

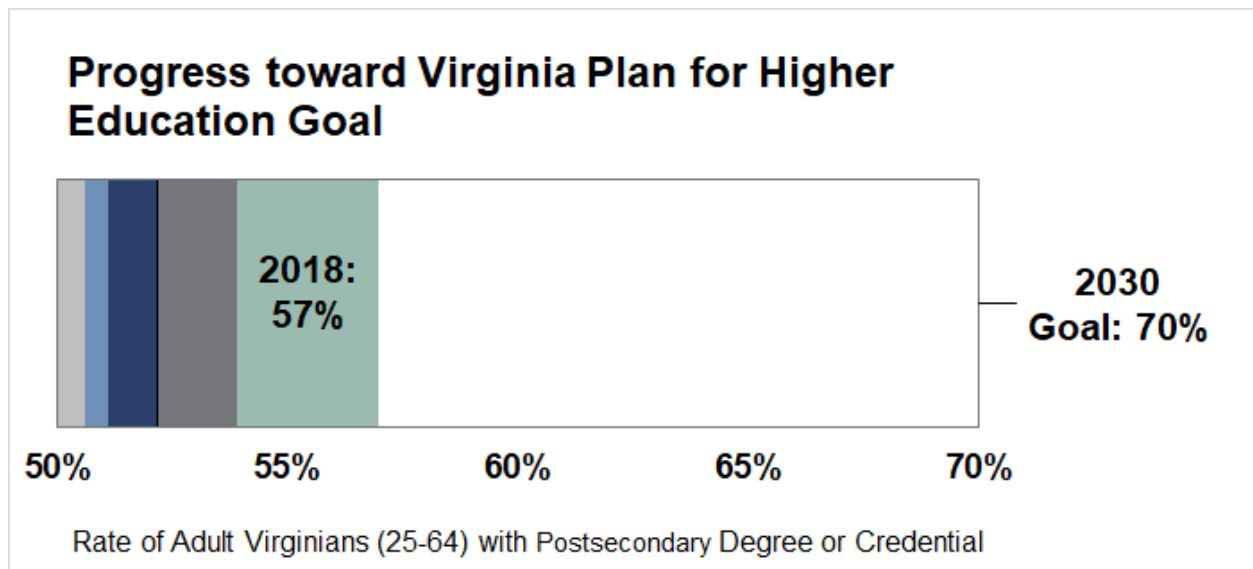
Six-Year Review of The Virginia Plan - Where Are We Now?

A look at some key figures related to current plan goals will help guide discussions, input and areas of emphasis for the six-year review and revisions. The following data are categorized by existing Virginia Plan goals. This data provides context, measuring big picture issues in higher education and recognizing recent events may reshape goals and targets.

Virginia Plan Attainment Target

The Virginia Plan targets **70%** educational attainment for working-aged Virginians, ages 25-64 years old. The objective resulting from achieving the four Plan goals and meeting the 70% target is to be **“the best educated state.”**

- According to 2018 U.S. Census data, the most recent available, 57% of working-aged Virginians, ages 25-64 years-old, have earned a post-secondary degree or credential.
- With twelve measurable years remaining until 2030, Virginia needs to add 1.1 points per year to reach 70% by 2030.
- Virginia has averaged 1.6 points per year since 2015.
- How will recent events impact attainment and points per year moving forward?

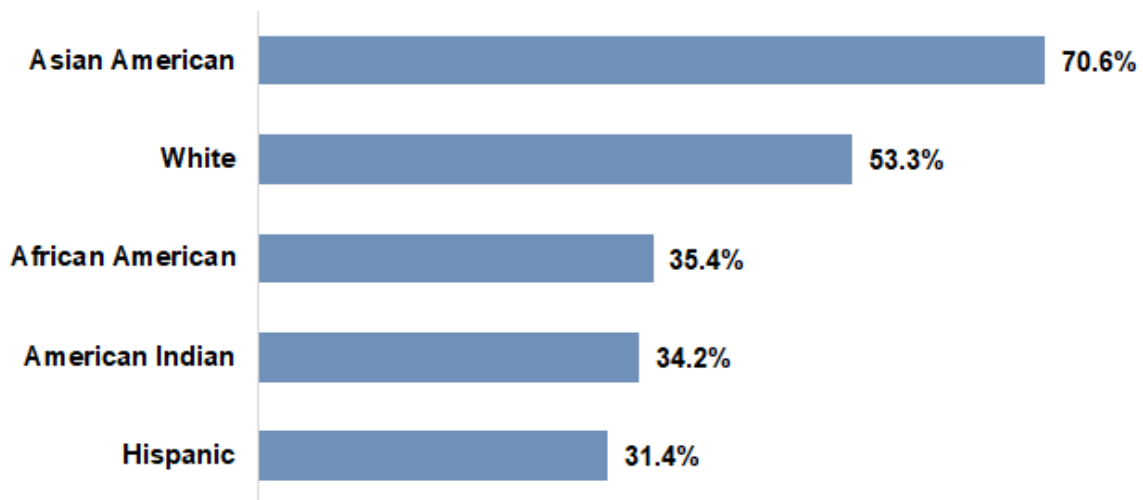


Attainment by Race and Ethnicity

A breakdown of attainment by race and ethnicity offers further detail on inequities. Not only are the rates for African Americans and Hispanic adults lower, but the sheer population of African American residents within Virginia makes the number even more significant.

- These rates differ significantly by race and ethnicity.
- According to the Lumina Foundation, African American and Hispanic adults have earned degrees at 18 points and 22 points, respectively, lower than white Virginians.
- Virginia has the 9th most African American residents of any state.
- How will recent events impact these rates over the near term and longer term?

Virginians (25-64) with Associate Degree or Higher by Race & Ethnicity

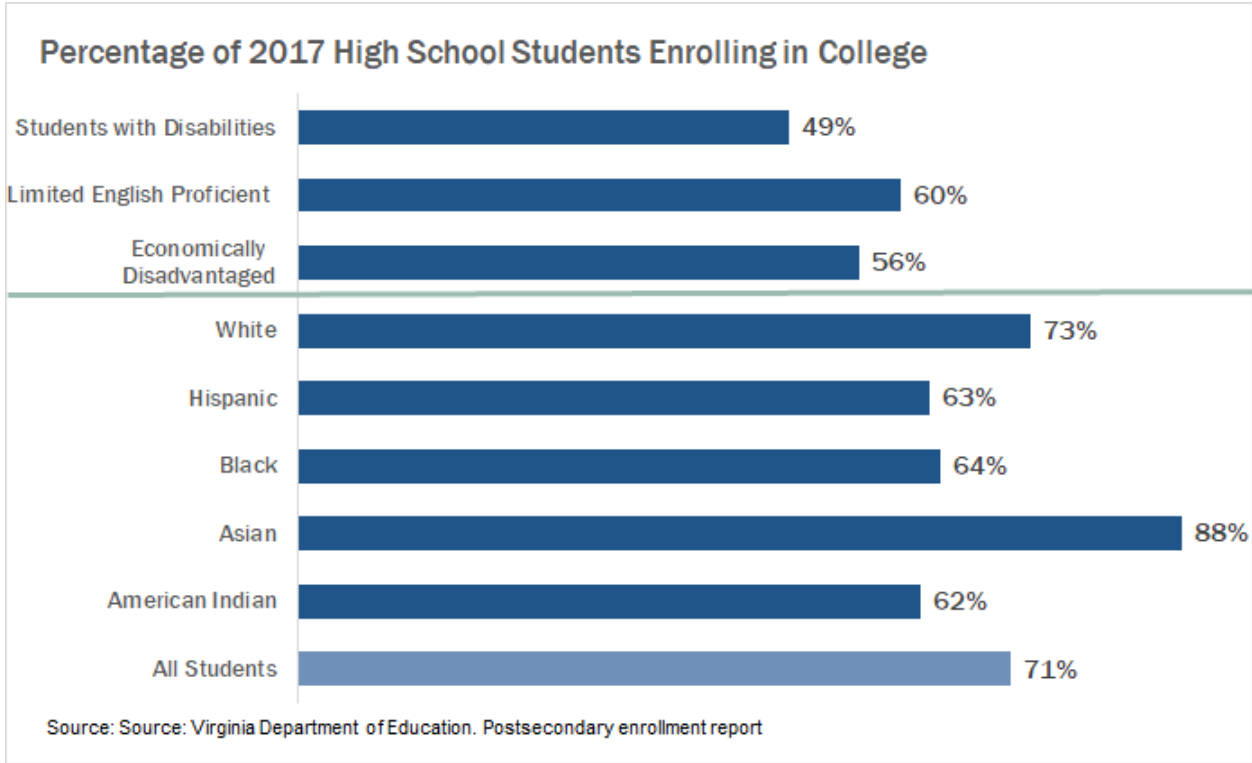


Source: Lumina Foundation, 2018 Stronger Nation

Goal 1 Affordable access: Provide affordable access for all.

The following highlight Virginia’s most recent enrollment rates. While the goal statement references access for all, the data shows significant gaps exist compared to white student and overall enrollment rates. Is the current goal statement language intentional enough?

- For the 2017 high school class, roughly 25,000 high school students, 30% of the class, did not enroll in college within sixteen months of graduation.
- Only 56% of economically disadvantaged students (defined by the VDOE as eligible for free and reduced lunch or Medicaid or receiving TANF) enrolled in college, fifteen percentage points below the state average.
- African-Americans enrolled at 64% and Hispanic students do so at 63%.
- A possible early indicator of fall enrollments, FAFSA [completions](#), are down 3.8% compared to this time last year.
 - As of July 31, 2020, 58% of the senior class of 2020 completed a FAFSA.
 - This ranks Virginia 22nd in the nation; Virginia’s ranking has been consistently in the middle.



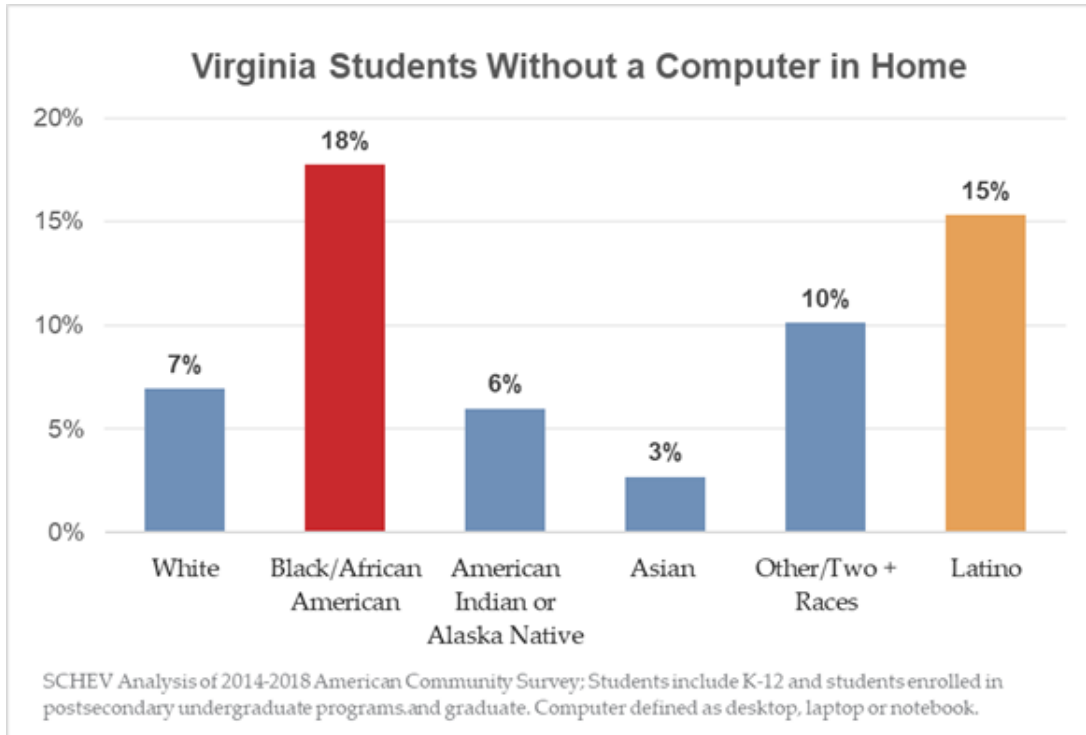
Transition to Remote Learning

COVID-19 has elevated an emerging issue related to access – remote or online learning. To cultivate a talent pipeline in K-12, students must have digital access, literacy and adoption, now more so than before. Data included below identifies the barriers to remote learning that exist. The impact of these barriers on widening enrollment gaps between various groups is still unfolding.

- A recent SCHEV study found that statewide, one in five Virginia students (K-12 and college) lack either high-speed internet or a computer in the home, both of which are necessary for successful distance learning.
- Students living in rural areas are less likely to have broadband internet in the home compared to urban students. However, nearly 40% of all students without broadband live in or around Virginia's cities. Half of all students without devices live in urban areas.
 - Students in parts of Norfolk and Suffolk lack home broadband at higher rates than students in rural areas around Franklin, Henry, Patrick and Pittsylvania Counties.
- African American and Hispanic students are twice as likely as white students not to have a computer in the home, even though these groups have broadband subscriptions at similar rates as white students.
- How will issues of digital access, adoption and literacy impact the K-20 talent pipeline/access to higher education?

Virginia Students Without Broadband and Computer, by Student Type				
Student Type	No Broadband (high speed) Internet Service		No Laptop, Desktop, or Notebook Computer	
	Number	Percent	Number	Percent
K-12 student	202,622	14%	173,039	12%
College student	62,363	10%	22,828	4%
All Students	264,985	12%	195,867	9%

<https://sites.google.com/view/schev-tempsite/home/research-reports/insights>

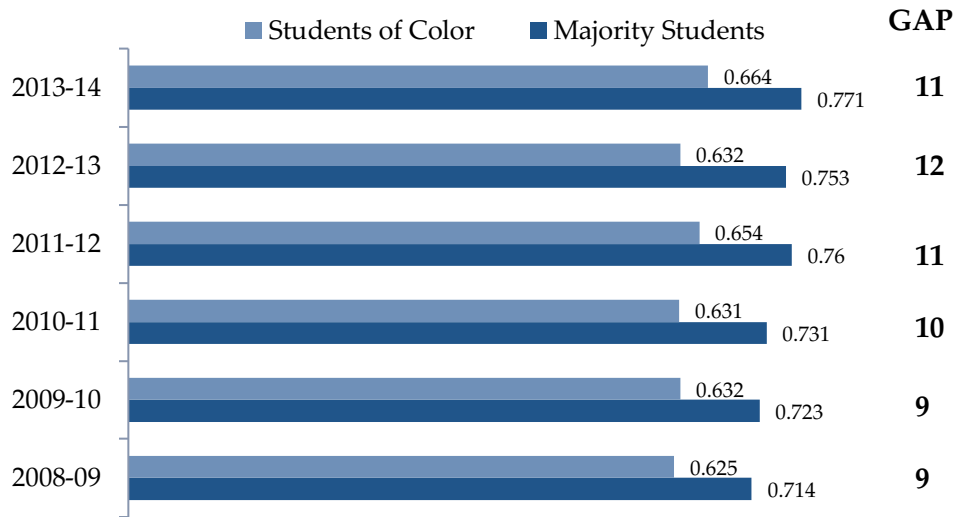


Goal 2 Student success: Optimize student success for work and life.

The current Virginia Plan calls for reducing the gap in success rates between under-represented and non-under represented students.

- As seen in the most recent report on the Virginia Plan, this gap has increased.
- However as noted elsewhere, over 50% of Virginia's students enrolled in public 4-year institutions meet this definition of under-represented.
 - This complicates efforts to specifically understand the gaps in attainment rates between groups.
 - Looking specifically at race and ethnicity, African American students' success rate is 58%, trailing 17 points behind white students, at 75%. Hispanic students are also behind white students, but only by four points.
- Success rates also vary by institution, reflecting both student enrollment and institutional resources and practices.
 - Virginia Commonwealth University and George Mason University have each received accolades for closing the graduation rate gaps between their racial minority and white students.
- With gaps increasing, how should equity be addressed through the Virginia Plan six-year review and revision process?

Success Index for Four-Year Public Institutions



Source: http://research.schev.edu/gradrates/success_index.asp

Goal 3 Innovation & investment: Drive change and improvement through innovation and investment.

This goal aims to address investment and improvement in higher education quality while keeping focus on affordability. Innovation reflects both innovative faculty and staff and innovative approaches across the board from making higher education more affordable to enhancing quality.

Financial Stability

Financial stability of higher education institutions has been an issue of increasing importance and recent events further elevate it. The impact of COVID-19 on institutions' financial stability has yet to be determined and directly impacts quality, innovation and investment.

- The federal CARES Act delivered \$429 million for Virginia institutions (public, private, and for-profit), a large portion of which was allocated directly to students.
- Net balances will vary by institution, but in summary, CARES dollars were instrumental in addressing the financial impact for FY 2020.
- Generally, those funds will not be available to assist institutions for the fall semester and the rest of FY 2021.

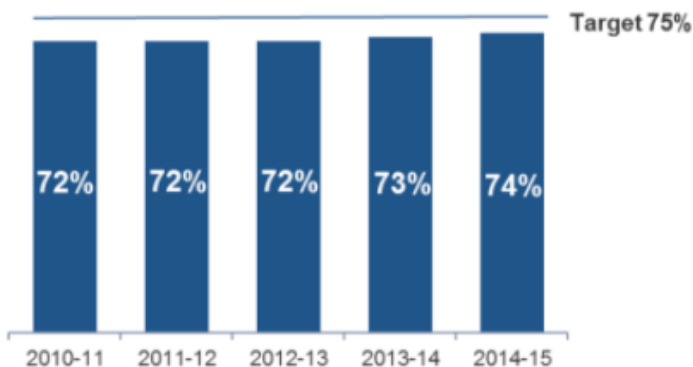
- The COVID-19 related financial impacts for the fall semester and FY 2021 are difficult to predict at this time.

Goal 4 Prosperity: Advance the economic and cultural prosperity of the Commonwealth and its regions.

The Plan’s final goal represents the outcomes/end product from prior goals – students that complete their higher education, receive a credential and become gainfully employed, active participants in civic life.

- The Virginia Plan sets a target of at least 75% of graduates to earn a living wage (defined as earning income over 200% of the federal poverty level), three years after graduation.
- Virginia has slowly made progress to this target.
- Income should not be the only measure of a programs’ quality or worthiness. Research also suggests that parents’ income is a strong predictor of the income of their adult children.
 - [Raj Chetty’s Social Mobility Report Cards](#) measure the income brackets of students’ parents as well as the income brackets of the students after graduation.
 - The resulting mobility rate shows that Norfolk State University, Virginia State University, and George Mason University have the highest rate of economic mobility in the Commonwealth. Because this study used anonymized IRS tax data, it is not replicable or able to break down below the institutional level.
- How else should prosperity be defined relative to the Virginia Plan for Higher Education?

Virginia progressing towards 75% of graduates earning sustainable wages after three years.



Source: <http://research.schev.edu/eom/strategicplan5.asp>

Further questions to facilitate input:

1. Given the data points provided in this document, what are the most important issues (top two) that need to be addressed in higher education in the near term? In the longer term?
2. What are the top two issues in higher education (within the Commonwealth) absent from this document that need to be solved?
3. Where do we go next? How should these issues/topics be reflected in The Virginia Plan six-year review goal revisions?