



# Agenda Book

## July 23, 2024

Location:

SCHEV



STATE COUNCIL OF HIGHER  
EDUCATION FOR VIRGINIA



## July 23, 2024, Council Meeting Schedule of Events

SCHEV Offices  
101 N. 14<sup>th</sup> Street  
Richmond, VA 23219

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### July 23, 2024

- |                      |   |
|----------------------|---|
| <b>9:00 – 10:00</b>  | <b>Council Member Meet and Greet Breakfast, 9<sup>th</sup> floor Main Conference Room</b>   |
| <b>10:00 – 11:30</b> | Academic Affairs Committee<br>10 <sup>th</sup> floor conference room<br><a href="#">Section I on the agenda</a><br>Committee members: Cheryl Oldham (chair); Jason El Koubi; Lindsay Fryer;<br>William Harvey; Doug Straley; Steven Taylor. |
| <b>10:00 – 11:30</b> | Resources and Planning Committee<br>9 <sup>th</sup> floor, Main Conference Room<br><a href="#">Section II on the agenda</a><br>Committee members: Jennie O'Holleran (chair); Walter Curt; John Olsen;<br>Delceno Miles; Carlyle Ramsey.     |
| <b>12:05 – 4:00</b>  | Council Meeting<br>9 <sup>th</sup> floor, Main Conference Room<br><a href="#">Section III on the agenda</a>   |

**NEXT MEETING:** September 16-17, 2024, Old Dominion University



## July 23, 2024 Council Meeting Agenda

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<b>Council Member Meet &amp; Greet Breakfast (9<sup>th</sup> floor Main Conference Room)</b>	9:00 a.m.		
<b>I. Academic Affairs Committee, Tuesday, July 23, 2024 (SCHEV, 10<sup>th</sup> floor conference room)</b>	10:00 a.m.		
A. Call to Order	10:00 a.m.	Ms. Oldham	
B. Approval of Minutes from the May 13 Academic Affairs Committee	10:05 a.m.	Ms. Oldham	5
C. Action on a Proposed Organizational Change at a Public Institution	10:10 a.m.	Dr. DeFilippo	8
D. Discussion of Academic Affairs Committee Responsibilities	10:30 a.m.	Dr. DeFilippo	15
E. Receipt of Report of the Staff Liaison to the Academic Affairs Committee	11:00 a.m.	Dr. DeFilippo	20
F. Motion to Adjourn	11:30 a.m.	Ms. Oldham	
<b>II. Resources and Planning Committee Tuesday, July 23, 2024 (SCHEV, 9<sup>th</sup> floor conference room)</b>	10:00 a.m.		
A. Call to Order	10:00 a.m.	Ms. O'Holleran	
B. Approval of Minutes from the May 13 Resources and Planning Committee	10:05 a.m.	Ms. O'Holleran	24
C. Discussion of the Preliminary Results of the Survey of High School Seniors	10:20 a.m.	Mr. Ellis	29
D. Update on Institutional Performance Standards Data	10:45 a.m.	Mr. Andes	33
E. Update on FAFSA Completions/College Access Activities	11:05 a.m.	Mr. Andes	40
F. Motion to Adjourn	11:30 a.m.	Ms. O'Holleran	
<b>BREAK/LUNCH</b> <b>Boxed lunches will be available for Council and SCHEV staff.</b>	11:35 a.m.		
<b>III. Council Meeting Tuesday, July 23, 2024 (SCHEV, 9<sup>th</sup> floor conference room)</b>	12:05 p.m.		
A. Call to Order	12:05 p.m.	Gen. Jumper	

B. Welcome and Introduction of New Council Members	12:10 p.m.	Gen. Jumper	
C. Approval of Minutes from the May 13 Private College Advisory Board Meeting and the May 14 Council Meeting	12:25 p.m.	Gen. Jumper	45
D. Remarks from Central Virginia Community College President, Dr. John Capps	12:30 p.m.	Dr. Capps	65
E. Update on VMSDEP	12:50 p.m.	Gen. Jumper	66
F. Update on Day of Dialogue Event	1:10 p.m.	Dr. Fisler	68
G. Update on SB 21 (Policies for Establishing Eligibility for Accommodations)	1:25 p.m.	Ms. Salmon	110
H. Discussion of Preparation for 2025 General Assembly Session	1:40 p.m.	Mr. Andes	112
<i>BREAK</i>	2:10 p.m.		
I. Report from the Agency Director	2:20 p.m.	Mr. Fleming	130
J. Report of the Academic Affairs Committee	2:30 p.m.	Ms. Oldham	
K. Report of the Resources and Planning Committee	2:45 p.m.	Ms. O'Holleran	
L. Receipt of Items Delegated to Staff	3:00 p.m.	Mr. Fleming	134
M. Discussion of 2025 Schedule and Locations for Council Meetings	3:10 p.m.	Ms. Osberger	139
N. Action on Resolution for Departing Council Member	3:20 p.m.	Gen. Jumper	
O. Old Business	3:30 p.m.	Gen. Jumper	
P. New Business	3:35 p.m.	Gen. Jumper	
Q. Receipt of Public Comment	3:40 p.m.	Gen. Jumper	
R. Motion to Adjourn	3:45 p.m.	Gen. Jumper	
<b><u>NEXT MEETING:</u></b> September 16-17, 2024 (Old Dominion University)			

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

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



**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
ACADEMIC AFFAIRS COMMITTEE  
May 13, 2024**

**DRAFT MINUTES**

Ken Ampy called the meeting to order at 1:14 p.m., at Bridgewater College, Forrer Hall, Room 215, in Bridgewater, Virginia.

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

Committee members absent: Thaddeus Holloman, Dr. William Harvey and Cheryl Oldham

Staff members present: Joseph G. DeFilippo, Alan Edwards, Jodi Fisler, Kirstin Pantazis, Paula Robinson, Paul Smith, and Bob Spieldenner.

Special guests present: Deputy Secretary of Education Nicholas Kent

**APPROVAL OF MINUTES FROM THE MARCH 18 ACADEMIC AFFAIRS COMMITTEE MEETING**

On a motion by Mr. Straley and seconded by Mr. El Koubi, the minutes were approved unanimously (3-0).

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

**ACTION ON PRIVATE POSTSECONDARY INSTITUTION CERTIFICATIONS**

Dr. DeFilippo introduced and presented on two private post-secondary education institutions seeking authorization to operate in the Commonwealth. Dr. DeFilippo discussed language in the Code of Virginia which applies to both in-state and out-of-state institutions prohibiting the offering of post-secondary education without being authorized by the State Council of Higher Education for Virginia (SCHEV). Representatives from the University of the Cumberlands and from Pardee RAND Graduate School thanked Council for their attention and support. In response to a query from Mr. Straley, Dr. DeFilippo noted staff have reviewed both applications and found both to be compliant with regulations.

The following resolutions were approved unanimously (3-0) to be forwarded to the full council:

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

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

### **REPORT OF EMERGENCY ACTION**

Dr. De Filippo introduced and presented on an emergency action taken by SCHEV staff suspending new enrollment of students by Fairfax University of America (FXUA), a private post-secondary education institution. Virginia regulations enable the director of SCHEV to take emergency action if a school is on the receiving end of adverse U.S. Department of Education action. Fairfax University of America is no longer Title IV eligible, an adverse action. In response to a query from Mr. El Koubi, Dr. DeFilippo noted that losing Title IV eligibility means the institution cannot award Federal Student Financial Aid.

The following resolutions were approved unanimously (3-0) to be forwarded to the full council:

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

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

### **DISCUSSION OF PROGRAM APPROVAL/DISAPPROVAL CRITERIA**

Dr. DeFilippo introduced the topic and presented on four criteria used by SCHEV staff in the evaluation of new degree program proposals: specific demand, employment demand, student demand and duplication. The topic has been discussed in committee over the last several meetings; this item continues past discussions and requests explicit input from the committee on potential efficiencies, as well as how to be responsive to state needs. The Secretary of Education has asked staff to consider how SCHEV can use its responsibility to support the governor's strategic objectives for Higher Education, including preparing students for employment and increasing exposure to the world of work. Deputy Secretary of Education Nicholas Kent, spoke to the Governor's concern that approved programs are in demand and their value is commensurate with debt taken on to obtain the degree.

In response to a query from Mr. El Koubi, Dr. DeFilippo described the collaboration between SCHEV staff and the Virginia Office of Education Economics (VOEE). VOEE is working with staff to create a SCHEV tool syncing education product with Virginia labor market needs. In response to a query by Mr. Ampy, Dr. DeFilippo noted the policy allows for evaluation of proposals that rely more heavily on some of the four criteria areas than others, which accounts for proposed degrees in emerging fields where employment skills are known but job titles are fluid or rapidly evolving. Mr. Ampy thanked SCHEV staff and

the Secretary of Education's staff for their work and recommended a follow-up conversation with the full academic affairs committee.

**UPDATE/FOLLOW-UP INFORMATION FROM MARCH: CERTIFIED POSTSECONDARY SCHOOLS; TRANSFER STATUS OF ASSOCIATE DEGREE HIGH SCHOOL GRADUATES**

Dr. DeFilippo introduced the topic and presented updates on certified postsecondary schools and the transfer status of high school graduates who earn an associate degree while in high school. In response to a query from Mr. Straley, Dr. DeFilippo noted a trend in postsecondary schools being concentrated in northern Virginia but being important factors in local economies across the Commonwealth. Dr. DeFilippo indicated that data show growth in the number of students participating in dual enrollment back to pre-pandemic levels. Further, Dr. DeFilippo noted that, while there is a state policy on the credit worthiness of dual enrolment courses, there is no state policy that governs the academic standing afforded high school associate degree graduates when they enter four-year institutions directly.

**RECEIPT OF REPORT FROM ACADEMIC AFFAIRS COMMITTEE STAFF LIAISON**

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

**ADJOURNMENT**

Mr. Ampy adjourned the meeting at 2:34 p.m.

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Ken Ampy  
Acting Chair, Academic Affairs Committee

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Kirstin Pantazis  
Staff, Academic Affairs

# State Council of Higher Education for Virginia Agenda Item

**Item:** #I.C – Academic Affairs Committee – Action on Proposed Organizational Change at a Public Institution

**Date of Meeting:** July 23, 2024

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

**Most Recent Review/Action:**

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

**Date:**

**Action:**

**Purpose of the Agenda Item:**

The purpose of this item is to present information to inform Council's action on a proposed organizational change at a public institution. The information is presented in fulfillment of Council's statutory duty to:

review and approve or disapprove the establishment of any department, school, college, branch, division, or extension of any public institution of higher education that such institution proposes to establish, whether located on or off the main campus of such institution (*Code of Virginia*, §23.1-203 (7)).

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

*Organizational Change Presented for Approval*

- The College of William and Mary in Virginia (W&M) is proposing to establish a **School of Computing, Data Sciences, and Physics**.

**Financial Impact:** See summary information below.

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

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

Council's consideration of proposed new organizational units supports the following strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Strategy 5: Cultivate affordable postsecondary education pathways for traditional, non- traditional and returning students.

- Strategy 7: Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Strategy 9: Improve the alignment between post-secondary academic programs and labor market outcomes.

**Resolution:**

Staff presents the proposed establishment of the **School of Computing, Data Sciences, and Physics** to the Academic Affairs Committee.

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

**BE IT RESOLVED that the State Council of Higher Education for Virginia approves the establishment of the School of Computing, Data Sciences, and Physics at the College of William and Mary in Virginia, effective August 15, 2024.**

## **The College of William and Mary in Virginia Proposed Establishment of the School of Computing, Data Sciences, and Physics**

### **Background**

In May 2022, the Provost formed an ad hoc working group to explore the possibility of establishing a new academic unit, focusing on the areas of computational and data sciences, and certain engineering applications of applied science. The ad hoc working group met five (5) times between May 2022 and October 2022 to consider options for establishing a new academic unit. In June 2022, the working group requested that the chairpersons of the Department of Computer Science and the Department of Applied Science and the director of the data science degree program draft an outline for a new school. The working group delivered the outline to the provost in October 2022. At the end of October, the provost met with faculty representatives from the Faculty of Arts and Sciences and members of the Faculty Affairs Committee of the Faculty of Arts and Sciences to discuss the working group's outline.

In January 2023, the provost appointed 15 individuals to a university-wide Steering Committee for Computing, Data Science, and Applied Science. The Steering Committee included faculty representatives from the Faculty of Arts and Sciences, the Mason School of Business, the School of Education, the School of Law, and the School of Marine Science. The provost charged the Steering Committee with "exploring the possibilities for an autonomous academic unit for the computing, data, and applied sciences at William & Mary."

On September 5, 2023, the provost held a meeting for the faculty of the Faculty of Arts and Sciences to discuss the Steering Committee's report. On September 26, 2023, the provost presented a concept for a proposed new school to the Faculty Assembly. The provost also met with the university president to provide information about the results and findings of the Steering Committee and all of the meetings held. As a result of the process, the president and the provost determined a new school should be proposed.

### **Purpose of Proposed Change**

The purpose of the proposed organizational change is to establish an academic unit to coordinate academic and student services, and support and oversee campus-wide initiatives in four (4) related disciplinary areas.

### **Rationale for the Proposed Change**

The proposed organizational change to establish the School of Computing, Data Sciences, and Physics will be advantageous to William & Mary. The proposed school will help the university in three ways: 1) establish an administrative structure for specific discipline areas; 2) enhance the university's visibility in specific discipline areas; and 3) enhance external collaborations.

### **Administrative Structure**

Over the last five years at William & Mary, the fields of research conducted by faculty in the Department of Applied Science, the Department of Computer Science, and the Department of Physics have converged. For example, faculty members from the

Department of Physics and the Department of Computer Science have recently partnered on a \$6 million Scientific Discovery through Advanced Computing initiative funded by the Department of Energy and carried out at the Thomas Jefferson National Accelerator Facility (Jefferson Lab). The three (3) departments administer the only doctoral degree programs in science, technology, and mathematics-related fields in the Faculty of Arts and Sciences. The research portfolios of the three departments account for over half (approximately 65%) of the total research expenditures in the Faculty of Arts and Sciences. At this time, the three departments need to be located in an academic unit that provides an administrative structure that is better able to support and enhance opportunities for obtaining sponsored research funding.

The evolution of the fields of computer science, data science, applied science, and physics – and the research problems that faculty in these fields confront – require better integration than the current structure in the Faculty of Arts and Sciences affords. A standalone school having its own administrative structure affords a greater and more focused integration of services in support of the faculty, academic programs, and students in the Department of Applied Science, the Department of Computer Science, and the Department of Physics. The proposed organizational change to establish a new school is needed to provide a more dedicated and focused administrative structure that will meet the needs of the faculty in three discipline areas.

#### Enhanced University Visibility

When the Steering Committee gathered feedback through surveys and meetings with faculty in the Faculty of Arts and Sciences in spring 2023, a key theme that emerged was the need to elevate the university's profile in the disciplinary areas of computing, applied science, data science, and physics. The university has experienced an increase in student enrollment in three (3) of the four (4) disciplinary areas. However, the visibility of this growth is hampered within the structure of the Faculty of Arts and Sciences, which is widely recognized for its traditional strengths in the liberal arts and sciences. The Steering Committee's report noted that faculty supporting the organizational change believe a new school would "increase the visibility of William & Mary in these academic fields" (Steering Committee report, Appendix C). The proposed new school will increase the visibility of William & Mary's faculty, degree programs, and resources dedicated to the fields of computer science, applied science, data science, and physics.

#### Enhanced External Collaborations

In October 2023, the United States Department of Energy selected the Thomas Jefferson National Accelerator Facility (Jefferson Lab) in Newport News, Virginia as the lead for a new High Performance Data Facility. The director of the Jefferson Lab stated that "having a single point of contact for collaboration with William & Mary (the new school with its aggregate vision and resources, as opposed to individual Departments with split resources and often diverting activities) will help us scale-up our collaboration, capitalize on new joint research opportunities and make our long-standing relationship even more effective."

#### **Academic Units**

The proposed organizational change would relocate three (3) departments currently in the Faculty of Arts and Sciences to the proposed new school. The relocation of the

three departments will occur in year two, 2025-26. There will be no changes to the existing departments as a result of the proposed organizational change to relocate the departments from the Faculty of Arts and Sciences to the proposed new school. The three departments which will be relocated are:

Department of Applied Science  
Department of Computer Science  
Department of Physics.

### **Academic Programs**

The following academic programs will reside in the proposed school.

#### Department of Applied Science

PhD in Applied Science  
MS in Applied Science  
Applied Science, Minor

#### Department of Computer Science

PhD in Computer Science  
MS in Computer Science  
BA/BS in Computer Science  
BS in Data Science  
Graduate Certificate in Data and Computer Sciences  
Computer Science, Minor  
Data Science, Minor

#### Department of Physics

PhD in Physics  
MA/MS in Physics  
BS in Physics  
Physics, Minor

### **Administration**

A Dean position will be created for the proposed school. The position will be full-time and will report directly to the provost. The position will have nine (9) direct reports, including one (1) executive assistant, three (3) associate deans, one (1) financial director, three (3) department chairpersons and one (1) director of the data science program. The position will serve as the chief administrative, academic, and budgetary officer for the proposed new school.

### **Resources**

The school will be established utilizing three sources. The existing personnel and operations budgets allocated to the departments that are being relocated from the Faculty of Arts and Sciences will be retained and reallocated. It is anticipated that a total of \$15,359,041 will be moved from the budget of the Faculty of Arts and Sciences to the budget of the proposed School of Computing, Data Sciences, and Physics in year two, 2025-26. The second source of funding will be from the budget of The College of William & Mary, Office of the Provost, which will provide \$1,567,427 to establish and



operate the proposed school in year one, 2024-25, and \$1,281,250 to operate the proposed school in year two. The third source of funding will be from external grants, which is projected to be \$11,563,592 in year two and \$12,433,574 in year three, 2026-27.

The proposed budget for the first year of operations, 2024-25, will be \$1,567,427 and will be allocated from the central budget of The College of William and Mary in Virginia, Office of the Provost.

The proposed budget for the second year of operations, 2025-26, will be \$28,203,883, which includes \$15,359,041 in existing funds reallocated from the Faculty of Arts and Sciences and \$1,281,250 in funds allocated from the central budget of The College of William and Mary in Virginia, Office of the Provost. External grants supporting the proposed new school are anticipated to be \$11,563,592 in year one.

The proposed budget for the third year of operations, 2026-27, will be \$30,325,790, which includes \$17,892,216 in existing educational and general (E&G) funds and \$12,433,574 in external grant funding.

### **Budget**

The budget includes all expenditures needed to establish and operate the proposed new School of Computing, Data Sciences, and Physics. With the establishment of the proposed new school, no positions will be eliminated.

During years two and three following the relocation of the three (3) departments to the proposed new school, 11 full-time teaching and research faculty will be hired for the departments. The proposed school's budget includes expenditures for the Department of Applied Science, the Department of Computer Science, and the Department of Physics in the Faculty of Arts and Sciences to be relocated to the proposed school. The budget established for the proposed school will include sufficient funds for all of the new hires. Funds for all new faculty hires will be accommodated by educational and general (E&G) funding received by The College of William and Mary in Virginia and external grant funding supporting the departments relocating to the new school.

The total costs for all new hires in the proposed new school will be \$1,945,636 in salaries and fringe benefits and \$ 1,901,500 in startup costs for a total of \$3,847,136.

The funds moved from the Faculty of Arts and Sciences to the proposed new school will be \$15,359,041 in year two. The funds for departments that will remain in the Faculty of Arts and Sciences will remain with those departments. The reallocation of funds will have a minimal impact on the departments remaining in the Faculty of Arts and Sciences, as all departments will maintain their current existing funding and support. The establishment of the proposed new school and the reallocation of funds from the Faculty of Arts and Sciences to the new school will have minimal impact on the other schools at the institution. William & Mary will not need to request state funding to replace the funds moved from the Faculty of Arts and Sciences to establish and sustain the proposed school.

**New Academic Unit - Proposed Name: School of Computing, Data Science, and Physics**

Expenditure Category	Proposed Budget			
	HDCT	2025-2026	2026-2027	2027-2028
<b>Personnel Salary</b>				
Position Title: Dean	1	\$375,000	\$386,250	\$397,838
Fringe Benefits		\$150,000	\$154,500	\$159,136
Position Title: Associate Deans	3	\$210,000	\$672,529	\$691,205
Fringe Benefits		\$88,500	\$269,012	\$282,856
Position Title: Director of Finance	1	\$140,000	\$144,200	\$148,526
Fringe Benefits		\$56,000	\$57,680	\$59,410
Position Title: Dean's Executive Assistant; University (Classified) Staff	28	\$65,000	\$1,881,086	\$1,937,518
Fringe Benefits		\$26,000	\$752,434	\$775,007
Faculty	95		\$11,621,642	\$13,037,002
Fringe Benefits			\$4,626,822	\$5,192,966
<b>Personnel Subtotal</b>	128	\$1,110,500	\$20,566,155	\$22,681,464
<b>Student Support</b>				
Student Helpers Workers	30		\$463,789	\$477,703
Graduate Teaching Assistant	142		\$3,572,388	\$3,669,923
Graduate Research Assistant				
<b>Student Support Subtotal</b>	172	\$0	\$4,036,177	\$4,147,626
<b>Operating Expenses</b>				
Office Supplies		\$15,000	\$65,700	\$67,014
Instructional Supplies			\$395,000	\$400,000
Travel		\$21,000	\$440,292	\$469,974
Marketing		\$96,927	\$139,670	\$158,304
Conference/Professional Development		\$16,000	\$233,187	\$248,908
Other Costs		\$308,000	\$2,327,703	\$2,152,500
<b>Operating Expenses Subtotal</b>		\$456,927	\$3,601,552	\$3,496,700
<b>Total</b>	<b>300</b>	<b>\$1,567,427</b>	<b>\$28,203,884</b>	<b>\$30,325,790</b>

## State Council of Higher Education for Virginia Agenda Item

**Item:** #I.D – Academic Affairs Committee – Discussion of Academic Affairs Committee Responsibilities

**Date of Meeting:** July 23, 2023

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

**Most Recent Review/Action:**

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

**Date:**

**Action:**

**Purpose of the Agenda Item:**

The purpose of this item is to inform the Academic Affairs Committee's review of SCHEV responsibilities related to academic affairs and to solicit input from Committee members regarding their expectations of staff and the Committee for the upcoming year.

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

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

**Materials Provided:**

- Appendix: SCHEV Academic Affairs Responsibilities

**Financial Impact:** N/A

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

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

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

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

**Resolution:** N/A

## **SCHEV Academic Affairs Responsibilities**

### **I. Public Sector Academic Affairs**

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

- **Approval Actions:**
  - Degree and certificate program approval and program actions approval
  - Distance education and state authorization reciprocity (National Council on State Authorization Reciprocity)
  - Instructional site approval and instructional site change approval
  - Mission statement change approval
- **Policy Development and Administration:**
  - AP/Cambridge/CLEP/IB policies
  - Dual enrollment credit acceptance
  - Military-friendly policies
  - Student learning assessment policy
  - Transfer-related policies:
    - State Policy on College Transfer
    - Guidelines for the Development of Transfer Agreements
    - Guidelines for the Development of Pathway Maps
    - Policy on Policy on Passport and Uniform Certificate of General Studies Programs
- **Liaisonship:**
  - Assessment Policy Advisory Group
  - Instructional Programs Advisory Committee (IPAC), Chief Academic Officers of public institutions of higher education
  - Military Education Advisory Committee (MEAC)
  - Open Virginia Advisory Committee (OVAC)
  - Virginia Assessment Group (VAG)
  - Virginia Educational Development Collaborative (VEDC)
  - Virginia Department of Education, Advisory Board on Teacher Education Licensure (ABTEL)
- **Policy Analyses (examples):**
  - Access for students with disabilities
  - Transfer effectiveness
  - Electronic learning capital needs

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

## **II. Private Postsecondary Education (PPE)**

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

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

students of Virginia institutions – both public and private – to be eligible for federal financial aid programs.

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

# State Council of Higher Education for Virginia Agenda Item

**Item:** #I.E. – Academic Affairs Committee – Report of the Staff Liaison to the Academic Affairs Committee

**Date of Meeting:** July 23, 2024

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

**Most Recent Review/Action:**

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

**Date:**

**Action:**

**Purpose of Agenda Item:**

Staff activities report.

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

N/A

**Materials Provided:**

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

**Financial Impact:**

N/A

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

N/A

**Timetable for Further Review/Action:**

N/A

**Resolution:**

N/A



## Report of the Staff Liaison to the Academic Affairs Committee, July 23, 2024

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

=====

### **Open Virginia Advisory Committee**

- The Open Virginia Advisory Committee (OVAC) met May 16. The committee includes representatives from public two- and four- year institutions. The agenda included discussion on increasing awareness and adoption of open education resources and pedagogy through state-wide awards funded by the Virtual Library of Virginia (VIVA) as well as discussion of how best to develop recommendations for council on initiatives and policies that may facilitate the adoption of open education resources. The OVAC is scheduled to reconvene in fall 2024.
- The OVAC convened for a planning retreat on June 25 at Virginia Commonwealth University. The agenda included discussion of existing policy related to open education, the impact of open education on student's soft skills, and initiatives to increase understanding of open education resources and pedagogy as distinct from affordable access or equitable access products.

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

- PPE staff virtually convened a group of prospective school owners on May 16. This orientation is the first step in the application process for seeking certification to operate a postsecondary school in Virginia. Staff presented participants with an overview of the laws and regulations pertaining to the operation of a private postsecondary school and a summary of the certification process. The orientation also included detailed instructions on how to complete the certification application. There was one participant from a degree-granting institution and 12 vocational school representatives in attendance.

### **Instructional Programs Advisory Committee**

- IPAC met at SCHEV on May 24. The agenda consisted of the following topics:
  - I. JLARC study of the cost efficiency of public higher education institutions  
Joe McMahon & Stefanie Papps, JLARC
  - II. 2024-26 State Budget and Six-Year Plan Process  
Tom Allison, SCHEV
  - III. The State of Transfer in Virginia in 2024 and Beyond  
Mikell Brown, Brightpoint CC and State Committee on Transfer  
Micol Hutchison, VCCS  
Jolie Lewis, JMU and State Committee on Transfer  
Emily Muniz, SCHEV  
Paul Smith, SCHEV
  - IV. SB 1280 (Internships) Review Draft and Survey Results

Alisha Bazemore & Joe DeFilippo, SCHEV

V. Virginia Indigenous Nations in Higher Education Leadership (VINHE)

VI. Updates:

- Council Discussion of Program Approval/Disapproval Criteria
- Governor's Executive Order on Artificial Intelligence
- SB21—SCHEV Study of Disability Accommodations

**Staff Activities and Recognition**

Darlene Derricott

- Attended the 2024 United States Distance Learning Association (USDLA) National Conference from June 17 to June 20 in St. Louis, Missouri. Sessions included presentations on the application of artificial intelligence and instruction, providing instructional accessibility to students with disabilities, and trends in online education.
- Attended the Southern Regional Education Board (SREB) SARA Regional Steering Committee (S-SARA RSC) Meeting) at the Maryland National Harbor, on June 11-13, 2024. NC-SARA staff provided updates on its various state and institutional resources. Member states also reviewed several policy modification proposals and discussed revisions. Committee members engaged in discussions related to the terms of SREB's Chair and Vice Chair officials, the election process, and the 2024 policy modifications process and deadlines. Members voted to approve renewal state applications for the District of Columbia, Delaware, North Carolina, Puerto Rico and South Carolina.

Jodi Fisler

- Was invited to serve on the Education Steering Committee of the Virginia American Revolution 250 Commission (VA250), which will coordinate educational initiatives in commemoration of the 250<sup>th</sup> anniversary of U.S. independence.
- Participated as an invited guest in the "Initi8 Learning Improvement Institute," held at James Madison University May 20-24.
- Led the 2024 Day of Dialogue on Civic Learning & Engagement on May 30 at Virginia Tech.
- Attended the ACE Virginia Women's Network Conference, held at Virginia State University on May 31.

Emily Muniz

- Emily Muniz co-hosted and presented at the second annual VCCS Transfer Advising Peer Group retreat on Tuesday, June 18, at Longwood University. The event brought together 40 VCCS transfer advisors from across the state to discuss all things transfer related, including Transfer Virginia, leveraging technology, and advisor well-being.

Academic Affairs Staff:

*Public Sector Academic Affairs*

Ms. Karen Banks, Academic Affairs Support Specialist  
Dr. Joseph G. DeFilippo, Director, Academic Affairs & Planning  
Ms. Darlene Derricott, Senior Coordinator, Academic Services  
Dr. Jodi Fisler, Senior Associate for Assessment Policy & Analysis  
Ms. Emily Hils, Academic Programs and Services Specialist  
Ms. Emily Muniz, Associate for Transfer and Talent Pathways  
Dr. Monica Osei, Associate Director for Academic Programs & Instructional Sites  
Dr. Kirstin Pantazis, Associate for Academic Affairs  
Dr. Paul Smith, Senior Associate for Student Mobility Policy & Research

*Private Postsecondary Education*

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

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
RESOURCES AND PLANNING COMMITTEE  
May 13, 2024**

**DRAFT MINUTES**

Ms. O'Holleran called the meeting to order at 1:00 p.m. in the John Forrer Learning Commons at Bridgewater College. Committee members present: Walter Curt; Jennie O'Holleran; Delceno Miles; and John Jumper.

The following Committee members were absent: John Broderick, Victoria Harker.

Staff members present: Tom Allison; Lee Andes; Alisha Bazemore; Alan Edwards; Grace Covello Khatrar; Laura Osberger, Tod Massa; Emily Salmon; and Kristin Whelan.

**APPROVAL OF MINUTES**

On a motion by Ms. Miles and seconded by General Jumper, the minutes from the March 18, 2024, Resources and Planning Committee meetings were approved with one change on page 18 to change Mr. Harker to Ms. Harker.

**ACTION ON REGULATION AND GUIDELINE UPDATES**

Chair O'Holleran requested Mr. Andes update the committee on the regulation and guideline updates based on Governor Youngkin's Executive Order 19 to reduce regulatory requirements by at least 25 percent. The purposes of this item are to present for Council action: (i) The items from the financial-aid-program regulation and guidelines that staff's review identified as not being required specifically by statute or in the Act of Appropriation. (ii) Staff's proposed guidelines for the new program via which public institutions may use a portion of their respective appropriation for the Virginia Student Financial Assistance Program (VSFAP) toward emergency assistance programs for students. (These guidelines will govern institutions' aid-use authorization as afforded to them in Chapter 1, Item 255.5, of the 2023 [Special Session] Act of Assembly.)

Staff identified 27 total items within the reviewed regulations and guidelines that are not specifically required by either statute or budget language. Of these, staff determined that 11 could be removed without causing harm to the administration of the programs. By removing or rewording these items, staff will reduce regulatory requirements by over 40 percent, exceeding the administrative goal of 25 percent.

Mr. Curt inquired about the involvement of the universities in SCHEV's proposed recommendations. Staff indicated that the universities were involved in our recommendation process and kept informed. Ms. Miles asked about the partnership of colleges with private foundations to help supplement emergency aid programs at the colleges.

The Committee acted on a motion offered by Ms. Miles seconded by General Jumper to recommend the proposed changes to full Council. Members present included Ms. O'Holleran, Mr. Curt, Ms. Miles, and General Jumper.

## **DISCUSSION OF NATIONAL ENROLLMENT TRENDS**

Ms. O'Holleran introduced guest speaker Mr. Michael Walsh to facilitate additional council discussion of enrollment. Nationwide and within Virginia, many institutions have been and/or are experiencing enrollment declines, both in overall numbers and within specific demographics. Council members continue to express concerns over these trends. Mr. Walsh highlighted the enrollment challenges from multiple fronts as the pool of applicants begins to decline, as students reconsider the benefits of higher education and as institutions endure the repercussions of the pandemic and the rollout of the new Free Application for Federal Student Aid (FAFSA).

Ms. Miles asked about the inclusion of international students when looking at enrollment trends. Mr. Walsh indicated that he has focused on domestic students given the volatility in current international student enrollment trends. Mr. Curt asked Mr. Walsh about the demographic change in higher education related to gender. Mr. Walsh indicated that male enrollment has been declining since the 1990s and noted several theories as to why. Some states have addressed this by incorporating new courses or programs based on regional or local needs. General Jumper inquired about the correlation in the reduction of male enrollment and the high school dropout rate. Mr. Walsh indicated that more research would need to be done to confirm that correlation. Mr. Walsh highlighted two populations of students that are leading to some of the enrollment decline including individuals who are not graduating from high school and a group of students who are enrolling in technical programs. The committee suggested collaborating more with the K-12 sector and being more proactive to address issues related to enrollment decline.

Mr. Walsh discussed the need for institutions to do research on the incoming population and the need to increase retention efforts. Mr. Curt asked Mr. Walsh about the social marketing practices of the larger schools and the impact that may have on them being known as "safety schools." He also asked about the ability of SCHEV to keep a unified database related to admissions and enrollment. Mr. Walsh noted some challenges in the collaboration process of putting together a survey to address why students make the decisions they do related to college enrollment that would meet the needs of all public colleges in Virginia. Ms. Miles highlighted the need for employers to weigh in on the enrollment process in relation to what programs are needed for our businesses. Chair O'Holleran noted that we can include policy suggestions in the upcoming biennium to encourage collaboration efforts to address concerns related to enrollment. Chair O'Holleran suggested staff to come up with a list of not only what SCHEV is charged to do but what might need higher authority as well to address enrollment issues. General Jumper suggested staff also come up with ideas to address various Council concerns. General Jumper also suggested a program where two-year and four-year institutions would collaborate more and a package where tuition would be known ahead of time to keep students motivated to complete the program. Mr. Andes highlighted the importance of cost assurance but noted some aspects that would be complicated related to the decentralized system of higher education in Virginia. Mr. Curt suggested students at the two-year colleges take classes at the nearby four-year colleges during the evening hours when the four-year buildings are less used to encourage transfer rates.

## **UPDATE ON HIGHER EDUCATION BUDGET FROM THE 2024 GENERAL ASSEMBLY**

Chair O'Holleran invited Mr. Allison and Dr. Khattar to provide an update on the 2024-26 budget. Staff indicated that the General Assembly is currently in special session to vote on the new proposed budget that was released Saturday. The higher education budget remains largely the same to the Conference budget released on March 7. Staff provided a thorough review of the conference budget at the March Council meeting. There was a slight change to the VMSDEP policy to extend the hold harmless for students who commit by May 15 and enroll by Fall 2024. If the General Assembly takes action and votes to approve the budget today, the 2024-26 biennial budget will go into effect July 1.

As far as legislation goes the Governor has until May 17 to veto, sign or take no action only on legislation that was returned to the Governor without his recommendation adopted. In other words, when the legislature denied his amendments, he has an opportunity to take final action by vetoing, signing or taking no action which would result in the passing of the legislation by May 17.

As the budget and legislation are finalized, staff will report to Council with an updated list of SCHEV duties. The committee inquired about the final impact to the TAG program. Mr. Andes indicated that the TAG award was increased to \$5,125 in the first year and \$5,250 in the second year.

## **UPDATE ON FAFSA PROCESS**

Mr. Andes was invited by the Chair to discuss the various setbacks related to the FAFSA process. Notable roll-out challenges include: a three-month delay in making the application available to applicants; a soft-launch that included black-out dates and waiting rooms; complications for applicants to create student-aid accounts; errors in both the function of the application and in the calculation of the Student Aid Index; multiple delays in the release of FAFSA results to the institutions; and delays in the ability of students to make corrections to the form. As the glitches were addressed, the application process itself improved week to week. Many institutions responded by adjusting application deadlines; some are making estimated award packages, and nearly all are advising late applicants that they will try to be as understanding and accommodating as possible. The delayed release of the FAFSA information is reducing the amount of time available for institutions to compile and prepare the data for awarding aid and for working with students on any needed verification or adjustments.

Mr. Andes noted that Virginia is faring better than other states in terms of FAFSA completion noting that our access partners have been very active in the outreach process to encourage completion. General Jumper inquired about ways to help the VMSDEP recipients complete the FAFSA process in light of the new requirement to complete FAFSA for the VMSDEP process. Mr. Andes said that we can work with our access partners to target the military populations in Virginia to ensure they are receiving the support needed to complete the FAFSA.

## **UPDATE ON INSTITUTIONAL PERFORMANCE STANDARDS AND 2024 SIX-YEAR PLAN PROCESS**

Mr. Allison and Dr. Khattar were invited to update the committee on the process for the Institutional Performance Standards and the Six-Year plan timelines. Dr. Khattar reviewed the six education-related measures that the Council is charged with reviewing and certifying the public institutions in the Commonwealth. Dr. Khattar also noted that this committee will review the education-related measures at the July council meeting, and financial data will be presented at the September council meeting upon receipt from the Secretary of Finance and the Department of Planning and Budget. Staff would seek action from Council to certify the institutions at the September council meeting.

Committee members expressed interest in updating the measures themselves to ensure accountability of institutions. Staff indicated that updates to the measures would require action from the legislature, and we could propose updates for future cycles of review of the Institutional Performance Standards.

Mr. Allison reviewed the Six-Year plan process noting that this is an update year for the plans. Institutions develop, and boards approve, six-year plans in odd-numbered years, to inform the preparation of the next biennial budget. In even-numbered years, such as this year, plans may be updated, if necessary, and (re)affirmed by boards. The templates provided by the state for institutions' plans contain two parts: an Excel workbook (Part I); and a narrative Word document (Part II). In even-numbered years, institutions are required only to update Part I, but may update Part II if desired.

SCHEV staff consulted with staff of Op-Six members in April, and agreement was reached that only minimal changes to the templates would be made this year given its update-year status. As a result, the plan templates and instructions will be released to institutions in May. Those instructions note a possibility of the deadline for plans' submission being extended if the state budget is delayed beyond May 15. Last year, SCHEV staff and a contracted consulting firm developed 17 "fact-packs" - visualizations of data on each institution's academics, outcomes and finances. At the direction of the finance and education secretariats, SCHEV staff are exploring options to update the fact-packs to inform op-six's review of the six-year plan updates.

General Jumper inquired about the ability to analyze the data received by the institutions in the Six-Year plan process noting that staff should review the data and make recommendations to Op-Six based on what we are reviewing.

## **MOTION TO ADJOURN**

Ms. O'Holleran motioned to adjourn the meeting at 2:48 p.m.

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Jennie O'Holleran  
Committee Chair

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Grace Covello Khattar  
SCHEV Staff



# State Council of Higher Education for Virginia Agenda Item

**Item:** #II.C – Resources and Planning Committee – Discussion of the Preliminary Results of the Survey of High School Seniors

**Date of Meeting:** July 23, 2024

**Presenters:** Jim Ellis, PhD  
Program Administrative Specialist, SCHEV  
[jamesellis@schev.edu](mailto:jamesellis@schev.edu)

Tancy J. Vandecar-Burdin, PhD  
Director, Social Science Research Center, ODU  
[tvandeca@odu.edu](mailto:tvandeca@odu.edu)

**Most Recent Review/Action:**

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

**Date:** Various

**Action:** Review of the survey process was included in an ongoing-activities item of the Committee's March agenda, and updates have been provided via the Director's Reports at Council's first three 2024 meetings.

**Purpose of the Agenda Item:**

The purpose of this item is to provide background and summary information to inform members' discussion of the survey's preliminary results, which will shape the next steps as well as the follow-on report of the full, final results.

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

In January, members' ongoing interest in high-school students' decision-making about whether to participate in postsecondary education, particularly the increasingly common decision to not participate, especially among males, led staff to issue a Request for Quotes (RFQ) from selected public institutions of higher education for a web-based survey of seniors in Virginia high schools. To avoid legal and policy issues regarding surveying minors, the foci were: (i) seniors who were 18 years of age; and (ii) vendors' preexisting respondent panels. In this way, consent was not required from minors' parents nor school divisions.

In February, staff reviewed two proposals from public institutions of higher education and negotiated a contract with Old Dominion University (ODU) – specifically, ODU's Social Science Research Center (SSRC) and its Center for Implementation and Evaluation of Education Systems (CIEES) for an online survey of high school seniors

that would use a vendor's database of over 16,000 seniors' email addresses and would conclude with the end of the 2023-24 school year.

In May, following collaboration between ODU staff and SCHEV staff in March and April on the survey instrument and a small pilot test, mailings of informational postcards preceded email invitations with the survey weblink to 15,903 high school seniors who on April 1 were age 18 and over. Up to three follow-up emails were sent to encourage non-respondents to complete the survey. Follow-up communications targeted males and non-collegegoers specifically.

When the survey closed in late June, 631 responses had been received, of which 569 were from individuals who reported plans to pursue postsecondary education or training in the fall and 62 from individuals who reported plans other than postsecondary education/training.

Respondents' explanations for their decisions were consistent with reasons found in national surveys and reports, i.e., interests related to career/employment preparation were common among those planning to pursue postsecondary opportunities, and concerns about higher education's costs/value/return on investment were common among those not planning to continue their education in the near term.

**Materials Provided:** In addition to the background and summary information above, an infographic of some preliminary results is provided on the pages that follow. At the meeting, a summary handout will be distributed, and a visual presentation will be made.

**Financial Impact:** Per the terms of the contract, SCHEV paid ODU \$94,534 from FY2024 funds for this project.

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

The survey supports the plan's goal of closing gaps in student access and completion and is consistent with the plan's strategy of expanding postsecondary opportunities and awareness to Virginians who may not view higher education as an option. To achieve the plan's vision of Virginia being "the best state for education" and its target of 70% of the adult population possessing a degree or credential by 2030, the Commonwealth will need to understand and address the reasons that higher percentages of its high school graduates are not pursuing postsecondary opportunities.

**Timetable for Further Review/Action:** At the September meeting, Council will receive a report of the survey's full results and analyses.

**Resolution:** N/A

# VIRGINIA HIGH SCHOOL SENIORS PLANS AFTER HIGH SCHOOL

Conducted by the Social Science Research Center  
at Old Dominion University



## Top reasons why high school seniors may not go to college



# 26%

of high school seniors who were **NOT** college-bound did not have a parent/guardian complete a certificate, an associate's degree, or a bachelor's degree.

# 37%

of high school seniors who were **NOT** college-bound had one parent complete a certificate, an associate's degree, or a bachelor's degree.

## Responses by gender:

	Male	Female
Too expensive	32%	29%
Do not enjoy school	22%	24%
Not worth the cost	22%	12%
Can get the skills elsewhere, like trade school or certificate courses	19%	12%
Not prepared academically	16%	24%
More important to get a job and to make money	22%	6%

# 49%

of college-bound seniors had more than one parent/guardian complete a certificate, an associate's degree, or a bachelor's degree.

## What are non college-bound students' plans for the 12 months after graduation?

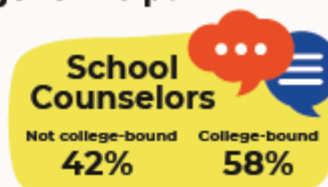
# 61%

Working a full or part-time job

# 16%

Entering the Military

## When seeking information about what to do after high school, to whom or where did you go for help?





**61%**

of high school seniors who were **NOT** college-bound were **MALE**.

**57%**

of high school seniors who were college-bound were **FEMALE**.

**90%**

of college-bound seniors

**53%**

of seniors who were **NOT** college-bound

**Strongly agreed/ agreed that "my family/loved ones have encouraged me to get a degree"**

**Which of the following best describes the teachers/ counselors at your high school?**



Teachers/counselors encouraged students to consider a variety of options for what they might do after high school

Not college-bound

**45%**

College-bound

**71%**

Teachers/counselors encouraged only certain students to go to college after high school

Not college-bound

**19%**

College-bound

**8%**



**Statements that High School seniors agreed with:**

**Not college-bound**

**College-bound**

Going to college and getting a degree only makes sense if I know exactly what field I want to study

**60%**

**43%**

College is designed for people like me

**15%**

**60%**

Getting a college degree is not worth the investment

**36%**

**8%**

For the kind of career I want, employers care that I have the right experience and skills (not about a college degree)

**63%**

**43%**

Going to college and getting a degree is a great way to discover what field I'm passionate about

**31%**

**74%**

I would be willing to take on college debt if I could be guaranteed a good job after graduation

**57%**

**69%**

These days a good job requires a college degree

**26%**

**52%**

I don't need to go to college to get the job I want

**52%**

**14%**

College does not provide me with the skills I need for the job I want

**32%**

**6%**

A skilled trade job, like a plumber or electrician, is a better career path for me.

**44%**

**6%**

## State Council of Higher Education for Virginia Agenda Item

**Item:** #II.D – Resources and Planning Committee – Discussion of Institutional Performance Standards

**Date of Meeting:** July 23, 2024

**Presenter:** Lee Andes  
Interim Director of Finance Policy and Innovation  
LeeAndes@Schev.edu

**Most Recent Review/Action:**

☐ No previous Council review/action

☒ Previous review/action

**Date:** May 15, 2023

**Action:** Council took action on the 2022 performance standards to certify seven institutions that were previously under review.

**Purpose of the Agenda Item:** The purpose of this item is to inform members' discussions of the findings from the six general education-related performance measures that are part of the 2024 assessment of institutional performance. At the September 2024 meeting, staff will present results of the Financial and Administrative Standards as prepared by the Department of Planning and Budget (DPB).

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

SCHEV has assessed institutional performance for nearly two decades, beginning with the *Higher Education Restructuring Act* in 2005, the *Virginia Higher Education Opportunity Act* of 2011 (*Top Jobs Act* or *TJ21*) and related *Code of Virginia* amendments. The *Appropriation Act* of 2024-26, Chapter 2, under General Provisions, outlines the assessment process and lists the six education-related measures and six financial and administrative standards by which the Council shall base its assessment and certification.

The assessment process involves two areas of measurement: six education-related measures and six financial and administrative standards. The first four education-related measures are intended to measure each public institution's enrollment projections to ensure accuracy for planning purposes. Two measures ensure institutions are maintaining or increasing enrollments in specific areas of focus. These six measures are:

1. **HEADCOUNT** - Institution meets at least 95 percent of its State Council-approved biennial projections for in-state undergraduate headcount enrollment.



2. **DEGREE AWARDS** - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state associate and bachelor degree awards.
3. **STEM-H DEGREE AWARDS** - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state STEM-H (Science, Technology, Engineering, Mathematics and Health professions) associate and bachelor degree awards.
4. **PROGRESSION AND RETENTION** - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state, upper level - sophomore level for two-year institutions and junior and senior level for four-year institutions - program-placed, full-time equivalent students.
5. **DEGREES FOR UNDERREPRESENTED STUDENTS** - Maintain or increase the number of in-state associate and bachelor degrees awarded to students from underrepresented populations.
6. **TWO-YEAR TRANSFERS** - Maintain or increase the number of in-state two-year transfers to four-year institutions. *Special Note: Virginia Military Institute (VMI) has an alternative measure, commissioning rate, for this performance measure.*

The preliminary results for the six measures are included in this agenda item. DPB staff will review the results for the Financial and Administrative Standards, and SCHEV staff will provide those results at Council's September meeting.

The full text from the *Appropriation Act* is available [online](#). Specifically, the following text relates to SCHEV's responsibilities:

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

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

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

The Council uses results for the measures and standards to verify institutional performance. Institutions that meet the criteria are eligible to receive financial benefits from the state. The language in § [23.1-1002.C](#) provides details about these financial benefits.

*C. Each public institution of higher education that (i) has been certified during the fiscal year by the Council pursuant to § 23.1-206 as having met the institutional performance benchmarks for public institutions of higher education and (ii) meets the state goals set in subsection A shall receive the following financial benefits:*

- 1. Interest on the tuition and fees and other nongeneral fund Educational and General Revenues deposited into the state treasury by the institution, as provided in the general appropriation act. Such interest shall be paid from the general fund and shall be an appropriate and equitable amount as determined and certified in writing by the Secretary of Finance to the Comptroller by the end of each fiscal year or as soon as practicable after the end of such fiscal year;*
- 2. Any unexpended appropriations of the public institution of higher education at the end of the fiscal year, which shall be reappropriated and allotted for expenditure by the institution in the immediately following fiscal year;*
- 3. A pro rata amount of the rebate due to the Commonwealth on credit card purchases of \$5,000 or less made during the fiscal year. The amount to be paid to each institution shall equal a pro rata share based upon its total transactions of \$5,000 or less using the credit card that is approved for use by all state agencies as compared to all transactions of \$5,000 or less using such card by all state agencies. The Comptroller shall determine the public institution's pro rata share and, as provided in the general appropriation act, shall pay the institution by August 15 of the fiscal year immediately following the year of certification or as soon as practicable after August 15 of such fiscal year. The payment to an institution of its pro rata share under this subdivision shall also be applicable to other rebate or refund programs in effect that are similar to that of the credit card rebate program described in this subdivision. The Secretary of Finance shall identify such other rebate or refund programs and shall determine the pro rata share to be paid to the institution; and*
- 4. A rebate of any transaction fees for the prior fiscal year paid for sole source procurements made by the institution in accordance with subsection E of § 2.2-4303 for using a vendor that is not registered with the Department of General Services' web-based electronic procurement program commonly known as "eVA," as provided in the general appropriation act. Such rebate shall be certified by the Department of General Services and paid to each public institution by August 15 of the fiscal year immediately following the year of certification or as soon as practicable after August 15 of such fiscal year.*

The [2024-26 budget](#) provides \$10 million in General Fund and \$12 million in nongeneral fund for certified institutions. Historically, Council has required remediation plans for institutions that fail three or more measures and provided feedback to institutions that

fail one or two measures. For context and benefit of the Council's understanding, the amounts available to certified institutions under this provision represent less than one percent of all funds appropriated for support of higher education in the Commonwealth of Virginia.

The years under review for the 2024 Biennial Assessment are 2021-22 and 2022-23. Institutions found in compliance in these years are eligible to receive the benefits during 2024-25 and 2025-26. Preliminary results for the six measures indicate that, systemwide, five of the six measures were achieved. Table I contains the aggregate information.

**TABLE 1**  
**RESULTS FOR SIX GENERAL INSTITUTIONAL PERFORMANCE MEASURES**

Aggregate Information						
July 2024						
PERFORMANCE MEASURE	2021-2022			2022-2023		
	Target	Actual	Result	Target	Actual	Result
1 - Institution meets at least 95 percent of its State Council-approved biennial projections for in-state undergraduate headcount enrollment.	289,308	277,331	96%	288,999	278,617	96%
2 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state associate and bachelor degree awards.	49,642	49,591	100%	49,731	48,235	97%
3 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state STEM-H associate and bachelor degree awards.	12,330	13,294	108%	12,431	13,108	105%
4 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state, upper level – sophomore level for two-year institutions and junior and senior level for four-year institutions – program-placed, full-time equivalent students.	67,491	77,522	115%	59,583	75,913	127%
5 - Maintain or increase the number of in-state associate and bachelor degrees awarded to students from underrepresented populations.	For this measure, we compare the average for the two years under review to the average for the three prior years.			31,150	30,587	-564
6 - Maintain or increase the number of in-state, two-year transfers to four-year institutions.	For this measure, we compare the average for the two years under review to the baseline figure from 2010-11.			9,579	9,920	341



Table 2 contains the preliminary results by institution:

**TABLE 2**  
**BIENNIAL ASSESSMENT RESULTS BY INSTITUTION AND MEASURE**  
 (Using 2021 Projections)  
 July 2024

Institution	PM 1		PM 2		PM 3		PM 4		PM 5	PM 6
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23	Biennium	Biennium
CNU	P	P	P	P	87	P	P	P	-7	-55
CWM	P	P	93	P	P	P	P	P	P	P
GMU	P	94	P	91	P	84	P	P	P	P
JMU	P	P	P	P	P	P	P	P	-56	P
LU	94	88	P	P	P	P	P	91	-19	-46
NSU	P	P	P	P	P	P	P	P	P	-213
ODU	P	P	P	P	P	P	P	P	-190	-251
RU	P	94	P	P	P	P	P	P	-136	-70
UMW	P	94	P	85	P	P	P	P	-27	P
UVA	P	P	P	P	P	P	P	P	P	P
UVA-W	P	88	92	92	77	88	P	89	-37	-71
VCU	P	P	P	P	P	P	P	P	-64	-181
VMI	P	91	P	P	P	88	P	P	P	P
VSU	P	P	81	84	P	P	P	P	-38	-7
VT	P	P	P	P	P	P	P	P	P	P
VCCS	93	P	P	93	P	P	N/A	N/A	-477	N/A
RBC	88	90	78	P	P	P	N/A	N/A	-50	N/A

**PERFORMANCE MEASURES:**

**PM 1** - Institution meets at least 95 percent of its State Council-approved biennial projections for **in-state undergraduate headcount enrollment**.

**PM 2** - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of **in-state associate and bachelor degree awards**.

**PM 3** - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of **in-state STEM-H associate and bachelor degree awards**.

**PM 4** - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of **in-state, upper level - sophomore level for two-year institutions and junior and senior level for four-year institutions - program-placed, full-time equivalent students**.

**PM 5** - Maintain or increase the number of in-state associate and bachelor degrees awarded to students from underrepresented populations.

**PM 6** - Maintain or increase the number of in-state two-year transfers to four-year institutions. Please note VMI has a different measure - the commissioning rate

\*VMI was granted an exemption from IPS Measure #6 regarding transfers from two-year colleges, and instead is evaluated on its commissioning percentage.

Results indicate that two institutions achieved all six measures. These institutions are University of Virginia and Virginia Tech.

Staff has worked with the other institutions to discuss the results and obtain feedback about any deficiencies. In particular, concerns exist regarding the institutions that show deficiencies for three or more measures. These institutions include Christopher Newport University, George Mason University, Longwood University, Radford University, University of Mary Washington, Richard Bland College, University of Virginia at Wise, Virginia Community College System, Virginia Military Institute and Virginia State University.

Reasons provided for deficiencies include: the impact of the pandemic; inaccurate enrollment and degree projections; and, with regard to transfers, a smaller pool of transfers from the Virginia Community College System.

Table 3 contains staff's recommendations regarding action for each institution. In past years, the Council has chosen to require remediation plans for institutions with deficiencies for three or more measures.

**TABLE 3**  
**BIENNIAL ASSESSMENT RESULTS BY INSTITUTION**  
**Performance Measures 1 - 6**  
**July 2024**

Institution	PM 1	PM2	PM 3	PM4	PM5	PM 6	Recommendation
CNU	P	P	F1	P	F	F	Remediation Plan
W&M	P	F1	P	P	P	P	Feedback Only
GMU	F2	F2	F2	P	P	P	Remediation Plan
JMU	P	P	P	P	F	P	Feedback Only
LU	F1&F2	P	P	F2	F	F	Remediation Plan
NSU	P	P	P	P	P	F	Feedback Only
ODU	P	P	P	P	F	F	Feedback Only
RU	F2	P	P	P	F	F	Remediation Plan
UMW	F2	F2	P	P	F	P	Remediation Plan
UVA	P	P	P	P	P	P	Passed
UVA-W	F2	F1&F2	F1&F2	F2	F	F	Remediation Plan
VCU	P	P	P	P	F	F	Feedback Only
VMI	F2	P	F2	P	P	P*	Feedback Only
VSU	P	F1&F2	P	P	F	F	Remediation Plan
VT	P	P	P	P	P	P	Passed
VCCS	F1	F2	P	N/A	F	N/A	Remediation Plan
RBC	F1&F2	F1	P	N/A	F	N/A	Remediation Plan

P = Pass      F = Fail      (F1 = Fail first year, 2021-22, and F2 = Fail second year, 2022-23)

**PERFORMANCE MEASURES:**

**PM 1** - Institution meets at least 95 percent of its State Council-approved biennial projections for in-state undergraduate headcount enrollment.

**PM 2** - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state associate and bachelor degree awards.

**PM 3** - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state STEM-H associate and bachelor degree awards.

**PM 4** - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state, upper level - sophomore level for two-year institutions and junior and senior level for four-year institutions - program-placed, full-time equivalent students.

**PM 5** - Maintain or increase the number of in-state associate and bachelor degrees awarded to students from underrepresented populations.

**PM 6** - Maintain or increase the number of in-state two-year transfers to four-year institutions.

\*VMI was granted an exemption from IPS Measure #6 regarding transfers from two-year colleges, and instead is evaluated on its commissioning percentage.

If Council agrees with staff's recommendations regarding remediation plans, then staff will begin working with those institutions regarding their plans.

The second set of measures that are part of the assessment process are the Financial and Administrative Standards. The review for these standards is underway by the Department of Planning and Budget. Staff anticipates receiving this information and recommendations from the Office of the Secretary of Finance in mid-August. At the September Council Meeting, staff will present this information, as well as recommendations regarding the certification of the institutions.

**Materials Provided:** The information for this item is summarized above.

**Financial Impact:** This item carries no financial impacts for the agency. Within the IPS process, certified institutions are eligible to receive financial benefits listed in § [23.1-1002.C](#).

**Timetable for Further Review/Action:** At Council's September Meeting, staff will present the final results for the administrative standards and provide recommendations regarding certification for institutions.

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

The IPS standards relate to all three of the plan's goals and align to measurements of awards, enrollments and underrepresented populations in the plan.

**Resolution:** None.

# State Council of Higher Education for Virginia Agenda Item

**Item:** #II.E – Resources and Planning Committee – Update on the FAFSA Process and Access Activities

**Date of Meeting:** July 23, 2024

**Presenters:** Lee Andes

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

Erin McGrath

Assistant Director for College Access & PK12 Outreach  
[ErinMcGrath@schev.edu](mailto:ErinMcGrath@schev.edu)

**Most Recent Review/Action:**

☐ No previous Council review/action

☒ Previous review/action

**Date:** May 13-14, 2024

**Review:** The committee received an update on the FAFSA process, and the full Council received an update on access activities.

**Purpose of the Agenda Item:**

The purpose of this item is to update the committee on the status and consequences of the U.S. Department of Education's (USED's) implementation of the new Free Application for Federal Student Aid (FAFSA) and on additional activities undertaken in Virginia to facilitate FAFSA completions and promote access to higher education.

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

Higher education faces enrollment challenges on multiple fronts as the applicant pool begins to shrink, as more potential students reconsider the costs and benefits of higher education, and institutions continue to deal with the effects of the pandemic on their enrollments and students. Nationwide, many institutions possess limited capacity to endure additional enrollment disruptions. Against this background, USED's 2023-24 roll-out of the new FAFSA was, by any measure, flawed. Consequences have been felt by students and institutions.

The next four pages provide background on the FAFSA implementation, with updates since Council's meeting in May and with staff's projections and perceptions, as well as updates on activities undertaken by SCHEV's access staff to facilitate completions of the FAFSA and to promote access to/participation in postsecondary education and training.

### Part 1: Implementation of “Better FAFSA, Better Future”

USED’s “Better FAFSA, Better Future” project (Better FAFSA) is intended to simplify students’/families’ completion and submission of the aid application – a laudable intent. However, the initial year of implementation has been more challenging than any could have imagined. This project provided an opportunity for reforming the entire FAFSA application process by reconstructing the platform itself, reducing the questions asked, pulling more information directly from the Internal Revenue Service (IRS), redesigning the underlying calculations, and expanding eligibility for the Pell Grant.

This effort required students and institutions to adjust to the realities of new processes, new terminology, and new calculations of student need, in which more students would be Pell-eligible, but many students would demonstrate less need because the FAFSA calculation no longer considers the number of individuals in the household who will be attending college simultaneously, and it entails an expanded use of assets.

#### *Summary of Major Issues:*

- The FAFSA release date was delayed three full months – from October 1, 2023, until December 31, 2023. Other delays effectively reduced the aid-award season from seven months to just a few weeks, and then extending deep into summer.
- The application release resembled live-testing, with the soft-launch including black-out dates, waiting rooms, and slow processing.
- The initial target date for releasing information to institutions was late January.
- Multiple issues were identified involving student access to create accounts, complete applications, and submit applications. Some such issues were resolved by early- to mid-February, but others continued to persist through spring. The number of FAFSA completions plummeted year-over-year.
- Errors were found in the calculation of the new Student Aid Index (SAI, which replaced the prior Expected Family Contribution or EFC), requiring fixes and recalculations of the completed applications. These corrections further delayed release of information to the institutions.
- Information began to be released to the institutions in batches, beginning in April.
- Institutions and students were unable to make corrections to FAFSAs, preventing the awarding of financial aid. This issue was scheduled to be resolved in June.
- Institutions are scheduled to receive results of submitted corrections in August.

#### *Current Status:*

- The numbers of FAFSA completions are down year-over-year but have recovered significantly since winter. As of June 21, a national report shows Virginia’s completions to be 9<sup>th</sup> best in the country, at just 10 percent fewer applications compared to last year at the same time.
- Many institutions pushed back FAFSA filing deadlines, as well as their admission-offer decision dates, and continued to work with students beyond these deadlines.
- The new SAI is projected to increase student need overall; but institutions report that, due in part to increased levels of state aid funding and reduced numbers of FAFSA filers, few are having to reduce the size of aid awards or the number of students receiving a state aid award.

*Primary Issues of Current Concern:*

- Institutions are dealing with continued uncertainty about fall enrollments. Many report being cautiously optimistic; however, some remain at risk, in particular those institutions that rely more on tuition and fee revenue.
- Institutions report that delays in being able to make corrections and receive the reprocessed FAFSAs are causing significant problems. Awards will continue until the beginning of the fall term.
- Many students have committed to enroll at institutions without knowing how much financial aid they may receive.
- Financial aid offices continue to experience heavy workloads, and staff face high levels of stress deep into the summer.

*Looking Forward:*

- As a result of multiple promises from USED being delayed or unfulfilled, the institutions have become wary of the reliability of USED communications.
- Institutions and access professionals both report a distinct loss of trust from students, who similarly have received unreliable and inconsistent information from USED.
- As the 2024-25 aid season continues through the summer, USED is losing valuable time that is normally reserved for preparation of the next application.
- Of at least 50 identified issues, over half were addressed through either a work around or not resolved for the 2024-25 FAFSA. Resolving these issues complicates preparation for the 2025-26 FAFSA.
- USED states the intention of releasing the 2025-26 FAFSA as of October 1.

*Perceptions and Reactions of SCHEV Staff:*

- For the next award year, institutions and students should be prepared for an improved process but not a smooth process, with some lingering issues with the FAFSA process, and a delayed release of the application still possible.
- The Commonwealth, its institutions, and access professionals should continue with enhanced FAFSA-completion efforts.
- The state should consider how to address the number of high school students who, due to FAFSA issues, opted out of higher education this year, and who may not return later.
- Institutions should consider measures to address student trust issues and the stress levels of their financial aid staff.

Part 2: SCHEV Access and FAFSA-Completion Activities

*Ongoing Initiatives*

The Commonwealth is engaged in multiple initiatives to support access and FAFSA completion, including:

- Provide support to specific high-need school divisions: SCHEV is administering its fourth federal Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP Virginia) grant. This program supports a cohort of students from middle school through enrollment in postsecondary education. The middle schools are selected from divisions with high rates of economically disadvantaged

students and low rates of postsecondary enrollment. GEAR UP Virginia will serve 8,119 students over the course of this seven-year, \$24.7 million grant.

- Coordinate “Level Up Virginia”: This initiative supports high school students with taking the primary steps in going to college. SCHEV coordinates these activities with 130+ high schools and their 35,000+ seniors each year through materials, webinars and communications. This initiative includes: (i) College Nights in Virginia: High schools host students and parents to learn about postsecondary options; (ii) Virginia College Application Week: High schools host weeklong activities to help students apply to college; (iii) FAFSA Next programs: High schools encourage students to complete the FAFSA; (iv) Decision Day VA: High schools celebrate students accepting college offers and other postsecondary pursuits; and (v) this year, SCHEV and VCCS piloted the “Spring Roadshow,” a coordinated effort whereby community college coaches provide application and financial aid support to seniors in high school who had not yet applied to a postsecondary opportunity.
- Support the annual conference for access practitioners: Each year, the Virginia College Access Network (VirginiaCAN) hosts an annual conference at which over 300 college access practitioners receive updates on access and outreach for students. Several SCHEV staff serve on the board of VirginiaCAN and present at the conference.

#### *New Activities/Initiatives*

- Launch the “Level Up Virginia” website: The access initiative’s student- and family-facing website, [www.levelupvirginia.org](http://www.levelupvirginia.org), launched in October 2023. The website includes accessible content related to exploring, preparing, applying, financing and deciding on postsecondary pathways. It also includes a college access provider locator and an updated activity calendar. In the first nine months, 75 percent of visits to the website have been to its financial aid section.
- Coordinate the Middle School Campus Visit Project: For the past two years, SCHEV has worked with postsecondary institutions to arrange campus visits for middle school students from low-income communities. Last year, almost 7,000 middle schoolers visited 12 public and private, two- and four-year institutions, which hosted high-interest, age-appropriate activities and tours.
- Increase FAFSA support: In 2023 and 2024, SCHEV increased its FAFSA support due to concerns that application completion rates were low due to the delayed and flawed rollout process. These additional activities included:
  - Five FAFSA webinars – four consecutive in September-December 2023 and one in April 2024 – focused on: (i) step-by-step assistance for creating Federal Student Aid IDs; (ii) the CSS Profile, a private application necessary for receiving aid from many colleges and universities; (iii) the new FAFSA and how eligibility for federal, state, and institutional aid is determined (iv) the VASA Application, a Virginia application supported by SCHEV and designed for students unable to file a FAFSA, including undocumented and DACA recipients; and (v) a family-focused webinar, “Get Money: FAFSA and the College Financial Aid Process,” involving financial-aid staff from Norfolk State University, Northern Virginia Community College and University of Richmond, who guided attendees through the new FAFSA process, including special circumstances.

- FAFSA Completion Challenge Pilot: Launched to provide 10 high schools with access to student-level FAFSA completion data for targeted outreach. Despite the portal being built, school-based personnel being trained, and data-sharing agreements being established with school divisions, USED has not yet provided any actionable FAFSA completion data.
- FAFSA postcard campaign: Sent to 28,960 families with seniors in high school and annual incomes of \$60,000 or less.
- Public Service Announcements: 30-second spots shared with 60 Virginia radio stations, highlighting the importance of FAFSA completion and addressing this year's decline.
- Communication through schools: Provided sample texts, emails and parent portal messages to the Virginia Association of School Superintendents (VASS), VirginiaCAN, and the Level Up Virginia distribution list.
- FAFSA completion chatbot: Partnered with Mainstay to launch a FAFSA completion chatbot and texting campaign to be shared with Virginia high schools, college access providers, and financial aid offices.
- Partner with the Virginia Department of Education (VDOE): SCHEV and VDOE share a staff position, the Postsecondary Access and Success Specialist, to bridge communication and collaboration between the two agencies.
- Provide summer professional development: Launched a five-week summer course for school counselors on college access and career readiness, culminating in a pre-conference event at the fall 2024 Virginia School Counselor Association Conference.
- Implement an AmeriCorps Planning Grant: Conduct a study on best practices and the feasibility of establishing AdviseVA, a statewide college advising corps to help high school students in Virginia find the best match and fit for their postsecondary pursuits.
- Increase emphasis on FAFSA completion: A workgroup – the SCHEV/GEAR UP Virginia College Access Advisory Board – has been convened to address the ongoing challenges of FAFSA completion. Comprised of staff from postsecondary institutions, government agencies, and access providers, the group is focused on identifying strategies to increase FAFSA completions throughout Virginia.

**Materials Provided:** See the Background/Summary section immediately above.

**Financial Impact:** NA.

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

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

**Timetable for Further Review/Action:** At the request of Council.

**Resolution:** NA



**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
JOINT SCHEV/PRIVATE COLLEGE ADVISORY BOARD MEETING  
May 13, 2024**

**DRAFT MINUTES**

Mr. Ampy called the meeting to order at 3:00 p.m. in the Boitnott room of the Kline Campus Center at Bridgewater College, Bridgewater, Virginia.

Council members present: Ken Ampy, Walter Curt, Jason El Koubi, William Harvey, John Jumper, Jennie O'Holleran, Delceno Miles and Doug Straley.

Council members absent: John Broderick, Victoria Harker and Thaddeus Holloman.

Staff members present: Tom Allison, Lee Andes, Grace Covello Khattar, Joseph DeFilippo, Alan Edwards, Tod Massa, Laura Osberger, Paula Robinson, Emily Salmon, Bob Spieldenner and Kristin Whelan.

Other notable attendees: Deb Love from the Office of the Attorney General; Nicholas Kent, Deputy Secretary of Education and the Honorable Chris Peace, President, Council of Independent Colleges in Virginia. See list at the end of this document of CICV Presidents who attended.

**WELCOME AND INTRODUCTIONS**

On behalf of Council, Chair Ken Ampy welcomed the presidents of the private, non-profit institutions and stressed the importance of their colleges in meeting the goals and needs of the Commonwealth. He asked everyone at the table to introduce themselves. Mr. Ampy introduced Dr. Mary Dane Hinton, chair of the Private College Advisory Board (PCAB) whose opening remarks touched on FAFSA, the enrollment cliff and campus climate. She expressed the group's appreciation for SCHEV's support for the Tuition Assistance Grant (TAG) program. She emphasized PCAB's commitment to meet the current challenges in higher education together.

Dr. Alan Edwards, interim director of the State Council of Higher Education, welcomed everyone to the meeting and remarked that the statute that the joint PCAB and SCHEV meeting is based in was written 50 years ago this year.

President of the Council of Independent Colleges in Virginia (CICV), Chris Peace, welcomed the group and gave an overview of the CICV and the private institutions in Virginia. He discussed the various ways that the CICV supports independent institutions in Virginia.

**ECONOMIC IMPACT STUDY REPORT**

Fletcher Mangum, founder and CEO of Mangum Economics, shared a presentation of the economic impact of CICV institutions on the state of Virginia. According to his findings, independent institutions impact the communities in measurable and positive ways. CICV

schools are in many rural communities and provide an economic backbone for their localities and have lower unemployment rates.

Students who attend CICV schools are racially and economically diverse. Forty percent of in-state CICV students receive Pell grants compared with 29% of students at the public institutions. These students benefit from the personal education from CICV institutions.

Ms. Miles asked about the number of students who stay in the communities of the CICV institutions after graduation. Mr. Mangum stated that he plans to study that question. President Shushock shared that Roanoke College has studied this and found that 20% of Roanoke College graduates stay in the New River Valley area whereas only 1% of Virginia Tech graduates stay in the area.

### **VIRGINIA PRIVATE NURSING COLLEGE PERSPECTIVES**

Cindy Rubenstein and Lisa Levinson, board members of the Virginia Association of Colleges of Nursing (VACN) shared a presentation about the state of private college nursing programs. The VACN is trying to address a critical shortage in RNs across the Commonwealth. Rural regions have an even greater shortage of nurses and are considered nursing deserts. Shortages are caused by nurse retirements due to age or burnout, a growing aging population, capacity in nursing programs that cannot accommodate all qualified applicants and a decrease in graduate programs.

They described what is needed to support the future nursing pipeline. Among several mentioned strategies, they suggested that faculty shortages can be addressed by including private, non-profit nursing programs in legislative mandated salary increases; and greater financial aid including grants and loan forgiveness.

Dr. Harvey asked some specific questions about the structure of the nursing curriculum. He also asked how many hours each faculty member teaches and what percentage of federal research dollars is awarded to CICV nursing faculty. Mr. Curt asked for further details about the enrollment decline in Virginia.

Eastern Mennonite University President Huxman commented that the CICV programs graduate students who stay in their community but that the CICV institutions struggle with salary competition with public institutions resulting in waitlists for their nursing programs. Shenandoah University President Fitzsimmons commented that the state should contribute to the salaries of the private school faculty for the good of the Commonwealth. Hollins University President Hinton asked for SCHEV's help with data collection.

Deputy Secretary Nicholas Kent offered support from the Secretary of Education. He noted that he went to a small, private, faith-based institution for his undergraduate degree. He also announced that the state budget has just passed. He pointed to the increase in the TAG award. The Governor also signed into legislation a permanent private college representative to SCHEV's board.

### **RESPONSE AND OBSERVATIONS**

Mr. Curt asked about the impacts of the FASFA issues on the private institutions. President Hinton said that it will have lasting impacts and that at Hollins, they make financial award commitments for four years and worry that their calculations could be off because of the FAFSA issues. The presidents also expressed concern about the families who grew frustrated with the FAFSA website and gave up. President Hinton stated that some institutions have had issues passing their budgets.

Mr. Peace made the case for further SCHEV support and advocacy for the CICV.

### **STATUS OF VIRGINIA TUITION ASSISTANCE GRANT (VTAG) PROGRAM**

Mr. Andes joined the group to discuss TAG, updates and increases. He described the newly extended application deadlines, the improved application processes and the undergraduate award increases for residential students.

### **GENERAL ASSEMBLY POLICY AND BUDGET REVIEW**

Dr. Khattar gave a brief budget review for the state budget effective, July 1, 2024. She highlighted two bills:

HB713 (Torian): Charges public institutions developing public safety training and contains language that asks SCHEV to encourage the private institutions to follow the same requirements.

HB 1044 (Rasoul): The governor will appointment a former private college president to the SCHEV Council which will take effect July 1, 2025. SCHEV currently has a former private college president on its roster in Dr. William Harvey, Hampton University.

Dr. Khattar was asked about the total General Assembly higher education outlay and the capital projects funding.

### **MOTION TO ADJOURN**

Mr. Ampy adjourned the meeting at 4:55 pm.

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Ken Ampy  
Council Chair

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Kristin Whelan  
Coordinator of Board and Executive Operations

Private College President Attendees

Michael Salmeier, Interim President, Bluefield University  
David Bushman, Bridgewater College  
Susan Schultz Huxman, Eastern Mennonite University  
Dixie Tooke-Rawlins, Edward Via College of Osteopathic Medicine  
Mirta Martin, Ferrum College  
Larry Stimpert, Hampden-Sydney College  
Mary Dana Hinton, Hollins College  
Kenny Craig (on behalf of Dondi Costen), Liberty University  
Pamela Fox, Mary Baldwin University  
Irma Becerra, Marymount University  
Robert Lindgren, Randolph – Macon University  
Stephen Bruce (on behalf of Carlos Campo), Regent University  
Frank Shushok, Jr., Roanoke College  
Tracy Fitzsimmons, Shenandoah University  
Mary Pope Hutson, Sweet Briar College  
William Dudley, Washington and Lee University

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
COUNCIL MEETING  
MAY 14, 2024**

**DRAFT MINUTES**

Mr. Ampy called the meeting to order at 9:05 a.m. in the Boitnott Room in the Kline Campus Center at Bridgewater College, Bridgewater, Virginia.

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

Council members absent: John Broderick, Thaddeus Holloman and Cheryl Oldham.

Staff members present: Lee Andes, Joe DeFilippo, Alan Edwards, Brittany Everett, Jodi Fidler, Grace Khattar, Tod Massa, Erin McGrath, Laura Osberger, Kirstin Pantazis, Paula Robinson, Emily Salmon and Kristin Whelan.

Notable guests: Aimee Guidera, Secretary of Education; Nicholas Kent, Deputy Secretary of Education; and Deb Love from the Attorney General's office.

Mr. Ampy thanked the Bridgewater staff and briefly summarized the Private College Advisory Board (PCAB) meeting and reception. He highlighted some of his activities including attending the Council of Presidents (COP) meeting and the SCHEV staff meeting. He also highlighted the transition of the new SCHEV director. Finally, he thanked Dr. Edwards for serving as the interim director.

Mr. Ampy recognized Ms. Miles for receiving the Lifetime Achievement Award from Volunteer Hampton Roads and he announced that Mr. Straley was named Superintendent of the Year in Virginia. Mr. Ampy also announced that he has been named a 2024 Junior Achievement Greater Richmond Business Hall of Fame Laureate. Mr. Ampy also announced that General Jumper was recognized by the United States Air Force for his service; the Nellis Airforce Base's 57 Wing headquarters has been designated the General John P. Jumper Headquarters Complex.

**APPROVAL OF MINUTES**

On a motion by Ms. Miles, seconded by Mr. Straley, the minutes of the January 9, 2024, Council meeting and the minutes from the March 19, 2024, Council meeting were approved unanimously.

**REMARKS FROM BRIDGEWATER COLLEGE PRESIDENT, DAVID BUSHMAN**

Mr. Ampy introduced President David Bushman. Dr. Bushman thanked his staff and the SCHEV staff. He stated that he was pleased to host his colleagues for the PCAB meeting.

Dr. Bushman spoke about the communities he represents. He described the virtues of a small college experience and how he keeps in touch with students that he taught. As

the president of Bridgewater for the past 11 years, Dr. Bushman stressed the importance of cultivating the continuity of leadership in private colleges. Dr. Bushman stated that higher education supports local communities and our broader democracy. He asked that SCHEV take the long view and look at how we serve the students which will strengthen our economy and protect our democracy.

### **DISCUSSION OF THE VIRTUAL LIBRARY OF VIRGINIA (VIVA)**

Virtual Library of Virginia (VIVA) representative, Genya O’Gara, and Dean of Libraries at James Madison University, Bethany Nowwiskie, shared a presentation about VIVA.

VIVA’s purpose has always been to level the playing field by making materials available to more students and building shared collections. VIVA is funded by the General Assembly, the public institutions and the participating private institutions. Public institution contributions have grown to now outpace the contributions from the state.

Among the functions of VIVA, Ms. O’Gara mentioned the following:

- VIVA has worked to make more open access publishing agreements available so that smaller institutions have greater access to the research materials.
- VIVA facilitates a shared print collection. This allows VIVA members to borrow freely from over 170 institutions in the EAST network.
- VIVA provides centralized publishing services for member libraries and faculty publishing programs.
- The Open and Affordable program supports open educational resources by awarding grants for faculty to create more openly published materials.

The Open and Affordable program is the newest of the VIVA offerings and was created in response to a survey that VIVA commissioned. More than 5,600 student responses from 41 institutions were recorded by the survey. One of the most significant findings was that students are very concerned about the costs of course materials.

Council members asked the following:

General Jumper asked how much of the demand for course curriculum materials go unmet. He also asked about the barriers to participation for some of the private institutions. Ms. O’Gara said that, for smaller institutions, limited physical storage space is a barrier.

Mr. Curt asked for clarification about what types of publications VIVA provides. Ms. O’Gara explained that open educational resources are specifically licensed to be used openly and some of these open resources can replace textbooks that are costly for students. Mr. Curt further asked how VIVA measures success. Ms. O’Gara shared that the information gathered from faculty when they apply for grants tells VIVA how much material the open-source material will replace. Currently, VIVA measures the cost avoidance over five years with a current anticipated \$26 million in savings over the next five years. Mr. Curt suggested that they share how much money VIVA saves Virginia students per year.

Ms. Harker and General Jumper asked how students learn about VIVA. Many institutions highlight the courses that have free resources in their catalogs.

## **DISCUSSION OF CARDINAL EDUCATION**

Dr. Daniel Garrison from George Mason University updated the Council on Cardinal Education. Cardinal is a partnership between six member universities to promote and advance online graduate engineering education through course sharing and outreach. The goal is to increase completion rates.

The consortium began in 1983 with Virginia Tech and University of Virginia telecasting lectures onto each other's campuses. In the two decades after the first partnership, Cardinal added additional receive sites where students congregate and watch classes on a television. In 2011, Cardinal switched to an online delivery platform. In 2019, Cardinal rebranded to reintroduce themselves as an online, asynchronous delivery mode. Recently, Cardinal has created centralized services, expanded marketing efforts and started offering new credentials.

Students have access to hundreds of courses from all six universities in the partnership including Virginia Commonwealth University, George Mason University, University of Virginia, Virginia Tech, Old Dominion University and Virginia State University. Courses are recognized equally between member universities. Students receive their credential from only one of the member institutions. The consortium makes it possible for students who may struggle with the lack flexibility at individual universities to work toward a degree. Cardinal students are largely male and white with a median age of 30 and four to six years of work experience.

Dr. Garrison described Cardinal's recent expanded efforts. In 2023, they had 18 outreach activities with the aim of no longer being the best kept secret in the Commonwealth. Mr. El Koubi and Ms. Harker offered marketing suggestions such as reaching out to Virginia high school students.

Cardinal's recent growth has come from offering graduate certificates and micro credentials. Cardinal has also increase partnerships that work on joint projects, promote the program, provide resources and sponsor employees.

General Jumper suggested that SCHEV have a scholarship targeted at students in this program. Ms. Harker suggested that they break down their completion data to include students who complete certificates. Ms. Harker also suggested that Cardinal keep SCHEV's strategic goals in mind to be sure that Cardinal's goals align.

Mr. Curt asked what Cardinal's total budget is. Dr. Garrison estimated that they have a \$2.5 million budget. Ms. Harker suggested that Cardinal's biggest restraint to growth is marketing. General Jumper suggested that they need to include increasing awareness in their strategic plan.

The presentation completed with a suggestion that Cardinal return to another SCHEV Council meeting to discuss restructuring.

## **UPDATE ON THE VIRGINIA TALENT + OPPORTUNITY PARTNERSHIP (V-TOP)**

Dr. Bazemore updated Council on the Virginia Talent + Opportunity Partnership's (V-TOP) recent efforts and also provided a brief background and stated the program's goal of having the most internship-ready students, employers and institutions of higher education.

Dr. Bazemore described their regional collaborations. She mentioned that V-TOP would like to funds obtain funds to hire one or two people who would be responsible for thinking every day about how to identify and link existing work-based learning opportunities, present those opportunities to employers and support students, employers and institutions throughout the process.

After describing the partnership with the staffing agency, iQuasar, Council members asked who pays the staffing agency fees. Dr. Bazemore explained that the staffing agency pays the student, the business is invoiced 50% of the cost (minus the match from V-TOP). If the business hires the intern permanently, the business pays a 12% finder's fee.

Ms. O'Holleran asked about the partnership with the Virginia Chamber Foundation and the Virginia Higher Education Business Council (VHEBC). The foundation helps V-TOP with marketing to business members and to connect to prospective employers. The VHEBC partnership provides connections to Virginia higher education leaders to help market to the institutions and promote institutional readiness.

General Jumper asked about V-TOP's impact on employment outcomes. For the institutions, V-TOP closes the gap for internship resources providing grants to lessen the barriers for students who cannot afford to accept an unpaid internship. For employers, V-TOP hosts a website that lists the available institutions with contact information, free resources for developing an internship program and mentorship training.

General Jumper asked if V-TOP is getting the results we expected and if students are getting full-time employment through the program. VTOP is working on creating a universal reporting method for outcomes of the program.

Mr. Curt asked about housing issues for employers interested in hosting interns in regions where housing is limited. He suggested creating partnerships with area universities to use campus housing.

Mr. El Koubi suggested that the program should be scaled up, but that SCHEV can't do it on its own. He also suggested that V-TOP needs to be synched up with national data. He asked Dr. Bazemore to comment on paid versus unpaid internships. She said that Virginia strongly encourages paid internships because they remove barriers for students and increase starting salaries.

Mr. Ampy announced that he was changing the order of the agenda and asked for the committee reports to be completed before moving on to the next agenda item.

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



Mr. El Koubi reported out on the academic affairs committee.

The Academic Affairs Committee heard from Dr. DeFilippo on the certification of two private post-secondary education institutions, University of the Cumberlands and Pardee RAND Graduate School. Details of the Private Postsecondary Education (PPE) institutions can be found beginning page 10 of the agenda book. Certifying these institutions carries no financial impacts for the Commonwealth.

Academic Affairs committee presented the following two resolutions (found on page 11 of the agenda book) for Council's consideration

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

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

General Jumper asked if the TAG grant would be available at these institutions. Dr. DeFilippo confirmed that it would not as these are institutions that are not based in Virginia.

Mr. El Koubi recommended that the Council vote on both resolutions as a block.

On a motion by Mr. El Koubi and seconded by Mr. Straley, the resolutions were passed unanimously.

The Academic Affairs Committee also heard from Dr. DeFilippo on an emergency action taken by staff in accord with the Virginia Administrative Code, 8VAC40-31-90, which delegates various administrative powers to the executive director of SCHEV, including the ability to take emergency action if a school is on the receiving end of adverse U.S. Department of Education action. Fairfax University of America (FXAU) was given notice that they are not Title IV eligible, an adverse action. When an institution receives an adverse action there is a heightened risk they won't continue operating so SCHEV suspends new admissions. The resolutions ratify the suspension of new enrollment and delegate authority to the agency director to remove the suspension if Fairfax University of America presents documented proof of the likelihood of receiving accreditation. Details of the emergency action can be found beginning on page 16 of the agenda book.

Academic Affairs committee presented the following resolutions (on page 18 of the agenda book) for Council's consideration: Mr. El Koubi recommended passing both resolutions as a block.

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

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

General Jumper asked for further clarification of what can lead to an adverse finding. Dr. DeFilippo provided additional information.

On a motion from Mr. El Koubi and seconded by Ms. O'Holleran, the resolutions were passed unanimously.

The Committee then heard from Dr. DeFilippo with a follow up on recent Committee discussions regarding criteria for review and approval of proposed degree programs. Academic Affairs staff has engaged with the Secretary of Education regarding how SCHEV can best support the Governor's guiding objectives for higher education and with VOEE on how best to incorporate Commonwealth-focused employment data in reviewing academic program proposals. Presented on pages 21-27 of the agenda book are excerpts from the SCHEV program approval policy and the Governor's Higher Education Guiding Objectives and Initiatives with a focus on four (4) degree program justification topics:

- Response to Current Needs (Specific Demand)
- Employment Demand
- Duplication
- Student Demand

The committee then received an update from Dr. DeFilippo on the scope of the work with Private Post-Secondary institutions and an update on the inclusion of dual enrollment students in the data on transfer student success. Information is available beginning on page 28 of the agenda book.

The Academic Affairs committee concluded the meeting with an update from Dr. DeFilippo on the work of the staff of Academic Affairs. Staff continue to host trainings for both public and private post-secondary institutions, as well as to earn recognition at the state and national levels for being knowledgeable leaders in their specialty areas.

Mr. Ampy invited Erin McGrath to present the next item on the agenda.

### **UPDATE ON SCHEV ACCESS INITIATIVES**

Ms. McGrath shared a presentation to update the Council on current access initiatives. First, she gave an overview of enrollment challenges and described the enrollment trends and inequities. Virginia's sub-populations do not enroll in higher education at the same rate as the state average. Access initiatives seek to close the gaps.

GEAR UP Virginia is a seven-year federal college access grant that serves 8,119 students in 12 school divisions. For students, the grant provides tutoring, campus visits, summer camps, postsecondary advising, financial aid advising and scholarships. For school faculty and staff, the grant provides professional development including STEM

instruction, data-driven instruction, FAFSA training and VirginiaCAN conference sponsorships.

Level Up Virginia is a statewide college access program. Level Up events include college nights, Virginia College Application Week, FAFSA Next, VCCS Spring Registration and Decision Day VA. Level Up also is comprised of communications and digital strategy, and professional development and technical assistance for school counselors and access providers.

Ms. McGrath also described the FAFSA support initiatives her team supports including the College Access Advisory Board, a financial aid webinar series, postcard mailing campaign and the Pell initiative.

The SCHEV access team partners with several organizations.

- Virginia Department of Education and SCHEV share Postsecondary and Access Specialist staff member, Brittany Everett.
- VA529 provided a \$3.5 million match donation to GEAR Up Virginia.
- Virginia College Access Network offers professional development and a yearly conference.
- UVA's College Advising Corps places full-time advisors in GEAR Up high schools.
- ECMC co-sponsors Level Up Virginia events.

Mr. Curt asked how the money is allocated and what percentage of the qualified population are the services reaching. Ms. McGrath promised to follow up with him with that information.

Noting the time, Mr. Ampy suggested that Council members with further questions, email Ms. McGrath directly.

## **REPORT FROM THE INTERIM DIRECTOR**

Dr. Edwards highlighted the following from the Director's report. The rest of the report can be found on page 116 of the May agenda book.

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

**Survey of High School Seniors:** The survey to assess high school seniors' plans post-graduation, and the reasons for those decisions, continues to progress on schedule. The work (being done under contract by two units at ODU) received human-subjects

approval/exemption from the university's full Institutional Review Board (IRB). During the week of May 6, a pilot survey was distributed to 350 students as a trial. Following review of the trial survey's data and any edits deemed necessary to the final version, the official survey will be distributed to about 16,000 high school seniors during the week of May 20.

### **Report from the Resources and Planning Committee**

Ms. O'Holleran reported out on the committee's activities.

The first item was an action item on the regulation and guideline updates.

- Mr. Andes reviewed several regulation and guideline updates at the direction of Governor Youngkin's Executive Order 19 to reduce regulatory requirements by at least 25%.
- Staff identified 27 total items within the reviewed regulations and guidelines that are not specifically required by either statute or budget language. Of these, staff determined that 11 could be removed without causing harm to the administration of the programs. By removing or rewording these items, staff will reduce regulatory requirements by over 40%, exceeding the administrative goal of 25%.
- Mr. Andes also presented new guidelines for administering the emergency assistance grant program. This is a new initiative whereby institutions can assign a portion of their respective appropriations of state financial assistance to provide emergency assistance. The new guidelines follow very closely with existing programs and were vetted by the financial aid directors at public institutions.
- The committee acted on this agenda item with the full committee recommending approval of the proposed changes and new guidelines. Rather than read the lengthy text of the resolution, Ms. O'Holleran directed Council members to read the resolution on page 47 of the agenda book. She stated that the committee seeks action from full Council.

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

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

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

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

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

On a motion from Ms. O'Holleran and seconded by Mr. Ampy, the resolution passed unanimously.

The committee discussed national enrollment trends and heard from guest speaker and SCHEV employee Michael Walsh, a recent retiree from James Madison University who has extensive experience in enrollment research.

- Mr. Walsh facilitated a discussion on the enrollment challenges that higher education is facing, including the declining pool of applicants, students reconsidering the benefits of higher education and as institutions endure the repercussions of the pandemic and the flawed rollout of the new Free Application for Federal Student Aid (FAFSA).
- The committee encouraged staff to identify avenues of collaboration between K-12 and higher education to address historic concerns related to enrollment. Members also suggested that staff create a list of not only what SCHEV is charged to do but possible legislation to address enrollment issues.

The third item was an update on the 2024 higher education budget.

- Mr. Allison and Dr. Khattar updated the committee on the 2024-26 budget. During the previous day's committee meetings, the General Assembly was also in session to vote on the proposed budget. Staff noted that the higher education budget remains largely unchanged from the conference report released on March 7. Staff provided a thorough update on the conference budget during the March meeting.
- Once approved, the budget will go into effect July 1, 2024, for the upcoming biennium.
- As the budget and legislation are finalized, staff will report to Council with an updated list of SCHEV duties.

The fourth item was an update on the FASFA process.

- Mr. Andes discussed the various setbacks related to the FASFA process. Notable roll-out challenges include: a three-month delay in making the application available to applicants; a soft-launch that included black-out dates and waiting rooms; complications for applicants to create student-aid accounts; errors in both the function of the application and in the calculation of the Student Aid Index; multiple delays in the release of FAFSA results to the institutions; and delays in the ability of students to make corrections to the form.
- As the glitches were addressed, the application process itself improved week to week. Many institutions responded by adjusting application deadlines; some are making estimated award packages, and nearly all are advising late applicants that they will try to be as understanding and accommodating as possible.
- The delayed release of the FAFSA information is reducing the amount of time available for institutions to compile and prepare the data for awarding aid and for working with students on any needed verification or adjustments. These on-going issues have created concerns about fall enrollments.

The fifth item was an update on the timeline of the Institutional Performance Standards and Six-Year Plan process

- Mr. Allison and Dr. Khattar presented on the suggested timeline for both the Institutional Performance standards (IPS) and Six-Year plans.
- Both are a part of SCHEV duties as listed in Budget and/or Code. Council is charged with reviewing the institutions for certification of the IPS every other year.
- SCHEV also is charged to review and coordinate the Six-Year Plan process in consultation with Op-Six (Secretary of Education, Secretary of Finance, Director of Department of Planning and Budget, and the money committees).
- Action will need to be taken by Council this fall to review the certification process for IPS. Staff will update the committee in July and September with data prior to seeking action.

### **REPORT ON COUNCIL OFFICER ELECTIONS**

Ms. Harker and Mr. Holloman introduced the slate of executive committee nominations including the following:

Council Chair nominee, General John Jumper  
Council Vice Chair nominee, Ms. Delceno Miles  
Council Secretary, Mr. Doug Straley

On a movement by Ms. Harker and seconded by Ms. O'Holleran, the slate of executive committee positions was approved unanimously.

### **ACTION ON RESOLUTIONS FOR DEPARTING COUNCIL MEMBERS**

Ms. Harker read a resolution recognizing Chair Ampy for his service to SCHEV. Mr. Ampy read two resolutions recognizing President Broderick and Ms. Harker for their service to SCHEV and the Commonwealth.

On a motion by Ms. Miles and seconded by Mr. Straley, the resolutions recognizing departing members was passed unanimously.

### **RECEIPT OF ITEMS DELEGATED TO STAFF**

Included at the end of this document.

### **OLD BUSINESS**

No old business was voiced.

### **NEW BUSINESS**

No new business was voiced.

### **RECEIPT OF PUBLIC COMMENT**

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

## **MOTION TO ADJOURN**

Mr. Ampy adjourned the meeting at 12:20 p.m. He thanked everyone and said it has been an honor and a privilege to serve the Commonwealth as chair of SCHEV.

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Ken Ampy  
Council Chair

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SCHEV Staff

## **Items Delegated to Director/Staff**

### Part 1 of 3:

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

### **Academic Program Actions**

<b>Institution</b>	<b>Degree/Program/CIP</b>	<b>Effective Date</b>
Central Virginia Community College	<b>Program Name Change Approved:</b> <ul style="list-style-type: none"><li>Associate of Applied Science (AAS) degree program in Police Science to Criminal Justice (43.0103)</li></ul>	Summer 2024
Christopher Newport University	<b>Degree designation Approved:</b> <p>Add the degree designation Bachelor of Arts (BA) to the existing Bachelor of Music (BM) degree program in Music to create a Bachelor of Music and Bachelor of Arts (BM/BA) degree program in Music (50.0903)</p>	Fall 2024

<b>Institution</b>	<b>Degree/Program/CIP</b>	<b>Effective Date</b>
Christopher Newport University	<b>Undergraduate Certificate Program Approved:</b> <ul style="list-style-type: none"> <li>• Research and Creative Activity (30.0000)</li> </ul>	Fall 2024
George Mason University	<b>CIP Code Change Not Approved:</b> Change the Classification of Instructional Programs (CIP) code of the Master of Science (MS) in Accounting from 52.0301 to 52.1399	April 23, 2024
James Madison University	<b>Graduate Certificate Program Approved:</b> <ul style="list-style-type: none"> <li>• Health Policy (44.0503)</li> </ul>	Summer 2024
Northern Virginia Community College	<b>Program Name Changes Approved:</b> <ul style="list-style-type: none"> <li>• Associate of Applied Science (AAS) degree in Administration of Justice to Criminal Justice (43.0103)</li> <li>• Certificate in Administration of Justice to Criminal Justice (43.0103)</li> </ul>	Summer 2024
Patrick and Henry Community College	<b>Program Name Change Approved:</b> <ul style="list-style-type: none"> <li>• Associate of Applied Science (AAS) degree in Administration of Justice to Criminal Justice (43.0103)</li> </ul>	Summer 2024
Radford University	<b>Program Modifications Approved:</b> <ul style="list-style-type: none"> <li>• Add an online delivery format to the Master of Science (MS) in Data and Information Management (11.0802)</li> <li>• Modify the credit hours of the Master of Science (MS) degree program in Counseling and Human Development (13.1101) from 48 credit hours to 60 credit hours</li> </ul>	Fall 2024
University of Virginia's College at Wise	<b>Baccalaureate Certificate Programs Approved:</b> <ul style="list-style-type: none"> <li>• Business Management (52.0201)</li> <li>• Hospitality and Tourism Management (52.0901)</li> </ul>	Fall 2024
Virginia Commonwealth University	<b>Graduate Certificate Programs Approved:</b> <ul style="list-style-type: none"> <li>• Learning Sciences (13.0607)</li> <li>• Sustainability, Health, and Health Care (51.2211)</li> </ul> [Correction Date: March 14, 2024]	Fall 2024
Virginia Commonwealth University	<b>Program Modifications Approved:</b> <ul style="list-style-type: none"> <li>• Change the delivery format of the Bachelor of Arts (BA) in Human and Organizational Development (52.1005) from hybrid to traditional face-to-face and fully online</li> <li>• Add an online delivery format to the Bachelor of Science (BS) in Sociology (45.1101)</li> </ul>	Fall 2024
Virginia Commonwealth University	<b>New Degree Program Not Approved:</b> <ul style="list-style-type: none"> <li>• Bachelor of Science (BS) degree program in Digital Forensics and Incident Response (43.0403)</li> </ul>	March 27, 2024
Virginia Commonwealth University	<b>New Degree Program Approved:</b> <ul style="list-style-type: none"> <li>• Bachelor of Science (BS) degree program in Supply Chain Management (52.0203)</li> </ul>	Fall 2024



Part 2 of 3:

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

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

<b>Community College</b>	<b>Degree</b>	<b>Program Name</b>	<b>CIP</b>
Blue Ridge	Associate of Arts	Liberal Arts	24.0103
	Associate of Science	Computer Science	11.0701
		Education	13.0101
		Engineering	14.0101
		General Studies	24.0102
		Business Administration	52.0201
		Social Sciences	45.0101
Paul D. Camp	Associate of Science	Business Administration	52.0201
		Computer Science	11.0701
		General Studies	24.0102

Central Virginia	Associate of Science	Computer Science	11.0701
J. Sargeant Reynolds	Associate of Science	Computer Science	11.0701
		Health Sciences	51.0000
Laurel Ridge	Associate of Arts	Liberal Arts	24.0103
	Associate of Science	Computer Science	11.0701
		Education	13.0101
		General Studies	24.0102
		Health Sciences	51.0000
		Business Administration	52.0201
		Social Sciences	45.0101
Mountain Empire	Associate of Arts	Liberal Arts	24.0103
	Associate of Science	Education	13.0101
		Engineering	14.0101
		General Studies	24.0102
		Business Administration	52.0201
		Science	30.0101
Mountain Gateway	Associate of Arts	Liberal Arts	24.0103
	Associate of Science	Social Sciences	45.0101
New River	Associate of Arts	Liberal Arts	24.0103
	Associate of Science	Education	13.0101
		Engineering	14.0101
		General Studies	24.0102
		Business Administration	52.0201
		Science	30.0101
Patrick & Henry	Associate of Science	Business Administration	52.0201
		Education	13.0101
		General Studies	24.0102
		Health Sciences	51.0000
		Science	30.0101
		Social Sciences	45.0101
Tidewater	Associate of Science	Education	13.0101
		Health Sciences	51.0000
Virginia Highlands	Associate of Arts	Liberal Arts	24.0103
	Associate of Science	Computer Science	11.0701
		Education	13.0101
		Engineering	14.0101
		General Studies	24.0102
		Health Sciences	51.0000
		Business Administration	52.0201
		Science	30.0101
		Social Sciences	45.0101
Virginia Western	Associate of Science	Computer Science	11.0701
		Health Sciences	51.0000

Wytheville	Associate of Science	Business Administration	52.0201
		Education	13.0101
		General Studies	24.0102
		Health Sciences	51.0000
		Science	30.0101
		Social Sciences	45.0101

Part 3 of 3:

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

**Four-Year Publics  
Programs Discontinued**

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

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

<b>Community College</b>	<b>CIP</b>	<b>Award</b>
Danville	15.0000	AAS, Applied Engineering Technology
Danville	15.1302	Diploma, Computer Aided Drafting and Design Technology

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

## **Capps Biography**



John Capps became the seventh president of Central Virginia Community College in March 2011. Dr. Capps brings to the office 34 years of higher education experience, including service as an interim president, vice president, dean, program head, and professor of English. A native of Austin, Texas, he earned his bachelor's and master's degrees in English and his doctorate in education—all from Virginia Tech.

Among his noteworthy accomplishments at CVCC, Capps worked to establish the Lynchburg City Schools Early College Program, the Great Expectations Program for foster youth, and the Lynchburg Regional Governor's STEM Academy. Beginning in summer 2021, CVCC will launch the Lynchburg Regional CTE Academy. In 2016, CVCC was selected by the U. S. Department of Education as an experimental site for awarding Pell Grants to high school students. The college was one of only 44 institutions in the country invited to participate in the initiative. In addition, CVCC has been named multiple times by *The Chronicle of Higher Education* as a "Great College to Work For," and in 2020 the college was named by *Lynchburg Living* as one of the area's "Best Places to Work."

In a further effort to promote affordability and accessibility, CVCC was a founding partner with Beacon of Hope to provide tuition-free community college to graduates of the Lynchburg City Schools, and the college has adopted open educational resources—or free textbooks—to help relieve students of the high cost of books. More recently, CVCC has received two multi-million dollar grants to establish Title III and TRIO programs, both of which promote success among disadvantaged students from underrepresented populations and students with disabilities. In 2019, Horizon Behavioral Health acknowledged Capps's contributions to the region by giving him a Lifetime Service Award for his work in serving low-income and underserved communities.

Dr. Capps's board memberships have included the Virginia Center for Inclusive Communities, the Lynchburg Regional Business Alliance, United Way, Goodwill Industries, the Lynchburg City Schools Education Foundation, the Virginia Nuclear Energy Consortium Authority, the Central Virginia Workforce Development Board, and Beacon of Hope. Capps has also served as a trustee of the Southern Association of Colleges and Schools Commission on Colleges.

Dr. Capps is the father of two—Elizabeth and Ryan—and is a grandfather to Clari, Spencer, and Mary. He and his wife, Sarah, who is also an English professor, live in Bedford.

## State Council of Higher Education for Virginia Agenda Item

**Item:** #III.E – Update on the Virginia Military Survivors and Dependents Education Program (VMSDEP)

**Date of Meeting:** July 23, 2024

**Presenter:** Gen. John Jumper  
Chair, SCHEV Council

**Most Recent Review/Action:**

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

**Date:**

**Action:**

**Purpose of the Agenda Item:**

The purpose of this item is to update Council on matters related to the Virginia Military Survivors and Dependents Education Program (VMSDEP), in which SCHEV has an administrative role.

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

On May 15, Governor Youngkin issued Executive Directive Seven, “Addressing Changes to the Virginia Military Survivors and Dependents Education Program,” which directed SCHEV to create a stakeholder-driven task force to review the new state budget’s changes to VMSDEP eligibility and to help inform the development of guidance materials that would minimize the changes’ impacts on military and veteran families to the greatest extent possible. Additionally, the task force is to consider further program changes and provide recommendations to address any unintended consequences of the state budget’s changes.

Council chair John Jumper and SCHEV director Scott Fleming are members of the task force, which is co-chaired by Education Secretary Aimee Guidera and Veterans and Defense Affairs Secretary Craig Crenshaw. The task force held its first meeting on June 10; the majority of the meeting was devoted to public comment on the VMSDEP-eligibility changes.

The Virginia Senate reconvened on June 18 and July 1 considered several bills in committee, but took no action as a body. The Virginia House of Delegates reconvened on June 28 and acted to repeal the VMSDEP changes. The General Assembly reconvened on July 18 and acted to repeal the VMSDEP changes and to authorize additional funds to public institutions to offset VMSDEP waivers.

**Materials Provided:** See Background/Summary section above.

**Financial Impact:** N/A

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

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

**Resolution:** N/A

# State Council of Higher Education for Virginia Agenda Item

**Item:** #III.F – Update on a Council Priority Initiative: Civic Education in Virginia

**Date of Meeting:** July 23, 2024

**Presenter:** Dr. Jodi Fisler  
Senior Associate for Assessment Policy & Analysis  
[jodifisler@schev.edu](mailto:jodifisler@schev.edu)

**Most Recent Review/Action:**

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

**Date:** October 24, 2023

**Action:** Council discussed SCHEV's role in civic engagement.

**Purpose of the Agenda Item:**

The purpose of this item is to provide Council with additional information about civic education in Virginia. Council will receive results from the 2023-24 Constructive Dialogue Initiative, through which 12 Virginia public colleges and universities implemented the Constructive Dialogue Institute's online dialogue skills training program. Council will also receive an update about the 2024 Day of Dialogue and other efforts coordinated by SCHEV to promote civil discourse and free expression on campuses.

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

SCHEV's Policy on Student Learning Assessment and Quality in Undergraduate Education requires all public institutions to assess their undergraduate students on six core competencies, one of which is civic engagement. This competency was added to the policy as part of extensive revisions adopted in 2017. The inclusion of civic engagement as a required competency was grounded in the 2014 iteration of *The Virginia Plan for Higher Education*, which made two specific references to civic engagement.

To support institutions in meeting the expectations of this requirement, SCHEV has convened several virtual and in-person gatherings for institutional faculty and staff for the purpose of discussing various aspects of teaching and assessing civic engagement. These gatherings, which have come to be known as "Days of Dialogue," have allowed faculty and staff to share success stories and helpful resources with one another, and also allowed SCHEV staff to hear from institutional representatives about the challenges they face. SCHEV staff use insights and feedback generated at these gatherings to inform further action in a manner appropriate to SCHEV's mission and statutorily assigned duties.



In response to input received at the 2022 Day of Dialogue, SCHEV engaged in a partnership with the Constructive Dialogue Institute (CDI), a nonprofit organization that develops research-based educational tools to help people communicate more effectively across lines of difference. Twelve public institutions opted to participate in the program in 2023-24, reaching thousands of students. Outcome measures assessed by CDI include affective polarization, intellectual humility, conflict resolution, dichotomous thinking, psychological safety, and belonging.

Results from the 2023-24 CDI cohort were shared with attendees of the 2024 Day of Dialogue, held at Virginia Tech on May 30, 2024. Approximately 100 faculty and staff from 22 Virginia colleges and universities (including some community colleges and private institutions) gathered in Blacksburg to continue conversations about how to teach and assess civic engagement among Virginia's undergraduates. This year's event focused particularly on different models for engaging students in productive dialogue in the classroom and on campus.

**Materials Provided:**

- Constructive Dialogue Institute/SCHEV 2023-24 Report

**Financial Impact:** N/A

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

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

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

- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Support experiences that improve students' employment outcomes, income and community engagement.
- Improve the alignment between post-secondary academic programs and labor market outcomes.
- Cultivate a climate of inclusion and innovation through scholarship, research, a diverse faculty and other programming.

**Resolution:** N/A



# SCHEV: Updated Fall 2023 Semester Report

March, 2024



## Executive Summary

- **Over 5876 learners started using *Perspectives*, with a 74% completion rate** observed in institutions with available data
- Overall, students rated the program positively, with a **median satisfaction score of 8 out of 10**.
- Participating students were primarily women, liberal, heterosexual, and White/Caucasian.
- Compared to other students, **SCHEV students were higher in intellectual humility and higher in affective polarization**.
- Several demographic differences were found, including the following:
  - LGBTQ+, liberal, and female students showed higher affective polarization, while male, heterosexual, and conservative students showed lower levels.
  - Multiracial students reported lower belonging, whereas men reported lower psychological safety.

## Executive Summary

- **SCHEV students showed significant improvement in intellectual humility, affective polarization, dichotomous thinking, belonging, and psychological safety**
- **A large majority of students reported benefits related to personal and, professional, and communication skills (74%-79%)**
- The pattern of improvement was similar across major demographic groups
- **Participating students reported numerous benefits**, including improved communication skills for handling difficult conversations constructively, gaining understanding and empathy towards others, fostering respectful dialogue, and developing strategies for conflict resolution.

## Program Experience



**>5876**  
Learners Used  
*Perspectives\**

**74%**  
Completed  
*Perspectives\*\**

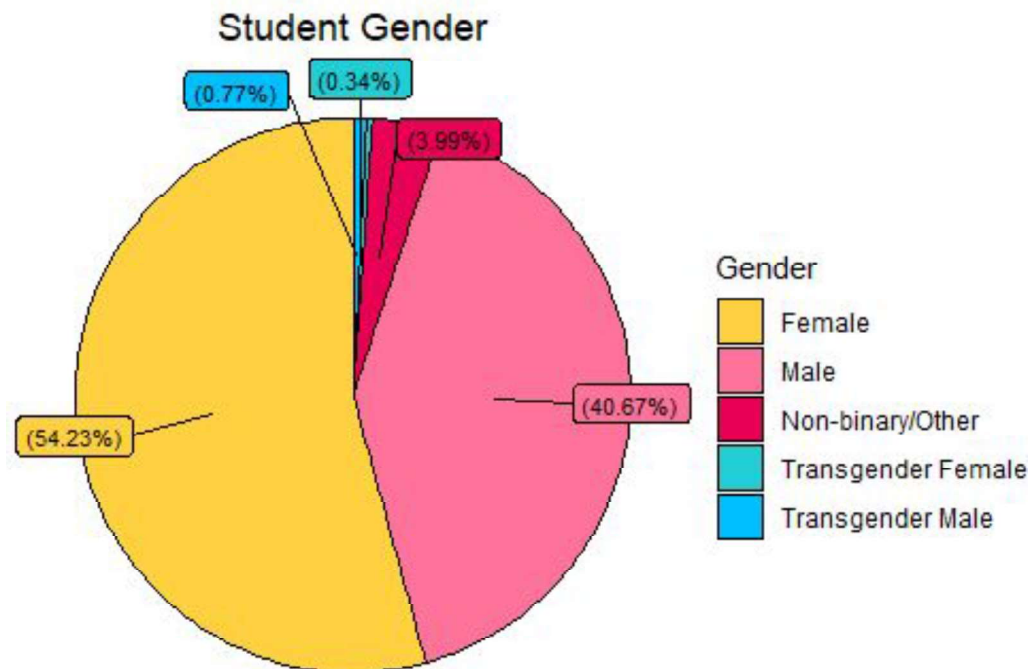
**8/10**  
Median  
Satisfaction  
Score

\*Due to limitations of CDI's previous technical platform, precise completion data from George Mason University was no longer available in 2024. However, we estimate over 2000 GMU students were reached by Perspectives. \*\*Completion data from GMU is not included in this completion rate.

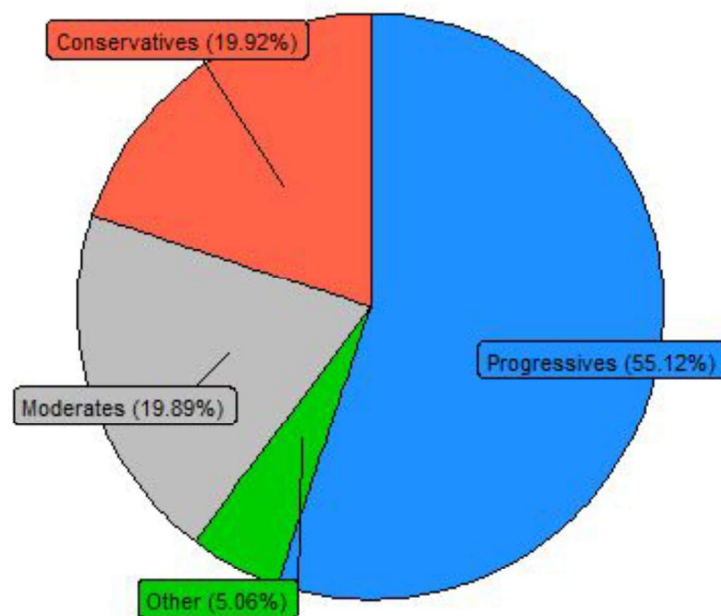
## Student Demographics

Average Age: **19.18** years

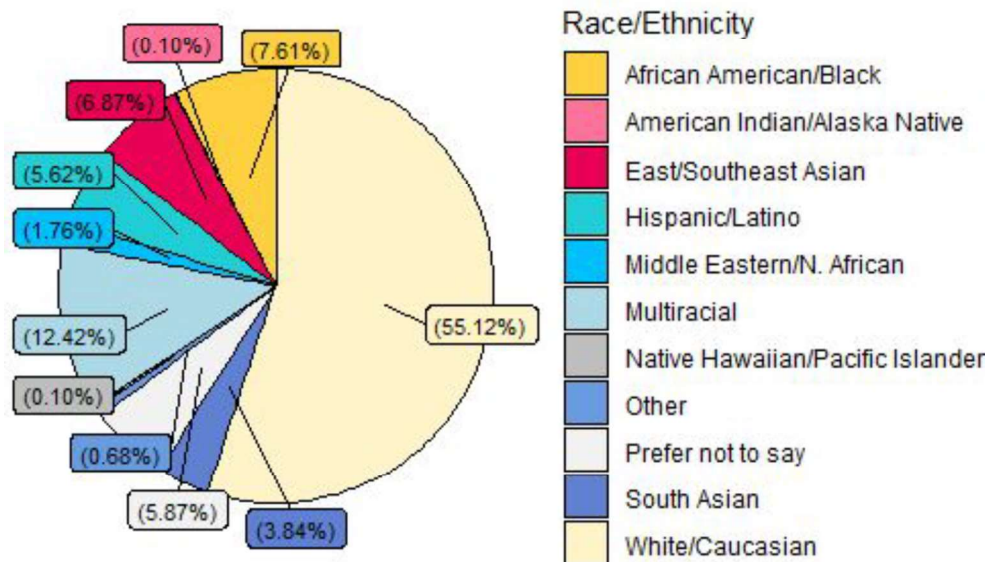
**15.43%** First generation students



## Student Demographics: Political Views



## Student Demographics: Race/Ethnicity





## The Perspectives survey examined six metrics:

- **1) Intellectual Humility**

- The awareness of one's cognitive limitations and the fact that one could be wrong.
  - *"I accept that my beliefs and attitudes may be wrong."*

- **2) Affective Polarization**

- The extent to which people dislike and distrust those with different political views.
  - e.g., *"How do you feel about about individuals who identify as liberal/progressive?"*

## The Perspectives survey examined six metrics:

- **3) Dichotomous Thinking**

- The tendency to think in terms of polar opposites, without considering any middle ground between these extremes.
  - *“All questions have either a right answer or a wrong answer.”*

- **4) Conflict Resolution**

- The ability to find a peaceful solution to a disagreement
  - *“When in conflict with others, I defend myself by showing it is the other person’s fault.”*
  - *“When in conflict with others, I ask respectful questions to learn about what is important to the other person.”*

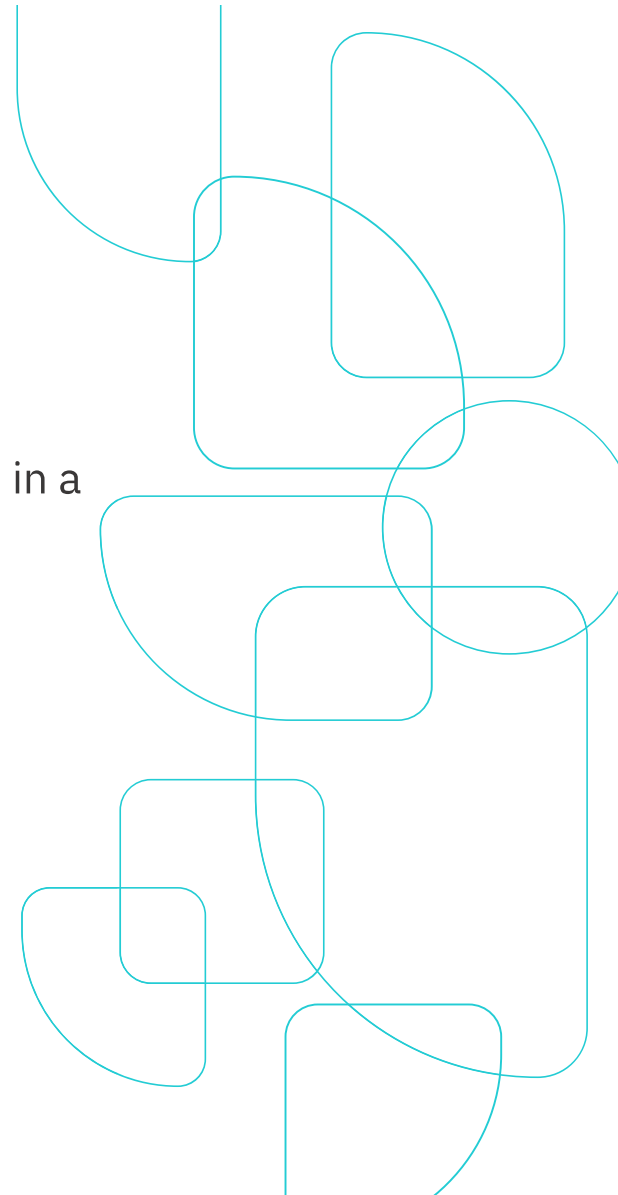
## The Perspectives survey examined six metrics:

- **5) Psychological Safety**

- The shared perception that it's safe to take interpersonal risks in a group.
  - *"If I make a mistake in this class, it is held against me."*

- **6) Sense of Belonging**

- How much a person feels they belong in a group
  - *People at [school/organization name] accept me."*



## SCHEV Students compared to other University students

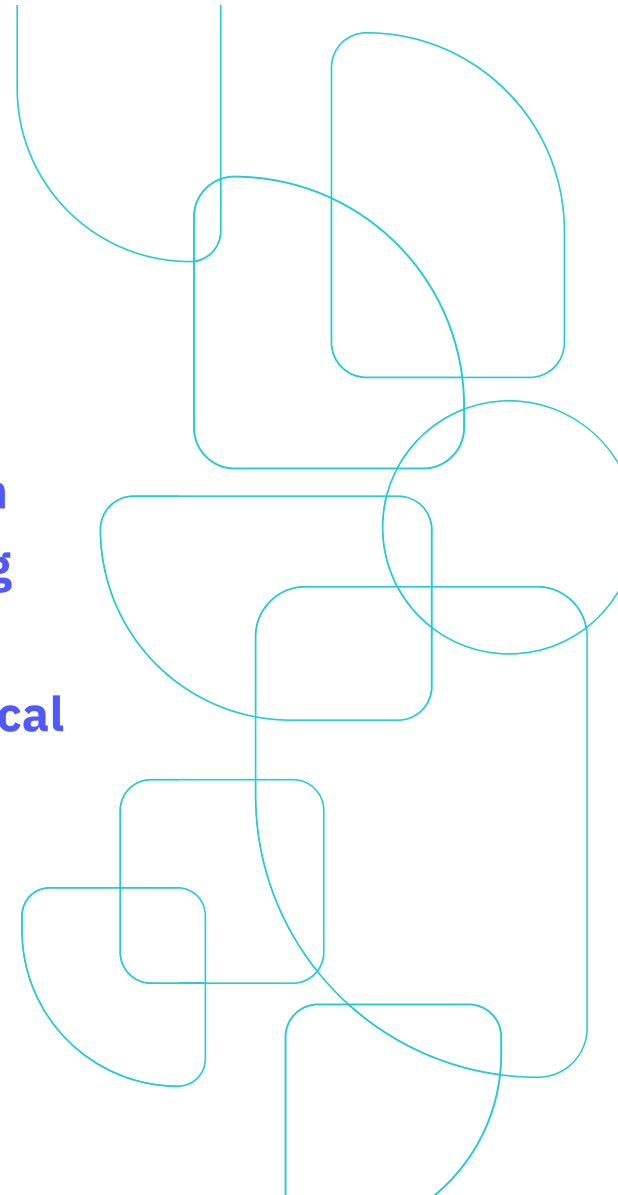
- **Compared to other students, SCHEV Students were...**
  - *Higher in intellectual humility*
  - *Higher in affective polarization*

## Some Notable Baseline Demographic Differences

- LGBTQ+, liberal, and female students showed higher affective polarization, while male, heterosexual, and conservative students showed lower levels.
- East/southeast Asian, LGBTQ+, and liberal students exhibited higher levels of intellectual humility, whereas Hispanic/Latino, African American/Black, conservative, and Middle Eastern/North African students demonstrated lower levels.
- Multiracial students reported lower belonging, whereas men reported lower psychological safety.
- Hispanic/Latino, African American/Black, male, conservative, and first-generation students displayed higher dichotomous thinking, while white, female, LGBTQ+, and legacy students showed lower levels.
- Middle Eastern/North African, non-binary, gay/lesbian, bisexual, and female students demonstrated higher conflict resolution skills, whereas men and conservatives showed lower levels.

## Summary of Outcomes:

- **Learners significantly improved in Intellectual Humility**
- **Learners significantly improved in Affective Polarization**
- **Learners significantly improved in Dichotomous Thinking**
- **Learners significantly improved in feelings of Belonging**
- **Learners significantly improved in feelings of Psychological Safety**
- Learners did not significantly improve in Conflict Resolution

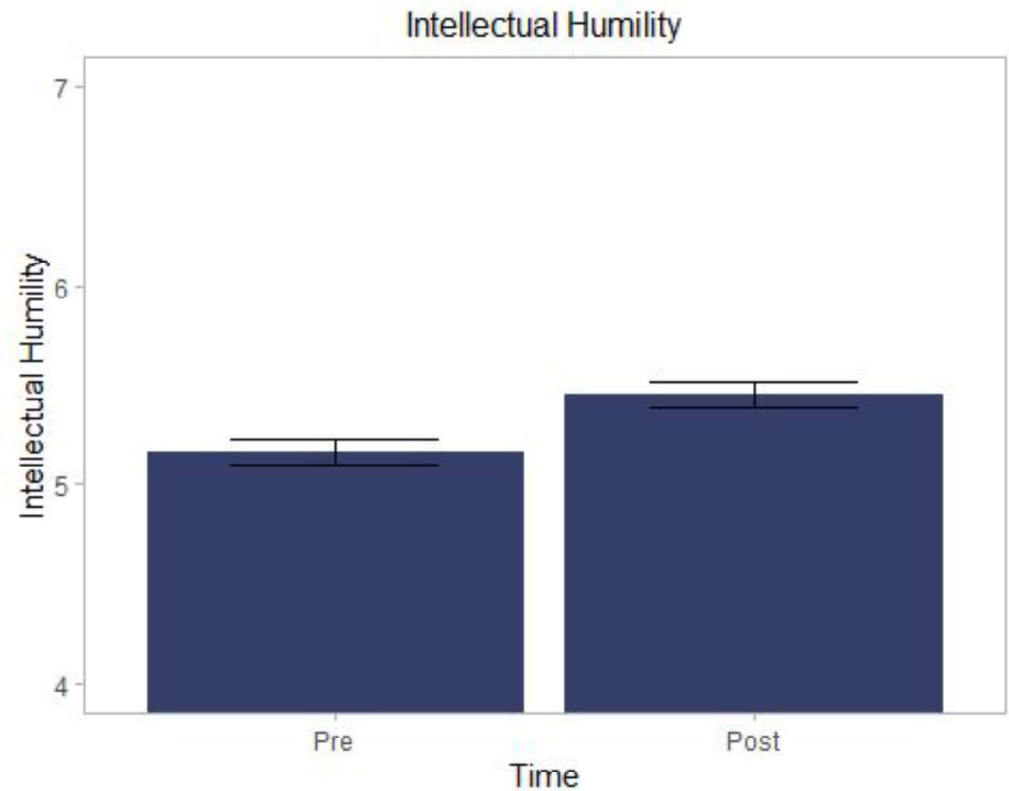


## Intellectual Humility

**The awareness of one's cognitive limitations and the fact that one could be wrong**

Learners significantly improved,  
 $p < .001$

46.44% of Learners Improved

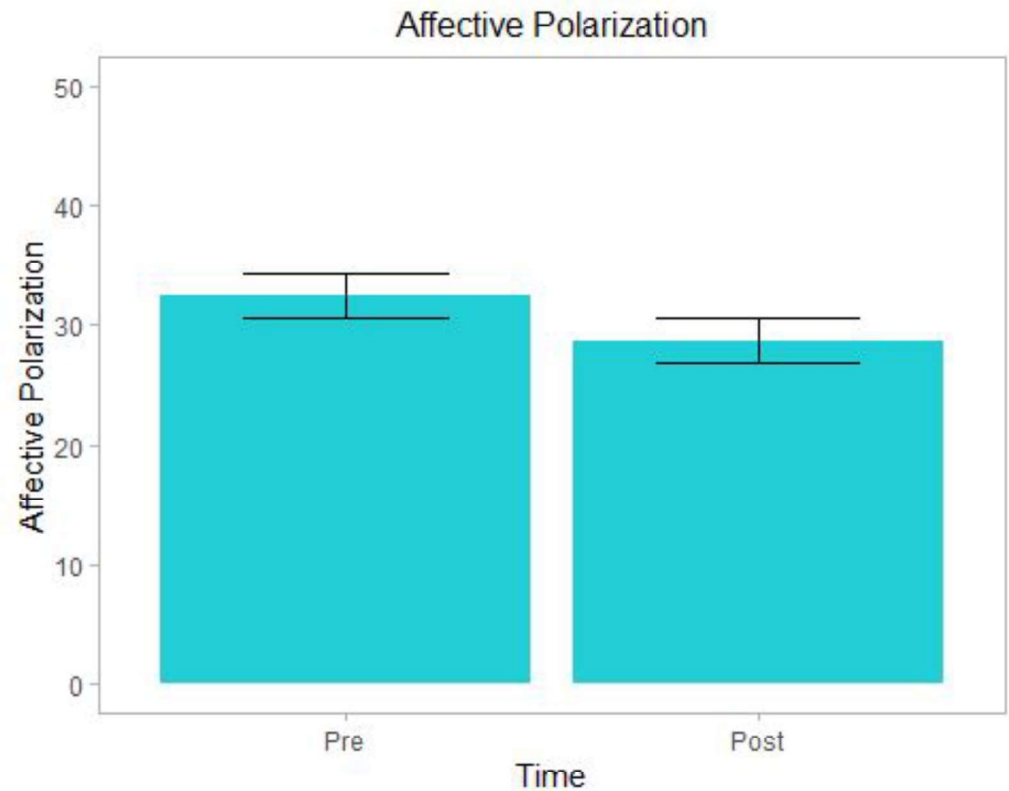


## Affective Polarization

**The extent to which people dislike and distrust those with different political views.**

Learners significantly improved,  
 $p < .001$

51.89% of Learners Improved



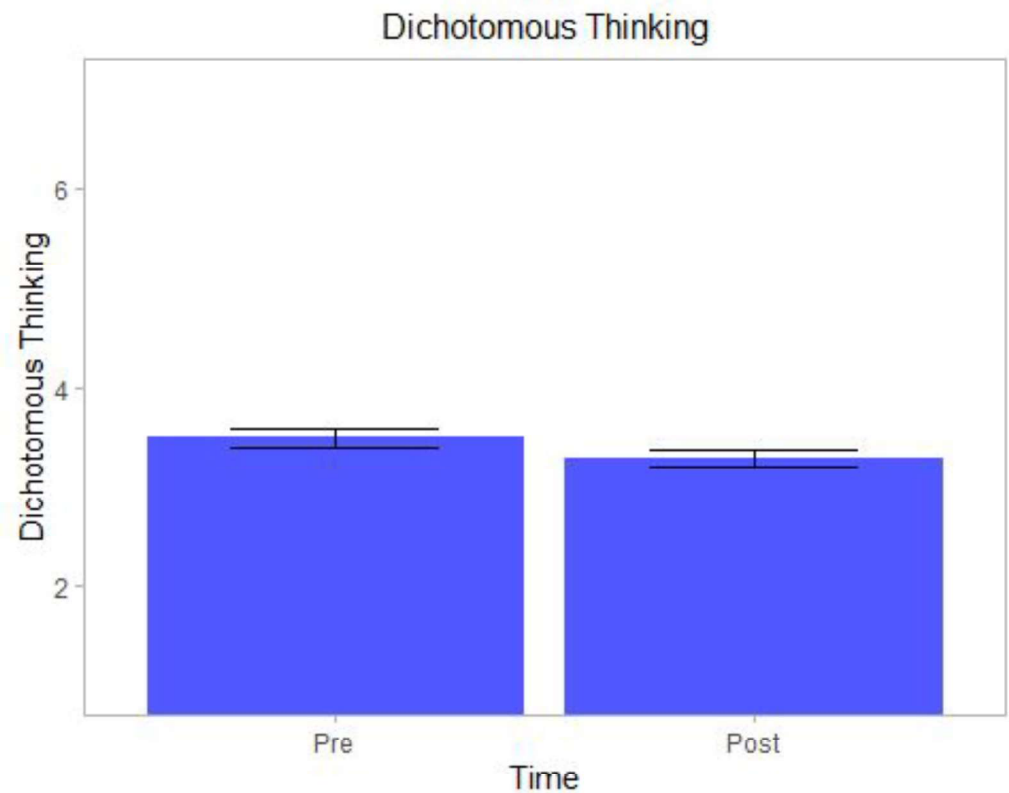


## Dichotomous Thinking

**The tendency to think in terms of polar opposites, without accepting possibilities that lie between these two extremes.**

Learners significantly improved,  
 $p < .001$

34.79% of Learners Improved

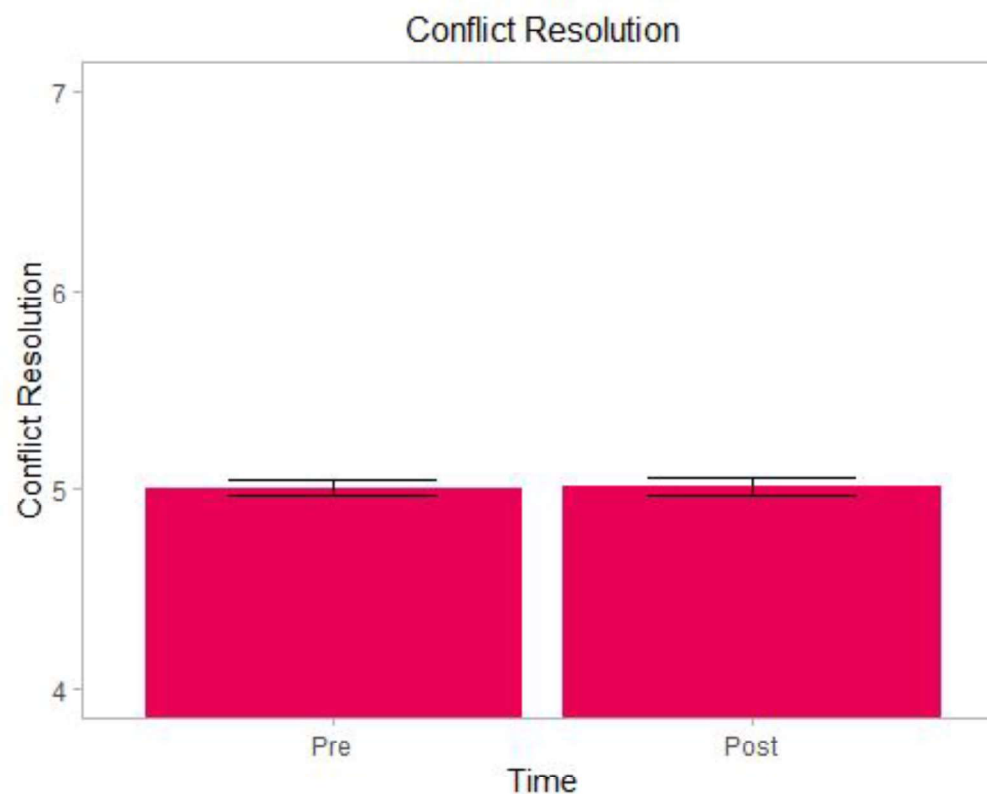


## Conflict Resolution

**The ability to find a peaceful solution to a disagreement.**

Learners did not significantly improve,  $p = 0.721$

43.71% of Learners Improved

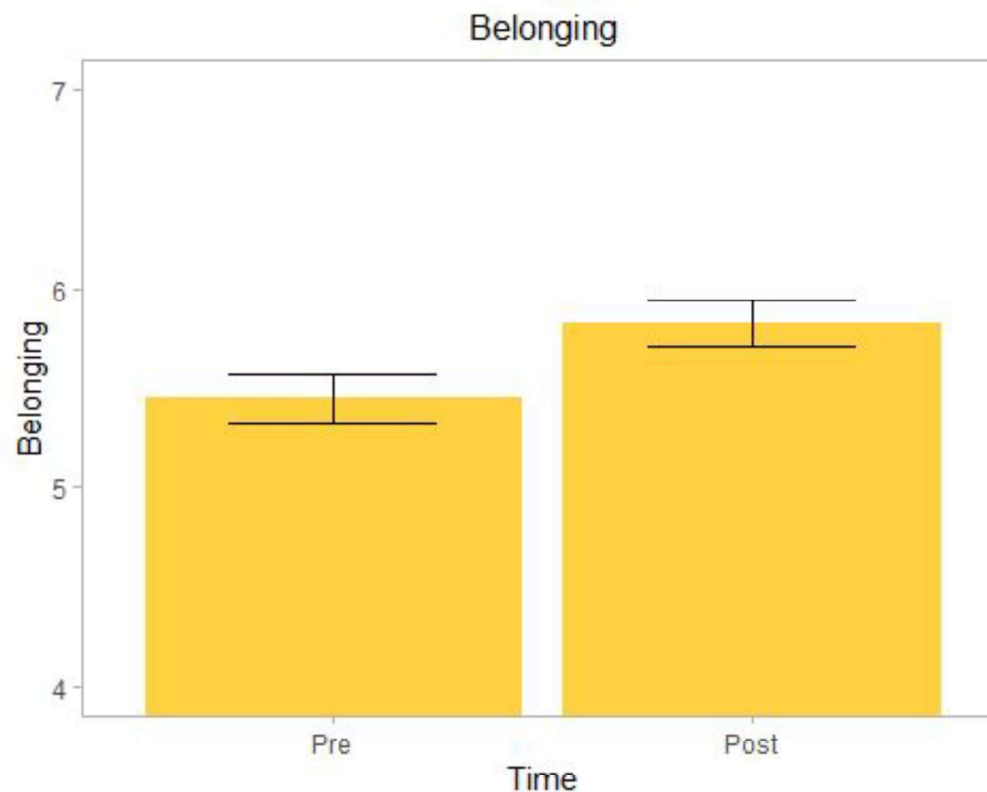


## Belonging

**How much a person feels they belong in a group**

Learners significantly improved,  
 $p < .001$

43.32% of Learners Improved

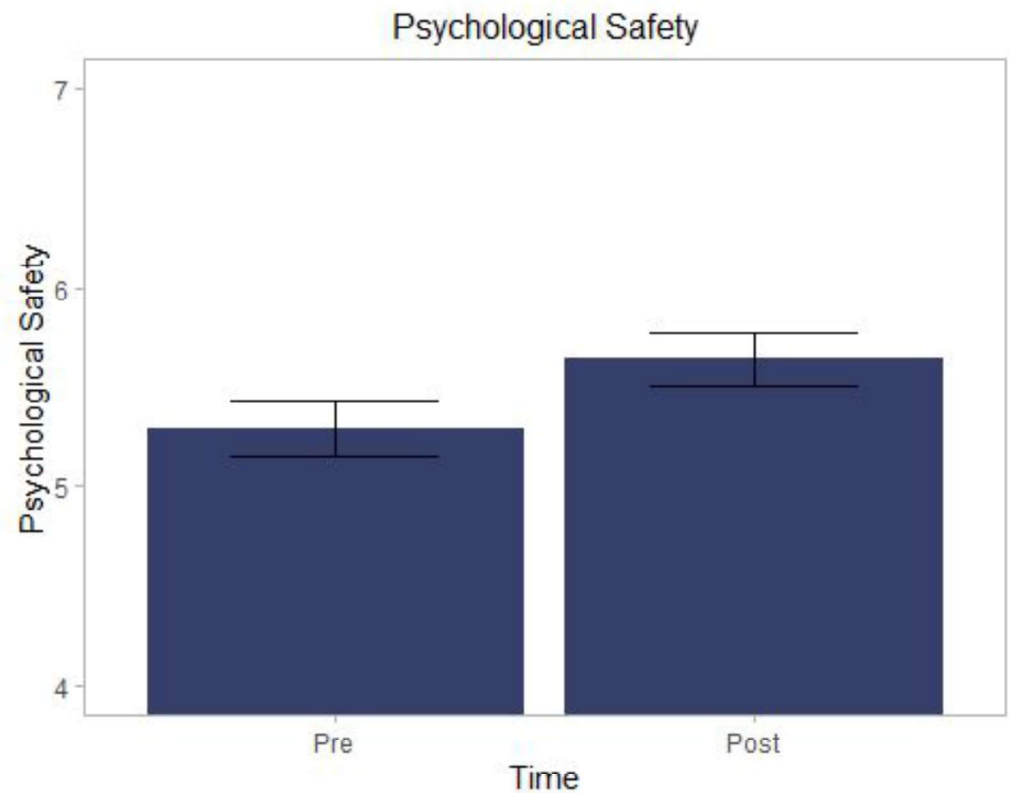


## Psychological Safety

**The shared perception that it's safe to take interpersonal risks in a group.**

Learners significantly improved,  
 $p < .001$

39.57% of Learners Improved



## Notable Changes in Outcomes by Demographic Groups

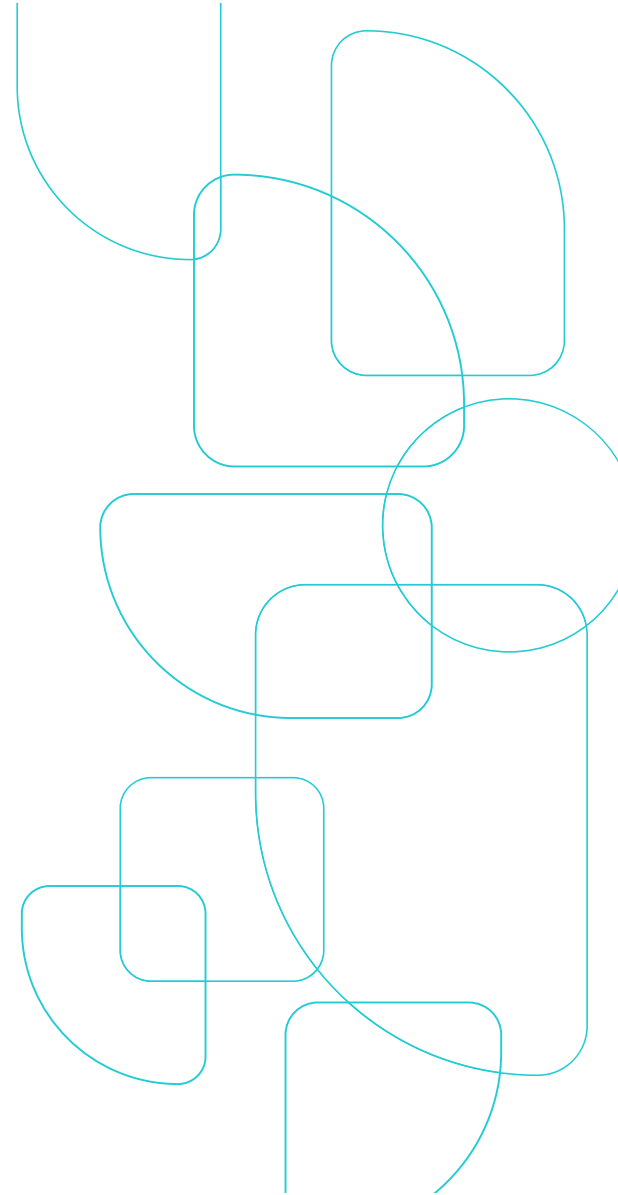
- Intellectual humility improvement was similar to other students using Perspectives and a pattern of improvement was seen across most demographic groups
- Most demographic groups showed a pattern of improvement in affective polarization, except for groups that are typically less polarized (e.g., men, heterosexuals, conservatives)
- Most demographic groups showed a pattern of improvement in dichotomous thinking
- Belonging and psychological safety showed a pattern of improvement across demographic groups

## Perceived Benefits

- **79%** said they **practice what they learn from the *Perspectives* program in their personal or professional life.**
- **77%** said that *Perspectives* helped them feel **more confident communicating across differences.**
- **73%** said that *Perspectives* helped them feel **more confident having difficult conversations.**
- **79%** said that *Perspectives* helped them **gain valuable professional and/or life skills.**
- **74%** said that *Perspectives* helped them feel **more comfortable working with diverse others.**
- **55%** said that *Perspectives* helped them **build more meaningful relationships with their peers.**

## Summary of Feedback: Main Benefits

- The student feedback highlights numerous benefits, including improved communication skills for handling difficult conversations constructively, gaining understanding and empathy towards others, fostering respectful dialogue, and developing strategies for conflict resolution.
- Students also report increased confidence in engaging with diverse viewpoints, gaining insights into biases, and enhancing interpersonal relationships through active listening and empathy.
- Overall, students reported that *Perspectives* fosters a more inclusive and understanding environment, equipping individuals with valuable communication tools to navigate various social situations effectively.



## Example Feedback: Main Benefits

The main benefit was getting to have these conversations.

Learning all of these techniques to handle difficult conversations and they can be applied to different situations and people.

Being a better and more understanding human.

It helped me identify the similarities between myself and others even when our ideas are different.

A better outlook on how to communicate with others constructively.

I benefited from learning about how to converse better with others.

Good communication.





# SCHEV: Spring 2024 Semester Report

June, 2024



## Executive Summary

- **1205 students used *Perspectives***, with a **75% overall completion rate**. Most schools using *Perspectives* had a high completion rate.
- **Student satisfaction was relatively high** (median rating: 8 / 10), with a **90% satisfaction rate**
- Participating SCHEV students were mostly women, liberal/progressive, heterosexual, and White/Caucasian.
- **SCHEV students were lower in belonging** compared to other students completing *Perspectives*.
- Some baseline differences were found across SCHEV student demographics, including:
  - Liberals/progressives were higher in affective polarization and intellectual humility than conservatives.
  - However, among political views, liberals/progressives had the lowest dichotomous thinking, whereas conservatives and the highest levels of dichotomous thinking.

## Executive Summary

- Spring 2024 SCHEV students showed significant improvements in intellectual humility, affective polarization, dichotomous thinking, belonging, and psychological safety after completing *Perspectives*.
- Many students found benefits from completing *Perspectives*. For example:
  - **78% said they practice what they learn** from the *Perspectives* program in their personal or professional life.
  - **77%** said that *Perspectives* helped them **gain valuable professional and/or life skills**.
  - **74%** said that *Perspectives* helped them **feel more confident communicating across differences**.
- Qualitative feedback from students highlighted learning how to communicate effectively, manage emotions, and confront arguments respectfully, while also suggesting improvements to engagement, more complex content, and technical improvements.

## Program Experience

**1205**  
Learners Used  
*Perspectives*

**75%**  
Completed  
*Perspectives*

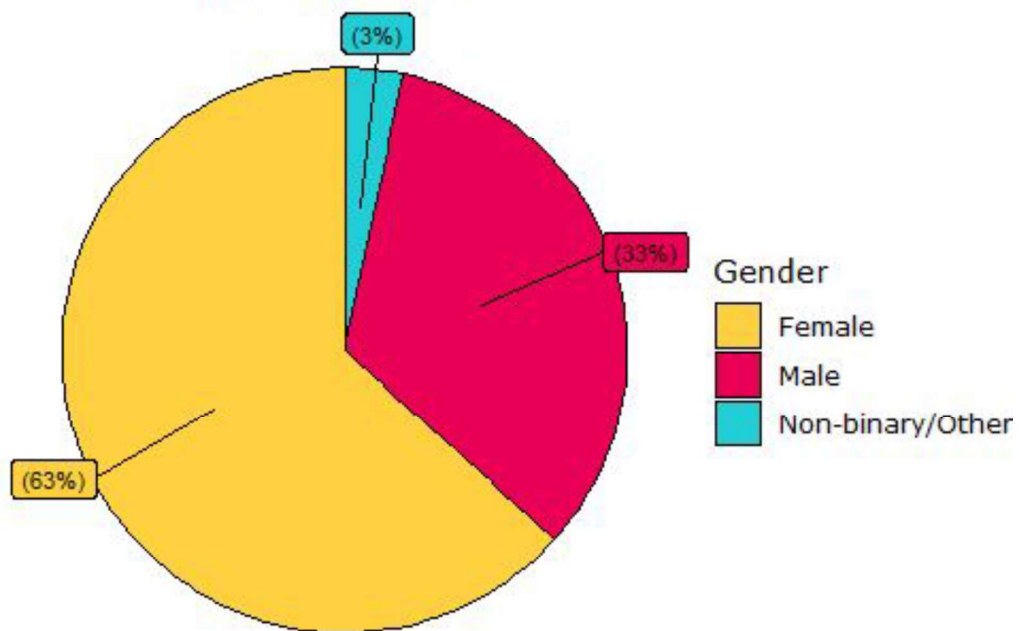
**8/10**  
Median  
Satisfaction  
Score\*

\*90% of learners said they were satisfied with *Perspectives*

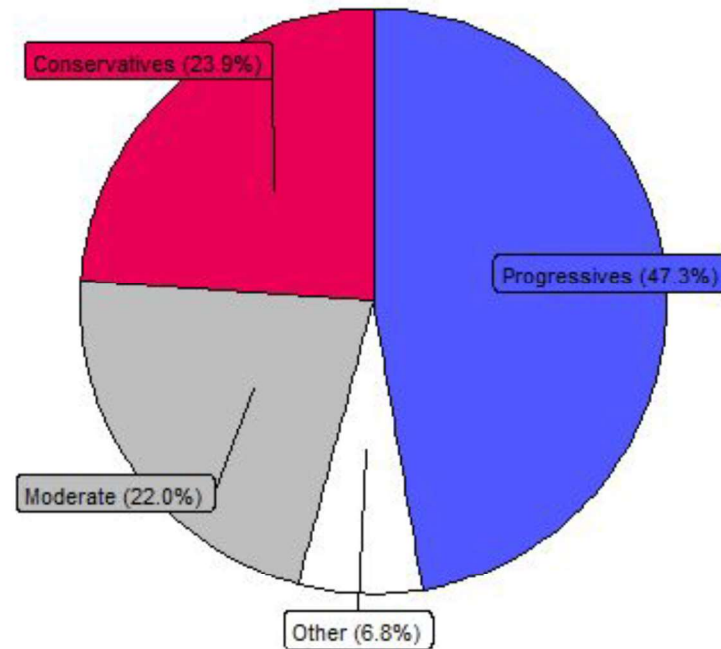
## Student Demographics

Average Age: **22.36** years

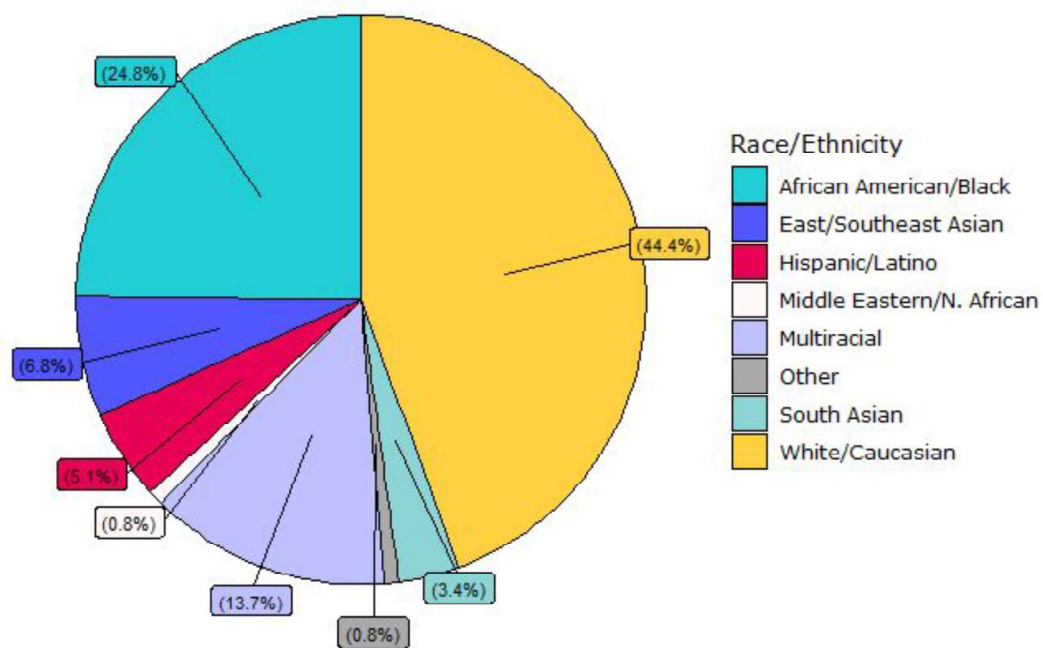
**23.14%** First generation students



## Student Demographics: Political Views



## Student Demographics: Race/Ethnicity



## SCHEV Students compared to other students

- *Compared to other students, SCHEV students were...*
  - *lower in belonging*
- *There were no other significant differences between SCHEV and non-SCHEV students.*



## Summary of Outcomes:

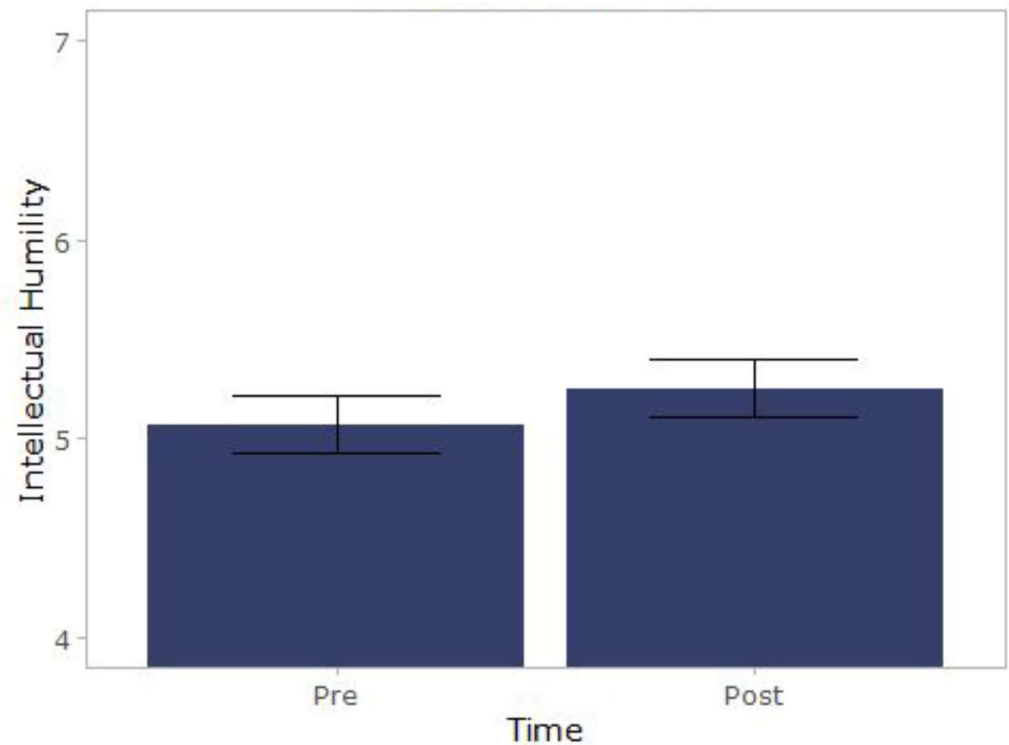
- **Learners significantly improved in Intellectual Humility**
- **Learners significantly improved in Affective Polarization**
- **Learners significantly improved in Dichotomous Thinking**
- **Learners significantly improved in feelings of Belonging**
- **Learners significantly improved in feelings of Psychological Safety**
- Learners did not significantly improve in Conflict Resolution

## Intellectual Humility

**The awareness of one's cognitive limitations and the fact that one could be wrong**

Learners significantly improved,  
 $p = 0.009$

37.07% of Learners Improved

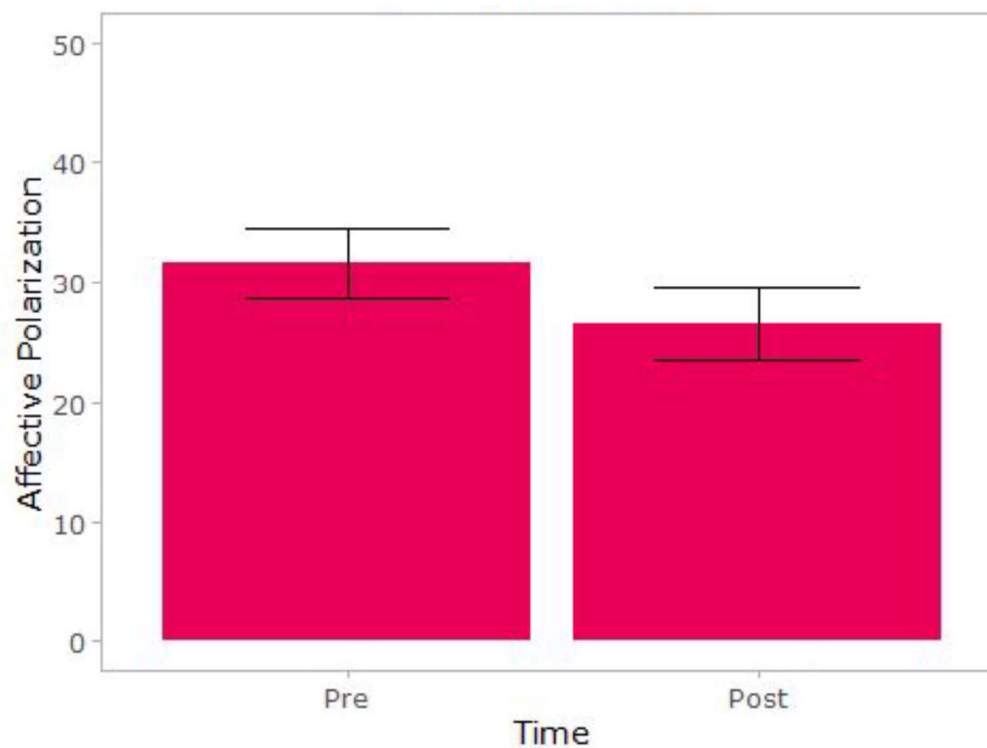


## Affective Polarization

**The extent to which people dislike and distrust those with different political views.**

Learners significantly improved,  
 $p < .001$

46.26% of Learners Improved

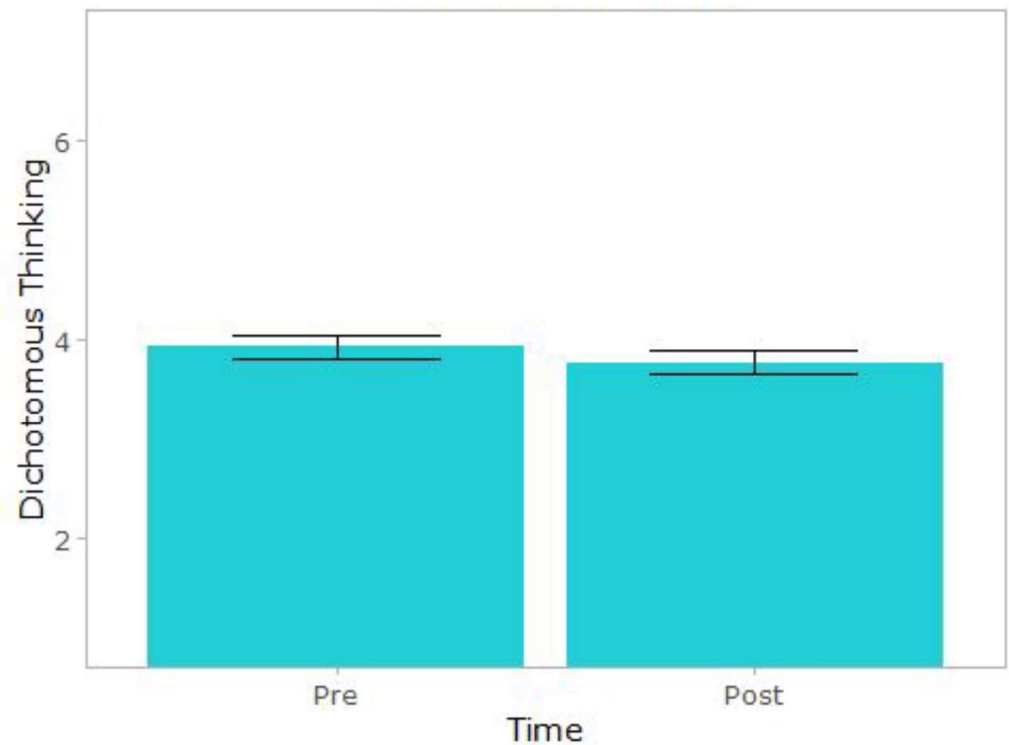


## Dichotomous Thinking

**The tendency to think in terms of polar opposites, without accepting possibilities that lie between these two extremes.**

Learners significantly improved,  
 $p = 0.004$

34.62% of Learners Improved

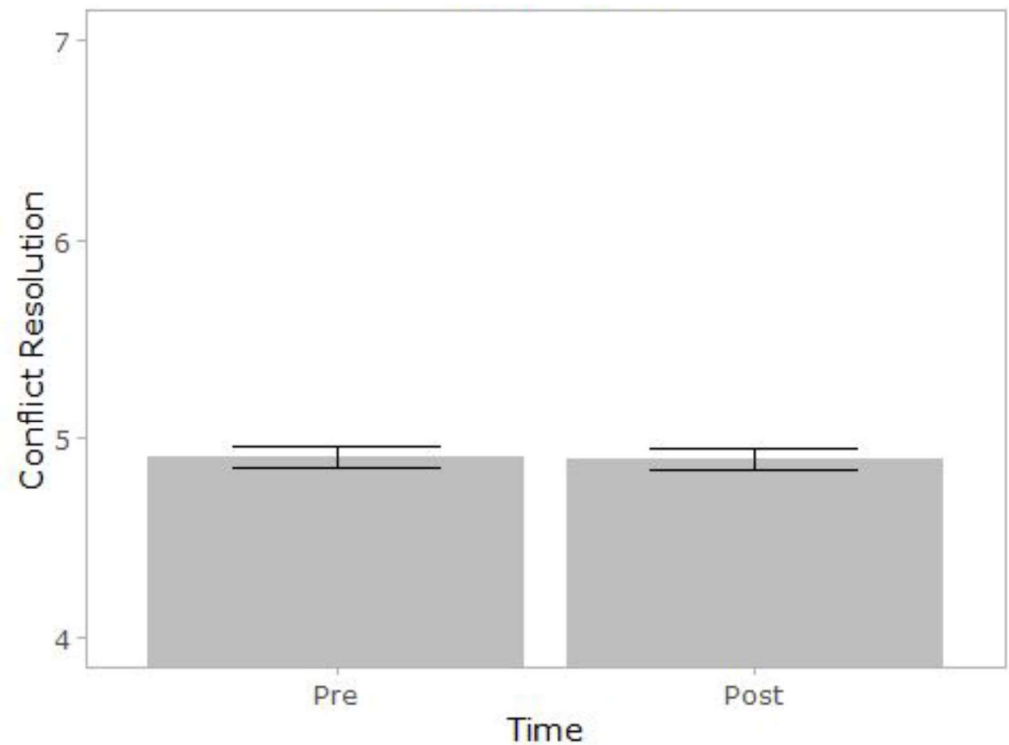


## Conflict Resolution

**The ability to find a peaceful solution to a disagreement.**

Learners did not significantly improve,  $p = 0.735$

41.41% of Learners Improved

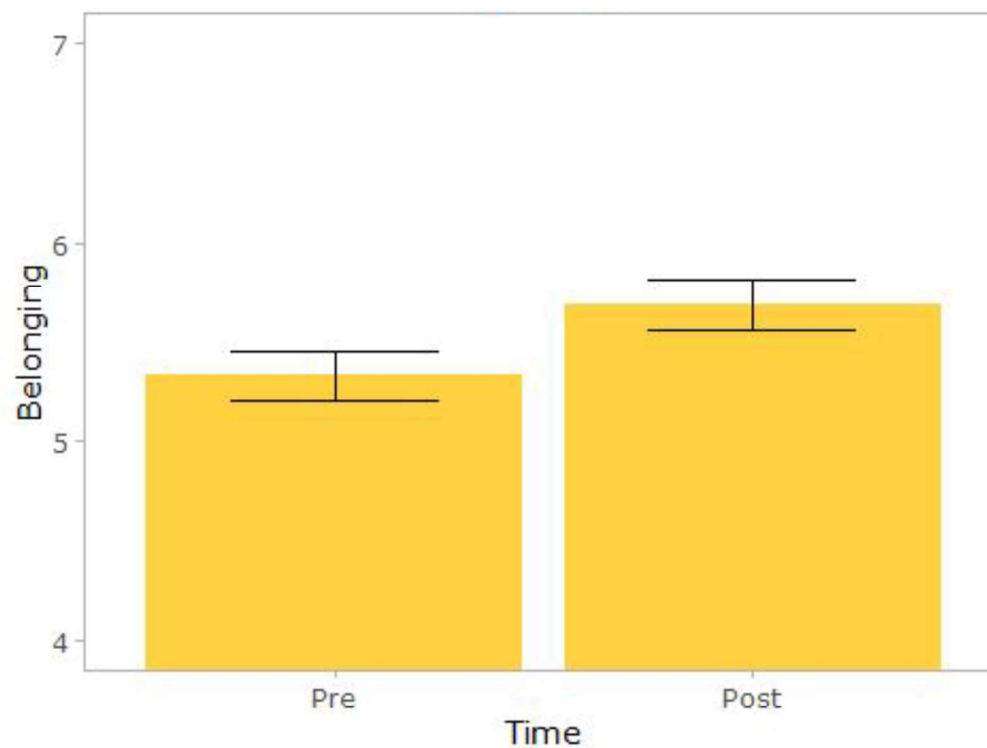


## Belonging

**How much a person feels they belong in a group**

Learners significantly improved,  
 $p < .001$

43.63% of Learners Improved

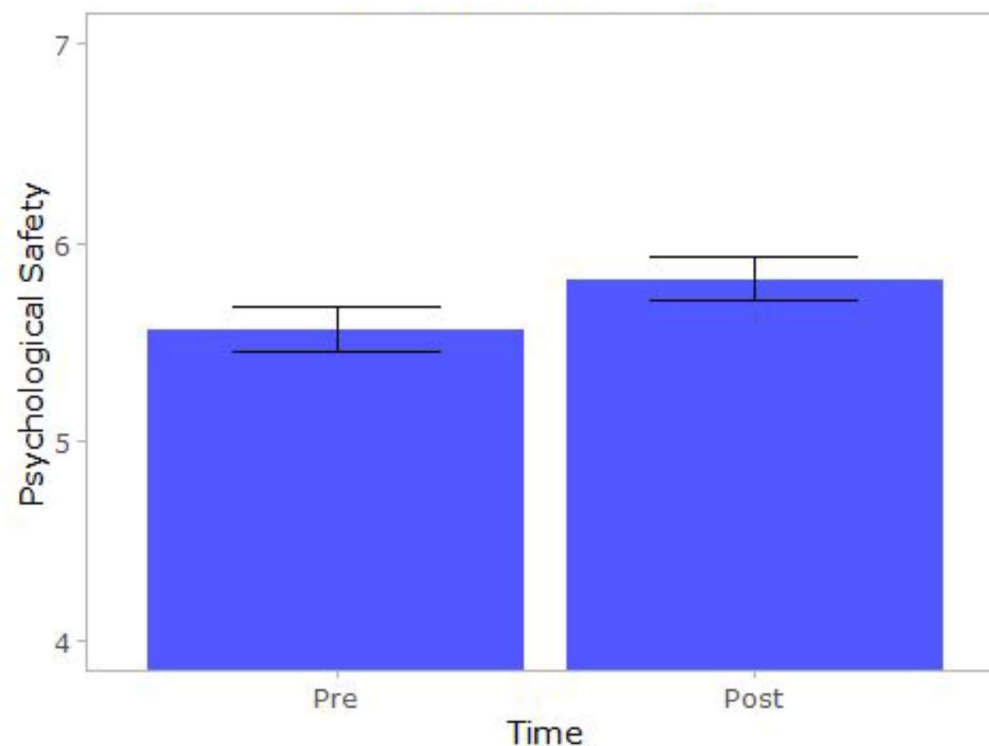


## Psychological Safety

**The shared perception that it's safe to take interpersonal risks in a group.**

Learners significantly improved,  
 $p < .001$

49.68% of Learners Improved



## Perceived Benefits

- **78%** said they **practice what they learn from the *Perspectives* program in their personal or professional life.**
- **77%** said that *Perspectives* helped them **gain valuable professional and/or life skills.**
- **74%** said that *Perspectives* helped them feel **more confident communicating across differences.**
- **74%** said that *Perspectives* helped them feel **more comfortable working with diverse others.**
- **73%** said that *Perspectives* helped them feel **more confident having difficult conversations.**
- **54%** said that *Perspectives* helped them **build more meaningful relationships with their peers.**



## Summary of Students' Free Response Feedback: Main Benefits

- Overall, students appreciated learning how to communicate effectively, manage emotions, and confront arguments respectfully.
- The feedback indicates that students learned to better understand and respect differing viewpoints, stay calm in conflicts, and engage in productive discussions.
- They gained skills in conflict resolution, listening, and communication, emphasizing cultural awareness and compassion.
- Techniques for handling difficult conversations, understanding others' perspectives, and avoiding assumptions were highlighted.
- Students reported increased confidence, comfort in sharing opinions, and the ability to engage in civil discourse.

# State Council of Higher Education for Virginia Agenda Item

**Item:** #III.G – Update on SB 21 (Policies for Establishing Eligibility for Accommodations)

**Date of Meeting:** July 23, 2024

**Presenter:** Emily Salmon  
Assistant Director of Strategic Planning and Policy Studies  
[emilysalmon@schev.edu](mailto:emilysalmon@schev.edu)

**Most Recent Review/Action:**

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

**Date:**

**Review:**

**Purpose of the Agenda Item:**

The purpose of this item to provide Council with an overview of SCHEV's new duty stemming from SB21/HB 509 to "*study the processes by which each public institution of higher education determines the eligibility for accommodations of an admitted or enrolled student with a temporary or permanent disability and identify in such processes and make recommendations to reduce any barriers to establishing eligibility.*" Staff will provide additional context relating to the study, the progress made by the SB21/HB509 workgroup on the study and next steps.

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

SCHEV staff facilitate an ongoing, quarterly Disabilities Access to Higher Education Advisory Committee to identify and address access and success issues pertaining to students with disabilities. In 2022, the Committee developed an action plan with the short term goal of producing "Best Practice Guidelines for Accommodation Practices" which was finalized in late 2023.

During SCHEV's Advisory Committee January meeting, members raised questions about the bills. As a result, during the 2024 legislative session, staff met with Delegate Cohen regarding HB509, its origin and questions from stakeholders regarding the intent of the legislation. At that meeting staff shared recent work of the committee, specifically, the "Best Practice Guidelines for Accommodation Practices."

As the General Assembly's 2024 session unfolded, SB21/HB509 survived as a study bill assigned to SCHEV. Specifically, SCHEV is charged to engage an expert panel (work group) and study the processes by which public institutions establish eligibility for disability services not individual student accommodations. The study is intended to identify: institutional guidelines/policies/practices; barriers to establishing eligibility; and

recommendations from such a review of institutional practices that reduce barriers and promote more uniform processes. The study culminates with SCHEV submitting a report on findings and recommendations to the General Assembly by October 1.

In April, staff formed an SB21/HB509 workgroup with representation from: (i) public higher-ed institutions; (ii) K-12 special education; (iii) current college students; (iv) disability advocacy organizations; (v) disability services/accommodation professionals; and (vi) subject matter experts. Through July 8, the group had convened four times.

Completed activities of the workgroup to date include:

- Review, modification, use and endorsement of portions of the existing “Best Practice Guidelines for Accommodation Practices” document. Specifically, edited sections pertaining to the “Principles” and “Documentation Guidelines” sections of the document.
- Use of the content framework of the “Documentation Guidelines” referenced above to develop a survey form for public institutions to identify the processes each uses to establish eligibility for disability services and the relevant training provided to Disability Services staff.
- Completion and dissemination of the survey, the collective results of which will inform potential recommendations in SCHEV’s report.

**Next Steps:** The survey window will close in late July. The aggregated data will be collected, analyzed for common themes as well as alignment with best practices, and used to inform the workgroup’s recommendations. The analysis and recommendations will be shared with other relevant stakeholders (i.e., the bill patrons) and serve as the core components of SCHEV’s study report to the General Assembly. The workgroup will convene several more times and review the draft report before final submission by October 1.

**Financial Impact:** No estimated impact currently.

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

The SB21/HB509 study relates to the Goal of “Closing Access and Completion Gaps: Removing Barriers to Access and Attainment for...students with disabilities.”

**Timetable for Further Review/Action:**

Staff will update Council at its September meeting.

**Resolution:** N/A

## State Council of Higher Education for Virginia Agenda Item

**Item:** #III.H – Discussion of the State Budget and Preparation for the 2025 General Assembly Session

**Date of Meeting:** July 23, 2024

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

**Most Recent Review/Action:**

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

**Date:** May 13, 2024

**Review:** Council received an update on the Conference Report from the 2024 General Assembly session.

**Purpose of Agenda Item:**

The purpose of this item is to facilitate members' initial discussions of the priorities and foci of the recommendations on budgetary and policy matters that Council will make in the fall in advance of the 2025 legislative session.

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

In May, the General Assembly met in special session to approve a 2024-26 biennial budget. Governor Youngkin signed it shortly thereafter. The budget adds over \$360 million in general fund support to higher education, much of it in alignment with the recommendations Council made in January. (A summary of the higher-ed budget is included as an appendix at the end of this item.)

In advance of the next legislative session, staff provides the information on the following pages to inform Council's next budget and policy recommendations in areas of institutional operations, student financial assistance and policy considerations.

**Materials Provided:** A staff document, "Preparation for the 2025 General Assembly Session," appears behind these cover pages; it details potential priority areas and foci for Council's next budget and policy recommendations.

**Financial Impact:** This item/discussion carries no financial impacts.

**Timetable for Further Review:** At the September meeting, SCHEV will bring forward draft recommendations for members' discussion. Staff will seek action on a set of final recommendations at the October meeting.

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

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

**Resolution:** None

## **PREPARATION FOR THE 2025 GENERAL ASSEMBLY SESSION**

### **Introduction and Overview**

This document: (i) summarizes the 2024-26 biennial budget for higher education; (ii) summarizes the budget-planning process for 2025 amendments to the state budget; and (iii) provides considerations to inform Council discussions of preliminary priority areas and foci for the budget and policy recommendations it will make in the Fall.

### **Section 1: 2024-2026 Biennial Budget, Highlights**

In May, Governor Youngkin signed the budget for the 2024-26 biennium. Many of Council's priorities were incorporated, including additional funds to institutions to mitigate tuition increases, need-based financial aid, support for noncredit workforce credentials and increases in the Virginia Military Survivors and Dependents Education Program (VMSDEP) stipend and first-time funding for the VMSDEP tuition waiver. (A summary of the higher-ed budget is included as an appendix at the end of this item.)

Relative to the prior two-year budget, the budget for FY 2025 and FY 2026 increases funding to public institutions for Education and General (E&G) support by \$106 million in each year of the biennium, an annual 4.7% increase. Institutions also receive \$17 million in the first year and \$20 million in the second year for undergraduate need-based student aid, a 3.8% and 4.5% increase, respectively. (The aid numbers in the table below include need-based and non-need-based aid and institution-specific items.)

**Additional General Fund Appropriations in 2024-2026**  
(in millions)

<b>Program</b>	<b>2024-25</b>	<b>2025-26</b>	<b>Biennial Total</b>
E&G	\$106.28	\$106.28	\$212.56
Financial Aid	\$21.50	\$25.50	\$47.00
Others	\$24.12	\$22.50	\$46.62
SCHEV	\$25.50	\$29.80	\$55.30
<b>TOTAL</b>	<b>\$177.40</b>	<b>\$184.08</b>	<b>\$361.48</b>

Institutions also receive funding to support a 3% salary increase each year for faculty and staff. The state funds only a portion of institutions' salaries (about 50% on average), with the institutions covering the remaining portion, primarily through tuition revenue.

Recent investments have impacted Virginia's national "funding per student" ranking. The "FY 2023 State Higher Education Finance (SHEF) Report," prepared by the State Higher Education Executive Officers (SHEEO) organization, places Virginia 25<sup>th</sup> (at the median) nationwide in "total funding per full-time equivalent (FTE) student." This ranking has been relatively stable over time. Historically, compared to other states, Virginia has relied more on tuition revenue than state-budget support. However, between FY 2015 and FY 2023, Virginia's ranking on "state budget support per FTE" improved from 44<sup>th</sup> to 28<sup>th</sup>. In FY 2023, Virginia ranked 19<sup>th</sup> on "tuition revenue per student," an improvement from 11<sup>th</sup> highest in FY 2016. For Virginia, this positive convergence of state budget and tuition revenue has been a result of increased state appropriations to higher education combined with concerted tuition-moderation efforts, relative to the actions of other states.

## Section 2: Budget Planning, Generally and for FY 2026

*State Process:* Virginia operates on a biennial budget, in which legislators consider a two-year budget in even-numbered years, and the second year of the biennium is amended in odd-numbered years. The General Assembly's 2025 session will be a "short session" (45 days rather than 60 for long sessions) to consider new legislation and to amend the 2024-26 biennial budget (i.e., final adjustments to FY 2025 and reconsiderations of FY 2026 based on new revenue projections, economic forecasts and priorities).

For Virginia state government, the budget-planning process for each legislative session begins in the prior summer, even before the Governor's Office issues instructions for the budget requests that agencies and public institutions of higher education will submit in September or October.

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

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

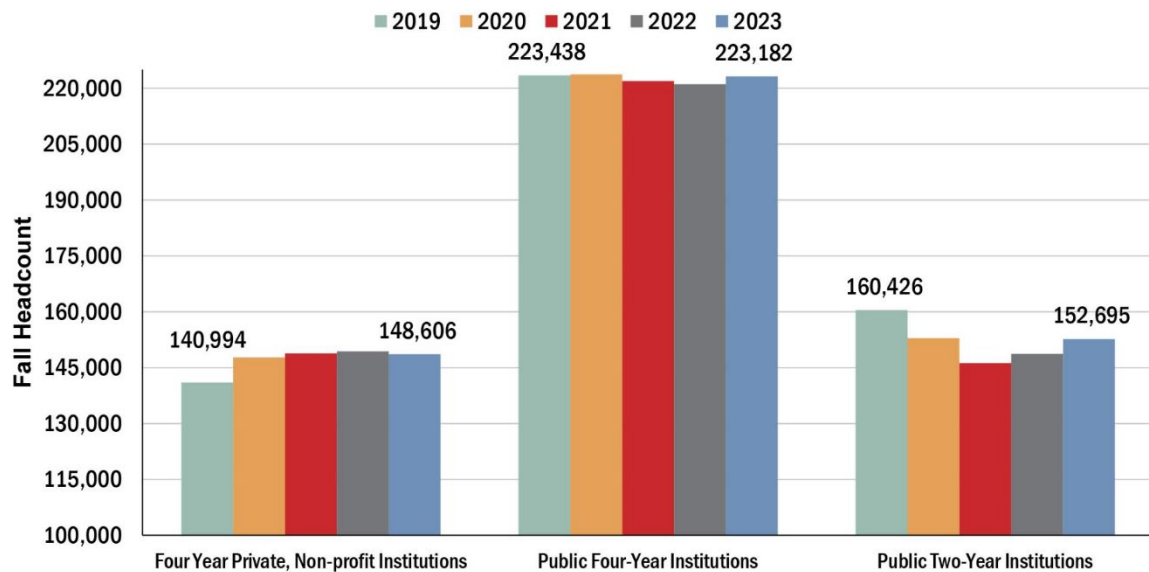
Typically, at Council's July meeting, staff collects feedback from the discussions of the Resources and Planning Committee and develops drafts recommendations for its consideration at the September meeting. The Committee and the full Council typically act on final budget and policy recommendations at the October meeting, after which staff transmits those recommendations to the executive and legislative branches.

The normal process for developing Council's recommendations begins with the following three factors and their relationships to the goals of the statewide strategic plan for higher education:

- (1) *Institutions' requests in their six-year operating plans*: This process begins with SCHEV staff's review of the public institutions' planned items/activities to determine 'needs' (potential unavoidable costs) versus 'wants' (capacity building). Plans were received July 15, and staff is reviewing these requests in coordination with staff of the legislative money committees, the Secretary of Finance, the Secretary of Education and the Department of Planning and Budget (DPB).
- (2) *Fiscal and outcomes conditions*: This staff review is an assessment of fiscal and outcomes conditions to identify/understand areas of opportunity. For fiscal measures, such includes review of funding and costs per FTE student, fiscal health of an institution and comparisons to national averages at a state and institutional level. For outcomes, such includes changes in enrollment, retention and completion of students (including subgroups).
  - SCHEV's research website [displays](#) revenue and expenditures by institution, and staff regularly analyzes expenditures by program per FTE. The institutional "fact packs" created as part of the 2023 six-year-planning process to visualize trends may inform budget conversations.
  - The [rate of working-age Virginians](#) who possess a postsecondary credential or degree remained flat in 2022, the most recent year available. However, the Commonwealth increased its rank from 7th to 6th in the nation and saw increases in attainment for Black/African American Virginians and Hispanic/Latino Virginians.
  - Enrollment at Virginia's colleges and universities in 2023-24 [largely recovered](#) compared to 2019-20 (before the COVID-19 disruptions). For Fall 2023, Virginia institutions reported 524,483 students enrolled, which was only 375, or 0.07%, fewer students than in Fall 2019. These counts include in-state and out-of-state students enrolled full- and part-time at all degree levels at public and private institutions.

At the institutional level, enrollment fluctuates, and comparison to 2019 levels is but one benchmark. Note that in Fall 2023, while 15 (or 88%) of the 17 public institutions (the community-college system is counted as one institution) reported enrollment gains over Fall 2022, the by-institution variation in enrollment recovery since Fall 2019 by institution is less widespread. Only eight (or 47%) of the 17 public institutions had higher enrollments in Fall 2023 than Fall 2019.

## Trends in Fall Enrollment at Virginia Institutions by Sector



Source: SCHEV, E02 Fall Headcount & Early Enrollment Estimates

Data accessed November 2023.

Public two-year data still preliminary and does not include non-credit workforce training

- CNBC ranked Virginia the [“Top State for Business”](#) in 2024, the sixth time the Commonwealth has received this distinction. CNBC also ranked Virginia 1<sup>st</sup> for education. Among the higher education [inputs](#) for this factor are each state’s: number of colleges and universities; long-term trends in state-fund support for higher education; historically Black colleges and universities (HBCUs); and community-college and career-education systems.
- (3) *Economic factors:* These considerations include assessing current economic conditions, such as the impact of costs due to inflation, increases in the minimum wage, etc. Last year, staff estimated increased costs at institutions for non-personal services due to changes in minimum wage and inflationary costs. In addition, staff reviews Virginia’s revenue forecasts to project whether additional state funds might be available, or whether an economic slowdown or downturn might warrant reductions in state appropriations/spending. Current economic conditions and trends indicate relative stability.
- The [Consumer Price Index \(CPI\) in June 2024](#) was 3.0% higher than the previous year, a significant reduction from the hyper-inflation seen in 2022. Another measure of price inflation, the [Personal Consumption Expenditures Price Index](#), was 2.7% higher in April 2024 than the year prior, and was above the Federal Reserve's target of 2%.
  - In his [May \[2024\] Revenue Report](#), Finance Secretary Stephen Cummings reported that general fund revenues were up 5.9% (\$1.48 billion) through the first 11 months of Fiscal Year 2024 and were ahead of the revised forecast



by \$1.09 billion. In his report, Secretary Cummings noted that “Given the current interest rate environment, with inflation persisting above Fed targets and other uncertainties, our underlying outlook remains cautious.”

- In April, Virginia’s seasonally-adjusted [unemployment rate](#) decreased 0.1 percentage points to 2.8%.

- (4) *State or regional needs:* In addition, other factors to support workforce and regional needs may be considered. For example, the New Economy Workforce Credential Grant (WCG) and the Tech Talent Investment Program (TTIP) were established to address workforce shortages. The WCG provides funding for short-term credentials, and the TTIP supports increased degree production in Computer Science as part of the Amazon H2Q agreement.

### Section 3: Focus Areas for Potential Recommendations

Staff will continue to collect and refine information in the areas above. From staff’s initial reviews, three topical areas have emerged for consideration by Council:

#### *A. Tuition and mandatory educational and general (E&G) fees*

Tuition and E&G fees are those fees related to instruction and supported by the state. With the cost factors outlined below, staff will project the potential impact on tuition and E&G fees for in-state undergraduates and then compare that impact to the increases proposed in institutions’ six-year plans. Council may consider addressing these costs by institution or as an overall recommendation.

*A.1. Inflation impacts on non-personal services:* Non-personal services make up approximately 24% of an institution’s budget. Previously, SCHEV has applied a projected inflation rate to calculate the increase of unavoidable costs. The latest economic update from the U.S. Bureau of Labor Statistics indicates that in June 2024, the CPI had grown over 3.0% (without a seasonal adjustment).

*A.2. Salary impacts:* In the state’s cost-share model, the public institutions are expected to support a portion – roughly half – of salary increases. The salary increase in FY2026 will be 3%. While general fund support was provided in the FY 2026 budget, staff will review the estimated costs of the nongeneral fund share that is covered by tuition increases and will then project the impact of a potential tuition increase for in-state undergraduate students.

*A.3. Operation costs of new facilities:* Last year, SCHEV estimated the costs of operations and maintenance of new facilities at \$8.7 million in the first year and \$13.5 million in the second year. The 2024 General Assembly did not provide specific funding for the state share of new facilities. Staff plans to continue the 2023 recommendation for this item, as institutions most likely will cover this cost through tuition increases.

#### *B. Financial aid*

State financial aid is designed to make higher education more affordable and accessible to all students. When developing recommendations, staff considers projected cost increases to students, funding imbalances between institutions and any other indicators of student need. The lowering of students' unmet need is associated with improved retention and graduation rates.

*B.1. State need-based financial aid:* Last year Council recommended \$33.9 million in the first year and \$39.9 million in the second year for need-based undergraduate aid. The 2024-26 biennial budget adds \$17 million and \$20 million. For the 2025 legislative session, Council could consider recommending the difference (\$19.9 million) for FY 2026.

*B.2. State non-need-based student assistance:*

(i) *Graduate financial assistance:* Last year Council recommended that graduate-student financial aid increase by \$4 million in the first year and \$6 million in the second year. With increases of \$2 million and \$3 million approved for the biennium, Council could consider recommending that FY 2026 be increased by an additional \$3 million.

(ii) *Tuition Assistance Grant (TAG):* The TAG award is intended to make Virginia's private non-profit institutions a more affordable option for Virginians. The award increased by \$500 per year (from \$4,000 to \$5,000) during the 2022-24 biennium and, consistent with Council's recommendations, will increase to \$5,125 in FY2025 and \$5,250 for FY2026. Council can consider whether to recommend a further increase in the award for the 2025-26 award year.

(iii) *Space Grant scholarships/fellowships/internships:* The NASA-affiliated Virginia Space Grant Consortium (VSGC) provides scholarships and fellowships for STEM (Science, Technology, Engineering and Math) courses and programs, internships with NASA and industry, NASA summer academies, educator professional development, and STEM research. State funding for VSGC scholarships/fellowships has been at the \$170,000 level since 2005. Additional funding of \$130,000 would support an estimated 20-25 scholarships and fellowships per year. Another \$120,000 in additional funding would support an estimated 12-16 interns per year attending accredited institutions in Virginia for internships at NASA Centers.

## *C. Other strategic investments or policy considerations*

Other projects in FY 2025 that may have a future budget impact include:

*C.1. Financial aid restructuring:* Virginia's primary need-based financial aid programs are comprised of two separate programs funded by a single source: the Virginia Commonwealth Award and the Virginia Guaranteed Assistance Program (VGAP). This dual-program system can lead to confusion for students and requires considerable administrative burden to monitor how the programs interact. In 2019, SCHEV reviewed state financial aid programs and produced a set of recommendations to improve both the funding model and the administration of state aid programs. The [Review of Financial Aid Funding Formulas and Awarding Practices](#) report, published in November 2019,

resulted in changes in how financial aid funding recommendations are developed. Follow up reports included a [2020 Update: Review of Financial Aid Formulas and Awarding Practices](#) and a [2022 JLARC report](#).

Council might consider whether the time is ripe for Virginia to restructure its financial aid programs under the following broad principles:

- Combine the Commonwealth and VGAP programs, while retaining a progression incentive.
- Simplify the award requirements so as to provide greater transparency and predictability.
- Simplify the programs to ease institutional administration and improve student understanding.
- Ensure that state need-based awards target low- and middle-income students.

*C.2. Institutional Performance Standards:* Both the *Code of Virginia* and the state budget lay out the parameters of the Institutional Performance Standards (IPS). Current standards primarily apply to projection factors used for future planning recommendations and impact only a limited portion of funding. However, it is worth noting that 32 states (including Virginia) have adopted some form of performance-based funding (PBF). Council might consider recommending changes to the current institutional performance standards, and/or creating a separate set of performance standards (or recommending research into application of more extensive PBF models) for Virginia that serve a purpose broader than the current scope associated with the existing IPS requirement.

*C.3. Program Flexibility:* A growing number of higher education professionals have advocated for more flexible approaches to undergraduate education, including proposals such as three-year bachelor's degree programs. Federal policy has permitted the use of federal financial aid for these programs, and some states have begun exploring these options with some fervor, but progress typically depends on a combination of state policy, accreditation, and institutional adaptation. Council may recommend that Virginia examine and support changes in policy and legislation that would support flexible degree offerings.

*C.4. Public Private Partnerships for Additional Aid to Students:* Existing programs, such as the Tech Talent Investment Program (TTIP), provide support for specific labor market outcomes, and have also attracted philanthropic and business support. Council may recommend further evaluation, expansion or modification of TTIP, or creation of similar programs to provide direct financial aid to students to support workforce outcomes.

*C.5. Virginia Military Survivors and Dependents Education Program (VMSDEP):* The agency is participating in multiple task forces and discussions regarding the VMSDEP program. Council's recommendations will inform state discussions addressing the sustainability of the program while maintaining its commitment to veterans and their families.

*C.6. Cost study alignment:* In July 2022, SCHEV published a [Cost and Funding Needs Study](#). The report represented a broad consensus among stakeholders for a framework to measure costs, but its publication failed to produce an operational model. Council might recommend that the Commonwealth build on this framework to produce a working model for the next budget cycle, including an evaluation of the current “base adequacy formula, pending the outcomes of a study on institutional efficiency and effectiveness being conducted by the Joint Legislative Audit and Review Commission (JLARC) and a legislative joint subcommittee on higher education funding policies set to review and improve funding models beginning in December.

*C.7. Campus food insecurity:* At the direction of the 2024 General Assembly, SCHEV staff are completing a report of food insecurity at Virginia institutions that may result in legislative and budget recommendations. The report is due to the General Assembly by November 1, 2024.

*C.8. Disability accommodations on campus:* The 2024 General Assembly ([SB 21](#)) charged SCHEV to: (i) study the processes by which each public institution of higher education determines the eligibility for accommodations of an admitted or enrolled student with a temporary or permanent disability, (ii) identify in such processes any potential barriers to establishing eligibility; and (iii) make recommendations on reducing any such barriers and on the development and establishment of a uniform accommodations eligibility determination in the Commonwealth. This report is due October 1, 2024.

*C.9. Campus safety:* Council recognizes the need to ensure that students, faculty and staff are safe on the Commonwealth’s campuses and to support requests deemed likely to improve campus safety. A new statute requires public institutions to develop and implement policies for requiring that a campus-safety and emergency-preparedness training program be provided to and completed by all first-year students. The legislation’s fiscal impact statement noted that “costs vary per institution and include but are not limited to additional administrative staff support to track and verify completion of the training.” For the 2025 legislative session, Council could recommend funding to support these programs or to address campus safety more broadly.

*C.10. Mental Health Workforce Pilot:* The 2022 General Assembly allotted funds for SCHEV to award grants that enable institutions to underwrite the salary and benefits of an onsite, licensed clinical social worker (LCSW) or licensed professional counselor (LPC) candidate for two years. In turn, the hosting universities hire, train and supervise the LCSW/LPC candidates over the two-year period to work at on-campus mental health care facilities until licensed. The pilot program seeks to address immediate student demand for services and long-term campus behavioral health workforce development. SCHEV staff’s recent report on the program’s progress indicates that the pilot is increasing counseling capacity and reducing staff burnout at counseling centers. In its recommendations last year, Council recommended adding \$1 million to the program in the second year of the biennium.

*C.11. Outstanding Faculty Awards:* SCHEV administers the Outstanding Faculty Awards (OFA) program, which since the 1980s has been the Commonwealth’s highest honor for faculty at its public and private colleges and universities. Since 2005, the

awards have been sponsored by the Dominion Foundation. Due to concerns over funding beyond 2025, Council could consider recommending that the Commonwealth return to supporting this program with general funds, which it did until 2004.

*C.12. Analysis and Data Visualization:* SCHEV conducts analysis as required in code and the budget act (§ 23.1-208, § 23.1-203, § 23.1-303). SCHEV also collects student-level data reflecting the variation in students' paths through education and career. However, SCHEV could serve the Commonwealth better through expanded analysis and visualization of higher education data to better inform budget and policy decisions. Data visualization and communication would also contribute to SCHEV's initiative to inform student and family choice, as well as inform discussions of the Six-Year Plans.

*C.13. SCHEV Funding:* Over time, the agency has continued to receive responsibilities and assignments beyond those already captured in statute. As SCHEV's responsibilities have grown, the agency's operating budget from general fund sources has not grown in relationship to the responsibilities assigned.

## **APPENDIX: Summary of the 2024-26 Biennial Budget for Higher Education**

### **A. Operational Budget**

Major systemwide institutional operating budget items (general fund):

- Provides \$102.7 million per year for affordable access and degree production to support institutional operations, to minimize in-state undergraduate tuition increases, to improve retention and graduation and increase degree production in high demand programs.
- Provides additional undergraduate financial aid -- \$17 million in FY 2025 and \$20 million in FY 2026.
- Provides additional graduate-student assistance -- \$2 million in FY 2025 and \$3 million in FY 2026.
- Changes the Governor's proposed funding of \$100 million in FY 2025 for a new biotechnology, life sciences and pharmaceutical manufacturing network by providing \$21 million in FY 2025 and \$69 million in FY 2026 for a partnership between the Virginia Innovative Partnership Authority (VIPA) and four public universities – UVa, Virginia Tech, VCU and ODU.
- \$3.2 million per year to increase interest earnings and credit card rebates, which are allocated to institutions based on institutional performance standards.
- Increased funding for the Department of Health's Earn to Learn Nursing Education Acceleration Program: \$4 million per year for partnerships between educational and health institutions to increase the number of nursing graduates receiving necessary clinical training to achieve certification.
- Increases salaries by 3% each year for all state employees, including adjunct faculty and graduate assistants.

Major items in the SCHEV budget (general fund)

- Increases funding by \$2 million per year for the Virginia Military Survivors and Dependent Education Program (VMSDEP) Stipend.
- Provides \$20 million per year to offset the cost of tuition-waiver programs (including VMSDEP).
- Increases funding for the Workforce Credential Grant program, \$3.9 million in FY 2025 and \$5.25 million in FY 2026, reflecting Council's recommendations.
- Increases funding to support Virtual Library of Virginia (VIVA) collections: \$325,000 in FY 2025 and \$650,000 in FY 2026. The funding is provided to address unavoidable cost increases to maintain access to online databases and journals.
- Increases funding for the Innovative Internship Program and Fund by \$2.5 million in FY 2026.
- Reduces the Two-year College Transfer Grant program: (\$800,000) in FY 2025 and (\$600,000) in FY 2026.
- Eliminates funding for the Online Virginia Network (\$4 million per year).
- Transfers the appropriation for the Grow Your Own Teacher Program from SCHEV to the Virginia Department of Education.

## B. Capital Outlay

Maintenance Reserve: Shifted half of the Governor's FY 2025 funding over two years plus increased a little more to enhance budget continuity by spreading the funding allocation for maintenance reserve to each year of the biennium.

## C. Institutional Performance Standards

Authorizes SCHEV to transition the certification of Institutional Performance Standards (IPS) from an annual to a biennial process. This change reflects the biennial cycle of enrollment and degree projections. Such was an option offered by staff to Council at its September 2023 meeting to improve the IPS process.

### GENERAL FUND APPROPRIATIONS TO HIGHER EDUCATION IN THE 2024-26 BIENNIAL BUDGET

Item	Appropriation and/or Action
<b><i>Systemwide Institutional Funding</i></b>	
Affordable access, retention and degree production	\$102.7 million per year with specific institutional amount to support institutional operations to minimize in-state undergraduate tuition increases, improve retention and graduation and increase degree production in high demand programs. In addition, institutions may use funds to address cybersecurity, campus safety and operations and maintenance issues.
Undergraduate financial aid	\$17 million in FY 2025 and \$20 million in FY 2026 to provide additional support for undergraduate need-based financial aid.
Graduate aid	\$2 million in FY 2025 and \$3 million in FY 2026 for graduate financial aid.
Research	Provided \$21 million in FY 2025 and \$69 million in FY 2026 for a partnership between Virginia Innovative Partnership Authority (VIPA) with four Virginia institutions (University of Virginia, Virginia Tech, Virginia Commonwealth University, and Old Dominion University). Each institution shall enter MOU with VIPA and is required to perform with specific numbers of researchers, expected research time, due dates, and deliverables.
Higher education credit card rebates and interest earnings	\$3.2 million per year to increase the current appropriations for higher education credit card rebates and interest earnings. Credit card rebates and interest earnings are being level funded at the 2023 actual levels.
Salary increase	3% salary increase per year for all state employees including adjunct faculty and graduate assistant; effective June 10, 2024 and June 10, 2025.
Higher Education Equipment	Provided additional allocations to support: <ul style="list-style-type: none"><li>the equipment needs of institutions involved in the Bioscience Research initiative.<ul style="list-style-type: none"><li>UVA \$7.5 million per year for the Manning Institute;</li></ul></li></ul>



Trust Fund (HEETF)	<ul style="list-style-type: none"> <li>○ VCU \$3 million in FY 2025 and \$2 million in FY 2026 for the Medicines for All Institute;</li> <li>○ VT \$4 million in FY 2026 for the Patient Research Center.</li> <li>• equipment replacement in the Welding Lab at Southern Virginia Higher Education Center, \$500,000 in FY 2025.</li> </ul>
<i>Brown v Board of Education</i> Scholarship Committee	\$1 million each year to fund scholarship program designed to address descendants of those denied an education in the public schools of Virginia between 1954 and 1964.
Commission to Study the History of the Uprooting of Black Communities by Public Insts	\$28,760 each year to study: (i) whether any public institution acquired property owned by any individual or entity within the boundaries of a community in which a majority of the residents are Black in order to establish or expand the institution's campus and (ii) whether and what form of compensation or relief would be appropriate.
<b><i>Institution-Specific Funding</i></b>	
NSU	\$50,000 per year for Senator Yvonne B. Miller Internship Program.
UVA	(\$110,583) per year to transfer funds supporting Cardinal Education centralized services to Southern Virginia Higher Education Center.
UVA-W	Continued the institution's authority to suspend the transfer of the recovery of the full indirect cost of auxiliary enterprise programs to the educational and general program.
VCU	<ul style="list-style-type: none"> <li>• \$1.5 million per year for Wilder School of Government.</li> <li>• \$475,000 per year for Transfer Sonographer Program from VCCS.</li> <li>• \$2.75 million per year for Pauley Heart Center.</li> </ul>
VCCS	<ul style="list-style-type: none"> <li>• \$50,000 per year for Health Science and Technology Education Expansion</li> <li>• Moved (\$475,000) for Transfer Sonographer Program to VCU.</li> </ul>
VSU extension	\$1.8 million per year to increase funding for state match of federal funds.
EVMS (Eastern Va Medical School)	\$21 million in FY 2025 and \$16 million in FY 2026 to support for ongoing operations of the Eastern Virginia Health Sciences Center (EVHSC) at Old Dominion University. One-time funding in FY 2025 supports costs associated with the merger of EVMS and ODU. Total additional support for EVHSC is \$35 million in FY 2025 and \$30 million in FY 2026 and future years.
OVAN (Online Va Network Authority)	(\$4 million) per year to remove funding for this program.



IALR (Institute for Advanced Learning and Research)	Increased operating support, \$715,000 in FY 2025 and \$920,000 in FY 2026.
RHEC (Roanoke Higher Ed Center)	Increased operating support, \$359,000 in FY 2025 and \$441,000 in FY 2026.
SVHEC (Southern Va Higher Ed Center)	Increased operating support, \$150,000 per year.
SWHEC (Southwest Va Higher Ed Center)	Increased operating support, \$100,000 per year.
Dept of Health nursing accelerator program	\$4 million per year to support the Earn to Learn Nursing Education Acceleration Program for partnerships between educational and health institutions to increase the number of nursing graduates receiving necessary clinical training to achieve certification.
<b>SCHEV Budget</b>	
Va Military Survivors and Dependents Education Program (VMSDEP) - Stipend	\$2 million per year to provide additional funding to maintain the VMSDEP stipend at the full amount for qualifying students based on a projected increase in the number of eligible students.
Va Military Survivors and Dependents Education Program (VMSDEP) – Program cost offset	\$20 million per year to offset cost of waiver programs under § 23.1, Chapter 6, <i>Code of Virginia</i> . An additional \$45 million in FY2024 surplus added to each year for a combined total of \$65 million in FY 2025 and FY 2026.
Virtual Library of Virginia (VIVA)	\$325,000 in FY 2025 and \$650,000 in FY 2026 for unavoidable cost increases to maintain access to online databases and journals.
New Economy Workforce Credential Grant (WCG)	\$3.9 million in FY 2025 and \$5.3 in FY 2026 to provide additional funding to support the increasing demand for this program.
Va Innovative Internship Program and Fund (VTOP)	Maintained funding for FY 2025 and increased funding by \$2.5 million in FY 2026. In addition, program language is modified to reflect the goals of the next phase of this initiative.

Grow Your Own Teacher grant; support for dual enrollment credential ed	(\$340,000) per year to transfer appropriation for the Grow Your Own Teacher and a program to assist public school teachers taking college courses to be credentialed to teach dual-enrollment high school courses from SCHEV to the Department of Education.
Fund for Excellence & Innovation (FFEI)	Increased funding by \$25,000 in each year, to \$250,000 in each year.
Two Year College Transfer Grant	(\$600,000) in the second year.
<b>Language</b>	
Va Tuition Assistance Grant (TAG)	<ul style="list-style-type: none"> <li>Extended application deadlines for the TAG program.</li> <li>Added language to permit eligible institutions to create an online process with SCHEV's consultation.</li> <li>Restored the legislative policy regarding online awards.</li> </ul>
State financial aid policies to address the <i>Free Application for Federal Student Aid (FAFSA) Simplification Act</i>	Amended existing language for policies regarding financial aid to address changes resulting from implementation of the federal <i>FAFSA Simplification Act</i> , which introduces new terminology, need calculations, and reduced requirements. Changes include: addressing potential negative student aid index (SAI) calculations; authorizing consideration of continued aid for students currently receiving financial assistance based on expected family contribution (EFC); and technical provisions regarding the change from EFC to SAI.
Student Food Insecurity	Required SCHEV to review the status of programs that address food insecurity at public institutions of higher education and report its findings by November 1, 2024.
Financial Aid Policy – Use state aid for emergency assistance	<ul style="list-style-type: none"> <li>Clarified state financial aid policy regarding the use of state aid for emergency assistance.</li> <li>Defined an eligible private non-profit institution participating in state financial aid.</li> <li>Provided authority for institutions to use up to 1 percent of financial aid appropriations for emergency assistance.</li> </ul>
Finance Aid Policy – Waiver Programs	Set the methodology for calculating tuition and fee waivers under § 23.1, Chapter 6, including VMSDEP: (i) undergraduate only; (ii) domiciled only; (iii) limited to four years; (iv) must file the FAFSA; (v) make last dollar by first assigning all state and federal aid and a portion of other aid; and (vi) applied to all new students beginning July 1, 2024, returning students July 1, 2025. This provision is anticipated to have been repealed during the July 18 special session.

NSU Unfunded Scholarship Authority	Provided authority to utilize unfunded scholarships to merit students without consideration of need as means for the University to attract, enroll, and retain the most qualified students regardless of their financial condition.
VSU	Authorized the Governor to expend additional amounts as necessary to support costs associated with the Presidential Debate hosted by Virginia State University in October 2024.
EVMS Employee Definition	Defined residents and fellows employed by Eastern Virginia Health Sciences Center as state employees, as defined by § 2.2-2818.
VCCS G3 Eligibility	Added eligibility for five programs in high-demand fields for the G3 program: (i) Cooking and Related Culinary Arts, General; (ii) Elementary Education and Teaching; (iii) Secondary Education and Teaching; (iv) Engineering, General; and (v) Hospitality Administration / Management, General
Institutional Performance Standards	Transitioned SCHEV certification of Institutional Performance Standards from annual to biennial, reflecting biennial cycle of enrollment and degree projections.
Level II Authority ( <i>Restructuring Act</i> )	Authorized VSU, for a period of five years, to exercise additional financial and administrative authority as set out in each of the two functional areas of information technology and procurement as set forth and subject to all conditions in §§ 2.0 and 3.0 of the second enactment of Chapters 824 and 829 of the <i>Acts of Assembly of 2008</i> , except that any effective dates contained in those Chapters are superseded by the provisions of this item
VLDS (Virginia Longitudinal Data System)	Provided \$1 million in the first year to the Virginia Office of Education Economics (VOEE) to accomplish the tasks set forth in HB1083, which would move the VLDS from SCHEV to VOEE.

**Table 1 Additional General Fund for Institutions in 2024-26 Biennium**

Item	Restore Chapter 1 Affordable Access		Repurpose Proposed New Initiative	Affordable Access & Degree Production		Institution-specific		Transfer Undergraduate Financial Aid from SCHEV		Undergraduate Financial Aid		Graduate Financial Aid		Total	
	FY 2025	FY 2026		FY 2025	FY 2026	FY 2025	FY 2026			FY 2025	FY 2026	FY 2025	FY 2026	FY 2025	FY 2026
Inst															
CNU	\$2,383,000	\$2,383,000	\$0	\$2,750,000	\$2,750,000					\$449,880	\$439,830	\$2,500	\$2,500	\$5,585,380	\$5,575,330
GMU	\$8,012,000	\$8,012,000	\$0	\$11,500,000	\$11,500,000					\$2,484,100	\$2,645,980	\$462,500	\$685,000	\$22,458,600	\$22,842,980
JMU	\$4,724,000	\$4,724,000	\$0	\$6,000,000	\$6,000,000					\$974,480	\$1,290,470	\$47,500	\$72,500	\$11,745,980	\$12,086,970
LU	\$2,453,000	\$2,453,000	\$0	\$2,500,000	\$2,500,000					\$447,370	\$467,850	\$5,000	\$10,000	\$5,405,370	\$5,430,850
NSU	\$1,598,000	\$1,598,000	\$0	\$10,000,000	\$10,000,000	\$50,000	\$50,000	\$1,250,000	\$1,250,000	\$928,340	\$982,240	\$15,000	\$25,000	\$13,841,340	\$13,905,240
ODU	\$7,477,000	\$7,477,000	\$0	\$9,500,000	\$9,500,000					\$2,047,260	\$2,847,140	\$212,500	\$317,500	\$19,236,760	\$20,141,640
RU	\$2,897,000	\$2,897,000	\$0	\$3,500,000	\$3,500,000					\$983,010	\$812,610	\$57,500	\$87,500	\$7,437,510	\$7,297,110
UMW	\$2,106,000	\$2,106,000	\$0	\$2,500,000	\$2,500,000					\$281,360	\$312,240	\$2,500	\$2,500	\$4,889,860	\$4,920,740
UVA	\$4,045,000	\$4,045,000	\$0	\$8,459,500	\$8,459,500	(\$110,583)	(\$110,583)			\$364,620	\$416,810	\$322,500	\$475,000	\$13,081,037	\$13,285,727
UVAW	\$501,000	\$501,000	\$0	\$1,000,000	\$1,000,000					\$234,220	\$187,640			\$1,735,220	\$1,688,640
VCU	\$10,394,000	\$10,394,000	\$0	\$11,250,000	\$11,250,000	\$4,725,000	\$4,725,000			\$2,524,720	\$2,820,120	\$340,000	\$502,500	\$29,233,720	\$29,691,620
VMI	\$832,000	\$832,000	\$0	\$1,250,000	\$1,250,000					\$83,250	\$87,070			\$2,165,250	\$2,169,070
VSU	\$1,491,000	\$1,491,000	\$0	\$10,000,000	\$10,000,000			\$1,250,000	\$1,250,000	\$718,200	\$837,630	\$5,000	\$10,000	\$13,464,200	\$13,588,630
VT	\$9,205,000	\$9,205,000	\$0	\$9,000,000	\$9,000,000					\$1,295,960	\$1,782,340	\$482,500	\$720,000	\$19,983,460	\$20,707,340
W&M	\$1,873,000	\$1,873,000	\$0	\$2,750,000	\$2,750,000					\$260,300	\$221,170	\$32,500	\$65,000	\$4,915,800	\$4,909,170
RBC	\$373,000	\$373,000	\$0	\$750,000	\$750,000					\$73,730	\$68,550			\$1,196,730	\$1,191,550
VCCS	\$14,636,000	\$14,636,000	\$0	\$10,000,000	\$10,000,000	(\$4,325,000)	(\$4,325,000)			\$2,849,200	\$3,780,310			\$23,160,200	\$24,091,310
Maintain Affordable Access	(\$75,000,000)	(\$75,000,000)												(\$75,000,000)	(\$75,000,000)
Interest Earnings						\$3,236,002	\$3,236,002							\$3,236,002	\$3,236,002
Inst Total	\$0	\$0	\$0	\$102,709,500	\$102,709,500	\$3,575,419	\$3,575,419	\$2,500,000	\$2,500,000	\$17,000,000	\$20,000,000	\$1,987,500	\$2,975,000	\$127,772,419	\$131,759,919
VIMS						\$0						\$12,500	\$25,000	\$12,500	\$25,000
VSU ext						\$1,786,289	\$1,786,289							\$1,786,289	\$1,786,289
EVMS						\$21,000,000	\$16,000,000							\$21,000,000	\$16,000,000
NCI							\$3,101,809							\$0	\$3,101,809
OVAN						(\$4,000,000)	(\$4,000,000)							(\$4,000,000)	(\$4,000,000)
IALR						\$715,000	\$920,000							\$715,000	\$920,000
RHEC						\$359,000	\$441,000							\$359,000	\$441,000
SVHEC						\$150,000	\$150,000							\$150,000	\$150,000
SWVHEC						\$100,000	\$100,000							\$100,000	\$100,000
DOH nursing accelerate pgm						\$4,000,000	\$4,000,000							\$4,000,000	\$4,000,000
Affiliates Total	\$0	\$0	\$0	\$0	\$0	\$24,110,289	\$22,499,098	\$0	\$0	\$0	\$0	\$12,500	\$25,000	\$24,122,789	\$22,524,098
Grand Total	\$0	\$0	\$0	\$102,709,500	\$102,709,500	\$27,685,708	\$26,074,517	\$2,500,000	\$2,500,000	\$17,000,000	\$20,000,000	\$2,000,000	\$3,000,000	\$151,895,208	\$154,284,017

**Table 2 General Fund Increase by Year in 2024-26 over FY 2024 E&G Programs**

Inst	FY 2024*	FY 2025	% Increase over FY 2024	FY 2026	% Increase over FY 2024
CNU	\$46,967,571	\$2,750,000	5.9%	\$2,750,000	5.9%
GMU	\$214,795,587	\$11,500,000	5.4%	\$11,500,000	5.4%
JMU	\$136,812,777	\$6,000,000	4.4%	\$6,000,000	4.4%
LU	\$42,113,930	\$2,500,000	5.9%	\$2,500,000	5.9%
NSU	\$80,222,732	\$10,050,000	12.5%	\$10,050,000	12.5%
ODU	\$179,269,305	\$9,500,000	5.3%	\$9,500,000	5.3%
RU	\$82,480,662	\$3,500,000	4.2%	\$3,500,000	4.2%
UMW	\$41,975,855	\$2,500,000	6.0%	\$2,500,000	6.0%
UVA	\$170,449,211	\$8,348,917	4.9%	\$8,348,917	4.9%
UVAW	\$28,199,324	\$1,000,000	3.5%	\$1,000,000	3.5%
VCU	\$252,467,283	\$15,975,000	6.3%	\$15,975,000	6.3%
VMI	\$21,101,276	\$1,250,000	5.9%	\$1,250,000	5.9%
VSU	\$64,604,140	\$10,000,000	15.5%	\$10,000,000	15.5%
VT	\$232,895,326	\$9,000,000	3.9%	\$9,000,000	3.9%
W&M	\$65,405,685	\$2,750,000	4.2%	\$2,750,000	4.2%
RBC	\$13,201,706	\$750,000	5.7%	\$750,000	5.7%
VCCS	\$514,882,202	\$5,675,000	1.1%	\$5,675,000	1.1%
Total	\$2,187,844,572	\$103,048,917	4.7%	\$103,048,917	4.7%

Note: \*includes FY 2024 E&G general fund appropriations, TTIP, Chapter 1 affordable access, and nursing program funding

**Table 3 General Fund Increases in SCHEV Budget in 2024-2026 Biennium over FY 2024**

Item	FY 2024	FY 2025	% Increase	FY 2026	% Increase
Transfer Financial Aid to HBCUs	\$2,500,000	(\$2,500,000)	-100%	(\$2,500,000)	-100%
Increase VTAG Award	\$100,325,881	\$2,000,000	2%	\$2,000,000	2%
VMSDEP - Stipend	\$7,680,000	\$2,000,000	26%	\$2,000,000	26%
Financial Aid and Waiver Programs		\$20,000,000	100%	\$20,000,000	100%
WCG	\$18,500,000	\$3,950,000	21%	\$5,250,000	28%
VTOP	\$12,000,000	\$0	0%	\$2,500,000	21%
VIVA	\$10,962,363	\$325,000	3%	\$625,000	6%
Transfer Grow Your Own Teacher and support for dual enrollment credential education to DOE	\$340,000	(\$340,000)	-100%	(\$340,000)	-100%
College Transfer Grant	\$3,885,256			\$200,000	5%
VWIL Program	\$307,899	\$65,000	21%	\$65,000	21%
Total	\$156,501,399	\$25,500,000	16%	\$29,800,000	19%

## State Council of Higher Education for Virginia Agenda Item

**Item:** #III.I – Council – Report of the Agency Director

**Date of Meeting:** July 23, 2024

**Presenter:** A. Scott Fleming  
Director  
[scottfleming@schev.edu](mailto:scottfleming@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:** Director's Report.

**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

**Director's Report**  
**State Council of Higher Education**  
**July 23, 2024**

***Virginia Military Survivors and Dependents Education Program (VMSDEP):***

Following approval of the new state budget, changes to the VMSDEP program's eligibility criteria have been the focus of considerable attention and activity. Since Governor Youngkin's issuance of Executive Directive Seven (ED 7) on May 15, staff and I have participated in numerous discussions and meetings, including the June 10 meeting of the stakeholder-driven task force required in ED 7, of which Chair Jumper and I are members. The General Assembly subsequently repealed the budget's changes to VMSDEP. As of this writing, work continues through the task force, as well as a Senate Finance and Appropriations Committee (SFAC) Select Workgroup, and a Joint Legislative Audit and Review Commission (JLARC) review. Staff will continue to assist in these efforts as called upon.

***Tuition and Fees:*** SCHEV annually prepares a report on public institutions' tuition and fees, which now have been approved by all the governing boards for 2024-25. The August 1, 2024, report will indicate that tuition and mandatory E&G (Education and General) fees are increasing 2.6%, or \$244, at the system level (all the two- and four-year public institutions). The percent increase in tuition and all mandatory fees in FY 2025 is smaller than the increases in the past two years, and the percent increase in the total cost (tuition, mandatory fees, and room and board) in FY 2025 is lower than the past two years' percent increases.

***Six-Year Plans:*** On May 15, staff distributed instructions and templates to the 17 public institutions for updates to their six-year operating plans. The updated plans were due July 15; review by staff is ongoing. The Op-Six group will meet in August to discuss the updates and the findings from staff's review. SCHEV also facilitated a contract with VCU for updates to the 17 sets of fact packs, to inform institutions' plan updates and Op-Six's review thereof.

***Student-Success Community of Practice:*** In May, the State Higher Education Executive Officers (SHEEO) organization included SCHEV among the state agencies it selected for its new Community of Practice (COP) for Student Success. On June 28-29, our team represented Virginia in the COP's first convening to begin to identify/explore effective, scalable policies and practices toward developing and implementing an evidence-based, comprehensive (state-level), student-success policy agenda.

***Higher Education Mental Health Workforce Pilot Program:*** On June 4, SCHEV issued a request for proposals for the next round of grants from the Higher Education Mental Health Workforce Pilot program. On June 6, staff conducted an information session about the RFP and issued a press release on the program's 2024 annual report, which was submitted on May 31. On July 5, nine proposals were received; review by staff is ongoing.

**General Professional Advisory Committee (GPAC):** On June 24, I convened via teleconference the public institutions' chief executive officers as the General Professional Advisory Committee (GPAC). The agenda included a discussion with the Virginia Indigenous Nations in Higher Education (VINHE) group; continued discussion of Executive Order Thirty (EO 30) and the guidelines regarding artificial intelligence (AI) in education (to inform the AI taskforce below); discussion of the enrollment impacts from the failed roll-out of the new FAFSA; and an update on the internship initiative.

**SCHEV Artificial Intelligence (AI) Taskforce:** On June 26, staff convened a group of AI experts and practitioners as a taskforce to facilitate SCHEV's fulfillment of its roles in EO 30 and the "Guidelines for AI Integration Throughout Education." The agenda for this first meeting consisted of SWOT-type questions and dialogue. Ideas included transitioning the taskforce into a standing advisory committee; holding an AI-in-higher education summit; and creating a best practice/use case repository/clearinghouse.

**SB 1280 Workgroup and Report:** On June 27, staff submitted to the legislature's education-committee chairs the report from the workgroup required in SB 1280 (2023; Dunnavant) to be convened by SCHEV to ascertain whether a requirement of an internship/work-based learning experience for each undergraduate of a public baccalaureate institution would be "logistically and fiscally viable." The workgroup concluded, and the report recommended, that "wholesale adoption" of such a requirement is not viable at this time.

**New Workstreams for the Virginia Talent + Opportunity Partnership (V-TOP):** On July 3, staff and I met with representatives of the Virginia Business-Higher Education Council (VBHEC) regarding the new appropriation and budget language pertaining to: (i) internship centers at public institutions; and (ii) matching funds for small businesses that employ interns. As a V-TOP partner, the VBHEC is assisting with advancing those two initiatives by creating workstreams and work groups, which will develop recommendations over the next three months.

**Finance Advisory Committee (FAC):** On July 10, staff convened the public institutions' chief finance officers as the Finance Advisory Committee (FAC). The agenda included discussions of the finance topics contained in the agendas of today's Resources and Planning Committee meeting and Council meeting, as well as artificial intelligence in higher ed (see AI item above). Attendees also were introduced to Virginia's new FAFSA chatbot, an animated redbird dubbed Cardi.

**Virginia Intern Day:** In June and at the request of SCHEV, Governor Youngkin issued his third proclamation of a Virginia Intern Day, this year on July 25. Staff has sent invitations to state officials, employers, higher-ed institutions, and interns for events around Capitol Square, Richmond and the Commonwealth on that day.



Council members are welcome to attend and are encouraged to celebrate interns in their organizations.

***Institutional Student Financial Aid Plans:*** Pursuant to §4-5.01.b.1.a of the 2024 *Virginia Acts of Assembly, Chapter 2*, staff 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.

***Out and About:*** My first eight weeks as SCHEV director have been eventful and productive. I have had one-on-one meetings with many stakeholders and constituents, including Secretary Guidera, Chairman Jumper, Council member El Koubi and his team at VEDP, recent Council appointees Fryer, Olsen, Ramsey and Taylor, DPB director Maul and associate director Gindi, VSU president Abdullah, NSU president Adams-Gaston, VCCS chancellor Doré, and CICV president Peace. I participated in meetings of the SVHEC Board of Trustees, the VMSDEP Task Force, the Six-Year Capital Outlay Plan Advisory Committee, the Virginia529 Board, and the AI taskforce, as well as a workforce/apprenticeship discussion with the Labor Secretariat. I also attended the National Forum of the Education Commission of the States (ECS) and the SHEEO Annual Conference, both in Washington, DC.

## Items Delegated to Director/Staff

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

### Academic Program Actions

Institution	Degree/Program/CIP	Effective Date
Christopher Newport University	<b>Baccalaureate Certificate Program Approved:</b> <ul style="list-style-type: none"> <li>Professional Ethics (38.0104)</li> </ul>	Fall 2024
George Mason University	<b>CIP Code Changes Approved:</b> <ul style="list-style-type: none"> <li>Change the CIP code of the Bachelor of Arts/Bachelor of Science (BA/BS) degree program in Economics (45.0601) to (45.0603)</li> <li>Change the CIP code of the Master of Science (MS) degree program in Finance (52.0801) to (27.0305)</li> </ul>	Fall 2024
Laurel Ridge Community College	<b>Facilitated Staff Approval:</b> <ul style="list-style-type: none"> <li>Associate of Applied Science degree program (AAS) in Criminal Justice (43.0103)</li> </ul>	Fall 2024
New River Community College	<b>Program Name Change Approved:</b> <ul style="list-style-type: none"> <li>Change the name of the Associate of Applied Science (AAS) degree program in Police Science to Criminal Justice (43.0103)</li> </ul>	Summer 2024
Old Dominion University	<b>Graduate Certificate Programs Approved:</b> <ul style="list-style-type: none"> <li>Artificial Intelligence in Data Science (30.7001)</li> <li>Trustworthy Artificial Intelligence (11.0102)</li> </ul>	Fall 2024
The College of William and Mary in Virginia	<b>CIP Code Change Approved:</b> <ul style="list-style-type: none"> <li>Change the CIP code of the Master of Laws (LLM) degree program in American Legal Studies (22.9999) to (22.0203)</li> </ul>	Fall 2024
University of Virginia	<b>CIP Code Changes Approved:</b> <ul style="list-style-type: none"> <li>Change the CIP code of the Master of Business Administration (MBA) degree program in Business Administration (52.0201) to (52.1301)</li> <li>Change the CIP code of the Master of Science (MS) degree program in Business Analytics (52.1301) to (30.7102)</li> </ul>	Summer 2024

Institution	Degree/Program/CIP	Effective Date
	<ul style="list-style-type: none"> <li>Change the CIP code of the Master of Landscape Architecture (MLA) degree program in Landscape Architecture (03.0103) to (04.0601)</li> </ul>	
University of Virginia	<b>Facilitated Staff Approval:</b> <ul style="list-style-type: none"> <li>Doctor of Philosophy (PhD) degree program in Computational Biology (26.1104)</li> </ul>	Fall 2024
Virginia Commonwealth University	<b>Facilitated Staff Approval:</b> <ul style="list-style-type: none"> <li>Bachelor of Science (BS) degree program in Pharmaceutical Sciences (51.2010)</li> </ul>	Fall 2024
Virginia Polytechnic Institute and State University	<b>CIP Code Change Approved:</b> <ul style="list-style-type: none"> <li>Change the CIP code of the Bachelor of Science (BS) degree program in Water: Resources, Policy, and Management (03.0299) to (40.0605)</li> </ul>	Fall 2024
Virginia Polytechnic Institute and State University	<b>Facilitated Staff Approval:</b> <ul style="list-style-type: none"> <li>Bachelor of Landscape Architecture (BLA) degree program in Landscape Architecture (04.0601)</li> </ul>	Fall 2024
Virginia Polytechnic Institute and State University	<b>Program Modification Approved:</b> <ul style="list-style-type: none"> <li>Modify the credit hours of the Bachelor of Science (BS) degree program in Building Construction (52.2001) with 134 credit hours to 122 credit hours.</li> </ul>	Fall 2024
Virginia Polytechnic Institute and State University	<b>Graduate Certificate Program Approved:</b> <ul style="list-style-type: none"> <li>Health Communication (09.0905)</li> </ul>	Fall 2024

Pursuant to the *Code of Virginia*, § 23.1-203 and Council's "Policies and Procedures for Program Approval and Changes," the following items approved and reported:

### Programs Discontinued

Institution	Degree/Program/CIP	Effective Date
George Mason University	<b>Program Discontinuance Approved:</b> <ul style="list-style-type: none"> <li>Graduate Certificate program in Strategic Trade (52.1101)</li> </ul>	Summer 2024
James Madison University	<b>Program Discontinuance Approved:</b> <ul style="list-style-type: none"> <li>Bachelor of Science (BS) degree program in Teaching English to Speakers of Other Languages (13.1401) [Council Approval Date: May 19, 2020]</li> </ul>	Fall 2024

<b>Institution</b>	<b>Degree/Program/CIP</b>	<b>Effective Date</b>
James Madison University	<b>Program Discontinuance Approved:</b> <ul style="list-style-type: none"> <li>Graduate Certificate program in eLearning (11.9999)</li> </ul>	Fall 2024
Longwood University	<b>Program Discontinuance Approved:</b> <ul style="list-style-type: none"> <li>Bachelor of Arts (BA) degree designation in the Bachelor of Arts/Bachelor of Science (BA/BS) degree program in Physics (40.0801) [Council Approval Date: Unknown]</li> </ul>	Summer 2025
University of Virginia	<b>Program Discontinuances Approved:</b> <ul style="list-style-type: none"> <li>Master of Arts (MA) degree program in Slavic Languages and Literatures (CIP code: 16.0400) [Council Approval Date: February 6, 1969]</li> <li>Education Specialist (EdS) degree program in Educational Psychology (42.2806) [Council Approval Date: April 2, 1974]</li> </ul>	Summer 2024
Virginia Commonwealth University	<b>Program Discontinuance Approved:</b> <ul style="list-style-type: none"> <li>Master of Science (MS) degree program in Nursing (51.3818) [Council Approval Date: March 20, 1967]</li> </ul>	Fall 2024
Virginia Polytechnic Institute and State University	<b>Program Discontinuance Approved:</b> <ul style="list-style-type: none"> <li>Bachelor of Landscape Architecture (BLA) degree program in Landscape Architecture (04.0601) [Council Approval Date: November 5, 1970]</li> </ul>	Fall 2024

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

### **Internal and Off-Campus Organizational Changes**

<b>Institution</b>	<b>Change/Site</b>	<b>Effective Date</b>
The College of William and Mary in Virginia	Rename the Department of Theatre and Speech to the <b>Department of Theatre and Performance</b> . William & Mary indicates that with the removal of speech courses offered by the department, the new name will "ensure the department's name is accurate." Moreover, the addition of the word "performance" will "highlight the department's focus on theatrical performance and dance performance."	June 1, 2024

Institution	Change/Site	Effective Date
Old Dominion University	Rename the Department of Educational Foundations and Leadership to the <b>Department of Educational Leadership and Workforce Development</b> . ODU indicates that the new name “reflects the degree programs in the department and, will “provide an accurate and recognizable description of the department’s purpose and focus.” Further, the renaming would “align the department’s name with the terminology commonly used at the state level to describe areas (e.g., organizations, units, initiatives, and activities) dedicated to workforce development.”	May 15, 2024
Old Dominion University	Create the <b>School of Exercise Science</b> . The School will reside in the College of Health Sciences. The establishment of the School will relocate the academic programs and faculty from the Dean’s office to a separate dedicated academic unit and ensure “faculty in exercise science have oversight...and an appropriate level autonomy” over “resources and exercise science education at the university.”	May 15, 2024
Old Dominion University	Create the <b>School of Speech-Language Pathology</b> . The School will reside in the College of Health Sciences. The new school is needed to relocate faculty and degree programs currently in the Office of Dean to “an academic unit that will serve as the designated location for faculty to conduct research” and “administer degree programs” in speech-language pathology. The school will also have “specialized faculty leadership” which is needed “to enable the faculty to coordinate and have oversight of resources used to support speech-language pathology education at the university.”	May 15, 2024
Virginia Commonwealth University	Rename the School of Population Health to the <b>School of Public Health</b> . The School has been renamed to align with names used by VCU’s SCHEV peer institutions. The new name will ensure “VCU’s school is recognized by professional organizations for public	July 15, 2024

Institution	Change/Site	Effective Date
	health.” The proposed name will also “reinforce the university’s standing in the academic community of public health.”	

# State Council of Higher Education for Virginia Agenda Item

**Item:** #III.M. – Discussion of 2025 Meeting Schedule and Locations for Council Meetings

**Date of Meeting:** July 23, 2024

**Presenters:** Laura Osberger, Director of Board and Executive Operations  
[lauraosberger@schev.edu](mailto:lauraosberger@schev.edu)

**Most Recent Review/Action:**

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

**Date:**

**Action:**

**Purpose of Agenda Item:**

The purpose of this item is to seek input from Council members on meeting dates and locations for calendar year 2025.

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

Traditionally, Council meets in the months of January, March, May, July, September and October.

The January and October meetings usually are held in the Richmond area; the other four meetings, at colleges and universities, per Council's statutory duty to "visit and study the operations of each public institution of higher education."

With reasonable public notice, the Council chair may call for a meeting of an ad hoc committee of Council members and/or a retreat for the full Council membership.

Since 2009, Council has included in its schedule a meeting with public-institution chief executives, who convene as the Council of Presidents (COP). The date generally coincides with Council's September meeting, and the location is determined in coordination with the COP.

Council meets annually with the Private College Advisory Board (PCAB). The date generally coincides with Council's May meeting, and the location is determined in coordination with the Council of Independent Colleges in Virginia (CICV).

Council usually meets at a public two-year institution in July and at public four-year institutions in March and September.

Council meetings usually take place over two days – the afternoon of one day (committee meetings) and the morning (or more) of the following day (full membership). In the proposed schedule for 2025, Council's January and July meetings would be single-day convenings (committees for much of the morning and the full Council for as much of the remaining day as necessary) in lieu of the usual day-and-a-half.

Council meetings generally are held on the third Monday and Tuesday of the month. An exception is the October meeting, which staff recommends be held on the fourth Monday/Tuesday. The later date affords staff an additional week to prepare for other activities, including college and university board-member training, which occurs in mid-November. All-day meetings (January and July; see above) are held on Tuesdays. For 2025, the January meeting is proposed for the first Tuesday of the month, prior to the opening of the General Assembly session.

**PROPOSED 2025 SCHEDULE AND LOCATIONS:**

- **January 7, 2025** – Virtual
- **March 17-18, 2025** – Virginia Military Institute (Lexington)
- **May 12-13, 2025** (with Private College Advisory Board) – Randolph-Macon College (Ashland)
- **July 15, 2025** – Piedmont Virginia Community College (Charlottesville)
- **September 15-16, 2025** (with Council of Presidents) – William & Mary (Williamsburg)
- **October 20-21, 2025** – SCHEV (Richmond)

**Materials Provided:** Proposed schedule (immediately above).

**Financial Impact:** None.

**Timetable for Further Review/Action:** Staff will request Council action on its 2025 schedule, including locations, at the September meeting.

**Resolution:** None.