



# Agenda Book

## July 15, 2025

Location:

Piedmont Virginia Community College



STATE COUNCIL OF HIGHER  
EDUCATION FOR VIRGINIA



## July 15, 2025, Council Meeting Schedule of Events

Piedmont Virginia Community College  
Charlottesville, VA 22902

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### July 15, 2025

- |               |  |
|---------------|--|
| 8:00          | <b>Continental breakfast available</b><br><b>Woodrow G. Bolick Building, Event Space, 1<sup>st</sup> floor</b>   |
| 9:00 – 11:00  | Education Session<br>Woodrow G. Bolick Building, Event Space, 1 <sup>st</sup> floor<br><a href="#">Section I on the agenda</a><br>Full Council   |
| 11:15 – 12:30 | Academic Affairs Committee<br>Woodrow G. Bolick Building, Room 101<br><a href="#">Section II on the agenda</a><br>Committee members: Steven Taylor (chair); Jason El Koubi; Lindsay Fryer;<br>William Harvey; Cheryl Oldham; Doug Straley.     |
| 11:15 – 12:30 | Resources and Planning Committee<br>Woodrow G. Bolick Building, Room 109<br><a href="#">Section III on the agenda</a><br>Committee members: John Olsen (chair); Eric Chewning; Walter Curt;<br>Charlie King; Delceno Miles; Jennifer Montague. |
| 12:30 – 1:00  | Break/lunch.<br><b>Woodrow G. Bolick Building, Event Space, 1<sup>st</sup> Floor</b><br>Boxed lunches available for Council and SCHEV staff.   |
| 1:00 – 3:45   | Council Meeting<br>Woodrow G. Bolick Building, Event Space, 1 <sup>st</sup> Floor<br><a href="#">Section IV on the agenda</a>  |

**NEXT MEETING:** September 15-16, 2025, William & Mary



## July 15, 2025 Council Meeting Agenda

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<b>I. Education Session: Work-based Learning – Leading Approaches Tuesday, July 15, 2025 Woodrow G. Bolick Building, Event Space, 1<sup>st</sup> floor</b>	9:00 a.m.	Mr. Fleming	5
<b>II. Academic Affairs Committee, Tuesday, July 15, 2025 Woodrow G. Bolick Building, Room 101</b>	11:15 a.m.		
II.A. Call to Order	11:15 a.m.	Dr. Taylor	
II.B. Approval of Minutes from the May 12 Academic Affairs Committee	11:20 a.m.	Dr. Taylor	7
II.C. Discussion of Modifications to SCHEV's Program Productivity Policy	11:25 a.m.	Dr. DeFilippo	11
II.D. Discussion of SCHEV Responsibilities Related to Virginia Workforce Needs	11:50 a.m.	Dr. DeFilippo	27
II.E. Receipt of Report of the Staff Liaison to the Academic Affairs Committee	12:15 p.m.	Dr. DeFilippo	29
II.F. Motion to Adjourn	12:30 p.m.	Dr. Taylor	
<b>III. Resources and Planning Committee Tuesday, July 15, 2025 Woodrow G. Bolick Building, Room 109</b>	11:15 a.m.	Mr. Olsen	
III.A. Call to Order	11:15 a.m.	Mr. Olsen	
III.B. Approval of Minutes from the May 12 Resources and Planning Committee	11:20 a.m.	Mr. Olsen	33
III.C. Discussion of Preparation for 2026 General Assembly Session	11:25 a.m.	Mr. Andes	39
III.D. Discussion on Institutional Performance Standards and Full Cost Calculations Review	11:50 a.m.	Mr. Andes	59
III.E. Update on Enrollment Projections	12:05 p.m.	Mr. Massa	74
III.F. Motion to Adjourn	12:30 p.m.	Mr. Olsen	
<b>BREAK/LUNCH Woodrow G. Bolick Building, Event Space, 1<sup>st</sup> floor Boxed lunches will be available for Council and SCHEV staff.</b>	12:30 p.m.		
<b>IV. Council Meeting Tuesday, July 15, 2025</b>	1:00 p.m.		

<b>Woodrow G. Bolick Building, Event Space, 1<sup>st</sup> floor</b>			
IV.A. Call to Order	1:05 p.m.	Ms. Miles	
IV.B. Welcome and Introduction of New Council Members	1:10 p.m.	Ms. Miles	
IV.C. Approval of Minutes from the May 12 Private College Advisory Board Meeting and the May 13 Council Meeting	1:20 p.m.	Ms. Miles	<b>80</b>
IV.D. Remarks from Piedmont Virginia Community College President, Dr. Jean Runyon	1:25 p.m.	Dr. Runyon	<b>97</b>
IV.E. Discussion of Draft Goals of the Statewide Strategic Plan for Virginia Higher Education	1:45 p.m.	Ms. Salmon	<b>98</b>
IV.F. Report from the Agency Executive Director	2:00 p.m.	Mr. Fleming	
IV.G. Report of the Academic Affairs Committee	2:05 p.m.	Dr. Taylor	
IV.H. Report of the Resources and Planning Committee	2:15 p.m.	Mr. Olsen	
IV.I. Receipt of Items Delegated to Staff	2:25 p.m.	Mr. Fleming	<b>108</b>
IV.J. Discussion of 2026 Schedule and Locations for Council Meetings	2:30 p.m.	Ms. Osberger	<b>113</b>
IV.K. Action on Resolutions for Departing Council Members	2:40 p.m.	Ms. Miles	
IV.L. Report on Council Officer Elections	2:50 p.m.	Ms. Miles	
IV.M. Old Business	2:55 p.m.	Ms. Miles	
IV.N. New Business 1) Action on October 2025 Council Meeting Date Change 2) Action on Antisemitism Resolution 3) Action on Title VI Resolution	3:00 p.m.	Ms. Miles	<b>115</b>
IV.O. Receipt of Public Comment	3:15 p.m.	Ms. Miles	
IV.P. Closed Session (personnel matters)	3:20 p.m.	Council Members	
IV.Q. Motion to Adjourn	3:45 p.m.	Ms. Miles	
<b><u>NEXT MEETING:</u> September 15-16, 2025 (William &amp; Mary)</b>			

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

# State Council of Higher Education for Virginia Agenda Item

**Item:** I. Education Session: Work-based Learning – Leading Approaches

**Date of Meeting:** July 15, 2025

**Presenter:** A. Scott Fleming, Executive Director  
scottfleming@schev.edu

**Most Recent Review/Action:**

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

**Date:**

**Action:**

**Purpose of Agenda Item:**

Council will hear from state agencies and national experts on leading practices in work-based learning. Panelists will help inform Council of best practices in the area of ensuring students have adequate preparation for the workforce from practical experiences.

**Background Information/Summary of Major Elements:** SCHEV administers the Virginia Talent and Opportunity Partnership (V-TOP). Changes to the program in the 2025 legislative session split responsibility among three state agencies: SCHEV, Virginia Works, and Virginia Partnership for Economic Development (VEDP). Each of these state agencies bears responsibility for different aspects of the program, and will present those responsibilities, while taking questions from Council members.

Following the panel of state agency leaders, Council will hear from a second panel of national experts who will provide additional information on leading practices while also taking questions from Council members.

**Panel 1: State Agency Leaders**

- Alisha Bazemore, Assistant Director of Innovative Work-Based Learning Initiatives, SCHEV
- Megan Healy, Talent and Workforce Strategy Leader, VEDP
- Nicole Overly, Commissioner, Virginia Works

**Panel 2: National Experts**

- Carlo Salerno, Managing Director, Burning Glass Institute
- Kristin Fox, Executive Director, Business Higher Education Forum
- Laura Love, Senior Vice President, Work-based Learning, Strada Education Foundation

**Materials Provided:** Presentations will be provided separately.

**Financial Impact:** None

**Timetable for Further Review/Action:** None.

**Resolution:** N/A

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
ACADEMIC AFFAIRS COMMITTEE  
May 12, 2025**

**DRAFT MINUTES**

Ms. Oldham called the meeting to order at 1:13 p.m., at Payne Hall, Room 316, Randolph-Macon College, in Ashland, VA.

Committee members present: Cheryl Oldham (Chair), Micah Edmond, Lindsey Fryer, Steven Taylor, J. Doug Straley (virtually),

Committee members absent: Dr. William Harvey, Jason El Koubi

Staff members present: Joseph G. DeFilippo, Jodi Fisler, Sandra Freeman, Alexis Gravely, Ryan Hannifin, Elizabeth Howard, Monica Osei, Kirstin Pantazis, Paula Robinson, and Bob Spieldenner

Ms. Oldham called for a vote on a resolution to allow the remote participation of one Committee member. J. Doug Straley stated they were participating remotely for personal reasons. The remaining Committee members created the required quorum in the room and voted unanimously to allow remote participation.

**APPROVAL OF MINUTES FROM THE MARCH 17 COMMITTEE MEETING**

On motion by Dr. Taylor and seconded by Ms. Fryer, the minutes were approved unanimously (5-0).

**ACTION ON REVIEW OF PROPOSED DOCTORAL DEGREE PROGRAM**

Dr. Osei introduced the proposed new doctoral degree program (PhD) in Cybersecurity from Old Dominion University (ODU) and reviewed the proposal overview beginning on pg. 9 of the agenda book. In response to an invitation from Ms. Oldham to address the committee, Dr. Payne, Provost and Executive Vice President for Academic Affairs at ODU, noted the PhD in Cybersecurity would produce researchers and faculty in the field of cybersecurity, distinct from computer science, a growing field nationally and in Virginia.

In response to a query from Mr. Edmond, Dr. Payne remarked that the proposed degree was designed to take 3 years to complete for full-time students who start the program with a master's degree. Further, Dr. Payne noted while the research portion of the degree program afforded students the opportunity to conduct research in a cybersecurity area of their choosing, the institution anticipates that research would focus on regional needs such as supply chain and maritime cybersecurity. In response to queries from Ms. Fryer and Dr. Taylor, Dr. Payne noted the current doctoral degree offerings at ODU in Computer Science have mathematics prerequisites not required for the more transdisciplinary cybersecurity curriculum. Further, Dr. Payne asserted some of the math and physics courses required in the core curriculum of the current Computer Science doctoral degrees are integral to a Computer Science degree but not to a Cybersecurity degree. In response

to a query by Ms. Oldham, Dr. DeFilippo detailed the process of external review and the dependence on reviewer availability in determining a timeframe for completion of the review. Further, Dr. DeFilippo noted that committee member concerns around specific demand and return on investment can be included in the review and that once complete, the reviewers' report and the institution's response to the report would be available to committee for a vote on whether to approve or disapprove the proposed degree program.

The following resolution was approved unanimously (5-0):

**BE IT RESOLVED that the Academic Affairs Committee authorizes the Ph.D. degree program in Cybersecurity (CIP code: 11.1003) proposed by Old Dominion University to move forward to an external review by a team of experts.**

#### **ACTION ON PROPOSED ORGANIZATIONAL CHANGE AT A PUBLIC INSTITUTION**

Dr. DeFilippo introduced the proposed organizational change and noted council's statutory duty to approve or disapprove organizational changes. The College of William and Mary in Virginia (William & Mary) is proposing to establish a department of Data Science in the School of Computing, Data Sciences, and Physics. The proposal would move the existing Bachelor of Science degree program in Data Science and the Graduate Certificate in Data and Computer Science into the new Department of Data Science. Board of Visitor approval has been granted. William & Mary affirms that no new resources will be requested from the state to establish or operate the proposed new department or to implement the proposed organizational change.

In response to a query from Ms. Oldham, Dr. Gable, Director of Academic Program Authorization, noted that traditionally at William & Mary interdisciplinary programs do not have their own departments. In response to a query from Dr. Taylor, Dr. Schmidt, Dean of the School of Computing, Data Sciences, and Physics, noted William & Mary is considering adding a Bachelor of Arts in Digital Reasoning in the future if student demand warrants such.

The following resolution was approved unanimously (5-0) to be forwarded to the full council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia approves the establishment of the Department of Data Science, located in the School of Computing, Data Sciences, and Physics, at the College of William and Mary in Virginia, effective July 1, 2025.**

#### **ACTION ON A PROPOSED PRIVATE POSTSECONDARY INSTITUTION CERTIFICATION**

Ms. Freeman introduced and presented on a private post-secondary education institution seeking authorization to operate in the Commonwealth, Virginia Christian College (VCC). Ms. Freeman noted VCC had been operating since 2011 under the religious/theological exemption. In response to a query by Dr. Taylor, Dr. McBath, President of VCC, noted



the college is planning for measured growth and is considering degree programs in business leadership or counseling education. In response to a query by Mr. Edmond, Dr. McBath remarked VCC offers a religious grounding that will serve as a recruitment tool for students looking for a Christian education.

In response to a query by Ms. Oldham, Dr. DeFilippo noted that Private Postsecondary Education (PPE) operates in a traditionally regulatory manner, with a dedicated section of the Virginia Administrative Code. Thus, staff review of PPE institutions is defined precisely by the terms of regulation. Dr. DeFilippo further explained that VCC would not be eligible for the Virginia Tuition Assistance Grant (VTAG) since it is not accredited by a regional accreditor.

The following resolution was approved unanimously (5-0) to be forwarded to the full council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Virginia Christian College to operate as a degree-granting postsecondary educational institution in the Commonwealth of Virginia, effective May 13, 2025.**

#### **UPDATE ON THE OPEN VIRGINIA ADVISORY COMMITTEE (OVAC)**

Dr. Pantazis gave background on the Open Virginia Advisory Committee (OVAC) and introduced representatives from the committee: Ms. Cheryl Huff from Germanna Community College and Ms. Anita Walz from Virginia Polytechnic Institute and State University. Ms. Huff and Ms. Walz presented on Open Educational Resources (OER) and their impact on affordability and student success for students at both two-year and four-year institutions. Further, they requested consideration of a proposal to join DOERS and the inclusion of OER as a strategy on affordability in the upcoming new state-wide strategic plan. In response to a query by Mr. Edmond, Dr. DeFilippo noted the potential of OER as a direct way to accomplish individual cost savings in higher education. Committee members requested additional information on equitable and/or affordable access programs, quantified savings data over time, and barriers to adoption of OER.

#### **ADJOURNMENT**

Ms. Oldham adjourned the meeting at 3:03 p.m.

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Cheryl Oldham  
Chair, Academic Affairs Committee

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Kirstin Pantazis  
Staff, Academic Affairs

# State Council of Higher Education for Virginia Agenda Item

**Item:** II.C. Discussion of Modifications to SCHEV's Program Productivity Policy

**Date of Meeting:** July 15, 2025

**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:** September 16, 2024

**Action:** The Academic affairs Committee received a briefing on the Virginia Public Higher Education Policy on Program Productivity.

**Purpose of the Agenda Item:**

The purpose of this item is to provide Council with an overview of staff's proposed modifications to SCHEV's program productivity policy for discussion. Staff anticipates presenting final modifications for action at Council's September meeting.

Per the *Code of Virginia* §23.1-203(6), Council has a duty to

*Review and require the discontinuance of any undergraduate or graduate academic program that is presently offered by any public institution of higher education when the Council determines that such academic program is (i) nonproductive in terms of the number of degrees granted, the number of students served by the program, the program's effectiveness, and budgetary considerations or (ii) supported by state funds and unnecessarily duplicative of academic programs offered at other public institutions of higher education.*

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

SCHEV Executive Director Scott Fleming charged Academic Affairs staff to modify the agency's approach to the approval of new degree programs and the productivity review of existing degree programs at public institutions of higher education. The modifications developed in response to this charge should (i) reduce barriers to approval of new degree programs; and (ii) enhance accountability in evaluating outcomes of existing degree programs under SCHEV's productivity review. These two aims are intended to be complementary: greater autonomy at the front end for institutions is coupled with enhanced review of outcomes at the back end.

SCHEV staff took up the first aim by reforming the program approval policy, resulting in a new guidance document that was approved by Council at its March 2025 meeting.

In order to enact the second aim, this agenda item proposes reforms to SCHEV's program productivity policy. Reforms presented here for discussion include the following:

- Shorten the cycle of productivity review from every five years to every three years.
- Reorient staff approach from an emphasis on finding justifications not to close “targeted” (i.e., low-productivity) degree programs to placing the burden on institutions to document the economic value of targeted degree programs.
  - Criteria for defending the continuation of targeted degree programs defined more closely. New information elements have been introduced:
    - Duplication
    - Labor market data
    - Return on investment data
    - Outcomes in comparison to original proposal (for programs less than 20 years old)
  - Criteria that must be documented for a degree program not to be recommended for closure are stated:
    - that the targeted degree program is not duplicative;
    - that the targeted degree program fulfills a state or national need; and
    - that the targeted degree program provides substantial employment value for graduates.
- A provision has been added to prohibit degree programs closed through the productivity review from either (a) being reintroduced as a standalone degree program or (b) being incorporated as a sub-area of another degree program unless specifically approved by Council.
- Staff recommends retaining:
  - existing quantitative standards, in order to preserve continuity with longstanding expectations to which programs have been held.
  - the basic logistical process wherein programs are first “targeted” via quantitative standards of degrees awarded and FTE enrollment, and targeted programs are then subject to review for closure or continuation.

Reforms presented here have been informed by discussions, with the Academic Affairs Committee in September 2024, and with the public institutions' chief academic officers via the Instructional Programs Advisory Committee (IPAC) in November 2024 and May 2025.

#### **Materials Provided:**

- **Appendix 1:** Draft Markup of Virginia Public Higher Education Policy on Program Productivity
- **Appendix 2:** Draft “Productivity Action Form”

**Financial Impact:**

Program closures are intended to contribute to improved efficiencies at public institutions by reducing resources dedicated to low-productivity low-need programs, and by reducing unnecessary duplication. No financial impacts are projected for SCHEV as an agency.

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

Council's review of degree-program productivity supports the following strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:

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

**Timetable for Further Review/Action:**

Staff will present final modifications to the Virginia Public Higher Education Policy on Program Productivity for Council action at the next feasible meeting.

**Staff Recommendation:** N/A

**Appendix 1:**  
**Virginia Public Higher Education Policy on Program**  
**Productivity (Marked-up Version)**

**State Council of Higher Education for Virginia**

**Virginia Public Higher Education Policy on Program Productivity**

**Updated: XXX, 2025**

**I. Statutory Duties Related to Program Productivity Review at Public Institutions**

The Code of Virginia, §23.1-203, charges the State Council of Higher Education for Virginia (SCHEV) with various duties and accords Council the authority to carry out those duties.

**Duty #6**

- Review and require the discontinuance of any undergraduate or graduate academic program that is presently offered by any public institution of higher education when the Council determines that such academic program is (i) nonproductive in terms of the number of degrees granted, the number of students served by the program, the program's effectiveness, and budgetary considerations or (ii) supported by state funds and unnecessarily duplicative of academic programs offered at other public institutions of higher education. The Council shall make a report to the Governor and the General Assembly with respect to the discontinuance of any such academic program. No such discontinuance shall become effective until 30 days after the adjournment of the session of the General Assembly next following the filing of such report.

**Duty #15**

- To adopt such rules and regulations as the Council believes necessary to implement all of the Council's duties and responsibilities as set forth in the Code. The various public institutions of higher education shall comply with such rules and regulations (§23.1-203 (15)).

**II. Principles Guiding Review of Program Productivity**

Council executes its duty to review the productivity of academic degree programs in furtherance of its general responsibility "to promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the State of Virginia" §23.1-200. Accordingly, this policy and the process it governs seek to accomplish the following goals:

- to establish minimal quantitative standards for degree program productivity in terms of enrollment and degrees granted;
- to prompt the rigorous institutional review of degree program productivity in terms of the SCHEV quantitative standards;
- to utilize the degree program productivity review to promote the efficient use of resources, including minimizing unnecessary duplication of academic degree programs at public institutions;
- **to prioritize discontinuance of degree programs that do not support a documented state need provide substantial economic value for graduates; and**

- to account for consider other relevant qualitative and mission-related factors information related to institutional priorities in deciding the final disposition of programs under review whether discontinuance of a degree program is warranted.

### III. Program Productivity Review Stages-Logistics

SCHEV will review the productivity of academic degree programs at public institutions once every five-three years, with the exception of certain transfer associate degree programs at community colleges, as below. The review will encompass all academic degree programs at all public institutions of higher education. For purposes of this review, Certificates of Advanced Graduate Study (CAGS) and Educational Specialist (EdS) degrees will be treated as academic degree programs subject to review. Degree program “sub-areas” Minors(majors, concentrations, tracks, and the like level sim.) will not be subject to review in their own right.

The following transfer associate degree programs, which have been approved for all community colleges by Council action in January 2023, are not included in the SCHEV productivity review:

Associate of Arts (AA)  
 Liberal Arts (CIP 24.0103)  
  
 Associate of Science (AS)  
 General Studies (CIP 24.0102)  
 Business Administration (CIP 52.0201)  
 Computer Science (CIP 11.0701)  
 Education (CIP 13.0101)  
 Engineering (CIP 14.0101)  
 Health Sciences (CIP 51.000)  
 Information Technology (CIP 11.0103)  
 Science (CIP 30.0101)  
 Social Sciences (CIP 45.0101)

~~Associate-~~All other public institution associate degree programs are included in the SCHEV productivity review. Council has delegated to the State Board for Community Colleges the functional responsibility to review and discontinue any nonproductive community college associate degree programs. Quantitative standards applicable to associate degree programs are included in the appendix to this policy: “Virginia Community College System—Standards for Productivity Review of Associate Degree Programs.” Associate degree standards specified there will also be applicable to relevant degree programs at Richard Bland College.

- Stage 1** Following completion of the fifth-year enrollment data collection, SCHEV will provide official notice to four-year public institutions and Richard Bland College of academic degree programs that fail to meet quantitative standards for FTES enrollment and numbers of graduates (“targeted” programs).
- Stage 2** Institutions will notify SCHEV ~~promptly of any exemptions, data corrections, or data aggregation options that may be used to remove targeted programs from further review~~, by a specified deadline, of any data corrections. Once any corrections have been made, SCHEV will acknowledge any resulting differences in the institution’s list of targeted degree programs-
- Stage 3** Each four-year institution and Richard Bland College will ~~make a submission to SCHEV, which includes~~ submit, by a specified deadline, a completed Productivity Action Form (PAF) for each targeted degree program. Each completed PAF will indicate whether the institution (a) requests exemption of the program from review; (b) intends to close the degree program; or (c) intends to defend continuation of the



program. If (c) is selected, information submitted in the PAF will be used to evaluate the defense.

- (i) ~~a report of all degree program discontinuances since the last program productivity review;~~
- (ii) ~~notification, via the “Institutional Action Form” provided in this policy, for each targeted program, whether the institution is~~
  - ~~discontinuing the program; or~~
  - ~~providing justification for continuing the program.~~
- (iii) ~~optional: a description of institutional planning priorities and deliberative processes that have informed its overall approach to the review of program productivity.~~

The Virginia Community College System will report, by a specified deadline, the results of its degree program productivity reviews ~~and the totality of program discontinuances over the last five years~~ since the last productivity review. SCHEV staff will evaluate the report and request any supplemental information before making a report to Council.

**Stage 34** ~~SCHEV staff reviews institutional submissions. SCHEV may request additional information and/or meetings with institutions to discuss the overall implications of potential actions that may be taken with regard to targeted programs~~ evaluates submitted PAF's and requests any additional information that may be necessary to arrive at a recommendation of closure or continuation. Once the evaluation of an institution's PAF's is complete, staff will inform the institution of its recommendations and the Council meeting at which the recommendations will be reported and discussed.

**Stage 45** ~~Following the review of all submissions, SCHEV staff will submit to Council recommendations for action. The final plan approved by Council will include a closure effective date for each program to be discontinued. It is anticipated that recommendations will be submitted at the March meeting and a final plan will be approved at the July meeting, although these targets are subject to modification.~~ SCHEV staff will give an informational report of its recommendations for closure and continuation at a Council meeting. Closures and continuations will be presented for final action at a subsequent Council meeting. Opportunity will be given for institutional representatives to provide testimony at one or both of the meetings, as determined by the Chair of the Academic Affairs Committee.

**Stage 56** ~~Following~~ Immediately following the meeting at which Council's final takes action, SCHEV will submit a report on program discontinuances to the Governor and General Assembly, as per Code of Virginia §23.1-203 (6).

#### **IV. Four-Year Institution Degree Program Productivity Quantitative Standards**

The formulae below use base adequacy student-faculty ratios and assume time to degree in accord with degree level. The assumed level of faculty staffing dedicated to the degree program is 2.0.

##### **A. Formula for Graduates**

$$([\text{Student/faculty ratio}] \times [\text{number of FTEF}=2]) \div (\text{number of years to complete the degree}) = \text{minimum \# of graduates per year.}$$

***Variables:***

Student/faculty ratio—derived from the base adequacy policy

Number of FTEF—two faculty FTE assumed per program

Number of years to complete the degree—baccalaureate (4); masters/professional (3); doctoral (5)

***Illustrative Calculations:***

Bachelor's degree in Business:  $24 \text{ Students/Faculty} \times 2 \text{ FTEF} \div 4 \text{ years} = 12$  graduates per year

Master's degree in Business:  $11 \text{ Students/Faculty} \times 2 \text{ FTEF} \div 3 \text{ years} = 7$  graduates per year

Doctorate in Business:  $9 \text{ Students/Faculty} \times 2 \text{ FTEF} \div 5 \text{ years} = 4$  graduates per year

Professional degree in Law:  $17 \text{ Students/Faculty} \times 2 \text{ FTEF} \div 3 \text{ years} = 11$  graduates per year

**B. Formula for FTE enrollment**

$([\text{Student/faculty ratio}] \times [\text{number of FTEF}=2]) = \text{FTE enrollment.}$

### C. Four-Year Institution Quantitative Standards by Discipline and Level

Discipline Groupings (as per Base Adequacy)	Baccalaureate		Masters/Prof		Doctoral	
	FTE	Grads	FTE	Grads	FTE	Grads
<b>Group 1</b>	48	12	22	7	18	4
Area Studies						
Business & Management						
Interdisciplinary Studies						
Library Science						
Military Science						
Public Affairs						
Social Sciences						
Study Abroad						
<b>Group 2</b>	40	10	20	7	16	3
Communications						
Education						
Home Economics						
Letters						
Mathematics						
Psychology						
<b>Group 3a</b>	36	9	18	6	14	3
Agriculture & Nat Resources						
Architecture & Env Design						
Computer/Information Sys						
Fine & Applied Arts						
Foreign Languages						
<b>Group 3b</b>	36	9	16	5	12	2
Biological Sciences						
Engineering						
Physical Sciences						
<b>Group 4</b>	24	6	14	5	10	2
Health Professions <sup>1</sup>						
Pharmacy	-	-	12	4	-	-
<b>Other</b>	-	-	34	11	-	-
Law						

<sup>1</sup> Excludes medicine, dentistry, and veterinary medicine

#### D. Utilization of Quantitative Standards in Program Productivity Review

**Stage 1** of the program productivity review consists of SCHEV notifying institutions as to which degree programs (“targeted” programs) have not satisfied both applicable standards (FTE and Grads) as specified in the table above. Upon receiving this notice, each institutions should promptly review the information for its targeted degree programs at <https://research.schev.edu/Productivity/> and report any apparent inaccuracies to SCHEV. If a data correction results in a degree program satisfying a previously failed quantitative standard, ~~that program~~ it will be removed as a target of the productivity review. At this time, each institutions should also notify SCHEV whether ~~they~~ it wishes to exercise ~~any~~ either of the following options to remove eligible a targeted degree programs from further productivity review:

- Five-Year Exemption. Any degree program that has been in existence for five or fewer years (with the last year of data counting as the fifth year) may be exempt from productivity review, at request of the institution.
- ~~Aggregating Data for Programs at the Same Level.~~ For programs that offer more than one degree option in the same subject at the same level, SCHEV may consider aggregated data for all options at that level (e.g. BA/BS in Sociology, or MA/MFA in Music). Normally, this option will require that the aggregated programs have the same CIP code.
- Aggregating Data for Programs at the Two Degree Master’s and Doctoral Levels. For programs with the same CIP code that are offered at ~~the master’s and doctoral levels~~ two degree levels (bachelor + master or master+ doctoral), data on enrollment and graduates may be combined to meet the applicable productivity standards. In such cases, aggregated data for the combined degree programs must satisfy the *aggregated productivity standards* for the programs in question. Aggregation must be requested by the institution.

#### V. ~~Justification~~Defense of Targeted Degree Programs

If a targeted degree program is not eligible for the five-year exemption ~~and or~~ “data aggregation,” ~~does not apply,~~ the institution must submit a completed “~~Institutional Action Form,~~” PAF, indicating whether it will discontinue the program or ~~seek to defend~~ justify its continuation. ~~If seeking continuation, the institution must indicate which qualitative criteria apply to the program in question and submit supporting documentation for each criterion. Qualitative criteria are indicated on the Institutional Action Form.~~ In general, in order for a proposed justification defense to be successful, the targeted program must receive a compelling defense in terms of mission centrality, efficient use of resources, quality, and institutional commitment. The specified qualitative criteria are intended to elicit a full range of factors according to which a compelling defense can be made. SCHEV may request additional information with regard to any particular targeted program or with regard to an institution’s overall approach to program productivity review and program discontinuances. the PAF must present objective data to support all three of the following conclusions:

- that the targeted degree program is not duplicative;
- that the targeted degree program fulfills a state or national need; and
- that the targeted degree program provides substantial employment value for graduates.

#### VI. Staff Recommendations and Council Action

Following the review of an institutional institution’s submissions PAF’s, staff will recommend actions to Council notify the institution of its recommendations and the Council meeting at which it intends to

report its recommendations for discussion. Council action will occur at a subsequent meeting.

Council action will generally be to continue or to discontinue a each targeted degree program. In certain exceptional cases, Council may place allow a targeted degree program to continue with restrictions. ~~or ask for follow-up reports on a program that has been approved to continue. In cases where an institution and SCHEV staff have not been able to come to agreement on a program or programs, the institution may request to appear before Council before final action is taken.~~

## VII. Post-Closure

- Once a targeted degree program has been closed as a result of the SCHEV productivity review, it may not be proposed again to SCHEV.
- Once a targeted degree program has been closed as a result of the SCHEV productivity review, it may not be incorporated as a sub-area (major, concentration, track, vel sim.) under another approved degree program without approval by Council.

**Appendix**  
 Virginia Community College System—  
 Standards for Productivity Review of Associate Degree Programs

The Virginia Community College System systematically reviews programs and courses for all twenty-three community colleges. The Council of Higher Education has delegated to the State Board for Community Colleges responsibility for review and discontinuance of any associate degree program that is nonproductive, based on the following:

- Through existing campus-based processes, each community college will systematically review each degree program at least once every five years;
- Based on CIP code and standards congruent with SCHEV's minimum standards for productivity, the VCCS will systematically monitor FTE enrollments and numbers of graduates for all approved associate degree programs;
- For any program that does not meet standards, colleges will submit to the VCCS: (1) a plan to phase out the program; (2) justification for continuing the program; or (3) strategies to enhance the program's productivity.
- Consistent with SCHEV's procedures for productivity review, the VCCS will report to SCHEV at least once every five years the results of its program productivity review and describe any proposed changes to its policies and procedures. **Quantitative Standards for Associate Degree Programs**

Institutional Size	Degree Program							
	Transfer (AA, AS, AA&S)		AAS Agriculture & Natural Resources, Business, Arts & Design, Public Service Technologies		AAS Engineering, Mechanical, and Industrial Technologies		AAS Health Technologies	
FTEs <sup>2</sup>	FTEs	Grads	FTEs	Grads	FTEs	Grads	FTEs	Grads
Less than 1800	17	12	13	8	9	6	7	5
1800-4999	22	15	16	11	12	8	9	6
5000 or greater <sup>3</sup>	24	17	18	12	13	9	10	7

<sup>2</sup> To determine number of FTEs and graduates, a factor of .7 was used for institutions under 1800 and .9 was used for institutions with 1800-4999 FTEs (VCCS efficiency ratio).

<sup>3</sup> SCHEV will continue to review programs at Richard Bland College using standards of 24 FTEs and 17 graduates for transfer associate degree programs.

## **Appendix 2:**

### **Draft “Productivity Action Form”**

# State Council of Higher Education for Higher Virginia

## Productivity Action Form (PAF)

**Complete a separate PAF for each targeted degree program.**

1. Institution:		
2. Name of Targeted Degree Program:		
3. CIP Code:	4. Degree designation (e.g. AA, BS, MBA, PhD):	5. Date:
6. Institutional Contact (Name/Title/email):		

**Check one of the following to indicate the institution's action:**

- ☐ Institution will close the targeted degree program.  
Specify semester of last graduates: \_\_\_\_\_.
- ☐ Institution seeks to defend continuation of the targeted degree program. If this option is checked, proceed to I-V below.

### I. Duplication

For each public institution degree program with the same CIP code and at the same level as the targeted degree program, provide information for the last five (5) years in the tables below. Add rows as needed. If there are no duplicative degree programs, leave blank.

Institution	Enrollment (Use the SCHEV E01 report)				
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024

Institution	Degrees Awarded (Use the SCHEV C01A2 report)				
	2020-21	2021-22	2022-23	2023-24	2024-25

### II. Labor Market Information

Provide relevant information from the Virginia Office of Education Economics (VOEE). If VOEE employment data are not available, information from other reputable sources (such as but not necessarily limited to the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC)). Information should be related to occupations that are directly related to the subject and degree level of the targeted degree program. If there are no data for occupations directly related to both the subject and degree level of the targeted programs, leave blank.

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### III. Return on Investment

Provide objective information from a source (or sources) that has analyzed the likely return on investment for graduates of degree programs in the same subject and at the same degree level as the



targeted degree program. Use FREEOPP (<https://freopp.org/roi-landing/>) return on investment data if available for the targeted program. If such information is not available, leave blank.

#### **IV. Outcomes Since Approval by Council**

If the degree program was established in the last twenty (20) years (with the last year of data counting as the twentieth year), cite factors from the original proposal submitted to SCHEV to establish state needs for the degree program and explain whether the degree program has achieved attested outcomes. For example: if the original proposal stated that the degree program was necessary for employment in a specific field in Virginia, provide data regarding the number and proportion of graduates over time who have been employed in that field in Virginia. Do not provide anecdotes. If data are not available, leave blank.

**V. Institutional Priorities.** Provide information below as relevant. It is not expected that the defense of a given targeted program will address all of the following criteria. Any topics that are not applicable should be left blank.

A. Centrality to Institutional Mission. *Explain how the institution will not be able to fulfill its mission without the targeted degree program, including reference to the average number of graduates produced by the program over the last five years.*

B. Essential for Research Funding or Intellectual Property Generation. *Cite data on research expenditures and/or IP revenue directly associated with the targeted degree program in the last three years (with the last year of data counting as the third year). This criterion will normally be applicable to PhD programs only.*

C. Access for an Underserved Population or Geographical Area. *Cite data to demonstrate that without the targeted degree program a specific underserved population or region will be disadvantaged.*

D. Program meets a Unique Need. *Cite data to demonstrate that the targeted degree program is uniquely suited to fulfill a specific urgent need, at the state, regional or national level.*

E. Qualitative Evidence of Excellence. *Cite data from a recent report(s) from a disciplinary accreditor or other appropriate organization that attests to the quality of the targeted degree program. Do not cite "letters of support" or any other form of testimony solicited for the purpose of responding to the SCHEV productivity review.*

## Program Productivity Review: Institutional Action Form

Complete a separate form for each targeted program.

1. Institution: <del>Enter institution</del>		
2. Program title: <del>Enter program title</del>		
3. CIP Code: <del>-XX.XXXX</del>	4. Degree designation (e.g. AA, BS, MBA, PhD) <del>Enter degree designation</del>	5. Date <del>Enter date</del>

**Check one of the following to indicate action the institution will take concerning this program:**

- ☐ ~~Institution will close the program. Closure date: Ex: Spring 2017~~
- ☐ ~~Institution seeks to justify continuation of the program on qualitative grounds and is submitting required documentation. Proceed to "Program Justification" below.~~

**Program Justification. Complete only if seeking to justify continuation of the program. Check each qualitative criterion that applies and attach supporting documentation.**

	Check if applies	Qualitative Criterion
1.	<input type="checkbox"/>	Program is central to the institution's mission. (Provide justification.)
2.	<input type="checkbox"/>	Program courses support general education and/or professional programs. (Provide five year average of FTE enrollments for lower and upper division courses taught by faculty dedicated to the program.)
3.	<input type="checkbox"/>	Interdisciplinary program. (Provide evidence that a majority of required courses in the curriculum are shared with other degree programs.)
4.	<input type="checkbox"/>	Program shares a substantial number of courses and faculty with other similar programs. (Provide CIP codes for other programs and evidence of shared resources.)
5.	<input type="checkbox"/>	Student or employer demand, or demand for intellectual property is high and external funding for research will be jeopardized by program closure. (Provide evidence and cite sources of demand or funding.)
6.	<input type="checkbox"/>	Program provides access to an underserved population or geographical area. (Provide justification.)
7.	<input type="checkbox"/>	Program meets a unique need in the region, Commonwealth, or nation. (Provide justification.)
8.	<input type="checkbox"/>	Program has performed well in objective external qualitative reviews. (Provide excerpts from recent review(s) attesting to program quality.)
9.	<input type="checkbox"/>	Institution has specific plans to bolster program performance and increase enrollment and graduates per year. (Explain.)
10.	<input type="checkbox"/>	Other (Explain and provide justification.)

# State Council of Higher Education for Virginia Agenda Item

**Item:** II.D – Academic Affairs Committee – Discussion of State Workforce Needs and SCHEV Duties

**Date of Meeting:** July 15, 2025

**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 initiate discussion by the Academic Affairs Committee of strategic approaches to support strengthened alignment of postsecondary educational programs with Virginia's workforce needs.

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

Staff will provide a presentation to review:

- SCHEV duties related to postsecondary educational programs and their alignment with state workforce needs.
  - Public higher education institutions
  - Private postsecondary institutions
- Developing priorities in the statewide strategic plan for higher education that are closely related to workforce needs and talent development.
- Data sources that can be used to analyze state needs for postsecondary education programs.
- Options for future Committee deliberations and actions.

**Materials Provided:**

None enclosed. At the meeting, staff will provide a PowerPoint presentation.

**Financial Impact:** N/A.

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

The Academic Affairs Committee's deliberations on the alignment of educational programs with workforce needs supports the following strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:

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

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

**Staff Recommendation:** N/A

# State Council of Higher Education for Virginia Agenda Item

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

**Date of Meeting:** July 15, 2025

**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 15, 2025

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

=====

### **Open Virginia Advisory Committee**

- The Open Virginia Advisory Committee (OVAC) met May 16, 2025, and June 20, 2025, coordinated by Dr. Pantazis. The committee includes representatives from public two- and four- year institutions. The agendas included discussion on continuing the Open Education Resource Impact Award funded by the Virtual Library of Virginia (VIVA), a state-wide survey on course-marking of courses with low and no cost materials, and creation of subcommittees to fulfill the charge of informing council on initiatives and policies that may facilitate the adoption of open education resources. The OVAC is scheduled to reconvene in Fall 2025.

### **Day of Dialogue on Civic Learning and Engagement**

- SCHEV's 2025 Day of Dialogue on civic learning and engagement was held at Longwood University on May 22, coordinated by Dr. Fisler. The event drew nearly 90 attendees from 30 Virginia institutions and organizations, including public and private four-year colleges and universities, two-year colleges, and professional associations. Attendees heard from panelists and participated in small group discussions about a variety of issues, including integrating civic learning into general education curricula; promoting free speech and civil discourse; strategies for assessing civic engagement; and civic responsibility in the age of AI.

### **Staff Activities and Recognition**

#### **Jodi Fisler**

- Attended the 2025 Global Forum on Higher Education at Charles University in Prague, Czechia, June 3-4.
- Co-organized and moderated a professional development webinar for the Virginia Assessment Group on "Leveraging Canvas for Assessment Efficiency and Engagement" on June 25.

#### **Emily Muniz**

- Attended the final Teagle in-person convening with 13 of Virginia's independent private 4-year institutions at the University of Lynchburg, June 10-11. The event was sponsored by the Teagle grant to support Virginia's independent colleges with their efforts to improve transfer at their respective institutions.
- Co-hosted and presented at the third annual VCCS Transfer Advising Peer Group retreat on Thursday, June 26, at Bridgewater College. The event brought together approximately 50 VCCS transfer advisors from across the state to discuss all things transfer related, including Transfer Virginia, guaranteed

admission agreements, and improving transfer advising to increase student success.

#### Kirstin Pantazis

- Attended the Southern Regional Education Board (SREB) Education Technology Cooperative meeting June 9-11, in Atlanta, GA. The meeting brought together representatives from various areas of higher education from across the southern region. Discussion included the recently released policy briefs on Building an Infrastructure for Broadband Access and Building an Infrastructure for Open Education and setting focus areas for the next biennium: Digital Learning Horizons, technology for alternative credentials, and Open Education Resources (OER).

#### Paul Smith

- Represented SCHEV as a member of the STEM Ecosystem System Design Workgroup. The workgroup met a total of four times, three virtually (4/28, 5/20, and 5/27) and a two-day convening at the Science Museum of Virginia in Richmond on May 12-13th. The workgroup was convened by the Virginia Department of Education (VDOE) with the charge of developing a new five-year plan for STEM education in Virginia for K-12 students. The workgroup concluded its work on May 27th and provided VDOE with final recommendations. VDOE will work to implement the new STEM education plan.

#### Academic Affairs Staff:

##### *Public Sector Academic Affairs*

Ms. Paris Allen, Academic Program Assistant  
Ms. Karen Banks, Academic Affairs Support Specialist  
Dr. Joseph G. DeFilippo, Director, Academic Affairs & Planning  
Ms. Darlene Derricott, Senior Coordinator, Academic Services  
Ms. Alexis Gravely, Associate for Academic Affairs  
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, Compliance Specialist  
Ms. Sandra Freeman, Director, Private Postsecondary Education  
Mr. Ryan Hannifin, Associate for Academic Quality and Student Protections  
Ms. Elizabeth Howard, Associate for Academic Quality and Student Protections

Ms. Kathleen Kincheloe, Associate for Academic Quality and Student Protections  
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 12, 2025**

**DRAFT MINUTES**

Ms. O'Holleran called the meeting to order at 1:00 PM in Payne Hall Room #317  
Randolph Macon, Ashland, VA

Committee Members present: Jennie O'Holleran(Chairperson), Walter Curt, Delceno Miles and John Olsen.

Committee members absent- General Jumper and Dr. Carlyle Ramsey

Staff members present- Lee Andes, Taylor Clark, Alan Edwards, Scott Fleming, Alexis Gravey, Grace Khattar, Tod Massa, Jessica Minnis-McClain, Emily Salmon, Theresa Thompson, Laura Osberger and Kristin Whelan.

**ACTION ITEM ON INSTITUTIONAL PERFORMANCE STANDARDS**

Dr. Khattar provided an update on the progress of institutions that needed IPS certification for 2026. She reminded the Council that there are two components of IPS: educational metrics approved by SCHEV and fiscal metrics approved by APA, DPB and the Secretary of Finance. Several institutions met those assessment metrics in the Fall of 2024 and were certified by the Council for both FY25 and FY26.

Dr. Khattar sought action on the certification of 4 institutions that based on preliminary data in the Fall of 2024 did not meet IPS standards. Dr. Khattar reminded the Council that these institutions only received certification for FY 25. According to updated data, ODU meets all fiscal metrics as evaluated by APA, DPB and the Secretary of Finance.

Dr. Khattar then reported on the progress of three institutions that did not meet educational IPS metrics in Fall of 2024-Longwood, Virginia State University, and UVA Wise. Updated data from Tod Massa and his staff included in the [agenda book](#) demonstrated that Longwood, Virginia State University and UVA Wise had made satisfactory progress and now meet all required educational IPS metrics.

Dr. Khattar recommended updating certification for these four institutions (Longwood University, Old Dominion University, Virginia State University and UVA Wise) for FY 26.

Mr. Fleming and the Committee discussed possible ways to address institutions having challenges with enrollment and growth.

Mr. Fleming articulated that based on the Committee's conversation he believes Council is expressing interest in sharing public information where SCHEV sees potential

concerns about enrollment. Additionally, the information should demonstrate the impact of enrollment changes on the state budget.

Mr. Curt wants to include the expenses per student in the public information to be shared.

Dr. Khattar alerted the R & P committee that the resolution language was changed from the agenda book to include Virginia State University.

The resolution is found on page 30 of the [agenda book](#)-BE IT RESOLVED that, consistent with § 23.1-206, Code of Virginia, the State Council of Higher Education for Virginia certifies for FY2026 that Longwood University, Old Dominion University, Virginia State University and University of Virginia's College at Wise, have satisfactorily met the performance standards of the Virginia Higher Education Opportunity Act and the Appropriation Act.

Ms. Miles called a vote, and the committee voted to certify the four institutions (Longwood, ODU, VSU and UVA Wise) for FY 26 with a 3-1 vote, Ms. Miles, Ms. O'Holleran and Mr. Olsen in favor and Mr. Curt against.

### **UPDATE ON THE SIX YEAR PLANNING PROCESS**

Dr. Khattar updated the Committee on the status of the Six-Year Planning Process. Institutions received Excel and Word templates on May 5<sup>th</sup> to complete and return by July 3<sup>rd</sup>. Full six-year plans take place in the odd years and updates in the even years.

Dr. Khattar reported that Op Six made tweaks to the reporting templates including new additions to the Excel spreadsheet with a tab reporting new academic programs and one reporting new capital requests. In the Narrative file, questions are tied back to data from institutions Fact Packs in order to identify past trends and to inform future projections. Institutions present their Six-Year plans to Op-Six in August. Final plans, by code, are required to be posted to the SCHEV website by December 1st.

Ms. O'Holleran asked about the agenda at the SYP presentations in August.

Dr. Khattar responded that the August meeting brings all OP Six together. SCHEV staff develop summaries and look for themes and trends across institutions. Also, it can highlight unique initiatives that may create an opportunity for other institutions. This data can help staff inform the Council.

Mr. Fleming and the Committee discussed the role of SCHEV in the Six Year Planning Process.

## **UPDATE ON THE HIGHER EDUCATION BUDGET**

Mr. Andes updated the Committee on the changes made to the final budget that impacted Higher Education. On May 2<sup>nd</sup>, the final budget was signed by the Governor.

Mr. Andes stated that the summary was not an all-inclusive line-item review because at the point of the Council meeting the final line-item budget was not available. He directed the Council to the unique situation that in most years the caboose bill plays a minor role with minor tweaks but in this budget all new funding for institutions was placed within FY 25.

Mr. Andes noted that though new funding for institutions was placed in the first year of the biennium, much of it would be carried forward into the second year, FY2026. He specified that this one-time funding in FY 25 will result in a lower base for FY 26, which will create a funding deficit in the next biennium.

Mr. Andes reported that institutions will receive \$55 million to Maintain Affordability, an additional \$40.9 million in operating for specific programs, and \$15 million for student financial assistance. SCHEV received \$14.6 million in the first year and \$31.4 million in the second year for financial assistance, VLDS, and other programs.

Mr. Andes stated that placing new funding within FY2025 instead of FY2026 is evidence that the Governor and GA are preparing for a tight budget in the next biennium.

Mr. Andes and the Committee discussed the cuts to Higher Education capital. The ten capital projects vetoed by the Governor may continue in the planning process but may not move forward in the process to construction.

Mr. Curt expressed interest in seeing the space utilization analysis conducted on the Commonwealth's Community Colleges.

Mr. Fleming and the Committee discussed specifics related to SCHEV's budget and the implications for staff.

## **PRESENTATION ON THE NEW ECONOMY WORKFORCE CREDENTIAL GRANT FOR 2024**

Ms. Thompson gave an update on the New Economy Workforce Credential Grant. A yearly report on the grant is required by code. SCHEV is charged with administering and assessing the program with \$18.5 million in funding. The General Assembly created the program in 2016 to train workers in programs aligned with high demand fields, make training and credentialing more affordable for workers and increase interest of current and future Virginia workers in technician, technologist and trade level positions.

According to Ms. Thompson, code requires the Virginia Board of Workforce Development in consultation with VOEE (Virginia Office of Education Economics) to maintain a list of high-demand tasks. Ms. Thompson stated that public 2-year institutions and higher education centers are eligible to participate in this program. Budget language specifies that no occupational field can receive more than 25% of grant funds.

This innovative program breaks the cost of the program into thirds with one-third being paid by the student to the institution at enrollment. Ms. Thompson further explained that the 2<sup>nd</sup> third is paid by the state to the institution for training program completion and the final third is paid by the state to the institution upon completion of credentials. Maximum reimbursement to the institution per program and credential completion is \$4,000.

Ms. Thompson reported to the Committee that annual increases in enrollment has led to performance payments outpacing appropriations. A request was made to the GA for increased funding, which was granted. Ms. Thompson identified completion rate of 94% and credentialing rates of 69%.

Mr. Curt inquired how the completion rate compares to completion prior to the program.

Ms. Thompson explained that SCHEV does not track credentials for workforce training program- although 2/3rds of attendees have not attended post-secondary programs prior to enrolling in these programs.

Mr. Fleming stated that SCHEV does not currently track non-credit credential programs, but the agency was in three Communities of Practice to look at tracking non-credit bearing credentials.

Ms. Thompson suggested that the credentialing may be suppressed because of reliance on students self-reporting, which may lead to inconsistent results versus degree completion reportable by institutions.

Mr. Curt asked what the top three credential programs were in the WCG.

Ms. Thompson identified the top three credentials as commercial driver's licenses with VDOT having a significant number of enrollees, health care credentials particularly the CNA- certified nursing aid and the third top program is information technology.

Ms. Thompson explained how VEC and VLDS were able to match data to allow wage analysis. The wage analysis includes records where one year of pre- and post-wages were matched to show 31,882 training program completers and 22,557 credential earners. She identified an average increase of \$10,551 or 50% from 2017-2024, median wages increased \$11,669 during the same period. The highest median wages were earned by students in Construction & Extraction programs.

Mr. Olsen wondered if there were any expectations to increase credential offerings.

Ms. Thompson explained that Virginia Workforce Development was developing a revised list of high demand occupations and once published it would allow participating institutions to add more credentials from the list. Additionally, if there is a regional need each institution can petition to be covered by WCG funding.

### **UPDATE ON THE MAJOR PROJECTS IMPACTING THE RESOURCES AND PLANNING COMMITTEE**

Mr. Andes gave an update on new and existing projects that impact the work of SCHEV. The Statewide Strategic Plan is a major project driving much of SCHEV's work. The Six-Year Plan is also a significant project that began in May by sending templates to institutions.

Next year, Mr. Andes reported there will be an update to IPS in terms of how institutions have met those standards.

Another major project according to Mr. Andes is the preparation of budget recommendations for the FY 26-FY 28 biennium. In July, SCHEV staff will discuss with the Council recommendations for the budget and receive feedback. Staff will tweak the recommendations based on the feedback and present the revised recommendations in September with final recommendations voted on by the Council in October.

Ms. O'Holleran suggested to the other Committee members that they should think about budget recommendations prior to the July meeting.

Mr. Andes highlighted that the General Assembly had passed legislation for a proposed Joint Committee on Higher Education Funding policy to be assembled after December of 2024. However, Mr. Andes stated there are no set dates at this point.

Mr. Andes discussed eight new reports and studies that were assigned to SCHEV from the 2025 General Assembly session. Additionally, SCHEV staff are engaged in four multi-state workgroups and studies involving non-credit education and implementing prison education programs. Other reports required by code are due throughout the year including the tuition and fees report, full cost report, Pell initiative and WCG.

Committee members asked about the new FOIA policy adopted by the General Assembly.

Ms. Whelan reported that the purpose of the new FOIA policy was to create uniformity and standardization in live stream meetings and posting of those meetings.

Ms. Miles asked if there were any new strategies to sustain the VMSDEP program,

Mr. Andes states that the General Assembly appropriated \$75 million. He said that the General Assembly will need to possibly revisit the program in the next session since that level of funding is not continuing and the program continues to grow.

Mr. Andes and the Committee discussed the reporting responsibilities assigned to SCHEV and the possible need for additional resources

The Committee and Mr. Massa discussed the database system used by SCHEV.

Ms. O'Holleran asked if there were any last questions. After a pause there was a motion to adjourn, and it was seconded.

### **MOTION TO ADJOURN**

Ms. O'Holleran motioned to adjourn the meeting at 2:40pm.

# State Council of Higher Education for Virginia Agenda Item

**Item:** III.C. – Resources and Planning Committee – Discussion of Preparation for the 2026 General Assembly Session

**Date of Meeting:** July 15, 2025

**Presenter:** Lee Andes  
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:**

**Review:**

**Purpose of the Agenda Item:**

This item provides for Council's consideration and discussion staff's summary of a set of potential systemic budget and policy recommendations from Council to the executive and legislative branches. Such recommendations are a statutory responsibility of Council, per § 23.208 of the [Code of Virginia](#).

- 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.*

Following discussion of these matters in July, Council will take action in September on a final set of systemic budget and policy recommendations, which staff will subsequently transmit to the executive and legislative branches in advance of the 2026 session of the General Assembly for Fiscal Years 2027 and 2028.

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

The Commonwealth of Virginia operates on a two-year budget cycle, which provides funding for an individual biennium. In preparation for the next biennial budget, covering FY2027 and FY2028 and scheduled to be addressed in the 2026 session of the General Assembly, Council will make budget and policy recommendations for higher education. This process begins with a discussion of priority areas in the July Council meeting and is scheduled to be concluded by the September

meeting with a vote on official Council recommendations to be presented to the Governor and General Assembly.

The decision process for making these recommendations is rooted in the statewide strategic plan - [\*Pathways to Opportunity: The Virginia Plan for Higher Education\*](#). As Council considers projected upcoming needs of higher education, several factors will be considered, including funding imbalances, changes in enrollment, projected cost increases, the need to address student needs and to incentivize student behavior.

Complicating this process, the FY2024-26 biennium ends with an embedded funding imbalance, in which policymakers appropriated additional resources to public institutions in FY2025, but not in FY2026. This strategy allowed the Commonwealth to support statewide higher education goals with surplus revenues on hand while retaining flexibility to direct those resources elsewhere in future years if needed.

In this agenda item, staff present a list of topics for Council discussion and advisement to staff in advance of the September meeting, when staff will seek final action from Council.

**Materials Provided:** The document on the following pages outlines staff's suggested budgetary and/or policy topics for Council discussion.

**Financial Impact:** No impact at this time. For discussion purposes only.

**Timetable for Further Review:** Pending the outcome of Council's July discussion, staff will prepare a set of systemic budget and policy recommendations for Council review and ideally action at the September meeting. (Action after September will be too late to inform budget plans in the executive and legislative branches.)

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

The Council's budget and policy recommendations relate to all goals of *The Virginia Plan*.

**Resolution:** None at this time. Staff will finalize the recommendations for review/action in September.



## SCHEV BUDGET AND POLICY CONSIDERATIONS FOR FY 2027-28

Council is charged in statute with developing and submitting systemwide budget and policy recommendations annually to the Governor and General Assembly; see § 23.208 of the [Code of Virginia](#).

*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.*

In forming policy and budget recommendations, Council is guided by *Pathways to Opportunity: The Virginia Plan for Higher Education* with a student-centric approach that can also reflect sensitivity to budget considerations.

As approved by Council in January 2021, the goals of the current strategic plan are:

1. Equitable: Close access and completion gaps
2. Affordable: Lower costs to students
3. Transformative: Expand prosperity

As Council considers its budget and policy recommendations for the next biennium, progress and impact can be best viewed longitudinally. Accordingly, staff will provide a multi-year history, where applicable, for each of the budget considerations. Council may make recommendations that are more aggressive during times of greater budget flexibility or prioritize targeted budget increases that address increasing costs during lean times.

### **Results from the 2024-2026 Biennial Budget**

The 2024 session of the General Assembly addressed the 2024-26 biennial budget. The state provided similar increases for each year of the biennium at the system level. In total, higher education received \$177.4 million in FY2025 and \$184.1 million in FY2026.

The 2025 session of the General Assembly made biennial budget amendments and provided most of the additional general fund for institutions in FY2025, creating a gap in funding between FY2025 and FY2026. Therefore, part of the FY2025 funding is available for expenditure in FY2026, but this will lower the base available for the next biennium. The table below provides the total additional general fund in two major higher education programs from the two legislative sessions and FY2026. As the 2025 legislative session was adjourned late in the fiscal year of 2025, institutions are allowed to carry over the unexpended FY2025 budget to FY2026.

Additional General Fund Appropriations in 2024-2026 (in millions)			
Program	2024-25	2025-26	Difference
E&G	\$212	\$106	(\$106)
Undergraduate Financial Aid	\$32	\$20	(\$12)

Institutions also received 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.

## **Summary of key areas of consideration for FY 2026-28**

**Institutional operations and Capital Outlay:** Staff estimates that in FY2027 and FY2028 several system-wide costs will impact all institutions and students; and require additional funding to support those costs. These system-wide costs include: (1) the institution share of potential salary increases, (2) the impact of rising inflation on nonpersonal service costs, and (3) operations and maintenance of new facilities coming online.

Staff will provide estimates for these costs and options for state to minimize the increases in student tuition and fees at the September meeting. State funding that mitigates or eliminates the need for tuition increases supports the strategic plan's goals for an Equitable and Affordable education.

**Student financial aid:** In recent years, the Commonwealth has provided large funding increases for student financial aid. However, data demonstrates that the average unmet student need remains high due to cost increases and funding imbalances between institutions. Lowering students' unmet need will improve college access as well as retention and graduation rates. State funding that minimizes or reduces student unmet need supports the strategic plan's goals for Equitable and Affordable education.

**Statewide priority areas and initiatives and SCHEV budget:** In recent years, the state has placed a priority on certain key areas through policy or budget initiatives. This includes investments in the state internship program, financial aid, workforce alignment, mental health services and freedom of expression on campuses. If the Governor or General Assembly wish to make investments in higher education, these initiatives along with efforts to mitigate system-wide cost increases should be considered as priority areas. Depending on the program or policy, Council recommendations can support any one or all three of the primary goals under the strategic plan.

**Policy considerations:** The Governor and General Assembly review several policy considerations during the legislative session. Topics like campus safety, hunger-free campuses, student disability access have come up in recent years. For the 2026-2028

biennium Council could consider recommending an approach to various policy topics including but not limited to the two to four year transfer incentive, Commonwealth Savers defined benefit surplus fund and exempting BOV training from public meetings requirements.

## **Key Areas for Potential Funding Recommendations**

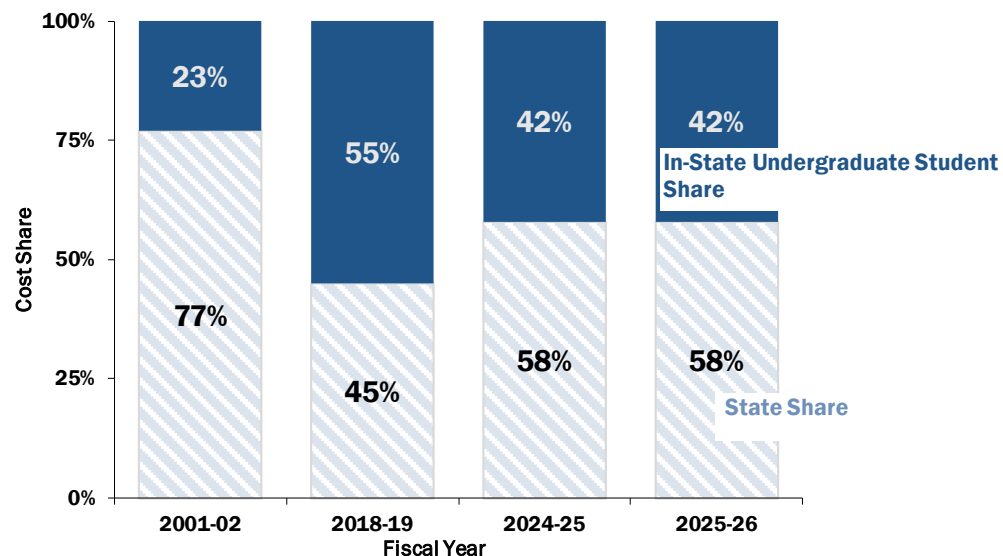
Staff continue to collect and refine information in the areas above. The following topical areas have emerged for consideration by Council:

### ***1. Institutional Operations and Capital Outlay***

#### ***a. Institutional Operations - Overview of Educational and General Programs (E&G) Operations***

The E&G component of each institution's operational budget is funded through two main sources, tuition and fees paid by students and general funds from the state budget. The 2004 Session of the General Assembly established a statewide goal of maintaining a 33/67 cost-share relationship between undergraduate students and the Commonwealth. While the state fund share has largely fallen short of meeting its target in the years since, the chart below shows that positive gains have been made in recent years, and provides the highest and lowest years of state share of cost.

**Cost-Share Relationship between the State and In-State Undergraduate Students**



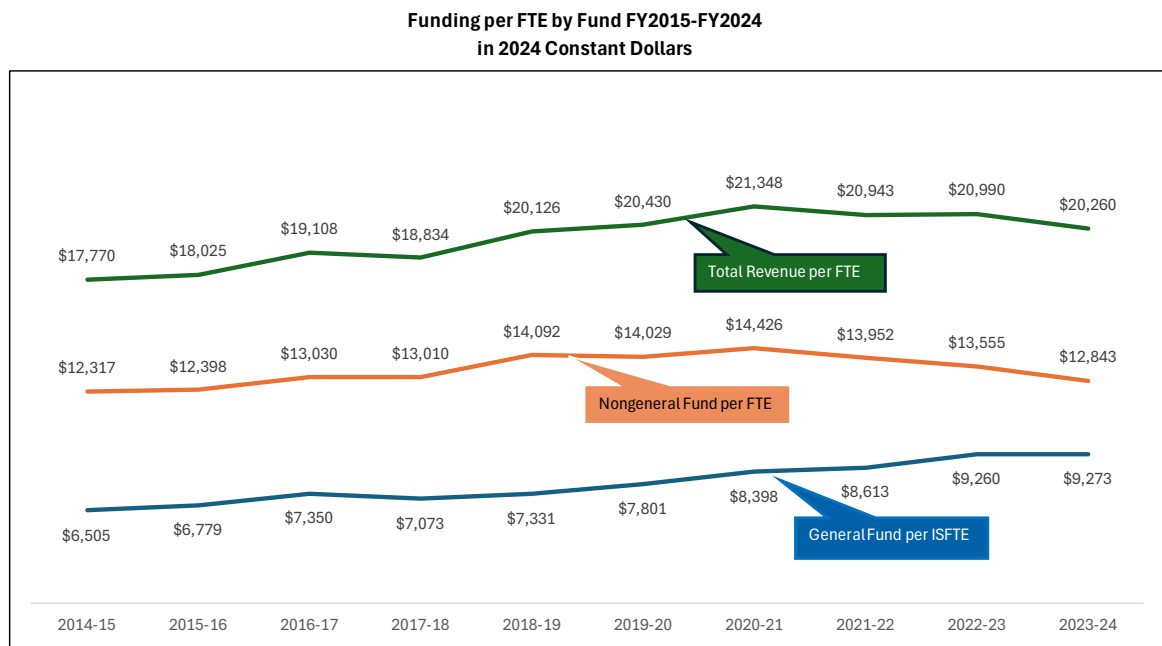
(1) Starting 1993-94, the tuition policy required out-of-state students to pay 100% of the cost, but had no cost-share requirement for in-state undergraduate students. Calculation was based on the average appropriated cost of education.

(2) In 2000, the state set the goal of the tuition policy for in-state undergraduate students to pay 25% of the cost.

The 2001-02 calculation was based on the average appropriated cost of education.

(3) In 2004, the goal of the tuition policy was set for in-state students to pay 33% of the cost. Since then, the cost share was calculated based on the average guideline cost of education.

At the same time, JLARC's 2024 study, [Spending and Efficiency in Higher Education](#), found that “the majority of institutions spend about the same or less than similar institutions nationwide.” Virginia institutions rank among the highest tuition in the country: for 2024-25, 2<sup>nd</sup> for comprehensive institutions, 5<sup>th</sup> for doctoral/research institutions, and 22<sup>nd</sup> for two-year colleges. In recent years, Virginia institutions as a whole have begun to lower average charges based on 2024 constant dollars.



Note: Total Revenue per FTE is not the sum of General Funding per ISFTE and Nongeneral Fund per FTE as two measures use different denominators.

Considering these and additional cost factors outlined in the following section, staff will prepare projections regarding the potential impact on in-state undergraduate tuition and fees, then compare their projections to institutions' proposed increases in their six-year plans. The Council may consider addressing these costs by institution or as an overall recommendation.

## **b. Institutional Operations**

**1. Inflation impacts on non-personal services:** Non-personal services make up approximately 24% of an institution's budget. SCHEV staff applied a projected annual inflation rate to calculate the increase in unavoidable costs in its 2024-26 budget recommendations last year. The latest economic update from the U.S. Bureau of Labor Statistics indicated that in July 2024, the Consumer Price Index (CPI) grew 2.9% from July 2023. Based on Moody's projection of CPI annual growth of 2.4% in FY 2025 and FY 2026.

**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 state has authorized a 3% salary increase in FY 2026. While general fund support was provided in the FY 2026 budget, staff used the actual FY 2024 E&G expenditures

to estimate the costs of the nongeneral fund share of the salary increase in FY 2026. As the nongeneral fund cost will be covered by tuition increases, there is an impact of tuition increases for in-state undergraduate students.

**3. Operation costs of new facilities:** With the opening of new buildings each year at the public institutions, there is a need for additional funding for operation and maintenance. The Commonwealth supports a portion of the cost of opening and maintaining those new facilities. In the previous biennium (2024-2026), SCHEV staff received funding requests for a total of 29 new facilities with a total funding need of \$21 million. Staff's general fund recommendation for O&M was \$8.7 million in 2025 and \$13.5 million in 2026.

Staff surveyed institutions for new facilities coming online in 2026-2028 as well as institutions renovating and demolishing facilities. Staff is compiling the information received and will make specific funding recommendations at Council's September Meeting.

### ***c. Capital Outlay and HEETF***

**1. Capital Outlay:** The Code of Virginia ([§ 23.1-208](#)) outlines SCHEV's duties, one of which is to make capital outlay recommendations. In the last biennium (2024-2026), institutions submitted 102 general fund projects to DPB for consideration. Renovation or improvement projects account for 67 of the projects while 31 projects were defined as new buildings on campus. Three of the projects were acquisition requests and one project was a demolition.

The Department of Planning and Budget (DPB) collects capital requests from the institutions in late summer/early fall for the 2026-2028 biennium. SCHEV staff creates a summary list of all projects, which will include the project type, scope and cost and review these requests along with capital requests included in institutions' Six Year Plan submissions and provide criteria to consider if the Governor or General Assembly decide to fund new capital projects. The criteria include factors related to the relative age of the facility, critical maintenance components including campus safety, space need and space utilization analysis, enrollment and programmatic justification. This biennium we anticipate recommending specific institution projects based on campus needs. Additionally, staff encourages the increase of maintenance reserve funding to help steward the institutions' facilities.

For Council consideration:

- Should Council opt against making recommendations for additional funds in institutional operations and capital outlay components for the 2026-28 biennium, direct staff to develop recommendations to cover the fiscal gap, or develop recommendations designed to address increasing cost pressures?
- Council can provide guidance on how to develop recommendations for funding increases for the FY2026-28. This guidance can set a limit on total dollar or

total percentage increase over base FY2026 budget, or the guidance can set other limiting factors.

For the September meeting, absent any further Council direction, staff will make projections for cost increases for the next biennium and provide options for Council to consider.

**2. HEETF:** The Higher Education Equipment Trust Fund (HEETF), first established by the General Assembly in 1986, provides resources to upgrade equipment for instruction and research. While Chapter 725 of the 2025 Acts of Assembly tasks the Virginia College Building Authority with distributing funds, it directs the Council to develop guidelines and recommendations for funding levels, in addition to establishing and maintaining program procedures. Each independent institution receives its own appropriation via VCBA, while the Virginia Community College System (VCCS) Central Office receives one standard appropriation and one workforce-specific appropriation that it then manages across the 23 community colleges under its purview. Research institutions each receive an additional appropriation to support advanced research.

The General Assembly last issued across-the-board increases under HEETF in FY 2018. The higher education landscape both in Virginia and nationwide has changed considerably in the years since, as institutions rely more heavily on advanced technology to support both in-person and distance learning. Institutions have also contended with rising equipment costs that have outpaced inflation, fluctuating material costs and product availability, and market volatility. Staff is in the process of collecting data on the status of current inventories to prepare funding recommendations for the Council's September meeting.

## **2. Student financial aid**

### ***a. Overview of student 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. As previously stated, increases in financial aid that reduces unmet need and increases retention supports the strategic plan's goals for Equitable and Affordable education.

### ***b. State financial aid***

**1. Undergraduate need-based financial aid:** The Commonwealth's primary state financial aid program is the Virginia Student Financial Assistance Program. This program provides direct appropriations to public institutions to be awarded to Virginia students either the Virginia Commonwealth Award or the Virginia Guaranteed Assistance Program. These programs focus on students demonstrating the greatest amount of need and promote on-time progress to graduation. Funding recommendations prioritize those institutions with the highest

average need, thus ensuring that state funds are directed to the neediest students.

Despite recent increases in funding, student unmet need remains substantial, and funding disparities persist. Between 2019-20 and 2023-24, net price (cost of attendance less gift aid) increased over \$3,200 overall at public four-year institutions and unmet need (cost of attendance less gift aid and EFC) increased by over \$900. The impact for lower income students was larger with net price increasing by \$1,986 and unmet need by \$1,821.

The increases in need are due partly to increases in tuition, fees, room and board charged directly by the institutions, but also due to increases in indirect costs such as books, supplies, travel, and personal expenses. The increase in full cost of attendance (including both direct and indirect costs) increased by over \$6,200 across all cohorts. The average gift aid (including state aid) increased by over \$3,000 overall and \$4,587 for lower income students and the expected family contribution increased at more modest rates.

**Average Unmet Need Comparison –  
Public Four-Year Institutions: 2019-20 and 2023-24**

	Income Range	# Cohort	Avg. COA	Avg. Gift Aid	Avg. Net Price	Avg. EFC	Avg. Unmet Need
<b>2019-20</b>							
<b>Total Public Four-Year Institutions</b>	All	87,333	\$27,370	\$7,019	\$20,353	\$11,366	\$9,605
<b>Total Public Four-Year Institutions</b>	Lower	29,745	\$26,001	\$11,353	\$14,654	\$728	\$13,947
<b>Total Public Four-Year Institutions</b>	Middle	23,866	\$27,258	\$7,420	\$19,840	\$7,561	\$12,445
<b>2023-24</b>							
<b>Total Public Four-Year Institutions</b>	All	85,528	\$33,662	\$10,061	\$23,607	\$13,824	\$10,521
<b>Total Public Four-Year Institutions</b>	Lower	30,295	\$32,568	\$15,940	\$16,640	\$890	\$15,768
<b>Total Public Four-Year Institutions</b>	Middle	23,019	\$33,547	\$11,119	\$22,434	\$9,517	\$13,169

- From SCHEV FA34A report
- COA = Cost of Attendance
- EFC = Expected Family Contribution

Changes enacted by the federal FAFSA Simplification Act are projected to result in more Pell-eligible students and increases in calculated financial need beginning in 2024-25. Finally, many four-year institutions have recently undertaken initiatives to increase low-income, Pell-eligible enrollments. For these reasons, the Commonwealth should remain aggressive in providing further increases to student financial assistance.

In the 2025 session, a \$15 million increase in financial assistance was added to FY2025 (FY2025 was previously \$3 million under the FY2026 appropriation). Due to the timing of this increase, much of these funds are expected to carry forward to be

expended in FY2026. If all of the new \$15 million is awarded in FY2026, institutions could award up to \$483.6 million in FY2026; however, FY2027 and FY2028 would have a base budget of \$468.6 million, a \$15 million reduction in available funds.

#### Undergraduate Aid

Institution	FY2025 Funds	FY2026 Funds	Difference
Christopher Newport University	8,580,347	8,240,297	(340,050)
William & Mary	5,625,292	5,420,162	(205,130)
George Mason University	79,164,353	77,342,233	(1,822,120)
James Madison University	22,851,055	22,199,045	(652,010)
Longwood University	10,007,185	9,676,665	(330,520)
Norfolk State University	27,572,785	26,889,685	(683,100)
Old Dominion University	63,557,754	62,222,634	(1,335,120)
Radford University	29,226,765	28,447,365	(779,400)
University of Mary Washington	7,294,189	7,091,069	(203,120)
University of Virginia	12,115,539	11,855,729	(259,810)
University of Virginia - Wise	6,476,755	6,289,175	(187,580)
Virginia Commonwealth University	59,037,822	57,218,222	(1,819,600)
Virginia Military Institute	1,691,568	1,630,388	(61,180)
Virginia State University	19,843,720	19,335,150	(508,570)
Virginia Tech	31,808,771	30,958,151	(850,620)
Four-Year Institution Totals	384,853,900	374,815,970	(10,037,930)
Richard Bland College	2,471,810	2,414,630	(57,180)
Virginia Community College System	93,238,555	91,333,665	(1,904,890)
Two-Year Institution Totals	95,710,365	93,748,295	(1,962,070)
<b>TOTAL</b>	<b>480,564,265</b>	<b>468,564,265</b>	<b>(12,000,000)</b>

Two of the primary goals of the Virginia Plan are Affordability and Access. Accordingly, reducing costs to students is a primary objective for Council to consider when forming recommendations. Projected increases in student need can be addressed through a combination of either general fund support to mitigate or eliminate the need for tuition increases, increases in student financial assistance, or a combination of the two.

For Council consideration:

- Should Council recommend appropriation increases for the next biennium so that institutions do not have a reduction in available funding, recommend increases based on projected tuition increases, or make recommendations that continue to reduce unmet need?

For the September meeting, staff will provide options for Council to consider.



**c. State non-need-based student assistance:**

**1. Virginia Tuition Assistance Grant Program (TAG):** TAG provides an opportunity for students to consider enrollment in one of Virginia's private, non-profit colleges and universities. While not a need-based program, approximately 80% of recipients are low- and middle-income students. Over the last two biennia, the Governor and the General Assembly have increased the maximum undergraduate award from \$4,000 to \$5,250. In FY 2023, the maximum TAG award for HBCU institutions was increased by an additional \$7,500 above the maximum award. In 2025, Hispanic-serving institutions were provided \$1.8 million for a one-time \$2,500 award increase.

Year	Maximum TAG Award	Annual Appropriations
2016-17	\$3,200	\$65,812,665
2017-18	\$3,300	\$65,812,665
2018-19	\$3,270	\$65,812,665
2019-20	\$3,400	\$71,098,303
2020-21	\$3,750	\$71,098,303
2021-22	\$4,000	\$79,598,303
2022-23	\$4,500	\$90,813,320
2023-24	\$5,000	\$100,325,881
2024-25	\$5,150	\$104,125,881
2025-26	\$5,250	\$112,325,881

In 2024, the TAG priority deadline was moved from July 31 to September 15. This provided institutions with the opportunity to work with students as they matriculated at the beginning of the year. With the extra time to ensure that all eligible students completed an application, TAG participation increased by 7 percent for undergraduate residential students. This followed ten years of flat to negative growth. Staff expect this growth trend to continue for at least one more year.

The unexpected increase in TAG participation did not require a reduction in the TAG award due to accumulated program unused funds during years of negative growth. These funds will be fully expended by the end of FY2026 with the program projected to expend about \$5 million more than what is appropriated. This effectively produces a \$5 million short fall going into the next biennium before projecting potential changes in participation rates or increases to the maximum annual TAG award. Raising the TAG award would improve affordability and retention as well as encourage students to consider enrolling at a Virginia private institution. The cost would be approximately \$1.9 million per \$100 increase.

For Council consideration:

- Should Council recommend funding to increase the maximum annual award, recommend funding for participation growth or decline to recommend funding increases for the program?

For the September meeting, staff will provide projected usage for FY 2026-28 and a table indicating the projected additional funds needed under several maximum annual award scenarios.

## **2. Virginia Military Survivors and Dependent Education Program (VMSDEP):**

VMSDEP aids Virginia's veterans who have made significant personal sacrifices, including loss of life, liberty (prisoner of war or missing in action), or "limb" (90% or more disabled as a result of service) by waiving tuition and required fees and providing a stipend to their dependents. Currently, no reliable early projection indicator exists because the pool of eligible students is not tied to high school completion rates or other standard measures.

Over the past six years, the program has experienced a dramatic increase in participation rates. These increases reportedly are due to enhanced marketing and family advising by other state and federal offices providing services to veterans, increased assistance in completing the VMSDEP applications, and increased efficiency in obtaining federal records to verify eligibility.

### **Virginia Military Survivors and Dependent Education Program - Tuition Waivers**

FY19 - FY24 Data from SCHEV FA22 reports

[https://research.schev.edu/fair/fa22\\_report.asp](https://research.schev.edu/fair/fa22_report.asp)

Institution	2018-19		2021-22		2023-24		* 2024-25 - Estimated	
	#	\$	#	\$	#	\$	#	\$
Christopher Newport University	21	286,468	112	\$1,571,083	220	\$3,443,658	303	\$4,846,828
William & Mary	25	\$554,555	108	\$2,378,841	246	\$5,274,812	316	\$7,612,009
George Mason University	110	\$1,012,307	474	\$5,781,487	902	\$11,991,972	1,231	\$16,650,212
James Madison University	63	\$673,618	249	\$2,833,476	488	\$6,207,691	663	\$8,743,517
Longwood University	25	\$298,720	92	\$1,043,183	138	\$1,654,450	179	\$2,308,769
Norfolk State University	41	\$364,619	160	\$1,456,116	289	\$2,704,781	310	\$2,855,547
Old Dominion University	229	\$2,025,338	738	\$6,784,639	1,238	\$12,891,944	1,547	\$16,556,086
Radford University	60	\$570,221	138	\$1,413,480	235	\$2,517,217	285	\$3,217,426
University of Mary Washington	30	\$331,335	96	\$1,072,830	176	\$2,220,266	238	\$3,006,580
University of Virginia	35	\$579,552	142	\$3,043,302	272	\$6,247,469	374	\$8,861,162
Univ. of Virginia - College at Wise	7	\$59,738	12	\$120,971	25	\$245,718	24	\$240,123
Virginia Commonwealth University	194	\$2,582,823	623	\$9,003,358	1,006	\$16,373,983	1,300	\$21,731,056
Virginia Military Institute	12	\$210,856	40	\$725,965	68	\$1,298,990	76	\$1,516,516
Virginia State University	47	\$357,949	118	\$939,059	170	\$1,493,402	579	\$1,990,186
Virginia Tech	53	\$702,899	334	\$4,851,179	703	\$10,859,997	865	\$14,060,883
<b>Subtotal</b>	<b>952</b>	<b>\$10,610,997</b>	<b>3,436</b>	<b>\$43,018,969</b>	<b>6,176</b>	<b>\$85,426,350</b>	<b>8,290</b>	<b>\$114,196,900</b>
Eastern Virginia Medical School	2	\$60,479	13	\$340,202	28	\$681,001	34	\$847,588
Richard Bland College	12	\$88,364	26	\$138,456	46	\$327,410	64	\$441,262
Virginia's Community Colleges	421	\$1,228,761	974	\$2,806,747	2,075	\$6,549,208	2,393	\$7,320,651
<b>System Totals</b>	<b>1,387</b>	<b>\$11,988,601</b>	<b>4,449</b>	<b>\$46,304,374</b>	<b>8,325</b>	<b>\$92,983,969</b>	<b>10,781</b>	<b>\$122,806,401</b>

While the growth rate for tuition waivers has been uneven across institutions, the speed and amount of the increase has strained each institution's budget. Staff believe that the program usage should plateau soon, perhaps during the next

biennium, but the incremental growth year-over-year continues to be larger each year than for the previous. With even modest continued growth, the total value of the tuition waivers could approach \$200 million by the end of the next biennium. During the 2024 and 2025 sessions of the General Assembly, policymakers considered how to ensure program viability over the long term.

For the first time in the history of the program, the budget contains funding for the institutions to partially offset tuition waivers by providing \$75 million in FY2025 and up to \$85 million in FY2026. For the FY 2026-28 biennium, a base budget of \$65 million is currently available. Finally, in its October 2024 [report](#), JLARC (Joint Legislative Audit and Review Commission) provided program recommendations for state policymakers to consider.

Another benefit available to eligible students is the VMSDEP stipend, currently authorized at a maximum of \$1,900 per year. Funding for this program is provided within the SCHEV budget and is experiencing similar levels of program growth.

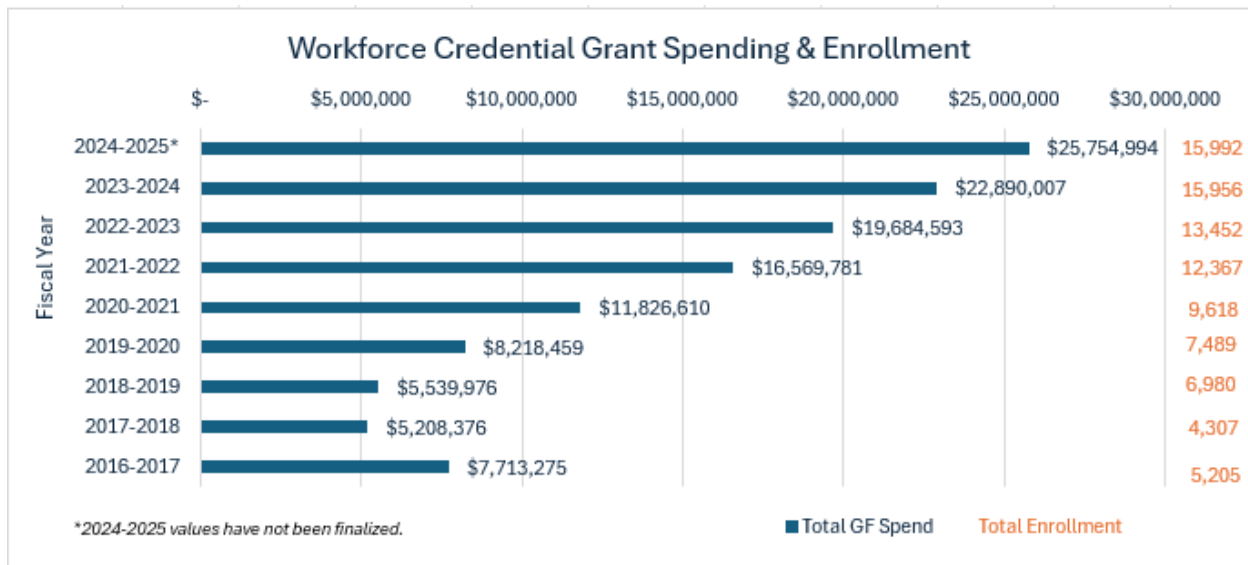
For Council consideration:

- Should Council recommend funding to address projected increased usage of the stipend over the next biennium?

Since legislative action has taken place and recommendations for further action have been provided by JLARC, staff do not recommend further Council recommendations addressing program eligibility requirements or funding for the tuition waiver.

For the September meeting, staff will provide projected funding needs for the VMSDEP stipend.

**3. Workforce Credential Grant:** The Workforce Credential Grant (branded as FastForward by the community colleges) is one of the most successful post-secondary programs initiated in the last decade and has grown substantially over the past three years. As reported in the SCHEV [New Economy Workforce Credential Grant Annual Report 2024](#), in 2024 and 2025 annual expenditures exceeded appropriations and depleted surpluses accumulated earlier in the program's history. As a result, annual program funding has been insufficient over the past two years, which then depleted surpluses accumulated earlier in the program's history. Accordingly, the 2025 budget provided an additional \$15 million in non-general funds in FY2025 to be disbursed over FY2025 and FY2026.



Despite this increase and appropriations of \$23.8 million in FY2026, the program is projected to deplete available funding by spring 2026. This may require another “caboose bill” request to increase funding in the current fiscal year. The new funding does not carry over into the next biennium; therefore, the program already faces a funding deficit prior to accounting for continuing program growth. The VCCS projects that the growth rate will continue into the next biennium.

For Council consideration:

- Should Council recommend no increases in funding or recommend additional funding for FY2026 and the FY 2026-28 biennium reflecting projected participation by the VCCS and participating higher education centers?

No new funding will result in either a reduction in credential programs offered or a cessation of the program at the point that funds are depleted during each of the next three years.

For the September meeting, staff will work with the participating institutions to determine the additional funding needed in order to fully fund the projected program usage.

### **3. Statewide priority areas and initiatives and SCHEV budget**

#### **a. Statewide priority areas**

**1. Mental Health Workforce Pilot:** According to a 2024 Lumina and [Gallup poll](#), emotional stress and personal mental health are two of the top barriers to college enrollment and completion of college degrees. About one-third (35%) of currently enrolled students pursuing a certificate, certifications, associate or bachelor’s degree recently considered stopping their program and the consequences of not finishing a degree can be serious. Compounding this issue, nearly half (46%) of

the students who have positively screened for anxiety and depression had received counseling in the past year, based on statistics updated in 2025 by the [American Council on Education](#).

While no single solution exists, efforts should collectively focus on addressing both college student demand for mental health services and supply of mental health professionals. In 2022, the General Assembly funded the Higher Education Mental Health Workforce pilot program with this dual focus.

SCHEV used the allotted funds to award pilot grants that enabled 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 [Higher Education Mental Health Workforce Pilot 2025 Annual Report](#) indicates that the pilot is increasing counseling capacity and reducing staff burnout at counseling centers. Council previously recommended expanding the program beyond its current pilot form and make it available across all public institutions.

Strengthening mental health programs is a strategy specifically recognized in SCHEV's current strategic plan – specifically, Goal 1 Equitable: close access and completion gaps - and a consistent issue raised by a variety of stakeholders during the development of the next statewide strategic plan for Virginia higher education.

For Council consideration:

- Should Council retain the program in its current pilot form and \$500,000 funding level (which supports five of the four-year public institutions) or recommend expanding the program to all four-year public higher education institutions (approximately \$1 million additional funds in each year).

For the September meeting, absent direction otherwise, staff will include this recommendation for Council consideration.

**2. Constructive Dialogue Institute (CDI):** The Constructive Dialogue Institute (CDI) is a research-based non-profit organization that helps educational institutions improve the free exchange of ideas by providing tools and resources that demonstrably improve students' willingness and ability to communicate across differences. This initiative aligns with Governor Youngkin's North Star objective – Promote a Vibrant Campus Life - by "[protecting] free speech and inquiry as a hallmark of a Virginia education."

SCHEV entered into a partnership with the CDI in 2023 to offer its online learning program to students, faculty and staff at Virginia public colleges and universities at a considerable discount. SCHEV has subsidized institutional participation, spending \$58,333 to support 14 institutions in 2024-25. In that year, nearly 10,500 Virginia students completed the program and demonstrated significant improvement on measures of affective polarization, intellectual humility, and the ability to find common ground. Furthermore, nearly three-quarters of the students credited CDI's program with helping them gain valuable skills that they practice in both their personal and professional life.

CDI's participation fees for Virginia institutions are expected to rise considerably in 2026-27. State funding of just \$100,000 would increase the likelihood that current institutions can remain in the program, and/or that other institutions will consider joining. This low-cost program has demonstrated remarkable success and aligns with the strategic plan: Goal 3 Transformative, specifically the strategy to increase community engagement.

**For Council consideration:**

- Should Council opt to not continue the program, continue the current program out of SCHEV resources, or recommend state funding to continue and expand the program (approximately \$100,000 in each year)?

The current program is funded out of out of SCHEV resources (approximately \$58,000 in each year)?

For the September meeting, absent direction otherwise, staff will include this recommendation with cost updates for Council consideration.

***b. SCHEV budget***

**1. *Virginia Longitudinal Data System (VLDS):*** The VLDS is a powerful tool for Virginia's future, giving the Commonwealth an unprecedented and cost-effective tool for extracting and analyzing insightful education and workforce development data within a secure environment. Funding dedicated to this tool has not kept up with the costs of administration, requiring SCHEV to contribute from its own general fund operating budget.

SCHEV staff recommend Council to consider additional funding to maintain the cost of the current operating capacity of VLDS which includes, software contracts, storage, and VITA-governed services. SCHEV staff will provide an estimate of the additional funds needed to cover the costs from our operating budget at the September meeting.

For Council consideration:

Should Council request additional SCHEV operating funding dedicated to the VLDS to cover costs?

**2. *New Degree Program and Productivity Staff Assistant:*** SCHEV has reformed its new degree program approval and program productivity review processes. The purposes of these reforms are both to support more nimble approval of new degree programs and to support a more aggressive review for closing existing programs with low productivity, and low return on investment for students. Both reforms entail an enhanced need for staff support—to ensure rapid throughput of new program approvals and to meet increased research and information-gathering that is required by the strengthened productivity review. The \$100,000 request is needed to create and fill a staff assistant position sufficient to support both purposes.”

**3. *Pathways Project:*** Subsequent to publishing the online fact packs in November of 2024, staff have begun efforts to make similar data tool available to prospective students and their parents as a means of improving attendance by Virginia students at Virginia public and private institutions. Like the online outcomes portal, this project could be a leading initiative nationally as we enter a period with a declining number of students graduating from high school with a continued demand for postsecondary-trained students. Costs to initially build and maintain the product are in development, but could benefit from state support.

**4. *Postsecondary Access Advising:*** In 2023, a record 36% of Virginia high school graduates, approximately 31,598 students, did not enroll in a postsecondary program within 16 months of graduation in 2023. This figure is especially concerning given that 71% of jobs in the Commonwealth are projected to require education or training beyond high school by 2031. The widening gap between educational attainment and workforce demand poses a significant risk to Virginia’s long-term economic vitality.

Such is particularly challenging in high schools with low college-going rates and high percentages of students receiving free and reduced-price lunch. Students in these schools often lack access to individualized, high-quality advising about their postsecondary options, including industry-aligned credentials offered through state programs such as G3 and FastForward, as well as resources like VDOE’s College and Career Ready Virginia.

Recent reductions in federal support for college access programs, including the proposed elimination of GEAR UP, have left many schools with fewer resources to provide students with post-secondary guidance. A modest state investment can help fill this void and ensure that more students, particularly those who are low-income or first-generation, receive the support they need to pursue post-secondary education or training.

Staff recommends funding a statewide network of full-time, near-peer advisors to serve high-need high schools across the Commonwealth. These advisors would deliver personalized, high-touch support to help students complete financial aid applications (e.g. FAFSA, VASA app), explore Virginia's diverse postsecondary and workforce training options and navigate application and enrollment processes. The model draws on evidence-based strategies such as college campus visits, financial aid workshops and tailored advising, all of which have been shown to increase postsecondary enrollment and credential attainment.

Advisors would also amplify the reach of Level Up Virginia (LUV), SCHEV's statewide initiative that equips students and families with tools for postsecondary exploration, planning, financing, and decision-making.

Together, these efforts would boost Virginia's college-going rate, strengthen alignment with workforce needs and expand economic opportunity for more students across the Commonwealth.

Tailored advising, which has been shown to positively impact postsecondary enrollment, especially among low-income and first-generation students. Advisors will also amplify the reach of Level Up Virginia (LUV), a statewide initiative that provides students and families with tools for postsecondary exploration, preparation, financing and decision-making.

In recent budget proposals, the federal GEAR UP program has been targeted for defunding. With state funding for these advisors, the Commonwealth can mitigate the impact on current access efforts if federal support is withdrawn.

#### **4. Policy Considerations**

The following are areas for which Council may wish to develop amendments to appropriate statute or budget items. Depending on the action taken, there could be a future budget impact.

***a. Two to Four Year College Transfer Incentive:*** The Commonwealth of Virginia continues to explore new means to provide affordable pathways for degree completion. Students who complete a degree at a two-year college before transferring to a four-year institution can have their cost-to-degree dramatically reduced due to the reduced tuition charged at a two-year college and be assured of having an earned degree even before completing a baccalaureate program. The two-to-four-year transfer pathway can be efficient as students may complete two years of credits towards a bachelor's degree at the two-year institutions and complete the remaining two years at the senior institution.

In 2008, the state authorized the current Two-Year College Transfer Grant (CTG) to further incentivize the financial benefits of pursuing this two-plus-two track.



Since 2020-21, the CTG program has experienced a decrease in participation, mirroring the reduction in enrollments at Virginia's two-year colleges. To increase student affordability, the Commonwealth can consider either strengthening the CTG or creating a separate transfer grant program, either as a replacement or companion program to the CTG.

This new program should strengthen the financial incentive for students, encourage four-year institutions to be more aggressive in pursuing transfer students, and address the procedural and academic challenges associated with transfer. This program could offer state inducements to either provide continued two-year college pricing or a financial aid package to cover the tuition differential and ensure that students participating in the program minimize the "non-applicable credits" phenomenon often experienced by transfer students and instead receive maximum applicability of their two-year college credits towards completion of their four-year degree. Such a proposal should be created in coordination with the various stakeholders, including Council, staff, OP-6, two-year college representatives, and representatives from four-year institution with enrollment and academic expertise.

If so directed, staff will provide a more formal charge at the September meeting.

**b. Virginia 529 surplus:** The 2022 JLARC (Joint Legislative Audit and Review Commission) study - [Defined Benefit 529 Surplus Funds](#) - and 2024 report - [Virginia529 Oversight Report](#) - stated that the Virginia Commonwealth Savers (formerly known as Virginia529) is carrying a surplus of funding needed to fulfill its contractual obligations with account holders. The Commission provided recommendations on the dissemination of these surplus funds.

Over the past three sessions of the General Assembly, various bills have been proposed but to date none have been successfully passed; however, staff believe that a consensus is building towards resolution.

The primary components common across the recommendations address the following:

- How much funding and who should decide how much funds are available to be pulled from the Commonwealth Savers portfolio.
- Where these funds should be housed: either in a separate account with the Commonwealth Savers, SCHEV, or a newly created entity.
- How the funds can be utilized, including reimbursement back to account holders, use for college access programs and activities, and for scholarships.
- Who should determine how to assign funds among the approved activities: Commonwealth Savers, SCHEV, a newly created entity.
- The process for determining if funds need to be returned back to the Commonwealth Savers.

SCHEV has advocated for a resolution that will aid in addressing current issues of college access, including the surplus being used for additional scholarship funds and other aid awards to students. Staff encourage Council to consider recommending staff engagement in solutions to disseminate the surplus funds during the 2026 General Assembly session.

# State Council of Higher Education for Virginia Agenda Item

**Item:** III.D. – Resources and Planning Committee – Discussion of Institutional Performance Standards (IPS) Data and Full Cost Calculations

**Date of Meeting:** July 15, 2025

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

**Most Recent Review/Action:**

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

**Date:** May 13, 2025

**Action:** Council certified four institutions that did not meet the standards as of the initial certification at the September 2024 Council meeting subsequently demonstrated sufficient progress towards meeting institutional performance standards.

**Purpose of the Agenda Item:**

The purpose of this item is to initiate and facilitate discussion within the Committee of the history, current status, and potential future review of two state-policy issues: a specific set of institutional performance measures (aka the Institutional Performance Standards or IPS; and an expectation that public institutions charge out-of-state students a tuition of at least the full cost of their education (aka Full Cost Tuition).

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

State law (statute and budget language) assigns responsibility to Council and/or its staff for monitoring public institutions' satisfaction of various requirements. In fulfillment of its duties and as a matter of good practice, SCHEV should periodically review the measures associated with these requirements to ensure that state policy and goals are upheld, especially amid a shifting higher education landscape.

- For two such requirements – Institutional Performance Measures and Full Cost Tuition, the public institutions are struggling to maintain compliance during a period of enrollment challenges and increasing competition.
- Based on the evidence provided below, staff believe that 2025-26 is ripe for Council to review the history, current status, and possible reevaluation of these two programs.
  - Staff suggests that Council conduct a full evaluation and decide whether changes are warranted by forming a work group of two Council members,

which could report findings by July 2026 in preparation for the 2027 legislative session.

- If directed, staff will prepare a more formal charge and timeline for the workgroup at the September meeting.

## 1. Institutional performance standards (IPS)

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 725, 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.

Four of the education-related measure the institutions' ability to provide reliable enrollment, degree, and retention *projections*. The emphases is on the accuracy of *projections* for future years and not on the actual outcomes.

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.

The remaining two education measures are on narrowly-focused outcomes rather than overall institutional performance.

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.

These performance standards are measured every two years with the next review scheduled for 2026.

## 2. Full cost calculations:

The *Appropriation Act* sets forth a tuition policy regarding nonresident (out-of-state) students (Item 4-2.01.b.2). This policy was first established in 1990, and its current version directs SCHEV to calculate the average cost of education by institutions and monitor whether institutions' tuition charges to out-of-state students meet the requirement to "cover at least 100 percent of the average cost of their education" annually.

- b) The Boards of Visitors or other governing bodies of institutions of higher education may set tuition and fee charges at levels they deem to be appropriate for all nonresident student groups based on, but not limited to, competitive market rates, provided that: i) the tuition and mandatory educational and general fee rates for nonresident undergraduate and graduate students cover at least 100 percent of the average cost of their education, as calculated through base adequacy guidelines adopted, and periodically amended, by the Joint Subcommittee Studying Higher Education Funding Policies, and ii) the total revenue generated by the collection of tuition and fees from all students is within the nongeneral fund appropriation for educational and general programs provided in this act.*
- c) For institutions charging nonresident students less than 100 percent of the cost of education, the State Council of Higher Education for Virginia may authorize a phased approach to meeting this requirement, when in its judgment, it would result in annual tuition and fee increases for nonresident students that would discourage their enrollment.*

The Appropriation Act provides guidance on the methodology to calculate the cost of education. Staff calculates an average cost to educate a student by using the adjusted E&G funding divided by projected FTE; and compares this cost to the average nonresident tuition (a weighted undergraduate and graduate tuition rates) at an institution.

### **3. Current Status:**

Institutional performance standards: Current enrollment challenges have made it difficult for institutions to make accurate predictions on future enrollments and maintain compliance with these measures. The 2024 review resulted in just two institutions in full compliance of all measures. Meanwhile, ten institutions did not meet three or more of the six education-related measures. Reasons provided for the deficiencies include: the on-going 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.

Whereas the education-related performance measures were originally adopted twenty years ago, it may be time to reassess the validity of the measures and to better align them with state higher education goals during this period of increased enrollment competition.

As a result, it also may be time for Council to consider whether to seek revision or replacement of the current institutional performance measures. A reassessment would

provide opportunity for the Council to bring greater attention to the limitations of the existing measures, with a particular focus on declining enrollments both in aggregate and across various student demographics.

Staff notes that the IPS requirements include six administrative and financial measures that are reviewed by the Department of Planning and Budget (DPB): 1) Financial, 2) Debt Management, 3) Human Resources, 4) Procurement, 5) Capital Outlay, and 6) Information Technology. For the work group charge, staff would defer to DPB whether to include a joint review of these six requirements along the SCHEV review of the six educational requirements.

Full cost calculations: Per the methodology, seven institutions – Norfolk State University, Radford University, University of Mary Washington, University of Virginia's College at Wise, Virginia State University, Richard Bland College, and Virginia Community College System – did not meet the full cost requirements in FY 2025. SCHEV staff notified these institutions and asked three questions: (i) How/Why did this happen; (ii) How can further declines over the next year be prevented; and (iii) What is a realistic time frame to get back to 100%, and what are the obstacles to doing so. The attached report compiles institutions' responses to each question.

For 2025-26, these seven institutions continue to fall below the full cost standard. Reasons for this underperformance vary but center on recent increases in state resources and tuition costs, while enrollments have stagnated and in some cases declined. This combination serves to increase the average "cost to educate" per student. Meanwhile, enrollment competition for out-of-state students inhibits institutions' ability to increase tuition and fees for those students.

National enrollment projections show a trend in declining college enrollment through 2030, meaning a smaller pool of students will be available from which institutions can recruit. While Virginia might be impacted to a lesser degree than other states, the competition from out-of-state institutions for Virginia students and for out-of-state students will increase. Under current circumstances, several institutions will face difficulty in regaining conformity with the full cost standard over the next biennium.

#### **4. For Council consideration:**

To proceed, staff recommends that Council consider implementing an ad hoc workgroup involving at least one but no more than two Council members, and including appropriate SCHEV staff and any other groups or individuals as deemed appropriate by Council. The workgroup's charge would be to consider various options available to Council and to bring forth to Council specific recommendations by July 2026. If so directed, staff will prepare a more formal charge and timeline for the workgroup at the September meeting.

#### **Materials Provided: See:**

- The Background/Summary section above.

- The attached (next page) text from the *Act of Appropriation* indicating Council responsibilities and institution benefits for institutional performance standards, as well as the 2024-25 full-cost report.

**Financial Impact:** None

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

Council's consideration of these issues supports two strategies of the statewide strategic plan for Virginia higher education:

- **Strategy #6:** Update and reform funding models and policies to improve student access and outcomes, affirm return on investment and encourage increased and consistent levels of state funding.
- **Strategy #7:** Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.

**Timetable for Further Review/Action:**

If directed, staff will provide further information at the September meeting.

**Staff Recommendation:**

Staff recommends that Council consider implementing an ad hoc workgroup involving at least one but no more than two Council members, and including appropriate SCHEV staff and any other groups or individuals as deemed appropriate by Council. The workgroup's charge would be to consider various options available to Council and to bring forth to Council specific recommendations by July 2026. If so directed, staff will prepare a more formal charge and timeline for the workgroup at the September meeting.

## **Institutional performance standards (IPS)**

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 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.*

## Full cost calculation report

### Full Cost Report for 2024-25

The *Appropriation Act* sets forth a tuition policy regarding nonresident (out-of-state) students.(Item 4-2.01.b.2). This policy was first established in 1990, and its current version directs SCHEV to calculate the average cost of education by institutions and monitor whether institutions' tuition charges to out-of-state students meet the requirement to "cover at least 100 percent of the average cost of their education" annually.

- b) The Boards of Visitors or other governing bodies of institutions of higher education may set tuition and fee charges at levels they deem to be appropriate for all nonresident student groups based on, but not limited to, competitive market rates, provided that: i) the tuition and mandatory educational and general fee rates for nonresident undergraduate and graduate students cover at least 100 percent of the average cost of their education, as calculated through base adequacy guidelines adopted, and periodically amended, by the Joint Subcommittee Studying Higher Education Funding Policies, and ii) the total revenue generated by the collection of tuition and fees from all students is within the nongeneral fund appropriation for educational and general programs provided in this act.*
- c) For institutions charging nonresident students less than 100 percent of the cost of education, the State Council of Higher Education for Virginia may authorize a phased approach to meeting this requirement, when in its judgment, it would result in annual tuition and fee increases for nonresident students that would discourage their enrollment.*

The Appropriation Act provides guidance on the methodology to calculate the cost of education. To determine the full cost, staff calculates an average cost to educate a student by using the adjusted E&G funding divided by projected FTE; and compares this cost to the average nonresident tuition (a weighted undergraduate and graduate tuition rates) at an institution.

Starting in 2007-08, all institutions met the full-cost requirements annually. Since the Appropriation Act only requires SCHEV to monitor this compliance, staff requested that Council shift this responsibility to be an item delegated to staff for future reporting, starting in 2019-2020.

From FY 2022 to FY 2024, due to large state investments in Norfolk State University (NSU) and Virginia State University (VSU) to mitigate the impact of pandemic, the calculated average cost per student grew while out-of-state tuition was held flat or minimal increases at these two institutions. As a result, NSU and VSU fell short of the full cost in each year. SCHEV staff notified these two institutions as well as the Op-Six members annually. Staff worked with NSU and VSU for the possibility of meeting the full cost requirement. Concerned with the negative impact on enrollment by increasing out-of-state tuition at these two institutions, staff suggested not requiring their

remediation plans and closely monitoring their situation in FY 2025 at the January 2023 Council meeting.

In July, staff calculated the full cost compliance in FY 2025 based on the 2024-25 E&G funding, projected FTE and out-of-state tuition charges. The result showed seven institutions: Norfolk State University (NSU), Radford University (RU), University of Mary Washington (UMW), University of Virginia at Wise (UVAW), Virginia State University (VSU), Richard Bland College (RBC), and Virginia Community College System (VCCS) did not meet the full cost requirements. The per FTE cost grew due in part to the following: RU, UMW, UVA-W and VSU projected a decrease in enrollments in FY 2025; UMW and UVA-W reduced their out-of-state tuition; and NSU, RU and RBC had minimal out-of-state tuition increases (0.8%, 1.5% and 0.1% respectively in FY 2025).

SCHEV staff notified these institutions and asked three questions (1) How/why this happened; (2) How to prevent the numbers declining any further over the next year; (3) What is a realistic time frame to get back to 100% and what are the obstacles to doing so. The attached document compiled institutions' responses to each question.

For Question 1:

- it should be noted that people responsible for institution's finance and tuition decisions at UMW, RU and RBC were new to their positions and did not know the state has the full cost policy.
- UVA-W and VCCS met the full cost policy in FY 2024 at 124% and 102% respectively and thus expected to be in compliance in FY 2025.
- UMW and UVA-W reduced their out-of-state tuition in 2024-25. UMW wanted to make its out-of-state tuition competitive in the market. UMW's old practice was to compensate its out-of-state student high tuition with student financial aid. As a result, the institution received discounted tuition revenue and made its tuition uncompetitive in the market. UVAW cited the similar reason that its out-of-state tuition was too high to make it uncompetitive with their peers in the region.

For Question 2, each institution provided a positive plan to prevent the further decline in the near future.

For Question 3, the projected timeframe to phase into the full cost requirement varied from two to ten years among these institutions. A concern is the negative impact on the nationally tight competition for enrollments if out-of-state tuition were to be increased.

SCHEV staff is going to present this report to the Op-Six group: staff of the Department of Planning and Budget, the secretaries of Finance and Education and the staff of the legislative money committees; and seek their suggestions.

**Institutional Responses to Questions about Not Meeting the Full Cost Requirement in 2024-25**

<b>Institution</b>	<b>How/why this happened</b>	<b>How to prevent the numbers declining any further over the next year</b>	<b>What is a realistic time frame to get back to 100% and what are the obstacles to doing so</b>
Norfolk State University	<p>Since FY21, the University has experienced a 39% increase in its E&amp;G resources. The increase has been entirely fueled by additional general fund resources. Examining the amount of nongeneral fund revenue shows that the total has remained fairly stable, but the split of the revenue has decreased from in state students and increased from out-of- state students. So while the full calculation does show that the University is only charging out-of-state students 71% of the cost of education, it does not reflect the shift in the source of aggregate tuition dollars.</p> <p>Prior to the COVID-19 pandemic, the University's enrollment had been recovering steadily from the downturn experienced after the accreditation issues suffered in 2013. As you will recall, NSU</p>	<p>The Board of Visitors took actions in the current year to increase the cost of tuition for all students. They were in part addressing the cost out-of-state students must pay because of increases needed for the University to erase the issue we are now facing due to not charging 100% of the full cost of education. The cost will continue to increase for all students but there will be particular attention to increasing out-of-state tuition so that the University is in a position to achieve the 100% obligation as stated in the appropriation act. However, because the University serves populations of both the Commonwealth and the nation that are the least financially fixed to participate in higher education, we realize that an aggressive increase in tuition for any of our students will be detrimental to the overall survival of the University.</p>	<p>Realistically, the University feels that it will take 5 to 10 years of both enrollment growth and tuition increases to achieve the required 100% of the cost of education for out-of- state students. Most of this effort will have to come through increases in the number of in state students that the University is educating. The budget assistance that has been provided to NSU in the last few years for student financial assistance will aid in enrolling additional in state students. Also, the targeted retention efforts the University is now imploring will play a significant role in assisting the University to increase its enrollment through retention through graduation. The University is also making efforts to increase its graduate student populations through different learning modalities and curriculum offerings. The effort for all students is to lead them to educational areas where they will be employable in high demand fields here in the Commonwealth. We feel the goal of getting back to the 100% cost of education for out-of-state students is achievable, but it will take time.</p>

	<p>had a considerable drop in its enrollment due to the accreditation issues. The enrollment increases were across all enrollment sectors but were more significant with the out-of-state students. The increase in these students served to provide the University with a significant increase in the amount of non general fund revenue that was available for operations. To encourage the enrollment of out-of-state students the University held steady the cost of out-of-state tuition. When this decision was made the University was at 144% of the full cost of tuition for out-of-state students.</p> <p>The two factors that have gotten the University to where it is now with the full cost of out-of-state tuition are the increases received in general fund support from the Commonwealth and decisions ten years ago to generate additional resources by both holding constant the cost of out-of-state tuition and</p>	<p>The University is now aggressively seeking to increase its enrollment. The shift will be largely targeted at increasing the number of in state students. As noted above, the aggregate revenue being generated from tuition has shifted from in state students to the out-of-state students. With the overall financial health of the University in mind, there should not be a decrease to the number of out-of-state students. Successfully shifting our enrollment targets to in state students will increase the number of FTEs needed to reduce the full cost of education while providing the University additional resources for operations.</p>	
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	the growth in out-of-state students because the cost was now more attractive to them.		
Radford University (to the position in 2023)	Did not know the state has a full cost policy and did not incorporate this requirement when making the tuition increases in 2024-25.	Radford University is below the standard of Commonwealth competitors and is below the Commonwealth average. The majority of our competition does come from in-state institutions or out-of-state students who would most likely attend an institution in their home state, receiving in-state tuition. There are several peers, inclusive of ETSU and WCU, that offer border-state pricing strategies (discounted tuition for nearby out of-state students) and as such are below the average out-of-state tuition amongst peers. There remains an opportunity for Radford to leverage out-of-state tuition pricing strategies above the current increases while attracting, recruiting, and retaining those students. Even with the regional pricing strategies that exist at a few competitors though, Radford does not believe that small incremental increases in out-of-state tuition will be detrimental to	An annual 1.5% out-of-state tuition increase in FY26 and FY27 will put Radford in compliance with the 100% out-of-state full cost policy requirement, with an estimated 103% attainment level in two years.

		out-of-state enrollment but will acknowledge that having the ability to price differently for certain bordering regions could be beneficial. With all of that said, Radford will plan to be in compliance in the two-year time frame.	
University of Mary Washington (to the position in 2024)	UMW reduced OS tuition and financial aid to make it OS tuition more competitive in the market this year. Did not know the state has the full cost policy.	UMW can prevent further decline with incremental increases in tuition and continuing our slow, metered enrollment growth strategy.	<p>The quickest way back to 100% is to re-implement the out-of-state scholarship and restore out-of-state tuition to previous rates, however that damages our competitiveness in the marketplace and is counterproductive to our enrollment growth strategy. It will negatively impact our out-of-state students.</p> <p>Slow increases in enrollment coupled with incremental increases in tuition would facilitate reaching 100% in 10 years, assuming moderate increases in costs and related appropriations.</p>
University of Virginia's College at Wise	As UVA-W met the full cost policy at 124% in 2023-24, did not anticipate it would fall short this year.	UVA-Wise student enrollment and FTE continues to increase since Fall 2023. As of Tuesday, September 10, 2024, fall enrollment had increased 574 students or 3.5% to 2,236, and FTE, 208 to 1,569 or 19.4%. Of the 1,569 student FTEs, 1,302 were in-state student FTEs and 267 out-of-state, exceeding the 2023 enrollment projections for 2024-25	A realistic time frame would be FY30. UVA-Wise sets tuition and fee increases every two years and does not anticipate a tuition increase for the coming year. Enrollment Management will continue to recruit nonresidents to contribute to increased overall student enrollment, while we aspire to remain staying competitive with neighboring states, i.e., Tennessee. With two years of increased enrollment growth, these strategies around our tuition and fees are having an impact

		<p>in-state FTEs of 1,206 and out-of-state of 145. As evidenced in the preceding data, the College is more competitive and attractive to recruit additional out-of-state students. Continuing to market the new out-of-state rate during this coming admissions cycle should yet again yield additional out-of-state students. Growth in non-resident enrollment combined with continued overall enrollment growth will result in a commensurate increase in college resources. Any increase in the out-of-state tuition rate will have an adverse effect on the College's ability to attract non-resident students to rural Southwest Virginia, as our rate would be as high as some of our larger research institutions in the Commonwealth.</p>	<p>and growing our college here in Southwest Virginia helping to combat the local declining population resulting from the high rate of outward migration. Increasing these tuition and fees at this time would thwart the College's recent efforts and hamper its success by having a negative impact on our ability to grow.</p>
Virginia State University	<p>In 2022, VSU made a plan to meet the full cost over three years by increasing OS tuition by 3% per year. But the per FTE cost increased faster than the tuition increases.</p>	<p>VSU will closely monitor its OS tuition next year.</p>	<p>It is unlikely to increase OS enrollments as VSU OS tuition is at the market level and VSU does not have funds to provide more financial aid. VSU is committed to meeting the full cost. It is difficult to project when to reach the full cost as revenue grows faster than OS enrollment and tuition increases.</p>



Richard Bland College (to the position in 2023)	Did not know the state policy nor the full cost calculation methodology. Used the actual expenses to model tuition increases	RBC actual headcount enrollment and registered credit hours exceeded the projection in fall 2024. Hope this may help improve the full cost situation.	Planned 3 scenarios to phase to full cost by increasing OS tuition from 2.5% to 3.5% annually. The target years varied between 2028 and 2030 depending on the combination of projected enrollments and tuition increase rates.  The obstacles are unstable enrollment trend and potential tuition increase cap by the state.
Virginia Community College System	VCCS OS tuition is twice as much as IS tuition. VCCS is aware of the full cost policy and did not anticipate it would fall short in 2024-25.	VCCS will closely monitor its OS tuition.	Plan to phase to full cost over four years.

# State Council of Higher Education for Virginia Agenda Item

**Item:** III.E – Resources and Planning Committee – Update on Enrollment Projections

**Date of Meeting:** July 15, 2025

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

**Most Recent Review/Action:**

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

**Date:** October 15, 2024

**Action:** Council adopted the 2023 Enrollment Projections and Degree Estimates.

**Purpose of the Agenda Item:**

The purpose of this item is to facilitate discussion by the committee via a staff update on the current institutional submissions of the 2025 Enrollment Projections and Degree Estimates at the state and sector levels. This discussion will inform potential action in October.

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

*Background:* Code of Virginia, § 23.1-203(4), assigns to Council the duty to review and approve or disapprove the enrollment projections made by public institutions of higher education. The projection process is conducted biennially and covers the next six academic years.

In February 2025, staff conducted multiple webinars with relevant staff from public and private institutions regarding assumptions and process. The key assumption, as has been the norm in the past, is “do not assume additional general fund support.”

The enrollment projections consist of seven worksheets for the annual detailed projections by student level and category, with columns for the numbers of: new students; new transfer students; full-time and part-time headcount; regular session (fall and spring) Full-time Equivalent (FTE); and annual FTE. All worksheets require estimates for the percentage of in-state students. A worksheet specific to in-state, first-time-in-college students requires an estimate of those who will have graduated high school within 12 months of enrolling in college.

A separate worksheet for the degree estimates requires submission of one year of actual awards and six years of estimates by degree level, with estimates of the

percentage that are in-state Science, Technology Engineering and Math (STEM), in-state healthcare and in-state overall.

The deadline for the projections was May 1. Once the submissions were “locked,” institutions were then able to review the submissions of the other institutions and may reconsider and resubmit their projections as desired through June 15 (having extended the date from May 22). Staff granted extensions to several institutions for various reasons, including timing of board meetings and availability of staff resources.

**Summary of Enrollment Projections:** As of July 1, the total projected enrollment for all institutions (public and TAG-eligible private institutions) will grow from fall 2022’s total of 553,296 to 550,401 in the fall of 2029 (2023 was the final year of asking for eight years of projections to coincide with the 2030 goal described below) with eleven private institutions having not submitted or finalized their reporting. Those eleven institutions represent a total enrollment in fall 2024 of 16,463 students. If held flat, that would suggest a total headcount enrollment in fall 2029 of almost 567,000 students. Staff do not believe it reasonable to assume that most institutions can assume a worst, or even a best case, of level enrollment over the next five years.

The Western Interstate Compact for Higher Education (WICHE), in its 2024 projections of Virginia high school graduates, projected 91,213 graduates compared to 94,328 actual graduates from public high schools. The anticipated peak between now and 2029 is this year, with 95,937 graduates and a decline through 2033, with a peak in 2034 and continued decline to 83,941 in 2042. While WICHE’s projections typically have been found to be conservative and to understate the actual numbers below, staff is of the opinion that these projections may overstate the supply of high school graduates in that they may contain approximately 5% undocumented students each year.

<b>Table 1: WICHE Projections of High School Graduates (through 2040-2041)</b>			
<b>YEAR</b>	<b>Grand Total</b>	<b>Public</b>	<b>Private</b>
2021-2022	99,497	92,095	7,402
2022-2023	100,051	92,601	7,450
2023-2024	99,011	91,213	7,798
2024-2025	104,008	95,937	8,071
2025-2026	102,981	95,037	7,944
2026-2027	100,484	92,140	8,344
2027-2028	99,114	90,158	8,956
2028-2029	99,393	90,098	9,295
2029-2030	100,188	90,412	9,776
2030-2031	100,530	90,099	10,431
2031-2032	101,600	90,284	11,316
2032-2033	101,663	89,474	12,189
2033-2034	105,089	94,150	10,939

2034-2035	102,267	91,583	10,684
2035-2036	101,543	90,752	10,791
2036-2037	98,565	87,911	10,654
2037-2038	95,846	85,458	10,388
2038-2039	97,319	86,927	10,392
2039-2040	97,073	86,706	10,367
2040-2041	93,984	83,914	10,070

The [Higher Ed Immigration Portal](#), a project that exists to advocate for Deferred Action on Childhood Arrivals (DACA), undocumented, refugee, other immigrant, and international students, estimates that in 2018 Virginia annually had approximately 5,000 undocumented students graduating from its high schools, with 13,122 undocumented students in Virginia higher education. Beyond these numbers, the Portal estimates 62,000 first generation immigrants (born abroad and immigrated to the U.S.) and 85,000 second generation immigrants (U.S.-born individuals with at least one immigrant parent) also enrolled in Virginia colleges and universities. Given that these estimates are seven years old, the current numbers likely are at least a bit larger. Such students represent a risk factor to institutional enrollment as current United States policy is aimed at reducing the presence of these individuals.

The [American Immigration Council](#), using American Community Survey microdata from 2023, estimates 258,800 undocumented immigrants living in Virginia. The AIC further estimates 12,700 DACA-eligible residents, with 12,441 having been granted DACA status. From SCHEV's records, staff can confirm that in fall 2024, a total of 334 DACA students were enrolled at Virginia public institutions. This number represents a steady decrease from fall 2019, when 1,288 DACA students were reported in institutions' enrollment data to SCHEV. Further, in fall 2024, 228 undocumented students were reported as enrolled at Virginia public institutions.

The Higher Ed Immigration Portal also tracks the enrollment of international students. Last fall (2024), Virginia institutions enrolled 22,414 such students. According to one public institution, the current political landscape appears to have caused a 40% drop in international enrollment from fall to spring semester. Staff have no immediate means of verifying this occurrence or determining whether such was a common trend across institutions; staff can begin to search for trends later this summer when the course enrollment files are submitted by each institution. This topic will be a top study priority of the OpSix group this summer, as the submissions of those files will coincide with the timing of most of OpSix's six-year-plan discussions with the public institutions.

Additional risks to enrollment include the proposed changes to federal financial aid that – as of this writing – were under negotiation in the US Congress. In fall 2024, total Virginia postsecondary enrollment was 489,693 students (excluding high school dual enrolled students) at all levels. Of these, 249,330 (51%) had submitted a FAFSA (Free Application for Federal Student Aid) and 186,007 had qualified as having financial need

to attend college, of which 161,919 were undergraduates. Of the undergrads, 69,762 were enrolled at the public four-years, 50,044 at the community colleges and Richard Bland College, with the remaining 42,113 at the independent colleges. Of the total undergraduates with need, 103,327 received a Pell grant of some amount and stand to lose up to 20% of that grant based on the proposed reduction of the maximum award (from \$7,395 to \$5,916) and proportional decreases along the categories of need. Overall, students at Virginia colleges and universities received \$466,927,905 in Pell grants last year, and a 20% reduction of that would create a \$93,385,581 gap for other aid programs and loans to fill and/or would lead to students leaving higher education. Across this population of students, the average Pell grant was \$4,519; thus, a 20% cut would have an average impact of about \$904 per student.

However, the proposed changes go well beyond decreasing the maximum Pell award. Students enrolled less than half-time (fewer than six credit hours) would lose all eligibility, equating to 5,411 students last year. Under the current rules, 12 credit hours per semester, 24 per year (fall and spring), is considered full-time. The proposed rule moves the threshold to 15 and 30 credits. Depending on how the institution charges tuition, whether by credit or a flat rate for full-time enrollment, part-time students receive less per credit than full-time students. According to the [National College Attainment Network](#), a full-time student taking 12 credits and receiving a maximum Pell award receives \$308.10 per credit under the current rules. If the full-time threshold moves to 15 credits, then these students would receive only \$246.50 per credit. If such students feel they cannot enroll for 15 credits because of work, caregiving, or other responsibilities – and this is before accounting for the proposed 20% cut – they would lose 20% of their current Pell grant. Last year, such would have affected approximately 42,000 students across all institutions in Virginia and would have increased the average unmet need (Cost of Attendance minus family contribution and all gift aid) from \$18,400 to at least \$19,400 and a total of \$42M in additional unmet need for part-time students. Full-time students would move from an unmet need of \$18,144 to \$19,644 across approximately 43,000 fewer students.

Staff believe it is unlikely that, in order to maximize the financial aid they receive, most students would not increase the number of credits in which they enroll each semester. Such an outcome could be positive, given that students taking 30 credits per year are generally more likely to graduate and to do so on-time. For example, from SCHEV's data, looking at first-time in college students and the number of credits attempted in the first term, across public four-year institutions staff find an 11 percentage point increase in the four-year graduation rate of students who take 15 or more credits in their first term of enrollment.

<b>Table 2: Number of Credits Attempted in First Semester and Graduation Rates at Public Four-years</b>			
FTIC, Full-Time at Entry	within 4yrs	within 5yrs	within 6yrs
12 to 14.5 Credits	45%	60%	64%
15 to 17.5 Credits	56%	70%	74%
18 or Greater Credits	58%	73%	76%

A similar pattern is found at independent colleges and public two-year colleges:

<b>Table 3: Number of Credits Attempted in First Semester and Graduation Rates at Private Four-years</b>			
FTIC, Full-Time at Entry	within 4yrs	within 5yrs	within 6yrs
12 to 14.5 Credits	35%	53%	59%
15 to 17.5 Credits	49%	68%	72%
18 or Greater Credits	49%	65%	70%

<b>Table 4: Number of Credits Attempted in First Semester and Graduation Rates at Public Two-years</b>			
FTIC, Full-Time at Entry	within 4yrs	within 5yrs	within 6yrs
12 to 14.5 Credits	2%	19%	34%
15 to 17.5 Credits	4%	32%	44%
18 or Greater Credits	21%	47%	56%

While the changes proposed at the federal level will create a variety of financial challenges for students, families, and institutions, benefits also are possible. However, not all students are prepared to take 15 or more credits per semester, or are able to do so given a variety of factors. Unknowable is the proportion of students that will choose to increase their course load and will be successful at doing so. This risk factor will predominantly affect the less selective and open enrollment colleges.

Another potential change to the Pell program would make these grants available to students enrolled in short-term workforce credential programs (such as those in the Commonwealth's New Economy Workforce Credential Grant [WCG] Program). Such could lead to a dramatic attendance shift for many students away from traditional programs, while also bringing new providers (ie, competition for VCCS and others in the WCG program) into the noncredit space among accredited institutions.

Other proposed changes involve restrictions or limits on (Parent) PLUS loans. Last year, 5,695 Virginia undergraduates relied on (Parent) PLUS. Current proposals include maximum cumulative loans of \$65,000 per student and annual borrowing caps of \$20,000 per student, which would directly impact 1,537 of the 5,695 students with parent borrowers, with 378 of these students also receiving the current maximum Pell.

Finally, (as also reported by NCAN/National College Attainment Network) a proposal has been made of a massive change to financial process in calculating a student's "financial need" by redefining "need" as the median cost of college minus the Student Aid Index (calculated in the submission of the FAFSA based on student and family resources). The median cost of college would be the national median of all programs that carry the same six-digit Classification of Instructional Programs (CIP) code at the same level of award. The immediate impact would be that "financial need" would be capped at a figure lower than an institution's actual cost of attendance for half of all institutions. A major issue with this proposal is that the data do not actually exist at the

US Department of Education, which would make it difficult to implement by the beginning of 2026-27 aid year (ie, less than one year from now). The Department would need to create estimates based on ratios of the numbers of program graduates to whatever institutional-cost data it has, or use the student-level data in the National Student Loan Data System to calculate program cost of attendance based on the matching FAFSA submissions and the resulting Institutional Student Information Record (ISIR), which provides the estimated cost of attendance for each student. Observers deem it unlikely that sufficient time would exist for the standard practice of a Technical Review Panel to work through the methodology and/or allow for institutional review of the calculations for each institution with opportunities to rebut or correct the data.

In the absence of the full availability of what is currently in negotiation between the US House and Senate, and given all the factors above, staff are of the opinion that: (i) institutions' enrollment projections and degree estimates may be fundamentally flawed; and therefore, (ii) staff will need to send the initial projections and estimates back to the institutions for review and reconsideration, for return to SCHEV prior to August 1, 2025.

**Materials Provided:**

To supplement the background and summary information immediately above, staff will present during the meeting a series of data visualizations that depict enrollment trends, projections, and the possible effects of the risk factors described above. Staff will publish this presentation on [collegeoutcomes.schev.edu](http://collegeoutcomes.schev.edu) under the coming "Enrollment Projections 2025" link.

**Financial Impact:** N/A

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

Enrollment relates directly to the plan's objectives of closing gaps in access and completion. It also serves as a mechanism to reach the plan's educational-attainment target of 70% of working-aged Virginians having a certificate, degree, or credential by 2030. Enrollment further supports the plan's vision of "Best State for Education." The Enrollment Projections and Degree Estimates serve as the Council's tool for projecting and assessing progress toward these goals and objectives.

**Timetable for Further Review/Action:**

At the October meeting, staff will present for Council's consideration a completed package of projections and estimates, including any adjustments resulting from the six-year-plan meetings with the public institutions. Staff will seek action from the committee and Council on the projections at the October meeting.

**Resolution:** None

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
JOINT SCHEV/PRIVATE COLLEGE ADVISORY BOARD MEETING  
May 12, 2025**

**DRAFT MINUTES**

Ms. Miles called the meeting to order at 3:00 p.m. in the Dollar Tree room of the Brock Commons at Randolph-Macon College in Ashland, Virginia.

Council members present: Walter Curt, Micah Edmond, Lindsay Fryer, Delceno Miles, Jennie O'Holleran, Cheryl Oldham, John Olsen and Steven Taylor.

Council members participating virtually: Jason El Koubi, Carlyle Ramsey and Doug Straley.

Council members absent: William Harvey, John Jumper

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

Notable attendees: Deb Love, Senior Assistant Attorney General, Office of the Attorney General; Zach Jacobs, Deputy Secretary of Education; the Honorable Chris Peace, President, Council of Independent Colleges in Virginia; and Sabena Moretz, Director of Government Relations and Member Services, Council of Independent Colleges in Virginia. Secretary of Education Aimee Guidera participated virtually. See the list at the end of this document of CICV Presidents who attended.

**WELCOME AND INTRODUCTIONS**

On behalf of the Council, Council Vice Chair Delceno Miles welcomed the presidents of the private and nonprofit institutions.

Ms. Miles introduced Dr. Mary Dane Hinton, chair of the Private College Advisory Board (PCAB), whose opening remarks highlighted the unique contributions of private institutions to the higher education landscape in Virginia.

Mr. Scott Fleming, director of the State Council of Higher Education, welcomed everyone.

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

**PRIVATE COLLEGE, PUBLIC IMPACT: A NATIONAL AND VIRGINIA PERSPECTIVE**

Mr. Peace and Ms. Moretz presented the contributions of private colleges in Virginia.

According to the presentation, private colleges in Virginia provide, directly or indirectly, over 28,000 jobs and deliver \$2 billion in wages and benefits to the state. They produce



\$4.6 billion in economic output while generating \$157 million in state and local tax revenue.

Private colleges serve proportionally more very low-income students from underrepresented backgrounds than public four-year colleges. Enrollment in private colleges represents a larger portion of the student population than expected.

The national outlook for private institutions is not as strong as the outlook in Virginia. Mr. Peace pointed out that while several private colleges nationwide have closed recently, none in Virginia have. The private colleges in Virginia support the healthcare workforce through BSN programs at 14 CICV schools. Health professions programs are costly, and CICV programs are privately funded. Mr. Peace also pointed out that, despite enrolling only 33% of the Commonwealth's undergraduate students, they routinely produce about the same number of new teachers as public institutions.

Mr. Peace concluded his presentation with a plea for greater state funding contributions to private institutions. He presented the minimal investment currently made in private colleges and described how many more students could be helped with an increase in the Virginia Tuition Assistance Grant (VTAG). He also asked that SCHEV continue to advance and recognize policies that will strengthen the relationship between the state and private colleges.

Council members inquired about the struggles faced by the financial aid offices during the challenging FAFSA rollout in 2024. They also asked questions about the impact of tuition resets. Several presidents answered that it is too soon to determine the effect of the resets. Council members also asked about student access at the institutions. The presidents pointed out that the privates are doing the heavy lifting of social mobility that some of the larger public institutions are no longer able to do.

### **REMARKS FROM SECRETARY GUIDERA**

Secretary Guidera joined the meeting to encourage the PCAB presidents to consider working to differentiate their institutions. She stressed that educational outcomes, as measured by all higher education institutions, should be the primary focus in the future while continuing to consider access, affordability and attracting students. She also spoke about the institution's responsibility to the students to ensure that once they enter college, they can complete their degree in a reasonable amount of time with less or no debt.

Secretary Guidera spoke about the need for institutions to affirm their compliance with Title VI. Many institutions have already adopted resolutions focusing on civil rights, and she encouraged all of them to do so.

### **VTAG AT A GLANCE: MAXIMIZING IMPACT, ENSURING SUSTAINABILITY**

Mr. Andes drew the meeting participant's attention to a handout that illustrated the state of the Virginia Tuition Assistance Grant program. He described the participation in the TAG program in the last 10 years. Undergraduate participation in the TAG program increased significantly in 2024, with a 10% overall increase. Eleven institutions reported an increase of over 10%, and five institutions reported a growth of over 30%. The

graduate program represents over seven percent of total TAG recipients and has remained below a two percent annual growth for five of the last six years.

Council members asked how the per-student award limit is determined.

### **PARTNERSHIP FOR PROGRESS: SCHEV AND PRIVATE COLLEGES ENSURING INSTITUTIONAL VIABILITY**

Mr. Bryant from McGuire Woods Consulting shared a presentation about the capital planning process for private institutions. Private colleges are dealing with aging and decaying buildings, many of which are hundreds of years old. For the most part, private colleges make repairs and update buildings using funds raised privately. Through the Virginia College Building Authority, the Small Business Financing Authority and the Virginia Resources Authority, private colleges can access a limited amount of capital funding assistance. Mr. Bryant reviewed some of the steps that the General Assembly has taken to assist private institutions further. Other states, such as North Carolina and Maryland, offer a range of financing and grant mechanisms that provide capital to private, nonprofit institutions within their borders.

Mr. Bryant concluded his presentation with recommendations, including the following:

- Clarify the Virginia code to allow VCBA refinancing.
- Expand the VRA Authority to permit direct capital loans.
- Permit Virginia College Building Authority (VCBA) Credit bonds for private colleges.
- Establish a targeted capital grant program.
- Establish a VCBA program to grant-fund private capital needs.

Mr. Bryant also suggested ways to approach the General Assembly to allocate more capital funding to private institutions. He concluded by encouraging SCHEV staff to continue to work collaboratively to explore and identify other funding opportunities.

Mr. Curt requested clarification on funding for capital projects at private institutions. Mr. Bryant deferred to the PCAB president, as funding is institution specific. His concerns were that once the private institutions were able to use credit to build, paying back loans at high interest rates would remain a challenge.

### **LEADERSHIP REFLECTIONS: RESPONSES AND OBSERVATIONS FROM PRESIDENTS AND COUNCIL**

The members of the Private College Presidents each provided final reflections on the topics of discussion and expressed their gratitude for the work that SCHEV does on behalf of higher education.

President Hinton expressed her gratitude and emphasized the importance of VTAG for private college students. Other presidents also insisted on the importance of VTAG, stressing that it is not only an investment in the student but also an investment in the state's economy.

## **MOTION TO ADJOURN**

Ms. Miles adjourned the meeting at 5:25 p.m.

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Delceno Miles  
Council Vice Chair

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Kristin Whelan  
Coordinator of Board and Executive Operations

### **Private College President Attendees**

Dixie Tooke-Rawlins, Edward Via College of Osteopathic Medicine  
Lou Fincher, Emory & Henry University  
Mirta Martin, Ferrum College  
Larry Stimpert, Hampden-Sydney College  
Darrell K. Williams, Hampton University  
Mary Dana Hinton, Hollins University  
Kenny Craig (on behalf of Dondi Costin), Liberty University  
Robert Lindgren, Randolph-Macon College  
Stephen Bruce (on behalf of Carlos Campo), Regent University  
Frank Shushok, Jr., Roanoke College  
Tracy Fitzsimmons, Shenandoah University  
Bonnie Cordon, Southern Virginia University  
Mary Pope Hutson, Sweet Briar College  
Alison Morrison-Sheltar, University of Lynchburg  
Hakim Lucas, Virginia Union University

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
COUNCIL MEETING  
MAY 13, 2025**

**DRAFT MINUTES**

Ms. Miles called the meeting to order at 9:00 a.m. in the Dollar Tree Room in the Brock Commons at Randolph-Macon College, Ashland, Virginia.

Council members present: Walter Curt, Micah Edmond, Lindsay Fryer, Delceno Miles, Jennie O'Holleran, Cheryl Oldham, John Olsen and Steven Taylor.

Council members absent: Jason El Koubi, William Harvey, John Jumper, Carlyle Ramsey and Doug Straley.

Staff members present: Lee Andes, Alisha Bazemore, Taylor Clarke, Joe DeFilippo, Alan Edwards, Brittany Everett, Jodi Fisler, Grace Khattar, Tod Massa, Erin McGrath, Jessica Minnis-McClain, Laura Osberger, Kirstin Pantazis, Paula Robinson, Emily Salmon and Kristin Whelan.

Notable attendees: Zach Jacobs, Deputy Secretary of Education; Dr. Robert Lindgren President of Randolph-Macon College; Deb Love, Senior Assistant Attorney General, Office of the Attorney General; Dr. Chapman Rackaway of Radford University; and Will Shaffner, Director of Business Development & Government Relations for MOELA.

**APPROVAL OF MINUTES**

On a motion by, seconded by, the minutes of the March 18, 2025, Council meeting were approved unanimously.

**REMARKS FROM RANDOLPH-MACON COLLEGE PRESIDENT, ROBERT LINDGREN**

Ms. Miles introduced President Robert Lindgren.

Dr. Lindgren spent a few minutes speaking about his tenure at Randolph-Macon College. The institution has grown during his time as president. He mentioned, among other things, the nursing program and the types of infrastructure that RMC needed to create to support the new program.

Dr. Lindgren also discussed the upcoming challenges of the enrollment cliff. He spoke about the workforce-centered programs on campuses and the importance of meeting families' expectations regarding outcomes. Dr. Lindgren mentioned that meaningful internship opportunities are one way that colleges can meet current workforce expectations.

He also touched on the previous day's discussion at the PCAB meeting and the desire for more collaboration between the public and private sectors to better serve the

students. He concluded by expressing his gratitude for the support RMC receives from SCHEV.

Mr. Curt asked what Dr. Lindgren sees as the private school's competitive advantage. He described the smaller classes and more interpersonal style. Faculty members serve as advisors and develop close relationships with students. He also mentioned greater availability of research opportunities for students.

Ms. Miles read a resolution allowing the remote participation of Council members Mr. El Koubi, Dr. Ramsey and Mr. Straley. A voice vote was taken, and all members present approved the remote participation.

### **DISCUSSION OF DRAFT GOALS OF THE STATEWIDE STRATEGIC PLAN FOR VIRGINIA HIGHER EDUCATION**

Ms. Salmon led a discussion on the draft goals of the statewide strategic plan. She shared a presentation. Ms. Salmon outlined the discussion by describing the three goals for the discussion:

- Review the statutory requirements for strategic plan development.
- Share emergent themes from the Council and stakeholder surveys.
- Discuss the draft goals, objectives and strategies.

Ms. Salmon identified the emergent themes. The leading issue identified for Virginia higher education was talent development and retention. The responses from Council and stakeholders were aligned. She also briefly addressed the uses of the terms: goals, objectives and strategies.

Ms. Salmon introduced the three identified goals, and the objectives related to the goals as follows:

Goal 1 – Ready: Objectives related to student readiness.

Goal 2 – Responsive: Objectives related to institutions' responsiveness.

Goal 3 – Relevant: Objective related to higher education's pertinence and value.

The underlying principle for all three of the goals is Resilience.

Throughout her presentation, Ms. Salmon paused to answer Council member questions and receive feedback. There were several questions about methodology and implementation. Ms. Salmon also clarified some of the terminology used in the presentation. Secretary Guidera offered her input on several elements of the plan.

Ms. Salmon concluded by describing the next steps in the process. She will work to incorporate Council feedback into revised goal concepts, objectives and strategies. The SCHEV team will host additional input sessions across Virginia. Ms. Salmon will present revised goals, objectives, strategies and a draft version at the July Council meeting.

### **UPDATE ON SCHEV ACCESS INITIATIVES (GEAR UP AND LEVEL UP VIRGINIA)**

Ms. McGrath updated the Council on SCHEV access initiatives. She shared a presentation that covered the following topics:

- Virginia's enrollment goal and challenges.

- Current initiatives and impact.
- Campus visit project.
- FAFSA support expansion.
- Access partnerships.
- Future directions.

Ms. McGrath described the GEAR UP Virginia grant and how the program supports access. The program serves the Commonwealth high schools with the greatest need. Half of the high schools served are located in rural communities, and the other half are located in urban communities. Ms. McGrath discussed the benchmarks they use to determine progress and success. She shared data demonstrating the progress of the GEAR UP cohort.

Ms. McGrath shared information about the Virginia-specific access program, Level Up Virginia. The program includes college nights, guidance with applying to college, and FAFSA. Level Up also hosts a VCCS roadshow and promotes Decision Day VA to encourage students to commit to a postsecondary plan. Ms. McGrath shared a graph that illustrates the program's growth since its inception. She discussed their marketing efforts, including the activity on the Level Up VA website.

Ms. McGrath described the Campus Visit Project and its impact on students seeing themselves on a college campus. Seeing oneself on a college campus is especially important for first-generation college students. Studies show that early campus visits motivate students academically and encourage them to take more rigorous high school classes.

Ms. McGrath outlined the ways that her team supports FAFSA completion, including:

- SCHEV's College Access Advisory Board.
- FAFSA help desk.
- FAFSA completion portal.
- Financial aid webinar series.
- Large postcard reminder mailing.

The SCHEV Access team partners with the following groups to serve the students of Virginia:

- Commonwealth Savers.
- Education Credit Management Corp (ECMC).
- Virginia College Access Network.
- Virginia Department of Education.
- Virginia Department of Financial Aid Administrators.
- Virginia Foundation for Independent Colleges.
- uAspire.
- UVA's Virginia College Advising Corps.

## **UPDATE ON CIVIC ENGAGEMENT**

Dr. Rackaway joined the meeting to introduce the Council to his Civic Incomes Assessment project at Radford University.

The goal of the project is to measure students' civic engagement as they enter university, after sophomore year and as they graduate. The team administered the assessment to all students in their UNIV 101 class. Dr. Rackaway is interested in measuring the outcomes based on the following four categories:

1. Civic knowledge- basic understanding of political rules, norms and current information.
2. Civic disposition – attitudes and orientations toward politics.
3. Civic efficacy – the belief that one can make change through legitimate political participation.
4. Civic engagement – acts of citizen leadership.

Dr. Rackaway described what they have learned through the assessments. In response to the data, Dr. Rackaway described some of the interventions they have planned to increase student civic participation, including the following:

- Encouragement of media literacy on campus.
- Expanded connections with the New River Valley local government.
- Providing more organized opportunities to participate.
- Promotion of registering and voting.

Council members requested definitions for certain terminology used. Some members expressed concern that a university might be compelling political activities. Mr. Curt voiced concern about students overwhelming local political issues on behalf of the universities. Secretary Guidera suggested that the program should examine civic knowledge.

Dr. Fisler updated the Council on the statewide activities with the Constructive Dialogue Institute (CDI) and civil discourse in Virginia. She briefly described the CDI program. Dr. Fisler shared that there has been a significant increase in participation and completion from last year to this year.

Dr. Fisler also described her work with Braver Angels and the College Debates and Discourse Alliance to schedule a series of debates about American democracy to mark the 250th anniversary of the United States.

Dr. Fisler concluded by describing future directions for her work in this area, including more civic engagement activity, building these activities into the strategic plan, and connecting civic initiatives across institutions.

Council members asked for further details about the civic engagement programs.

### **UPDATE ON CHANGING FEDERAL LANDSCAPE**

Mr. Shaffner joined the meeting to share a presentation on the federal education landscape.

He introduced the top priority of the Trump administration as unleashing prosperity through deregulation. Generally, this means that for any new rule, regulation or guidance, each agency must identify at least 10 existing rules, regulations or guidances to repeal. In addition, the total incremental cost of all new regulations, including those

that are repealed, must be significantly less than zero in fiscal year 2025. To date, President Trump has signed at least 147 executive orders and issued many proclamations and memorandums, including one that bars states from allowing illegal aliens to pay in-state tuition.

Other areas of concentration in the higher education sector include:

- Expanding the number of investigations underway at the Department of Education's Office for Civil Rights.
- Pressuring universities to self-censor, with an emphasis on DEI initiatives.
- Reforming accreditation.
- Reorganizing the DOE will have significant implications for higher ed funding and oversight.
- Restoring state control of education.
- Eliminating government overreach.

He continued by discussing the impact of House budget activity on higher education funding. The College Cost Reduction Act passed last year streamlines loan repayment plans, eliminates the PLUS loan program, and caps student loan borrowing, among other things. The Senate has been quiet on matters of higher education thus far. Mr. Shaffner outlined what will happen next with budget reconciliation. He discussed the House markups that impact higher education.

Mr. Shaffner discussed staffing and leadership changes at the DOE. The total staffing has been reduced by half, and the department is considering closing regional offices and eliminating certain programs.

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

Mr. Fleming touched on SCHEV's work on the updated data reporting through the Fact Pacts. The newest version will include more information for students and their families.

He spoke about our expanded participation in national workforce development initiatives.

SCHEV is also working hard to ensure compliance with new federal regulations and guidance.

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

Included at the end of this document.

### **COMMITTEE REPORTS**

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

Ms. Oldham reported that the Academic Affairs Committee heard from Dr. Osei on Old Dominion University's (ODU) proposal to establish a Doctor of Philosophy (PhD) degree program in Cybersecurity. Details of the proposed program can be found beginning on page 9 of the agenda book. The PhD program would produce researchers and faculty in the field of cybersecurity, a growing field nationally and in Virginia. There remains



some question about the need for a new doctoral degree program in this field. The resolution approved yesterday allows the proposed PhD in Cybersecurity to progress to an external review. Once the external review is complete, the review report and ODU's response to the review will be brought back to the Academic Affairs Committee for a final decision on whether to initiate a new degree program.

The Academic Affairs Committee then heard from Dr. DeFilippo on a proposed Organizational Change at The College of William and Mary in Virginia. William and Mary is proposing to establish a department of Data Science in the School of Computing, Data Sciences, and Physics. Council previously approved the establishment of the School of Computing, Data Sciences, and Physics in July of 2024. This proposal would move the existing Bachelor of Science degree program in Data Science and the Graduate Certificate in Data and Computer Science into the new Department of Data Science. Board of Visitor approval has been granted. William & Mary affirms that no new resources will be requested from the state to establish or operate the proposed new department or to implement the proposed organizational change.

The Academic Affairs committee presented the following resolutions (on page 13 of the agenda book) for Council consideration:

**BE IT RESOLVED that the State Council of Higher Education for Virginia approves the establishment of the Department of Data Science, located in the School of Computing, Data Sciences, and Physics, at the College of William and Mary in Virginia, effective July 1, 2025.**

**As it was voted forward out of committee, no second is required for the motion to be considered. The resolution passed unanimously.**

The Academic Affairs committee then heard from Ms. Freeman on a proposed Private Postsecondary Institution Certification for Virginia Christian College. Virginia Christian College, formerly Virginia Bible College, has been operating in Virginia as a religious-exempt institution since 2011. The institution seeks certification as the prerequisite to expanding its offerings to include non-religious programs. The College is accredited by the Transnational Association of Christian Colleges and Schools (TRACS). Details of the institution can be found beginning on page 21 of the agenda book. Certifying the institution carries no financial impact for the Commonwealth.

The Academic Affairs committee presented the following resolutions (on page 20 of the agenda book) for Council's consideration:

**BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Virginia Christian College to operate as a degree-granting postsecondary educational institution in the Commonwealth of Virginia, effective May 13, 2025.**

**As it was voted forward out of committee, no second is required for the motion to be considered. Mr. Curt asked the school representative about present and future enrollment and the degree level they plan to award. The resolution passed unanimously.**

The Academic Affairs Committee received a presentation from the Open Virginia Advisory Committee (OVAC) on the committee's work. The OVAC consists of experts on open-education resources from all public institutions, including both four-year and two-year colleges. The presentation included information on the average cost of textbooks for students and the individual impact on the affordability of higher education gained by removing the cost of educational materials for students. The OVAC requested Council consider including Open Educational Resources (OER) as a strategy in the new statewide strategic plan for higher education.

#### Report from the Resources and Planning Committee

Ms. O'Holleran reported that the committee received five agenda items.

The first item was an action item related to Institutions' Performance Standards (IPS). Dr. Khattar reported on the progress of institutions that did not meet institutional performance assessments in 2024. Longwood, Virginia State University, and UVA Wise did not meet three or more educational standards, and ODU did not meet preliminary fiscal standards. These institutions only received certification for FY25.

Updated data included in the agenda book demonstrates that Longwood, Virginia State University, and UVA Wise made satisfactory progress and now meet all required IPS educational metrics.

Updated data demonstrate that ODU has made satisfactory progress in meeting fiscal metrics as evaluated by the APA and the Secretary of Finance. All four institutions are now eligible for certification for FY26. The resolution language was changed from the agenda book to include Virginia State University. The committee voted to certify the four institutions (Longwood, ODU, VSU and UVA Wise) for FY 26 with a 3-1 vote.

**BE IT RESOLVED that, consistent with § 23.1-206, Code of Virginia, the State Council of Higher Education for Virginia certifies for FY2026 that Longwood University, Old Dominion University, Virginia State University and University of Virginia's College at Wise, have satisfactorily met the performance standards of the Virginia Higher Education Opportunity Act and the Appropriation Act.**

**Ms. Miles asked for a vote. The resolution was approved by a vote of 7-1 with Mr. Curt opposing.**

The second item was an update on the Six-Year Planning Process. Dr. Khattar updated the committee on the status of the Six-Year Planning Process. Institutions received Excel and Word templates on May 5 to complete and return by July 3. New additions to the Excel spreadsheet include a tab for reporting new academic programs and another for reporting new capital requests. Other changes to the narrative portion of the Six-Year Plan are the result of feedback from Op-Six members. Institutions present their Six-Year plans to Op-Six in August. Final plans, as required by code, must be posted to the SCHEV website by December 1.

The third item was an update on the Higher Education Budget from the 2025 General Assembly. Mr. Andes provided the committee with a summary of the changes made to the final budget that impacted Higher Education. Mr. Andes noted that all new funding for institutions was allocated in the first year of the biennium, with much of it carrying

forward into the second year, FY2026. Highlights of the budget include institutions received \$55 million to maintain affordability, an additional \$40.9 million in operating for specific programs, and \$15 million for student financial assistance. SCHEV received \$14.6 million in the first year and \$31.4 million in the second year for financial assistance, VLDS, and other programs. Mr. Andes discussed changes to both SCHEV and institutional budgets, as well as significant changes to capital for higher education projects.

The fourth item was an update on the Annual Report for the New Economy Workforce Credential Grant Program for FY 2024. Ms. Thompson gave an update on the New Economy Workforce Credential Grant. Enrollment continues to grow in this innovative Pay for Performance program, which takes place at two-year public institutions in Virginia. The final report can be found on SCHEV's website under Reports and Publications.

The fifth item was an update on Major Projects Impacting the Resources & Planning Committee in 2025. Mr. Andes gave an update on new and existing projects that impact the work of SCHEV. The following are examples of those 2025 projects but are not exhaustive:

- Statewide Strategic Plan
- Budget and policy recommendations – 2026-28 biennial budget
- Institutions' Six Year plans
- Enrollment Projections
- Eight new reports and studies were assigned to SCHEV from the 2025 General Assembly session
- Staff are engaged in four multi-state workgroups and studies involving non-credit education and implementing prison education programs

### **OLD BUSINESS**

No old business was voiced.

### **NEW BUSINESS**

Ms. Miles reported that at General Jumper's request, the nominating committee will consist of Dr. Taylor and Ms. Fryer.

Ms. Osberger updated the Council on the new sponsorship opportunities for the 2026 Outstanding Faculty Awards. She asked for Council members to share the information.

Mr. Curt encouraged the Council to consider the impact on enrollment that may occur if the federal government bars state funds from students in the U.S. illegally. He also expressed his concerns about the composition of the Student Advisory Committee. He then asked about space utilization and program efficiency.

Ms. Fryer thanked Ms. O'Holleran for her service on the board.

### **RECEIPT OF PUBLIC COMMENT**

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

### **MOTION TO ADJOURN**

Ms. Miles adjourned the meeting at 12:20 p.m.

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Delceno Miles  
Council Vice Chair

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Kristin Whelan  
Coordinator of Board and Executive  
Operations

### **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**

<b>Institution</b>	<b>Degree/Program/CIP</b>	<b>Effective Date</b>
Brightpoint Community College	<b>CIP Code Change Approved:</b> <ul style="list-style-type: none"><li>• Associate of Science (AS) degree program in Teacher Education from 13.1202 to 13.0101</li></ul>	Summer 2025
George Mason University	<b>CIP Code Changes Approved:</b> <ul style="list-style-type: none"><li>• Master of Arts (MA) degree program in Economics from (45.0601) to (45.0603)</li><li>• Doctor of Philosophy (PhD) degree program in Economics from (45.0601) to (45.0603)</li></ul>	Fall 2025
George Mason University	<b>Facilitated Approval:</b> <ul style="list-style-type: none"><li>• Master of Science (MS) degree program in Artificial Intelligence (11.0102)</li></ul>	Fall 2025
George Mason University	<b>Facilitated Not Approved:</b> <ul style="list-style-type: none"><li>• Master of Science (MS) degree program in Behavior Analysis (42.2814)</li></ul>	February 27, 2025
Old Dominion University	<b>Undergraduate Certificate Programs Approved:</b> <ul style="list-style-type: none"><li>• Cultural Competency Leadership (30.0000)</li></ul>	Fall 2025

Institution	Degree/Program/CIP	Effective Date
	<ul style="list-style-type: none"> <li>Spanish for Health Professionals (16.0905)</li> <li>Uncrewed Aerial Systems Engineering (14.0299)</li> </ul>	
Virginia Polytechnic Institute and State University	<b>CIP Code Change Not Approved:</b> <ul style="list-style-type: none"> <li>Change the CIP code of the Master of Accounting and Information Systems (MACIS) degree program in Accounting and Information Systems from 52.0301 to 27.0305</li> </ul>	April 8, 2025
Virginia Polytechnic Institute and State University	<b>Graduate Certificate Program Approved:</b> <ul style="list-style-type: none"> <li>Publishing (09.1001)</li> </ul>	Fall 2025

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:

**VCCS Inventory of New Transfer Degree Programs  
Effective Date, Summer 2025**

Community College	Degree	Degree Title	CIP Code
Blue Ridge	Associate of Science	Health Sciences	51.0000
Paul D. Camp	Associate of Science	Education	13.0101
Paul D. Camp	Associate of Science	Science	30.0101
Central Virginia	Associate of Science	Business Administration	52.0201
Central Virginia	Associate of Science	Education	13.0101
Central Virginia	Associate of Science	General Studies	24.0102
Central Virginia	Associate of Science	Science	30.0101
Danville	Associate of Arts	Liberal Arts	24.0103
Danville	Associate of Science	Business Administration	52.0201
Danville	Associate of Science	Science	30.0101
Germanna	Associate of Arts	Liberal Arts	24.0103
Germanna	Associate of Science	Business Administration	52.0201
Germanna	Associate of Science	Computer Science	11.0701
Germanna	Associate of Science	Education	13.0101
Germanna	Associate of Science	General Studies	24.0102
Germanna	Associate of Science	Health Sciences	51.0000
Germanna	Associate of Science	Social Sciences	45.0101

Rappahannock	Associate of Arts	Liberal Arts	24.0103
Rappahannock	Associate of Science	Science	30.0101
Southside Virginia	Associate of Arts	Liberal Arts	24.0103
Southside Virginia	Associate of Science	Business Administration	52.0201
Southside Virginia	Associate of Science	Education	13.0101
Southside Virginia	Associate of Science	General Studies	24.0102
Southside Virginia	Associate of Science	Science	30.0101
Southside Virginia	Associate of Science	Social Sciences	45.0101
Southwest Virginia	Associate of Science	Computer Science	11.0701
Southwest Virginia	Associate of Science	Information Technology	11.0103
Virginia Peninsula	Associate of Science	Education	13.0101

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:

#### Four-Year Publics Programs Discontinued

Institution	Degree/Program/CIP	Effective Date
Longwood University	<b>Program Discontinuance Approved:</b> <ul style="list-style-type: none"> <li>Bachelor of Science (BS) degree program in Early Childhood Education (13.1210) [Council Approval Date: 05/19/2020]</li> </ul>	Fall 2025
Virginia Polytechnic Institute and State University	<b>Program Discontinuance Approved:</b> <ul style="list-style-type: none"> <li>Bachelor of Science (BS) degree program in Systems Biology (26.1104) [Council Approval Date: 03/16/2015]</li> </ul>	Fall 2025
Virginia Polytechnic Institute and State University	<b>Program Discontinuance Approved:</b> <ul style="list-style-type: none"> <li>Graduate Certificate in Economic Risk and Global Inequality (44.0504)</li> </ul>	Fall 2025

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:

#### VCCS Inventory of Discontinued Programs

Community College	Award/Program Name	CIP Code	Termination Date
Central Virginia	AAS, Communication Design [Council Approval Date: Unknown]	50.0401	Spring 2024
Central Virginia	AAS, Fire Science Technology [Council Approval Date: 07/24/2017]	43.0203	Spring 2025
Mountain Gateway	Certificate, Administrative Support Technology	52.0499	Spring 2028
New River	AA&S, Liberal Arts & Sciences [Council Approval Date: Unknown]	24.0101	Spring 2026
Northern Virginia	AA, Music [Council Approval Date: Unknown]	50.0101	Spring 2027
Northern Virginia	AAA, Music [Council Approval Date: Unknown]	50.0101	Spring 2027
Northern Virginia	AAS, Fire Science Technology [Council Approval Date: Unknown]	43.0203	Spring 2024
Northern Virginia	AAS, Marketing [Council Approval Date: Unknown]	52.0299	Spring 2024
Northern Virginia	Certificate, Graphic Design: Multimedia Design	52.0299	Spring 2024
Northern Virginia	Certificate, Hospitality Management	52.0901	Spring 2024

Community College	Award/Program Name	CIP Code	Termination Date
Patrick & Henry	AA&S, Liberal Arts & Sciences [Council Approval Date: Unknown]	24.0101	Spring 2026
Patrick & Henry	Certificate, Bookkeeping	52.0399	Spring 2026
Patrick & Henry	Certificate, Computer Aided Drafting and Design	15.1302	Spring 2027
J. Sargeant Reynolds	Certificate, Diesel Mechanic Technology	47.0605	Spring 2028
J. Sargeant Reynolds	Certificate, Practical Nursing	51.3901	Spring 2025
Southside Virginia	Certificate, Diesel Mechanics	47.0605	Spring 2020
Southside Virginia	Certificate, Electronics Technology	15.0303	Spring 2017
Southside Virginia	Certificate, Fire Science Technology	43.0203	Spring 2018
Southside Virginia	Certificate, Motorcycle Maintenance	47.0611	Spring 2011
Southside Virginia	Certificate, Truck Driving	49.0299	Spring 2017
Tidewater	AAS, Civil Engineering Technology [Council Approval Date: 01/19/1999]	15.0201	Spring 2026
Tidewater	AAS, Electronics Technology [Council Approval Date: Unknown]	47.0105	Spring 2026
Tidewater	AAS Industrial Technology [Council Approval Date: 05/09/1980]	15.0699	Spring 2026
Tidewater	AAS, Mechanical Engineering Technology [Council Approval Date: 02/02/2017]	15.0899	Spring 2026
Tidewater	Certificate, Electronics Engineering Technology	15.0303	Spring 2028
Virginia Peninsula	Certificate, Dental Assisting	51.0601	Spring 2025
Virginia Peninsula	Certificate, Industrial Management	15.0699	Spring 2016

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

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

Institution	Location	Effective Date
Hampton Roads Cosmetology Training Center	Chesapeake, VA	4/17/2025
MD Technical School	Newport News, VA	4/16/2025





Jean Runyon is PVCC's sixth president. Prior to accepting the presidency at PVCC in 2022, Dr. Runyon was the campus vice president at Front Range Community College's Larimer Campus in Colorado from 2015 - 2022. As the lead executive, Runyon was responsible for leadership of academic and student affairs, corporate and workforce solutions, administration, facilities and campus operations.

From 2007–2015, Dr. Runyon served in progressively responsible leadership positions at Anne Arundel Community College in Maryland. She provided leadership and vision for the creation, continuous planning, and evaluation of online education, learning outcomes assessment, prior learning assessment, institutional professional development, military and veteran initiatives, Weekend College and off-campus programs, Andrew G. Truxal Library, and the Sarbanes Center for Career and Civic Engagement. Runyon was a professor at the College of Southern Maryland from 1985–2007 and the director of the Innovative Teaching Center from 2000–2007.

Runyon holds a Doctor of Philosophy in Education in Education Technology Management from Northcentral University, Master of Arts in Education and Human Development from George Washington University and a Bachelor of Science in Education from Bloomsburg University.

## State Council of Higher Education for Virginia Agenda Item

**Item:** IV.E. – Council – Continued Discussion of Draft Goals of the Statewide Strategic Plan for Virginia Higher Education

**Date of Meeting:** July 15, 2025

**Presenters:** Scott Fleming  
SCHEV Executive Director  
[scottfleming@schev.edu](mailto:scottfleming@schev.edu)

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:** May 13, 2025

**Action:** Council provided further feedback on the draft goal concepts.

**Purpose of the Agenda Item:**

The purpose of this item is to provide a summary of the process used to develop and refine draft goal concepts and, more importantly, to facilitate Council's continued discussion of and feedback on the draft vision, refined goal concepts, objectives and supporting strategies. Feedback generated from the discussion will shape the version provided to Council for their endorsement at the September meeting.

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

Per statute, Council is responsible for developing the Commonwealth's state-level strategic plan for higher education (*The Virginia Plan*) and reviewing that plan at least every six years to ensure its relevance in addressing critical issues. SCHEV is charged with developing a plan that: (i) reflects statutory goals for higher education in the Commonwealth (§23.1-301 and §23.1-1002); (ii) identifies a coordinated approach to such state and regional goals; and (iii) emphasizes the future needs for higher education in Virginia.

January 2025 marked the fifth year of the plan's most-recent iteration, "*Pathways to Opportunity: The Virginia Plan for Higher Education*," and at the behest of the agency director and Council chair, the start of a year-long process to develop the next *Virginia Plan for Higher Education*.

Since Council's May meeting and discussion, staff have completed the following activities:

1. Facilitated five input sessions (one virtual, four in-person at the University of Mary Washington [two], New River Community College and the Southwest Virginia Higher Education Center - over 240 registrants).
2. Refined the draft goal concepts and potential strategies, reflecting ideas and common themes from input-session participants and other stakeholders (see the Materials Provided section below as well as the document on the next pages).
3. Drafted a vision statement for Council's consideration/feedback.

**Materials Provided:**

Behind these cover pages, staff provides a set of further-refined draft goal concepts and supporting strategies. *Highlighted text in the draft goals/objectives/strategies section indicates refinements and changes from the May Council materials, reflecting input from Council and other stakeholders.*

Edits/changes to the version of the document Council reviewed in May are summarized below and are reflected in the updated document that begins on the next page.

1. Additions and/or refinements of wording to strengthen and/or clarify the statements based on explicit input from Council members and the Secretary of Education.
2. Modifications (in some instances) to broader reference of postsecondary education.
3. Inversion of the order of the "Relevant" and "Responsive" goals (building sequentially from student-level to institution-level to higher-ed-level goals).
4. Reordering of objectives 1 and 2 (and the corresponding strategies) under the "Responsive" goal to focus first on students' needs.
5. Creation of two strategies (2.3a and 2.3b) supporting the "Responsive" goal's Objective 3.
6. Creation of a new strategy (2.4) supporting the "Responsive" goal's Objective 4 aligned with feedback from employers and institutions.
7. Editing across all strategies to provide more consistent language (i.e., no single strategy is now much-more or much-less specific than other strategies).

**Financial Impact:** N/A

**Timetable for Further Review/Action:**

At the September meeting, staff will seek Council endorsement of the vision/goals/objectives/strategies, with a target of producing the new plan before the end of the calendar year.

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

This discussion will inform the next iteration of *The Virginia Plan for Higher Education*.

**Resolution:** N/A

### **Council's Statutory Responsibility**

Develop a **statewide** strategic plan, per statute, for higher education that seeks to **address critical issues** and:

#### **Reflects**

**statutory goals  
for higher  
education in the  
Commonwealth**

(§ 23.1-301 - Top Jobs Act of 2011  
and § 23.1-1002 - public institution  
goals).

#### **Identifies**

**a coordinated  
approach to  
such state and  
regional goals.**

#### **Emphasizes**

**the future needs  
for higher  
education in  
Virginia.**

### **Council Survey Responses - Emergent Themes**

Critical issues/themes identified and ranked from prior Council survey responses include:

<b>Virginia Higher Education Issues</b>	<b>Virginia Issues</b>
<i>Talent development and retention (e.g. work-based learning, employer engagement, alternative student pathways).</i>	<i>Talent development and retention (e.g. outmigration, graduate preparedness, barriers to participation).</i>
Relevance of higher education and return on investment (relevance to high school graduates, employers' talent needs, research/innovation as an economic engine).	Economy (jobs, inflation, federal policy and funding changes)
Affordability and access (tuition and fees, student educational pathways).	Societal and cultural dynamics (e.g., mental health, political polarization, declining confidence in institutions).
Declining enrollment (demographic cliff, business model of higher education).	Technological innovation and disruption (e.g. artificial intelligence advancements).
Higher education funding (federal, state and institutional funding models).	
Civil discourse, civic education and civic engagement.	

**Note:** *Italicized text* = Leading issue (from Council and stakeholder survey responses) that higher education can play a significant role in addressing.

### **Draft Goal Concepts, Objectives and Strategies**

The below reflect Council's input in May and subsequent stakeholder ideas from strategic plan input sessions. **Highlighted text reflects revisions from the version of this document that Council reviewed in May.**

GOALS = What, in broad terms, Virginia should strategically seek to achieve in and via higher education to advance/thrive over the next six years.

OBJECTIVES = Why the goals are important to Virginia and on what critical foci the goals should strategically target.

STRATEGIES = How, in specific terms, Virginia should proceed to meet the plan's objectives and ultimately achieve its overarching theme and goals.

<b>Draft Vision Statement - <i>The Virginia Plan for Higher Education: The Brightest Talent and the Best Education by 2032.</i></b>	
<b>Virginia Higher Ed Goal Concept and Objectives</b>	<b>Potential Strategies</b>
<p><b>Goal 1: Ready</b> Prepare students to learn, work, contribute, and lead.</p> <p>Objectives related to <i>students' readiness</i>:</p> <ol style="list-style-type: none"><li>1. To learn (<b>postsecondary</b> education readiness)</li><li>2. To work (<b>employment</b>/career readiness)</li><li>3. To contribute (civic discourse, civic <b>knowledge</b>)</li><li>4. To lead (civic leadership, workplace leadership, innovation)</li></ol>	<p>1.1. Establish formal <b>partnerships</b> between VDOE, SCHEV and institutions <b>to align exit and entry standards regarding college readiness. Topics include academic skills,</b> soft skills, life skills, career exploration and SOL alignment to work/careers.</p> <p>1.2. Increase collaboration <b>and commitments</b> between Virginia K-12, <b>post-secondary</b> institutions, and employers to improve pathways alignment and enhance <b>career readiness</b> via career-focused education and work-based learning (e.g., certifications in high-demand fields, apprenticeships, and internships).</p> <p>1.3. Incorporate civic <b>knowledge</b>, civic discourse, service-learning opportunities and leadership development into the Virginia college experience - what it means to <b>be part of a community and what it means to lead in an environment of diverse perspectives.</b></p>

Virginia Higher Ed Goal Concept and Objectives	Potential Strategies
<p><b>Goal 2: Responsive</b> Align to the needs of students, industry, labor markets, regional economies, and Virginians.</p> <p>Objectives related to <i>institutions' responsiveness</i>:</p> <ol style="list-style-type: none"> <li>1. To student needs (mental health, basic supports, alternative pathways, etc.)</li> <li>2. To industry needs (technological and other innovations), alignment to labor market needs and regional economies</li> <li>3. To Virginians' needs (higher ed finance, demographic changes)</li> <li>4. To societal and cultural needs (research and innovation, political polarization and declining confidence in institutions)</li> </ol>	<p>2.1 Expand mental health training and services as well as basic need supports to students, faculty and staff.</p> <p>2.2.a. Foster sustainable industry partnerships and commitments to co-develop training, re-skilling, work-based learning and credentialing programs, and integrate technological literacy and ethics, especially regarding AI and other advancing technologies, into the college experience.</p> <p>2.2. b. Encourage development of agile, responsive, student-centered curriculum policies for faster adaptation to industry and technological shifts.</p> <p>2.3.a. Champion innovative funding strategies and efficiencies (e.g., enrollment and infrastructure management) that support affordable access to public higher education.</p> <p>2.3.b. Increase outreach and supports to engage and retain non-traditional students (e.g., adult learners, military, incarcerated, etc.).</p> <p>2.4. Establish new and strengthen existing innovation ecosystems around research conducted by Virginia universities to commercialize research discoveries that address societal needs and advance entrepreneurship and startup formation.</p>

Virginia Higher Ed Goal Concept and Objectives	Potential Strategies
<p><b>Goal 3: Relevant</b>            Articulate and emphasize the value of higher education.</p> <p>Objectives related to <i>higher education's pertinence and value</i>:</p> <ol style="list-style-type: none"> <li>1. To students – sense of belonging/access (males, low income and under-represented populations)</li> <li>2. To students/families (affordable and alternative pathways)</li> <li>3. To Virginians (the broad value of Virginia higher ed, its efficiency and effectiveness)</li> </ol>	<p>3.1. Implement a cross-sector communication campaign on the value of Virginia higher ed that links existing resources for ease of use; expand access programming (including FAFSA completion, college advising and career coaches for K-12 and college students) as well as enhance the college application process for Virginians.</p> <p>3.2.a. Improve transparency to students and families: Provide cost transparency and more consistent financial aid award and scholarship information, and education earlier in the college decision-making process.</p> <p>3.2.b. Promote non-traditional pathways toward credential completion: Credit for prior learning/experience; stackable credentials as package toward completion; consider 3-year degree pathways and transfer agreements for high school dual enrollment and advanced placement courses.</p> <p>3.3. Improve transparency to Virginians on institutions' outcomes and return on investment including graduate employment rates, and the economic impact of institutions.</p>

Undergirding principle – RESILIENT: Fostering a resilient, student-centered ecosystem of higher education in Virginia through innovation.

## State Council of Higher Education for Virginia Agenda Item

**Item:** IV.F. – Council – Report of the Agency Executive Director

**Date of Meeting:** July 15, 2025

**Presenter:** A. Scott Fleming  
Executive Director  
[scottfleming@schev.edu](mailto:scottfleming@schev.edu)

**Most Recent Review/Action:**

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

Date:

Action:

**Purpose of the Agenda Item:**

The purpose of this item is to inform Council 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



**Executive Director's Report**  
**State Council of Higher Education**  
**July 15, 2025**

**Statewide Strategic Planning:** In June, staff conducted additional public outreach sessions to gather more input toward the next statewide strategic plan for Virginia higher education. Two sessions were held on June 3 at the University of Mary Washington; a single session was held on June 10 at New River Community College; a single session was held on June 11 at the Southwest Virginia Higher Education Center; and a virtual session was held on June 13. Since February, over 1,000 individuals have provided ideas and offered structured feedback on potential themes/goals of the next plan. (Information informed by those input sessions appears in Item IV.E. of this Agenda Book.)

**Public Institutions' Six-year Operating Plans:** In May, staff coordinated a meeting of OpSix (Secretaries of Education and Finance; Staff Directors of the Senate Finance and Appropriations Committee and the House Appropriations Committee; and Agency Directors of the Department of Planning and Budget and SCHEV), during which the group sought consensus on the schedule and agenda topics for its summer meetings with the public institutions on their draft six-year operating plans. The agenda also included an overview of SCHEV's development of the next statewide strategic plan as well as the Tech Talent Investment Program. SCHEV received institutions' draft six-year plans in early July; OpSix will meet with institutions individually in the second half of August. Institutions' boards must approve final plans by October 1.

**Tuition and Fees at Public Institutions:** Based on staff's preliminary review of public-institution decisions for the upcoming 2025-26 academic year, at the system level, in-state undergraduate students will experience an increase of \$206 or 2.1% in tuition and E&G fees, with an increase range from 0% (GMU, UVA-W, and VMI) to 3.1% (ODU) as a result of the additional affordability funding provided by the 2025 General Assembly. This increase is the lowest annual increase since FY2022. Non-E&G fees will increase \$180 or 3.9%. The public institutions will use the increases primarily to fund their share of the 3% salary increase for state employees and the 1.5% bonus in auxiliary programs in FY2026. In the coming weeks, staff will release the full tuition-and-fees report as required in statute.

**Institutional Student Financial Aid Plans:** Pursuant to §4-5.01.b.1.a of the 2025 Virginia Acts of Assembly, Chapter 725, 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.

**Production of STEM-H Degrees:** In late May, staff submitted the report required annually on the state-budget-funded [production of STEM-H\(ealth\) degrees](#) at

certain public four-year institutions. While degrees in Data Science and Technology have increased continually since the initiative's 2017 start, the initiative did not achieve its annual-increase target (880 additional degrees) for 2024, due to declines in Science and Engineering (-2.8%) and Education (-7.3%). The initiative's total for 2024 was below that achieved in 2023.

**“AI in Education” Summit:** On May 20-21, SCHEV sponsored an “AI in Education” Summit at and organized by George Mason University; over 150 individuals attended. Speakers included Director Fleming, Secretary Guidera, Secretary Slater, Delegate Maldonado, and former Secretary Dyke. Day 1 focused on the evolving nature and role of AI in education (K-12 and postsecondary), implications for teaching and learning, and ethical considerations. Day 2 explored the practical applications of AI tools and their implementation in education and workforce readiness. The organizers are working to produce a compendium of resources, best practices, and recommendations originating from the event.

**Student Mental Health:** On May 30, SCHEV released two publications focused on students' mental health. The first was the report required annually on the Mental Health Workforce Pilot program. [This year's report](#) reflects outcomes and progress on two rounds of grant awards to six public institutions, via which 11 candidates for LPC/LCSW have been supported. These candidates have served 1,446 students; completed more than 8,750 clinical hours; and obtained 16,055 hours of supervision. The 2025 report's numbers of students served and clinical hours completed are double those of the report from 2024. The second was an [Insights blog on overcoming students' mental-health challenges](#), which frames the pilot program and its outcomes within a broader context and offers an ecosystem approach of strategies for supporting students' needs.

**Visits to Public Institutions:** This summer staff are visiting various public institutions to learn more about their infrastructures, facilities, and resource needs in order to gain insight into and context for each's forthcoming draft six-year operating plan. In May, staff visited the University of Mary Washington; in June, Virginia Commonwealth University, George Mason University, and Virginia State University; and in July, Old Dominion University, James Madison University, Richard Bland College, and William and Mary.

**Meetings with External Partners and Advisory Groups:**

- In May and June, I and staff affiliated with the V-TOP initiative met with VEDP staff to first plan for and later to review the MOU required in new budget language between SCHEV and VEDP regarding employer-focused activities related to internships and broader work-based learning.
- In June, I and Strategic Planning staff met with new Virginia Chamber of Commerce President Vick and relevant staff to introduce her to SCHEV and to present the emergent themes for the next statewide strategic plan.
- Also in June, I convened public-institution chief executives as the General Professional Advisory Committee (GPAC). The agenda included discussion

of: JMU's review of barriers faced by its low-income students; a draft of the model resolution regarding antisemitism, per *Executive Order 48*; and the emergent draft themes for the next statewide strategic plan.

- In July, Dr. DeFilippo convened public-institution chief academic officers as the Instructional Programs Advisory Committee (IPAC). The agenda included a briefing on and discussion of potential modifications to SCHEV's policy on degree-program productivity.

**Two National Communities of Practice:** Via SCHEV proposals, Virginia has been accepted into two national communities of practice -- a National Governor's Association (NGA) effort on leveraging data and state data systems to better evaluate non-degree credentials; and a State Higher Education Executive Officers (SHEEO) effort on advancing the postsecondary success of justice-impacted students. Related activities will continue through the calendar year.

**Out and About:** Since Council's May meeting, I have conducted extensive in-person and virtual outreach to legislators and participated in numerous executive-branch meetings. In my role as an ex officio member of various public boards, I participated in the board meetings of Commonwealth Savers (Va529), of the Virginia Health Workforce Development Agency, and of the Southern Virginia Higher Education Center. I participated as a panelist (on AI) at the CICV's CFO/HR Conference, and last week I participated in both the ECS Policy Symposium on Education-to-Workforce Data Systems and the 2025 National Forum on Education Policy. I also completed the Commonwealth Leadership Academy certificate program sponsored by the governor's office and Virginia Commonwealth University.

## 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>Undergraduate Certificate Program Approved:</b> <ul style="list-style-type: none"> <li>• Sustainability (30.3301)</li> </ul>	Fall 2025
Danville Community College	<b>Certificate Programs Approved:</b> <ul style="list-style-type: none"> <li>• Airframe Maintenance (47.0607)</li> <li>• Powerplant Maintenance (47.0608)</li> </ul>	Summer 2025
Danville Community College	<b>Facilitated Approval:</b> <ul style="list-style-type: none"> <li>• Associate of Applied Science degree program (AAS) in Aviation Maintenance Technology (47.0607)</li> </ul>	Summer 2025
George Mason University	<b>Graduate Certificate Programs Approved:</b> <ul style="list-style-type: none"> <li>• Affordable Housing (52.1501)</li> <li>• Artificial Intelligence in Health (51.2799)</li> <li>• Marketing (52.1401)</li> </ul>	Fall 2025
George Mason University	<b>Graduate Certificate Program Not Approved:</b> <ul style="list-style-type: none"> <li>• Social Justice and Human Rights (05.0212)</li> </ul>	May 16, 2025
Germanna Community College	<b>Program Name Changes Approved:</b> <ul style="list-style-type: none"> <li>• Certificate in Administration of Justice to Criminal Justice (43.0103)</li> <li>• Associate of Applied Science (AAS) degree program in Administration of Justice to Criminal Justice (43.0103)</li> </ul>	Summer 2025
Laurel Ridge Community College	<b>Facilitated Approval:</b> <ul style="list-style-type: none"> <li>• Associate of Applied Science degree program (AAS) in Physical Therapist Assistant (51.0806)</li> </ul>	Summer 2025
Virginia Polytechnic Institute and State University	<b>Graduate Certificate Program Approved:</b> <ul style="list-style-type: none"> <li>• Technical and Scientific Communication (09.0908)</li> </ul>	Fall 2025

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 item approved as delegated to staff:

**VCCS Inventory of New Transfer Degree Programs  
Effective Date, Summer 2025**

<b>Community College</b>	<b>Degree</b>	<b>Degree Title</b>	<b>CIP Code</b>
Germanna Community College	Associate of Science	Science	30.0101

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

**Four-Year Publics’ Academic Programs Discontinued**

<b>Institution</b>	<b>Degree/Program/CIP</b>	<b>Effective Date</b>
George Mason University	<b>Program Discontinuance Approved:</b> <ul style="list-style-type: none"> <li>Master of Science (MS) degree program in Marketing (52.1401) [Council Approval Date: 08/15/2022]</li> </ul>	Fall 2025
George Mason University	<b>Graduate Certificate Programs Discontinuances Approved:</b> <ul style="list-style-type: none"> <li>Applied Behavior Analysis (42.2814)</li> <li>Specialized Reading Instruction for Students with Specific Learning Disabilities (13.1011)</li> </ul>	Fall 2025
Virginia Commonwealth University	<b>Program Discontinuances Approved:</b> <ul style="list-style-type: none"> <li>Post-Baccalaureate Certificate in Advanced Media Production Technology (10.0304)</li> <li>Master of Education (MEd) degree program in Adult Learning (13.1201)</li> <li>Graduate Certificate in Care Coordination (51.1504)</li> </ul>	Fall 2025
Virginia Polytechnic Institute and State University	<b>Graduate Certificate Programs Discontinuances Approved:</b> <ul style="list-style-type: none"> <li>Human Factors of Transportation Safety (30.0000)</li> <li>Leadership for an Aging Society (19.0702)</li> </ul>	Fall 2025

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

### Internal and Off-Campus Organizational Changes

Institution	Change/Site	Effective Date
George Mason University	<p>Rename the School of Computing in the College Engineering and Computing to the <b>Long Nguyen and Kimmy Duong School of Computing</b>. The school has been renamed to recognize a \$20 million gift from the Kimmy Duong Foundation. The financial gift is to provide scholarships to “undergraduate students” enrolled in degree programs offered in the school and “for undergraduate majoring in journalism, education, and nursing” at George Mason University.</p> <p>The university will also be responsible for fulfilling the gift agreement which stipulates: “If the School of Computing ceases to exist, an appropriate marker will be displayed on campus in commemoration, and the University will transfer the name to another area of equal prestige, value, and purpose in consultation with the donor.”</p>	July 15, 2025
The College of William and Mary in Virginia	<p>Rename the Department of Kinesiology to the <b>Department of Health Sciences</b>. William &amp; Mary indicates the name change is to “remove reference to a degree program” no longer offered by the department or at the institution. The name “health sciences” will “highlight the degree programs and other academic programs” located in the department.”</p>	July 15, 2025
The College of William and Mary in Virginia	<p>Rename the Faculty of Arts and Sciences to the <b>College of Arts and Sciences</b>. William &amp; Mary indicates the name change will remove a word that focuses on one group in the unit and utilizes a word that “ensures the name of unit is inclusive” of all stakeholders in the unit. The name will also “bring William &amp; Mary’s nomenclature into alignment with terminology used by the SCHEV designated peer institutions.”</p>	July 15, 2025

Institution	Change/Site	Effective Date
University of Mary Washington	Rename the Department of Classics, Philosophy, and Religion to the <b>Department of Cultural and Philosophical Inquiry</b> . The Department is in the College of Arts and Sciences. Given that all the resources, including the faculty in anthropology and art history, have been relocated to the department, the department needs to be renamed to “succinctly capture the five (5) disciplines” in the department. The new name will “reflect the focus of the disciplines,” and “the core areas of overlap between the five (5) disciplines.”	August 25, 2025
University of Mary Washington	<p>Create the <b>School of the Arts</b>. The School will reside in the College of Arts and Sciences. Four departments will be in the school: 1) the Department of Historic Preservation, 2) the Department of Music, 3) the Department of Studio Art, and 4) the Department of Theatre and Dance.</p> <p>The establishment of a school in the college “will improve the workload balance and oversight of academic units of the dean of the college.” The dean will have “one direct report instead of four department chairpersons.”</p>	July 1, 2025
University of Mary Washington	<p>Create the <b>School of Science</b>. The School will reside in the College of Arts and Sciences. Three departments will be in the school: 1) the Department of Biology, 2) the Department of Chemistry and Physics, and 3) the Department of Earth and Environmental Sciences.</p> <p>The establishment of a school in the college “will improve the workload balance and oversight of academic units of the dean of the college.” The dean will have “one direct report instead of three department chairpersons.”</p>	July 1, 2025
Virginia Polytechnic Institute and State University	Reorganize the College of Liberal Arts and Human Sciences and close the <b>Department of Apparel, Housing, and Resource Management</b> . All resources in the department, including the existing budget of \$3,098,422, will be reallocated and moved	July 1, 2025

Institution	Change/Site	Effective Date
	<p>to the School of Design. The department closure will “allow the faculty to join other faculty with similar scholarly interests.” The university will have “all resources” dedicated to the area of “design in the same academic unit” and in the same college.</p> <p>The department closure will also allow the dean of the College of Liberal Arts and Human Sciences to create a clear identity for the college.</p>	

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

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

Institution	Location	Effective Date
Bedford County School of Practical Nursing	Bedford, VA	05/19/2025
NextUp Solutions Training	Arlington, VA	04/17/2025
NOVA Dental Assisting Institute	Woodbridge, VA	05/29/2025

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

Institution	Location	Effective Date
Eastern Virginia Career College	Glen Allen, VA	5/7/2025



# State Council of Higher Education for Virginia

## Agenda Item

**Item:** IV.J. – Discussion of 2026 Meeting Schedule and Locations for Council Meetings

**Date of Meeting:** July 15, 2025

**Presenter:** 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 2026.

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

Traditionally, Council meets in the months of January, March, May, July, September, and October. For 2026, staff propose no October meeting (five meetings total).

The January meeting is usually virtual; 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 schedule proposed for 2026, 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. For 2026, the January meeting is proposed for the second Tuesday of the month, prior to the opening of the General Assembly session the following day.

**PROPOSED 2026 SCHEDULE AND LOCATIONS:**

- **January 13, 2026** – Virtual
- **March 16-17, 2026** – Norfolk State University (Norfolk)
- **May 11-12, 2026** (with Private College Advisory Board) – Hampden-Sydney College (Hampden Sydney)
- **July 21, 2026** – Blue Ridge Community College (Weyers Cave)
- **September 21-22, 2026** (with Council of Presidents) – Virginia Commonwealth University (Richmond)

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

**Financial Impact:** None.

**Timetable for Further Review/Action:** At Council's next (September 2025) meeting, staff will propose for action (approval) a set of dates and locations for Council's 2026 business meetings.

**Resolution:** None.

# State Council of Higher Education for Virginia Agenda Item

**Item:** IV.N(1) – Action on October 2025 Meeting Date Change

**Date of Meeting:** July 15, 2025

**Presenter:** 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:** September 17, 2024

**Action:** Council approved its meeting schedule for 2025.

**Purpose of Agenda Item:**

The purpose of this item is to discuss and consider for approval or disapproval a proposal to amend Council's previously-approved meeting schedule in October 2025.

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

- At its September 2024 meeting, Council approved a meeting schedule for 2025 that included a two-day October meeting (October 20-21) in Richmond. Staff then posted this schedule publicly in compliance with relevant public-meeting laws.
- At this time, Chair Jumper requests, due to a recent change in his availability in October, that Council amend its meeting plans for that month. Specifically, Chair Jumper proposes that Council consider and act to approve a one-day meeting on October 21, 2025, at the SCHEV offices in Richmond (rather than a two-day meeting on October 20-21).

**Materials Provided:** See Background/Summary above and Resolution below.

**Financial Impact:** None.

**Timetable for Further Review/Action:** None.

**Resolution:**

**BE IT RESOLVED** that the State Council of Higher Education for Virginia amends its 2025 meeting schedule such that its October meeting will be a one-day meeting on October 21, 2025, to be held at SCHEV offices in Richmond, and Council directs its staff to post this amended schedule promptly and publicly in accordance with public-meeting laws.

# State Council of Higher Education for Virginia Agenda Item

**Item:** IV.N(2) - Action on Antisemitism Resolution

**Date of Meeting:** July 15, 2025

**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 fulfill a directive to Council contained in Governor Youngkin's Executive Order 48, *Combatting Antisemitism and Anti-religious Bigotry in Virginia Public Schools and Institutions of Higher Education*.

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

Governor Youngkin released EO 48 on May 19, 2025, with the stated intention to "reaffirm the Commonwealth's commitment to safe educational environments free from discrimination and continue to act against antisemitism and anti-religious bigotry in Virginia's public schools and institutions of higher education." EO 48 directs the State Council of Higher Education for Virginia to:

*A. Publish a model resolution for institutions of higher education which shall when adopted:*

- i. Include in all Student Codes of Conduct the definition of antisemitism, found in Chapter 471 of the 2023 Acts of Assembly, being the same as defined by the International Holocaust Remembrance Alliance in its working definition of antisemitism, including its contemporary examples, as it was adopted on May 26, 2016;*
- ii. Treat harassment and discrimination that is motivated by or includes antisemitic intent, or bigotry against any religion, by any individual or as a result of school policies or programs on the school campus in the same manner as any other form of discrimination prohibited by state or federal law;*
- iii. Include in all campus Codes of Conduct prohibited conduct as it specifically relates to antisemitism and anti-religious bigotry, which shall include, but not be limited to:*

1. *harassment and discrimination against Jewish individuals in violation of Title VI of the Civil Rights Act of 1964, Pub. L. No. 88-352;*
2. *antidiscrimination regulations provided by the United States Department of Education and the United States Department of Justice; and*
3. *relevant state-level antidiscrimination laws.*
- iv. *The model resolution shall make clear that the prohibition and other uses of the definition cannot diminish or infringe upon any right protected under the First Amendment to the United States Constitution or the Constitution of Virginia.*

The Council resolution below provides a model resolution for the governing boards of Virginia's public institutions of higher education to consider for adoption; it also includes a clause directing rectors and chairs of governing boards to report their boards' actions to the Secretary of Education by December 31, 2025. The model resolution preserves all the elements and provisions required by EO 48.

**Materials Provided:** N/A

**Financial Impact:** N/A

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

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

**Resolution:**

**WHEREAS, Governor Youngkin has released Executive Order 48, *Combatting Antisemitism and Anti-religious Bigotry in Virginia Public Schools and Institutions of Higher Education*, with the stated intention to “reaffirm the Commonwealth’s commitment to safe educational environments free from discrimination and continue to act against antisemitism and anti-religious bigotry in Virginia’s public schools and institutions of higher education;” and**

**WHEREAS, Executive Order 48 directs the State Council of Higher Education for Virginia to publish a model resolution for institutions of higher education to consider, and specifies four provisions to be included in the model resolution;**

**THEREFORE, BE IT RESOLVED that Council adopts the following as a model resolution for governing boards of Virginia public institutions to consider in accord with Executive Order 48:**

**BE IT RESOLVED, that [Board name] adopts the following provisions and directs the [president/chancellor/superintendent] of [institution name] to incorporate each provision in relevant and applicable policies of [institution name]:**

- i. (a) In accord with Chapter 471 of the 2023 Acts of Assembly, [institution name] adopts the non-legally binding working definition of antisemitism as adopted by the International Holocaust Remembrance Alliance on May 26, 2016:  
*Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.*  
(b) The definition of antisemitism referenced in (a) above shall be incorporated into applicable student codes of conduct of [institution name];
- ii. [Institution name] shall treat harassment and discrimination that is motivated by or includes antisemitic intent, or bigotry against any religion, by any individual or as a result of school policies or programs on the school campus in the same manner as any other form of discrimination prohibited by state or federal law;
- iii. [Institution name] shall include in applicable codes of conduct prohibited conduct as it specifically relates to antisemitism and anti-religious bigotry, which shall include, but not be limited to:
  - 1. harassment and discrimination against Jewish individuals in violation of Title VI of the Civil Rights Act of 1964, Pub. L. No. 88-352;
  - 2. antidiscrimination regulations provided by the United States Department of Education and the United States Department of Justice; and
  - 3. relevant state-level antidiscrimination laws.
- iv. In no case shall provisions i.-iii. above be implemented in any manner that diminishes or infringes upon any right protected under the United States Constitution, including but not limited to the First Amendment to the Constitution, under the Constitution of Virginia, or under any other provision of state or federal law.

**FINALLY, BE IT RESOLVED** that the rector or chair of each public institution's governing board shall report to the Secretary of Education and the Executive Director of SCHEV no later than December 31, 2025 as to the resolution(s) it has adopted regarding antisemitism, such report to include the text of any resolution(s) adopted, and explanation of any departures from the model resolution above.

# State Council of Higher Education for Virginia Agenda Item

**Item:** IV.N(3) - Action on Resolution Affirming Title VI Compliance

**Date of Meeting:** July 15, 2025

**Presenter:** A. Scott Fleming  
Executive Director  
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**Most Recent Review/Action:**

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

**Date:**

**Action:**

**Purpose of the Agenda Item:**

The proposed resolution affirms the State Council's commitment to continued compliance with applicable civil rights laws and regulations.

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

In February, the U.S. Department of Education released a Dear Colleague Letter (DCL) outlining a revised approach to enforcement federal civil rights laws and regulations. The February 14th letter states that schools receiving federal funding must comply with Title VI of the Civil Rights Act of 1964 following the Supreme Court's 2023 decision in *Students for Fair Admissions v. Harvard* (SFFA). That ruling struck down race-conscious admissions policies and reaffirmed that institutions cannot consider race in decision-making unless they meet strict legal standards. The DCL extends this interpretation beyond admissions to include hiring, promotion, compensation, financial aid, scholarships, DEI initiatives, student programs, and other aspects of campus life, asserting that race-based preferences in these contexts also violate federal law.

The DCL goes on to assert that:

*All educational institutions are advised to: (1) ensure that their policies and actions comply with existing civil rights law; (2) cease all efforts to circumvent prohibitions on the use of race by relying on proxies or other indirect means to accomplish such ends; and (3) cease all reliance on third-party contractors, clearinghouses, or aggregators that are being used by institutions in an effort to circumvent prohibited uses of race.*

While not all elements of the DCL apply to SCHEV, as a recipient of federal grant funds, it is prudent for the Council to consider adoption of a resolution asserting its continued intent to comply with all applicable civil rights legislation.

**Materials Provided:** N/A

**Financial Impact:** N/A

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

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

**Resolution:**

**WHEREAS, the State Council of Higher Education for Virginia (SCHEV) is the designated coordinating body for higher education in the Commonwealth of Virginia; and**

**WHEREAS, Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance; and**

**WHEREAS, SCHEV and its associated agency are committed to full compliance with all applicable laws, including the Equal Protection Clause of the U.S. Constitution, Title VI of the Civil Rights Act of 1964, and other federal and state civil rights statutes;**

**THEREFORE, BE IT RESOLVED, that the State Council of Higher Education for Virginia affirms its ongoing commitment to nondiscrimination and equal opportunity and shall continue to observe and comply with all applicable laws and statutes in administering its responsibilities, including but not limited to the Equal Protection Clause of the U.S. Constitution, Title VI of the Civil Rights Act of 1964, and other relevant federal and state civil rights laws.**