

Key Findings from the 2022 Annual Report on the “Pathways to Opportunity” Plan

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**STATE COUNCIL OF HIGHER
EDUCATION FOR VIRGINIA**

Objectives of this presentation

Facilitate Council discussion by:

- **Reviewing the requirement for the Annual Report.**
- **Summarizing the main components of the Annual Report as well as key findings and activities that support *The Plan*.**
- **Outlining the timing of next steps toward implementing *The Plan*.**

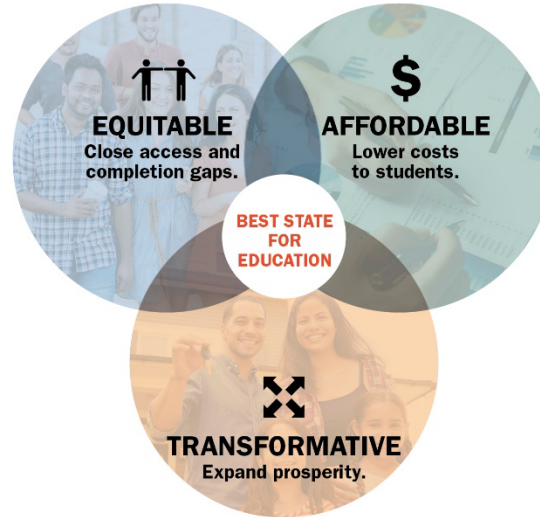
Tracking and Reporting

Council approved *The Plan* and its goals in January 2021.

SCHEV tracks progress on the goals via five measures.

SCHEV staff is charged via Senate Joint Resolution 53 (Regular Session, 2022) to submit an annual report on progress toward the statutory goals for the state.

Remove barriers to access and attainment, especially for Black, Hispanic, Native American and rural students; students learning English as a second language; students from economically disadvantaged backgrounds; and students with disabilities.



Invest in and support the development of initiatives that provide cost savings to students while maintaining the effectiveness of instruction.

Increase the social, cultural and economic well-being of individuals and communities within the Commonwealth and its regions.

Main Components

The 2022 Annual Report includes a(n):

- Brief summary of *The Plan* and its key elements.
- Assessment of progress toward the three goals based on *The Plan's* five measures and key findings from that assessment compared to the 2019-2020 baseline (first Annual Report).
- Summary of the Council-approved biennial initiatives and general budget-recommendation themes.
- Synopsis of SCHEV activities over the past twelve months that directly supported *The Plan's* goals and strategies.

Key Findings – Content Map

Key findings pertain to the:

- **Overarching Attainment Objective;** and
- **Five measures to assess progress toward the goals:**
 1. Attainment
 2. Enrollment
 3. Awards
 4. Borrowing
 5. Wages

Key Findings – Attainment Objective

Overall Attainment Objective:

By 2030, **70%** of 25- to 64-year-old Virginians will possess a post-secondary certificate, certification or higher credential.

- SCHEV 2020 estimate: **58.3%***
- No Lumina data for 2020 (**57.4% in 2019**)* *

Key Findings – Measures

Progress toward achievement of *The Plan's* goals is assessed via five measures: (1) Attainment; (2) Enrollment; (3) Awards; (4) Borrowing; and (5) Wages

- Two-year time lapse for 2022 Annual Report: 2020-2021 academic year.
- Baseline to measure progress: 2019-2020 academic year.
- Year-over-year changes likely will be gradual, ideally on a forward trajectory.
- Data for each of the five measures are disaggregated by race/ethnicity, geography (GO Virginia region), income and gender to identify gaps and to close them in order to meet the Attainment Objective (70% by 2030).
- Data on attainment and enrollment measures are impacted by “experimental data” from the 2020 Census.

Key Findings – Attainment Measure

Attainment: Percent of 25- to 64-year-old Virginians with an associate degree or higher.

Those who have the lowest attainment rate within each subgroup are:

- By race/ethnicity: Black (36%) - **unchanged** from 2019-2020.
- By region of origin: Southside (25%) and Southwest (26%) - **unchanged** from 2019-2020.
- By income: Lower income (25%) - **unchanged** from 2019-2020.
- By gender: Male (48%) - **improved slightly** (but still a lower rate than for female).*

Those who have gains in attainment (compared to the 2019-2020 baseline academic year) within each subgroup are:

- Total attainment rate (52%) - **increased** by two percentage points from 2019-2020.
- *Male (48%) - **increased** by two percentage points from 2019-2020.

Key Findings – Enrollment Measure

Enrollment: Fall headcount of public and private undergraduates.

The following enrollment gaps exist where enrollment does not reflect the population:

- By race/ethnicity: Black; Hawaiian Islander/Pacific Islander; Non-Resident Alien; and White – all unchanged from 2019-2020.
- By region of origin: Hampton Roads and Shenandoah Valley – both unchanged from 2019-2020, as well as Richmond – new this year.
- By income: Middle income – unchanged from 2019-2020.
- By gender: Male – unchanged from 2019-2020.

Key Findings – Awards Measure

Awards: Undergraduate degrees and credentials produced each year.

Success gaps may exist where the percentage of total awards is less than the percentage of enrolled students. Identified success gaps are:

- By race/ethnicity: Asian – new this reporting period; Black and Multi-Race – both unchanged. (After exhibiting a success gap in 2019-2020, Hispanic/Latinx had no gap in 2020-2021.)
- By region of origin: Greater Richmond; Hampton Roads; and Northern Virginia – all unchanged.
- By income: Lower income – unchanged.
- By gender: Male – unchanged.

Key Findings – Borrowing Measure

Borrowing: Average debt of graduates.

Those groups with the largest percentage of undergraduates who are borrowing are:

- By race/ethnicity: Black; and Race/Ethnicity unknown.
- By region of origin: Hampton Roads.
- By income: Middle income.
- By gender: Female.

In terms of the largest percentages of undergraduates who are borrowing, all subgroups above were **unchanged** from 2019-20 to 2020-21. However, the average annual loan amount **decreased** across the board for every subgroup except Greater Charlottesville, which shows an increased average annual loan amount.

Key Findings – Wages Measure

Wages: Graduates' wages 10 years post-completion.

Those groups with the widest wage gaps are:

- By race/ethnicity: Black and American Indian/Native Alaskan – both **unchanged**, as well as Non-Resident Alien – **new this reporting period**.
- By region of origin: Southwest and Southside – both **unchanged**.
- By income: Lower income – **unchanged**.
- By gender: Female – **changed**.

Compared to the prior reporting period: Most groups experienced **increases in median wages** despite the persisting gaps identified above.

Those groups that experienced **decreases in median wages** this reporting period are: Non-Resident Alien; Hispanic; Southwest; Roanoke/Lynchburg; Greater Richmond; Shenandoah; and Middle Income.

Key Findings – Summary

- **Overall Attainment Objective:** Since 2019, an increase of 0.9 percentage points (using ACS experimental data). An increase of ~1.2 points/year is needed to meet the target of 70% by 2030.
- **Measures: 2020/21 changes from prior year.**
 1. **Attainment** – Male attainment increased slightly.
 2. **Enrollment** – New enrollment gap for the Richmond (GO VA) Region.
 3. **Awards** – New success gap for Asian students; gap closed for Hispanic students.
 4. **Borrowing** – Average annual loan amount decreased across the board except for an increase in the Charlottesville region.
 5. **Wages** – Median wages increased for all groups except for: Non-resident alien, Hispanic, Southwest, Roanoke/Lynchburg, Greater Richmond, Shenandoah and Middle-Income subgroups.

2022 Activities - Equitable Goal

Goal 1: Equitable – Close Access and Completion Gaps.

The following items represent a sample of SCHEV activities that support *The Plan's* goals and corresponding strategies:

- GEAR UP Virginia
- Virtual Library of Virginia (VIVA) Open and Affordable Community Forum
- Student Support-Services Work (Disabilities Access to Higher Education Advisory Committee; SCHEV/VMAP Collaborative training webinar; “What Matters Most” review of and recommendations on student issues and support services; SCHEV/VHCF Mental Health Pilot)

2022 Activities - Affordable Goal

Goal 2: Affordable – Lower Costs to Students.

The following items represent a sample of SCHEV activities that support *The Plan's* goals and corresponding strategies:

- Cost and Funding Need Study
- Pell Initiative
- Council's budget recommendations to balance tuition and fees
- Education Loan Ombudsman
- TransferVA/Transfer BOOST

2022 Activities - Transformative Goal

Goal 3: Transformative – Expand Prosperity.

The following items represent a sample of SCHEV activities that support *The Plan's* goals and corresponding strategies:

- Innovative Internship Fund and Program/Virginia Talent + Opportunity Partnership (V-TOP)
- Day of Dialogue/Constructive Dialogue Institute Communities of Practice
- SCHEV collaboration with Virginia Office of Education Economics (VOEE) supply/demand model development

Next Steps

- **March:** Discussion by Council of potential new and/or revised biennial priority initiatives in support of *The Plan*.
- **July:** Review by Council of draft priority initiatives for the upcoming biennium and feedback to staff.
- **September:** Endorsement by Council of new and/or revised priority initiatives to align with its biennial budget and policy recommendations.