,835
2022	14,869	12,551	5,744	0	0	0	0	0	0	33,164
2023	15,018	12,676	5,802	0	0	0	0	0	0	33,496
2024	15,168	12,803	5,860	0	0	0	0	0	0	33,831
2025	15,320	12,931	5,918	0	0	0	0	0	0	34,169
2026	15,473	13,060	5,977	0	0	0	0	0	0	34,510





State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #B7 – Update on Financial Aid Reform Study

Date of Meeting: September 16, 2019

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

Most Recent Review/Action:

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

Date: July 16, 2019

Action: Brief update on progress of the review

Purpose of Agenda Item:

This purpose of this agenda items is to receive feedback from Council on progress to-date on the review of need-based financial aid and to discuss alternative funding approaches developed by SCHEV.

Background Information/Summary of Major Elements:

SCHEV adopted the current financial aid funding formula, referred to as the Partnership Model, in 2005-06 as an improvement over the previous “50% of Remaining Need” model’s allocation of new funds to the institutions with the neediest students. The Partnership Model looks at the overall “percent of need met,” which offers a directional indicator on whether institutions are becoming more or less affordable for students who are eligible for need-based financial aid.

SCHEV, the Governor’s office and General Assembly have used the Partnership Model as a base for all financial aid appropriations since 2005-06. Over this period, the Governor and the General Assembly have increased funding for need-based financial aid from \$84.2 million to \$223.3 million.

After 15 years of use, the Governor and the General Assembly, at the request of the Council, directed SCHEV to review the financial aid model. Some of the components of the model need to be refreshed and other factors that may not have been as acute in 2005-06 are more prominent today. Furthermore, the Council has asked staff to ensure that all our models complement one another and support statewide goals for access, affordability and completion.

The Appropriation Act includes the following language:

K. 1. The State Council of Higher Education for Virginia, in consultation from representatives from House Appropriations Committee, Senate Finance Committee, Department of Planning and Budget, Secretary of Finance and Secretary of Education, as well as representatives of public higher education institutions, shall review financial aid funding models and awarding practices.

2. The Council shall review current and prospective financial aid funding models including, but not limited to, how the various models determine individual and aggregate student financial need, the recommended state portion of meeting that need, how funding is most efficiently and effectively allocated among the institutions, how financial aid allocations can be aligned with other funding for higher education and how these funds are used to address student affordability and completion of a degree. The review shall also assess how the utilization of tuition and fee revenue for financial aid, pursuant to the Top Jobs Act, prioritizes and addresses affordability for low- and middle-income students.

3. By November 1, 2019, the Council shall submit a report and any related recommendations to the Governor and the Chairmen of the House Appropriations and Senate Finance Committees.

SCHEV staff met multiple times with institutional representatives and staff members of the Governor's cabinet, House, Senate, and the Department of Planning and Budget over the last months as part of this study.

Issues and concerns to address through the study

SCHEV staff identified several issues and concerns based on input from institutions and policy makers as part of the study, including the following:

- How can financial aid policy address access, affordability and completion?
- How should the financial aid model account for tuition increases?
- Does the financial aid allocation model appropriately allocate funds to support low-income students?
- Can the model be adjusted to reduce the lag-time between the data used and the year for the recommendation?
- Should the state reallocate existing appropriations among institutions to achieve a more equitable distribution?
- To what extent should institutions use tuition revenue to provide financial aid?
- What other related efforts should the state pursue to extend the reach and effectiveness of financial aid?

Profile of students and awarding practices by institutions for need-based aid

As an initial part of the review, staff compiled data that provide a profile of students receiving need-based aid by various income levels, as defined by the Higher Education Advisory Committee. For example, low-income students (whether dependent or independent students) at public baccalaureate institutions have an average income of just \$20,196 and “expected family contribution” of just under \$600. (Expected family contribution, or EFC, is a federal calculation measuring a family’s ability to pay for education.)

Table 1 provides a profile by income and by type of institution attended.

In addition, staff also compiled data on how institutions award aid. Table 2 provides data on average awards, net price and unmet need. Net price and unmet need are calculated as follows:

- Net price = cost of attendance - gift aid
- Unmet need = cost of attendance - gift aid - expected family contribution

One finding from the review is that while low-income students receive larger state awards and have a lower net price, they have slightly higher unmet need compared to middle-income students. The larger average awards and lower Net Price at four-year institutions reflect state policy to prioritize students with higher levels of need. Meanwhile, the average award at two-year colleges reflects consideration of the federal Pell grant as authorized by budget language.

Due to variances in the indirect costs allowances assigned by the institutions, small differences in Unmet Need might not be significant and larger differences across income groups may be more reflective of the lack of sufficient financial aid from a combination of sources to offset the rapid increase of the EFC. Additional review is needed to determine whether the variances in average Unmet Need across income groups or across institutions suggest a change in state aid policy is needed. The low Unmet Need for high income students is more reflective of the ability of these students to absorb the cost of education than of financial aid policy.

Table 1: Profile of students receiving need-based aid at public institutions by income group, (2017-18)

Income Group	Federal Poverty Level	% of financial aid students	Average Income	Average Expected Family Contribution
Public 4-year				
Low	Under 200%	44%	\$20,196	\$599
Middle	201% - 400%	33%	\$69,152	\$7,042
High	Higher than 400%	24%	\$127,800	\$17,312
All 4-year		100%	\$ 61,543	\$6,643
Public 2-year				
Low	Under 200%	69%	\$18,698	\$351
Middle	201% - 400%	26%	\$60,423	\$5,053
High	Higher than 400%	4%	\$100,766	\$10,302
All 2-year		100%	\$33,077	\$2,000

Table 2: Average Awards, net price and unmet need of students receiving need-based aid

at public institutions by income group, (2017-18)

Income Group	Sum of State Gift Aid	Average State Award	Average Net Price	Average Unmet Need
Public 4-year				
Low	\$90,880,693	\$2,688	\$12,965	\$12,378
Middle	\$48,017,339	\$1,915	\$17,987	\$11,118
High	\$11,781,752	\$647	\$22,490	\$6,158
All 4-year	\$150,679,784	\$1,954	\$16,849	\$10,498
Public 2-year				
Low	\$26,518,003	\$602	\$7,669	\$7,318
Middle	\$12,881,602	\$768	\$9,998	\$4,944
High	\$940,653	\$364	\$11,688	\$1,386
All 2-year	\$40,340,259	\$636	\$8,449	\$6,449

Initial funding options

Based on discussions with institutions and policy leaders, staff has developed three options for the Council's consideration. Each model is designed to focus on one particular aspect of access and affordability; however, additional funding provided by any model does support both access and affordability. The following provides a summary of proposed options and initial pros and cons for each one:

Cost of attendance-based option: Focus is on making total cost of attendance affordable

The model updates and adjusts features within the existing model and focuses on overall affordability.

- Pro: Directly addresses a student's total cost of attendance and need.
- Con: Includes costs that are beyond the control of state policy.

Tuition-based option: Focus is on making tuition affordable

The model adjusts the Partnership Model further and places a heavier emphasis on alignment to tuition policy while focusing on tuition affordability.

- Pro: Limits the state's responsibility to costs associated only with tuition.
- Con: Does not account for cost of attendance beyond tuition.

State EFC-based allocation model: Focus is on supporting low-income students regardless of the cost of attendance or tuition

The model uses an entirely different approach from the Partnership Model and bases the allocation on a student's expected family contribution and focuses on access for low-income students.

- Pro: Removes cost from the allocation model and focuses instead on where low-income students enroll.
- Con: Does not account for cost of attendance.

General observations regarding funding models, institutional awarding practices, and use of tuition for financial aid

While staff continues to seek input regarding the models and approaches, it makes the following initial observations:

- No single allocation model can fully address all of the higher education goals of access, affordability and completion, as each will be stronger on one point than another. Whichever model is adopted, the state will want to continue to pursue additional funding and related policy changes to increase participation among low-income students, address capacity issues and improve completion.
- The differences in the percentage of allocation to each institution are relatively small across the models. Therefore, an additional decision point may be determining which model best aligns with messages that resonate with policy-makers, institutions and students.
- In addition to reviewing the allocation model, SCHEV also is reviewing the awarding practices at the institutions. Staff found that the administration of federal, state and institutional financial aid programs is complex so that the availability and amount of grant awards can be difficult to communicate to students. To address these concerns, the state could provide greater flexibility to institutions to award aid or it could establish fixed criteria that are easier to administer and communicate to students.
- Overall, institutions award approximately \$12.7 million (about 6.6%) to students above 400% of federal poverty level (Table 2). The state might want to consider whether to limit the award of state aid only to low- and middle-income students.
- Any model based on actual (rather than projected) data will have a built-in lag time. One alternative to address future need is to estimate the financial characteristics and number of students in any upcoming biennium. Such a factor also could include the means by which an allocation would be adjusted based on actual enrollment.
- Institutions direct nearly \$100 million in in-state undergraduate tuition revenue to student financial aid, a strategy that institutions use to supplement appropriations from the state general fund. The extent of use and the impact on students vary by institution. In the 2014, the Council recommended and the Governor and the General Assembly adopted language outlining the conditions on which institutions could collect and award tuition revenue for financial aid. The Council may wish to consider other strategies that align institutional tuition policy and the allocation of state financial aid.

Materials Provided: None.

Financial Impact:

This process does not require or create increased financial costs to the Commonwealth, SCHEV, or the institutions. The results of this review will impact decisions made on funds appropriated annually for need-based financial aid.

Relationship to Goals of The Virginia Plan for Higher Education:

The financial aid funding model directly and indirectly supports the following goals and strategies found in The Virginia Plan.

Provide Affordable Access for All

Strategies:

- Improve the college readiness of all students
- Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students
- Align state appropriations, financial aid and tuition and fees such that students have broader access to postsecondary education opportunities regardless of their ability to pay

Optimize Student Success for Work and Life

Strategies:

- Provide effective academic and student services infrastructures focused on persistence and completion
- Increase on-time completion of certificates and degrees

Timetable for Further Review/Action:

This agenda item is for Council review only at this time. Final action will take place at the October 2019 meeting.

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #B8.a – Review of Draft Budget and Policy Recommendations: 2020-22 Systemwide Operating Budget

Date of Meeting: September 16, 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: October 29, 2018

Action: The Council made budget amendment recommendations for additional funding of \$122.4 million from the general fund for institutional operations, financial aid and systemwide initiatives in FY2020.

Purpose of Agenda Item:

The purpose of this agenda item is to review budget and policy considerations that the Council will recommend to the Governor and General Assembly for the 2020-22 biennium.

Background Information/Summary of Major Elements:

The SCHEV budget and policy considerations for 2020-22 focus on five key areas:

1. Affordability
2. Access and completion
3. Talent development
4. Efficiency, effectiveness and long-term planning
5. More equitable outcomes for enrollment, completion and attainment

These priority areas emerged over the last year as the result of several factors. Notably, SCHEV's work with Lumina Foundation's Strategy Labs has led to the development of a strategic finance plan for Virginia. Earlier this year, the Council released the findings and recommendations from a task force on educational attainment. In addition, Council members and staff have been involved in ongoing discussions, including a one-day convening with institutions in March; meetings with institutions through the six-year planning process; two Council retreats; and regular and routine conversations with institutions and policy makers around Capitol Square.

Materials Provided:

The following report is an initial draft of funding strategies in each of these areas for Council consideration.

Financial Impact:

SCHEV staff is considering budget recommendations of approximately \$250 million to \$300 million for the 2020-22 biennium.

Relationship to Goals of The Virginia Plan for Higher Education:

The budget and policy recommendations relate to all goals of The Virginia Plan.

Timetable for Further Review/Action:

This item is for discussion purposes. Action will follow at the October meeting.

Resolution: None.

SCHEV DRAFT BUDGET AND POLICY CONSIDERATIONS FOR THE 2020-22 BIENNIUM

OVERVIEW OF HIGHER EDUCATION AND FUNDING IN VIRGINIA

Advanced education contributes to state and regional prosperity and to individual success and well-being. It is associated with increased earnings, economic growth, greater levels of community engagement and improved health outcomes.

Over the years, Virginia has made significant gains in the capacity and quality of its system of higher education. It now ranks as one of the best in the country when considering factors such as graduation rates, average net price, low loan default rates and high return on investment.

To preserve that status and to gain even greater returns, SCHEV seeks additional financial support to advance five key strategic goals:

1. Affordability
2. Access and completion
3. Talent development
4. Efficiency, effectiveness and long-term planning
5. More equitable outcomes for enrollment, completion and attainment

The Virginia Plan for Higher Education, the Commonwealth's statewide strategic plan, sets an objective to make Virginia the best-educated state by 2030. This objective focuses on increasing our degree and credential attainment rate from 54% of the working-age population to 70%, thereby meeting workforce demands and improving the well-being of individuals and communities.

To become the best-educated state, the Commonwealth needs to ensure its system of higher education is accessible, affordable and aligned with workforce needs. Rising costs to students and families, variability in state support for higher education and a shifting student demographic create challenges to the state's goals but also present opportunities to meet unmet needs.

In addition, the system also must ensure that all Virginians benefit from the opportunities afforded by advanced education, particularly those who traditionally have lower rates of attainment. This includes some racial and ethnic minority populations, individuals with lower incomes, older adults and those residing in areas of the state with low attainment rates. Virginia cannot meet its educational attainment goal of 70% without strategies that increase support in these areas.

Students attend college for many reasons, but a primary motivating factor is the ability to secure a good job. Moreover, Virginia has a strategic interest in ensuring its investments in postsecondary education align with the needs of tomorrow's workforce to keep Virginia economically competitive. The Virginia Employment Commission projects that jobs with the highest growth are in the areas of computer science, teaching, healthcare, management and trades. Such a talent development focus will be necessary for Virginia to meet its new and emerging needs.

In the 2018-20 biennium, the Governor and General Assembly invested \$285.2 million in Virginia higher education – a historical and notable reinvestment. General fund appropriations for Educational and General Programs (the primary operating funds for colleges and universities) increased 11.2% between FY 2018 and FY 2020.

This funding included efforts to improve affordability and increase quality. As a result, institutions were able to hold this year's tuition charges at last year's levels and provide more students with more financial aid. They also had the resources to increase faculty and staff salaries and invest in high-demand and high-need academic and workforce programs.

In addition, the Governor and the General Assembly adopted many of the finance policy recommendations that the Council advanced in 2018-20 biennium, including the option for institutions to establish reserve funds and setting limits on increases in non-Educational and General Program fees.

The Commonwealth currently is in a good economic environment. Federal tax changes, low unemployment and strong economic activity have contributed to higher-than-anticipated state tax revenues. Still, the economy is cyclical, and some indicators show that the national economy is slowing down. Should Virginia face an economic downturn in the near future, institutions and policy makers will face difficult choices among competing needs while desiring to preserve the gains Virginia has made in higher education.

Virginia higher education is as strong as it ever has been. The Governor and the General Assembly will be eying the 2020-22 biennium as another opportunity to build on our progress and prepare for the future.

The following table provides a summary of Virginia's strengths and challenges grouped into priority areas identified by SCHEV and aligned with the goals of The Virginia Plan for Higher Education.

Summary of Strengths and Opportunities in Virginia's System of Higher Education

Priority Area	Strengths/Opportunities	Challenges/Threats
Affordability	<ul style="list-style-type: none"> • Low average net price (discount after aid) at several institutions • Better than average student financial aid compared to other states • Leveling off of student debt • Smaller tuition and fee increases recently 	<ul style="list-style-type: none"> • Ranked 13th among states for highest tuition and fees • Ranked 37th among states for average state support/student • Variability in state support • Public concern of ongoing growth of college costs
Access and completion	<ul style="list-style-type: none"> • Second highest public graduation rate compared to other states • Institutional and community-based efforts offered in some areas to support access and completion efforts • Improving system of student transfer between community colleges and universities 	<ul style="list-style-type: none"> • Gaps in enrollment by race/ethnicity, low-income and some areas of the state • Variations in graduation rates by institution and by minority race/ethnicity and low-income students • Insufficient awareness of the value of higher education and opportunities to pursue education beyond high school
Talent development	<ul style="list-style-type: none"> • Commitment of \$1 billion to meet tech talent initiative to support increased need for graduates in computer science and related degrees. • Increase in the percentage of graduates in STEM-H related fields and funding support in these areas • Alignment of bachelor's teaching programs to address teacher shortage • Funding and implementation of new innovative internship partnership program • Funding of non-degree credentials through the 	<ul style="list-style-type: none"> • Shortages in many employment sectors • Insufficient information to identify and report workforce shortages is lacking • Graduates leaving Virginia at higher rates • Expected shortages in sub-baccalaureate credentials (associate degrees, certificates and industry certifications)

Priority Area	Strengths/Opportunities	Challenges/Threats
	New Economy Workforce Credential Grant	
Efficiency, effectiveness, long-term planning	<ul style="list-style-type: none"> • Lower than average cost per degree • #1 ranked system of higher education in the nation • Recent limits placed on growth of non-education and general fees to contain costs at no more than 3% annually • Allowance of institutions to carry over up to 3% general fund education related allocations for reserve funding 	<ul style="list-style-type: none"> • Potential economic downturn • Lack of agreement on measures of efficiency and effectiveness • Lack of clarity on expected institutional performance relative to state needs • Competitive faculty salaries but lower than institutional peers • Growing demand for operational support and maintenance for classrooms, libraries and laboratories
More equitable outcomes for enrollment, completion and attainment	<ul style="list-style-type: none"> • 1% reduction in attainment rate gap between African-American and white populations • Increased enrollment and completion rates by minority students • Efforts by institutions to address equity 	<ul style="list-style-type: none"> • Gaps in enrollment, completion and attainment by race, some rural and urban areas of the state and income • Misalignment of funding with desired outcomes

With these strengths and opportunities in mind, SCHEV staff provides budget options and policy considerations for the Council to continue to support the goals of The Virginia Plan for Higher Education. The budget options are organized under the five priority theme areas.

SECTION 1: AFFORDABILITY

The first goal of the Virginia Plan is to provide affordable access for all. The Commonwealth has aspired to make college education more affordable for Virginia students and has made progress toward this goal through increased funding for financial aid and increased state support to minimize tuition and fee increases. The following sections provide recommendations to keep tuition increases low and support financial aid to students.

Keep tuition increases low by supporting operating costs at public institutions

Two primary factors determine institutions' tuition and fees: (1) changes in costs and (2) changes in state funding. The following recommendations attempt to align these two factors by providing estimates for increases in costs at institutions for the biennium and

by providing funding options to support those costs in exchange for lower tuition and fee increases.

Estimates of expected cost increases

SCHEV traditionally calculates various categories of increased costs based on categories and methodologies outlined in the Top Jobs Act, which the Governor and the General Assembly codified in 2011. While this section will report on the results of those calculations, it first looks at a broad application of inflationary increases.

The following assumptions apply to an estimated base of \$3.2 billion, representing an estimate of state general fund and tuition revenue for in-state undergraduate students.

Assume a total cost increase of 2% (aligned with Consumer Price Index)

One rate of cost increase sometimes cited is to grow at the rate of the consumer price index (CPI). For 2020, the Organization for Economic Co-operation and Development (OECD) projects CPI to be 2.1% for the U.S.

Assume a total cost increase of 3% (aligned with Higher Education Price Index)

While CPI provides one comparison, the Higher Education Price Index (HEPI) is more closely aligned with college and university costs. HEPI is a product of the asset management firm Commonfund. For FY 2019 the HEPI index is 2.6% and has a historical average of 3.1%.

Assume historical higher education averages (approximately 3.5%)

Over the last 10 years, expenditures per student have increased an average of 3.5% a year.

Assume differential increases for personal and non-personal services costs

The prior cost assumptions reflect costs for both personal, though additional faculty and staff or higher salaries and non-personal services. This provides the greatest flexibility for institutions to use funding to meet institution-specific needs. Most institutions identified faculty and staff salaries as a priority in their six-year plans to help them remain competitive given that many are below their peer institution faculty averages. This option separates inflationary increases for personal and non-personal services, depending on state policies on salaries. For the purposes of this estimate, the model assumes no increase in personal services and a 2% increase in non-personal services.

Assume cost increases based on institutions' six-year plan estimates

This approach uses data provided by institutions in their six-year plans.

The following table provides the cost estimates using these various assumptions and applies the assumptions to both years of the biennium.

Table 1: Growth Estimates for Higher Education Total Costs

Growth Assumption	FY 2021	FY 2022	Total
2% (aligned with Consumer Price Index)	\$64 million	\$130 million	\$194 million
3% (aligned with Higher Education Price Index)	\$97 million	\$197 million	\$294 million
3.5% Historical institutional average	\$113 million	\$230 million	\$343 million
2% Modified - only on nonpersonnel and fringe (assume no salary increases)	\$39 million	\$79 million	\$118 million
Institution six-year plan estimates (assumes no new general fund in the biennium)	\$98 million	\$196 million	\$294 million

For planning purposes, staff recommends using an assumption of 3% (HEPI) for the following reasons:

- It is less than the historical average.
- It is more closely aligned with institutional costs.
- It recognizes a continuing need to attract and retain faculty and staff that can meet the state's future demands.

These models also can be mixed and matched. For example, one could assume one treatment in one year and another treatment in the other year. Or, one could make different assumptions based on for personal and non-personal services rather than the ones used here.

Estimates of the impact of state investment on tuition and fees and potential funding scenarios

Based on the cost assumptions provided above, SCHEV staff compiled several funding scenarios described in the table below to estimate the impact on in-state undergraduate tuition and fees. As a note, in the recent six-year plan submissions, institutions estimated tuition and fee increases ranging from 5% to 12%. This represents an estimate of the highest increases the state can expect with no additional state general fund support.

Option1 Scenarios

The scenarios provided in option 1 are based on a 3% overall cost increase assumption and provide the expected costs to the state and potential impact on tuition and fees for each. There are six scenarios included in total and include the following:

- No tuition increase: Assumes the state pays the full amount of the 3% growth increase.
- No state general fund support: Assumes no new state general fund support and results in increases ranging from 5% to 12% based on estimates provided by institutions in their six-year plans.

- Reduce tuition increases by \$100: Estimates the cost of reducing a tuition increase by \$100. In this scenario, tuition increases would be between 3.7% and 10.4%.
- Cap increases at \$100: Depending on institution, tuition increases would be between 0.8% and 2.2%.
- Cap increases at 2% growth: Reduces the need for additional state general fund.
- Provide variable increases based on institution mission and market: This aligns with a Council interest to consider funding variations based on institution. In this scenario, institutions with high percentages of low-income students would increase tuition and fees at lower rates than those with fewer low-income students. This recognizes that institutions that serve higher percentages of students with need have less flexibility to increase tuition and fees and provides greater flexibility to institutions that have more capacity in the market to increase tuition. This option more efficiently allocates limited state general fund resources than options that apply equally to all institutions.

Table 2: SCHEV Funding Scenarios and Expected Impact on Tuition and Fees

Option 1	Scenario	Funding Source		Estimated Cost		Observations
		GF	Tuition	GF	Tuition	
1.1	Freeze Tuition (Full state support of costs)	100%		\$96.9		High cost to state
1.2	No state support (5%-12% tuition increase)		100%		\$96.9	High cost to in-state undergraduate
1.3	Reduce tuition increase by \$100	23%	77%	\$22.3	\$74.6	Tuition increase ranges between 3.7% and 10.4%
1.4	Cap tuition increase at \$100	77%	23%	\$74.6	\$22.3	Tuition increase ranging from 0.8% to 2.2%
1.5	Cap tuition increase at 2%	60%	40%	\$57.7	\$39.2	Moderate tuition increase
1.6	Variable tuition based on Pell					
	(1) Tuition Freeze if % Pell Recipients =>50%	100%		\$3.5		Applies to NSU&VSU
	(2) Increase tuition 1% if % Pell Recipients 30%-50%	83%	17%	\$47.9	\$10.0	Applies to GMU, ODU, RU, UVAW, VCU, VCCS
	(3) Increase tuition 2% if % Pell Recipients 20%-29%	65%	35%	\$2.6	\$1.4	Applies to LU, UMW, RBC
	(4) Increase tuition 2.5% if % Pell Recipients >20%	50%	50%	\$15.9	\$15.6	Applies to CNU, CWM, JMU, UVA, VMI, VT
	Total cost for variable scenario costs			\$69.9	\$27.0	

Note: All options in scenario 1 assume a 3% average cost increase assumption.

Option 2: Funding for Traditional SCHEV Line Items

A second option for funding follows SCHEV's traditional funding calculations, including increases based on calculations for base operations, peer-group-based faculty salary increases and estimated costs of operation and maintenance of new classroom, libraries and laboratories coming online in the upcoming biennium.

Base operations (also known as base adequacy): Funding formulas based on institutional enrollment, academic program mix and other factors provide a guideline for the Governor and the General Assembly to allocate funds to institutions. Each year, SCHEV calculates the institutions' funding need and compares these amounts with the available resources based on general fund appropriations and estimated nongeneral fund revenue. Because of substantial increases in nongeneral fund revenue (through enrollment growth and tuition revenue), most institutions are above 100 percent of the guidelines.

Preliminary estimates show that a small number of institutions may fall below meeting the 100 percent of the funding guidelines based on actual enrollments. Staff anticipates the total funding shortfall to be around \$1 million. Updated figures will be available at the October meeting.

Faculty Salaries: The Commonwealth has a funding goal that the average salary of teaching and research faculty (T&R) at a Virginia institution should be at or above the 60th percentile of its national peers. Based on the national faculty salary data of FY 2019, SCHEV estimates that the average salary of Virginia T&R faculty will rank at 34th percentile at baccalaureate institutions. State general fund support for faculty salary increases often depend on whether the state increases salaries for all state employees. In the event the Governor and the General Assembly provide for a statewide salary increase, one option would be to appropriation funds for faculty salary increases based on the peer group comparison. Under this approach, institutions that are further away from the 60th percentile would get larger increases than others. Under such a model, faculty salary increases in each year of the biennium would range from 2% to 5%, and would drive a total cost of approximately \$160 million for the biennium.

Salary increases for faculty should be based on merit and provided as an incentive for meeting state and institutional priorities.

While administrative faculty, part-time faculty and other support staff (classified employees) are not included in this recommendation, the institutions and the Commonwealth ultimately will need to address the appropriate level of compensation needed to attract and retain high-performing employees.

Operation and maintenance for new facilities coming online: SCHEV surveyed institutions for new facilities coming online in 2020-22 and received funding requests for a total 38 new facilities. Without additional funding targeted to maintain new space coming online, institutions will be required to divert money from their existing budgets to support these needs. The total funding need is approximately \$30 million for the biennium.

Support affordability though financial aid to students

As mentioned earlier, keeping tuition and fees low is one path to affordability for Virginians. While this strategy applies to all students, it comes at a higher cost to the state than one that balances investments between general institutional support and specific need-based financial aid for students.

This approach provides for lower tuition and fees expenses for students with greater financial need rather than for the overall population. This approach also supports The Virginia plan goal of providing greater access and completion for underrepresented students. The following information includes funding recommendations to address affordability while also meeting other priorities of the state.

Need-based Undergraduate Financial Aid

This funding model is currently under review, and an update is included in agenda item B8. Additional funding recommendations will be included in the October agenda item.

Virginia Military Survivors and Dependent Education Program (VMSDEP):

The VMSDEP provides assistance to Virginia's veterans who have made significant personal sacrifices, including loss of life, liberty (prisoner of war or missing in action) or "limb" (90% or more disabled as result of service) by waiving tuition and required fees and providing a stipend to their dependents. Usage of the program is difficult to forecast as it is subject to sudden increases and decreases but the Commonwealth would want to avoid underfunding and not fulfilling its promise to these veterans.

Demand for the program moderated during the past several of biennia; however, in FY 2019 participation increased by a near historic high of 13.6%. Current funds remaining from FY 2019 are sufficient to cover projected expenditures for FY 2020: however, additional funding may be needed to cover a potential 15% annual increase in usage.

Office of the Qualified Education Loan Ombudsman

Established by the General Assembly in 2018 and administered by SCHEV, the office is charged with assisting borrowers having difficulty with their student loan debt and also to develop an education course enabling students to make more informed borrowing decisions. After completing request for proposals to secure a vendor to develop the education course, staff determined that current funding levels are insufficient to contract with a full-service, turn-key proposal. To pursue this further would require as much as \$100,000 initially and \$50,000 annually to support full-service professional-grade course, provide additional support services to administer the course and increase outreach. Lower-cost options are available but would reduce quality, be more labor-intensive to design and maintain and possibly require data storage costs. In the interim, SCHEV will implement a minimal-cost solution through the development of handouts and in-house developed videos until a long-term solution becomes available. In addition, the amount appropriated to support the office is insufficient to cover the costs.

Virginia Graduate Commonwealth Award

While most of the attention on affordability is focused on undergraduate enrollments, graduate programs are also critical to the economic health of the Commonwealth. This program is designed to better position the institutions in attracting the best students for their graduate programs (the institution can decide whether to award based on need or merit criteria). Funding for graduate aid has not increased since FY 2018, when the General Assembly increased the appropriation by \$1.3 million, to \$23.3 million.

Two-Year College Transfer Grant (CTG):

The CTG encourages students to consider a low-cost model of completing their associate degree at a two-year college and then transfer to one of Virginia's participating public or private non-profit colleges and universities. The program provides \$1,000 annually for eligible students, an additional \$1,000 annually for enrolling into a STEM program, and \$1,000 annually for transferring specifically to one of six selected public institutions. Current funding is sufficient to cover FY 2020 and FY 2021, but a small increase may be needed to cover a projected annual 6% increase in participation.

SREB Doctoral Scholars Program:

The doctoral scholars program supports equity by providing funding for underrepresented students in doctoral studies programs. It is a cooperative program with the Southern Regional Education Board. The current state allocations of \$25,000 per student ensures that these students have their tuition and fees covered, provides a modest living stipend, and covers professional development and mentoring opportunities and supports approximately six fellows per year. Virginia previously supported as many as 15 scholars annually.

Virginia Tuition Assistance Grant Program (TAG)

TAG provides an opportunity for students to consider enrollment into one of Virginia's private non-profit colleges and universities. It provides students more options and supports institutions that complement and relieve pressure on public colleges and universities. While not a need-based program, it serves a large number of low- and middle-income students. Over the last two biennia, the Governor and the General Assembly have increased the maximum undergraduate award from \$3,100 to \$3,400. TAG institutions expressed a concern that the recent tuition freeze at public institutions could place these institutions at a competitive disadvantage. The TAG institutions seek an increase of the average award for full-time students of \$1,000, from \$3,400 to \$4,400. This increase would require an additional \$20 million per year.

Staff estimates that the impact of the tuition freeze on the purchasing power of the Tuition Assistance Grant is approximately \$175. Staff recommends that TAG be increased, as a starting point, by that amount for each year of the biennium. This increase will require an additional \$3.7 million for FY 2021 and \$4.3 million for FY 2022. The cost of each additional \$100 for TAG is approximately \$2 million. Staff recommends an additional increase above the \$175 that is comparable to an increase in state general fund support for public institutions.

Consider other revenue sources in funding determinations

The options provided for financial aid and tuition moderation do not consider other funding sources that institutions may have to generate revenues to support in-state students. One source includes revenues generated from enrollment of students from outside of Virginia. These students pay higher tuition, which institutions use to improve quality for all students and reduce tuition pressures for in-state students. The Appropriation Act currently limits the percentage of out-of-state students institutions can enroll. The limitation currently affects four institutions: James Madison University, The College of William and Mary, University of Virginia and Virginia Tech.

In 2018, SCHEV recommended that institutions that meet approved enrollment projections for in-state undergraduate students and have the capacity to increase out-of-state enrollments have the flexibility to enroll more such students. Council also observed that enrollment of more out-of-state students could be beneficial in meeting high-demand workforce needs and supporting the economic prosperity in the Commonwealth.

If institutions are granted greater flexibility to enroll out-of-state students, then a portion of the additional revenues generated from these students could be considered as a resource in state funding decisions, such as support to reduce tuition and to support financial aid. In addition, the state could appropriate less state general fund to institutions that enroll additional out-of-state students and redirect state general fund to institutions that enroll more Virginia students.

SECTION 2: ACCESS AND COMPLETION

Virginia faces a future in which higher education will play an increasingly important role. Virginians will need deeper and broader knowledge and skills to be engaged, productive participants in our evolving Commonwealth and its economy. At the same time, the demographics of the emerging generation are changing, as an increasing share of our youth will come from populations that historically are underrepresented in both higher education and the highly educated sectors of our workforce. Currently, Virginia's postsecondary enrollments and graduates do not match those of the general public or of recent high school graduates, which potentially places Virginia's goal to reach 70% attainment by 2030 at risk.

Support access through increased awareness and support: Guidance to Postsecondary Success (GPS)

Enrollments of recent high school graduates in Virginia into postsecondary have remained relatively flat over the last five years at around 70%. In addition, this enrollment rate also is lower for minority race and economically disadvantaged students. Without a change in these enrollment rates, between geographic communities and ethnic and lower-income populations across the state, Virginia will maintain or perhaps widen its gaps in attainment.

In addition, regardless of where one lives in the Commonwealth, technology is demanding a higher-skilled workforce, with the greatest margin of need at the sub-baccalaureate level. These workforce demands are compelling but middle- and low-income families see the cost of higher education as a barrier to postsecondary enrollment and often lack the information and resources to navigate the complex preparation, application and financing steps to postsecondary enrollment. As a result, families, cautioned by stories of rising student debt and misinformation, call into question the once resolute value of higher education and return on investment. Other states support statewide efforts to raise awareness of postsecondary options for students and families and help them navigate the complex choices they must make to determine the right fit for their education.

The Guidance to Postsecondary Success (GPS) is a proposed initiative to respond to these concerns. It focuses on enhancing existing efforts, such as SCHEV 1-2-3 Go! – prepare, apply and pay for college awareness campaigns and events, coordinated professional development for secondary and access provider staff and also focuses on increasing advising capacity in underserved high schools along with financial aid application completion (FAFSA) activities.

GPS will lead families along the pathways to postsecondary enrollment and completion through the provision of information and resources while raising the value of higher education within our state culture. The multi-pronged approach is aimed at one destination – increasing postsecondary enrollment, particularly for low and middle incomes students and minority race/ethnicity students. GPS will provide Virginians with equitable access to the necessary information, resources and experiences to help ensure enrollment and completion of a valued credential to become more engaged citizens. SCHEV recommends up to \$1.2 million annually for this initiative.

Attract students that may not attend college and who are less likely to complete

In addition to more awareness and support for students to make decisions, Virginia also will need to enroll more students who traditionally may not plan to attend college and ensure they complete a credential to meet the expected workforce demands by 2030. There are several demonstrated strategies that can support increased enrollment and completion. Staff recommends funding in three areas to support this effort.

Broaden access to alternative delivery models for nontraditional students

To address concerns of limited access to affordability postsecondary opportunities for students who may not live close to a college or for students who are not able to attend college during the timeframes that courses are offered, Virginia may wish to expand the availability of options in this area. While there are many online options for students, the majority are offered through higher cost private and sometimes for-profit institutions.

The General Assembly created the Online Virginia Network to address completion of a degree and promote online opportunities to students. Many other states have invested in online programs to support great access and completion. To continue to support this effort, additional funding could be provided in the form of aid to students that plan to participate in OVN or related online programs. If the focus is on completion, then aid could target students who are within a certain threshold of credits needed to graduate.

Another approach that could focus on students who are less mobile and live in areas without a nearby college or university is to provide aid to students to enroll in programs offered through nearby higher education centers and online institutions.

If any additional investments are made in this area, then SCHEV staff recommends that the state develop expected outcomes and targets and report annually on progress.

Free or low cost options at community colleges

Based on work through Lumina Foundation Strategy Labs to develop a strategic finance plan for Virginia, SCHEV staff identified a gap in the expected demand for skills gained in sub-baccalaureate degrees and certificate programs to supply a qualified workforce. Recognizing this need, the finance plan calls for an increased investment and focus on producing more certificates and associate degrees.

A potential barrier to enrollment in these degree and certificate areas is the high tuition at Virginia's public associate-degree granting colleges – currently, the 8th highest in the nation. Over the last several years, community college enrollments have declined, especially among low-income students. To help attract students who may not consider college as an option, Virginia should explore policies to considerably reduce or eliminate tuition, fees and books for students pursuing programs in high-demand areas, thus improving access to these promising career pathways. The policy also should explore ways to incentivize completion, such as providing larger awards for full-time enrollment for low-income students to afford living expenses.

Based on programs in other states, Virginia can expect a growth in enrollment once the policy is implemented, thus increasing the cost. Increased enrollment might also put pressure on the programs, institutions and other state financial aid grants. On the other hand, many of these students also qualify for federal need-based grant aid, and so each additional student may not correspond with equal increases in costs to the state. In preliminary models conducted by SCHEV, eliminating the costs of tuition, fees and books for low- and middle-income students, and offering an incentive for low-income students to enroll full-time would cost \$40 million to \$85 million per year, depending on various assumptions used in the model.

The proposed strategy above focuses on degrees and certifications. Another program that attracts students who may not attend college is the Workforce Credential Grant program. This program received increased funding of \$4 million in FY 2020 at the recommendation of Council. The Council could consider additional funding in this area either in the context of tuition moderation, financial aid or a new community college program.

Institution-based efforts to support completion

As part of the six-year plan process, SCHEV asked institutions to submit proposals that improve completion and post-graduate success. The proposals fall into four themes:

1. Student career and academic development
2. Affordability
3. Experiences connecting students to the campus
4. Staff professional development and re-alignment of processes

Institutions requested approximately \$30 million per year to support success in these areas. Funding requests in this area could be prioritized based on institutions with lower completion rates and low expenditures per student to enhance the level of services provided and increase completion.

SECTION 3: TALENT DEVELOPMENT

Students attend college for many reasons, but a primary motivating factor is the ability to secure a good job. Moreover, Virginia has a strategic interest in ensuring its investments in postsecondary education align with the needs of tomorrow's workforce to keep Virginia economically competitive. SCHEV staff identified improvements for workforce alignment AND talent development to support internships and resources to better assess workforce demand and supply.

Grow internships statewide

Internships and other forms of work-based learning present one pathway for the Commonwealth of Virginia to achieve the goals of meeting current state and regional workforce needs and supporting regional economic growth and diversification plans by attracting and retaining talent in the Commonwealth, enhancing the job readiness of students, enhancing higher education affordability and timely completion for Virginia students, and furthering the objectives of increasing the tech talent pipeline.

After an initial appropriation to SCHEV for an internship grant competition in 2018, the 2019 General Assembly expanded the effort and created the Innovative Internship Fund and Program (Va. Code § 23.1-903.4). The purpose of the program is to expand paid or credit-bearing student internships and other work-based learning opportunities in collaboration with Virginia employers. The program comprises institutional grants and a statewide initiative to facilitate the readiness of students, employers and institutions of higher education to participate in internship and other work-based learning opportunities.

The statewide initiative was launched in spring 2019, with the creation of a Policy and Employer Advisory Panel, exploration of existing strategies from Virginia and elsewhere for successful investments in internship and other work-based learning opportunities, regional meetings of internship coordinators at businesses and institutions of higher education and discussions with entities that are successfully operating internship programs.

After discussion of options for state investment at the September meeting of the Policy and Employer Advisory Panel, the following vision emerged: for students at Virginia's public institutions of higher education, experiential learning is integral (not extra) to their education. As public institutions set goals for experiential learning for their students, the Commonwealth should support student access to a structured pathway of increasingly intensive experiential learning opportunities that start at orientation.

The current Appropriation Act includes \$700,000 for SCHEV to develop and implement the Innovative Internship Program. Staff is well into the mechanics of the program and recently released approximately \$350,000 in grants to institutions. The Council may want to consider requesting additional funds in the next biennium to support continued growth in the program.

Assess Supply and Demand to Support Workforce Alignment

The Virginia Employment Commission projects that jobs with the highest growth are in the areas of computer science, teaching, healthcare, management and trades.

SCHEV, and the Commonwealth in general, have tremendous reserves of publicly available data related to supply and demand. However, these data are not always available in forms that readily support strategic decisions by institutions, policymakers, businesses and economic developers. Staffing resources with expertise in higher education and economic research would relieve this deficiency.

SCHEV staff proposes the following collaborative efforts to improve workforce alignment:

Better coordinate among multiple entities: Whatever solutions are attempted, they should leverage existing responsibilities and resources, including the Governor's Chief Workforce Development Advisor, the Virginia Employment Commission, the Virginia Economic Development Partnership, the Virginia Board for Workforce Development and the Weldon Cooper Center. For the Virginia internship program, coordination will be essential between academic departments within public institutions of higher education as well as across the institutions and with the entities listed above.

Periodically assess supply and demand and provide recommendations to align programing: In addition to the above, a periodic assessment of supply and demand should be conducted that offers recommendations for policymakers, institutions and individuals to improve alignment in specific high-demand occupations and/or regions. This review can be either externally contracted, housed in a state agency with workforce expertise or with an institution. In addition, to the periodic assessment, ensuring that staff are able to serve as subject matter experts in this area to provide guidance to legislators, governor's staff, institutions and other stakeholders, or adds-in business and industry facilitation to identify and address needs. The costs associated with such a function are scalable and less than \$500,000 per year.

Tech Talent Incentive Program

Another initiative that supports talent development is Tech Talent Investment Program, approved by the Governor and the General Assembly in 2019. The initiative will increase the number of graduates in computer science and related programs by at least 25,000 over the next 20 years. The investment in computer science and related graduates was a significant part of the proposal state officials made to attract Amazon to Virginia. It also will benefit employers across the state that are in need of individuals with these skills. The FY 2020 budget includes \$16.6 million for this purpose.

Support of investment in research

In addition to recommending additional funds for research equipment through the Higher Education Equipment Trust Fund, SCHEV also remains committed to the mission of the Virginia Research Investment Committee. While it is possible that VRIC will undergo some changes in the 2020 General Assembly session, it will remain focused on translating university research to the market. A recent review highlighted the need for additional investment to support the following areas: improving university capacity for commercialization; focusing on strategic domain areas, as reflected in the Commonwealth Technology Strategic Roadmap; developing statewide entrepreneurial resources; and organizing around objectives and accountability. While SCHEV offers

no specific recommendation at this time, staff believes that these initiatives could be a good use for one-time funds.

SECTION 4: EFFICIENCY, EFFECTIVENESS AND LONG-TERM PLANNING

Review of costs of higher education and explore outcomes funding strategies

The state currently provides general operation support to institutions based on their expected base costs (base adequacy) and the number of in-state students attending the institution. This estimate differentiates cost based on program type, faculty type and instructional costs, but it does not differentiate based on the types of students served, the potential additional costs to serve underrepresented students. While there is an efficiency component implied in this model, Virginia does not formally define or measure efficiency and effectiveness of its higher education system, yet policymakers question increased costs. In addition, other states have implemented outcomes-based funding models and the General Assembly passed legislation in 2019 to develop performance pilots with institutions.

SCHEV could review of cost models, measures of efficiency (see additional details below) and expected out comes for the use of state funds to further align with state needs. This review could follow a process similar to the current financial aid study and SCHEV could seek budget language in the upcoming session to ensure that the legislature supports this review.

As part of this review process, SCHEV also could undertake a more formal review of efficiency and effectiveness develop an inventory of successful efforts, both to highlight existing efforts and to identify solutions that can be more widely applied. For instance, the University System of Maryland created an effectiveness and efficiency work group to improve efficiency in four areas: cost avoidance, cost savings, revenue and strategic reallocation. Over the course of a decade, the working group's efforts yielded \$356 million in cumulative savings. Also, the National Association of College and University Business Officers' (NACUBO) Economic Models Project developed a tool to assist chief business officers and other college and university leaders explore new models to ensure financial sustainability. Through convenings webinars and other means, SCHEV can elevate these and other resources. The Commonwealth could also contract with an outside consultant to provide an objective, comprehensive "efficiency and effectiveness" review of structures, processes, policies and outcomes in public institutions and state government generally.

Further support reserve funding to prepare for an economic downturn

Our public system of higher education has faced 11 state budget reductions in the past 20 years, and tuition for in-state undergraduate students has risen, in part, in an effort to offset these cuts. Supporting additional funding reserves in a time when the economy is strong allows Virginia to prepare for the next economic downturn and protecting growth in tuition and fees.

In 2018, institutions of higher education were authorized to establish an institutional reserve fund supported by any unexpended education and general appropriations of the institution at the end of the fiscal year. Institutions can carry over education and general unexpended balances to establish and maintain a reserve fund in an amount not to exceed three percent of their general fund appropriation for educational and general programs in the most recently-completed fiscal year. Any use of the reserve fund requires approval by the Board of Visitors of the affected institution, and the institution shall immediately report the details of the approved plan for use of the reserve fund to the Governor, the Secretary of Education, the Secretary of Finance and the Chairmen of the House Appropriations and Senate Finance Committees.

While an institution can carry over up to 3% of its general fund appropriation, this amount only covers a portion of an institution's expenses. To enhance stable funding further, SCHEV could consider: (1) recommending that the 3% of reserve funding also apply to nongeneral funds as well and general fund; (2) establishing a statewide reserve fund for higher education or (3) further supporting funding for the state's rainy day fund and emphasizing that funds should prioritize higher education. Funding to support the reserve could come from a combination of state and institution funds.

Suspend Institutional Performance Standards Level II Measures

Level II institutions (as defined by the Restructured Higher Education Financial and Administrative Operations Act of 2005) are required to adopt at least one education-related measure for each area of expanded operational authority. Some of these measures have been in place for almost ten years.

During the 2018 General Assembly session, a budget amendment modified language in § 4-9.02.b to remove these measures from the Institutional Performance Standards (IPS) certification process. However, the institutions continue to report results for these performance measures even when they are not tied to performance funding. Staff recommends that these measures be suspended through 2020-2022 as SCHEV reviews the performance assessment process for these measures. It should be noted that Level III institutions, that have more expanded authority, do not have a similar requirement related to education-related performance measures.

SECTION 5: EQUITABLE OUTCOMES

While Virginia consistently ranks at the top for best states for education, our system does not serve all Virginians equally. Students of color, particularly Latino and African American students are less likely to enroll in college and less likely to graduate once they do. In addition, rural areas of the state and students who are low income are less likely to enroll and complete a degree or credential. Virginia suffers from wide postsecondary attainment gaps by race and ethnicity, regions of the state and by income level. In order to achieve the Virginia Plan's goal of 70% of Virginians holding a postsecondary degree or credential, it is essential that we work to close these gaps in access, completion, and attainment.

Virginia has worked closely with the Lumina Foundation through its strategic finance plan and recent visits to the state to help SCHEV and leaders understand the value of

improving equity. SCHEV plans to continue this partnership with Lumina to guide its work and expects to increase efforts in this area through a potential two-year grant.

Many of funding and strategies included in the previous sections were developed with a goal of improving equity. For example, the funding the tuition moderation and financial aid strategies are targeted to support low-income, minority race and rural areas of the state. In addition the access and success efforts are fully aligned with an equity focus.

The following are additional strategies to consider to improve equity.

Center for Social Mobility and Attainment

Virginia must not only increase educational attainment rates, but must also close the gaps in the differing rates of attainment that exist across its population and its regions. Currently, Virginia low-income college student graduation rates are 20% below high-income students and 12% below middle-income students. In response to these statistics and the charge to fulfill its mission as an accessible public institution, Old Dominion University established a Center for Social Mobility. Old Dominion's center has gained recognition as a national resource and hosts the National Social Mobility Symposium.

Old Dominion University created the center to educate higher education leaders on social mobility. The center addresses both access and completion through examining organizational structures, removing barriers and developing student success strategies that lead to degree completion and employment after graduation. With additional support, the center can increase its services to include technical assistance, reports and professional development events.

Low-income and first-generation college students have the greatest opportunity to improve their economic and personal well-being through education. These are the same students Virginia must engage to meet its attainment goals and workforce demands. The center's work also can be helpful as the state assesses its progress toward closing equity gaps. The Council may wish to consider recommending additional support for the Center for Social Mobility.

Coordination with other initiatives

In addition to the Center for Social Mobility, other initiatives presented in this agenda item directly support achieving more equitable outcomes in enrollment, completion and attainment. Staff will continue to seek to ensure that initiatives are coordinated and complementary to efforts to close equity gaps.

OTHER INITIATIVE AREAS

The following initiatives represent consortium and shared service approaches to targeted strategies in the areas of library services and open text-books to reduce costs (VIVA), graduate engineering programs (CGEP), the Virginia Space Grant and the Virginia Sea Grant. SCHEV meets with these entities to discuss budget proposals. A list of their requests is included below.

Virtual Library of Virginia (VIVA)

VIVA is the academic library consortium of Virginia, serving 72 of the non-profit academic libraries, including all 39 public colleges and universities, 32 independent universities, and the Library of Virginia. Through cooperative and shared collection development, resource sharing, open and affordable programs, education and training opportunities, and strategic initiatives, VIVA directly supports academic institutions across the state in providing access to high quality academic resources for students and faculty at Virginia institutions.

The program seeks funding in four priority areas:

- Priority 1: Sustain current collections and provide support for emerging disciplines and formats
- Priority 2: Expand the statewide initiative for open and affordable course content in Virginia
- Priority 3: Support for the VIVA private non-profit institutions
- Priority 4: Statewide digital access to journal archives

VIVA requests approximately \$5 million for the biennium.

Commonwealth Graduate Engineering Program

The Commonwealth Graduate Engineering Program (CGEP) is a consortium of six Virginia universities that delivers graduate engineering education to Virginia's scientists and engineers. The program is designed to provide an opportunity to obtain graduate degrees and certifications through a collaborative course sharing model and distributed learning technologies. The program also works directly with industry partners to determine and address workforce training needs.

CGEP submitted a supplemental budget request to SCHEV. For supplemental budget requests, the Appropriation Act directs the participating CGEP institutions to submit a request to SCHEV for review and recommendation to the Governor and the General Assembly. CGEP is requesting approximately \$1.6 million for the biennium to expand offerings to meet industry needs, improve the student experience, develop and implement a shared marketing initiative, establish a more efficient and effective centralized organizational structure, and develop better evaluation and assessment data. CGEP proposes that it requires additional resources to expand the impact and reach of the program to meet the needs of students and industry's demands for a rapidly increasing population of engineers working in Virginia.

Virginia Sea Grant

Virginia Sea Grant (VASG) is a seven-university coalition housed at the Virginia Institute of Marine Science (VIMS). The VASG is proposing a two-pronged initiative that would enhance access and affordability, enrollment, student success and workforce retention by bridging from undergraduate recruitment to early career success for recent alumni. The National Oceanic and Atmospheric Administration's (NOAA) 2015 and 2018 Site Review Teams identified VASG's graduate research fellowship and professional development programming as a national Best Management Practice. This model is

being replicated throughout the mid-Atlantic and Gulf of Mexico NOAA Ocean Acidification Program initiatives as well as other state Sea Grant programs.

The first prong is to provide one-year scholarships to 15 upper-level undergraduate science, technology, engineering and math (STEM) students from Virginia's predominantly undergraduate universities. The second prong of the initiative is to establish post-graduate fellowships with state agencies. Virginia's coastal and marine resource agencies have increasingly complex responsibilities requiring the best available science and technical information to serve the Commonwealth. At the same time, they are experiencing significant workforce challenges through retirements and the resulting "brain drain."

Virginia Sea Grant requests approximately \$1 million for the biennium.

Credits 2 Careers Pilot

Four institutions (Virginia State, Virginia Commonwealth, Old Dominion and Radford) and the Virginia Community College System propose a pilot program called Credit 2 Careers. The purpose of the initiative is to individuals who have military experience to convert that experience into academic credit. In addition, the institutions propose to work on pathway programs between and among them so that a student can maximize his or her opportunity to complete a degree or workforce credential. The institutions request \$2.1 million for the biennium.

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #B8.b – Review of Draft Budget and Policy
Recommendations: 2020-22 Systemwide Capital Outlay Budget

Date of Meeting: September 16, 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: October 30, 2017

Action: The Council made budget recommendations of \$1,158,787,800 from the general fund and \$99,834,600 from nongeneral funds and debt proceeds to support the capital outlay needs of the public institutions.

Purpose of Agenda Item:

The purpose of this agenda is to present draft recommendations for capital outlay needs of public institutions for the 2021-22 biennium.

Background Information/Summary of Major Elements:

The State Council of Higher Education (SCHEV), under authority of the Code of Virginia, evaluates the public institutions' need for academic and administrative space under its Fixed Asset Guidelines. These guidelines also address the prioritization of requests for major renovations and capital improvements. Having developed a comprehensive data collection system which captures essential information related to the level and discipline of instructional activity, the size and condition of existing facilities and the productivity with which these facilities are used, SCHEV produces recommendations for the equitable distribution of financial resources among the colleges to support their primary missions of instruction, research and public service.

The General Assembly has provided funding significant investment for higher education capital outlay projects over the last 20 years through general obligation bonds. Early funding for buildings focused on addressing space needs based on enrollment growth. As a result, the need for additional space has been greatly reduced. Based on 2018 actual enrollments and projected 2024 enrollments, Only GMU and NVCC still have large deficit in space (GMU 176,000 square feet and NVCC 130,000 square feet) along with five other institutions that need minimal instructional space for E&G programs. The 2018 space utilization report – a measure of physical productivity at institutions - showed that less than half of the institutions met their classrooms and class labs utilization standards at their campuses. However, all six doctoral institutions demonstrated research space need for a total of 939,000 square feet in 2024.

Higher education institutions submitted 147 capital outlay project requests to the Department of Planning for 2020-2022. The requests included projects for new construction, renovation, infrastructure improvements, and land acquisition. Based on the Council's Fixed Assets Guidelines, staff reviewed 123 capital outlay project requests that have a general fund component in 2020-2022.

Of the 123 capital outlay project requests SCHEV staff reviewed, 18 projects are authorized for planning by the General Assembly or are related to equipment funding of authorized construction. Projects in planning are expected to require approximately \$767 million. Staff listed these projects for funding information only in the attached document.

As mentioned above, the Commonwealth has used a general obligation bond to finance capital outlay needs of the state facilities. The state has the debt capacity policy that limits the tax-supported debt to 5% of state revenues. In addition, in a House Appropriation presentation last November, staff presented projects totaling \$1.5 billion worth of projects in authorized planning phase that includes higher education and other state capital needs.

SCHEV staff reviewed project requests and assigned priorities based on a combination of the SCHEV Fixed Assets Guidelines and programmatic reviews from site visits and discussions with institutional experts in the following groups:

Priority 1: Support space needs for instruction and research, critical maintenance and other programmatic justifications.

(a) Space needs: these are projects that meet the Council's Fixed Asset Guidelines or are considered critical to supporting the capital outlay needs of Virginia's system of higher education.

(b) Critical maintenance: these projects focus on critical maintenance of buildings and include improvements to accessibility (ADA requirements), security and infrastructure for energy efficiency and mechanical, electrical and plumbing (MEP) systems.

(c) Programmatic justification: These are projects that address critical capital outlay needs either for maintenance or improvements to building space that support instruction, but do not meet the space need and productivity criteria under the Council's Fixed Asset Guidelines.

Priority 2: These are projects that do not meet the space and productivity criteria in the Council's Fixed Asset Guidelines but have some compelling programmatic justification.

Priority 3: These are projects that do not meet the space and productivity criteria in the Council's Fixed Asset Guidelines and have less immediate space and programmatic need.

Priority 4: These are non-guideline requests. No assessment is made.

With an expected commitment by the Commonwealth for \$767 million in planned higher education projects and limited capacity to issue additional debt beyond 5%, SCHEV staff

deferred the assessment 39 new construction projects that did not fall into the priority groupings listed. These projects are approximately \$2.4 billion in total funding.

Relationship to Goals of The Virginia Plan for Higher Education:

Recommendations for capital align with the goal of *driving change and improvement through innovation and investment* and supports the strategy within that goal to *identify and implement public funding strategies to sustain long-term planning and responsiveness*.

Materials Provided: SCHEV's Higher Education Capital Outlay Assessments for 2020-2022.

Financial Impact: The attachment shows SCHEV assessments and priority by institution and project.

Total Requested Funding by Fund and Priority Group for E&G Projects

Priority Group	General Fund	Nongeneral Funds	9(C) Debt	VCBA/ 9(D) Debt	Total Requested Funding	Total Projects
Projects in Appropriation Acts	\$767,396,505	\$0	\$0	\$500,000	\$767,896,505	18
SCHEV Priority Group 1	\$824,779,216	\$1,750,000	\$0	\$0	\$826,529,216	31
SCHEV Priority Group 2	\$918,033,509	\$1,750,000	\$0	\$21,560,846	\$941,344,355	31
SCHEV Priority Group 3	\$14,415,500	\$0	\$0	\$0	\$14,415,500	1
SCHEV Priority Group 4	\$0	\$3,000,000	\$0	\$0	\$3,000,000	3
SCHEV deferred assessment for new construction projects	\$2,185,116,365	\$166,000,000	\$21,621,760	\$74,728,439	\$2,447,466,564	39
Total Requests	\$4,709,741,095	\$172,500,000	\$21,621,760	\$96,789,285	\$5,000,652,140	123

Total General Fund Requestes by Institution by and Priority Group for E&G Projects

Institution	Projects Already in Appropriation Acts	Priority 1	Priority 2	Priority 3	Priority 4	SCHEV Deferred Assessment for New Construction	Total GF Requests
CNU	\$0	\$8,842,000	\$0	\$0	\$0	\$66,404,000	\$75,246,000
CWM	\$68,553,000	\$12,900,000	\$74,850,000	\$0	\$0	\$37,475,000	\$193,778,000
GMU	\$12,566,000	\$174,000,000	\$135,685,000	\$0	\$0	\$280,675,000	\$602,926,000
JMU	\$862,000	\$162,490,780	\$69,730,496	\$0	\$0	\$25,844,400	\$258,927,676
LU	\$19,491,000	\$0	\$0	\$0	\$0	\$0	\$19,491,000
NSU	\$76,931,750	\$0	\$66,002,750	\$0	\$0	\$67,902,640	\$210,837,140
ODU	\$77,314,385	\$0	\$5,241,702	\$0	\$0	\$150,240,213	\$232,796,300
RU	\$97,800,000	\$0	\$52,428,000	\$0	\$0	\$0	\$150,228,000
UMW	\$0	\$51,804,080	\$55,356,000	\$0	\$0	\$113,858,000	\$221,018,080
UVA	\$58,211,439	\$0	\$0	\$0	\$0	\$5,008,839	\$63,220,278
UVAW	\$13,555,931	\$25,425,113	\$0	\$0	\$0	\$0	\$38,981,044
VCU	\$10,967,000	\$0	\$0	\$0	\$0	\$352,876,355	\$363,843,355
VCCS	\$143,211,000	\$307,023,000	\$266,199,100	\$0	\$0	\$394,027,000	\$1,110,460,100
VMI	\$0	\$9,814,287	\$56,823,329	\$0	\$0	\$103,679,448	\$170,317,064
VSU	\$97,433,000	\$20,520,381	\$56,617,132	\$14,415,500	\$0	\$58,441,126	\$247,427,139
VT	\$90,500,000	\$6,100,000	\$79,100,000	\$0	\$0	\$283,710,000	\$459,410,000
VIMS	\$0	\$0	\$0	\$0	\$0	\$36,674,344	\$36,674,344
VSU-Ext	\$0	\$3,759,575	\$0	\$0	\$0	\$0	\$3,759,575
VT-Ext	\$0	\$42,100,000	\$0	\$0	\$0	\$208,300,000	\$250,400,000
Total	\$767,396,505	\$824,779,216	\$918,033,509	\$14,415,500	\$0	\$2,185,116,365	\$4,709,741,095

Total Requested Funding by Fund and Institution for E&G Projects

Institution	General Fund	Nongernal Funds	9(C) Debt	VCBA/ 9(D) Debt	Total Requested Funding	Total Projects
CNU	75,246,000	0	0	0	75,246,000	3
CWM	193,778,000	0	0	0	193,778,000	10
GMU	602,926,000	166,000,000	0	19,945,000	788,871,000	12
JMU	258,927,676	6,500,000	0	17,229,600	282,657,276	7
LU	19,491,000	0	0	0	19,491,000	1
NSU	210,837,140	0	21,621,760	0	232,458,900	4
ODU	232,796,300	0	0	0	232,796,300	4
RU	150,228,000	0	0	0	150,228,000	3
UMW	221,018,080	0	0	0	221,018,080	6
UVA	63,220,278	0	0	5,008,839	68,229,117	2
UVAW	38,981,044	0	0	0	38,981,044	2
VCU	363,843,355	0	0	0	363,843,355	3
VCCS	1,110,460,100	0	0	0	1,110,460,100	39
VMI	170,317,064	0	0	1,615,846	171,932,910	6
VSU	247,427,139	0	0	0	247,427,139	9
VT	459,410,000	0	0	52,490,000	511,900,000	5
VIMS	36,674,344	0	0	0	36,674,344	2
VSU-Ext	3,759,575	0	0	0	3,759,575	1
VT-Ext	250,400,000	0	0	500,000	250,900,000	4
Total	4,709,741,095	172,500,000	21,621,760	96,789,285	5,000,652,140	123

Timetable for Further Review/Action: This item is for discussion purposes only. Action is scheduled to be taken at the October meeting.

Resolution: NA

**Projects Authorized for Planning by General Assembly in Previous
Appropriation Acts or for Equipment Funding of Authorized Construction
in 2020-2022**

Institution	Request Title	Project Type
CWM	Construct Integrated Science Center, Phase 4	New Construction
GMU	Construct/Renovate Robinson Hall, New Academic and Research Facility and Harris Theater Site - FF&E	New Construction/Improvement
GMU	Improve IT Network Infrastructure - FF&E	Planning
JMU	Renovate Jackson Hall - FF&E	Improvements-Other
LU	Renovate / Expand Environmental Health & Safety and Facilities Annex Building	Improvements-Other
NSU	Construct New Science Building	New Construction
ODU	Construct a New Health Sciences Building, Phase I	New Construction
RU	Renovate/Construct Center for Adaptive Innovation and Creativity	Improvements-Other
UVA	Renew Physics Building	Improvements-Other
UVAW	Renovate Wyllie Library	Improvements-Other
VCU	STEM Class Lab Building Equipment	New Construction
VCCS	Renovate Amherst & Campbell Halls, Central Virginia CC	New Construction/Improvement
VCCS	Replace Diggs-Harrison-Moore Halls, Hampton Campus, Thomas Nelson CC	New Construction
VCCS	Replace French Slaughter Building, Locust Grove Campus, Germanna CC	New Construction
VCCS	Construct Advanced Technology Training Center, Piedmont Virginia CC	New Construction
VSU	Demolish / Replace Daniel Gym and Demolish Harris Hall	New Construction
VT	Construct Undergraduate Lab Building	New Construction
VT-EXT	Supplement for Livestock&Poultry Research Facilities, Phase I Equipment, FF&E	New Construction
Total	18	

**SCHEV Assessment of Institutional Capital Outlay E&G Project Requests
for Project Requests with a General Fund Component in 2020-2022**

SCHEV Priority 1 – Support space needs for instruction and research, critical maintenance and other programmatic justifications.

(1.a) Projects meet the Council's Fixed Asset Guidelines or are considered critical to supporting the capital outlay needs of Virginia's system of higher education.

Institution	Request Title	SCHEV Priority	Project Type
GMU	Renovate Science & Tech I	1.a	Improvements-Other
GMU	Renovate King Hall & Construct New Addition	1.a	New Construction/Improvement
VSU-EXT	Renovate Summerseat for Urban Agriculture Center	1.a	Improvements-Other
VT-EXT	Improve System-wide Agriculture Research and Extension Centers	1.a	Improvements-Infrastructure Repairs
Sub-Total		4	

(1.b) Projects focus on critical maintenance of buildings and include improvements to accessibility (ADA requirements), security and infrastructure for energy efficiency and mechanical, electrical and plumbing (MEP) systems.

Institution	Request Title	SCHEV Priority	Project Type
CNU	Improvements: E&G Infrastructure Repairs	1.b	Improvements-Infrastructure Repairs
CWM	Replace: Swern Library Windows	1.b	Improvements-Other
CWM	Repair: Sanitary Sewer Lines	1.b	Improvements-Infrastructure Repairs
CWM	Improve: Accessibility Infrastructure	1.b	Improvements-Handicapped Access
JMU	Renovate and Expand Carrier Library - 1A	1.b	Improvements-Life Safety Code
JMU	Renovate and Expand Carrier Library - 1C	1.b	Improvements-Life Safety Code
UMW	Renovate Simpson Library	1.b	Improvements-Other
UMW	Trinkle Hall Renovation	1.b	Improvements-Other
VMI	Improvements to Post Wide Safety and Security Phase 1	1.b	Improvements-Life Safety Code
VSU	Improve Infrastructure for Campus Safety, Security, Energy Reduction and System Reliability	1.b	Improvements-Infrastructure Repairs
VT	Life, Health, Safety, Accessibility and Code Compliance Package	1.b	Improvements-Life Safety Code
VCCS	Re-roof and Replace HVAC - Multiple Buildings, Statewide	1.b	Improvements-Infrastructure Repairs
VCCS	Renovate Stone Hall Building, Patrick Henry CC	1.b	Improvements-Other
VCCS	Renovate Engineering Academic Building, Alexandria Campus, Northern Virginia CC	1.b	Improvements-Life Safety Code
Sub-Total		14	

(1.c) Projects address critical capital outlay needs either for maintenance or improvements to building space that support instruction, but do not meet the space need and productivity criteria under the Council's Fixed Asset Guidelines.

Institution	Request Title	SCHEV Priority	Project Type
GMU	Central Plant Capacity Expansion	1.c	Stand-alone Equipment Acquisition
UVAW	Darden Hall Renovation	1.c	Improvements-Other
VSU	Improve and Replace Technology Infrastructure	1.c	Improvements-Infrastructure Repairs
VCCS	Renovate Godwin (CG) Academic Building, Annandale Campus, Northern Virginia CC	1.c	Improvements-Infrastructure Repairs
VCCS	Renovate A.L. Philpott Technical Center & MET II Building, Patrick Henry CC	1.c	New Construction/Improvement
VCCS	Renovate Brown Library, Virginia Western CC	1.c	Improvements-Infrastructure Repairs
VCCS	Renovate Franklin Campus, Paul D. Camp CC	1.c	Improvements-Other
VCCS	Renovate and Expand Fincastle Hall, Wytheville CC	1.c	Improvements-Infrastructure Repairs
VCCS	Renovate Academic Classroom Building (Phase II), Glens and Warsaw Campuses, Rappahannock CC	1.c	Improvements-Other
VCCS	Construct New Health Sciences Center and Renovate Robb Hall, Mountain Empire CC	1.c	New Construction/Improvement
VCCS	Renovate Main Building, Daniel Campus, Southside Virginia CC	1.c	Improvements-Infrastructure Repairs
VCCS	Renovate/Retrofit Walker Building, Norfolk Campus, Tidewater CC	1.c	Improvements-Other
VCCS	Renovate Learning Resource Center (LRC), Virginia Highlands CC	1.c	Improvements-Other
Sub-Total		13	
Total Priority 1		31	

**SCHEV Assessment of Institutional Capital Outlay E&G Project Requests
for Project Requests with a General Fund Component in 2020-2022 (cont.)**

SCHEV Priority 2 – These are projects that do not meet the space and productivity criteria in the Council's Fixed Asset Guidelines but have some compelling programmatic justification.

Institution	Request Title	SCHEV Priority	Project Type
CWM	Renovate: Swern Library for Studio for Teaching & Learning Innovation	2	Improvements-Other
CWM	Renovate: Ewell Hall	2	Improvements-Infrastructure Repairs
CWM	Construct: Fine & Performing Arts Quarter, Phase 3	2	New Construction/Improvement
GMU	Renovate Enterprise Hall	2	Improvements-Other
GMU	Technology Infrastructure Improvements - Enterprise	2	Improvements-Infrastructure Repairs
GMU	Renovate Campus Library, Phase II	2	Improvements-Other
JMU	Renovate Johnston Hall	2	Improvements-Other
JMU	Renovate and Expand Carrier Library - 1B	2	Improvements-Other
NSU	Renovate and Expand Fine Arts Building	2	New Construction/Improvement
ODU	Campus Wide Stormwater Improvements	2	Improvements-Environmental
RU	Renovate McConnell Hall	2	Improvements-Other
RU	Improve Campus Utilities Infrastructure Umbrella Project	2	Improvements-Other
UMW	Alvey Hall Renovation and Repurposing	2	Improvements-Environmental
UMW	Renovate George Washington Hall	2	Improvements-Other
VMI	Repair Barracks Windows and Doors (Old and New Barracks)	2	Improvements-Infrastructure Repairs
VMI	Improvements to Post Infrastructure, Phase 4	2	Improvements-Infrastructure Repairs
VMI	Construct Addition to Hinty Hall	2	New Construction/Improvement
VSU	Renovate and Construct Addition to Johnston Memorial Library	2	New Construction/Improvement
VSU	Waterproof Campus Buildings	2	Improvements-Infrastructure Repairs
VSU	Renovate Virginia Hall	2	Improvements-Infrastructure Repairs
VT	Improve Academic Efficiency and Renewal Package	2	Improvements-Infrastructure Repairs
VCCS	Renovate and Expand Rooker Hall for Advanced Manufacturing and Credentialing Center, New	2	New Construction/Improvement
VCCS	Renovate Learning Resource Center, Danville CC	2	Improvements-Other
VCCS	Renovate Business Science Building, Enclosed Pedestrian Corridor and Bridge, Virginia West	2	Improvements-Infrastructure Repairs
VCCS	Renovate Old National Guard Armory Building, Dabney S. Lancaster CC	2	Improvements-Other
VCCS	Renovate Paul and Sheila Wolk Hall, Fauquier Campus, Lord Fairfax CC	2	Improvements-Infrastructure Repairs
VCCS	Renovate Main Academic Buidng, Downtown Campus, J. Sargeant Reynolds CC	2	Improvements-Other
VCCS	Construct Applied Technology Center/Renovate Mechanical Technology Building, Virginia Hig	2	New Construction/Improvement
VCCS	Construct Automotive Tech Building/Renovate Veterinary Tech Building, Blue Ridge CC	2	New Construction/Improvement
VCCS	Renovation of Main Academic Building, Piedmont Virginia CC	2	New Construction/Improvement
VCCS	Replace Buchanan and Tazewell Halls, Southwest Virginia CC	2	Improvements-Other
Total Priority 2		31	

**SCHEV Assessment of Institutional Capital Outlay E&G Project Requests
for Project Requests with a General Fund Component in 2020-2022 (cont.)**

SCHEV Priority Group 3 – These are projects that do not meet the space and productivity criteria in the Council's Fixed Asset Guidelines and have less immediate space and programmatic need.

Institution	Request Title	SCHEV Priority	Project Type
VSU	Construct Pedestrian Walkway on University Avenue	3	Improvements-Infrastructure Repairs
Total Priority 3		1	

**SCHEV Assessment of Institutional Capital Outlay E&G Project Requests
for Project Requests with a General Fund Component in 2020-2022 (cont.)**

SCHEV Priority 4 – These are nonguideline requests. Assessment is deferred.

Institution	Request Title	SCHEV Priority	Project Type
GMU	PPEA Authority West Campus	4	Planning
JMU	Blanket Property Acquisition	4	Acquisition
VCCS	Amend appropriation act language pertaining to site development at community colleges	4	New Construction/Improvement
Total Priority 4		3	

SCHEV Deferred Assessment of Institutional Capital Outlay E&G Project Requests for New Construction in 2020-2022

Institution	Request Title	Project Type
CNU	New Construction: Integrated Science Center, Phase III (Forbes Hall)	New Construction
CNU	New Construction: Plant Operations Building	New Construction
CWM	Construct: Economic & Entrepreneurial Development Center	New Construction
CWM	Construct: Ecology & Endocrinology Laboratory	New Construction
CWM	Construct: Highland Visitor Center	New Construction
GMU	IDIA Institute for Digital Innovation & Garage	New Construction
GMU	Construct Academic VIII	New Construction
GMU	Virtual Online Campus	New Construction /Improvement
JMU	East Campus Infrastructure Phase 1	New Construction
NSU	Construct Physical Education and Athletic Building (requested for FY 2024)	New Construction
NSU	Replace Physical Plant Building	New Construction
ODU	Construct a New Biology Building	New Construction
ODU	Construct New University Police Station	New Construction
UMW	New Theater and Renovation of Performing Arts Facilities	New Construction
UMW	Dahlgren Campus Phase II	New Construction
UVA	Virginia Autonomous Systems & Technologies (VAST) Building	New Construction
VCU	Arts and Innovation Academic Building	New Construction
VCU	Interdisciplinary Classroom and Laboratory Building	New Construction
VMI	Renovate and Expand Engineering and Laboratory Facilities	New Construction
VMI	Construct Center for Leadership and Ethics Phase 2 (Leadership Development Facility)	New Construction
VSU	Construct Center for Institutional Advancement and Admissions	New Construction
VSU	Construct BOLT Leadership Center for Social Responsibility	New Construction
VT	Replace Randolph Hall	New Construction
VT	Renovate and Expand Hahn Hall	New Construction
VCCS	Construct Emerging and Applied Technologies Building/Replace Princess Anne Building, Tidewater CC	New Construction
VCCS	Renovate and Expand Houff Student Center Renovation, Blue Ridge CC	New Construction
VCCS	Construct Multi-Use Storage Facility, Central Virginia CC	New Construction
VCCS	Construct Science and Engineering Building (CN6), Chesapeake Campus, Tidewater CC	New Construction
VCCS	Construct Advanced Integrated Manufacturing (AIM) Center, Thomas Nelson CC	New Construction
VCCS	Construct Regional Workforce Solutions Center, Virginia Beach Campus, Tidewater CC	New Construction
VCCS	Construct Regional Center for Transportation, Logistics, and Truck Driving, Tidewater CC	New Construction
VCCS	Construct Advanced Manufacturing and Industrial Systems Center, Portsmouth Campus, Tidewater CC	New Construction
VCCS	Construct Phase I Stafford County Center, Germanna CC	New Construction
VCCS	Construct Allied Health and Workforce Development Building, Midlothian Campus, John Tyler CC	New Construction
VCCS	LFCC - Construct Academic Building - Fauquier Campus - Supplemental Funding	New Construction
VIMS	Construct New Fisheries Science Building	New Construction
VIMS	Construct Marine Operations Administration Complex	New Construction
VT-EXT	Construct Global Systems Sciences Complex	New Construction
VT-EXT	Construct Animal Production and Livestock Facilities Phase II	New Construction
Total	39	

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #B8.c – Review of Draft Budget and Policy
Recommendations: Maintenance Reserve

Date of Meeting: September 16, 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: October 29, 2018

Action: The Council made budget amendment recommendation for additional funding of \$38.8 million from the general fund for the Maintenance Reserve Program for higher education institutions in FY2020.

Purpose of Agenda Item:

The purpose of this agenda is to present draft recommendations for maintenance reserve for public institutions for the 2021-22 biennium.

Background Information/Summary of Major Elements:

In 1982, following the Council's recommendations, the Commonwealth established the maintenance reserve program to provide funding for facility repairs that are not addressed in the institutions' operating budget and are usually too small to qualify for capital outlay funding. Examples of typical maintenance reserve projects are roof repair and replacement, boiler and chiller replacement, major electrical system upgrades, etc.

The Commonwealth changed the funding source for the program from the general fund to bond proceeds in FY2009 and has increased funding for the maintenance reserve program in the past ten years. In the 2018-20 biennium, the program provided an annual funding of \$128.6 million statewide, including \$83.3 million (64.8%) for higher education. However, the program funding fell short of Council's recommendations. While funding for deferred maintenance has lagged, the Commonwealth has provided two significant capital initiatives for new construction and major renovations at the public institutions through bond proceeds over the past 20 years. This has helped improve the institutions' overall facility conditions.

In order to make meaningful budget recommendations, in 1999 SCHEV staff developed a ten-year maintenance reserve funding formula using institutions' detailed information of the condition of their buildings and infrastructure assets such as the current replacement value and the deficiencies. The goal was to allow each institution to achieve a campus-wide Facility Condition Index (FCI) of "Good" over a ten-year period through a series of

scheduled funding. The “Good” condition represents the dollar value of deficiencies is 5% or less of the current replacement value.

However, due to the state budget shortfalls from the two economic recessions between 2002 and 2012, the Commonwealth discontinued its statewide facility database. As a result, SCHEV did not have the data to empirically measure institutions’ facility condition nor the deferred maintenance value. SCHEV staff changed the 10-year maintenance reserve funding methodology to an annual capital renewal and reinvestment budget methodology commonly used in facility management over the total facility value for SCHEV maintenance reserve recommendations starting in 2013. The purpose of the capital reinvestment is to keep a facility in reliable operating condition for its present value and prevent further accumulation of deferred maintenance. However, with new facilities coming online and old facilities demolished or renovated over years, the total building value at an institutional has changed.

After several years of efforts, a new statewide facility database COVA Trax/M-R-Fix is expected to be fully implemented by the end of this year. All institutions are participating and submitting their facility data to the statewide database. However, the final data will not be available until this fall, after SCHEV makes budget recommendations. Therefore, SCHEV staff proposes to continue to place a high priority on funding for maintenance reserve, but defers the determination of funding amounts to the Department of Budget and Planning this year.

In addition, staff recommends if one-time funding is available in the biennium that priority for the use of these funds be placed on support for maintenance reserve.

Materials Provided: None.

Financial Impact: None.

Timetable for Further Review/Action: N/A

Resolution: N/A

State Council of Higher Education for Virginia Agenda Item

Item: Resources and Planning Committee #B8.d – Review of Draft Budget and Policy
Recommendations: Higher Education Equipment Trust Fund (HEETF)

Date of Meeting: September 16, 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: October 29, 2018

Action: The Council recommended an additional \$18.4 million for FY2020 to meet the Council's original recommendation and provide increased support for research institutions. Debt service estimated at \$3 million for the additional funding will not begin until FY 2021.

Background Information/Summary of Major Elements:

In 2000, the Council established an equipment allocation methodology for the HEETF based on institutional needs for (1) regular inventory replacement and (2) technology upgrades. Staff has provided Table 1 containing the 2019-20 HEETF allocations by institution for informational purposes.

A 9-year replacement cycle, issued for instructional and research equipment, is applied to the current institutional equipment inventories in the Educational and General programs of Instruction, Research and Academic Support. The HEETF addresses half of the identified need and institutional operating funds cover the other half. To continue the progress made in the 2018-20 biennium with updating institutional equipment inventories, the annual replacement need to be covered by the HEETF will be \$73.6 million per year or \$147.2 million for the 2020-22 biennium. Table 2 provides detailed information for each institution.

The HEETF model also includes funding for computers for student use. The Council established a goal of providing 7% of full-time equivalent students with a computer. In 2000, this rate was considered adequate to accommodate students' needs for access to computer resources. Since then, allocations have been sufficient to maintain this level of coverage. To continue supporting the 14:1 students-to-computer ratio at a cost of \$1,800 per computer, an additional allocation of \$13.1 million per year is needed. This policy allows for computer replacement approximately once every three years. Table 2 contains detailed information for each institution.

In 2015, SCHEV staff recommended that the Commonwealth establish a pooled bond authorization to finance, as needed and over time, new or renovated facilities and equipment for research activities. This year, using the methodology for equipment funding based on research equipment replacement; staff calculates \$27.2 million to maintain current funding levels in research. Table 2 contains detailed information for each institution.

In addition to the research equipment allocation recommended for George Mason University (GMU), which was designated as a Carnegie Research (R1) University in 2016, SCHEV recommends that the governor and General Assembly consider additional support through the HEETF to encourage continued highest levels of research activity, particularly in the areas of biomedical research, neuroscience, cybersecurity, information technology and other scientific and technological domains.

Estimated debt service payments by institution total \$13.7 million from the general fund for the traditional HEETF calculation and \$4.2 million from the general fund for the Research HEETF calculation in FY2022, amounting to an overall total of \$17.9 million in FY2022. Table 3 provides a breakdown by institution.

Council may wish to align its recommendations on HEETF allocations, and on research funding generally, with other relevant opportunities, such as the Virginia Research Investment Fund, the Tech Talent Initiative and the Commonwealth Research and Technology Roadmap.

Materials Provided:

Table 1: Higher Education Equipment Trust Fund (2019-20)

Table 2: 2020-22 Higher Education Equipment Trust Fund Recommended Allocation

Table 3: 2020-22 Higher Education Equipment Trust Fund Estimated Debt Service Payments

Financial Impact: None.

Timetable for Further Review/Action: N/A

Resolution: N/A

TABLE 1
Higher Education Equipment Trust Fund (HEETF)
(2019-20)

Institution	Traditional Allocation	Research Allocation	Total Allocation
GMU	\$3,947,024	\$474,407	\$4,421,431
ODU	\$5,016,192	\$329,078	\$5,345,270
UVA	\$10,458,476	\$5,189,341	\$15,647,817
VCU	\$6,853,430	\$2,995,552	\$9,848,982
VT	\$10,331,639	\$5,240,458	\$15,572,097
W&M	\$2,300,493	\$595,857	\$2,896,350
W&M-VIMS	\$362,100	\$175,307	\$537,407
CNU	\$754,464	\$0	\$754,464
UVA-Wise	\$250,681	\$0	\$250,681
JMU	\$2,309,646	\$0	\$2,309,646
LU	\$743,433	\$0	\$743,433
UMW	\$655,746	\$0	\$655,746
NSU	\$1,200,108	\$0	\$1,200,108
RU	\$1,744,993	\$0	\$1,744,993
VMI	\$886,084	\$0	\$886,084
VSU	\$1,342,189	\$0	\$1,342,189
RBC	\$160,149	\$0	\$160,149
VCCS	\$17,596,542	\$0	\$17,596,542
SWVHEC	\$80,111	\$0	\$80,111
RHEA	\$77,623	\$0	\$77,623
IALR	\$274,172	\$0	\$274,172
SVHEC	\$95,790	\$0	\$95,790
NCI	\$34,486	\$0	\$34,486
EVMS	\$524,429	\$0	\$524,429
TOTAL	\$68,000,000	\$15,000,000	\$83,000,000

TABLE 2: 2020-22 Higher Education Equipment Trust Fund Recommended Allocation

2020-21 HEETF Guidelines					2021-22 HEETF Guidelines				
Institutions	9-Year Cycle Annual Replacement		Research	Grand	Institutions	9-Year Cycle Annual Replacement		Research	Grand
	Need	Computers	Initiative ⁽¹⁾	Total		Need	Computers	Initiative ⁽¹⁾	Total
GMU	\$4,013,838	\$1,350,450	\$760,484	\$6,124,772	GMU	\$4,013,838	\$1,350,450	\$760,484	\$6,124,772
ODU	\$4,611,326	\$845,460	\$491,959	\$5,948,745	ODU	\$4,611,326	\$845,460	\$491,959	\$5,948,745
UVA	\$16,354,435	\$1,099,125	\$7,317,476	\$24,771,036	UVA	\$16,354,435	\$1,099,125	\$7,317,476	\$24,771,036
VCU	\$8,514,317	\$1,211,310	\$3,901,035	\$13,626,662	VCU	\$8,514,317	\$1,211,310	\$3,901,035	\$13,626,662
VT	\$13,303,471	\$1,576,620	\$8,263,603	\$23,143,693	VT	\$13,303,471	\$1,576,620	\$8,263,603	\$23,143,693
W&M	\$1,826,219	\$371,070	\$689,462	\$2,886,751	W&M	\$1,826,219	\$371,070	\$689,462	\$2,886,751
W&M-VIMS	\$321,698	\$3,015	\$761,317	\$1,086,030	W&M-VIMS	\$321,698	\$3,015	\$761,317	\$1,086,030
CNU	\$696,640	\$215,685	\$0	\$912,325	CNU	\$696,640	\$215,685	\$0	\$912,325
UVA-Wise	\$383,733	\$66,960	\$0	\$450,693	UVA-Wise	\$383,733	\$66,960	\$0	\$450,693
JMU	\$1,792,811	\$929,790	\$0	\$2,722,601	JMU	\$1,792,811	\$929,790	\$0	\$2,722,601
LU	\$658,431	\$193,500	\$0	\$851,931	LU	\$658,431	\$193,500	\$0	\$851,931
UMW	\$501,687	\$187,515	\$0	\$689,202	UMW	\$501,687	\$187,515	\$0	\$689,202
NSU	\$1,194,642	\$210,105	\$0	\$1,404,747	NSU	\$1,194,642	\$210,105	\$0	\$1,404,747
RU	\$1,729,452	\$387,495	\$0	\$2,116,947	RU	\$1,729,452	\$387,495	\$0	\$2,116,947
VMI	\$1,015,453	\$81,090	\$0	\$1,096,543	VMI	\$1,015,453	\$81,090	\$0	\$1,096,543
VSU	\$1,155,242	\$184,635	\$0	\$1,339,877	VSU	\$1,155,242	\$184,635	\$0	\$1,339,877
RBC	\$127,982	\$56,745	\$0	\$184,727	RBC	\$127,982	\$56,745	\$0	\$184,727
VCCS ⁽²⁾	\$13,191,957	\$4,166,325	\$5,000,000	\$22,358,282	VCCS ⁽²⁾	\$13,191,957	\$4,166,325	\$5,000,000	\$22,358,282
SWVHEC	\$86,338	\$0	\$0	\$86,338	SWVHEC	\$86,338	\$0	\$0	\$86,338
RHEA	\$65,804	\$0	\$0	\$65,804	RHEA	\$65,804	\$0	\$0	\$65,804
IALR	\$222,980	\$0	\$0	\$222,980	IALR	\$222,980	\$0	\$0	\$222,980
SVHEC	\$6,633	\$0	\$0	\$6,633	SVHEC	\$6,633	\$0	\$0	\$6,633
NCI	\$75,456	\$0	\$0	\$75,456	NCI	\$75,456	\$0	\$0	\$75,456
EVMS	\$1,742,065	\$0	\$0	\$1,742,065	EVMS	\$1,742,065	\$0	\$0	\$1,742,065
TOTAL	\$73,592,607	\$13,136,895	\$27,185,335	\$113,914,838	TOTAL	\$73,592,607	\$13,136,895	\$27,185,335	\$113,914,838

⁽¹⁾ Additional funding provided for original Commonwealth Research Initiative (CRI) institutions.

⁽²⁾ Includes \$5 million additional recommendation to support Workforce development.

TABLE 3
2020-22 Higher Education Equipment Trust Fund
Estimated Debt Service Payments⁽¹⁾

Institutions	HEETF Estimated Debt Service	Research Initiative Service⁽²⁾	Total Equipment
GMU	\$844,820	\$117,491	\$962,311
ODU	\$859,387	\$76,005	\$935,393
UVA	\$2,748,755	\$1,130,514	\$3,879,269
VCU	\$1,531,686	\$602,691	\$2,134,376
VT	\$2,343,460	\$1,276,686	\$3,620,146
W&M	\$346,050	\$106,519	\$452,569
W&M-VIMS	\$51,139	\$117,620	\$168,759
CNU	\$143,682	\$0	\$143,682
UVA-Wise	\$70,979	\$0	\$70,979
JMU	\$428,781	\$0	\$428,781
LU	\$134,170	\$0	\$134,170
UMW	\$108,542	\$0	\$108,542
NSU	\$221,233	\$0	\$221,233
RU	\$333,397	\$0	\$333,397
VMI	\$172,694	\$0	\$172,694
VSU	\$211,017	\$0	\$211,017
RBC	\$29,093	\$0	\$29,093
VCCS	\$2,733,750	\$772,475	\$3,506,225
SWVHEC	\$13,597	\$0	\$13,597
RHEA	\$10,363	\$0	\$10,363
IALR	\$35,117	\$0	\$35,117
SVHEC	\$1,045	\$0	\$1,045
NCI	\$11,883	\$0	\$11,883
EVMS	\$274,357	\$0	\$274,357
TOTAL	\$13,659,000	\$4,200,000	\$17,859,000

⁽¹⁾ Assumes a 7-year period of debt service with the first payment made in the second year of the biennium. Estimated payments are based on the institutions' share of the recommended total allocation for 2020-21.

⁽²⁾ Additional funding provided for original Commonwealth Research Initiative (CRI) institutions.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
JULY 16, 2019
MINUTES**

Ms. Connelly called the meeting to order at 1:15 p.m. in Lecture Hall A, New College Institute, Martinsville, Virginia. Council members present: Ken Ampy, Marge Connelly, Victoria Harker, Henry Light, William Murray, Carlyle Ramsey, Marianne Radcliff, Tom Slater and Katharine Webb.

Council members absent: Rosa Atkins, Heywood Fralin, Gene Lockhart and Stephen Moret.

Staff members present: Lee Andes, Peter Blake, Joseph DeFilippo, Alan Edwards, Jodi Fisler, Wendy Kang, Tod Massa, Laura Osberger, Beverly Rebar, Jean Huskey, Lee Ann Rung, Emily Salmon, Kristin Whelan and Yan Zheng.

Deb Love from the Office of the Attorney General was also in attendance. Also in attendance were Deputy Secretary of Education, Fran Bradford and Legislative Fiscal Analyst for the Senate Finance Committee, Sarah Herzog.

APPROVAL OF MINUTES

On a motion by Dr. Murray and seconded by Dr. Ramsey, the minutes from the May 20, 2019, closed session meeting, the May 20, 2019, Private College Advisory Board meeting and the May 21, 2019, Council meeting were approved unanimously (9-0).

INTRODUCTION OF DANVILLE COMMUNITY COLLEGE PRESIDENT, DR. JACQUELINE M. GILL-POWELL

Dr. Ramsey introduced Dr. Gill-Powell, the sixth president of Danville Community College. He read highlights from her bio and Council welcomed her to Virginia.

Ms. Connelly welcomed new Council member, Marianne Radcliff to the Council.

REMARKS FROM THE HONORABLE KAREN JACKSON, INTERIM EXECUTIVE DIRECTOR, NEW COLLEGE INSTITUTE (NCI)

Mr. Blake introduced Ms. Jackson and referenced her bio, which was included in the agenda book. Ms. Jackson thanked members for visiting Martinsville and talked about collaboration, noting the many partnerships that NCI enjoys. During her tenure as Interim Executive Director, she hopes to bring alignment with SCHEV goals of The Virginia Plan for Higher Education. She is also working to strengthen NCI's collaboration with the community and meet the Commonwealth's goals. Ms. Jackson's specialty is in technology and she hopes to use those skills to help NCI contribute to those goals. Ms. Jackson explained the structure and governance of the higher education centers and answered questions from members.

REMARKS FROM RHONDA HODGES, VICE PRESIDENT FOR WORKFORCE, ECONOMIC & COMMUNITY DEVELOPMENT, PATRICK HENRY COMMUNITY COLLEGE (PHCC)

Mr. Blake explained that President Godwin was unable to attend. He welcomed Ms. Hodges and noted her duties and accomplishments at PHCC. Ms. Hodges shared some of the exciting things that PHCC is undertaking. After seven years of declining enrollment, PHCC experienced a recent increase in this area. She explained the Seed Fund sponsored by the Harvest Foundation which allows Martinsville or Henry County residents to attend PHCC at no charge, provided they have a minimum high school cumulative grade point average of 2.5 and complete eight hours of community service.

Ms. Hodges spoke about employer-demand offerings and capital improvements to the campus. The college has several off-campus sites consisting of workforce development centers in Stuart and Martinsville, the Innovate/Design/Engineer/Accelerate (IDEA) Center in Uptown Martinsville, and the Virginia Motorsports Training Center at Arrington Manufacturing in Henry County. She explained the challenges that PHCC faces in the region and noted ways in which they are developing partnerships in the community to address the issues. She answered questions from members.

REPORT OF THE AGENCY DIRECTOR

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

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.

OECD workshop: On May 22, SCHEV staff assisted with the workshop conducted by analysts from the Organisation for Economic Co-operation and Development as the concluding activity of their 10-day visit. The OECD is studying the labor-market outcomes and relevance of higher education in four U.S. states; in the Commonwealth, the OECD team spent seven days interviewing stakeholders from all sectors in every region. At the workshop, over 30 representatives of our colleges, universities, economic development and business groups spent more than four hours discussing the challenges and potential solutions to educating the workforce that Virginia needs today and in the future. The OECD will continue to gather and review information through 2019, with its U.S. report expected in 2020.

Virginia social mobility workshop: Sponsored by the ODU Center for Social Mobility and made possible by a grant from SCHEV's Fund for Excellence and Innovation, the Virginia Social Mobility Workshop took place June 3 at Old Dominion University. The workshop brought together higher-education leaders to develop strategies and institutional action plans to expand affordability, access and completion. Deputy Secretary of Education Fran Bradford represented the Northam Administration; Wendy Kang, Paula Robinson and others represented SCHEV. ODU also hosted the National Social Mobility Symposium on June 4 and 5.

Tech Talent Incentive Program: The General Assembly created this program to provide funding and oversight of the development of additional graduates in high-demand technology fields. The SCHEV director is designated as one of seven reviewers of institutional proposals. We anticipate recommending to the Governor the first round of performance agreements later this summer. The Commonwealth anticipates allocating \$1 billion over 20 years for higher education operating and capital investments.

VRIC meeting: On June 11, the Virginia Research Investment Committee convened at SCHEV, with Secretary of Finance Aubrey Layne chairing in Peter Blake's absence. The agenda included approval of four regional nodes for the Commonwealth Cyber Initiative (CCI), as well as the creation of a VRIC workgroup to advise the CCI nodes' strategic plans and budget requests. Members also agreed to allow revision and resubmission of two applications for Round 2 grants from the Virginia Research Investment Fund (VRIF); the competition's external reviewers did not favorably review any of the initial applications. Members reviewed a staff plan for VRIC activities in FY2020 and received updates on the CCI hub, the Research and Technology Strategic Roadmap and the "town hall" meetings of Commerce and Trade Deputy Secretary Robby Demeria. The committee will meet next on August 13.

Editorial board visits: We continued our meetings with editorial boards. Council members Katie Webb and Tom Slater participated in a meeting with the Richmond Times-Dispatch on May 23. On July 15, we met with the Martinsville Bulletin and the Danville Register and Bee.

Retreat follow-up: The Council held a successful retreat in June. We have scheduled a second meeting to review and revise the strategies and initiatives associated with The Virginia Plan for Higher Education on August 21. Mr. Blake also referenced the notes from the June 14 retreat that were included with his report in the agenda book.

Ms. Connelly spoke briefly about the retreat and requested that Ms. Kang review the list of items on pages 95-96 that members were interested in supporting in SCHEV's budget and policy recommendations. Noting that the items align with The Virginia Plan for Higher Education as well as discussions from the June retreat, Ms. Connelly asked for member input on the list.

Members provided input to staff, which will be brought forward for further discussion at the August 21 follow-up retreat. Ms. Connelly noted that she will be participating in the August 21 retreat by phone. Mr. Slater will chair the meeting. Mr. Blake asked for input on the nine topic areas on page 132 that Council members had identified for further review.

REPORT FROM THE COMMITTEES

Report from Academic Affairs Committee

Mr. Ampy noted the following reports and actions from the committee:

Action on Programs at Public Institutions

Mr. Ampy provided a brief introduction and the committee's recommendation was seconded by Ms. Webb. The following resolution was approved unanimously (9-0):

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 Arts (B.A.) degree program in Japanese Studies (16.0302), effective fall 2019.

Update on Program Proposals in the Review Pipeline

Dr. DeFilippo provided an update to the committee, which is noted on page 17 of the agenda book.

Action on Virginia Public Higher Education Policy on Passport and Uniform Certificate of General Studies Programs

The committee's recommendation was seconded by Dr. Ramsey and the following revised resolution was approved unanimously (9-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia, in accord with Code of Virginia § 23.1-905.1, adopts the *Virginia Public Higher Education Policy on Passport and Uniform Certificate of General Studies Programs*, effective immediately.

BE IT FURTHER RESOLVED that Provision 4 in the policy be further clarified to ensure consistency with state policy on AP and other forms of prior learning assessment.

Mr. Blake complimented Dr. DeFilippo and Mr. Smith for their work in completing this complicated project and for working closely with the patron of the legislation. He noted that the policy is a big step forward for the Commonwealth.

Update on Graduate Outcomes Survey

Dr. Jim Ellis, Director of Design and Methodology, Survey and Evaluation Research Laboratory at Virginia Commonwealth University, presented an update to the committee and discussed strategies and timelines. Ms. Webb and Ms. Radcliff offered to attend the focus groups for the post-graduate outcomes survey.

Update on Assessment of Student Learning Assessment and Quality in Undergraduate Education

Dr. Fisler provided an update to the committee on the assessment of student learning assessment and quality in undergraduate education. She informed the committee that Virginia is seen as a leader in civic engagement in quality of education. Ms. Hodges also provided information about Patrick Henry Community College's involvement in this process.

Mr. Ampy noted a few highlights from the committee's liaison report.

Report from Resources and Planning Committee

Mr. Slater introduced and welcomed Deputy Secretary of Education, Fran Bradford and Sarah Herzog, Legislative Fiscal Analyst for the Senate Finance Committee. He noted that the committee had in-depth discussions on financial issues and he complimented staff for preparing the agenda items and educating members on a variety of topics.

Action on Foster Care Grant Regulations

The committee's recommendation was seconded by Dr. Murray and the following resolution was approved unanimously (9-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the proposed Virginia Foster Care Tuition Grant Regulations.

Update on the Commonwealth Research and Technology Strategic Roadmap

Mr. Slater noted that Ms. Salmon updated the committee on the recent expert panel that met and which he and Mr. Light attended. A draft report will be brought to the Council in September. Mr. Blake noted that staff may wish to obtain preliminary approval before the September meeting in order to meet the time requirements as noted in the legislation.

Update on Preliminary Enrollment Projections and Degree Estimates

Mr. Slater reported that Mr. Massa provided the committee with an update. He complimented Mr. Massa for keeping Council informed. Ms. Connelly noted that while the numbers are tracking against the statewide goal, she cautioned against becoming complacent.

Report on State of Higher Education Funding Data

Mr. Slater said Ms. Kang reported the funding data to the committee and encouraged members to review it. He said it was an impressive document and tells a complete story. Ms. Harker suggested adding this to the October boards of visitors' orientation.

Report on Strategic Finance Plan

Mr. Slater said Ms. Kang provided an overview of the key elements included in the finance plan developed through HCM Strategists in partnership with SCHEV over the last year. He noted that Virginia's cost per degree is lower than the national average and has decreased over time. This a good message that should be spread. Ms. Connelly said \$400,000,000 is a high-level estimate of what it would take to be successful in our goals.

Discussion of the SCHEV Budget and Policy Development Items for the 2020-2022 Biennium

Mr. Slater noted that the items covered correlate to discussions that took place at the June retreat.

Update on Financial Aid Reform Study

Mr. Slater said Mr. Andes updated the committee on staff work on this item and noted that final recommendations will be presented for Council discussion in September.

Update on Items Related to the Institutional Performance Standards

Mr. Slater reported that Dr. Huskey provided a report on three situations that require attention this year. Staff received input from the committee; Council will act on the item in September.

ACTION ON MEETING DATES FOR CALENDAR YEAR 2020

Mr. Blake reviewed the proposed dates and recommended meeting earlier in January to coincide with the start of the General Assembly session. Ms. Connelly requested that staff poll members to get specifics on which members can attend on each date in March before a final schedule is approved. Staff will initiate the poll and postpone action until September.

RECEIPT OF PUBLIC COMMENT

No requests for public comment were brought forward.

OLD BUSINESS

Ms. Connelly noted that as discussed during the evaluation of the director at the meeting in May, the current employment agreement with Mr. Blake says that the Council or its designee will meet with him in May 2019 to discuss renewal or non-renewal of his contract, which extends until June 30, 2020. Mr. Fralin and Mr. Blake have met and discussed this matter. Based on those conversations, we anticipate that SCHEV and Mr. Blake will renew the employment agreement next year along the same terms as the existing agreement. Any contract extension or amendment will be presented to Council in May 2020 for formal action.

NEW BUSINESS

No new business was brought forward.

ITEMS DELEGATED TO STAFF

Mr. Blake reported 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. He called attention to full-cost report item.

MOTION TO ADJOURN

The meeting adjourned at 3:25 p.m.

Mr. Blake reminded members of the follow-up retreat on August 21 at Hunton Andrews Kurth LLP in Richmond. He thanked Mr. Slater for hosting.

He also noted that the next meeting on September 16-17 will include the annual meeting with public college presidents. This meeting will include a presentation with presidents on alignment of workforce needs with college programs.

Katharine Webb
Council Secretary

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

Institution	Degree/Program/CIP	Effective Date
George Mason University	CIP Code Change Approved: Change the CIP code of the Master of Laws (LLM) degree program in Intellectual Property Law from 22.0299 to 22.0212	Fall 2019
Longwood University	Discontinued Degree Designation Approved: Discontinue the Bachelor of Arts (BA) degree designation in the Bachelor of Arts (BA)/Bachelor of Science (BS) degree program in Social Work (44.0701)	Fall 2019
Norfolk State University	Facilitated Staff Approval: Master of Healthcare Administration (MHA) degree program in Healthcare Administration (51.0701) [Conferral: Spring 2021]	Fall 2019
Patrick Henry Community College	Program Title and CIP Code Change Approved: Change the program title and CIP code of the Associate of Applied Science in Education Assisting (13.1501) to the new title of Early Childhood Development (19.0709)	Summer 2019
University of Virginia	CIP Code Change Approved: Change the CIP code of the Master of Science degree program in Accounting from 52.0301 to 27.0305	Spring 2019
Virginia Polytechnic Institute and State University	CIP Code Change Approved: Change the CIP code of the Doctor of Philosophy degree program in Economics from 45.0601 to 45.0603	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:

Diploma, Certificate, Discontinued and Modified Programs

Institution	Degree/Program/CIP	Effective Date
George Mason University	Initiate new Graduate Certificate Programs: Conferral, Spring 2020:	Fall 2019

Institution	Degree/Program/CIP	Effective Date
	<ul style="list-style-type: none"> Account Analytics (52.0399) Environmental and Sustainability Management (30.3301) Global Information Technology Leadership (52.0211) Information Technology Strategy and Digital Transformation (52.1201) <p>Conferral, Fall 2019:</p> <ul style="list-style-type: none"> Education Policy (44.0502) 	
George Mason University	Initiate a new Graduate Certificate program in Business Fundamentals (52.0201) [Conferral: Fall 2020]	Spring 2020
Old Dominion University	<p>Initiate new Certificate Programs [Conferral: Fall 2019]:</p> <p><u>Graduate</u></p> <ul style="list-style-type: none"> Supply Chain Management (52.0203) <p><u>Post-Professional</u></p> <ul style="list-style-type: none"> Family Nurse Practitioner (51.3805) 	Fall 2019
Southside Virginia Community College	Initiate a new Certificate program in Substance Abuse Counseling Assistant (51.1501) [Conferral: Fall 2019]	Summer 2019
University of Virginia	Initiate a new Graduate Certificate program in Criminal Justice Education (43.0104) [Conferral: Summer 2019]	Summer 2019
University of Virginia	Initiate a new Graduate Certificate program in Instructional Design and Technology (13.0501) [Conferral: Spring 2020]	Fall 2019
Virginia Commonwealth University	Initiate a new Graduate Certificate program in Applied Statistics (27.0501) [Conferral: Spring 2020]	Fall 2019
Virginia Commonwealth University	Program Discontinuance: Discontinue the Doctor of Philosophy degree program in Anatomy and Neurobiology (26.0403) [Council Approval: BCHE]	Fall 2019
Virginia Polytechnic Institute and State University	Initiate a new Graduate Certificate program in Nuclear Science, Technology, and Policy (30.1501) [Conferral: Fall 2019]	Fall 2019
Virginia Polytechnic Institute and State University	Simple Program Modification: Modify the credit hours of the Bachelor of Science degree program in Industrial and Systems Engineering (14.3501) from 127 to 124.	Fall 2019

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 was approved as delegated to staff:

Institution	Change/Site	Effective Date
Virginia State University	[Correction] Rename the Department of Technology to the Department of Applied Engineering Technology . The Department has been re-named to indicate the research activities of existing faculty, 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.	April 11, 2019

Pursuant to the Code of Virginia, Section § 23.1-203 and Council's policy *"Mission Statement Changes at Public Institutions,"* the following item mission statement modification was approved as delegated to staff. As specified in code, the new mission statement will take effect 30 days after the adjournment of the next General Assembly Session following SCHEV approval.

Virginia Commonwealth University Mission Statement Change

Previous Mission Statement:

As the premier urban, public research university in the state, Virginia Commonwealth University's mission is to advance knowledge and student success through its commitments to:

- An engaged, learner-centered environment that fosters inquiry, discovery and innovation in a global setting
- Research that expands the boundaries of new knowledge and creative expression and promotes translational applications to improve human health
- Interdisciplinary collaborations that bring new perspectives to complex problems and mobilize creative energies that advance innovation and solve global challenges
- Health care that strives to preserve and restore health for all people, to seek the cause and cure of diseases through groundbreaking research and to educate those who serve humanity
- Diversity that provides a climate of inclusion, a dedication to addressing disparities wherever they exist and an opportunity to explore and create in an environment of trust

- Sustainable university-community partnerships that enhance the educational, economic and cultural vitality of the communities VCU serves in Virginia and around the world.

New Mission Statement (underlining indicates textual changes)

Virginia Commonwealth University and its academic health center serve as one national urban public research institution dedicated to the success and well-being of our students, patients, faculty, staff and community through:

- Real-world learning that furthers civic engagement inquiry, discovery and innovation
- Research that expands the boundaries of new knowledge and creative expression and promotes translational applications to improve the quality of human life
- Interdisciplinary collaborations and community partnerships that advance innovation, enhance culture and economic vitality, and solve society's most complex problems
- Health sciences that preserve and restore health for all people, seek the cause and cure of diseases through groundbreaking research and educate those who serve humanity
- Deeply engrained core values of diversity, inclusion and equity that provide a safe, trusting and supportive environment to explore, create, learn and serve.

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

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

Institution	Effective Date
Bon Secours Memorial College of Nursing	May 14, 2019
Ferrum College	May 22, 2019

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

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

Institution	Location	Effective Date
Aquatic Adventures Scuba Academy	Springfield, VA	6/11/2019
Heart and Soul Massage School	Monterey, VA	5/16/2019
Learnix Tree Center	Vienna, VA	6/11/2019
MAB Institute	Broadway, VA	6/20/2019
Nu-Pulse Security Training Center	Vienna, VA	5/16/2019
Salvation Academy	Alexandria, VA	6/20/2019
Training Solutions Center	Sterling, VA	6/20/2019

Institutional Student Financial Aid Plans

Pursuant to §4-5.01.b.1.a of the Virginia Acts of Assembly, Chapter 854, staff has reviewed each individual institution's plan for expenditure of its appropriation for undergraduate student financial assistance and assumptions and calculations for determining the cost of education and student financial need. The institutions' reports have been received and reviewed in accordance with the Appropriation Act.

2019-20 Full Cost Report

Virginia State has the tuition policy that requires the nonresident students pay at least 100% of cost of education since 1990s. Item 4-2.01.b.2 in the 2019 Appropriation Act states:

b) The Boards of Visitors or other governing bodies of institutions of higher education may set tuition and fee charges at levels they deem to be appropriate for all nonresident student groups based on, but not limited to, competitive market rates, provided that: 1) the tuition and mandatory educational and general fee rates for nonresident undergraduate and graduate students cover at least 100 percent of the average cost of their education, as calculated through base adequacy guidelines adopted, and periodically amended, by the Joint Subcommittee Studying Higher Education Funding Policies.

Based on institutions' 2019-20 tuition charges, it is estimated that all institutions will have met the requirement that nonresident tuition and mandatory E&G fee rates cover at least 100 percent of the average cost of their education in 2019-20 (Table 1).

Table 1

**2019-20 Average Nonresident Tuition
As a Percent of Average Cost of Education**

Institutions	Average Per Student Cost⁽¹⁾	Average Nonresident Tuition ⁽²⁾	% of Cost
GMU	\$18,661	\$32,841	176%
ODU⁽³⁾	\$14,981	\$28,037	187%
UVA	\$26,783	\$39,893	149%
VCU	\$20,937	\$31,018	148%
VT	\$20,245	\$29,992	148%
CWM	\$24,280	\$36,152	149%
CNU	\$15,306	\$21,691	142%
UVAW	\$19,478	\$24,250	124%
JMU	\$14,424	\$24,495	170%
LU	\$13,652	\$23,946	175%
UMW	\$17,934	\$24,795	138%
NSU	\$16,473	\$18,095	110%
RU	\$13,857	\$19,639	142%
VMI	\$21,594	\$36,128	167%
VSU	\$14,706	\$17,641	120%
RBC	\$8,939	\$19,961	223%
VCCS	\$8,880	\$10,609	119%
TOTAL⁽⁴⁾	\$15,675	\$28,529	158%

⁽¹⁾ Derived by dividing 2019-20 appropriations by 2019-20 projected enrollment approved by SCHEV in 2017.

⁽²⁾ Enrollment-weighted tuition averages of both undergraduate and graduate students.

⁽³⁾ Average per student cost is based on the funding need from the base adequacy calculation.

⁽⁴⁾ Total percent of cost calculation has been weighted by level-specific (doctoral, comprehensive, and two-year) enrollments.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL RETREAT
AUGUST 21, 2019
MINUTES**

Mr. Fralin called the meeting to order at 2:15 p.m. in the Board Room of Hunton Andrews Kurth, LLP, Richmond, Virginia. Council members present: Heywood Fralin, Henry Light, Stephen Moret, William Murray, Carlyle Ramsey, Tom Slater and Katharine Webb.

COUNCIL MEMBERS MARGE CONNELLY AND VICTORIA HARKER PARTICIPATED VIA VIDEOCONFERENCE.

Council members absent: Ken Ampy, Rosa Atkins, Gene Lockhart, Marianne Radcliff.

Other attendees present: Pam Currey, Minnis Ridenour.

SCHEV staff present: Tom Allison, Peter Blake, Joe DeFilippo, Alan Edwards, Jodi Fidler, Ashley Lockhart, Tod Massa, Beverly Rebar, Paula Robinson, Lee Ann Rung, Emily Salmon, Kristin Whelan and Yan Zheng.

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

WELCOME AND INTRODUCTIONS

Mr. Blake thanked Mr. Slater for hosting the meeting. Mr. Fralin requested that action on the strategic roadmap be taken first.

ACTION ITEM ON THE DRAFT COMMONWEALTH RESEARCH AND TECHNOLOGY STRATEGIC ROADMAP

Ms. Salmon presented the information and noted research areas of focus and actionable steps. She reviewed the PowerPoint slides that provided a review of the Roadmap's goal and use specified in the *Code of Virginia*. She summarized the development process and opened a discussion on the emerging themes and areas of research focus.

Mr. Blake noted that Mr. Slater and Mr. Light attended several of the meetings and members engaged in a conversation about the direction of the Virginia Research Investment Committee (VRIC) and whether the legislation is focused in the right area. Mr. Slater mentioned that another purpose of VRIC and SCHEV's involvement in it, is to convene colleges and universities to start working together rather than in silos.

Mr. Fralin asked if legislation was needed that focuses on commercialization and may provide better results for the Commonwealth. Mr. Blake congratulated Ms. Salmon for her efforts in working with the panel of independent experts.

On a motion by Mr. Slater and seconded by Dr. Ramsey, the following resolution was approved unanimously:

BE IT RESOLVED that the State Council of Higher Education for Virginia finds the draft Commonwealth Research and Technology Strategic Roadmap to be a cohesive and comprehensive framework developed in collaboration with a panel of independent experts and in compliance with statutory requirements; and

THEREFORE, BE IT RESOLVED that the Council approves the draft Roadmap and encourages its submission by the Virginia Research Investment Committee to the appropriate officials in the executive and legislative branches prior to final approval by the Committee and the Governor; and

FINALLY, BE IT RESOLVED that the Council extends its sincerest appreciation to the 13 collaborating experts, whose exceptional contributions to the Roadmap have placed the Commonwealth and its innovation ecosystem on a strong and improved trajectory.

APPROVAL OF MINUTES

On a motion by Dr. Murray and seconded by Ms. Webb, the minutes from the June 14, 2019, retreat were approved unanimously (9-0).

GOALS FOR THE DAY

Mr. Slater stated the goals and indicated that by the end of the day he hoped to get consensus on any changes or modifications to The Virginia Plan for Higher Education. His four take-away messages from the June retreat were: educational attainment; workforce development; rainy day fund; and communication plan. Ms. Connelly said Council's interest is in getting results. She indicated that staff has done a great job over the last year acquiring input from Council and other experts, including other states. She encouraged members to add any strategies they feel strongly about.

DISCUSSION OF PRIORITY TOPICS FOR POTENTIAL STRATEGIES AND/OR INITIATIVES

Mr. Allison presented the first of six priority topics for discussion (funding). He reviewed each of the known issues, as well as what we are doing on each topic. Finally, potential solutions were discussed and members provided feedback to staff.

Dr. DeFilippo reviewed the second topic (alignment) and reviewed potential solutions. Ms. Connelly expressed interest in having someone "own" this item in order to maintain its progress. Ms. Webb said the current program approval process in Virginia should be included to encourage a more proactive approach in the process. Mr. Ridenour suggested that career planning and advising are critical both in colleges and in the Pre-K system. Mr. Fralin suggested that staff work with Mr. Moret to determine needs in this area and provide a report at the next meeting.

Dr. DeFilippo discussed the third topic (teacher shortages) and reported that much work has been done in recent years. He answered questions and received suggestions from members.

Dr. DeFilippo discussed the fourth topic (efficiencies) and answered questions. Ms. Connelly suggested that Council consider taking a framework that is already in place and customize it for Virginia. She stated that many schools are at an inflection point with infrastructure and suggested that this item be moved as quickly as possible. Ms. Harker agreed that we should not reinvent the wheel and run the risk of delayed progress.

Ms. Robinson addressed the fifth topic (access, enrollment and completion). She reviewed the items and answered questions from members. Mr. Moret suggested that Council consider inviting Sara Goldrick-Rab to speak at a future meeting. Dr. Goldrick-Rab's focus is on the cost side of enabling access and completion, and includes the financial challenges students face in attending and completing college. He suggested that the barriers may be more significant than we realize and are getting worse.

Ms. Robinson and Mr. Allison discussed the sixth topic (equity and outcomes). Members provided their opinions and raised concerns about the unlimited pricing power of higher education and the possible price bubble.

The chair called for a break at 4:35 p.m. The meeting resumed at 4:40.

DISCUSSION OF POTENTIAL MODIFICATIONS TO EXISTING VIRGINIA PLAN GOALS, STRATEGIES AND PRIORITY INITIATIVES

Mr. Blake again thanked Mr. Slater for hosting and Council members for attending and contributing to the discussion. In an effort to save time, he chose not to review the potential modifications charts, saying that staff would like to sharpen these and bring back to Council as action items. Employer assessment and supply and demand are imperative, and it is important to maintain equity in everything we do. Mr. Blake suggested that SCHEV seek a legislator to request that SCHEV conduct this work in order to have an owner and champion of the initiatives, with SCHEV acting as a catalyst. In summary, he said we have made much progress and accomplished what Mr. Slater and Ms. Connelly set out to do, and noted that staff has a lot to go on based on the discussions. Mr. Blake recommended that staff incorporate the suggestions from this meeting and continue the discussion in September.

Invited speakers to the September meeting will stimulate conversation between Council and public college presidents.

In response to Mr. Light's question about addressing the gaps in the rural horseshoe that Governor Baliles raised last year, Mr. Fralin suggested that staff consider inviting input from potential new legislators to talk about their perception of what SCHEV should be doing.

Members thanked Mr. Ridenour for his participation. Mr. Fralin suggested that staff invite members of the Op Six group to a future meeting to share their understanding of

SCHEV's work and get their reaction to The Virginia Plan. He also suggested that SCHEV solicit input from the public college presidents to learn how they have incorporated The Virginia Plan into their institutions' strategic plans. Mr. Blake suggested that staff convene a small panel of presidents to meet with Council at a separate meeting.

The meeting adjourned at 5:05 p.m.

Katharine M. Webb
Council Secretary

Lee Ann Rung
Director, Executive and Board Affairs

Dr. Troy D. Paino, President



Dr. Dr. Troy D. Paino took office as the tenth president of the University of Mary Washington, effective July 1, 2016. A personable, student-focused leader, Dr. Paino is deeply committed to Mary Washington's public liberal arts and sciences mission of providing academic excellence and social uplift in equal measure. Dr. Paino took office as the tenth president of the University of Mary Washington, effective July 1, 2016. A personable, student-focused leader, Dr. Paino is deeply committed to Mary Washington's public liberal arts and sciences mission of providing academic excellence and social uplift in equal measure.

He came to UMW after a six-year stint as president of another public liberal arts institution: Truman State University in Kirksville, Missouri. His priorities at Mary Washington have been:

- Promoting the values of service and community and civic engagement
- Immersing students in applied, impactful learning experiences
- Adapting the liberal arts to an age of accelerations and a global digital environment
- Creating a diverse and inclusive community as an essential requirement for academic excellence and academic success

Dr. Paino has delivered and continues to deliver on all of these initiatives while also overseeing a number of capital projects and putting the University on firmer financial footing. During his tenure, UMW has created a Cabinet-level position for equity and access, successfully recruited a more diverse faculty, and increased opportunities for minority and non-traditional learners. He has made faculty and staff compensation a priority while also investing resources in the mental health services at the Talley Center and UMW's Office of Disability Resources to meet the growing needs of twenty-first century students.

Throughout this period, UMW has increased its retention rate and recruited a more diverse and talented study body while simultaneously increasing the school's academic profile. In 2017, the University of Mary Washington was named one of the top producers of U.S. Fulbright students, according to *The Chronicle of Higher Education*, and students, faculty and alumni continue to achieve this recognition in record numbers.

The Princeton Review has named Mary Washington among "The Best 382 Colleges," *Forbes* has listed UMW as one of "America's Top Colleges," *Fiske Guide to Colleges* regards this as a "Best Buy School," and *U.S. News & World Report* has named Mary Washington one of "America's Best Colleges."

Dr. Paino earned doctorate and master's degrees in American studies from Michigan State University. He holds a law degree from Indiana University and a bachelor's degree in history and philosophy from Evangel College.

Mary Washington's president lives in historic Brompton with his wife, Kelly. They have two daughters, Sophia and Chloe, both of whom are in college.

State Council of Higher Education for Virginia Agenda Item

Item: Council #C4 – Report of the Agency Director

Date of Meeting: September 17, 2019

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:

☒ No previous Council review/action

☐ Previous review/action

Date:

Action:

Purpose of Agenda Item:

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

Background Information/Summary of Major Elements: N/A

Materials Provided: Report of the Agency Director.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

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

Resolution: N/A

State Council of Higher Education
Director's report
September 17, 2019

Board of visitors orientation planning: Council members Victoria Harker and Ken Ampy are serving on a committee to plan the 2019 orientation session for new members of college and university boards of visitors. This year's event is scheduled for October 22-23 at the Virginia Museum of History and Culture. We have an excellent line-up of presenters.

Annual tuition and fees report: On August 1, as required in the Appropriation Act, SCHEV submitted to the Governor and the chairs of the legislative money committees its annual report on the year-over-year changes in public institutions' tuition and fee charges to in-state undergraduates. The report finds that the average tuition and all fees for Virginia undergrads at public institutions in 2019-20 rose by 2.2%, which is the smallest percentage increase since 2000. Tuition and mandatory E&G fees did not increase for most in-state undergrads; however, mandatory non-E&G fees increased 4% (about \$155) on average, and room-and-board charges increased 3.5% (about \$367). Virginia students continue to fund the majority (52%) of the cost of their educations. If the Commonwealth funded the full portion (67%) of its cost-share policy, then average tuition would be about \$2,800 lower. See: <https://schev.edu/docs/default-source/Reports-and-Studies/Tuition-and-Fees/201920tuitionandfeereportacc.pdf>

Tech Talent Incentive Program: The General Assembly created this program to provide funding and oversight of the development of additional graduates computer science-related fields. The legislation designates the SCHEV director and the president of the Virginia Economic Development Partnership as two of seven reviewers of institutional proposals. We anticipate recommending to the Governor the first round of performance agreements within weeks. The Commonwealth anticipates allocating \$1 billion over 20 years for higher education operating and capital investments.

General Professional Advisory Committee: The agenda for the August 26 meeting of college and university presidents included discussions of two potential projects – a partnership with the Lumina Foundation on talent, innovation and equity, and a faculty-training project with Harvard on implicit bias. We also heard presentations on the survey of college graduates, the six-year plan process and SCHEV's budget planning for the 2020 legislative session. The next GPAC meeting will be held jointly with Council on September 16 at the University of Mary Washington.

New school orientation: On August 27, SCHEV staff conducted an orientation session for representatives of entities that seek to initiate postsecondary operations in the Commonwealth. Staff holds these multi-hour tutorials according

to demand; each session hosts about 12 attendees. The most recent session was in mid-July.

Virginia Research Investment Committee (VRIC) meeting: Council members Henry Light and Tom Slater participated in the August 13 meeting of the Virginia Research Investment Committee. Deputy Secretaries Fran Bradford and Robby Demeria attended. The committee took action on four items and received several updates. VRIC will meet next on October 8.

Approval actions taken:

- Issuance of two calls for proposals for Virginia Research Investment Fund grant competitions (Round 3 on research commercialization advancement plans and Round 4 on comprehensive support services for proof of concept and commercialization);
- A preliminary framework for the next Commonwealth Research and Technology Strategic Roadmap; and
- A resubmitted proposal for a Round 2 VRIF grant for research-center capacity building. Governor Northam announced this grant award immediately thereafter.

Updates received:

- Deputy Secretary of Commerce and Trade Robby Demeria's prior town halls and upcoming workgroups;
- Jefferson Lab's efforts to secure a major federal contract;
- The Global Genomics and Bioinformatics Research Institute; and
- Guidance developed by a VRIC workgroup for strategic plans and funding requests forthcoming from the four node sites of the Commonwealth Cyber Initiative.

Commonwealth Research and Technology Strategic Roadmap: Following affirmations of the draft Roadmap by Virginia Research Investment Committee on August 13 and Council on August 21, agency staff distributed the document for review by the officials (including Governor Northam) designated in statute. The next step is for VRIC to approve the Roadmap, which is scheduled to occur October 8. Thereafter, the governor holds authority for the Roadmap's "final approval." The draft document is accessible at <https://schev.edu/roadmap>.

Internship grant awards: Students at five Virginia colleges and universities will enjoy expanded internships and other work-based learning opportunities in collaboration with Virginia employers, as recipients of Round 2 of the Innovative Internship Fund and Program. SCHEV received 15 applications requesting slightly more than \$1 million and awarded nearly \$330,000. A panel of workforce experts selected the final recipients, which included Virginia Commonwealth University, Richard Bland College, Thomas Nelson Community College, the University of Virginia and the University of Virginia's College at Wise.

Student Advisory Committee: The student advisory committee meeting is scheduled for September 27 in Richmond. Council member Katie Webb will participate and welcome the students. This is the first meeting of the academic year and includes a student representative from each public baccalaureate degree granting institutions, four students from the community colleges and two students from the private colleges. The agenda will focus on the following topics: overview of the committee, orientation to higher education in Virginia, election of officers and student discussion of activities on campus.

Agency Staff Meeting: The agenda for the (nearly) quarterly meeting of agency staff took place August 29. The agenda included staff news; Dr. Jodi Fisler's insights from the Global Forum on Academic Freedom, Institutional Autonomy and the Future of Democracy; updates and announcements, including the CVC Campaign; and a safety presentation on active shooters by Capitol Police.

Education Secretariat Appreciation Day: On August 22, SCHEV staff joined colleagues from the Office of the Secretary of Education and the Virginia Department of Education for the second annual Appreciation Day drop-in event, hosted by Secretary of Education Atif Qarni.

SCHEV Talks: Richmond Mayor Levar Stoney will speak to SCHEV staff in September, and Dr. Luranett Lee, historian and visiting lecturer in the Jepson School of Leadership Studies at the University of Richmond, will be our SCHEV Talks speaker in October.

College Shower: On August 1, SCHEV staff hosted our sixth annual "college shower" for a recent high-school graduate. To assist Armstrong High School graduate and dual enrollment associate degree earner Andre Jackson attend Radford University, staff collected donations and supplies, including a new laptop, which were presented to Mr. Jackson.

Out and about: Over the last two months, I have met with four university presidents; met with the Longwood University board of visitors; participated in nearly 50 hours of meetings with institutions as part of the six-year plan process; participated in meetings of Virginia529; met with leaders of the Partnership for College Affordability and the Public Trust; participated in a meeting of the Virginia College Building Authority; participated in two sessions at the annual State Higher Education Executive Officers Policy Conference, including one on educational attainment in rural America; spoke to the Innsbrook Rotary Club in Henrico County; and participated in the Attorney General's settlement negotiations with the Mt. Olivet Group.

State Council of Higher Education for Virginia Agenda Item

Item: Council #C5 – Action on 2020 Meeting Schedule and Locations

Date of Meeting: September 17, 2019

Presenter: Peter Blake, Director
peterblake@schev.edu

Most Recent Review/Action:

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

Date: May 21, 2019, July 16, 2019

Action: Council reviewed the proposed schedule

Background Information/Summary of Major Elements:

At the July 16 meeting, Council requested that staff poll members to determine the best dates in January and March that would ensure a quorum. The poll results are reflected in the proposed dates below.

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 General Assembly session begins on Wednesday, January 15, 2020.

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 date was chosen in order to meet prior to the start of the General Assembly session.
- The October 26-27 date was chosen to allow staff additional time between the September and October meetings to prepare final budget recommendations.

Staff confirmed that the institutions listed below can host the meetings on the designated dates.

Materials Provided: None.

Financial Impact: None.

Timetable for Further Review/Action: None.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following schedule for calendar year 2020 and requests that staff distribute the dates to the Council:

**January 7 – SCHEV
March 16-17 – Radford University
May 18-19 – Virginia Wesleyan University
July 13 – Germanna Community College
September 14-15 – University of Virginia
October 26-27 – SCHEV**

Council #C6.a - Summary of Academic Affairs Committee Actions & Discussions
(Chair: K. Ampy)

#A3, Action on Programs at Public Institutions

#A4, Program Proposals in the Review Pipeline

#A5, Action on Organizational Change

#A6, Action on Private Postsecondary Education Institutional Certification

#A7, Action on Report of Audit (VUST)

#A8, Briefing on University of Virginia's College at Wise Degree Escalation

#A9, Update on Graduate Outcomes Survey

#A10, Report of the Staff Liaison to the Committee

Council #C6.b - Summary of Resources and Planning Committee Actions & Discussions

(Chair: T. Slater)

#B3, Action on Institutional Performance Standards

#B4, Review of Proposed Changes to the Domicile Guidelines

#B5, Receipt of Final Report on State of Higher Education Funding

#B6, Update on Six-Year Plan Process

#B7, Update on Enrollment Projections and Degree Estimates

#B8, Update on Financial Aid Reform Study

#B9, Review of Draft Budget and Policy Recommendations

#B9a, System Operating Budget

#B9b, Capital Outlay

#B9c, Maintenance Reserve

#B9d, Higher Education Equipment Trust Fund

State Council of Higher Education for Virginia Agenda Item

Item: Council #C6.c – Report from the August 21 Retreat on The Virginia Plan

Date of Meeting: September 17, 2019

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:

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

Date: August 21, 2019

Action: Council reviewed materials from previous (June 14) retreat and discussed potential modifications to the existing Virginia Plan for Higher Education.

Purpose of Agenda Item:

The purpose of this item is to seek Council's direction on a shorter list of priority initiatives and to determine next steps in modifying The Virginia Plan.

Background Information/Summary of Major Elements:

The Council met June 14 and again August 21 to discuss modifications to The Virginia Plan for Higher Education. In a pre-retreat survey, Council members generally supported the overarching objective to be the best-educated state in the nation by 2030 and the existing four broad goals. Council asked staff to assess the metrics used to determine Virginia's status as "best educated" and to modify, as needed, any of the existing strategies.

The Council emerged from the June 14 meeting with an interest in revising and updating Council's priority initiatives – those things on which the Council would focus with greater urgency over the next two years. The priority topics fell into two large categories with a handful of subtopics:

1. Affordability, Funding and Workforce Alignment
 - Alignment of academic programs, enrollment, degrees and internship opportunities with workforce needs
 - Teacher shortages, by discipline and region
 - Differentiation in resource support based on institutional mission.
 - Statewide financial reserve funds
 - Institutional and systemwide efficiencies
2. Access, Enrollment and Completion
 - Advising, counseling, career guidance and related activities
 - Communications and branding

- More equitable opportunities and outcomes
- Technologically enhanced educational opportunities

At the August 21 retreat, Council members and staff discussed potential strategies and/or initiatives clusters around six priority topics:

1. Funding and affordability
2. Alignment of programs with desired outcomes
3. Teacher shortages
4. Efficiency and effectiveness
5. Access, enrollment and completion
6. More equitable opportunities and outcomes

Materials Provided:

Based on previous conversations, staff prepared a chart that lists potential modifications to Council's priority initiatives.

Financial Impact:

Relationship to Goals of The Virginia Plan for Higher Education:

Following through on priority initiatives will position the Commonwealth to achieve the overarching objective to be the best-educated state in the nation by 2030.

Timetable for Further Review/Action:

The Council may wish to discuss processes by which to gain stakeholder input on proposed revisions to The Virginia Plan, including the priority initiatives. Council also may wish to revise the measures and related indicators it uses to assess progress toward the Plan's goals. Finally, the Council may wish to seek a legislative resolution supporting The Virginia Plan. Staff will undertake these actions and any others Council identifies over the next three months.

Resolution: None at this time.

POTENTIAL MODIFICATIONS TO COUNCIL'S PRIORITY INITIATIVES

September 6, 2019

CURRENT PRIORITY INITIATIVE	RECOMMENDED ACTION	POTENTIAL MODIFICATIONS (in italics)
Coordinate the development and implementation of programs that align resources from pre-K-12, colleges, universities and other public sources to ensure affordable, efficient and effective pathways for students in all parts of the state.	<i>Replace</i>	<i>Establish with the Virginia Department of Education and the Secretary of Education a shared goal for educational attainment and pursue efforts to increase enrollment of recent high school graduates.</i>
Support policies and practices that improve student success and close equity gaps.	<i>Revise</i>	<i>Support policies and practices that improve student success and close equity gaps in access, completion and attainment.</i>
Collaborate with institutions to measure the quality of undergraduate education, including civic engagement of graduates and relevance to demand of occupations across regions of the state.	<i>Replace</i>	<i>Establish the means by which policy makers can assess, align and publicize employer demand (public and private sector) and postsecondary educational programs and graduates.</i>
Seek legislative and policy changes that support stable and sustainable funding, advance restructuring and improve quality and efficiency.	<i>Replace</i>	<i>Seek support from Governor and General Assembly to assess higher education costs and to establish funding models for the efficient and cost-effective allocation of limited public resources.</i>
Launch a communications strategy to address public knowledge and benefits of higher ed, through Council reports, traditional media, social media and other means.	<i>Revise</i>	<i>Produce and broadly distribute information about the value and benefit of higher education, through Council reports, traditional media, social media and other means.</i>
Promote economic development outcomes by pursuing policies that enhance academic research, degree and workforce credential programs and commercialization of new products and discoveries.	<i>Replace</i>	<i>Seek support to expand existing pilot internship program to involve multiple institutions and priority industry sectors.</i> AND/OR <i>Establish an inventory system to track research, development and commercialization activities in the Commonwealth to attract research excellence and promote economic development outcomes.</i>

State Council of Higher Education for Virginia Agenda Item

Item: Council #C7 – Receipt of Items Delegated to Staff

Date of Meeting: September 17, 2019

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:

☐ No previous Council review/action

☒ Previous review/action

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

Action: The Council approved delegation of certain items to staff

Purpose of Agenda Item:

The purpose of this agenda item is to keep Council apprised of the items it delegated 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:

- Germanna Community College
- Longwood University
- Lord Fairfax Community College
- Northern Virginia Community College
- University of Mary Washington
- Virginia Commonwealth University
- Virginia Polytechnic Institute and State University

Diploma, Certificate, Discontinued and Modified Programs:

- Blue Ridge Community College
- College of William and Mary in Virginia
- George Mason University
- Longwood University
- Old Dominion University
- University of Virginia
- Virginia Polytechnic Institute and State University

Organizational Changes:

- George Mason University
- Old Dominion University
- Virginia Commonwealth University

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

Approvals:

- Centura College-Chesapeake

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

- Clarys Advance Nursing Education
- MAB Institute
- Salvation Academy
- Training Solutions Center

Financial Impact: N/A

Timetable for Further Review/Action: N/A

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

Resolution: N/A

Items Delegated to Director/Staff

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

Degree Program Actions

Institution	Degree/Program/CIP	Effective Date
Germanna Community College	Program Title Changes Approved: <ul style="list-style-type: none"> Certificate program in Police Science to the new title of Administration of Justice (43.0103) Associate of Applied Science degree program in Police Science to the new title of Administration of Justice (43.0103) 	Fall 2019
Longwood University	Program Name/Title Change Approved: Change the name/title of the Master of Business Administration degree program in Master of Business Administration (52.0201) to the Master of Business Administration (MBA) degree program in Business Administration (52.0201)	Fall 2019
Lord Fairfax Community College	Program Title Change Approved: Change the Certificate program in Office Legal Assistant/Paralegal Studies to the new title of Legal Administration (22.0302)	Fall 2019
Northern Virginia Community College	Spin-off Approved: Spin-off an Associate of Science degree program in Psychology (42.0101) from the existing A.S. in Social Sciences, Psychology Specialization (45.0101)	Fall 2019
University of Mary Washington	Substantial Program Modification Approved: Modify the credit hours of the Master of Business Administration (MBA) degree program in Business Administration (52.0201) from 30 credit hours to 36 credit hours	Fall 2019
Virginia Commonwealth University	CIP Code Change Approved: Change the CIP code of the Master of Arts degree program in Economics from (52.0601) to (45.0603)	Fall 2019
Virginia Commonwealth University	Facilitated Staff Approval: Doctor of Philosophy degree program in Pharmaceutical Engineering (51.2003)	Fall 2020

Institution	Degree/Program/CIP	Effective Date
Virginia Polytechnic Institute and State University	Program Name Change Approved: Change the name of the Graduate Certificate program in Information Assurance Engineering (11.1003) to the Graduate Certificate program in Cybersecurity Engineering (11.1003)	Spring 2020

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

Diploma, Certificate, Discontinued and Modified Programs

Institution	Degree/Program/CIP	Effective Date
Blue Ridge Community College	Initiate a new Certificate program in Paramedic (51.0904)	Fall 2019
College of William and Mary in Virginia	Initiate a new Graduate Certificate program in Business Analytics Foundations (52.1301)	Spring 2020
George Mason University	Program Discontinuance: Discontinue the Master of Science degree program in Peace Operations (30.2801) [Council Approval: September 21, 2010]	Fall 2019
George Mason University	Initiate a new Graduate Certificate program in Tactical Athlete Strength, Conditioning and Injury Prevention (31.0507)	Summer 2020
Longwood University	Program Discontinuance: Discontinue the Bachelor of Science degree program in Athletic Training (51.0913) [Council Approval: September 9, 2008]	Fall 2019
Old Dominion University	Program Discontinuance: Discontinue the Master of Science degree program in Community Health (51.1504) [Council Approval: June 6, 1978]	Fall 2019
University of Virginia	Program Discontinuances: <ul style="list-style-type: none"> • Doctor of Philosophy degree program in Engineering Physics (14.1201) [Council Approval: BCHE] • Undergraduate Certificate program in Federal Acquisition (52.0202) 	Fall 2019

Institution	Degree/Program/CIP	Effective Date
Virginia Polytechnic Institute and State University	Initiate a new Graduate Certificate Program in Inclusion and Diversity (30.2301)	Fall 2019

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:

Organizational Changes

Institution	Change/Site	Effective Date
George Mason University	Rename the Graduate School of Education to the School of Education . The School has been renamed to reflect the "full repertoire" of undergraduate and graduate programs and activities. The new name will "encourage a sense of academic community by signaling" to current and prospective students that "undergraduate study is a priority for the school."	August 1, 2019
George Mason University	Reorganize the School of Sport, Recreation and Tourism to create two schools: the School of Kinesiology and the School of Sport, Recreation and Tourism Management . The reorganization will allow the institution to group academic programs with the appropriate school and allow the school's administration to address faculty, programming, and student needs specific to the school's focus. The establishment of separate schools "will facilitate a more discrete visioning: a sense of academic community for students, faculty, staff and alumni."	August 28, 2019
Old Dominion University	Rename the College of Continuing Education and Professional Studies to the School of Continuing Education . ODU indicates that the renaming "will demonstrate the focus of the school and the programming administered by the school."	July 1, 2019
Old Dominion University	Rename the Department of Music to the F. Ludwig Diehn School of Music . The department has been re-named to honor a gift from the Hampton Roads Community Foundation totaling \$1 million to be	July 1, 2019

Institution	Change/Site	Effective Date
	provided over a 6-year period of \$150,000 each year for 6 years and \$100,000 for one year. The pledge from the Foundation recognizes F. Ludwig Diehn, a distinguished member of Hampton Roads and contributor to the field of music.	
Old Dominion University	Rename the Department of Modeling, Simulation and Visualization Engineering to the Department of Computational Modeling and Simulation Engineering . ODU indicates that the renaming “allows for more visibility and uniqueness for the department, college, and institution.”	July 1, 2019
Virginia Commonwealth University	Rename the Department of Oral Health Promotion and Community Outreach to the Department of Dental Public Health and Policy . The Department has been re-named to accurately reflect the unit’s activities and developing research focus. VCU indicates that the new name will highlight the department’s emphasis “on oral health policy and research at the community and population level.”	August 1, 2019

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

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

Institution	Effective Date
Centura College-Chesapeake	July 31, 2019

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

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

Institution	Location	Effective Date
Clarys Advance Nursing Education	Sterling, VA	7/24/2019
MAB Institute	Broadway, VA	6/20/2019
Salvation Academy	Alexandria, VA	6/20/2019
Training Solutions Center	Sterling, VA	6/20/2019