

Agenda Book

October 23-24, 2023

Location:

Virginia Community College System office



October 23-24, 2023, Council Meeting Schedule of Events

Virginia Community College System
300 Arboretum Pl.
Suite 200
Richmond, VA 23236

October 23, 2023

3:00 – 4:30 **Academic Affairs Committee (room 115, lower level)**
[Section I on the agenda](#)
Committee members: Cheryl Oldham (chair); Thaddeus Holloman (vice chair);
Jason El Koubi; Scott Fleming; William Harvey; Doug Straley.

3:00 – 4:30 **Resources and Planning Committee (room 116, lower level)**
[Section II on the agenda](#)
Committee members: Jennie O'Holleran (chair); John Broderick (vice chair); Victoria
Harker, Walter Curt; John Jumper; Delceno Miles.

5:15 – 7:00 **Reception & Dinner**
Tazza Kitchen
1244 Alverser Plaza
Midlothian, VA 23113

October 24, 2023

9:00 – 12:30 **Council Meeting (Board Room, 2nd floor)**
[Section III on the agenda](#)

NEXT MEETING: January 9, 2024, Virtual or Richmond (TBD)



Council Meetings – October 23-24, 2023 Agenda

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| I. Academic Affairs Committee (VCCS) Monday, October 23, 2023 Room 115 (lower level) | 3:00 p.m. | | |
| I.A. Call to Order | 3:00 p.m. | Ms. Oldham | |
| I.B. Approval of Minutes from the September 18, 2023, Academic Affairs Committee | 3:05 p.m. | Ms. Oldham | 5 |
| I.C. Action on Proposed Edits to the SCHEV Program Approval Policy | 3:10 p.m. | Dr. DeFilippo/Dr. Osei | 9 |
| I.D. Discussion of the Work of the Academic Affairs Committee | 3:40 p.m. | Dr. DeFilippo | 23 |
| I.E. Report of the Staff Liaison to the Academic Affairs Committee | 4:10 p.m. | Dr. DeFilippo | 28 |
| I.F. Motion to Adjourn | 4:30 p.m. | Ms. Oldham | |
| II. Resources and Planning Committee (VCCS) Monday, October 23, 2023 Room 116 (lower level) | 3:00 p.m. | | |
| II.A. Call to Order | 3:00 p.m. | Ms. O'Holleran | |
| II.B. Approval of Minutes from the September 18, 2023, Resources and Planning Committee | 3:05 p.m. | Ms. O'Holleran | 32 |
| II.C. Action on Budget and Policy Recommendations for the 2024-26 Biennium | 3:10 p.m. | Mr. Allison | 36 |
| II.D. Action on Enrollment Projections | 3:50 p.m. | Mr. Massa | 63 |
| II.E. Motion to Adjourn | 4:30 p.m. | Ms. O'Holleran | |
| Dinner at Tazza Kitchen | 6:00 p.m. | | |
| III. Council Meeting (VCCS) Tuesday, October 24, 2023 Board Room (2nd floor) | | | |
| III.A. Call to Order | 9:00 a.m. | Mr. Ampy | |
| III.B. Approval of Minutes from September 18, 2023, Council of Presidents Meeting and the September 19, 2023, Council Meeting | 9:05 a.m. | Mr. Ampy | 117 |
| III.C. Remarks from VCCS Chancellor, Dr. David Doré | 9:10 a.m. | Dr. Doré | 122 |
| III.D. Discussion of SCHEV's Role in Civic Engagement and the Day of Dialogue | 9:40 a.m. | Dr. Fisler | 123 |
| III.E. Action on Strategic Plan's Priority Initiatives | 10:00 a.m. | Ms. Salmon | 128 |

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|--|------------|----------------|------------|
| III.F. Receipt of Report from Agency Director | 10:20 a.m. | Mr. Blake | 138 |
| Break | 10:30 a.m. | | |
| III.G. Report of the Academic Affairs Committee | 10:45 a.m. | Ms. Oldham | |
| III.H. Report of the Resources and Planning Committee | 11:00 a.m. | Ms. O'Holleran | |
| III.I. Report from Director Search Committee | 11:15 a.m. | Ms. Harker | 142 |
| III.J. Receipt of Items Delegated to Staff | 11:30 p.m. | Mr. Blake | 144 |
| III.K. Old Business | 11:35 p.m. | Mr. Ampy | |
| III.L. New Business | 11:45 p.m. | Mr. Ampy | |
| III.M. Receipt of Public Comment | 11:55 p.m. | Mr. Ampy | |
| III.N. Motion to Adjourn | 12:00 p.m. | Mr. Ampy | |
| <u>NEXT MEETING:</u> January 9, 2024, Virtual or Richmond (TBD) | | | |

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

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

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
September 18, 2023**

DRAFT MINUTES

Thaddeus Holloman called the meeting to order at 1:02 p.m., at Hartman Hall, Room #3016, James Madison University in Harrisonburg, Virginia. Committee members present: Jason El Koubi Scott Fleming, Thaddeus Holloman, and J. Douglas Straley. Cheryl Oldham, Chair, arrived at 1:16pm.

Committee members absent: William Harvey.

Staff members present: Joseph G. DeFilippo, Jodi Fisler, Sandra Freeman, Kirstin Pantazis, and Kristin Whelan.

APPROVAL OF MINUTES FROM THE May 18 ACADEMIC AFFAIRS COMMITTEE MEETING

On motion by Mr. Holloman and seconded by Mr. El Koubi, the minutes were approved unanimously (4-0).

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

ACTION ON PROPOSED ORGANIZATIONAL CHANGE AT A PUBLIC INSTITUTION

Dr. DeFilippo introduced the background for the organizational change proposed by Old Dominion University (ODU). The School of Supply Chain, Logistics, and Maritime Operations would administer a Master of Science (MS) in Maritime Trade and Supply Chain Management as well as two graduate certificate programs. The school would also coordinate external partnerships and maritime research efforts. The proposal received broad industry support. Dr. DeFilippo acknowledged Dr. Brian Payne, Vice Provost, who commented that this effort is the result of ODU working with their local community and industry partners as a pillar of regional economic development.

Mr. David White, executive director of the Virginia Maritime Association, noted that the maritime industry drives the Hampton Roads economy, and the proposed school is fundamental to Virginia receiving global recognition in maritime supply chain logistics. Ms. Deb Waters, Vice Chair of the Maritime Advisory Council, spoke to the industry need for more graduates with broader skill sets to ensure continued economic development. Vinny Di Costanzo of CVInternational noted that the proposed school would assist in meeting staffing needs and propel Norfolk to the center of global maritime logistics.

In response to a query from Mr. Holloman about pulling departments from existing schools Dr. Payne noted that new programs will not be proposed until they are requested by industry partners. Mr. Fleming followed with a query regarding undergraduate students in the field. Dr. Payne and Ms. Waters both noted that

recommendations are being presented to ODU's board to develop undergraduate programs in maritime trade and supply chain logistics to fill current market demand. Mr. Holloman thanked the representatives for attending the meeting.

The following resolution was approved unanimously (4-0) to be forwarded to the full council:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the establishment of the School of Supply Chain, Logistics, and Maritime Operations at Old Dominion University, effective October 1, 2023.

ACTION ON REPORT OF AUDIT FOR A CERTIFIED POSTSECONDARY SCHOOL

Dr. DeFilippo presented SCHEV's duty as the default certifier of private post-secondary institutions operating in Virginia. This duty includes auditing existing schools for compliance with regulation and seeking Council authorization to begin revocation proceedings. If Council approves, staff would initiate required administrative processes, including an informal fact-finding conference and, if necessary, a formal hearing. Dr. DeFilippo noted that the resolution, found on page 45 of the Agenda Book, is being modified to remove the provision that would immediately forbid MPower enrolling new students. Dr. DeFilippo introduced Ms. Freeman, Director of Private Postsecondary Education, to answer questions about the audit findings and subsequent request.

In response to a query from Mr. Fleming, Ms. Freeman noted that MPower operates in other states, and she has no knowledge of similar non-compliance issues occurring in those states. Ms. Oldham asked Dr. DeFilippo to comment on potential outcomes and the appropriateness of inviting MPower representatives to speak. Dr. DeFilippo noted that the request before Council is to initiate a process, and that the process may not necessarily culminate in revocation.

Steve Chema, legal counsel for MPower Career Training, was invited to speak and made several assertions, including that SCHEV staff had not consulted with MPower during the audit, that the audit report contained factual errors and faulty assumptions, and that the regulations being cited do not support staff's findings. Ms. Freeman countered that the audit process had included consultation with MPower as well as an exit interview. Dr. DeFilippo noted that the request before the committee is the result of two audits which found a total of 18 items of non-compliance, six of which were repeat violations.

In response to a query from Mr. Straley, Ms. Freeman noted that the second audit was conducted after receipt of multiple student complaints and revealed numerous instances of repeat non-compliance. Mr. Straley clarified that the resolution would only begin proceedings, not revoke certification. Mr. Fleming added that Council might benefit from further fact finding.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia instructs staff to initiate procedures to revoke MPower Career Training’s certificate to operate.

ACTION ON PROPOSED DEGREE PROGRAM AT A PUBLIC INSTITUTION

Dr. DeFilippo described the background and curriculum of the proposed Data Science degree program at The University of Virginia (UVA). This program responds to recent efforts to establish Data Science as an independent academic discipline. The Bureau of Labor Statistics (BLS) shows faster than average growth in the field. No other institutions objected to this program. Dr. DeFilippo acknowledged the University of Virginia representatives present and thanked them and Dr. Osei for their work on the proposal.

Mr. El Koubi noted that knowledge work is a core growth sector in Virginia and that the growth of Data Science was forecast through the Tech Talent computer science initiative. Ms. Oldham cautioned that the pace of change in this sector is great and institutions and Council have a duty to ensure academic programs integrate with industry to produce graduates with current, relevant skills.

Dr. Brian Wright, Director of Undergraduate Programs for the School of Data Science, responded that the math underpinning the program does not change and that the program was designed with flexibility in electives to allow response to industry needs. Dr. Christina Morell, Associate Provost for Institutional Research & Analytics, and Ms. Alena Herklotz, Assistant Director for Academic Compliance, were present and responded to questions from committee members.

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 grants approval to the University of Virginia to initiate a Bachelor of Science (B.S.) degree program in Data Science (CIP code: 30.7001), effective spring 2024.

REVIEW OF PROGRAM ANNOUNCEMENTS OF THE PUBLIC INSTITUTIONS

Dr. DeFilippo introduced the agenda item, presenting “Program Announcements” for new degree programs that public institutions plan to submit for SCHEV approval. The Program Announcement is a feature of the SCHEV program approval process in accord with Council’s duty to “review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes,” Code of Virginia § 23.1-203 (5). Dr. DeFilippo spoke about the purposes of listing program announcements related to alerting staff, Council members and other institutions about institutions’ programmatic plans.

Dr. DeFilippo provided descriptions of each proposed program and factors that may affect approval of such programs. Committee members offered comments and received information from institutional representatives.

BRIEFING ON DAY OF DIALOGUE ON CIVIC LEARNING AND ENGAGEMENT

Dr. Fislser provided a presentation on the state of civic engagement in the Commonwealth, the Day of Dialogue, and continuing plans to further civic engagement. Background was given on civic engagement being added to policy in 2017 as a part of student learning assessment. Committee members expressed interest in how engagement is measured, who is responsible for these initiatives on each campus, what effort is being made to work with K12 institutions, and a state-wide map of engagement and assessment efforts. Dr. Fislser noted that this is a non-partisan push that encourages students to engage and act according to individual values. Further, Virginia was one of three states to affirm a commitment to have civic engagement as a part of every undergraduate student experience.

RECEIPT OF REPORT FROM ACADEMIC AFFAIRS COMMITTEE STAFF LIAISON

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

ADJOURNMENT

Ms. Oldham adjourned the meeting at 2:44 p.m.

Cheryl Oldham
Chair, Academic Affairs Committee

Kirstin Pantazis
Staff, Academic Affairs

State Council of Higher Education for Virginia Agenda Item

Item: I.C – Academic Affairs Committee – Action on Proposed Edits to the SCHEV Program Approval Policy

Date of Meeting: October 23, 2023

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: May 20, 2019

Action: Council adopted the “Policy Outline for Program Approvals and Changes,” and directed staff to create guidance documents and administrative processes necessary to implement its provisions as soon as practicable.

Purpose of this Agenda Item:

The purpose of this item is to present for Council action a set of edits to its policy regarding public institutions’ proposals for new degree programs.

Background Information/Summary of Major Elements:

Staff seeks Council approval for a focused set of edits to its policy, *Academic Programs at Public Institutions: Policies and Procedures for Approvals and Changes*. The proposed edits have been identified in the course of working with the public institutions since February 2020, when the current version of the SCHEV policy went into effect.

The proposed edits have been presented to institutional representatives via consultations through summer and fall 2023. The attached “Annotated Table of Contents from the SCHEV Program Approval Policy,” provides a succinct description of the set of seven proposed edits. The attached “Proposed Policy Edits (October 2023)” provides detailed mark-up for each of the seven proposed edits. The proposed edits include:

- Definitional clarifications: duplication; online vs. face to face programs.
- Addition of cost information to certificate program proposals.
- Incorporation of Council’s policy (adopted January 2023) on community college transfer associate degree programs.
- Update of the timeline and process for new degree program proposals, to reflect current practice.
- Modification of the process for institutional feedback on duplicative programs ,to invite feedback on opportunities for collaboration.

- Addition of two headers to provide greater clarity on a new degree program's effect on existing programs at the institution.

Materials Provided:

- Annotated Table of Contents from the SCHEV Program Approval Policy
- "Proposed Policy Edits (2023)"

Financial Impact: N/A

Timetable for Further Review/Action: N/A

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

Council's consideration of proposed edits to the SCHEV program approval policy 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.

Staff Recommendation:

Staff presents the "Proposed Policy Edits (2023)" for the consideration of the Academic Affairs Committee. The Committee may act to approve; disapprove; approve with condition; or table for future action. If approved, adopt the following resolution and transmit it to Council.

Resolution:

BE IT RESOLVED, that the State Council of Higher Education for Virginia adopts the "Proposed Policy Edits (2023)," and directs staff to incorporate the proposed edits into the SCHEV program approval policy as soon as practicable.

BE IT FURTHER RESOLVED, that staff may incorporate additional minor textual edits necessary to improve the clarity and accuracy of the program approval policy.

Annotated Table of Contents from the SCHEV Program Approval Policy.

Yellow highlighting indicates sections in which edits are proposed. Italicized text describes the nature of the proposed edit.

Table of Contents

SECTION I: POLICY OUTLINE—DUTIES, REQUIREMENTS, DEFINITIONS, AND POLICY STATEMENTS

A. Council’s Statutory Duties Related to Academic Programs at Public Institutions

B. Policy Statements on Academic Degree Programs at Public Institutions

I. Introduction

II. Degree Program Common Core Requirements

III. Operational Definitions of Key Terms

IV. New Academic Degree Programs

Minor textual edits to clarify evaluative factors related to duplication.

V. Certificate Programs

VI. Degree/Certificate Program Modifications

VII. Technical Changes, Program Mergers, and Intent to Discontinue Programs

VIII. Governing Board Approval Expiration

IX. Degree Level Authorization

SECTION II: INTRODUCTION TO PROCEDURES & REQUIREMENTS FOR ALL DOCUMENTS

Procedures for Document Submission

General Requirements for All Documents

SECTION III: CERTIFICATE PROGRAMS

A. Procedures and Requirements for Certificate Program Documents

B. Specific Instructions for Certificate Program Documents

Text added to clarify resources and costs to students.

SECTION IV: NEW DEGREE PROGRAMS

A. Guidelines and Procedures for New Degree Program Proposals

Text added to acknowledge Council’s policy on community college transfer associate degrees.

B. Specific Instructions for New Degree Program Proposals

Program Proposal Cover Sheet

C. Process and Timeline for New Degree Program Proposals

Text modified to reflect current “timeline.”

Part I: Description of Proposed Program

A. Program Background

B. Institutional Mission

C. Delivery Format (if applicable)

Text added to clarify “fully online” vs “hybrid”

D. Program Accreditation or State Agency Authorization (if applicable)

E. Admission Criteria (if applicable)

F. Curriculum

G. Time to Degree (if applicable)

H. Faculty Resources

I. Student Learning Assessment

J. Employment Skills

K. Relation to Existing Programs (Degree, Certificate, Sub-area)

Text added to include “expansion” and “effect on other programs.”

Part II: Justification for the Proposed Program

A. Response to Current Needs (Specific Demand)

B. Employment Demand

C. Duplication

Text added to invite feedback about potential for inter-institutional collaboration.

D. Student Demand

Part III: Summary of Projected Student Enrollment

Summary of Projected Enrollments in Proposed Program

Projected Resource Needs for the Proposed Program

Funds to Initiate and Operate the Degree Program

“Proposed Policy Edits (2023)” for Council’s *Academic Programs at Public Institutions: Policies and Procedures for Approvals and Changes.*

Sections for which edits are proposed are highlighted in yellow. Added text is underlined; deleted text is ~~stricken through~~.

Section I: Policy Outline—Duties, Requirements, Definitions, and Policy Statements

B. Policy Statements on Academic Degree Programs at Public Institutions

IV. New Academic Degree Programs

Process for Council action

A public institution’s governing board must approve each proposal for a new academic program prior to its submission to the Council. The following procedures are adopted for new degree programs not eligible for facilitated staff approval.

- Council must first be informed about a new degree program via a Program Announcement before the program can be presented for approval at a later Council meeting.
- Council action on new degree programs will occur at two specific meetings during the academic year, one in the fall and one in the spring. The chair of the Academic Affairs Committee may modify this scheduling to accommodate circumstances, such as meeting cancellations and workload management.
- Institutional officers must attest that information related to duplication and employment has been presented to the governing board prior to its approval of the new program.

For specific information about the provisions, see below under Section IV: New Degree Programs.

Factors on which SCHEV evaluation will focus

The Council is particularly interested in questions related to issues of “need” for new academic programs. These questions center around the state’s need for the proposed degree program as well as the institution’s need for it.

- **Why does Virginia need this program at this time?**

State Needs. Will the proposed program be an optimal use of state resources in light of state budget considerations and the contributions of any existing programs? What are the needs (justifications) for the state to initiate a new curriculum at this time?

Employer Needs. Will the program fill demonstrable employer needs in the state? If so, what Virginia and/or non-Virginia market data indicate current unmet employer demand for graduates of such programs and the designated degree level? If not, will the program fill demonstrable non-employment needs in the state?

Student Needs. Will the program fill demonstrable student needs in the state? If so, what Virginia and/or non-Virginia market data indicate current unmet student demand for such curricula? If not, why does the institution anticipate student demand for the program?

Duplication. Will the degree program duplicate similar or related degree programs at public institutions offerings in Virginia? If so, what are the needs (justifications) for the state to duplicate these efforts? How many similar degree programs are offered and by which public institutions in the state; where? What are the student enrollment strength and graduation data for rates of these degree similar programs?

- **Why does the institution need this program at this time?**

Institutional Needs. Will the degree program fill demonstrable institutional needs? (Does the institution need the program to fulfill its approved mission?) If so, how and how well will the program fit with the institution's SCHEV-approved mission statement? If not, what are the institutional needs (justifications) for the proposal at this time?

Resource Needs. Will the program affect the institution's budget? If so, how and how significantly? (Will changes be required in faculty, staff, facilities, or other resources need to initiate and sustain a degree program? Will the degree program be the optimal use of institutional resources in light of state budget considerations, as well as the contributions of any existing programs and the benefits of collaborative efforts?) If not, how will resources be internally reallocated to fund the program?

Section III: Certificate Programs

B. Specific Instructions for Certificate Program Documents

iii) Narrative Description

Institutions must submit information and narrative to address (at minimum) the areas and statements below.

Note:

- the format for the proposal is not bulleted; use a section heading for each of the following areas/topics:
Name of certificate, CIP code, Initiation date, Description of certificate, Time to complete, Admission criteria (if applicable), Curriculum requirements, Faculty, Course delivery format, Resources, Gainful Employment, and Course descriptions, and Certificate cost.
- if a certificate program exceeds the credit hours outlined in SCHEV's Certificate Program Definitions, include a separate heading to provide justification for the credit hour requirement.
- Include a succinct narrative to describe the purpose and focus of the certificate. Indicate what students will study and learn at program level. Indicate what graduates will be prepared to do on a job. Indicate whether the certificate meets an accreditor or state board requirements, if applicable. Provide an original copy of requirements as an appendix item.
- Indicate the specific individuals/group(s) who will be targeted to enroll in the program.
- Include a narrative to indicate the time to complete the program for fulltime and part-time students for both degree seeking and non-degree seeking students.
- Describe admission criteria for the program and indicate specific requirements for different populations. Include the university's minimum scores requirements for all standardized tests.
- Provide a succinct summary of the focus of the curriculum. Summarize what students will learn from core and required coursework. Indicate the total number of credit hours required. Provide a list of all required courses (title, designator and credit hour value), restricted electives, and electives. Describe sub areas, if applicable. Describe requirements and indicate deliverables for experiential learning (e.g., a capstone project, internship, or practicum), if applicable. Indicate how student failure will be addressed. Explain any requirements of the curriculum (e.g., project, internship, practicum) needed to address special requirements for licensure.
- Describe faculty who will teach in the certificate. Indicate who selects faculty, the academic unit(s) to provide faculty, the number of existing faculty to teach in the certificate program, and the credentials (degree level and discipline area) of faculty. Indicate minimum requirements for faculty

teaching required courses in the program. If using adjunct faculty to initiate the program, indicate the credentials and level of support that would be used to offer the certificate. Indicate if not using adjunct faculty.

- Indicate how (e.g., traditional, fully online, or hybrid design) the certificate program will be delivered. Describe the institution's resources to support the delivery format. If traditional, indicate space resources; if online, indicate technological resources to support online instruction and availability of technical support. Indicate faculty training and support to teach online courses and training that is required, if applicable. Indicate whether the institution can sufficiently has the ability to support the delivery format.
- Explain resources necessary to offer the certificate. Indicate additional resources or costs (e.g., administration, faculty), if needed and the source of financial support. Indicate whether the certificate will have a lead administrator (e.g., program director). Indicate whether the person is a faculty member and their position title and, primary responsibilities for the certificate program. Indicate existing faculty teaching responsibility to the certificate program. Indicate whether new faculty and/or adjunct faculty will be hired to teach core and required courses. Indicate the costs for new hires, if needed and the funding source. Indicate the institution's ability to adequately support the certificate with existing resources.
- Indicate whether the certificate is a Gainful Employment program. Indicate why the program will or will not come under Gainful Employment.
- Provide the official course description for all required courses and restricted electives. Denote if courses are new.
- Indicate the cost of the certificate program at initiation for in-state and out-of-state students. Indicate how the institution assesses cost (e.g., per course, per credit hour, flat fee). Indicate if the cost will differ based on delivery format, if applicable. Indicate whether any additional fees will be collected for the certificate program. Complete one SCHEV Certificate Cost Form for the certificate program.

Note. If enrollment in the certificate program will result in additional costs for degree-seeking students—that is, students already enrolled in a degree program at the university—a detailed explanation must be provided.

Section IV: New Degree Programs

A. Guidelines and Procedures for New Degree Program Proposals

- All new degree program proposals, except those that qualify for Facilitated Staff Approval, must be reviewed and approved by Council. Proposals subject to Council approval must be submitted according to the two-stage process and applicable timelines described in section C (see page 21). All degree program proposals must include the information required by SCHEV's policy. Proposals eligible for Facilitated Approval must be submitted at least nine months prior to the anticipated initiation date. Requirements for facilitated approval are provided in the "Addendum Facilitated Approval of Degree Programs." The document is available with this policy on the SCHEV website.
- Approval to initiate a new degree program does not imply approval of the projected budget or budget initiatives for that program, or approval of a mission change.
- Proposals for new doctoral programs are also subject to the two-stage process, with the qualification that they may be presented for Council action at the next feasible meeting following completion of the external review process. Institutions must arrange (in consultation with SCHEV staff) and fund a site visit to review the degree program proposal. At least two qualified external reviewers and a SCHEV staff member will attend the external review. The site visit must be completed at least eight (8) weeks in advance of the date of expected Council action. None of the external reviewers may have an affiliation with the institution; no more than one of the external reviewers may reside within Virginia. The external reviewers must be provided with copies of the degree program proposal and faculty CV's prior to the visit and should be charged with preparation of a written report, which must be submitted to the SCHEV staff. Institutions must provide written documentation to SCHEV and to the external reviewers addressing any recommendations or significant issues from the reviewers' report. One hard copy of reviewers' CV's must be sent to SCHEV.
- Approval to initiate a new degree program may also require a substantive change review by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) if the new program significantly modifies or expands the scope of the institution.
- Approval of new transfer associate degree programs at community colleges: Associate of Arts (AA), Associate of Science (AS), and Associate of Fine Arts (AFA). By Council action in January 2023, all community colleges are authorized to offer AA and AS degree programs according to 10 Classification of Instructional Programs (CIP) codes specified in the following list:
 - 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)

For community colleges intending to initiate one of the above listed transfer associate degree programs, the VCCS academic vice chancellor must submit to SCHEV a cover letter and completed SCHEV Cover Sheet. To initiate any other transfer associate degree program, a full program proposal must be submitted as per the rest of this policy.

C. Process and Timeline for New Degree Program Proposals

Information required to seek approval for a new degree program has been revised and specific timelines have been established to support complete program proposals receiving consideration at specific Council meetings during the academic year. The purpose of this process is to improve predictability and planning for both institutions and SCHEV.

Note:

- The process/timeline below does not apply to degree program proposals eligible for Facilitated Approval, which may be submitted at any time without a Program Announcement. SCHEV reserves the right to determine whether a given proposal meets criteria for Facilitated Approval.
- ~~Doctoral degree programs are not required to adhere to the timeline; i.e., they may be presented for Council action at the next feasible meeting following completion of the external review process.~~
- Specific deadlines and timeline points may be adjusted to accord with the calendar, meeting cancellations or other logistical considerations. Any such adjustments will be announced with advance notice.

Process and Timeline:

- A Program Announcements will be presented at a specific Council meetings in March and September of each year. Any questions, concerns or requests for information raised at that time must be addressed in the full degree program proposal. The Program Announcement Form and Program Announcement Instructions are available on the SCHEV website.
- Program Announcements must be submitted to SCHEV by **March 1** and **September 1** for inclusion on the agendas of those respective Council meetings.
- ~~Following submission of the full program proposal by a specified deadline, the new degree program will be presented for action at a subsequent specific Council meeting.~~
- Following the presentation of a Program Announcement at a Council meeting, SCHEV will invite public institutions' comments, with a specified (approximate) thirty-day (30 days) deadline. The full degree program proposal may not be submitted to SCHEV until that deadline has passed.

- The full degree program proposal must be submitted to SCHEV within one year from the date of the Council meeting at which the Program Announcement was presented.
- Unless otherwise specified in the approval letter from SCHEV, new degree programs must be initiated within one year of SCHEV approval.

Timeline:

• *May Approval Timeline, with deadlines*

- September 1 (deadline): Program Announcement submitted to SCHEV.
- September Council meeting: Program Announcement receives discussion.
- December 15 (deadline): Program Proposal submitted to SCHEV.
- Program approval considered for action at the May Council meeting; if conferred, approval is effective fall of the same year or within one calendar year after Council approval.

• *October Approval Timeline, with deadlines*

- March 1 (deadline): Program Announcement submitted to SCHEV.
- March Council meeting: Program Announcement receives discussion.
- June 1 (deadline): Program Proposal submitted to SCHEV.
- Program approval considered for action at the October Council meeting; if conferred, approval is effective spring semester of the same academic year or within one calendar year after Council approval.

Part I: Description of Proposed Program

C. Delivery Format (if applicable)

Information to address: If all or part of the curriculum will utilize any variation of online/electronic delivery, provide a complete description of the plan, courses, and resources available. Indicate faculty credentials and training to provide online instruction.

Note:

- Traditional “face to face” delivery format means that the institution offers the entire degree program in person, including all core and required courses, all restricted elective courses, and all experiential courses. If the curriculum is designed such that at least one core course or required experiential course is only available and must be taken online, the program is considered “hybrid” format.
- “Fully online” delivery format means that the institution offers the entire degree program online, including all core and required courses, all restricted elective courses, and all experiential courses. If the curriculum is designed such that at least one core course or required experiential course is only available and must be taken in person, the program is considered “hybrid” format.

K. Expansion of Existing Program (Sub area, Certificate) (if applicable)

Information to address: Is the proposed degree program an expansion of an existing area of concentration, emphasis area, focus area, major, option, specialization, or track, minor, or certificate program? If so, explain the historical and disciplinary relationship of the proposed degree program to the existing program at the institution. What effects will the proposed degree program have on existing sub areas in degree programs or certificate programs? Will any be closed or altered?

Components of an effective response

- Explanation of the reasons for expansion to a standalone degree program.
- Effects on existing sub-areas, minors, and/or certificate programs are clearly explained.
- Explanation of what will happen to the existing sub-area, minor, or certificate program.

L. Relation to Existing Degree Programs (if applicable Degree, Certificate, Sub-area)

Information to address: Is the institution offering other degree programs that are similar or related to the proposed degree program? Describe and compare the degree programs – focus/purpose, curriculum requirements, and outcomes for graduates. Note: degree programs must be at the same degree level as the proposed degree program. – Is the proposed degree program an expansion of an existing area of emphasis, certificate, concentration, focus area, option, minor, major, specialization, or track? If so, explain the historical and disciplinary relationship of the proposed program to the existing program at the institution. What effects will the proposed degree program have on existing degree programs, certificates or sub areas? Will any be closed or altered?

Components of an effective response

- Academic units of existing related degree programs, certificates and sub areas are indicated. The academic unit of the proposed degree program is indicated.
- The degree designation and program name of existing degree programs are indicated.
- Effects on existing related degree programs, certificates and sub-areas are clearly explained, including any closures.
- Degree programs are compared only to describe: 1) the focus/purpose of the degree, 2) the core and required coursework, noting sub-areas, if applicable, curriculum, and 3) the knowledge and skills of graduates.
- If the proposed degree program is an expansion of an existing certificate or sub-area, this is addressed in a dedicated sub-heading, which explains the reason for the expansion, the need for a standalone degree, and what will happen to the existing sub-area or certificate.

M. Effect on Existing Degree Programs

How will the initiation and operation of the proposed degree program affect the operation of existing degree programs? Will the initiation and operation of the proposed degree program affect resources available to any other existing degree programs at the institution? Will any degree program(s) close as a result of the initiation of the proposed degree program?

Components of an effective response

- A statement indicating whether the proposed degree program will affect any existing degree program offered by the institution.
- Statements indicating any effects on resources available to existing degree programs in the academic unit in which the proposed degree program will be located.
- A statement indicating effects on student enrollment in any existing degree programs in the academic unit or at the university.
- A statement to address the closure of any degree programs as a result of the initiation and operation of the proposed degree program.

Part II: Justification for the Proposed Program

C. Duplication

Note: associate degree proposals from community colleges and Richard Bland College do not address duplication. Proposals for transfer associate degrees should include:

- *a brief narrative to explain how the program has been designed for effective transfer, and*
- *an appendix with attestations from at least two (2) four-year institutions that the proposed program will articulate with specific baccalaureate programs.*

Upon publication of a Program Announcement in Council's Agenda Book, institutions already offering similar degree programs may provide feedback on the need for new degree programs and the potential effects of an additional program in Virginia. The chief academic officer of the interested institution should write SCHEV and the proposing institution within 30 days. SCHEV recommends that the feedback address (at least) the following ~~three~~ two questions:

- Given the institution's ~~your~~ experience offering a degree program with this CIP code at this degree level, does the institution's administration and/or faculty ~~you~~ perceive a ~~the~~ need exists for additional degree programs in Virginia? If not, why not?
- Would an additional degree program in Virginia with this CIP code at this degree level ~~be likely to have a negative, positive or no effect on the your~~ institution's degree program, including (but not necessarily limited to) student enrollment and access to external resources such as experiential learning sites?
- Would an additional degree program in Virginia with this CIP code at this level present opportunities for collaboration with the institution proposing the degree program? If so, briefly summarize the opportunities and indicate whether any steps have been taken to initiate collaboration.

The proposing institution must address any such feedback in the program proposal when submitted to SCHEV. This content should be included under the heading "Institution Response" in the Duplication section. Failure to address feedback received may result in action on the proposed program being deferred to a future Council agenda.

Information to address: Provide a comparison of existing degree programs and the proposed degree program. The comparison should focus on the curriculum, the specific course requirements for the core program, experiential learning requirements, specialization, and required sub areas of the program (e.g., concentration, emphasis area, focus area, option, specialization, or track). In case of concerns from institutions already offering similar degree programs, explain whether and how those concerns should be answered.

Note: the proposing institution does not need to respond to feedback that solely expresses support for the proposed degree program.

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: October 23, 2023

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of the Agenda Item:

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

Background Information/Summary of Major Elements:

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

Materials Provided:

- Appendix: SCHEV Academic Affairs Responsibilities

Financial Impact: N/A

Timetable for Further Review: N/A

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

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

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

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

Resolution: N/A

SCHEV Academic Affairs Responsibilities

I. Public Sector Academic Affairs

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

- **Approval Actions:**
 - Degree and certificate program approval and program actions approval
 - Distance education and state authorization reciprocity (National Council on State Authorization Reciprocity)
 - Instructional site approval and instructional site change approval
 - Mission statement change approval

- **Policy Development and Administration:**
 - AP/Cambridge/CLEP/IB policies
 - Dual enrollment credit acceptance
 - Military-friendly policies
 - Student learning assessment policy
 - Transfer-related policies:
 - State Policy on College Transfer
 - Guidelines for the Development of Transfer Agreements
 - Guidelines for the Development of Pathway Maps
 - Policy on Policy on Passport and Uniform Certificate of General Studies Programs

- **Liaisonship:**
 - Assessment Policy Advisory Group
 - Instructional Programs Advisory Committee (IPAC), Chief Academic Officers of public institutions of higher education
 - Military Education Advisory Committee (MEAC)
 - Open Virginia Advisory Committee (OVAC)
 - Virginia Assessment Group (VAG)
 - Virginia Educational Development Collaborative (VEDC)
 - Virginia Department of Education, Advisory Board on Teacher Education Licensure (ABTEL)

- **Policy Analyses (examples):**
 - Access for students with disabilities
 - Transfer effectiveness
 - Electronic learning capital needs

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

II. Private Postsecondary Education (PPE)

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

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

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

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

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: October 23, 2023

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of 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, October 23, 2023

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

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State Committee on Transfer

- The State Committee on Transfer (SCT) met September 28, 2023. The SCT includes representatives from all public two- and four-year institutions. The agenda included a review of the committee’s roles and responsibilities, updates on Transfer Virginia, and an overview of the SCT’s fall work plan. Dr. Paul Smith led a discussion on potential policy topics to be taken up by the SCT this fall. The SCT is scheduled to reconvene on October 19, 2023 to finalize its work plan.

Staff Activities and Recognition

Darlene Derricott

- Attended the National Council for State Authorization Reciprocity Agreements’ (NC-SARA) annual meeting for State Portal Entities (SPE) in Essex, Vermont on September 13-14, 2023. Member states engaged in conversations on SPE leadership, the SARA policy modification process, and student complaints. Presentations included updates on the United States Department of Education (USED)’s regulations impacting SARA and the higher education community.
- Attended and participated in the National Association of State Administrators and Supervisors of Private Schools (NASASPS) Fall Workshop for Regulators on September 25-26, 2023, in Salt Lake City, Utah. The workshop was the first convening of State and SPE regulators. Discussions and best practices focused on consumer protection actions for students. Sessions included Borrower Defense Repayment updates, unfair marketing, student complaints, and admissions requirements.

Jodi Fisler

- Attended the Virginia Educational Development Collaborative’s fall conference, “Exploring the Impact of Generative Artificial Intelligence,” at George Mason University on September 22.
- Attended the launch of the Virginia Community Engagement Index (VCEI) report in Richmond on September 26. Dr. Fisler served on the core team that developed the VCEI survey, which gathered data from thousands of people across Virginia about behaviors and attitudes related to civic and community engagement.
- Served on the planning committee for the Virginia Student Democracy Summit, held at Norfolk State University on October 6.
- Attended a series of meetings for the Multistate Collaborative for Civic Learning and Democracy Engagement (MSC-CLDE) at the University of Virginia October 18-20; co-facilitated a working session on assessing student outcomes.

- Participated in “Higher Education and Democracy,” a convening of leaders from higher education, philanthropy, and democracy advocacy organizations, sponsored by the University of Virginia, Lumina Foundation, and More Perfect. The convening was held at UVA October 20-21.
- Continues to serve on the planning team for the Governor’s Free Speech Summit, to be held at the University of Virginia on November 29.
- Served as a reviewer for the Carnegie Foundation’s Community Engagement Elective Classification for two- and four-year colleges and universities.

Kirstin Pantazis

- Attended the Southern Regional Education Board (SREB) Student Success Summit and Educational Technology Cooperative on September 13-14, in Atlanta, GA. Student success discussion focused on the effect of affordability on access and the intertwined goals of academic success and career readiness. The Education Technology Cooperative discussions centered on how to expand the use of open educational resources (OER), and recommendations around the use of generative artificial intelligence (AI) technologies.

Paul Smith

- Co-presented with representatives from the Institute for Higher Education Policy at the State Higher Education Executive Officers Association’s annual meeting held in Denver, CO from August 8-10th. The discussion, “*Lessons from 3 States Engaged in TransferBoost Pilot Project*,” outlined the outcomes from the TransferBOOST project. TransferBOOST (Bachelor’s Opportunity Options that are Straightforward and Transparent) was a multi-year state initiative developed to provide students affordable, quality, well-supported two- to four-year pathways. Dr. Smith presented on “lessons learned” from Virginia’s participation in the project.
- Attended the European Educational Research Association’s (EERA) annual meeting held in Glasgow, Scotland from August 22nd-25th. EERA is membership association composed of more than 40 national and regional Educational Research Associations from all parts of Europe with a mission to foster “*high quality educational research for the benefit of education and society*.” The 2023 conference covered topics spanning the educational spectrum from early childhood to higher education. Sessions included topics such as alternative curriculum, diversity and inclusion, educational leadership, gender studies, and higher education. The conference provided Dr. Smith with a comparative perspective on higher education models across Europe.

Academic Affairs Staff:

Public Sector Academic Affairs

Ms. Karen Banks, Academic Affairs Support Specialist
 Dr. Joseph G. DeFilippo, Director, Academic Affairs & Planning
 Ms. Darlene Derricott, Senior Coordinator, Academic Services
 Dr. Jodi Fisler, Senior Associate for Assessment Policy & Analysis

Ms. Emily Hils, Academic Programs and Services Specialist
Ms. Emily Muniz, Associate for Transfer and Talent Pathways
Dr. Monica Osei, Associate Director for Academic Programs & Instructional Sites
Dr. Kirstin Pantazis, Associate for Academic Affairs
Dr. Paul Smith, Senior Associate for Student Mobility Policy & Research

Private Postsecondary Education

Mr. Richard Cole, Certification Specialist
Ms. Sandra Freeman, Director, Private Postsecondary Education
Ms. Kathleen Kincheloe, Compliance Specialist
Ms. Monica Lewis, Fiscal Specialist
Ms. Sylvia Rosa-Casanova, Senior Associate for Private Postsecondary Education
Ms. Stephanie Shelton, Administrative Assistant
Mr. Alfonso Wells, Compliance Investigator

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
RESOURCES AND PLANNING COMMITTEE
September 18, 2023**

DRAFT MINUTES

Ms. O'Holleran called the meeting to order at 1:00 p.m. in Hartman Hall at James Madison University. Committee members present: Ken Ampy; Walter Curt; Jennie O'Holleran; Delceno Miles; and John Jumper.

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

Staff members present: Tom Allison; Lee Andes; Peter Blake; Alan Edwards; Grace Covello Khattar; Tod Massa; Laura Osberger; Emily Salmon; and Yan Zheng.

APPROVAL OF MINUTES

On a motion by Mr. Curt and seconded by Mr. Ampy, the minutes from the May 15th, 2023, Resources and Planning Committee meeting were approved. Ms. Miles abstained, given that she was not a member in May.

DISCUSSION OF SYSTEMWIDE BUDGET AND POLICY RECOMMENDATIONS FOR THE 2024-26 BIENNIUM

Ms. O'Holleran invited Dr. Edwards to summarize the categories of the draft budget and policy recommendations; he highlighted various themes and sections in the materials prepared by staff, including affordability and access, initiatives from public institutions' six-year plans and capital outlay.

Mr. Curt asked whether the agency budget was included in the systemwide budget recommendations. Ms. O'Holleran clarified that while agencies' budget requests are separate from Council's recommendations, both topics were open for discussion. In that context, members discussed the possibility of a discretionary fund for use by the next agency director. Staff advised that such a fund is not allocated within the agency budget, but that staff would investigate the matter further.

Members inquired as to which items/topics among the draft recommendations were in most need of additional funding, and which represented new funding requests. Dr. Edwards highlighted student aid and the Virginia Military Survivors and Dependents Program (VMSDEP) as high-need topics; he also pointed to the item regarding a new potential fund pool for the recruitment and retention of talent as a theme voiced by the public institutions. Ms. Miles requested discussion of the items labelled "TBD" and voiced priority for undergraduate financial aid, the Tuition Assistance Grant (TAG) and work-based learning (WBL) initiatives. Generally, students were a common priority.

The WBL discussion led members to request a subsequent update on the grant process associated with V-TOP (Virginia Talent + Opportunity Partnership). General Jumper encouraged staff to seek collaboration with existing community and/or private sector programs in lieu of starting new programs. Members encouraged staff to consider policy

changes/amendments that could facilitate efficient and effective use of funds, including the possibility of housing support for students completing internships in locales where such short-term housing is not readily available or affordable.

Ms. O'Holleran highlighted as an ongoing Council priority the mental-health workforce pilot program, which underwrites the salaries and benefits of certain relevant master's-level students so that they can work in a campus counseling center and receive supervision hours for licensure. Ms. Salmon reviewed the program design and the funding thus far. Mr. Ampy said that for several years he had heard directly from students in various settings the need for more and better campus mental-health efforts.

Members stressed campus safety as a priority and inquired of the feasibility of including it in the recommendations; they expressed interest in pursuing a more direct line of funding for campus safety. Members also suggested looking ahead to the Governor's budget recommendations for any funding for campus safety.

Members requested that, to the extent possible, staff provide additional data and materials ahead of the October meeting, to allow members to be as helpful as possible before and during the meeting regarding the budget and policy recommendations.

DISCUSSION OF INSTITUTIONS' ENROLLMENT PROJECTIONS

Ms. O'Holleran welcomed Mr. Massa to facilitate the Committee's discussion of the 2023 enrollment projections and degree estimates. He highlighted the statutory language that requires the projections and estimates, outlines their uses and describes Council's role in approving them.

Mr. Massa highlighted key findings and trends from staff's analysis of the 2023 submissions, including a projected increase in total enrollment from 2022 to 2029 of about 13,000 students, but with considerable variance across institutions in projections of in-state first-time-in-college (FTIC) students. He noted aggressive targets set by the private non-profit institutions to increase enrollment in such areas as Master's students, transfer students and out-of-state students. Mr. Massa concluded that the enrollment projections appear to be attainable and that the Commonwealth remains on track to meet the target of the statewide strategic plan of adding a cumulative 1.5 million degrees and credentials by 2030. If such is achieved, then 70% of Virginia's working-age population will possess an Associate's or Bachelor's degree or other relevant workforce credential.

Mr. Massa also highlighted key findings by type of institution, noting that, overall, four-year institutions anticipate a decrease in in-state FTIC students. The number of four-year institutions projecting a decrease is about equal to the number projecting an increase. Over the period, distance enrollment is projected to increase from 6.8% to 8.9%.

Members raised the issue of students dropping out due to financial barriers and discussed ways to address this issue and thereby increase retention rates. Mr. Curt shared information from conversations with college presidents in which he learned of students lacking the finances to pay even relatively-small debts. The Committee

requested that staff research best practices on state-level emergency funds and/or forgiveness programs that help students eliminate smaller debts so they can continue their educations.

Members also reviewed the projections of high school graduates from WICHE (Western Interstate Compact for Higher Education) and the Weldon-Cooper Center at UVa, as well as the in-state FTIC and out-of-state FTIC projections through Fall 2029 for both public and private colleges. Mr. Massa highlighted where some projections for Fall 2023 already appear to be inaccurate, noting that the enrollment landscape is changing even from Spring 2023.

Members suggested, with certain institutions increasing enrollment, that other institutions could experience unforeseen or larger-than-foreseen declines in enrollment. Further conversation centered on Council's process for reviewing the projections and estimates and its ability to intervene. The Committee encouraged staff to further develop policy recommendations regarding the enrollment-projection process before the October meeting.

BRIEFING ON REVIEW PROCESS FOR PUBLIC INSTITUTIONS' SIX-YEAR PLANS

Ms. O'Holleran invited Mr. Allison to brief the Committee on the status of the six-year-plan process for public institutions. He highlighted the traditional process of institutions submitting draft six-year operating (academic, financial and enrollment) plans in odd numbered years for review by a group of representatives from the executive and legislative branches, known colloquially as Op-Six. He also noted a slightly changed and delayed process for 2023 involving a contract with the Boston Consulting Group to assist with and review the process, as well as the generation of a "fact-pack" about each institution to inform Op-Six members and institutional staff.

Mr. Allison noted that previous years' plans are publicly available and that institutions' final, board-approved plans for 2023 will be publicly available by December 1. Mr. Curt noted that the fact facts use the compound annual growth rate and highlighted some issues with using this approach.

UPDATE ON INSTITUTIONAL PERFORMANCE STANDARDS (IPS)

Ms. O'Holleran asked Dr. Khattar to give an update on the review authorized at the May meeting of the set of institutional performance standards (IPS) outlined in the *Restructuring Act of 2005*. That action directed staff to form a workgroup to review the IPS process and its statutory measures in consideration of ways to make the process and/or measures more timely and relevant. Dr. Khattar reviewed the potential options outlined by the workgroup for changing the IPS process and/or measures, which she said could result in recommendations for action at the October meeting on changes in SCHEV policy, statute (amendment of the *Restructuring Act*) and/or budget language.

Dr. Khattar noted three Council responsibilities regarding this set of performance standards: (i) assess each public institution's performance on the education-related measures; (ii) review recommendations made by the Department of Planning and Budget and the Finance Secretariat on public institutions' performance on the financial

and administrative standards; and then (iii) certify whether each institution is eligible to receive the specific financial benefits associated with this process.

Dr. Khattar reported that the workgroup identified three important issues: (i) enforcement and accountability; (ii) measures based on self-projected benchmarks; and (iii) confusion over years on which data are presented. She advised that, since the process's inception, no institution has failed to be certified for each fiscal year in question; although in some years, prior to certification, Council required additional information, known as remediation plans, from institutions that failed three or more measures. Also, four of the six education-related performance measures are based on an institution's ability to self-project. She offered that the process could be better aligned to measure actual results opposed to projections. Finally, given the current timeline for enrollment projection data submission, a lag exists when using the data to assess the measures. She suggested that updating the process to be a true biennial review – as opposed to the annual data that are provided currently – would allow for data that are aligned more closely with the IPS process.

The materials included a list of seven potential considerations for future changes or improvements to IPS. The Committee encouraged staff to continue the review, with a focus on how Council can hold institutions more accountable, including a more in-depth review of the remediation plans and more explicit feedback when an institution does not meet its enrollment projections.

BRIEFING ON CHANGES TO THE FEDERAL FINANCIAL AID POLICIES

At the request of Ms. O'Holleran, Mr. Andes provided a briefing on several federal financial-aid policy changes that will take effect in the 2024-25 academic year, including process and calculation changes regarding expected family contribution (EFC) and eligibility for Pell grants. Ms. O'Holleran encouraged staff to include in future budget and/or policy recommendations any changes to state policies and programs that will be necessitated by the federal changes.

MOTION TO ADJOURN

Ms. O'Holleran motioned to adjourn the meeting at 2:58 p.m., seconded by Mr. Curt.

Jennie O'Holleran
Committee Chair

Grace Covello Khattar
SCHEV Staff

State Council of Higher Education for Virginia Agenda Item

Item: II.C – Resources and Planning Committee – Action on Budget and Policy Recommendations for the 2024-26 Biennium

Date of Meeting: October 24, 2023

Presenter: Tom Allison
Assistant Director of Finance Policy & Innovation
tomallison@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: September 18, 2023

Review: The committee discussed preliminary recommendations developed by staff.

Purpose of the Agenda Item:

The purpose of this item is to inform Committee action on proposed budget and policy considerations that Council will recommend to the Governor and General Assembly for the 2024-26 biennium. This statutory responsibility is vested with Council in § 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.

Background Information/Summary of Major Elements:

Council plays multiple statutory roles in budgetary and policy matters related to Virginia higher education. Central among these roles is the development of budgetary and policy recommendations for consideration by the executive and legislative branches. In preparation for the 2024-2026 biennium and to inform Council's action on such matters, staff provides the enclosed materials, which reflect input from Council members and stakeholders since the Committee's initial discussion in September.

Materials Provided:

Staff document, “Budgetary and Policy Considerations for the 2024-2026 Biennium,” appears on the pages behind this cover sheet. Following an introductory section, the information on the proposed budget and policy recommendations is presented in six categories:

1. Improving student success and labor market outcomes;
2. Affordability and access;
3. Institutional operations;
4. Capital outlay;
5. Policy considerations; and
6. Conclusion

An appendix of background information also is provided.

Financial Impact:

The estimated impact is \$382.6 million over the biennium in general funds.

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

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

Timetable for Further Review/Action:

Upon approval of the recommendations, staff will submit the information to the Governor and General Assembly for consideration by November 1, as required by statute.

Resolution:

WHEREAS, *Pathways to Opportunity*, the statewide strategic plan for higher education, seeks to make Virginia the best state for education by 2030; and

WHEREAS, Virginia’s higher education system is a shared responsibility of the state, institutions and students and families to reach the highest levels of performance and accountability; and

WHEREAS, budget recommendations for the 2024-26 biennium focus on improving access, affordability, student success, labor market outcomes and institutional efficiencies and effectiveness; now therefore,

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the budget and policy recommendations for the 2024-26 biennium, as amended and adopted on October 24, 2023.

Budget and Policy Recommendations for the 2024-2026 Biennium

Introduction

Council historically has prepared budget and policy recommendations each year, with a particular focus on the biennial budget process, which begins in odd-numbered years. Recommendations to amend the biennial budget occur in even-numbered years.) Because Council did not meet in July 2023, the staff materials provided for Council's September 2023 meeting were not as detailed as in prior odd-numbered years.

The 2023 special session of the General Assembly made significant investments in higher education, on top of an already significant investment in higher education over the 2022-24 biennium. Generally, staff budget recommendations reflect "running in place," with new general fund dollars aimed at keeping up with the growth in inflation, student financial need, minimum standards of instruction and students' opportunity to succeed. The recommendations herein are similarly focused and structured.

Summary of Estimated General Fund Requests for 2024-26 Biennium

In the table that follows, staff proposed budget recommendations that total \$157.3 million in additional general funds in the first year and \$225.3 million in the second year, totaling \$382.6 million in additional general funds over the biennium.

The increase for FY 2025 would represent a 4.8% increase over the FY 2024 baseline, and the increase for FY 2026 would represent a 6.8% increase compared to the same FY 2024 baseline.

For context, in 2021 Council [recommended](#) \$233 million in FY 2023 and \$468 million in FY 2025. And 2019, Council [recommended](#) \$76 million and \$137 million for FY 2021 and FY 2022, respectively.

Following the table, explanations of the proposed budget and policy recommendations are grouped into six sections:

1. Improving student success and labor market outcomes;
2. Affordability and access;
3. Institutional operations;
4. Capital outlay;
5. Policy considerations; and
6. Conclusion

| Budget Recommendations for 2024-26 Biennium | | | |
|---|--|----------------------|----------------|
| | | FY 2025 | FY 2026 |
| Category | Item | (in millions) | |
| Improving Student Success and Labor Market Outcomes | Workforce Credential Grant | \$1.5 | \$2.5 |
| | Mental health workforce pilot program | \$0.5 | \$1.0 |
| | Mental health grants | \$9.0 | \$0.0 |
| | Graduate Financial Aid | \$10.0 | \$20.0 |
| | Advising and coaching | \$0.8 | \$1.5 |
| Affordability and Access | Undergraduate need-based financial aid | \$33.9 | \$51.2 |
| | Virginia Military Survivors and Dependent Education Program (VMSDEP) - Waiver | \$33.3 | \$60.5 |
| | Virginia Military Survivors and Dependent Education Program (VMSDEP) - Stipend | \$2.0 | \$2.0 |
| | Virginia Tuition Assistance Grant (TAG) | \$0.0 | \$3.6 |
| Institutional Operations | Tuition Mitigation | \$24.3 | \$35.7 |
| | Address Funding Disparities | \$30.5 | \$30.5 |
| | O&M for new facilities | \$8.7 | \$13.5 |
| | Virtual Library of Virginia (VIVA) | \$2.3 | \$2.8 |
| | Virginia Sea Grant (VASG) | \$0.4 | \$0.4 |
| | Virginia Space Grant Consortium | \$0.1 | \$0.1 |
| Total general fund recommendations | | \$157.3 | \$225.3 |

1. Improving Student Success and Labor Market Outcomes

Workforce Credential Grant: The Workforce Credential Grant (branded as FastForward by the community colleges) has grown enrollments while maintaining completion and credentialing rates, thus triggering more performance payments. Adjustments to the maximum state reimbursement (raised from \$3,000 to \$4,000 in the 2023 General Assembly) will put pressure on the current appropriation of \$13.5 million per year. Recognizing the need to invest in this program, the General Assembly added \$5 million for FY 2024 in its budget amendments. Based on analysis of FY 2023 performance and financial data, as well as the \$5 million addition from the budget amendments, SCHEV staff recommend an increase of \$1.5 million for FY 2025 and \$2.5 million in FY 2026. This addition would bring the total appropriation to \$20 million and \$22 million.

Mental Health Workforce Pilot program: The 2022 General Assembly allotted funds for SCHEV to award grants that enable institutions to underwrite the salary and benefits of an onsite licensed clinical social worker (LCSW) or licensed professional counselor (LPC) candidate for two years. In turn, the hosting universities hired, trained and are supervising the LCSW/LPC candidates over the two-year period to work at on-campus mental health care facilities until licensed. The higher education mental health workforce pilot seeks to address immediate student demand for services and long-term campus behavioral health workforce development.

Staff's recent report on the program's progress indicates that the pilot is increasing counseling capacity and reducing staff burnout at counseling centers. Within a four-month period, the five grant-funded pre-licensees served 220 individual student-patients, reduced appointment wait times and improved staff morale.

However, the pilot program was oversubscribed; of the ten institutions that applied, funding was available to support only six institutions with \$500,000 in FY 2023 and \$500,000 in FY 2024. Making the pilot into a permanent program and assuming that the original \$500,000 of the pilot is rolled into the next biennium, then increasing funding by \$500,000 in the first year and \$1 million in the second year would fund up to 15 candidates completing supervision for licensure approximately every two years.

Mental health services to institutions: In his proposed budget amendments for FY 2024, Governor Youngkin included \$9 million as a one-time appropriation to support student mental health services in institutions of higher education. His proposal was not included in the final FY 2024 budget. With such funding and in consultation with the Secretary of Education, SCHEV could coordinate and define an allocation process for public institutions to receive a portion of the total funding to provide mental health services to students on their campuses. Private not-for-profit colleges could be eligible to participate in any common vendor contracts procured through this process. Institutions could receive the flexibility to include faculty and staff in their contracts. Such services could include virtual care.

Economic Development through graduate education (Virginia Graduate Commonwealth Award): While most of the attention on affordability is focused on undergraduate enrollments, graduate programs are also critical to the economic health of the Commonwealth. This program is designed to better position the institutions in attracting the best and most diverse students for their graduate programs.

Graduate financial assistance is often associated with economic development. With increasing competition from other states to attract top graduate students, the Commonwealth should consider increasing its investment in this program, especially for research institutions and STEM programs. After receiving no new funding in the prior two biennia, the program grew from \$22.9 million in FY 2022 to \$28.9 million in FY 2024. Staff recommends an increase of \$10 million in FY 2025 and \$20 million in FY 2026, with a particular emphasis on research institutions.

Advising and coaching: Staff recommends funding to support additional near-peer and high-touch college counseling and coaching, which are strategies shown by research to improve rates of postsecondary enrollment and student success. These coaches could use resources and tools that highlight the diverse workforce training and postsecondary options Virginia offers to students. Programming also could leverage existing relationships with community-based college access organizations.

An additional \$750,000 in the first year and \$1.5 million in the second year could place college coaches in Virginia high schools with low postsecondary enrollment rates and high numbers of students receiving free and reduced priced lunch. Recent SCHEV analysis shows that college access services such as college campus visits, financial aid workshops and career counseling can improve the number of students pursuing postsecondary education and training. Research also shows the positive impact of near-peer advising (advisors who are close in age and experience to advisees) and comprehensive personal communication on postsecondary enrollment and outcomes.

SCHEV recently partnered with Strada Education Foundation in its review of the six-year plan process. “Quality Coaching” is one of the five pillars of the Strada Education Foundation, a leading national philanthropic and research organization working to ensure learning after high school provides equitable pathways to opportunity. According to a 2021 survey of recent high school graduates conducted by Strada, students ranked having an advisor as the most helpful support they could have in their pursuit of further education, with students from low-income households reporting it more difficult to find information and guidance.

2. Affordability and Access

SCHEV staff makes a series of connected and balanced recommendations that will make college more affordable and accessible for students. Rather than address

affordability through a single strategy, SCHEV believes that making college more affordable requires efforts by many actors on many fronts. The ones listed below are the most common ways to reduce the cost burden for students, but others are described in other sections of this document, such as initiatives to improve student success and labor market alignment (see previous section).

SCHEV also supports efforts by institutions and the Commonwealth to help students and families plan for higher education. To improve planning and increase transparency of student costs, SCHEV recommends that the Governor and the General Assembly provide funding for each year of the biennium so that institutions can make tuition decisions for a two-year period rather than one year at a time.

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 award the Virginia Commonwealth Award and the Virginia Guaranteed Assistance Program to Virginia students demonstrating financial need. In 2019, SCHEV adopted changes that weighted state aid funding toward institutions whose enrollment has the highest average need per student.

Studies have demonstrated a correlation between levels of unmet need and rates of student retention and completion. Public institutions demonstrating the highest levels of average need typically fall below the system-average completion/graduation rate. Providing higher funding levels to these institutions will assist in addressing access, affordability, retention and completion goals.

The Commonwealth provided historic increases in student financial assistance during the 2022-24 biennium. These new funds will reduce unmet need across institutions as well as narrow the funding gap between institutions; however, the actual impact cannot be measured until student-level data is available for the 2022-23 and 2023-24 award years.

Staff recommendations for additional financial aid are aimed at “running in place” – essentially not reducing unmet student need, but rather maintaining current levels given cost increases and changes in federal policy.

The changes enacted by the federal *FAFSA Simplification Act* impact student need in multiple ways ending in two primary results. Low-income students will demonstrate increased financial need given that the new Student Aid Index (SAI) calculation for these students is projected to be lower than the current Expected Family Contribution (EFC). In contrast, most middle-income students will experience a higher SAI and less need under the new model, which will put returning students at risk of having to drop out after losing eligibility for need-based aid. Furthermore, many four-year institutions have recently undertaken aggressive initiatives to increase low-income, Pell-eligible

enrollments. For these reasons, the Commonwealth needs to increase financial aid appropriations to maintain the status quo of student financial need.

Projected increases in student need can be addressed through a combination of general fund support to reduce current tuition assumptions and additional funding in student financial assistance. Based on current tuition assumptions, the following major factors impact financial need.

- The current model projects that additional funds in the FY 2024 budget amendments should mitigate need in FY 2025 but rising costs will increase student financial need by \$23.7 million in FY 2026.
- Analysis of the FAFSA Simplification Act projects that student need will increase by about 4 percent overall. A commensurate increase in student financial aid would cost \$17.9 million in each year.
- The Commonwealth should consider protecting financial aid levels for students receiving aid in 2023-24 but no longer demonstrating need under the new model in 2024-25. The cost of this provision is indeterminate but could cost \$16 million in FY 2025 and \$9.6 million in FY 2026.

In light of the historic investment in financial aid in the prior biennium, staff recommends that the Commonwealth address factors that increase need between FY 2024 and the 2024-26 biennium. Such will ensure that the Commonwealth maintains the progress gained in addressing student need with recent appropriations. Collectively, these factors total \$33.9 million for FY 2025 and \$51.2 million for FY2026.

Virginia Military Survivors and Dependent Education Program (VMSDEP): The 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.

Over the past four years, the estimated cost of the tuition waivers has quadrupled, growing from \$12 million in FY 2019 to \$19.4 million in FY 2020, to \$31.3 million in FY 2021, and \$46.3 million in FY 2022. These increases reportedly are due to enhanced marketing and advising by state and federal offices providing services to veterans and their families, increased assistance in completing the VMSDEP applications and increased efficiency in obtaining federal records to verify eligibility. When tuition is waived for one student, the institution either forgoes the tuition revenue or spreads the cost of that waiver to other students.

How long this rate of growth can be sustained is unknown, as is when participation and usage will level off; nonetheless, the Department of Veterans Services reports that high growth rates should continue for at least the next biennium. Under current projections, the lost tuition revenue could grow from \$46.3 million in FY 2022 to over \$190 million by FY 2026 and the stipend expenditures from \$2.8 million to over \$13 million over the same timeframe.

While the growth rate for tuition waivers has been uneven across institutions, the speed and amount of the increase has strained every institution's budget. To address the concerns, policymakers could fund all or a portion of the tuition waivers; fund a portion of the net increase in lost waivers; make changes to the eligibility criteria; make changes to the program benefits or implement a combination of the options. A general fund offset on the tuition waivers would provide immediate but short-term relief; however, careful and appropriate changes to the program requirements and benefits can provide a longer lasting solution while preserving the intent of the program.

Sharing half of the marginal increase above FY 2023 is estimated to cost \$33.3 million in FY 2025 and \$60.5 million in FY 2026. A cost-sharing model would provide needed instant relief, but the Commonwealth could address the program long-term by amending program conditions and use requirements. (For policy recommendations regarding VMSDEP, please refer to Section 5: Policy Recommendations below.)

Staff also recommends increasing funding in FY 2025 and FY 2026 for the VMSDEP stipend by \$2 million, yielding a total appropriation of \$9.7 million in each year. Additional funding for FY 2026 can be considered again next year after reviewing final data for FY 2024 and preliminary data for FY 2025.

Virginia Tuition Assistance Grant Program (TAG): The Tuition Assistance Grant supports students enrolled into a Virginia private, non-profit colleges and universities. While not a need-based program, approximately 75% 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 \$3,750 to \$5,000.

Following an all-time high of over 23,000 TAG recipients in FY 2019, the program has experienced a steady decline each year since, awarding 20,848 unique students in FY 2023. In FY 2023, the maximum TAG award for Historically Black College and University institutions was increased by an additional \$7,500 above the maximum authorized for all other institutions for a total maximum award of \$12,500 in FY 2024.

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 \$1.7 million per \$100 increase to the residential award, which is currently set at \$5,000.

Staff recommends increasing the TAG award to \$5,125 in FY 2025 and to \$5,250 in FY 2026. As previously recommended by the Governor's Office, the Commonwealth could also consider setting the award for online education and distance learning programs at 75 percent of the residential award. Due to declining participation in this program and available balances, the combination of these changes would cost \$0 in additional funding in FY 2025 and \$3.6 million in FY 2026.

3. INSTITUTIONAL OPERATIONS

Tuition Mitigation: The Code of Virginia mandates that SCHEV calculate “the basic operations and instructional funding need for each public institution of higher education” in each year of the next biennium. Based on objective calculations of generally accepted elements, SCHEV estimated base budget adequacy using the FY 2023 Full-time Equivalent (FTE) enrollments and the FY 2025 resources for each institution. The calculation showed that all institutions are estimated at or above the base funding threshold when compared with their available resources.

Looking ahead, SCHEV staff recognizes that institutional operation costs have faced unavoidable increases and demands on tuition over the last several years. Notably, inflation for goods and services spiked in 2021 and remains tenacious. Also, institutions have used tuition revenue to pay the institutional share of faculty and staff salary increases and the operation and maintenance of new classrooms and laboratories (see below). Given the ongoing pressures on tuition and SCHEV’s commitment to affordability and access, SCHEV recommends an additional \$24.3 million in FY 2025 and \$35.7 million in FY 2026 from the general fund. SCHEV calculated the additional funds by projecting inflation costs on institutional nonpersonal services expenditures. Furthermore, in a break with the traditional way of funding core operating costs, SCHEV staff recommends a cost-share calculation that provides additional funds for in-state undergraduate students. The net effect of covering a portion of unavoidable cost increases and supporting 100% of the costs for in-state undergraduate students will result in tuition increases next biennium that will be materially lower than they would have been otherwise.

Address funding disparities: Due to Virginia public institutions’ diverse missions and changing enrollments, state support to these institutions is not necessarily proportional to state goals and strategies. Addressing base budget disparities would establish an equitable base appropriation for all institutions and serve as a starting point for future discussions of a funding model for higher education. This adjustment would assist the joint subcommittee on Higher Education Funding Policies, set to meet in December 2024, to review and improve funding models.

During SCHEV’s cost and funding needs study, which the Joint Subcommittee is required to consider, a series of comparison were developed to measure Virginia institutions’ expenditures to their national peers. Staff recommends adjustments to three institutions’ base operating budgets based on this analysis.

Four peer groups were developed as follows:

- 2007 Salary peers – Institutions in the [salary peers](#) were selected through a cluster analysis of public and private institutions. The resulting list of 75 institutions was negotiated down to 25 institutions.

- Updated salary peers – The same cluster analysis was run with more recent data producing a list of 75 institutions.
- NCHEMS peers – As part of the [Higher Education Cost and Funding Needs Study](#), the National Center for Higher Education Management Systems (NCHEMS) conducted a cluster analysis based on sector, programs offered, enrollment, and mission.
- Carnegie Classification - Carnegie classifications consist of five categories of public institutions: 2-year, Baccalaureate, Masters, High Research, and Very High Research.

Staff used national Integrated Postsecondary Education Digest of Statistics (IPEDS) data to compare institutions' education and general (E&G) expenditures (instruction, academic support, student services and institutional support expenditure per full-time equivalent student) compared to the interquartile range (25th and 75th percentile) of each set of comparison institutions.

For institutions whose education-related expenditures fell below the 25th percentile of two peer groups, staff calculated the cost of bringing that institution up to the 25th percentile of the Carnegie classification, the broadest set of peer institutions. Staff also included additional general funds provided for FY 2024 as well as applied the cost share between the Commonwealth and institutions. The calculations resulted in funding recommendations to three institutions: George Mason University, James Madison University and Virginia Tech.

In October, Governor Youngkin received a joint letter from the United States Department of Education and United States Department of Agriculture reporting that between 1987 and 2020, Virginia State University had been underfunded by \$278 million in comparison to Virginia Tech. SCHEV acknowledges the letter but has not conducted an independent analysis of *historical* funding disparities. The recommendation for this item relates only to *current* funding disparities based on the methodology described above.

Operation and maintenance (O&M) of new facilities: In addition to growth in costs, each year the state supports a portion of the costs of opening a new building. As a result, new buildings that are expected to open in the coming year will require additional funding for operation and maintenance of the facilities. Staff surveyed institutions for new facilities coming online in 2024-26 and received funding requests for a total of 29 new facilities. The total funding need is approximately \$21 million for the biennium. In FY 2025, staff's O&M recommendation for general fund is \$8.7 million, and in FY 2026 staff's general fund recommendation is \$13.5 million.

Higher Education Equipment Trust Fund (HEETF): Each year, institutions receive funding for equipment through the Higher Education Equipment Trust Fund (HEETF). In 2000, Council established an equipment allocation methodology for the HEETF

based on institutional needs for (1) regular inventory replacement and (2) technology upgrades.

Using the methodology for equipment funding based on research equipment replacement, staff calculates an additional \$26.5 million annually to maintain current funding levels in research. In addition, staff identified gaps between existing research allocations and what might reasonably be expected based on research activity and recommends an additional funding for George Mason University, Virginia Commonwealth University and James Madison University. The total annual recommended allocation in education facilities revenue bonds for the HEETF program is \$123.1 million. Staff notes that an increase in HEETF allocations could impact debt service levels depending on interest rates.

Virtual Library of Virginia (VIVA): The Virtual Library of Virginia (VIVA) is the consortium of academic libraries in Virginia. VIVA provides a national model of collaboration in higher education that combines industry-specific procurement expertise with a robust suite of services to achieve efficiency and cost containment. VIVA has identified significant collection needs in the areas of workforce and career development, foundational research skills to support and improve student retention, artificial intelligence/emerging technologies and streaming media. In addition, VIVA greatly expands the reach of its member institutions' existing collections through the implementation of resource sharing services for students and faculty and through participation in regional and national shared collection initiatives. Staffing is needed to enable greater discovery and access by students and faculty as well as increase Virginia's shared administrative savings through existing and future agreements. An increase of \$2,285,000 in FY 2025 and \$2,810,000 in FY 2026 would address the significant gaps in collection needs.

Virginia Space Grant Consortium: The Virginia Space Grant Consortium (VSGC) is requesting \$120,000 in funding to support students attending accredited colleges in Virginia for internships at NASA Centers. Each year VSGC is provided with a list of potential interns who attend higher education institutions in Virginia. These interns have been selected by a NASA mentor and VSGC sponsorships for the student stipend ensure the students get placed. Placements are made in spring, summer, and fall semesters. This funding would support an estimated 12-16 interns per year.

Virginia Sea Grant: The Virginia Sea Grant (VASG) requests \$392,113 in general fund support each year to support one-third of its 10 core staff salaries to enhance federal funding readiness. A university-based state-federal partnership program, VASG currently has no GF support. This legally constrains staff from writing federal grant proposals while being paid only from a federal grant. Between 2020 and 2022 there was a 60 percent increase in the number of competitive funding announcements from the National Sea Grant Office and available funding doubled. A general fund investment would enable VASG to better compete against neighboring Sea Grant programs (NC, MD, DE, and NY), which receive between \$500,000 to \$1 million in state support, and

give it the capacity to pursue additional federal funds to expand core programming. The result would be an increased annual economic return on investment to the Commonwealth of \$7.5 million.

4. Capital Outlay

Capital investments, planning and maintenance reserve: The *Code of Virginia* (§ 23.1-208) outlines SCHEV’s duties, one of which is to make capital outlay recommendations. The state has made significant capital investments in the 2022-24 biennium. This year, institutions submitted capital requests to the Department of Planning and Budget (DPB) for the 2024-26 biennium. A total of 102 general fund projects were submitted to DPB for consideration. 67 projects submitted were renovation/improvement projects and do not include expanding total square footage on campus. 31 projects are defined as new buildings on campus, expanding total square footage, three projects are acquisition requests, and one project was submitted for a demolition request. Staff have reviewed these requests and provided criteria to consider in the selection of these projects if the Governor and General Assembly wish to provide additional capital in the upcoming biennium. SCHEV’s criteria included 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. Further, given the large investments over the years in capital, continued investments to maintain facilities should be a priority through increased maintenance reserve amounts.

The table below is a summary of projects submitted to the Department of Planning and Budget in June by the institutions:

Summary of Capital Outlay Requests for the 2024-26 Biennium

| Total # of Projects | New Construction | Renovations/Improvements | Acquisition | Demolition |
|---------------------|------------------|--------------------------|-------------|------------|
| 102 | 31 | 67 | 3 | 1 |

5. Policy Considerations

Enrollment: In March, Council’s Enrollment Ad Hoc Workgroup reported its efforts and analyses toward better understanding of enrollment trends and projections in Virginia, as well as the factors that have impacted and will continue to impact enrollment in the future. That report noted declines in the college-going rate for recent high school graduates, enrollment declines in for-credit community college programs, and many other trends disaggregated by institution, income, race, ethnicity and gender. The workgroup developed multiple potential policy considerations, some of which would carry budgetary implications.

Throughout the summer, SCHEV staff participated in six-year-plan meetings with each of the public institutions. SCHEV also received and reviewed institutional enrollment projections for the next six years (see related item on approval of enrollment projections and degree estimates).

Based on the work of Council over the last year and the additional insights gained through meetings with institutions and leadership around Capitol Square, SCHEV staff recommends the following actions:

1. Restart a data collection from institutions on student applications and admissions. Over 20 years ago, SCHEV collected this information but suspended it during a period of agency and institutional budget reductions. Such a collection would enable a comprehensive state-level analysis of potential students: where they apply, where they were accepted and where they ultimately enrolled. This would involve costs at both the institutions and SCHEV for staff and data storage, but it will provide insight into the mobility of those applying and attending institutions.
2. Establish an advisory committee to monitor changing demographics, college and university enrollments and strategies underway to ensure a strong and sustainable system of public and private colleges and universities. This would be similar to other advisory committees SCHEV employs to help establish and implement policies and practices.
3. Consider modifying the requirement that institutions charge at least 100% of costs to out-of-state students. This policy was put in place in the 1990s during a recession. Prior to the policy change, the state paid for 25% of the cost of education for out-of-state students. The world has changed since 1990. Other states are lowering their prices to compete for Virginia students. Virginia should consider eliminating or modifying the requirement for all institutions, for some institutions, for some academic programs, or to retain top talent in the Commonwealth. The General Assembly took a step in this direction in 2023 for Norfolk State University and Virginia State University. Previously, it authorized the University of Virginia's College at Wise to lower tuition for students from Appalachian Regional Commission footprint.
4. Reexamine limits to amount of growth in the number and percentage of out-of-state students an institution can enroll. At this time, those limits do not seem to be preventing institutions with significant out-of-state demand to enroll additional out-of-state students. The advisory committee described above should monitor that policy. If it becomes a factor in limiting out-of-state enrollment in a way that would be detrimental to an institution or the system, then the Commonwealth may want to raise the limits.
5. Make targeted investments in "education-to-career" coaching; tuition mitigation; need-based financial aid; outreach and communication to high school students and adults; and talent pathways. These are proven strategies to improve recruitment and retention of students and should be a part of any strategy to

address demographic changes and other competitive enrollment pressures. The Commonwealth and the nation are in an era when more people need higher levels of education.

6. Expand and improve data collection for non-credit credential programs. SCHEV currently collects student-specific data for individuals who received funding through the Workforce Credential Grant program. Some evidence suggests that students are choosing these programs over credit-based programs. Enhancing current data collection efforts for non-credit programs will improve decision-making by institutions and the Commonwealth.
7. Combined with a reconsideration of the status of out-of-state students, consider a recruitment campaign featuring Virginia higher education to attract students from other states. Such a campaign could highlight the quality of higher education in Virginia, unique features and employment and lifestyle opportunities.

Affordable “talent pathways”: The development and enhancement of affordable pathway programs is a key strategy for improving the success of students and graduates. These strategies can include the development of new degree programs in high-demand areas, such as healthcare, information technology and public health, as well as the enhancement of existing programs to include additional work-based learning and more intern placements. The Commonwealth must ensure that students have opportunities to incorporate work-based learning to further their academic experience, gain on-the-job skills and increase their opportunities for employment, while meeting employer needs. A significant focus in this area, including internship opportunities, could make Virginia the top state for talent, further attract employers to the state and improve the overall quality of life. Staff also notes that the Commonwealth could consider contracting with private non-profit institutions for specific academic programs in high-demand, high-need programs such as nursing and teaching.

Virginia Military Survivors and Dependent Education Program (VMSDEP) The 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. Additional information and history on this program is available under the same heading within the Access and Affordability section of this agenda item.

To address escalating costs of the program and to minimize the impact on institutions, tuition charges to other students and the state general fund, the Commonwealth could consider amending program requirements and benefits, while minimizing any negative impact on students. Such options include the following items:

1. Give preference to students enrolled in undergraduate programs. Graduate programs cost \$7.3 million in FY 2022, or 16% of total cost of the program.

2. Give priority to waiving tuition and educational and general fees prior to waiving non-educational and general fees.
3. Consider other forms of aid before using the VMSDEP waiver. The amount of tuition and fees to be waived will be the remaining balance, if any, after applying the following forms of financial aid.
4. Require that all program recipients complete the federal Free Application for Federal Student Aid (FAFSA) or the Virginia Alternative State Aid Application (VASA), whichever is applicable.
5. Waive only the in-state tuition portion of tuition charges. Non-resident students would still benefit but only up to the amount available to a Virginia student.
6. Restrict the award to those qualifying for in-state tuition – a variation of the above but there would be *no* benefit for those paying out-of-state tuition. Out-of-state students cost \$2.6 million in FY2022, or 6% of total cost of the program.
7. Seek funding from the state general fund to pay for up to half of any incremental increase in the total cost of tuition waivers above FY 2023 levels.

Financial aid award restructuring: In 2019, SCHEV made several recommendations to improve the state’s primary financial aid programs. The first of these recommendations has been completed, as the funding model for institutional appropriations is now better aligned to identify and provide funding to institutions enrolling the neediest students. In 2022, JLARC (Joint Legislative Audit Review Commission) completed its own review, and the resulting recommendations aligned closely with those of SCHEV. The 2022 Joint Legislative Audit and Review Commission (JLARC) report can be found [here](#).

With the recommendations from the two reports in general agreement, work to adopt these recommendations should be completed by late spring 2024 in order to be considered by the 2025 session of the General Assembly. As a reminder, the five recommendations in SCHEV’s 2019 report, “Review of Financial Aid Funding Formulas and Awarding Practices,” are:

- 2.1 Combine the two financial aid programs into a single program.
- 2.2 Adjust the minimum award requirements.
- 2.3 Restrict aid to low- and middle-income students.
- 2.4 Restructure the incentives designed to encourage student progression to graduation.
- 2.5 Provide institutions with additional award flexibility while maintaining accountability in prioritizing low- and middle-income students and families.

Opinions vary on recommendation 2.5; therefore, staff recommends seeking consensus on a student award policy that is more transparent to the student and easier to administer by the institution.

FAFSA Simplification Act Impact: State financial aid is reliant on federal methodology for much of its administration. The Free Application for Federal State Aid (FAFSA) uses

information provided by the student to assess student financial strength, which is then used to determine student financial need. The Federal FAFSA Simplification Act of 2021 amends the terminology and methodology used to assess financial strength.

The most visible change is in terminology. The prior calculation of student financial strength was referred to as the Expected Family Contribution, or EFC. Beginning with the current application cycle, this calculation will be named the Student Aid Index, or SAI. This change better reflects the intent and usage of the calculation. The calculation for the SAI will also change as more students will be automatically assigned the maximum Pell grant and calculation for determining the individual SAI will use different data components.

Cumulatively, this is good news for low-income, Pell-eligible students who will complete a stream-lined FAFSA and qualify for larger Pell awards; however, there is a projected over-all negative impact on students falling outside the Pell-eligible range. More detail on these items is available in the September Council agenda.

The FAFSA Simplification Act will impact the administration of state financial aid programs in several areas. The Commonwealth should consider the following:

1. Amend state law references from EFC to SAI. Staff has drafted language that universally recognizes the new SAI as a replacement for the EFC. It is imperative that this be addressed in the next legislative session.
2. Understand the impact on state financial aid need calculations and funding recommendations since the new SAI provides a new calculation that is difficult to model. Various projections estimate an increase in total calculated need of approximately 4 percent. Staff has addressed this within VSFAP funding recommendations.
3. Extend eligibility for returning state financial aid recipients. Current students qualifying for need-based aid under the EFC calculation could lose eligibility under the SAI calculation and be in danger of dropping out due to loss of aid. Staff has addressed this within the VSFAP funding recommendations.
4. Consider impact of using of the negative 1,500 SAI for need calculations. The negative SAI is in recognition of students living under the poverty level and so have greater need for living costs; however, state aid is restricted to tuition and fees. Staff has developed language that would set the minimum SAI at zero for all state funded award calculation purposes. Institutions retain the option to use the negative SAI for purposes of awarding other aid.
5. Consider conforming with the federal title IV treatment for Selective Service registration. With the federal government no longer requiring that students be in compliance with Selective Service registration, the institutions are now required to manually track compliance among students. This is an unfunded mandate. Staff recommends following the federal treatment of this requirement.
6. Consider adjusting the Transfer Grant maximum EFC (currently \$12,000) to a new SAI threshold. This issue is not an imperative for the next session but could

be taken up again once data is available to identify a comparable number in SAI to the 12,000 EFC.

Financial aid technical changes: Staff will periodically review financial aid requirements and make recommendations that will improve efficiency, equity and administration of state aid programs. Staff have identified the following concerns:

1. Tuition Assistance Grant Program – TAG has undergone several changes in recent years and as a result current budget language has become obsolete. Staff recommends deleting obsolete language requiring lower graduate student awards and the language addressing the phase-out of TAG eligibility for students enrolled into online education and distance learning programs.
2. Cybersecurity Public Service Scholarship – the Cybersecurity Public Service Grant was defunded in the 2023 special session; however, staff continue to administer the precedent scholarship program, which requires that recipients work in Virginia post-graduation. Some of these students are having trouble meeting the specific work requirements for the program. Staff recommends that the work requirement be modified to recognize any work within the Commonwealth.
3. Teacher Scholarship Programs – Two programs within SCHEV’s budget are largely duplicative of programs operated by the Department of Education (VDOE). Staff recommends that the programs be merged into the VDOE budget for greater efficiency.
4. Participation in State Aid Programs – Private non-profit institutions can participate in selected state financial aid programs; however, the criterion for participation is inconsistent. Specifically, the eligibility requirements for the Virginia Tuition Assistance Grant program are far more stringent than that of the Two-Year College Transfer Grant. Staff recommends that the Commonwealth establish a single definition that can be consistently applied across all current and future programs available to private institutions.

Dual-enrollment pricing: A 2022 JLARC [study](#) assessed the costs of Virginia’s dual enrollment program. While most dual-enrollment courses are taught at high schools by high school teachers, neither dual enrollment courses taught on college campuses nor in career and technical education were included in the study. The report identified a shortage of high school teachers to teach dual enrollment courses and estimated (via survey) that the school divisions incur more expenses than community colleges to operate dual enrollment programs. The report made numerous recommendations including legislative action to assign responsibility to SCHEV for overseeing the state’s dual enrollment program.

Institutional performance standards: This policy initiative seeks to streamline and enhance the statutory Institutional Performance Standards (IPS) by updating the measures to be more timely and relevant to the current and future needs of the Commonwealth. Staff will work with Council, members of Op-Six, and other relevant

stakeholders as appropriate to consider ways to improve the institutional performance standards.

Campus security: The Campus Threat Assessment Task Force was created out of legislation in the 2023 General Assembly Session; SCHEV is represented among its membership. This task force seeks to determine best practices and develop model policies and procedures for all threat assessment teams and public institutions of higher education. One goal of this task force is to consider and make legislative recommendations on the qualification of members of the campus task force groups by December 1, 2023. The taskforce has also discussed budgetary needs on college campuses to increase campus safety. SCHEV Council and staff recognize the need to ensure students, staff and faculty are safe on college campuses in the Commonwealth and support institutional requests related to improving campus safety.

SCHEV role in emergency aid: The Commonwealth provides funding to address access to and affordability of higher education. However, many students experience one-time unanticipated expenses, sometimes as little as \$500, that can make it difficult for a student to maintain enrollment. National reports show the benefit of providing programs that can help a student through a financial emergency. Most public institutions operate such programs, and consensus exists on standard practices for awarding such aid. The existing programs are relatively small and are funded by each institution or by private contributions. SCHEV has previously considered expanding these programs.

In the 2023 special session of the Virginia General Assembly, additional financial assistance was provided to the institutions in FY 2024. Along with these funds is language permitting a portion of state financial aid to be used for emergency assistance programs. SCHEV staff are working to develop guidelines for use of these funds.

Recruitment and retention of talent: Recruiting and retaining talented employees enhances the quality and diversity of any organization. Virginia provided 5% annual salary increases for state employees, including those employed at public institutions in FY 2020, FY 2022 and FY 2023, and then a 7.1% salary increase in FY 2024. Reports from the American Association of University Professors (AAUP) indicate that, nationally over the past three years, instructional faculty salaries increased an average of only 2.4%.

In public higher education, the Commonwealth's policy has been to fund each institution's average faculty salary at the 60th percentile of its national peers. Staff analyses project that six public institutions' average faculty salaries will meet or exceed the 60th percentile of their peers in FY2024, and seven institutions' average faculty salaries will be above the 50th percentile to their peers. One institution, George Mason University, is below the 30th percentile.

In their draft 2023 six-year plans, several institutions identified a need to use funds to address "talent" issues such as salary compression, diversity (faculty and staff) and differentials in high-demand fields where salaries are lower than in the private sector,

not only in academic programs but also in general operation fields. Though the monthly *US Economic Outlook* published by S&P Global Market Intelligence projects that inflation in 2025 and 2026 will be slightly lower than 2024, the labor market will remain tight. Such will create difficulties in institutions' staffing recruitment and retention.

Staff recommends continued efforts to provide competitive salary increases statewide to both faculty and staff. SCHEV also recommends consideration of the creation of a funding pool to support public higher education staff recruitment and retention as a talent recruitment and retention strategy other than across-the-board salary-increase mandates, which require nongeneral fund (i.e., tuition) shares. As a result, such a fund also could mitigate the need for tuition increases on in-state undergraduate students.

6: Conclusion

This set of budget and policy recommendations considers significant recent investments in Virginia higher education. As a result of that additional funding, Virginia is in a stronger position than it has been for a long time to offer high-quality, affordable, accessible and relevant education across the Commonwealth – public, independent, four-year and two-year. It also allows the state and the institutions to step back and manage the new funding ways that result in meaningful outcomes.

As such, the recommendations for this biennium are more modest and targeted at specific activities that have been identified as priorities. They seek a balance between support for institutions and support for students. They embrace an approach to state budgeting that has the potential to make tuition decisions earlier and more transparent. The recommendations also position the Commonwealth and the institutions to make additional investments in the future.

APPENDIX I

| FY 2025 E&G Recommendations | | | | | | |
|-----------------------------|-----------------|--------------|---------------------|---------------|--------------|------------|
| | FY 2024 | NPS | Funding Disparities | VMSDEP Waiver | Total | % Increase |
| CNU | \$46,097,000 | \$462,000 | | \$1,131,000 | \$1,593,000 | 3% |
| GMU | \$208,433,000 | \$2,868,000 | \$18,536,000 | \$4,163,000 | \$25,567,000 | 12% |
| JMU | \$136,028,000 | \$1,770,000 | \$793,000 | \$2,040,000 | \$4,603,000 | 3% |
| LU | \$41,843,000 | \$282,000 | | \$751,000 | \$1,033,000 | 2% |
| NSU | \$82,467,000 | \$472,000 | | \$1,048,000 | \$1,520,000 | 2% |
| ODU | \$177,494,000 | \$1,648,000 | | \$5,130,000 | \$6,778,000 | 4% |
| RU | \$70,290,000 | \$556,000 | | \$1,018,000 | \$1,574,000 | 2% |
| UMW | \$41,976,000 | \$377,000 | | \$772,000 | \$1,149,000 | 3% |
| UVA | \$169,628,000 | \$2,531,000 | | \$2,191,000 | \$4,722,000 | 3% |
| UVAW | \$30,520,000 | \$196,000 | | \$87,000 | \$283,000 | 1% |
| VCU | \$250,913,000 | \$2,691,000 | | \$6,482,000 | \$9,173,000 | 4% |
| VMI | \$21,641,000 | \$162,000 | | \$523,000 | \$685,000 | 3% |
| VSU | \$63,158,000 | \$499,000 | | \$676,000 | \$1,175,000 | 2% |
| VT | \$220,559,000 | \$3,028,000 | \$11,179,000 | \$3,493,000 | \$17,700,000 | 8% |
| WM | \$66,364,000 | \$840,000 | | \$1,713,000 | \$2,553,000 | 4% |
| RBC | \$13,035,000 | \$143,000 | | \$100,000 | \$243,000 | 2% |
| VCCS | \$511,910,000 | \$5,779,000 | | \$2,022,000 | \$7,801,000 | 2% |
| Total | \$2,152,356,000 | \$24,304,000 | \$30,508,000 | \$33,340,000 | \$88,152,000 | 4% |

* Does not include GF share of 7.1% salary increases or TTIP.

| FY 2026 E&G Recommendations | | | | | | |
|-----------------------------|-----------------|--------------|---------------------|---------------|---------------|------------|
| | FY 2024 | NPS | Funding Disparities | VMSDEP Waiver | Total | % Increase |
| CNU | \$46,097,000 | \$674,000 | | \$2,055,000 | \$2,729,000 | 6% |
| GMU | \$208,433,000 | \$4,146,000 | \$18,536,000 | \$7,562,000 | \$30,244,000 | 15% |
| JMU | \$136,028,000 | \$2,586,000 | \$793,000 | \$3,706,000 | \$7,085,000 | 5% |
| LU | \$41,843,000 | \$419,000 | | \$1,364,000 | \$1,783,000 | 4% |
| NSU | \$82,467,000 | \$712,000 | | \$1,905,000 | \$2,617,000 | 3% |
| ODU | \$177,494,000 | \$2,491,000 | | \$9,319,000 | \$11,810,000 | 7% |
| RU | \$70,290,000 | \$817,000 | | \$1,849,000 | \$2,666,000 | 4% |
| UMW | \$41,976,000 | \$565,000 | | \$1,403,000 | \$1,968,000 | 5% |
| UVA | \$169,628,000 | \$3,568,000 | | \$3,981,000 | \$7,549,000 | 4% |
| UVAW | \$30,520,000 | \$297,000 | | \$158,000 | \$455,000 | 1% |
| VCU | \$250,913,000 | \$3,940,000 | | \$11,776,000 | \$15,716,000 | 6% |
| VMI | \$21,641,000 | \$236,000 | | \$950,000 | \$1,186,000 | 5% |
| VSU | \$63,158,000 | \$742,000 | | \$1,228,000 | \$1,970,000 | 3% |
| VT | \$220,559,000 | \$4,375,000 | \$11,179,000 | \$6,345,000 | \$21,899,000 | 10% |
| WM | \$66,364,000 | \$1,253,000 | | \$3,112,000 | \$4,365,000 | 7% |
| RBC | \$13,035,000 | \$217,000 | | \$181,000 | \$398,000 | 3% |
| VCCS | \$511,910,000 | \$8,626,000 | | \$3,672,000 | \$12,298,000 | 2% |
| Total | \$2,152,356,000 | \$35,664,000 | \$30,508,000 | \$60,566,000 | \$126,738,000 | 6% |

* Does not include GF share of 7.1% salary increases or reductions in TTIP.

| FY 2024-26 Recommendations for Need-Based Undergraduate Financial Aid | | | | | | | | | |
|---|---------------|--------------------------------|---|-------------------------------|--------------|--------------------------------|---|-------------------------------|--------------|
| | FY2024 | FY2025 | | | | FY2026 | | | |
| | | Maintain Current Level of Need | Increase need from FAFSA Simplification Act | Hold Harmless Previous Awards | Total | Maintain Current Level of Need | Increase need from FAFSA Simplification Act | Hold Harmless Previous Awards | Total |
| CNU | \$7,800,467 | | \$312,000 | \$585,000 | \$897,000 | \$381,000 | \$312,000 | \$351,000 | \$1,044,000 |
| GMU | \$74,696,253 | | \$2,988,000 | \$1,965,000 | \$4,953,000 | \$3,145,000 | \$2,988,000 | \$1,179,000 | \$7,312,000 |
| JMU | \$20,908,575 | | \$836,000 | \$1,107,000 | \$1,943,000 | \$2,067,000 | \$836,000 | \$664,000 | \$3,568,000 |
| LU | \$9,208,815 | | \$368,000 | \$523,000 | \$892,000 | \$500,000 | \$368,000 | \$314,000 | \$1,182,000 |
| NSU | \$25,907,445 | | \$1,036,000 | \$815,000 | \$1,851,000 | \$975,000 | \$1,036,000 | \$489,000 | \$2,500,000 |
| ODU | \$59,375,494 | | \$2,375,000 | \$1,706,000 | \$4,082,000 | \$3,972,000 | \$2,375,000 | \$1,024,000 | \$7,371,000 |
| RU | \$27,634,755 | | \$1,105,000 | \$855,000 | \$1,960,000 | \$468,000 | \$1,105,000 | \$513,000 | \$2,087,000 |
| UMW | \$6,778,829 | | \$271,000 | \$289,000 | \$561,000 | \$404,000 | \$271,000 | \$174,000 | \$849,000 |
| UVA | \$11,438,919 | | \$458,000 | \$269,000 | \$727,000 | \$369,000 | \$458,000 | \$162,000 | \$989,000 |
| UVAW | \$5,901,535 | | \$236,000 | \$231,000 | \$467,000 | \$100,000 | \$236,000 | \$139,000 | \$475,000 |
| VCU | \$54,398,102 | | \$2,176,000 | \$2,858,000 | \$5,034,000 | \$3,175,000 | \$2,176,000 | \$1,715,000 | \$7,066,000 |
| VMI | \$1,543,318 | | \$62,000 | \$104,000 | \$166,000 | \$81,000 | \$62,000 | \$63,000 | \$206,000 |
| VSU | \$18,497,520 | | \$740,000 | \$692,000 | \$1,432,000 | \$954,000 | \$740,000 | \$415,000 | \$2,109,000 |
| VT | \$29,175,811 | | \$1,167,000 | \$1,417,000 | \$2,584,000 | \$2,985,000 | \$1,167,000 | \$850,000 | \$5,002,000 |
| W&M | \$5,199,052 | | \$208,000 | \$311,000 | \$519,000 | \$84,000 | \$208,000 | \$186,000 | \$478,000 |
| 4-Year Total | \$358,464,890 | | \$14,339,000 | \$13,727,000 | \$28,066,000 | \$19,663,000 | \$14,339,000 | \$8,236,000 | \$42,238,000 |
| RBC | \$2,346,080 | | \$94,000 | \$53,000 | \$147,000 | \$75,000 | \$94,000 | \$32,000 | \$201,000 |
| VCCS | \$87,553,355 | | \$3,502,000 | \$2,180,000 | \$5,682,000 | \$3,998,000 | \$3,502,000 | \$1,308,000 | \$8,809,000 |
| 2-Year Total | \$89,899,435 | | \$3,596,000 | \$2,234,000 | \$5,830,000 | \$4,073,000 | \$3,596,000 | \$1,340,000 | \$9,009,000 |
| Total | \$448,364,325 | | \$17,935,000 | \$15,961,000 | \$33,896,000 | \$23,736,000 | \$17,935,000 | \$9,577,000 | \$51,247,000 |

| FY 2024-26 Recommendations for Graduate Financial Aid | | | |
|---|--------------|------------------------|------------------------|
| | FY 2024 | FY 2025 Recommendation | FY 2026 Recommendation |
| CNU | \$26,563 | \$9,169 | \$18,337 |
| GMU | \$3,538,941 | \$1,221,529 | \$2,443,058 |
| JMU | \$1,177,171 | \$406,322 | \$812,643 |
| LU | \$36,264 | \$12,517 | \$25,034 |
| NSU | \$497,352 | \$171,670 | \$343,340 |
| ODU | \$3,483,395 | \$1,202,356 | \$2,404,713 |
| RU | \$1,180,647 | \$407,521 | \$815,043 |
| UMW | \$37,033 | \$12,783 | \$25,565 |
| UVA | \$6,047,345 | \$2,087,350 | \$4,174,699 |
| VCU | \$4,401,184 | \$1,519,148 | \$3,038,295 |
| VIMS | \$412,502 | \$142,382 | \$284,765 |
| VSU | \$557,159 | \$192,313 | \$384,627 |
| VT | \$6,524,825 | \$2,252,160 | \$4,504,321 |
| W&M | \$1,051,024 | \$362,780 | \$725,560 |
| Total | \$28,971,405 | \$10,000,000 | \$20,000,000 |

| FY 2024-26 O&M Recommendations | | |
|--------------------------------|-------------|--------------|
| | FY 2025 | FY 2026 |
| CNU | \$1,296,000 | \$2,597,000 |
| GMU | \$155,000 | \$716,000 |
| JMU | \$0 | \$278,000 |
| LU | \$676,000 | \$699,000 |
| NSU | \$0 | \$0 |
| ODU | \$0 | \$0 |
| RU | \$509,000 | \$454,000 |
| UMW | \$119,000 | \$119,000 |
| UVA | \$1,052,000 | \$2,078,000 |
| UVAW | \$0 | \$0 |
| VCU | \$0 | \$0 |
| VIMS | \$216,000 | \$241,000 |
| VMI | \$0 | \$0 |
| VSU | \$119,000 | \$1,035,000 |
| VT | \$4,052,000 | \$4,332,000 |
| WM | \$90,000 | \$483,000 |
| RBC | \$0 | \$0 |
| VCCS | \$438,000 | \$438,000 |
| Total | \$8,722,000 | \$13,468,000 |

| FY 2024-26 HEETF Recommendations | | | | | | |
|----------------------------------|--------------|---------------------|---------------|--------------|---------------------|---------------|
| | FY 2025 | | | FY 2026 | | |
| | Traditional | Research Initiative | FY 2025 Total | Traditional | Research Initiative | FY 2026 Total |
| CNU | \$934,000 | \$0 | \$934,000 | \$934,000 | \$0 | \$934,000 |
| GMU | \$5,939,000 | \$2,465,000 | \$8,404,000 | \$5,939,000 | \$2,465,000 | \$8,404,000 |
| JMU | \$3,069,000 | \$300,000 | \$3,369,000 | \$3,069,000 | \$300,000 | \$3,369,000 |
| LU | \$1,067,000 | \$0 | \$1,067,000 | \$1,067,000 | \$0 | \$1,067,000 |
| NSU | \$1,574,000 | \$0 | \$1,574,000 | \$1,574,000 | \$0 | \$1,574,000 |
| ODU | \$6,307,000 | \$493,000 | \$6,800,000 | \$6,307,000 | \$493,000 | \$6,800,000 |
| RU | \$2,073,000 | \$0 | \$2,073,000 | \$2,073,000 | \$0 | \$2,073,000 |
| UMW | \$734,000 | \$0 | \$734,000 | \$734,000 | \$0 | \$734,000 |
| UVA | \$19,230,000 | \$7,145,000 | \$26,375,000 | \$19,230,000 | \$7,145,000 | \$26,375,000 |
| UVAW | \$497,000 | \$0 | \$497,000 | \$497,000 | \$0 | \$497,000 |
| VCU | \$10,352,000 | \$5,203,000 | \$15,555,000 | \$10,352,000 | \$5,203,000 | \$15,555,000 |
| VIMS | \$389,000 | \$933,000 | \$1,322,000 | \$389,000 | \$933,000 | \$1,322,000 |
| VMI | \$1,115,000 | \$0 | \$1,115,000 | \$1,115,000 | \$0 | \$1,115,000 |
| VSU | \$1,277,000 | \$0 | \$1,277,000 | \$1,277,000 | \$0 | \$1,277,000 |
| VT | \$17,623,000 | \$9,194,000 | \$26,817,000 | \$17,623,000 | \$9,194,000 | \$26,817,000 |
| WM | \$2,577,000 | \$743,000 | \$3,320,000 | \$2,577,000 | \$743,000 | \$3,320,000 |
| RBC | \$209,000 | \$0 | \$209,000 | \$209,000 | \$0 | \$209,000 |
| VCCS | \$18,548,000 | \$0 | \$18,548,000 | \$18,548,000 | \$0 | \$18,548,000 |
| SWVHEC | \$65,000 | \$0 | \$65,000 | \$65,000 | \$0 | \$65,000 |
| RHEA | \$57,000 | \$0 | \$57,000 | \$57,000 | \$0 | \$57,000 |
| IALR | \$183,000 | \$0 | \$183,000 | \$183,000 | \$0 | \$183,000 |
| SVHEC | \$315,000 | \$0 | \$315,000 | \$315,000 | \$0 | \$315,000 |
| NCI | \$269,000 | \$0 | \$269,000 | \$269,000 | \$0 | \$269,000 |
| EVMS | \$2,241,000 | \$0 | \$2,241,000 | \$2,241,000 | \$0 | \$2,241,000 |
| Total | \$96,644,000 | \$26,476,000 | \$123,120,000 | \$96,644,000 | \$26,476,000 | \$123,120,000 |

APPENDIX II

Background

Council plays multiple, statutory roles in budgetary and policy matters related to Virginia higher education, including:

- “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” (*Code of Virginia*, § 23.1-208);
- “provide periodic updates of base adequacy funding guidelines” (*Code of Virginia*, § 23.1-203); and
- “calculate each [public] institution's basic operations and instruction funding need for each year of the next biennium and shall make that calculation available to the Governor, the General Assembly and all public institutions of higher education” (*Code of Virginia*, § 23.1-303).

Council historically has prepared budget and policy recommendations each year, with a particular focus on the biennial budget process, which begins in odd-numbered years. Recommendations to amend the biennial budget occur in even-numbered years.) Because Council did not meet in July 2023, the staff materials provided for Council's September 2023 meeting were not as detailed as in prior odd-numbered years.

State Context: The 2023 special session of the General Assembly made significant investments in higher education, on top of an already significant investment in higher education over the 2022-24 biennium. Additional funding in the FY 2024 budget amendments include additional allocations to operating, financial aid, and SCHEV's initiative to help institutions recruit and retain more Pell students. The conference budget included an additional 2% salary increase, on top of the already implemented 5% increase. Such impacts the estimated costs of any potential additional 2% salary increases, as the base of that 2% increase will be higher.

Virginia's [unemployment rate in August was an historically low 2.5%](#), and lower than the U.S. rate of 3.5%. The Virginia Employment Commission also [reported](#) labor force participation rate (the proportion of adults either working or looking for work out of the population) at a ten-year high. In his [August presentation to the Joint Money Committees](#), Secretary of Finance Stephen Cummings recommended continued caution as risk factors could still lead to an economic downturn.

Agency Context: SCHEV staff's development of potential budget and policy recommendations is guided by the statewide strategic plan, *Pathways to Opportunity: The Virginia Plan for Higher Education (The Virginia Plan)*, which is created by Council at least every six years. The current *Virginia Plan* lays out three goals for higher education: equitable, affordable and transformative.

For the current plan, Council has approved a series of priority initiatives to guide the agency's implementation of its roles in fulfilling *Pathways to Opportunity*. Council's priority initiatives are aligned with the four goals of the Governor's Higher Education Guiding Objectives, which are: (i) Prepare Students for the Increasing Demands of the Knowledge Economy; (ii) Maintain Affordability and Reduce the Cost of Higher Education; (iii) Build the College and Career Pipeline in Partnership with K-12; and (iv) Promote a Vibrant Campus Life.

SCHEV staff also consider the national context and how Virginia compares to other states. The State Higher Education Executive Officers (SHEEO) "State Higher Education Finance (SHEF) Report" compares how states finance their higher education enterprises. Consistent with previous years, this year Virginia ranks near the median (27th) of states in total funding (state budget and tuition revenues combined) per student in FY 2022. However, Virginia relies more on tuition revenue (18th in nation) and less on state funding (32nd) compared to other states.

Current Environment of Higher Education

The current environment of higher education is also evolving. Policymakers, researchers, students and families are focused on enrollment volume and composition, financial effectiveness and sustainability, and program outcomes and alignment.

While enrollment at Virginia institutions generally [stabilized](#) in Fall 2022, some Virginia institutions are experiencing declining enrollment. (See Item IV.D on enrollment projections for more information on the enrollment outlook as well as the 2023 early enrollment estimates.)

In ranking Virginia the [#2 Best State For Business](#), CNBC ranked Virginia #1 for education, a factor which included long-term trends in state support for higher education and each state's each state's community college and career education systems.

A [2021 SCHEV survey](#) of graduates of Virginia institutions found that 88% of graduates were satisfied with their education overall, but only 57% thought their education was worth the cost. A 2022 [Strada Education Foundation's outcomes survey](#) found that 65% of bachelor's degree graduates nationwide reported that their education was "worth the cost."

Also, a sharpening focus exists on mental health, free speech, and diversity equity and inclusion on campus. The [2022-23 Student Advisory Council](#), comprised of student leaders from institutions across the Commonwealth, focused on these issues. Many participated in participated in Governor Youngkin's mental health summit, held at the College of William & Mary in March 2023.

The 2023 six-year plan process reflects these themes. The revised templates emphasized enrollment volume and composition, financial effectiveness and

sustainability, and program outcomes and alignment. All institutions included some sort of proposal for internships / experiential learning.

The information below summarizes the agency's processes on budget and policy recommendations and outlines some initial options for Council's consideration. Council's discussion and feedback to staff in September and thereafter will shape and structure the final budget and policy recommendations that staff brings forward at Council's October meeting.

Agency Process: SCHEV's typical process for developing recommendations includes the following assessments, in consideration of the statewide strategic plan's three goals – equitable, affordable and transformative – in each area:

- **Institution requests:** This process begins with the six-year plans and SCHEV's review of planned items. This year plans were received July 17, and staff are in the process of reviewing these requests along with staff of the legislative money committees, the Secretary of Finance, the Secretary of Education and the Department of Planning and Budget.
- **Financial and academic analysis:** This process is an assessment of financial and academic measures to help understand areas of opportunity. For financial matters, this analysis can include a review of funding and costs per full-time equivalent student (FTE), fiscal health of the institutions and comparisons to national averages at a state or institutional level. For academic matters, this analysis can include changes in enrollment, retention, and completion of students (including subgroups). The financial and academic matters can be merged into a performance funding mechanisms to incentivize outcomes aligned with state strategy.
- **Economic factors:** This process includes assessing current economic conditions, such as the impact of costs due to inflation, minimum wage increases, etc. Last year, SCHEV estimated increased costs at institutions for nonpersonal services due to changes in minimum wage and inflationary costs. In addition, SCHEV looks at revenue forecasts for the state in terms of whether additional funds may be available or if cuts may need be considered (in the case of an economic downturn).
- **State or regional needs:** In addition, other factors to support state and regional needs may be considered. Council has developed several priority initiatives related to topics such as strategic access efforts, mental health and disabilities support, restructuring state financial aid, and transparency in transfer. Other state and regional needs include: workforce development, college access and enrollment, and constructive dialogue programs. Staff will review additional statewide and regional needs through the six-year plan process.

State Council of Higher Education for Virginia Agenda Item

Item: II.D – Resources and Planning Committee – Action on Institutions’ Enrollment Projections

Date of Meeting: October 23, 2023

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

Most Recent Review/Action:

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

Date: September 18, 2023

Action: The Committee reviewed information on the enrollment-projection process, the degree-estimation process and the status of the 2023 projections and estimates.

Purpose of Agenda Item: The purpose of this item is to inform Council’s review of and action on the six-year enrollment projections and degree estimates from Virginia’s public and Tuition Assistance Grant-eligible private non-profit institutions.

Background Information/Summary of Major Elements: Review of and action on public institutions’ enrollment projections and degree estimates is the fourth of Council’s general statutory duties:

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

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

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

Summary of Enrollment Projections: As of October 1, the total projected enrollment for all institutions (public and Tuition Assistance Grant-eligible private institutions) will grow from fall 2022's total of 519,093 to 532,464 in the fall of 2029. Total in-state undergraduate enrollment is projected to drop from 307,117 students to 300,334 over the same time, with projected losses coming from the community colleges, which anticipate total fall enrollments dropping from 140,341 to 126,292 in-state students. If existing patterns hold, a third of those enrollments will come from dual-enrolled high school students. On average, 77% of the public two-year college projected in-state enrollments will be a combination of continuing students and high school dual-enrollment students.

Public four-year colleges and universities are projecting to grow in-state enrollment from 137,589 to 140,240 undergraduates, with about 73% coming from continuing enrollment. Out-of-state undergraduate enrollment is projected to increase from 34,456 to 38,600 with 70% coming from continuing students. These institutions are planning to increase undergraduate distance enrollment from 15,899 in fall of 2022 to 19,457 in fall of 2029, with most of the growth planned at Old Dominion University. First professional enrollment (medicine, law, veterinary medicine, and pharmacy) is expected to remain essentially flat, from 4,886 to 4,889 total enrollment, averaging about 45% in-state enrollment. Graduate enrollment is expected to increase from 44,208 to 48,323. Overall, total enrollment growth is projected from 221,120 to 237,982 in fall 2029.

Independent colleges and universities project in-state undergraduate growth from 28,700 to 31,502 in fall 2029. On average, 71% of this enrollment comes from continuing student enrollment. Out-of-state undergraduate students are projected from 56,076 to 58,343, with an average of 73% based on continuing student enrollment. Undergraduate distance enrollment at the independent institutions is projected to be flat, comprising an average of just over 40,000 students, or almost 49% of undergraduate enrollment. First professional enrollment is projected to grow from 4,559 to 5,058 students. Graduate enrollment will grow slightly from 57,469 to 60,173. Overall, independent institutions project growth from 149,280 to 155,078.

As of this writing, the enrollment projections and degree estimates continue to be a matter of discussion among members of Op-Six (Secretary of Education, Secretary of Finance,

Director of Planning and Budget, staff directors of Senate Finance & Appropriations and House Appropriations committees, and SCHEV Director). Op-Six members do not want to discourage institutions from pursuing ambitious targets, but they also want institutions to be cautious about the implications of potentially not meeting the projections. While SCHEV staff recommends approval of the projections, staff also encourages selected institutions to consider modeling future financial conditions based on more conservative estimates.

Staff acknowledges significant interest in the enrollment of first-time in college (FTIC) students, particularly those direct from Virginia high schools, given projected demographic changes. Staff's analysis relied on the most current projections from the Western Interstate Compact for Higher Education (WICHE), Weldon-Cooper Center at the University of Virginia and SCHEV's data resources. Please note: In the materials provided for Council's September meeting, the projections in the corresponding table were incorrect – the data incorrectly **deflated** the number of high school graduates, based on a previous model, and which were several thousand lower than should have been used. The projections used herein from both Weldon-Cooper and WICHE are the original projections.

Overall, the institutions – public and private – project a modest decrease of in-state enrollment from 58,801 to 58,113 first-time in college (FTIC) students; however, these figures include students of non-traditional age and those more than one-year from college graduation. Modeling the percentage of FTIC enrollment likely to be direct from high school, based on the last decade of enrollment, suggests a minor decrease from 46,138 students to 45,988 students.

To determine the feasibility of these projections, a similar model of likely FTIC students direct from high school was applied against the average of the two projections of public high school graduates from WICHE and Weldon-Cooper. Comparing the estimates from the institutional projections against the estimates derived from the high school graduate projections suggests that the institutions have been cautious in their projections. Two staff findings of note:

- (i) the WICHE projections historically have always been noticeably lower than the actuals (an average of 1,788 graduates over the last five years); and
- (ii) the institutions' projections are not exclusive to public high school graduates, and WICHE typically projects 4,000-5,000 graduates annually from private high schools in Virginia.

Table 1: Projections of High School Graduates

| | Weldon-Cooper | WICHE (Public only) | Average of Weldon-Cooper and WICHE (Public) | WICHE Total (includes private HS estimates) |
|-------------------|---------------|------------------------|--|---|
| 2022-23/Fall 2023 | 90,254 | 88,260 | 89,257 | 96,700 |
| 2023-24/Fall 2024 | 89,819 | 89,630 | 89,725 | 98,180 |
| 2024-25/Fall 2025 | 89,026 | 91,620 | 90,323 | 100,210 |
| 2025-26/Fall 2026 | 93,899 | 91,740 | 92,820 | 100,160 |
| 2026-27/Fall 2027 | 91,907 | 89,440 | 90,674 | 97,800 |
| 2027-28/Fall 2028 | 88,710 | 87,250 | 87,980 | 95,650 |
| 2028-29/Fall 2029 | 86,471 | 87,160 | 86,816 | 95,550 |

The projections from the Weldon-Cooper Center rely on the use of birth rates, the fall membership (enrollment) reports from VDOE and the on-time graduation counts from VDOE. They count **only** the federally recognized diplomas – standard, advanced and International Baccalaureate, thus excluding GEDs, special and modified diplomas. The current estimate of these diplomas from 2022-23 is about 91,000. Two possibly significant differences exist in Weldon-Cooper’s approach. First, Weldon-Cooper’s data are more recent and use the most recent information from VDOE that capture the jump in graduation rates during the pandemic. The second is that the figures reflect a greater loss of families of moving out of Virginia in the later years. Given the existence of two sets of projections with some differences and given that SCHEV has historically used the WICHE projections, staff have chosen to use an average of the Weldon-Cooper projections and WICHE’s public-high-school-only projections. Such is consistent with advice from Weldon-Cooper, specifically when using projections beyond five years.

Table 2: Estimates of First-time (FTIC) in College Enrollments

| | Est. of FTIC Based on Average of W-C & WICHE | Est of FTIC based on WICHE Total | FTIC from Inst. Projections | Est of FTIC based on Most Recent 5 Years Enrollment |
|-----------|---|-------------------------------------|--------------------------------|---|
| Fall 2023 | 46,610 | 50,497 | 57,869 | 46,138 |
| Fall 2024 | 46,854 | 51,270 | 58,191 | 45,795 |
| Fall 2025 | 47,167 | 52,330 | 57,949 | 46,050 |
| Fall 2026 | 48,470 | 52,304 | 58,436 | 45,858 |
| Fall 2027 | 47,350 | 51,072 | 58,226 | 46,244 |
| Fall 2028 | 45,943 | 49,949 | 58,200 | 46,078 |
| Fall 2029 | 45,335 | 49,897 | 58,113 | 46,057 |

The table above uses the three sets of projections of Virginia high school graduates – those from Weldon-Cooper, the public-high-school-only projections from WICHE and the combined public and private high school projections from WICHE to produce estimates of new first-time in college enrollments that are direct from high school. Further, using the most recent five-year average of the proportion of recent high school graduates enrolling as first-time in college students in the fall, staff calculated estimates of those enrollments against the average of two public high school projections and against the total-graduates projections from WICHE. Staff then provide projected numbers of in-state first-time in college students from the institutions' submissions and calculated an estimate of those projections likely to be recent high school graduates, again from the most recent five-year average. Data in the final column (derived from institutional projections) indicate likely adequate numbers of high school graduates available to meet these projections when compared against the WICHE estimates for total graduates. However, a shortfall does appear possible in the last two years when compared against the estimates based on the average of the public high school projections. This potential shortfall becomes more acute if we rely solely on the Weldon-Cooper projections, which estimate a likely population of 45,155 in Fall 2029, as opposed to 45,335.

As a general statement, the opinion of staff is that these projections are feasible, in terms of in-state undergraduates at the state level. This conclusion is bolstered by the number of institutions reporting rebounding enrollments, such as Norfolk State, Virginia Commonwealth, Virginia Union, and the VCCS. Significant variability exists in the projections for the individual institutions, with George Mason projecting an increase of 542 in-state FTIC by 2029, and a few other institutions projecting increases of significance to their size or recent history.

Context and Focus on Public Four-year Institutions

Throughout this analysis, staff have anchored the data to the period from fall 2005 through to fall 2022 because of the availability of admissions data by locality (allowing staff to create regional aggregations) and because 2005 also represents a year of lower numbers of high school graduates than Virginia can expect between now and 2029. During this period, total enrollment at the public four-year institutions grew 19% (from 194,422 to 221,640). Most of this growth occurred between 2005 and 2012, with a 15% increase (to 214,640 students). Focusing specifically on in-state undergraduates, enrollment increased 16% from 2005 (116,662) to 2012 (135,833), but by only one percent (to 137,311) in 2022.

Between 2012 and 2022, ten of the 15 public four-year institutions lost in-state enrollment, ranging from 1% to 33%. During the same period, George Mason University grew by 32%, James Madison University grew by 22%, University of Virginia by 11%, Virginia Tech by

17% and William & Mary by 9%. These five institutions were responsible for a total increase of 13,129 students, which offset the 11,651 lost by the other 10 by a total of 1,478 students. Of the 13,129 increase, 5,679 were at George Mason University.

Of the 10 institutions that lost enrollment, Christopher Newport University (13%), Longwood University (30%), Norfolk State University (29%), Radford University (33%), UVa's College at Wise (33%) and University of Mary Washington (21%) had the largest decreases. Of these six institutions, five (all but Mary Washington) also decreased in-state enrollment between 2005 and 2022; Radford University had a 30% reduction. In short, the enrollment gains made by these institutions in the lead up to the 2008 recession were temporary, or the institutions were simply unable to hold on to these gains.

Applications, Admission, and Yield Rates

Members of Council, the Administration and legislative staff have commented on the trend in increasing rates of admission of first-time in college students and the parallel drop in the yield (enrollment) rate of those students. What Virginia is experiencing now reflects the national trend since 2001. Using the federally-collected data in the Integrated Postsecondary Education Data System (IPEDS), Jon Boeckenstedt, Vice Provost of Enrollment at Oregon State University, has been tracking and reporting these phenomena for a number of years to help explain the impact of the Common Application and its ability to allow to students to apply to more colleges with greater ease and lower cost.

Between 2005 and 2021 (the most recent data published), public institutions, excluding open-enrollment institutions such as community colleges, saw a 37% increase in the number of FTIC enrollments. To enroll those students, they worked through a 160% increase in applications of 3.19 million to 6.87 million applications and admitted 64% in 2005 and 67% in 2021, a 161% increase in the number of admitted students. The yield rates of enrolled students dropped from 41.4% to 23.3% nationally, representing the shifting market as tens of thousands of potential students submitted many more applications than previous years.

In Virginia, the pattern has been somewhat similar, but with striking differences. Virginia public four-years experienced only an 18% increase in FTIC enrollment between 2005 and 2021, from 30,024 to 35,284. Applications increased by 86% from 122,079 to 226,658, but the number of admitted applicants increased 101% from 74,936 to 150,424, reflecting a change in admission rates from 61% to 66%, while yield rates dropped from 60.1% to 23.5% over the period.

Narrowing the focus to in-state applicants to Virginia public four-year institutions, FTIC enrollment increased by 14% (from 22,977 to 26,252) from 2005 to 2021. Applications increased 64% (from 72,247 to 118,473) with an 87% increase in the number of admitted applicants (from 46,505 to 86,828). The admission rate supporting this increase rose from

64% to 73%, while the yield rate dropped from 49% to 30% of admitted applicants enrolling.

Although the comparing of admission rates and yield rates in Virginia to the national average suggests potentially little difference in what has happened since 2005, it is notable that overall applications here increased at a much lower rate – 86% in Virginia compared to 115% nationally. Further, while admissions in Virginia increased 101%, a greater increase than the increase in applications, Virginia’s increase has been much lower than the 126% increase in admissions nationally. Which is not to say that no problem exists in Virginia, but that perhaps the situation is less severe than nationally. Staff, and others, certainly have concerns about institutions that admit 90% of their applicants, and lacking good data on who is applying, SCHEV cannot perform much objective evaluation. Thus, the consensus of staff has become that SCHEV should return to collecting individual records on every applicant to each Virginia institution, a collection that was dropped in 2001 to reduce burden on institutions and comply with directives on decentralization.

The benefits of an applicant record collection are significant. First, SCHEV would be able to evaluate the numbers of applicants that apply to multiple institutions, and to which institutions they apply and whether they are admitted and subsequently enroll. Additionally, SCHEV would be able to enhance admissions reporting to include disaggregation by locality as reported now, to include gender, race and ethnicity. Further, SCHEV could match the entire record set with National Student Clearinghouse for better understanding of where applicants to Virginia institutions attend out of state. The downside to such a collection is the imposition of an additional burden on the institutions and the need for the agency to absorb additional costs.

Regional Changes in Enrollment Demand and Behavior

As described previously, from 2005 to 2021, in-state FTIC enrollment at public four-year institutions increased from 22,977 to 26,252, and then increased to 27,646 in fall of 2022. Restricting the same numbers to those students who had graduated high school within the 12 months prior to applying, enrollment was 21,417 in 2005 and 26,015 in 2022, a 21.5% increase. The changes by region varied by -31% from Southwest Virginia and +63% from Northern Virginia. In 2022, 40% or 10,424 students entering students who were recent high school graduates came from Northern Virginia, dwarfing all other regions, with only Hampton Roads (19%) and Greater Richmond (17%) coming close.

To understand more about these students, staff looked at the numbers of advanced diploma graduates produced by Virginia public high schools in each region. The advanced diploma is closely aligned to the admission requirements of the public four-year colleges and represent more than 90% of in-state FTIC who are recent high school graduates. From 2005 to 2022, most regions increased the number of advanced diploma graduates, with only two regions – Southside and Southwest – decreasing by 7% and 5%

respectively. Likewise, enrollment of their graduates in public four-year institutions decreased by 12% from Southside and 32% from Southwest.

Over the same period, the number advanced diploma graduates from Northern Virginia increased by 72% (to 20,227), followed by a 42% increase from Greater Richmond, 39% increase from Greater Fredericksburg, 33% from Shenandoah, 31% from Greater Charlottesville, 18% from Hampton Roads and 7% from Roanoke/New River/Lynchburg. However, the total increase in advanced diploma graduates outside of Northern Virginia was only 73% that of the increase from Northern Virginia. This growth of Northern Virginia graduates and their choices is a key driving factor in the enrollment changes at Virginia public four-years.

From 2005 to 2022, four of the 15 public four-year institutions lost enrollment from recent high school graduates from Northern Virginia (CNU, LU, RU, UVA-W); one (VSU) had zero change; and the remaining 10 universities increased their enrollment from Northern Virginia (NoVa) between 8% and 213%, with the University of Mary Washington the only one with single-digit growth, and all others growing by at least a 33% increase. The largest percentage increase was at Virginia Commonwealth University, growing from 446 to 1,398 NoVa students, for a 213% increase. George Mason University grew NoVa FTIC enrollment by 107% (from 1,114 to 2,310) for net gain of 1,196 students. Virginia Tech had a net gain of 702 students (62%), James Madison University had a net gain of 640 (76%) students, University of Virginia added 455 (57%) net new students, Old Dominion University increased 255 (121%) net new students, with 123 net new students at William & Mary, 18 net new students at Norfolk State University and 14 at Virginia Military Institute.

George Mason University's 2022 FTIC fall enrollment of recent high school graduates totaled 2,964 students with 2,310 or 78% from Northern Virginia, and a net loss of nine students from the other eight regions, as its increases were not enough to offset losses from Hampton Roads and, to a lesser degree, Greater Charlottesville. Given that GMU is the only major public university in Northern Virginia, it is not surprising that its home region is the source of GMU's growth.

As for the four institutions that lost enrollment from Northern Virginia, they struggled in other regions from 2005 to 2022. Christopher Newport University experienced net gains only in students from the Greater Richmond region. Longwood University had net gains from the Shenandoah Valley and Southwest, but those gains amounted to 12 students. Radford University had net losses across all nine regions. University of Virginia's College at Wise also had net losses across eight regions, and no net change in the ninth. With losses like these, it seems difficult to attribute these losses to any one or two institutions, when other institutions found the ability to maintain or grow.

One can argue that selecting 2005 as the base year hides the worst of the enrollment losses. Staff does not disagree; however, the opinion of staff is that much of the enrollment leading up to the enrollment peaks around 2012 and 2013, depending on the institution, was “unearned;” i.e., that it was driven by high unemployment rates. The average statewide unemployment of 4% in fall of 2005 is much closer to that which the Commonwealth is currently experiencing (2.5% in August). The number of standard and advanced diploma graduates in 2012 and 2013 were significantly lower than these numbers have been in recent years, as many as 5,000 - 6,000 graduates fewer. For these reasons, staff has used a consistent set of years for comparison in these analyses.

Student Outcomes

From the fall entering class of 2005 through that 2021, first-year retention of in-state undergraduates that were recent high school graduates has held remarkably constant – from 85% to 86% -- despite changes in applications, admissions rates and yield rates. Of course, this is the overall picture. At individual institutions, both struggles and successes have occurred.

- Christopher Newport University: From a 53% admission rate and 79% retention rate to an 89% admission rate and 86% retention rate, down from a high of 88% in 2016.
- George Mason University: From a 78% admission rate and 84% retention rate to a 91% admission rate and 87% retention rate that was as high as 90% in 2013.
- James Madison University: From a 61% admission rate and 93% retention rate to an 81% admission rate and 90% retention rate that was as high as 94% in 2013.
- Longwood University: From a 60% admission rate and 75% retention rate to a 92% admission rate and 76% retention rate that had reached a high of 80% in 2012.
- Norfolk State University: From a 73% admission rate and 69% retention rate to a 92% admission rate and 73% retention rate, that was as high as 77% in 2010.
- Old Dominion University: From a 60% admission rate and 75% retention rate to a 92% admission rate and 76% retention rate, previously 80% in 2012.
- Radford University: From an 81% admission rate and 74% retention rate to a 95% admission rate and 69% retention rate that had reached 78% in 2012.
- University of Mary Washington: From a 57% admission rate and 86% retention rate to an 86% admission rate and 84% retention rate that reached a high of 87% in 2010.

- University of Virginia: From a 52% admission rate and 98% retention rate to a 32% admission rate and 98% retention rate (a rate with only tiny changes over the years).
- University of Virginia's College at Wise: From a 92% admission rate and 65% retention rate to a 96% admission rate and 71% retention rate, a rate that has been lower more often over the years than higher, between 56% and 76%.
- Virginia Commonwealth University: From a 73% admission rate and 82% retention rate to a 93% and 85% retention rate that had been as high as 88% in 2012 and 2013.
- Virginia Military Institute: From a 55% admission rate and 83% retention rate to a 66% admission rate and 85% retention rate, that has usually been in the mid- to upper-80s, but one time as high as 95% in 2014.
- Virginia State University: From a 72% admission rate and 76% retention rate to an 87% admission rate and 74% retention rate. Other than in 2006, the three other years with higher retention rates all admission rates of 87% or greater and those retention rates topped out at 78%.
- Virginia Tech: From a 64% admission rate and 90% retention rate to a 44% admission rate and 93% retention rate that had previously averaged around 94% when admission rates were typically in the 64% to 68% range.
- William & Mary: From a 47% admission rate and 96% retention rate to a 44% admission rate and 96% retention rate has seen little variance in retention rate and only moderate variance in its admission rate.

For the most part, these institutions do not appear to be enrolling under-qualified students and struggling to retain them. George Mason University, James Madison University, Longwood University, Old Dominion University, Radford University, and Virginia Commonwealth University all saw their highest retention rates during the height of the recession when the cost of dropping out, particularly dropping out with student debt, was at its highest. They also saw minor dips during the pandemic years, and the student-level data being submitted this fall will indicate whether retention is rebounding for the students who first enrolled in the fall of 2022. Staff does believe it is in the best interests of the institutions, the Commonwealth and the students of these institutions to ensure that increased admission rates do not have negative impacts on student success and that area/topic is one for Council to monitor going forward.

Program Draw as an Enrollment Factor

In its six-year-plan meeting presentation, George Mason University argued that its growth was not the cause of enrollment decreases at other institutions because it was losing enrollment in the same program areas as they were. In follow-up, staff again looked at in-state undergraduate enrollment between 2005-06 and 2022-23, using annual unduplicated enrollment by program at the broad discipline level – Business & Communications, Education, Health Professions, Liberal Arts, Social Sciences, and STEM (Science, Technology, Engineering and Math).

Overall, the proportional changes in enrollment by discipline at the public four-years saw most dramatic in STEM programs, moving from 17% to 24% of the total. Education program enrollment increased by two percentage points to five percent, and health professions enrollment increased by two points to six percent. Liberal Arts decreased from 18% to 13% of the total enrollment, and Social Sciences decreased from 19% to 17% of the total, with other disciplines remaining flat or experiencing modest increases. It is notable that the raw number of Liberal Arts majors dropped by only 2,069 students or 10%, but since the overall population of students increased by 28,280 students annually (unduplicated major counts across fall, spring, and summer) and the number of STEM majors increased by almost 15,000, the proportion of Liberal Arts majors dropped drastically. STEM enrollments increased proportionally everywhere.

At the institutions where enrollment increased since 2005 (all except CNU, LU, NSU, RU, UVA-Wise), George Mason University had no significant change, and University of Virginia, Virginia Commonwealth University, Virginia Military Institute and Virginia Tech had growth in Liberal Arts enrollment, between 15% and 67%. If program draw is a factor, then it might be as much a function of institutional size as anything else. Reviewing specific programs within the Liberal Arts (and Humanities), we see that English, and all foreign language programs, declined in enrollment at these institutions, except for Virginia Military Institute. The growth in visual and performing arts was at Virginia Commonwealth University, which had initiated several new programs during that time period with substantial enrollments that do not exist elsewhere.

Conclusions

The years leading up to 2012 and the height of the last recession, with unemployment rates in Virginia around seven percent and significant enrollment increases year after year, may have left many institutions unprepared for a strengthening economy and shifting higher education market changes that followed. While George Mason University and Virginia Tech made frequent headlines for their growth and student recruitment, they were not the only institutions to grow, as James Madison University, University of Virginia and William & Mary were able to grow, and with all five institutions gaining heavily from Northern Virginia high school graduates.

The institutions that have struggled the most since 2012 have also fallen below their 2005 enrollment levels. Christopher Newport University, Longwood University, Radford

University, and University of Virginia's College at Wise have generally experienced enrollment losses from most regions of the state, especially from Northern Virginia, except for CNU, which has seen only small decreases across the state.

The number of applications has increased as the percentages of admitted students has increased at most institutions in response to the use of the Common App and more students applying to multiple colleges. Such is part of a national phenomenon and Virginia's numbers track with the nation's. Understandable concern exists that this is leading to decline in student quality; however, based on first-year retention rates, staff does not see immediate evidence of such. Staff recommends that Council and others pay increased attention to early indicators of student success, such as retention and other measures that might be developed.

The evidence is clear that a greater proportion of students are enrolled in STEM fields than ever before. While psychology was still the most popular major among undergraduates at public four-year institutions last year, it was followed by biology, computer science, nursing, and business & commerce. This is a notable change from 2005, when the order was psychology, biology, business administration, English, and history. Students are moving away from liberal arts and humanities majors, and this trend may be affecting those institutions that lack enough STEM and other "majors of interest" to attract students. Larger institutions generally have more majors across the spectrum and so may be the beneficiaries of this market shift.

In short, institution size and program offerings (and national recognition) may be the key factors driving student choice over the last decade.

Issues with the Projections

Given the ambitious growth in George Mason University's projections, the university should understand that approval of these projections comes with no guarantees of future funding for such growth or capital investment. The institution should be prepared to fund this growth on its own.

The following institutions have enrollment targets that are less ambitious in raw numbers, but in terms of scale and history, staff considers them ambitious and recommends them for approval – with the proviso that the institutions should begin contingency financial planning with more conservative numbers, based on in-state, out-of-state or both.

- Christopher Newport University
- Longwood University
- Norfolk State University
- Radford University
- University of Mary Washington
- University of Virginia's College at Wise

- Virginia Military Institute

Materials Provided:

To supplement the background and summary information immediately above, a set of tables are provided below, as well as the tables and charts found at: <https://research.schev.edu/rdPage.aspx?rdReport=Projections.Submissions2023>

Financial Impact:

N/A

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

Enrollment relates directly to the plan's goals of closing gaps in access and completion. It also serves as a mechanism to reach the plan's attainment objective 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 progress toward these objectives.

Timetable for Further Review/Action:

Council's actions on the resolutions below will determine the timetable for further review and/or action.

Resolutions:

Staff offers for Council consideration the following resolution, the end of which provides two options between which Council is asked to choose:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the FY2023 - FY2029 institutional enrollment projections and degree estimates for the purposes of budgetary and fiscal planning and performance measurement. Staff is directed to make the detailed enrollment targets and degree estimates available to the public via the SCHEV website, with full detail.

BE IT FURTHER RESOLVED that approval of these institutional enrollment targets does not constitute either implicit or explicit approval of any new degree program, instructional site, higher education center or campus determined by an institution as necessary to achieve these targets. Further, approval of these projections does not provide assurance or guarantee of future funding for additional enrollment.

BE IT FURTHER RESOLVED that the State Council directs staff to replace the existing aggregate collection of application and admission data with a person-level collection beginning in Spring, 2025.

Total Public Institutions

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

| Fall | First-Time in College | | | | | New Transfer | | | | |
|------|-----------------------|-------|-----------------|-------|--------|--------------|-------|-----------------|-------|--------|
| | In-State HC | | Out-of-State HC | | Total | In-State HC | | Out-of-State HC | | Total |
| | (n) | (%) | (n) | (%) | (n) | (n) | (%) | (n) | (%) | (n) |
| 2021 | 50,265 | 82.0% | 11,003 | 18.0% | 61,268 | 14,909 | 87.7% | 2,086 | 12.3% | 16,995 |
| 2022 | 53,286 | 82.0% | 11,662 | 18.0% | 64,948 | 14,776 | 87.1% | 2,188 | 12.9% | 16,964 |
| 2023 | 52,105 | 82.0% | 11,412 | 18.0% | 63,517 | 14,729 | 88.2% | 1,971 | 11.8% | 16,700 |
| 2024 | 52,219 | 82.5% | 11,050 | 17.5% | 63,269 | 14,733 | 88.2% | 1,971 | 11.8% | 16,704 |
| 2025 | 51,800 | 81.9% | 11,452 | 18.1% | 63,252 | 14,756 | 88.2% | 1,983 | 11.8% | 16,739 |
| 2026 | 52,147 | 82.2% | 11,300 | 17.8% | 63,447 | 14,776 | 87.8% | 2,049 | 12.2% | 16,825 |
| 2027 | 51,848 | 81.9% | 11,476 | 18.1% | 63,324 | 14,882 | 87.8% | 2,075 | 12.2% | 16,957 |
| 2028 | 51,750 | 82.1% | 11,302 | 17.9% | 63,052 | 14,965 | 87.7% | 2,098 | 12.3% | 17,063 |
| 2029 | 51,585 | 81.8% | 11,440 | 18.2% | 63,025 | 15,072 | 87.7% | 2,118 | 12.3% | 17,190 |

PUBS: Fall Headcount Enrollment, Total

| Fall | Undergraduate | | | First Professional | | | Graduate | | | All |
|------|---------------|---------|---------|--------------------|-----|-------|----------|--------|--------|---------|
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | Total |
| 2021 | 196,509 | 121,719 | 318,228 | 4,835 | 154 | 4,989 | 23,230 | 21,695 | 44,925 | 368,146 |
| 2022 | 195,752 | 124,979 | 320,731 | 4,738 | 149 | 4,887 | 22,988 | 21,382 | 44,370 | 369,992 |
| 2023 | 195,505 | 122,504 | 318,009 | 4,652 | 148 | 4,800 | 23,305 | 20,786 | 44,091 | 366,906 |
| 2024 | 195,785 | 123,111 | 318,896 | 4,642 | 156 | 4,798 | 23,673 | 20,869 | 44,542 | 368,240 |
| 2025 | 196,519 | 122,818 | 319,337 | 4,580 | 156 | 4,736 | 24,051 | 21,081 | 45,132 | 369,210 |
| 2026 | 197,005 | 122,493 | 319,498 | 4,584 | 156 | 4,740 | 24,556 | 21,311 | 45,867 | 370,110 |
| 2027 | 197,693 | 123,626 | 321,319 | 4,641 | 156 | 4,797 | 24,999 | 21,601 | 46,600 | 372,722 |
| 2028 | 198,178 | 124,866 | 323,044 | 4,694 | 157 | 4,851 | 25,473 | 21,964 | 47,437 | 375,337 |
| 2029 | 199,283 | 124,878 | 324,161 | 4,743 | 157 | 4,900 | 25,975 | 22,346 | 48,321 | 377,386 |

PUBS: Full-Time Equivalent Enrollment, Total

| Fiscal Year | Regular Session FTE | | | | | | Annual FTE | | |
|-------------|---------------------|--------------|--------------------|--------------|----------|--------------|------------|--------------|---------|
| | Undergraduate | | First Professional | | Graduate | | All | | |
| | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | Total |
| 2022 | 215,932 | 35,540 | 2,633 | 2,821 | 19,956 | 15,841 | 238,771 | 54,272 | 293,043 |
| 2023 | 215,434 | 36,488 | 2,566 | 2,844 | 19,801 | 16,690 | 238,034 | 56,080 | 294,115 |
| 2024 | 213,937 | 37,604 | 2,554 | 2,817 | 19,457 | 17,034 | 236,191 | 57,526 | 293,717 |
| 2025 | 212,949 | 38,473 | 2,556 | 2,824 | 19,386 | 17,319 | 235,128 | 58,685 | 293,814 |
| 2026 | 212,559 | 39,405 | 2,553 | 2,817 | 19,665 | 17,605 | 235,009 | 59,894 | 294,903 |
| 2027 | 212,673 | 39,812 | 2,554 | 2,819 | 20,066 | 17,909 | 235,521 | 60,606 | 296,127 |
| 2028 | 212,709 | 40,120 | 2,569 | 2,885 | 20,559 | 18,132 | 236,058 | 61,204 | 297,262 |
| 2029 | 212,913 | 40,457 | 2,584 | 2,948 | 21,155 | 18,316 | 236,867 | 61,788 | 298,655 |
| 2030 | 213,762 | 40,829 | 2,599 | 3,006 | 21,840 | 18,530 | 238,417 | 62,431 | 300,848 |

PUBS: Degree Estimates

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 15,460 | 12,454 | 5,730 | 39,123 | 2,249 | 1,418 | 11,939 | 166 | 1,916 | 90,455 |
| 2023 | 15,209 | 12,489 | 5,693 | 38,624 | 2,173 | 1,382 | 12,931 | 156 | 2,014 | 90,671 |
| 2024 | 15,299 | 12,524 | 5,695 | 38,421 | 2,101 | 1,372 | 12,914 | 155 | 1,981 | 90,462 |
| 2025 | 15,392 | 12,559 | 5,709 | 38,945 | 2,168 | 1,410 | 13,388 | 156 | 2,008 | 91,735 |
| 2026 | 15,376 | 12,595 | 5,723 | 39,343 | 2,118 | 1,369 | 13,500 | 159 | 2,005 | 92,188 |
| 2027 | 15,427 | 12,631 | 5,738 | 39,533 | 2,113 | 1,370 | 13,669 | 162 | 2,016 | 92,659 |
| 2028 | 15,474 | 12,663 | 5,752 | 39,751 | 2,136 | 1,370 | 13,999 | 164 | 2,023 | 93,332 |
| 2029 | 15,502 | 12,697 | 5,766 | 40,006 | 2,145 | 1,369 | 14,339 | 166 | 2,025 | 94,015 |
| 2030 | 15,546 | 12,734 | 5,781 | 40,292 | 2,163 | 1,371 | 14,739 | 166 | 2,039 | 94,831 |

PUBS: Degree Estimates, Awards to In-State Students

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 14,738 | 12,192 | 5,558 | 31,869 | 1,327 | 634 | 7,751 | 153 | 919 | 75,141 |
| 2023 | 14,828 | 12,226 | 5,522 | 31,183 | 1,270 | 616 | 8,295 | 143 | 972 | 75,055 |
| 2024 | 14,871 | 12,260 | 5,523 | 31,149 | 1,237 | 624 | 8,222 | 142 | 953 | 74,981 |
| 2025 | 14,905 | 12,295 | 5,537 | 31,439 | 1,262 | 622 | 8,281 | 145 | 962 | 75,448 |
| 2026 | 14,945 | 12,329 | 5,551 | 31,719 | 1,240 | 622 | 8,204 | 147 | 956 | 75,713 |
| 2027 | 14,980 | 12,363 | 5,565 | 31,872 | 1,237 | 622 | 8,190 | 150 | 951 | 75,930 |
| 2028 | 15,019 | 12,398 | 5,578 | 32,005 | 1,236 | 622 | 8,293 | 152 | 950 | 76,253 |
| 2029 | 15,055 | 12,432 | 5,592 | 32,183 | 1,244 | 622 | 8,430 | 154 | 948 | 76,660 |
| 2030 | 15,094 | 14,168 | 5,606 | 32,404 | 1,251 | 622 | 8,619 | 154 | 953 | 78,871 |

Total Public Four-Year Institutions

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

| Fall | First-Time in College | | | | | New Transfer | | | | |
|------|-----------------------|-------|-----------------|-------|--------|--------------|-------|-----------------|-------|--------|
| | In-State HC | | Out-of-State HC | | Total | In-State HC | | Out-of-State HC | | Total |
| | (n) | (%) | (n) | (%) | (n) | (n) | (%) | (n) | (%) | (n) |
| 2021 | 26,521 | 74.8% | 8,951 | 25.2% | 35,472 | 9,410 | 89.3% | 1,129 | 10.7% | 10,539 |
| 2022 | 28,047 | 74.7% | 9,475 | 25.3% | 37,522 | 9,311 | 88.6% | 1,193 | 11.4% | 10,504 |
| 2023 | 27,079 | 73.6% | 9,698 | 26.4% | 36,777 | 9,134 | 88.1% | 1,238 | 11.9% | 10,372 |
| 2024 | 27,369 | 74.5% | 9,346 | 25.5% | 36,715 | 9,177 | 88.1% | 1,243 | 11.9% | 10,420 |
| 2025 | 27,103 | 73.5% | 9,757 | 26.5% | 36,860 | 9,235 | 88.0% | 1,257 | 12.0% | 10,492 |
| 2026 | 27,589 | 74.2% | 9,613 | 25.8% | 37,202 | 9,287 | 87.5% | 1,328 | 12.5% | 10,615 |
| 2027 | 27,415 | 73.7% | 9,795 | 26.3% | 37,210 | 9,419 | 87.4% | 1,354 | 12.6% | 10,773 |
| 2028 | 27,428 | 74.0% | 9,628 | 26.0% | 37,056 | 9,526 | 87.3% | 1,381 | 12.7% | 10,907 |
| 2029 | 27,336 | 73.7% | 9,769 | 26.3% | 37,105 | 9,656 | 87.3% | 1,402 | 12.7% | 11,058 |

PUB4: Fall Headcount Enrollment, Total

| Fall | Undergraduate | | | First Professional | | | Graduate | | | All |
|------|---------------|--------|---------|--------------------|-----|-------|----------|--------|--------|---------|
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | Total |
| 2021 | 152,814 | 19,107 | 171,921 | 4,835 | 154 | 4,989 | 23,230 | 21,695 | 44,925 | 221,839 |
| 2022 | 153,174 | 18,871 | 172,045 | 4,738 | 149 | 4,887 | 22,988 | 21,382 | 44,370 | 221,307 |
| 2023 | 153,536 | 19,047 | 172,583 | 4,652 | 148 | 4,800 | 23,305 | 20,786 | 44,091 | 221,481 |
| 2024 | 154,097 | 19,256 | 173,353 | 4,642 | 156 | 4,798 | 23,673 | 20,869 | 44,542 | 222,698 |
| 2025 | 155,004 | 19,527 | 174,531 | 4,580 | 156 | 4,736 | 24,051 | 21,081 | 45,132 | 224,402 |
| 2026 | 155,776 | 19,743 | 175,519 | 4,584 | 156 | 4,740 | 24,556 | 21,311 | 45,867 | 226,132 |
| 2027 | 156,459 | 20,026 | 176,485 | 4,641 | 156 | 4,797 | 24,999 | 21,601 | 46,600 | 227,887 |
| 2028 | 157,082 | 20,332 | 177,414 | 4,694 | 157 | 4,851 | 25,473 | 21,964 | 47,437 | 229,706 |
| 2029 | 158,242 | 20,596 | 178,838 | 4,743 | 157 | 4,900 | 25,975 | 22,346 | 48,321 | 232,063 |

PUB4: Full-Time Equivalent Enrollment, Total

| Fiscal Year | Regular Session FTE | | | | | | Annual FTE | | |
|-------------|---------------------|--------------|--------------------|--------------|----------|--------------|------------|--------------|---------|
| | Undergraduate | | First Professional | | Graduate | | All | | |
| | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | Total |
| 2022 | 130,675 | 32,890 | 2,633 | 2,821 | 19,956 | 15,841 | 153,514 | 51,622 | 205,135 |
| 2023 | 130,170 | 34,424 | 2,566 | 2,844 | 19,801 | 16,690 | 152,771 | 54,016 | 206,786 |
| 2024 | 130,165 | 35,349 | 2,554 | 2,817 | 19,457 | 17,034 | 152,420 | 55,271 | 207,690 |
| 2025 | 130,098 | 36,239 | 2,556 | 2,824 | 19,386 | 17,319 | 152,277 | 56,451 | 208,728 |
| 2026 | 130,445 | 37,181 | 2,553 | 2,817 | 19,665 | 17,605 | 152,895 | 57,670 | 210,565 |
| 2027 | 131,098 | 37,597 | 2,554 | 2,819 | 20,066 | 17,909 | 153,946 | 58,391 | 212,337 |
| 2028 | 131,597 | 37,913 | 2,569 | 2,885 | 20,559 | 18,132 | 154,947 | 58,997 | 213,943 |
| 2029 | 132,163 | 38,255 | 2,584 | 2,948 | 21,155 | 18,316 | 156,117 | 59,586 | 215,703 |
| 2030 | 133,299 | 38,633 | 2,599 | 3,006 | 21,840 | 18,530 | 157,953 | 60,235 | 218,188 |

PUB4: Degree Estimates

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 581 | 0 | 103 | 39,123 | 2,249 | 1,418 | 11,939 | 166 | 1,916 | 57,495 |
| 2023 | 293 | 0 | 52 | 38,624 | 2,173 | 1,382 | 12,931 | 156 | 2,014 | 57,625 |
| 2024 | 346 | 0 | 40 | 38,421 | 2,101 | 1,372 | 12,914 | 155 | 1,981 | 57,330 |
| 2025 | 401 | 0 | 40 | 38,945 | 2,168 | 1,410 | 13,388 | 156 | 2,008 | 58,516 |
| 2026 | 348 | 0 | 40 | 39,343 | 2,118 | 1,369 | 13,500 | 159 | 2,005 | 58,882 |
| 2027 | 361 | 0 | 40 | 39,533 | 2,113 | 1,370 | 13,669 | 162 | 2,016 | 59,264 |
| 2028 | 370 | 0 | 40 | 39,751 | 2,136 | 1,370 | 13,999 | 164 | 2,023 | 59,853 |
| 2029 | 361 | 0 | 40 | 40,006 | 2,145 | 1,369 | 14,339 | 166 | 2,025 | 60,451 |
| 2030 | 367 | 0 | 40 | 40,292 | 2,163 | 1,371 | 14,739 | 166 | 2,039 | 61,177 |

PUB4: Degree Estimates, Awards to In-State Students

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 164 | 0 | 100 | 31,869 | 1,327 | 634 | 7,751 | 153 | 919 | 42,917 |
| 2023 | 218 | 0 | 50 | 31,183 | 1,270 | 616 | 8,295 | 143 | 972 | 42,747 |
| 2024 | 224 | 0 | 38 | 31,149 | 1,237 | 624 | 8,222 | 142 | 953 | 42,589 |
| 2025 | 222 | 0 | 38 | 31,439 | 1,262 | 622 | 8,281 | 145 | 962 | 42,971 |
| 2026 | 225 | 0 | 38 | 31,719 | 1,240 | 622 | 8,204 | 147 | 956 | 43,151 |
| 2027 | 222 | 0 | 38 | 31,872 | 1,237 | 622 | 8,190 | 150 | 951 | 43,282 |
| 2028 | 225 | 0 | 38 | 32,005 | 1,236 | 622 | 8,293 | 152 | 950 | 43,521 |
| 2029 | 224 | 0 | 38 | 32,183 | 1,244 | 622 | 8,430 | 154 | 948 | 43,843 |
| 2030 | 226 | 0 | 38 | 32,404 | 1,251 | 622 | 8,619 | 154 | 953 | 44,267 |

Christopher Newport University

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

| Fall | First-Time in College | | | | | New Transfer | | | | |
|------|-----------------------|-------|-----------------|-------|-------|--------------|-------|-----------------|------|-------|
| | In-State HC | | Out-of-State HC | | Total | In-State HC | | Out-of-State HC | | Total |
| | (n) | (%) | (n) | (%) | (n) | (n) | (%) | (n) | (%) | (n) |
| 2021 | 958 | 94.7% | 54 | 5.3% | 1,012 | 131 | 93.6% | 9 | 6.4% | 140 |
| 2022 | 1,083 | 93.3% | 78 | 6.7% | 1,161 | 135 | 95.1% | 7 | 4.9% | 142 |
| 2023 | 1,035 | 90.0% | 115 | 10.0% | 1,150 | 119 | 92.1% | 11 | 7.9% | 130 |
| 2024 | 1,035 | 90.0% | 115 | 10.0% | 1,150 | 119 | 92.1% | 11 | 7.9% | 130 |
| 2025 | 1,035 | 90.0% | 115 | 10.0% | 1,150 | 119 | 92.1% | 11 | 7.9% | 130 |
| 2026 | 1,057 | 90.0% | 118 | 10.0% | 1,175 | 119 | 92.1% | 11 | 7.9% | 130 |
| 2027 | 1,057 | 90.0% | 118 | 10.0% | 1,175 | 124 | 92.1% | 11 | 7.9% | 135 |
| 2028 | 1,080 | 90.0% | 120 | 10.0% | 1,200 | 124 | 92.1% | 11 | 7.9% | 135 |
| 2029 | 1,080 | 90.0% | 120 | 10.0% | 1,200 | 129 | 92.1% | 11 | 7.9% | 140 |

CNU: Fall Headcount Enrollment, Total

| Fall | Undergraduate | | | First Professional | | | Graduate | | | All |
|------|---------------|-----|-------|--------------------|----|-------|----------|----|-------|-------|
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | Total |
| 2021 | 4,388 | 83 | 4,471 | 0 | 0 | 0 | 90 | 22 | 112 | 4,584 |
| 2022 | 4,347 | 102 | 4,449 | 0 | 0 | 0 | 85 | 25 | 110 | 4,559 |
| 2023 | 4,284 | 75 | 4,359 | 0 | 0 | 0 | 90 | 25 | 115 | 4,474 |
| 2024 | 4,267 | 74 | 4,341 | 0 | 0 | 0 | 90 | 25 | 115 | 4,456 |
| 2025 | 4,336 | 76 | 4,412 | 0 | 0 | 0 | 95 | 25 | 120 | 4,532 |
| 2026 | 4,361 | 76 | 4,437 | 0 | 0 | 0 | 95 | 25 | 120 | 4,557 |
| 2027 | 4,388 | 76 | 4,464 | 0 | 0 | 0 | 100 | 25 | 125 | 4,589 |
| 2028 | 4,435 | 77 | 4,512 | 0 | 0 | 0 | 100 | 25 | 125 | 4,637 |
| 2029 | 4,481 | 78 | 4,559 | 0 | 0 | 0 | 100 | 25 | 125 | 4,684 |

CNU: Full-Time Equivalent Enrollment, Total

| Fiscal Year | Regular Session FTE | | | | | | Annual FTE | | |
|-------------|---------------------|--------------|--------------------|--------------|----------|--------------|------------|--------------|-------|
| | Undergraduate | | First Professional | | Graduate | | All | | |
| | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | Total |
| 2022 | 4,069 | 256 | 0 | 0 | 107 | 7 | 4,177 | 263 | 4,440 |
| 2023 | 4,061 | 257 | 0 | 0 | 95 | 9 | 4,156 | 267 | 4,422 |
| 2024 | 3,944 | 297 | 0 | 0 | 99 | 11 | 4,043 | 308 | 4,351 |
| 2025 | 3,928 | 296 | 0 | 0 | 99 | 11 | 4,027 | 307 | 4,334 |
| 2026 | 3,991 | 301 | 0 | 0 | 103 | 11 | 4,094 | 312 | 4,406 |
| 2027 | 4,014 | 302 | 0 | 0 | 107 | 12 | 4,121 | 314 | 4,435 |
| 2028 | 4,038 | 304 | 0 | 0 | 111 | 12 | 4,149 | 316 | 4,465 |
| 2029 | 4,085 | 308 | 0 | 0 | 111 | 12 | 4,196 | 320 | 4,516 |
| 2030 | 4,127 | 311 | 0 | 0 | 111 | 12 | 4,238 | 323 | 4,561 |

CNU: Degree Estimates

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 0 | 0 | 0 | 1,056 | 0 | 0 | 83 | 0 | 0 | 1,139 |
| 2023 | 0 | 0 | 0 | 1,000 | 0 | 0 | 90 | 0 | 0 | 1,090 |
| 2024 | 0 | 0 | 0 | 950 | 0 | 0 | 95 | 0 | 0 | 1,045 |
| 2025 | 0 | 0 | 0 | 850 | 0 | 0 | 95 | 0 | 0 | 945 |
| 2026 | 0 | 0 | 0 | 930 | 0 | 0 | 95 | 0 | 0 | 1,025 |
| 2027 | 0 | 0 | 0 | 933 | 0 | 0 | 100 | 0 | 0 | 1,033 |
| 2028 | 0 | 0 | 0 | 935 | 0 | 0 | 100 | 0 | 0 | 1,035 |
| 2029 | 0 | 0 | 0 | 940 | 0 | 0 | 105 | 0 | 0 | 1,045 |
| 2030 | 0 | 0 | 0 | 955 | 0 | 0 | 105 | 0 | 0 | 1,060 |

CNU: Degree Estimates, Awards to In-State Students

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 0 | 0 | 0 | 966 | 0 | 0 | 77 | 0 | 0 | 1,043 |
| 2023 | 0 | 0 | 0 | 910 | 0 | 0 | 83 | 0 | 0 | 993 |
| 2024 | 0 | 0 | 0 | 865 | 0 | 0 | 87 | 0 | 0 | 952 |
| 2025 | 0 | 0 | 0 | 774 | 0 | 0 | 87 | 0 | 0 | 861 |
| 2026 | 0 | 0 | 0 | 846 | 0 | 0 | 87 | 0 | 0 | 933 |
| 2027 | 0 | 0 | 0 | 849 | 0 | 0 | 92 | 0 | 0 | 941 |
| 2028 | 0 | 0 | 0 | 851 | 0 | 0 | 92 | 0 | 0 | 943 |
| 2029 | 0 | 0 | 0 | 855 | 0 | 0 | 96 | 0 | 0 | 951 |
| 2030 | 0 | 0 | 0 | 869 | 0 | 0 | 96 | 0 | 0 | 965 |

William & Mary

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

| Fall | First-Time in College | | | | | New Transfer | | | | |
|------|-----------------------|-------|-----------------|-------|-------|--------------|-------|-----------------|-------|-------|
| | In-State HC | | Out-of-State HC | | Total | In-State HC | | Out-of-State HC | | Total |
| | (n) | (%) | (n) | (%) | (n) | (n) | (%) | (n) | (%) | (n) |
| 2021 | 1,073 | 63.7% | 611 | 36.3% | 1,684 | 156 | 80.8% | 37 | 19.2% | 193 |
| 2022 | 982 | 59.8% | 660 | 40.2% | 1,642 | 113 | 72.9% | 42 | 27.1% | 155 |
| 2023 | 1,011 | 62.0% | 619 | 38.0% | 1,630 | 130 | 76.5% | 40 | 23.5% | 170 |
| 2024 | 1,011 | 62.0% | 619 | 38.0% | 1,630 | 130 | 76.5% | 40 | 23.5% | 170 |
| 2025 | 1,011 | 62.0% | 619 | 38.0% | 1,630 | 130 | 76.5% | 40 | 23.5% | 170 |
| 2026 | 1,011 | 62.0% | 619 | 38.0% | 1,630 | 130 | 76.5% | 40 | 23.5% | 170 |
| 2027 | 1,011 | 62.0% | 619 | 38.0% | 1,630 | 130 | 76.5% | 40 | 23.5% | 170 |
| 2028 | 1,011 | 62.0% | 619 | 38.0% | 1,630 | 130 | 76.5% | 40 | 23.5% | 170 |
| 2029 | 1,011 | 62.0% | 619 | 38.0% | 1,630 | 130 | 76.5% | 40 | 23.5% | 170 |

W&M: Fall Headcount Enrollment, Total

| Fall | Undergraduate | | | First Professional | | | Graduate | | | All |
|------|---------------|----|-------|--------------------|----|-------|----------|-------|-------|--------|
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | Total |
| 2021 | 6,464 | 79 | 6,543 | 613 | 8 | 621 | 1,128 | 1,225 | 2,353 | 9,517 |
| 2022 | 6,716 | 81 | 6,797 | 600 | 6 | 606 | 1,093 | 1,158 | 2,251 | 9,654 |
| 2023 | 6,902 | 85 | 6,987 | 547 | 5 | 552 | 1,065 | 1,397 | 2,462 | 10,001 |
| 2024 | 6,897 | 84 | 6,981 | 531 | 5 | 536 | 1,070 | 1,373 | 2,443 | 9,960 |
| 2025 | 6,897 | 84 | 6,981 | 480 | 5 | 485 | 1,069 | 1,457 | 2,526 | 9,992 |
| 2026 | 6,897 | 84 | 6,981 | 480 | 5 | 485 | 1,069 | 1,457 | 2,526 | 9,992 |
| 2027 | 6,897 | 84 | 6,981 | 480 | 5 | 485 | 1,069 | 1,457 | 2,526 | 9,992 |
| 2028 | 6,897 | 84 | 6,981 | 480 | 5 | 485 | 1,069 | 1,457 | 2,526 | 9,992 |
| 2029 | 6,897 | 84 | 6,981 | 480 | 5 | 485 | 1,069 | 1,457 | 2,526 | 9,992 |

W&M: Full-Time Equivalent Enrollment, Total

| Fiscal Year | Regular Session FTE | | | | | | Annual FTE | | |
|-------------|---------------------|--------------|--------------------|--------------|----------|--------------|------------|--------------|-------|
| | Undergraduate | | First Professional | | Graduate | | All | | |
| | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | Total |
| 2022 | 4,101 | 2,135 | 155 | 320 | 1,025 | 1,137 | 5,291 | 3,598 | 8,889 |
| 2023 | 4,273 | 2,183 | 177 | 377 | 1,068 | 1,152 | 5,523 | 3,715 | 9,238 |
| 2024 | 4,470 | 2,225 | 167 | 388 | 1,162 | 1,236 | 5,807 | 3,856 | 9,663 |
| 2025 | 4,417 | 2,219 | 167 | 388 | 1,159 | 1,232 | 5,750 | 3,844 | 9,594 |
| 2026 | 4,418 | 2,217 | 167 | 388 | 1,184 | 1,267 | 5,776 | 3,877 | 9,653 |
| 2027 | 4,418 | 2,217 | 167 | 388 | 1,184 | 1,267 | 5,776 | 3,877 | 9,653 |
| 2028 | 4,418 | 2,217 | 167 | 388 | 1,184 | 1,267 | 5,776 | 3,877 | 9,653 |
| 2029 | 4,418 | 2,217 | 167 | 388 | 1,184 | 1,267 | 5,776 | 3,877 | 9,653 |
| 2030 | 4,418 | 2,217 | 167 | 388 | 1,184 | 1,267 | 5,776 | 3,877 | 9,653 |

W&M: Degree Estimates

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 0 | 0 | 0 | 1,583 | 30 | 226 | 810 | 13 | 84 | 2,746 |
| 2023 | 0 | 0 | 0 | 1,660 | 30 | 213 | 946 | 7 | 89 | 2,945 |
| 2024 | 0 | 0 | 0 | 1,620 | 30 | 166 | 637 | 7 | 73 | 2,533 |
| 2025 | 0 | 0 | 0 | 1,901 | 30 | 198 | 757 | 7 | 81 | 2,974 |
| 2026 | 0 | 0 | 0 | 1,814 | 30 | 149 | 792 | 7 | 81 | 2,873 |
| 2027 | 0 | 0 | 0 | 1,805 | 30 | 149 | 827 | 7 | 81 | 2,899 |
| 2028 | 0 | 0 | 0 | 1,805 | 30 | 149 | 827 | 7 | 81 | 2,899 |
| 2029 | 0 | 0 | 0 | 1,805 | 30 | 149 | 827 | 7 | 81 | 2,899 |
| 2030 | 0 | 0 | 0 | 1,805 | 30 | 149 | 827 | 7 | 81 | 2,899 |

W&M: Degree Estimates, Awards to In-State Students

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 0 | 0 | 0 | 1,016 | 25 | 71 | 385 | 10 | 36 | 1,543 |
| 2023 | 0 | 0 | 0 | 1,099 | 25 | 63 | 435 | 5 | 32 | 1,659 |
| 2024 | 0 | 0 | 0 | 1,129 | 25 | 59 | 291 | 5 | 21 | 1,530 |
| 2025 | 0 | 0 | 0 | 1,248 | 25 | 60 | 329 | 5 | 24 | 1,691 |
| 2026 | 0 | 0 | 0 | 1,151 | 25 | 46 | 343 | 5 | 24 | 1,594 |
| 2027 | 0 | 0 | 0 | 1,179 | 25 | 46 | 356 | 5 | 24 | 1,635 |
| 2028 | 0 | 0 | 0 | 1,179 | 25 | 46 | 356 | 5 | 24 | 1,635 |
| 2029 | 0 | 0 | 0 | 1,179 | 25 | 46 | 356 | 5 | 24 | 1,635 |
| 2030 | 0 | 0 | 0 | 1,179 | 25 | 46 | 356 | 5 | 24 | 1,635 |

George Mason University

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

| Fall | First-Time in College | | | | | New Transfer | | | | |
|------|-----------------------|-------|-----------------|-------|-------|--------------|-------|-----------------|------|-------|
| | In-State HC | | Out-of-State HC | | Total | In-State HC | | Out-of-State HC | | Total |
| | (n) | (%) | (n) | (%) | (n) | (n) | (%) | (n) | (%) | (n) |
| 2021 | 3,359 | 77.8% | 956 | 22.2% | 4,315 | 2,468 | 92.6% | 197 | 7.4% | 2,665 |
| 2022 | 3,409 | 75.5% | 1,104 | 24.5% | 4,513 | 2,439 | 91.6% | 223 | 8.4% | 2,662 |
| 2023 | 3,681 | 75.9% | 1,168 | 24.1% | 4,849 | 2,510 | 91.1% | 245 | 8.9% | 2,755 |
| 2024 | 3,718 | 75.7% | 1,194 | 24.3% | 4,912 | 2,539 | 91.2% | 246 | 8.8% | 2,785 |
| 2025 | 3,752 | 75.4% | 1,225 | 24.6% | 4,977 | 2,575 | 91.3% | 245 | 8.7% | 2,820 |
| 2026 | 3,794 | 75.1% | 1,258 | 24.9% | 5,052 | 2,605 | 91.1% | 255 | 8.9% | 2,860 |
| 2027 | 3,814 | 74.7% | 1,293 | 25.3% | 5,107 | 2,645 | 91.0% | 262 | 9.0% | 2,907 |
| 2028 | 3,850 | 74.5% | 1,322 | 25.5% | 5,172 | 2,680 | 90.8% | 270 | 9.2% | 2,950 |
| 2029 | 3,891 | 74.3% | 1,346 | 25.7% | 5,237 | 2,740 | 90.7% | 280 | 9.3% | 3,020 |

GMU: Fall Headcount Enrollment, Total

| Fall | Undergraduate | | | First Professional | | | Graduate | | | All |
|------|---------------|-------|--------|--------------------|-----|-------|----------|-------|--------|--------|
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | Total |
| 2021 | 22,062 | 5,253 | 27,315 | 463 | 141 | 604 | 3,963 | 7,183 | 11,146 | 39,067 |
| 2022 | 22,227 | 5,245 | 27,472 | 468 | 140 | 608 | 4,299 | 7,149 | 11,448 | 39,528 |
| 2023 | 23,247 | 5,465 | 28,712 | 473 | 140 | 613 | 4,432 | 6,744 | 11,176 | 40,505 |
| 2024 | 24,003 | 5,598 | 29,601 | 473 | 148 | 621 | 4,452 | 6,388 | 10,840 | 41,065 |
| 2025 | 24,652 | 5,741 | 30,393 | 473 | 148 | 621 | 4,521 | 6,272 | 10,793 | 41,810 |
| 2026 | 25,145 | 5,855 | 31,000 | 473 | 148 | 621 | 4,616 | 6,238 | 10,854 | 42,479 |
| 2027 | 25,556 | 5,968 | 31,524 | 478 | 148 | 626 | 4,708 | 6,276 | 10,984 | 43,137 |
| 2028 | 25,935 | 6,079 | 32,014 | 482 | 149 | 631 | 4,820 | 6,364 | 11,184 | 43,833 |
| 2029 | 26,310 | 6,193 | 32,503 | 482 | 149 | 631 | 4,936 | 6,451 | 11,387 | 44,524 |

GMU: Full-Time Equivalent Enrollment, Total

| Fiscal Year | Regular Session FTE | | | | | | Annual FTE | | |
|-------------|---------------------|--------------|--------------------|--------------|----------|--------------|------------|--------------|--------|
| | Undergraduate | | First Professional | | Graduate | | All | | |
| | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | Total |
| 2022 | 21,299 | 3,817 | 211 | 352 | 4,304 | 2,651 | 25,879 | 6,856 | 32,735 |
| 2023 | 21,223 | 4,255 | 206 | 364 | 4,063 | 3,246 | 25,543 | 7,895 | 33,438 |
| 2024 | 21,859 | 4,635 | 224 | 355 | 3,757 | 3,304 | 25,912 | 8,333 | 34,244 |
| 2025 | 22,346 | 5,018 | 224 | 355 | 3,482 | 3,485 | 26,124 | 8,898 | 35,023 |
| 2026 | 22,799 | 5,316 | 224 | 355 | 3,377 | 3,622 | 26,471 | 9,332 | 35,803 |
| 2027 | 23,142 | 5,566 | 224 | 355 | 3,323 | 3,750 | 26,761 | 9,711 | 36,472 |
| 2028 | 23,465 | 5,770 | 224 | 359 | 3,321 | 3,847 | 27,081 | 10,016 | 37,097 |
| 2029 | 23,673 | 5,914 | 224 | 364 | 3,340 | 3,933 | 27,309 | 10,251 | 37,559 |
| 2030 | 24,002 | 6,050 | 224 | 364 | 3,375 | 4,032 | 27,672 | 10,485 | 38,157 |

GMU: Degree Estimates

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 0 | 0 | 0 | 6,229 | 793 | 148 | 2,835 | 0 | 276 | 10,281 |
| 2023 | 0 | 0 | 0 | 6,120 | 853 | 153 | 3,252 | 0 | 278 | 10,656 |
| 2024 | 0 | 0 | 0 | 6,221 | 790 | 188 | 3,352 | 0 | 280 | 10,831 |
| 2025 | 0 | 0 | 0 | 6,376 | 810 | 190 | 3,485 | 0 | 286 | 11,147 |
| 2026 | 0 | 0 | 0 | 6,671 | 776 | 194 | 3,338 | 0 | 287 | 11,266 |
| 2027 | 0 | 0 | 0 | 6,853 | 759 | 194 | 3,185 | 0 | 293 | 11,284 |
| 2028 | 0 | 0 | 0 | 6,983 | 767 | 194 | 3,206 | 0 | 293 | 11,443 |
| 2029 | 0 | 0 | 0 | 7,095 | 771 | 194 | 3,219 | 0 | 293 | 11,572 |
| 2030 | 0 | 0 | 0 | 7,203 | 775 | 195 | 3,250 | 0 | 295 | 11,718 |

GMU: Degree Estimates, Awards to In-State Students

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 0 | 0 | 0 | 5,379 | 568 | 60 | 1,994 | 0 | 133 | 8,134 |
| 2023 | 0 | 0 | 0 | 5,196 | 536 | 53 | 2,174 | 0 | 134 | 8,093 |
| 2024 | 0 | 0 | 0 | 5,334 | 500 | 66 | 2,110 | 0 | 133 | 8,143 |
| 2025 | 0 | 0 | 0 | 5,479 | 523 | 64 | 1,961 | 0 | 136 | 8,163 |
| 2026 | 0 | 0 | 0 | 5,690 | 497 | 70 | 1,748 | 0 | 131 | 8,136 |
| 2027 | 0 | 0 | 0 | 5,808 | 488 | 70 | 1,548 | 0 | 126 | 8,040 |
| 2028 | 0 | 0 | 0 | 5,889 | 484 | 70 | 1,475 | 0 | 122 | 8,040 |
| 2029 | 0 | 0 | 0 | 5,971 | 488 | 70 | 1,432 | 0 | 120 | 8,081 |
| 2030 | 0 | 0 | 0 | 6,055 | 489 | 70 | 1,422 | 0 | 118 | 8,154 |

James Madison University

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

| Fall | First-Time in College | | | | | New Transfer | | | | |
|------|-----------------------|-------|-----------------|-------|-------|--------------|-------|-----------------|------|-------|
| | In-State HC | | Out-of-State HC | | Total | In-State HC | | Out-of-State HC | | Total |
| | (n) | (%) | (n) | (%) | (n) | (n) | (%) | (n) | (%) | (n) |
| 2021 | 3,781 | 78.1% | 1,062 | 21.9% | 4,843 | 693 | 90.4% | 74 | 9.6% | 767 |
| 2022 | 3,605 | 73.4% | 1,304 | 26.6% | 4,909 | 714 | 92.8% | 55 | 7.2% | 769 |
| 2023 | 3,450 | 73.6% | 1,235 | 26.4% | 4,685 | 713 | 93.4% | 51 | 6.6% | 764 |
| 2024 | 3,449 | 73.6% | 1,236 | 26.4% | 4,685 | 716 | 93.5% | 51 | 6.5% | 767 |
| 2025 | 3,448 | 73.5% | 1,244 | 26.5% | 4,692 | 719 | 93.5% | 51 | 6.5% | 770 |
| 2026 | 3,448 | 73.5% | 1,244 | 26.5% | 4,692 | 722 | 93.5% | 51 | 6.5% | 773 |
| 2027 | 3,448 | 73.5% | 1,244 | 26.5% | 4,692 | 726 | 93.5% | 50 | 6.5% | 776 |
| 2028 | 3,448 | 73.5% | 1,244 | 26.5% | 4,692 | 729 | 93.5% | 50 | 6.5% | 779 |
| 2029 | 3,448 | 73.5% | 1,245 | 26.5% | 4,693 | 732 | 93.5% | 51 | 6.5% | 783 |

JMU: Fall Headcount Enrollment, Total

| Fall | Undergraduate | | | First Professional | | | Graduate | | | All |
|------|---------------|-------|--------|--------------------|----|-------|----------|-----|-------|--------|
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | Total |
| 2021 | 18,727 | 1,343 | 20,070 | 0 | 0 | 0 | 1,115 | 981 | 2,096 | 22,166 |
| 2022 | 18,922 | 1,424 | 20,346 | 0 | 0 | 0 | 1,047 | 831 | 1,878 | 22,224 |
| 2023 | 18,927 | 1,435 | 20,362 | 0 | 0 | 0 | 977 | 841 | 1,818 | 22,181 |
| 2024 | 18,877 | 1,454 | 20,331 | 0 | 0 | 0 | 946 | 850 | 1,796 | 22,127 |
| 2025 | 18,801 | 1,466 | 20,267 | 0 | 0 | 0 | 949 | 863 | 1,812 | 22,079 |
| 2026 | 18,716 | 1,471 | 20,187 | 0 | 0 | 0 | 943 | 876 | 1,819 | 22,006 |
| 2027 | 18,685 | 1,482 | 20,167 | 0 | 0 | 0 | 952 | 893 | 1,845 | 22,013 |
| 2028 | 18,682 | 1,494 | 20,176 | 0 | 0 | 0 | 946 | 907 | 1,853 | 22,029 |
| 2029 | 18,686 | 1,508 | 20,194 | 0 | 0 | 0 | 959 | 924 | 1,883 | 22,078 |

JMU: Full-Time Equivalent Enrollment, Total

| Fiscal Year | Regular Session FTE | | | | | | Annual FTE | | |
|-------------|---------------------|--------------|--------------------|--------------|----------|--------------|------------|--------------|--------|
| | Undergraduate | | First Professional | | Graduate | | All | | |
| | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | Total |
| 2022 | 15,277 | 4,233 | 0 | 0 | 1,195 | 400 | 16,498 | 4,635 | 21,133 |
| 2023 | 15,640 | 4,537 | 0 | 0 | 1,100 | 410 | 16,761 | 4,948 | 21,709 |
| 2024 | 15,814 | 4,546 | 0 | 0 | 1,083 | 403 | 16,917 | 4,950 | 21,867 |
| 2025 | 15,890 | 4,597 | 0 | 0 | 1,086 | 401 | 16,997 | 5,000 | 21,997 |
| 2026 | 15,875 | 4,714 | 0 | 0 | 1,109 | 408 | 17,006 | 5,124 | 22,129 |
| 2027 | 15,930 | 4,754 | 0 | 0 | 1,128 | 414 | 17,081 | 5,170 | 22,251 |
| 2028 | 16,044 | 4,793 | 0 | 0 | 1,157 | 422 | 17,224 | 5,217 | 22,441 |
| 2029 | 16,183 | 4,838 | 0 | 0 | 1,178 | 428 | 17,385 | 5,268 | 22,653 |
| 2030 | 16,334 | 4,886 | 0 | 0 | 1,210 | 438 | 17,568 | 5,326 | 22,895 |

JMU: Degree Estimates

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 0 | 0 | 0 | 4,535 | 0 | 0 | 748 | 26 | 37 | 5,346 |
| 2023 | 0 | 0 | 0 | 4,503 | 0 | 0 | 711 | 25 | 37 | 5,276 |
| 2024 | 0 | 0 | 0 | 4,535 | 0 | 0 | 682 | 24 | 37 | 5,278 |
| 2025 | 0 | 0 | 0 | 4,746 | 0 | 0 | 671 | 23 | 37 | 5,477 |
| 2026 | 0 | 0 | 0 | 4,822 | 0 | 0 | 676 | 23 | 37 | 5,558 |
| 2027 | 0 | 0 | 0 | 4,651 | 0 | 0 | 677 | 24 | 37 | 5,389 |
| 2028 | 0 | 0 | 0 | 4,653 | 0 | 0 | 684 | 24 | 37 | 5,398 |
| 2029 | 0 | 0 | 0 | 4,656 | 0 | 0 | 685 | 24 | 37 | 5,402 |
| 2030 | 0 | 0 | 0 | 4,659 | 0 | 0 | 695 | 24 | 37 | 5,415 |

JMU: Degree Estimates, Awards to In-State Students

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 0 | 0 | 0 | 3,529 | 0 | 0 | 595 | 23 | 19 | 4,166 |
| 2023 | 0 | 0 | 0 | 3,504 | 0 | 0 | 566 | 22 | 19 | 4,111 |
| 2024 | 0 | 0 | 0 | 3,529 | 0 | 0 | 543 | 21 | 19 | 4,112 |
| 2025 | 0 | 0 | 0 | 3,693 | 0 | 0 | 534 | 20 | 19 | 4,266 |
| 2026 | 0 | 0 | 0 | 3,752 | 0 | 0 | 538 | 20 | 19 | 4,329 |
| 2027 | 0 | 0 | 0 | 3,619 | 0 | 0 | 539 | 21 | 19 | 4,198 |
| 2028 | 0 | 0 | 0 | 3,621 | 0 | 0 | 544 | 21 | 19 | 4,205 |
| 2029 | 0 | 0 | 0 | 3,623 | 0 | 0 | 545 | 21 | 19 | 4,208 |
| 2030 | 0 | 0 | 0 | 3,625 | 0 | 0 | 553 | 21 | 19 | 4,218 |

Longwood University

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

| Fall | First-Time in College | | | | | New Transfer | | | | |
|------|-----------------------|-------|-----------------|-------|-------|--------------|-------|-----------------|-------|-------|
| | In-State HC | | Out-of-State HC | | Total | In-State HC | | Out-of-State HC | | Total |
| | (n) | (%) | (n) | (%) | (n) | (n) | (%) | (n) | (%) | (n) |
| 2021 | 690 | 87.8% | 96 | 12.2% | 786 | 119 | 86.2% | 19 | 13.8% | 138 |
| 2022 | 765 | 89.8% | 87 | 10.2% | 852 | 118 | 85.5% | 20 | 14.5% | 138 |
| 2023 | 749 | 90.8% | 76 | 9.2% | 825 | 119 | 90.8% | 13 | 9.2% | 132 |
| 2024 | 728 | 90.9% | 74 | 9.1% | 802 | 116 | 90.4% | 13 | 9.6% | 129 |
| 2025 | 711 | 91.0% | 71 | 9.0% | 782 | 112 | 90.4% | 13 | 9.6% | 125 |
| 2026 | 693 | 91.0% | 69 | 9.0% | 762 | 107 | 90.4% | 12 | 9.6% | 119 |
| 2027 | 680 | 91.1% | 67 | 8.9% | 747 | 103 | 90.3% | 12 | 9.7% | 115 |
| 2028 | 669 | 90.9% | 67 | 9.1% | 736 | 99 | 89.4% | 12 | 10.6% | 111 |
| 2029 | 664 | 90.8% | 68 | 9.2% | 732 | 96 | 90.3% | 11 | 9.7% | 107 |

LU: Fall Headcount Enrollment, Total

| Fall | Undergraduate | | | First Professional | | | Graduate | | | All |
|------|---------------|-----|-------|--------------------|----|-------|----------|-------|-------|-------|
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | Total |
| 2021 | 3,010 | 475 | 3,485 | 0 | 0 | 0 | 264 | 862 | 1,126 | 4,611 |
| 2022 | 2,871 | 283 | 3,154 | 0 | 0 | 0 | 313 | 891 | 1,204 | 4,357 |
| 2023 | 2,759 | 269 | 3,028 | 0 | 0 | 0 | 355 | 927 | 1,282 | 4,310 |
| 2024 | 2,652 | 272 | 2,924 | 0 | 0 | 0 | 440 | 1,048 | 1,488 | 4,412 |
| 2025 | 2,551 | 276 | 2,827 | 0 | 0 | 0 | 500 | 1,055 | 1,555 | 4,382 |
| 2026 | 2,450 | 278 | 2,728 | 0 | 0 | 0 | 607 | 1,127 | 1,734 | 4,461 |
| 2027 | 2,356 | 285 | 2,641 | 0 | 0 | 0 | 743 | 1,208 | 1,951 | 4,592 |
| 2028 | 2,265 | 295 | 2,560 | 0 | 0 | 0 | 921 | 1,297 | 2,218 | 4,778 |
| 2029 | 2,178 | 308 | 2,486 | 0 | 0 | 0 | 1,150 | 1,395 | 2,545 | 5,030 |

LU: Full-Time Equivalent Enrollment, Total

| Fiscal Year | Regular Session FTE | | | | | | Annual FTE | | |
|-------------|---------------------|--------------|--------------------|--------------|----------|--------------|------------|--------------|-------|
| | Undergraduate | | First Professional | | Graduate | | All | | |
| | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | Total |
| 2022 | 3,178 | 237 | 0 | 0 | 1,008 | 176 | 4,190 | 414 | 4,604 |
| 2023 | 2,988 | 238 | 0 | 0 | 925 | 161 | 3,918 | 399 | 4,317 |
| 2024 | 2,900 | 203 | 0 | 0 | 1,210 | 81 | 4,114 | 284 | 4,398 |
| 2025 | 2,799 | 205 | 0 | 0 | 1,261 | 87 | 4,064 | 292 | 4,356 |
| 2026 | 2,688 | 191 | 0 | 0 | 1,450 | 100 | 4,142 | 291 | 4,433 |
| 2027 | 2,617 | 197 | 0 | 0 | 1,749 | 122 | 4,369 | 320 | 4,689 |
| 2028 | 2,575 | 209 | 0 | 0 | 2,122 | 150 | 4,700 | 359 | 5,059 |
| 2029 | 2,572 | 225 | 0 | 0 | 2,588 | 185 | 5,163 | 410 | 5,573 |
| 2030 | 2,669 | 250 | 0 | 0 | 3,172 | 228 | 5,844 | 478 | 6,322 |

LU: Degree Estimates

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 0 | 0 | 0 | 857 | 0 | 0 | 345 | 0 | 0 | 1,202 |
| 2023 | 0 | 0 | 0 | 704 | 0 | 0 | 417 | 0 | 0 | 1,121 |
| 2024 | 0 | 0 | 0 | 613 | 0 | 0 | 482 | 0 | 0 | 1,095 |
| 2025 | 0 | 0 | 0 | 591 | 0 | 0 | 519 | 0 | 0 | 1,110 |
| 2026 | 0 | 0 | 0 | 571 | 0 | 0 | 599 | 0 | 0 | 1,170 |
| 2027 | 0 | 0 | 0 | 552 | 0 | 0 | 692 | 0 | 0 | 1,244 |
| 2028 | 0 | 0 | 0 | 533 | 0 | 0 | 799 | 0 | 0 | 1,332 |
| 2029 | 0 | 0 | 0 | 515 | 0 | 0 | 923 | 0 | 0 | 1,438 |
| 2030 | 0 | 0 | 0 | 497 | 0 | 0 | 1,066 | 0 | 0 | 1,563 |

LU: Degree Estimates, Awards to In-State Students

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 0 | 0 | 0 | 817 | 0 | 0 | 304 | 0 | 0 | 1,121 |
| 2023 | 0 | 0 | 0 | 650 | 0 | 0 | 327 | 0 | 0 | 977 |
| 2024 | 0 | 0 | 0 | 589 | 0 | 0 | 372 | 0 | 0 | 961 |
| 2025 | 0 | 0 | 0 | 568 | 0 | 0 | 411 | 0 | 0 | 979 |
| 2026 | 0 | 0 | 0 | 549 | 0 | 0 | 455 | 0 | 0 | 1,004 |
| 2027 | 0 | 0 | 0 | 530 | 0 | 0 | 503 | 0 | 0 | 1,033 |
| 2028 | 0 | 0 | 0 | 512 | 0 | 0 | 557 | 0 | 0 | 1,069 |
| 2029 | 0 | 0 | 0 | 495 | 0 | 0 | 616 | 0 | 0 | 1,111 |
| 2030 | 0 | 0 | 0 | 478 | 0 | 0 | 682 | 0 | 0 | 1,160 |

Norfolk State University

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

| Fall | First-Time in College | | | | | New Transfer | | | | |
|------|-----------------------|-------|-----------------|-------|-------|--------------|-------|-----------------|-------|-------|
| | In-State HC | | Out-of-State HC | | Total | In-State HC | | Out-of-State HC | | Total |
| | (n) | (%) | (n) | (%) | (n) | (n) | (%) | (n) | (%) | (n) |
| 2021 | 747 | 66.6% | 375 | 33.4% | 1,122 | 258 | 73.1% | 95 | 26.9% | 353 |
| 2022 | 847 | 64.8% | 461 | 35.2% | 1,308 | 250 | 72.5% | 95 | 27.5% | 345 |
| 2023 | 947 | 66.6% | 477 | 33.4% | 1,424 | 242 | 69.8% | 106 | 30.2% | 348 |
| 2024 | 951 | 66.6% | 478 | 33.4% | 1,429 | 242 | 69.8% | 106 | 30.2% | 348 |
| 2025 | 958 | 66.6% | 482 | 33.4% | 1,440 | 254 | 69.5% | 112 | 30.5% | 366 |
| 2026 | 972 | 66.5% | 489 | 33.5% | 1,461 | 267 | 69.2% | 120 | 30.8% | 387 |
| 2027 | 1,001 | 66.5% | 504 | 33.5% | 1,505 | 281 | 68.9% | 127 | 31.1% | 408 |
| 2028 | 1,001 | 66.5% | 504 | 33.5% | 1,505 | 281 | 68.9% | 127 | 31.1% | 408 |
| 2029 | 1,028 | 66.5% | 520 | 33.5% | 1,548 | 295 | 68.9% | 134 | 31.1% | 429 |

NSU: Fall Headcount Enrollment, Total

| Fall | Undergraduate | | | First Professional | | | Graduate | | | All |
|------|---------------|-----|-------|--------------------|----|-------|----------|-----|-------|-------|
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | Total |
| 2021 | 4,520 | 496 | 5,016 | 0 | 0 | 0 | 307 | 135 | 442 | 5,458 |
| 2022 | 4,618 | 719 | 5,337 | 0 | 0 | 0 | 276 | 170 | 446 | 5,783 |
| 2023 | 4,627 | 727 | 5,354 | 0 | 0 | 0 | 276 | 170 | 446 | 5,800 |
| 2024 | 4,652 | 742 | 5,394 | 0 | 0 | 0 | 281 | 175 | 456 | 5,850 |
| 2025 | 4,667 | 757 | 5,424 | 0 | 0 | 0 | 291 | 185 | 476 | 5,900 |
| 2026 | 4,724 | 804 | 5,528 | 0 | 0 | 0 | 311 | 211 | 522 | 6,050 |
| 2027 | 4,774 | 834 | 5,608 | 0 | 0 | 0 | 321 | 221 | 542 | 6,150 |
| 2028 | 4,819 | 859 | 5,678 | 0 | 0 | 0 | 336 | 236 | 572 | 6,249 |
| 2029 | 4,914 | 927 | 5,841 | 0 | 0 | 0 | 381 | 278 | 659 | 6,500 |

NSU: Full-Time Equivalent Enrollment, Total

| Fiscal Year | Regular Session FTE | | | | | | Annual FTE | | |
|-------------|---------------------|--------------|--------------------|--------------|----------|--------------|------------|--------------|-------|
| | Undergraduate | | First Professional | | Graduate | | All | | |
| | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | Total |
| 2022 | 3,478 | 1,286 | 0 | 0 | 234 | 73 | 3,715 | 1,359 | 5,074 |
| 2023 | 3,641 | 1,371 | 0 | 0 | 242 | 99 | 3,885 | 1,469 | 5,354 |
| 2024 | 3,645 | 1,372 | 0 | 0 | 242 | 99 | 3,889 | 1,471 | 5,360 |
| 2025 | 3,652 | 1,375 | 0 | 0 | 242 | 99 | 3,896 | 1,474 | 5,370 |
| 2026 | 3,680 | 1,386 | 0 | 0 | 252 | 102 | 3,933 | 1,488 | 5,422 |
| 2027 | 3,712 | 1,399 | 0 | 0 | 255 | 104 | 3,969 | 1,502 | 5,472 |
| 2028 | 3,725 | 1,404 | 0 | 0 | 264 | 109 | 3,991 | 1,513 | 5,504 |
| 2029 | 3,814 | 1,438 | 0 | 0 | 259 | 109 | 4,075 | 1,547 | 5,621 |
| 2030 | 3,922 | 1,479 | 0 | 0 | 259 | 109 | 4,183 | 1,588 | 5,771 |

NSU: Degree Estimates

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 1 | 0 | 0 | 700 | 0 | 0 | 124 | 0 | 10 | 835 |
| 2023 | 1 | 0 | 0 | 780 | 0 | 0 | 133 | 0 | 6 | 920 |
| 2024 | 1 | 0 | 0 | 780 | 0 | 0 | 133 | 0 | 6 | 920 |
| 2025 | 1 | 0 | 0 | 780 | 0 | 0 | 133 | 0 | 6 | 920 |
| 2026 | 1 | 0 | 0 | 780 | 0 | 0 | 133 | 0 | 6 | 920 |
| 2027 | 1 | 0 | 0 | 780 | 0 | 0 | 133 | 0 | 6 | 920 |
| 2028 | 1 | 0 | 0 | 780 | 0 | 0 | 133 | 0 | 6 | 920 |
| 2029 | 1 | 0 | 0 | 780 | 0 | 0 | 133 | 0 | 6 | 920 |
| 2030 | 1 | 0 | 0 | 780 | 0 | 0 | 133 | 0 | 6 | 920 |

NSU: Degree Estimates, Awards to In-State Students

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 1 | 0 | 0 | 558 | 0 | 0 | 100 | 0 | 5 | 664 |
| 2023 | 1 | 0 | 0 | 594 | 0 | 0 | 94 | 0 | 2 | 691 |
| 2024 | 1 | 0 | 0 | 594 | 0 | 0 | 94 | 0 | 2 | 691 |
| 2025 | 1 | 0 | 0 | 594 | 0 | 0 | 94 | 0 | 2 | 691 |
| 2026 | 1 | 0 | 0 | 594 | 0 | 0 | 94 | 0 | 2 | 691 |
| 2027 | 1 | 0 | 0 | 594 | 0 | 0 | 94 | 0 | 2 | 691 |
| 2028 | 1 | 0 | 0 | 594 | 0 | 0 | 94 | 0 | 2 | 691 |
| 2029 | 1 | 0 | 0 | 594 | 0 | 0 | 94 | 0 | 2 | 691 |
| 2030 | 1 | 0 | 0 | 594 | 0 | 0 | 94 | 0 | 2 | 691 |

Old Dominion University

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

| Fall | First-Time in College | | | | | New Transfer | | | | |
|------|-----------------------|-------|-----------------|-------|-------|--------------|-------|-----------------|-------|-------|
| | In-State HC | | Out-of-State HC | | Total | In-State HC | | Out-of-State HC | | Total |
| | (n) | (%) | (n) | (%) | (n) | (n) | (%) | (n) | (%) | (n) |
| 2021 | 2,702 | 89.0% | 335 | 11.0% | 3,037 | 1,628 | 90.4% | 172 | 9.6% | 1,800 |
| 2022 | 2,895 | 90.4% | 308 | 9.6% | 3,203 | 1,588 | 88.6% | 204 | 11.4% | 1,792 |
| 2023 | 2,781 | 91.6% | 255 | 8.4% | 3,036 | 1,546 | 89.2% | 188 | 10.8% | 1,734 |
| 2024 | 2,805 | 91.2% | 272 | 8.8% | 3,077 | 1,510 | 89.1% | 184 | 10.9% | 1,694 |
| 2025 | 2,825 | 92.3% | 235 | 7.7% | 3,060 | 1,473 | 89.1% | 181 | 10.9% | 1,654 |
| 2026 | 2,844 | 93.5% | 198 | 6.5% | 3,042 | 1,436 | 86.1% | 232 | 13.9% | 1,668 |
| 2027 | 2,864 | 94.7% | 160 | 5.3% | 3,024 | 1,462 | 86.1% | 236 | 13.9% | 1,698 |
| 2028 | 2,883 | 95.9% | 123 | 4.1% | 3,006 | 1,483 | 85.9% | 244 | 14.1% | 1,727 |
| 2029 | 2,883 | 95.9% | 123 | 4.1% | 3,006 | 1,483 | 85.9% | 244 | 14.1% | 1,727 |

ODU: Fall Headcount Enrollment, Total

| Fall | Undergraduate | | | First Professional | | | Graduate | | | All |
|------|---------------|-------|--------|--------------------|----|-------|----------|-------|-------|--------|
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | Total |
| 2021 | 13,905 | 4,773 | 18,678 | 0 | 0 | 0 | 1,721 | 3,095 | 4,816 | 23,494 |
| 2022 | 13,896 | 4,479 | 18,375 | 0 | 0 | 0 | 1,686 | 3,046 | 4,732 | 23,107 |
| 2023 | 13,462 | 4,613 | 18,075 | 0 | 0 | 0 | 1,706 | 3,003 | 4,709 | 22,787 |
| 2024 | 13,227 | 4,657 | 17,884 | 0 | 0 | 0 | 1,733 | 2,978 | 4,711 | 22,598 |
| 2025 | 12,951 | 4,686 | 17,637 | 0 | 0 | 0 | 1,762 | 2,990 | 4,752 | 22,393 |
| 2026 | 12,676 | 4,716 | 17,392 | 0 | 0 | 0 | 1,793 | 3,004 | 4,797 | 22,191 |
| 2027 | 12,400 | 4,746 | 17,146 | 0 | 0 | 0 | 1,825 | 3,015 | 4,840 | 21,989 |
| 2028 | 12,124 | 4,822 | 16,946 | 0 | 0 | 0 | 1,857 | 3,028 | 4,885 | 21,833 |
| 2029 | 12,124 | 4,822 | 16,946 | 0 | 0 | 0 | 1,857 | 3,028 | 4,885 | 21,833 |

ODU: Full-Time Equivalent Enrollment, Total

| Fiscal Year | Regular Session FTE | | | | | | Annual FTE | | |
|-------------|---------------------|--------------|--------------------|--------------|----------|--------------|------------|--------------|--------|
| | Undergraduate | | First Professional | | Graduate | | All | | |
| | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | Total |
| 2022 | 14,437 | 1,405 | 0 | 0 | 2,350 | 695 | 16,848 | 2,105 | 18,953 |
| 2023 | 14,303 | 1,503 | 0 | 0 | 2,258 | 654 | 16,622 | 2,163 | 18,784 |
| 2024 | 14,013 | 1,491 | 0 | 0 | 2,276 | 644 | 16,342 | 2,138 | 18,480 |
| 2025 | 13,851 | 1,495 | 0 | 0 | 2,280 | 637 | 16,178 | 2,135 | 18,313 |
| 2026 | 13,641 | 1,494 | 0 | 0 | 2,292 | 629 | 15,974 | 2,124 | 18,098 |
| 2027 | 13,431 | 1,492 | 0 | 0 | 2,304 | 632 | 15,770 | 2,124 | 17,894 |
| 2028 | 13,220 | 1,491 | 0 | 0 | 2,314 | 637 | 15,562 | 2,128 | 17,690 |
| 2029 | 13,010 | 1,490 | 0 | 0 | 2,338 | 627 | 15,368 | 2,117 | 17,486 |
| 2030 | 13,010 | 1,490 | 0 | 0 | 2,338 | 627 | 15,368 | 2,117 | 17,486 |

ODU: Degree Estimates

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 94 | 0 | 0 | 3,672 | 107 | 0 | 1,016 | 58 | 210 | 5,157 |
| 2023 | 90 | 0 | 0 | 3,711 | 111 | 0 | 1,013 | 62 | 210 | 5,197 |
| 2024 | 90 | 0 | 0 | 3,664 | 108 | 0 | 1,015 | 64 | 206 | 5,147 |
| 2025 | 85 | 0 | 0 | 3,617 | 105 | 0 | 1,017 | 65 | 203 | 5,092 |
| 2026 | 85 | 0 | 0 | 3,570 | 101 | 0 | 1,019 | 68 | 199 | 5,042 |
| 2027 | 79 | 0 | 0 | 3,522 | 98 | 0 | 1,020 | 70 | 196 | 4,985 |
| 2028 | 79 | 0 | 0 | 3,475 | 95 | 0 | 1,022 | 72 | 192 | 4,935 |
| 2029 | 78 | 0 | 0 | 3,428 | 92 | 0 | 1,024 | 74 | 189 | 4,885 |
| 2030 | 78 | 0 | 0 | 3,428 | 92 | 0 | 1,024 | 74 | 189 | 4,885 |

ODU: Degree Estimates, Awards to In-State Students

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 88 | 0 | 0 | 3,231 | 83 | 0 | 755 | 57 | 140 | 4,354 |
| 2023 | 88 | 0 | 0 | 3,260 | 90 | 0 | 757 | 61 | 138 | 4,394 |
| 2024 | 85 | 0 | 0 | 3,217 | 89 | 0 | 761 | 63 | 136 | 4,351 |
| 2025 | 80 | 0 | 0 | 3,174 | 89 | 0 | 766 | 66 | 134 | 4,309 |
| 2026 | 80 | 0 | 0 | 3,131 | 88 | 0 | 771 | 68 | 131 | 4,269 |
| 2027 | 75 | 0 | 0 | 3,088 | 88 | 0 | 776 | 70 | 129 | 4,226 |
| 2028 | 75 | 0 | 0 | 3,045 | 87 | 0 | 780 | 72 | 127 | 4,186 |
| 2029 | 73 | 0 | 0 | 3,003 | 86 | 0 | 785 | 74 | 125 | 4,146 |
| 2030 | 73 | 0 | 0 | 3,003 | 86 | 0 | 785 | 74 | 125 | 4,146 |

Radford University

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

| Fall | First-Time in College | | | | | New Transfer | | | | |
|------|-----------------------|-------|-----------------|-------|-------|--------------|-------|-----------------|-------|-------|
| | In-State HC | | Out-of-State HC | | Total | In-State HC | | Out-of-State HC | | Total |
| | (n) | (%) | (n) | (%) | (n) | (n) | (%) | (n) | (%) | (n) |
| 2021 | 1,138 | 88.1% | 154 | 11.9% | 1,292 | 541 | 93.1% | 40 | 6.9% | 581 |
| 2022 | 1,098 | 89.0% | 136 | 11.0% | 1,234 | 502 | 89.3% | 60 | 10.7% | 562 |
| 2023 | 982 | 88.5% | 128 | 11.5% | 1,110 | 464 | 89.1% | 57 | 10.9% | 521 |
| 2024 | 1,000 | 88.5% | 130 | 11.5% | 1,130 | 473 | 89.1% | 58 | 10.9% | 531 |
| 2025 | 1,017 | 88.4% | 133 | 11.6% | 1,150 | 477 | 89.0% | 59 | 11.0% | 536 |
| 2026 | 1,035 | 88.5% | 135 | 11.5% | 1,170 | 486 | 89.0% | 60 | 11.0% | 546 |
| 2027 | 1,052 | 88.4% | 138 | 11.6% | 1,190 | 491 | 89.1% | 60 | 10.9% | 551 |
| 2028 | 1,079 | 88.4% | 141 | 11.6% | 1,220 | 495 | 89.0% | 61 | 11.0% | 556 |
| 2029 | 1,096 | 88.4% | 144 | 11.6% | 1,240 | 504 | 89.0% | 62 | 11.0% | 566 |

RU: Fall Headcount Enrollment, Total

| Fall | Undergraduate | | | First Professional | | | Graduate | | | All |
|------|---------------|-----|-------|--------------------|----|-------|----------|-------|-------|-------|
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | Total |
| 2021 | 6,024 | 489 | 6,513 | 0 | 0 | 0 | 722 | 1,763 | 2,485 | 8,998 |
| 2022 | 5,488 | 520 | 6,008 | 0 | 0 | 0 | 703 | 1,007 | 1,710 | 7,718 |
| 2023 | 5,054 | 576 | 5,630 | 0 | 0 | 0 | 699 | 1,011 | 1,710 | 7,340 |
| 2024 | 4,856 | 579 | 5,435 | 0 | 0 | 0 | 721 | 1,039 | 1,760 | 7,195 |
| 2025 | 4,824 | 611 | 5,435 | 0 | 0 | 0 | 743 | 1,077 | 1,820 | 7,255 |
| 2026 | 4,875 | 645 | 5,520 | 0 | 0 | 0 | 760 | 1,115 | 1,875 | 7,395 |
| 2027 | 4,964 | 691 | 5,655 | 0 | 0 | 0 | 775 | 1,155 | 1,930 | 7,585 |
| 2028 | 5,077 | 743 | 5,820 | 0 | 0 | 0 | 787 | 1,198 | 1,985 | 7,805 |
| 2029 | 5,197 | 788 | 5,985 | 0 | 0 | 0 | 799 | 1,241 | 2,040 | 8,025 |

RU: Full-Time Equivalent Enrollment, Total

| Fiscal Year | Regular Session FTE | | | | | | Annual FTE | | |
|-------------|---------------------|--------------|--------------------|--------------|----------|--------------|------------|--------------|-------|
| | Undergraduate | | First Professional | | Graduate | | All | | |
| | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | Total |
| 2022 | 5,662 | 534 | 0 | 0 | 1,128 | 238 | 6,811 | 774 | 7,585 |
| 2023 | 5,183 | 506 | 0 | 0 | 1,045 | 241 | 6,251 | 750 | 7,001 |
| 2024 | 4,834 | 491 | 0 | 0 | 1,044 | 242 | 5,902 | 737 | 6,638 |
| 2025 | 4,637 | 492 | 0 | 0 | 1,045 | 242 | 5,706 | 738 | 6,444 |
| 2026 | 4,605 | 501 | 0 | 0 | 1,046 | 243 | 5,675 | 747 | 6,422 |
| 2027 | 4,650 | 509 | 0 | 0 | 1,047 | 243 | 5,722 | 755 | 6,477 |
| 2028 | 4,741 | 521 | 0 | 0 | 1,048 | 243 | 5,814 | 768 | 6,581 |
| 2029 | 4,864 | 534 | 0 | 0 | 1,049 | 244 | 5,938 | 781 | 6,719 |
| 2030 | 4,989 | 549 | 0 | 0 | 1,050 | 244 | 6,065 | 797 | 6,861 |

RU: Degree Estimates

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 18 | 0 | 68 | 1,562 | 37 | 0 | 440 | 6 | 53 | 2,184 |
| 2023 | 15 | 0 | 12 | 1,441 | 37 | 0 | 455 | 8 | 77 | 2,045 |
| 2024 | 15 | 0 | 0 | 1,186 | 35 | 0 | 475 | 8 | 70 | 1,789 |
| 2025 | 15 | 0 | 0 | 1,100 | 35 | 0 | 485 | 8 | 75 | 1,718 |
| 2026 | 15 | 0 | 0 | 1,056 | 35 | 0 | 495 | 8 | 75 | 1,684 |
| 2027 | 15 | 0 | 0 | 1,032 | 35 | 0 | 505 | 8 | 75 | 1,670 |
| 2028 | 15 | 0 | 0 | 1,030 | 35 | 0 | 515 | 8 | 80 | 1,683 |
| 2029 | 15 | 0 | 0 | 1,075 | 35 | 0 | 525 | 8 | 80 | 1,738 |
| 2030 | 15 | 0 | 0 | 1,106 | 35 | 0 | 535 | 8 | 85 | 1,784 |

RU: Degree Estimates, Awards to In-State Students

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 14 | 0 | 66 | 1,447 | 34 | 0 | 385 | 5 | 50 | 2,001 |
| 2023 | 13 | 0 | 12 | 1,347 | 34 | 0 | 400 | 6 | 64 | 1,876 |
| 2024 | 13 | 0 | 0 | 1,099 | 30 | 0 | 414 | 6 | 59 | 1,621 |
| 2025 | 13 | 0 | 0 | 1,013 | 30 | 0 | 421 | 6 | 62 | 1,545 |
| 2026 | 13 | 0 | 0 | 970 | 30 | 0 | 428 | 6 | 62 | 1,509 |
| 2027 | 13 | 0 | 0 | 948 | 30 | 0 | 435 | 6 | 62 | 1,494 |
| 2028 | 13 | 0 | 0 | 944 | 30 | 0 | 442 | 6 | 65 | 1,500 |
| 2029 | 13 | 0 | 0 | 977 | 30 | 0 | 449 | 6 | 65 | 1,540 |
| 2030 | 13 | 0 | 0 | 1,003 | 30 | 0 | 456 | 6 | 70 | 1,578 |

University of Mary Washington

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

| Fall | First-Time in College | | | | | New Transfer | | | | |
|------|-----------------------|-------|-----------------|-------|-------|--------------|-------|-----------------|------|-------|
| | In-State HC | | Out-of-State HC | | Total | In-State HC | | Out-of-State HC | | Total |
| | (n) | (%) | (n) | (%) | (n) | (n) | (%) | (n) | (%) | (n) |
| 2021 | 561 | 85.4% | 96 | 14.6% | 657 | 236 | 94.8% | 13 | 5.2% | 249 |
| 2022 | 649 | 86.3% | 103 | 13.7% | 752 | 258 | 92.8% | 20 | 7.2% | 278 |
| 2023 | 650 | 85.3% | 113 | 14.7% | 763 | 237 | 93.1% | 18 | 6.9% | 255 |
| 2024 | 655 | 84.4% | 122 | 15.6% | 777 | 249 | 93.2% | 19 | 6.8% | 268 |
| 2025 | 662 | 83.4% | 132 | 16.6% | 794 | 264 | 92.3% | 23 | 7.7% | 287 |
| 2026 | 678 | 82.5% | 144 | 17.5% | 822 | 284 | 92.0% | 25 | 8.0% | 309 |
| 2027 | 695 | 81.6% | 157 | 18.4% | 852 | 310 | 91.7% | 29 | 8.3% | 339 |
| 2028 | 713 | 80.7% | 171 | 19.3% | 884 | 344 | 91.5% | 32 | 8.5% | 376 |
| 2029 | 733 | 79.9% | 186 | 20.1% | 919 | 384 | 91.4% | 37 | 8.6% | 421 |

UMW: Fall Headcount Enrollment, Total

| Fall | Undergraduate | | | First Professional | | | Graduate | | | All |
|------|---------------|-----|-------|--------------------|----|-------|----------|-----|-------|-------|
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | Total |
| 2021 | 3,111 | 549 | 3,660 | 0 | 0 | 0 | 123 | 173 | 296 | 3,956 |
| 2022 | 2,982 | 510 | 3,492 | 0 | 0 | 0 | 98 | 166 | 264 | 3,757 |
| 2023 | 2,918 | 547 | 3,465 | 0 | 0 | 0 | 100 | 162 | 262 | 3,727 |
| 2024 | 2,925 | 532 | 3,457 | 0 | 0 | 0 | 100 | 162 | 262 | 3,719 |
| 2025 | 2,967 | 504 | 3,471 | 0 | 0 | 0 | 100 | 163 | 263 | 3,733 |
| 2026 | 2,993 | 508 | 3,501 | 0 | 0 | 0 | 101 | 164 | 265 | 3,766 |
| 2027 | 3,029 | 514 | 3,543 | 0 | 0 | 0 | 102 | 165 | 267 | 3,811 |
| 2028 | 3,087 | 523 | 3,610 | 0 | 0 | 0 | 104 | 169 | 273 | 3,883 |
| 2029 | 3,164 | 536 | 3,700 | 0 | 0 | 0 | 107 | 173 | 280 | 3,979 |

UMW: Full-Time Equivalent Enrollment, Total

| Fiscal Year | Regular Session FTE | | | | | | Annual FTE | | |
|-------------|---------------------|--------------|--------------------|--------------|----------|--------------|------------|--------------|-------|
| | Undergraduate | | First Professional | | Graduate | | All | | |
| | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | Total |
| 2022 | 3,045 | 341 | 0 | 0 | 194 | 12 | 3,238 | 355 | 3,593 |
| 2023 | 2,854 | 328 | 0 | 0 | 164 | 11 | 3,018 | 339 | 3,357 |
| 2024 | 2,924 | 323 | 0 | 0 | 180 | 2 | 3,104 | 325 | 3,429 |
| 2025 | 2,893 | 320 | 0 | 0 | 178 | 2 | 3,071 | 322 | 3,393 |
| 2026 | 2,903 | 320 | 0 | 0 | 177 | 2 | 3,080 | 322 | 3,402 |
| 2027 | 2,945 | 324 | 0 | 0 | 180 | 2 | 3,124 | 327 | 3,451 |
| 2028 | 2,975 | 326 | 0 | 0 | 181 | 2 | 3,155 | 329 | 3,484 |
| 2029 | 3,035 | 332 | 0 | 0 | 184 | 2 | 3,218 | 335 | 3,553 |
| 2030 | 3,111 | 341 | 0 | 0 | 188 | 3 | 3,300 | 343 | 3,643 |

UMW: Degree Estimates

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 17 | 0 | 0 | 964 | 21 | 0 | 150 | 0 | 0 | 1,152 |
| 2023 | 11 | 0 | 0 | 884 | 1 | 0 | 121 | 0 | 0 | 1,017 |
| 2024 | 13 | 0 | 0 | 862 | 0 | 0 | 121 | 0 | 0 | 996 |
| 2025 | 15 | 0 | 0 | 893 | 0 | 0 | 122 | 0 | 0 | 1,030 |
| 2026 | 17 | 0 | 0 | 909 | 0 | 0 | 124 | 0 | 0 | 1,050 |
| 2027 | 19 | 0 | 0 | 925 | 0 | 0 | 126 | 0 | 0 | 1,070 |
| 2028 | 21 | 0 | 0 | 943 | 0 | 0 | 128 | 0 | 0 | 1,092 |
| 2029 | 23 | 0 | 0 | 958 | 0 | 0 | 130 | 0 | 0 | 1,111 |
| 2030 | 25 | 0 | 0 | 981 | 0 | 0 | 132 | 0 | 0 | 1,138 |

UMW: Degree Estimates, Awards to In-State Students

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 17 | 0 | 0 | 891 | 20 | 0 | 144 | 0 | 0 | 1,072 |
| 2023 | 9 | 0 | 0 | 811 | 1 | 0 | 113 | 0 | 0 | 934 |
| 2024 | 10 | 0 | 0 | 787 | 0 | 0 | 115 | 0 | 0 | 912 |
| 2025 | 12 | 0 | 0 | 816 | 0 | 0 | 117 | 0 | 0 | 945 |
| 2026 | 14 | 0 | 0 | 830 | 0 | 0 | 119 | 0 | 0 | 963 |
| 2027 | 16 | 0 | 0 | 845 | 0 | 0 | 121 | 0 | 0 | 982 |
| 2028 | 18 | 0 | 0 | 862 | 0 | 0 | 123 | 0 | 0 | 1,003 |
| 2029 | 20 | 0 | 0 | 876 | 0 | 0 | 125 | 0 | 0 | 1,021 |
| 2030 | 22 | 0 | 0 | 897 | 0 | 0 | 127 | 0 | 0 | 1,046 |

University of Virginia

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

| Fall | First-Time in College | | | | | New Transfer | | | | |
|------|-----------------------|-------|-----------------|-------|-------|--------------|-------|-----------------|-------|-------|
| | In-State HC | | Out-of-State HC | | Total | In-State HC | | Out-of-State HC | | Total |
| | (n) | (%) | (n) | (%) | (n) | (n) | (%) | (n) | (%) | (n) |
| 2021 | 2,528 | 62.2% | 1,539 | 37.8% | 4,067 | 594 | 78.2% | 166 | 21.8% | 760 |
| 2022 | 2,623 | 62.4% | 1,578 | 37.6% | 4,201 | 628 | 82.7% | 131 | 17.3% | 759 |
| 2023 | 2,612 | 64.2% | 1,455 | 35.8% | 4,067 | 559 | 82.1% | 122 | 17.9% | 681 |
| 2024 | 2,612 | 64.2% | 1,455 | 35.8% | 4,067 | 559 | 82.1% | 122 | 17.9% | 681 |
| 2025 | 2,613 | 64.2% | 1,456 | 35.8% | 4,069 | 559 | 82.1% | 122 | 17.9% | 681 |
| 2026 | 2,613 | 64.2% | 1,456 | 35.8% | 4,069 | 559 | 82.1% | 122 | 17.9% | 681 |
| 2027 | 2,613 | 64.2% | 1,456 | 35.8% | 4,069 | 559 | 82.1% | 122 | 17.9% | 681 |
| 2028 | 2,614 | 64.2% | 1,456 | 35.8% | 4,070 | 559 | 82.1% | 122 | 17.9% | 681 |
| 2029 | 2,614 | 64.2% | 1,457 | 35.8% | 4,071 | 559 | 82.1% | 122 | 17.9% | 681 |

UVA: Fall Headcount Enrollment, Total

| Fall | Undergraduate | | | First Professional | | | Graduate | | | All |
|------|---------------|-----|--------|--------------------|----|-------|----------|-------|-------|--------|
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | Total |
| 2021 | 16,525 | 812 | 17,337 | 1,572 | 4 | 1,576 | 5,212 | 1,899 | 7,111 | 26,025 |
| 2022 | 16,451 | 910 | 17,361 | 1,503 | 1 | 1,504 | 4,681 | 2,603 | 7,284 | 26,149 |
| 2023 | 16,792 | 817 | 17,609 | 1,457 | 1 | 1,458 | 4,660 | 1,761 | 6,421 | 25,488 |
| 2024 | 16,881 | 822 | 17,703 | 1,456 | 1 | 1,457 | 4,695 | 1,958 | 6,653 | 25,813 |
| 2025 | 16,906 | 864 | 17,770 | 1,445 | 1 | 1,446 | 4,730 | 2,090 | 6,820 | 26,036 |
| 2026 | 16,908 | 838 | 17,746 | 1,449 | 1 | 1,450 | 4,857 | 2,156 | 7,013 | 26,209 |
| 2027 | 16,905 | 845 | 17,750 | 1,452 | 1 | 1,453 | 4,890 | 2,207 | 7,097 | 26,300 |
| 2028 | 16,903 | 855 | 17,758 | 1,452 | 1 | 1,453 | 4,909 | 2,267 | 7,176 | 26,387 |
| 2029 | 16,904 | 864 | 17,768 | 1,452 | 1 | 1,453 | 4,905 | 2,333 | 7,238 | 26,458 |

UVA: Full-Time Equivalent Enrollment, Total

| Fiscal Year | Regular Session FTE | | | | | | Annual FTE | | |
|-------------|---------------------|--------------|--------------------|--------------|----------|--------------|------------|--------------|--------|
| | Undergraduate | | First Professional | | Graduate | | All | | |
| | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | Total |
| 2022 | 11,449 | 5,203 | 518 | 1,050 | 2,405 | 4,681 | 14,384 | 10,947 | 25,331 |
| 2023 | 11,607 | 5,261 | 505 | 1,021 | 2,704 | 4,943 | 14,841 | 11,234 | 26,075 |
| 2024 | 11,745 | 5,327 | 487 | 979 | 2,497 | 4,571 | 14,753 | 10,886 | 25,639 |
| 2025 | 11,803 | 5,346 | 486 | 977 | 2,516 | 4,602 | 14,830 | 10,933 | 25,763 |
| 2026 | 11,840 | 5,360 | 483 | 970 | 2,567 | 4,656 | 14,914 | 10,994 | 25,908 |
| 2027 | 11,902 | 5,278 | 484 | 973 | 2,630 | 4,772 | 15,040 | 11,031 | 26,072 |
| 2028 | 11,904 | 5,279 | 485 | 975 | 2,659 | 4,811 | 15,072 | 11,074 | 26,146 |
| 2029 | 11,903 | 5,278 | 485 | 975 | 2,682 | 4,838 | 15,095 | 11,099 | 26,194 |
| 2030 | 11,906 | 5,279 | 485 | 975 | 2,698 | 4,847 | 15,114 | 11,109 | 26,224 |

UVA: Degree Estimates

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 448 | 0 | 0 | 4,478 | 404 | 492 | 2,405 | 9 | 367 | 8,603 |
| 2023 | 176 | 0 | 0 | 4,367 | 297 | 476 | 2,254 | 7 | 344 | 7,921 |
| 2024 | 224 | 0 | 0 | 4,433 | 292 | 478 | 2,277 | 8 | 346 | 8,058 |
| 2025 | 282 | 0 | 0 | 4,426 | 331 | 482 | 2,312 | 8 | 352 | 8,193 |
| 2026 | 227 | 0 | 0 | 4,409 | 307 | 479 | 2,281 | 8 | 347 | 8,058 |
| 2027 | 244 | 0 | 0 | 4,422 | 310 | 480 | 2,290 | 8 | 349 | 8,103 |
| 2028 | 251 | 0 | 0 | 4,419 | 316 | 480 | 2,294 | 8 | 349 | 8,117 |
| 2029 | 241 | 0 | 0 | 4,417 | 311 | 479 | 2,288 | 8 | 348 | 8,092 |
| 2030 | 245 | 0 | 0 | 4,419 | 312 | 480 | 2,291 | 8 | 349 | 8,104 |

UVA: Degree Estimates, Awards to In-State Students

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 41 | 0 | 0 | 3,136 | 108 | 146 | 1,178 | 6 | 92 | 4,707 |
| 2023 | 107 | 0 | 0 | 3,081 | 113 | 150 | 1,031 | 4 | 90 | 4,576 |
| 2024 | 112 | 0 | 0 | 3,126 | 119 | 149 | 1,063 | 5 | 91 | 4,665 |
| 2025 | 113 | 0 | 0 | 3,114 | 117 | 148 | 1,090 | 5 | 91 | 4,678 |
| 2026 | 114 | 0 | 0 | 3,107 | 117 | 149 | 1,061 | 5 | 91 | 4,644 |
| 2027 | 114 | 0 | 0 | 3,116 | 118 | 149 | 1,071 | 5 | 91 | 4,664 |
| 2028 | 115 | 0 | 0 | 3,112 | 117 | 149 | 1,074 | 5 | 91 | 4,663 |
| 2029 | 114 | 0 | 0 | 3,112 | 117 | 149 | 1,069 | 5 | 91 | 4,657 |
| 2030 | 114 | 0 | 0 | 3,113 | 118 | 149 | 1,071 | 5 | 91 | 4,661 |

University of Virginia's College at Wise

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

| Fall | First-Time in College | | | | | New Transfer | | | | |
|------|-----------------------|-------|-----------------|-------|-------|--------------|-------|-----------------|-------|-------|
| | In-State HC | | Out-of-State HC | | Total | In-State HC | | Out-of-State HC | | Total |
| | (n) | (%) | (n) | (%) | (n) | (n) | (%) | (n) | (%) | (n) |
| 2021 | 284 | 85.8% | 47 | 14.2% | 331 | 60 | 77.9% | 17 | 22.1% | 77 |
| 2022 | 476 | 88.0% | 65 | 12.0% | 541 | 69 | 75.8% | 22 | 24.2% | 91 |
| 2023 | 217 | 72.6% | 83 | 27.4% | 300 | 71 | 71.6% | 29 | 28.4% | 100 |
| 2024 | 224 | 72.5% | 85 | 27.5% | 309 | 74 | 70.7% | 32 | 29.3% | 106 |
| 2025 | 231 | 72.5% | 88 | 27.5% | 319 | 78 | 71.5% | 32 | 28.5% | 110 |
| 2026 | 238 | 72.6% | 91 | 27.4% | 329 | 81 | 71.1% | 34 | 28.9% | 115 |
| 2027 | 246 | 72.6% | 93 | 27.4% | 339 | 85 | 71.5% | 35 | 28.5% | 120 |
| 2028 | 253 | 72.6% | 96 | 27.4% | 349 | 89 | 71.5% | 36 | 28.5% | 125 |
| 2029 | 260 | 72.5% | 99 | 27.5% | 359 | 93 | 72.0% | 37 | 28.0% | 130 |

UVA-W: Fall Headcount Enrollment, Total

| Fall | Undergraduate | | | First Professional | | | Graduate | | | All |
|------|---------------|-----|-------|--------------------|----|-------|----------|----|-------|-------|
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | Total |
| 2021 | 1,076 | 740 | 1,816 | 0 | 0 | 0 | 0 | 0 | 0 | 1,816 |
| 2022 | 1,062 | 675 | 1,737 | 0 | 0 | 0 | 0 | 0 | 0 | 1,737 |
| 2023 | 1,134 | 641 | 1,775 | 0 | 0 | 0 | 3 | 12 | 15 | 1,790 |
| 2024 | 1,128 | 641 | 1,769 | 0 | 0 | 0 | 5 | 18 | 23 | 1,792 |
| 2025 | 1,139 | 641 | 1,780 | 0 | 0 | 0 | 5 | 22 | 27 | 1,807 |
| 2026 | 1,161 | 641 | 1,802 | 0 | 0 | 0 | 5 | 22 | 27 | 1,829 |
| 2027 | 1,187 | 643 | 1,830 | 0 | 0 | 0 | 5 | 22 | 27 | 1,857 |
| 2028 | 1,219 | 644 | 1,863 | 0 | 0 | 0 | 5 | 22 | 27 | 1,890 |
| 2029 | 1,253 | 645 | 1,898 | 0 | 0 | 0 | 5 | 22 | 27 | 1,925 |

UVA-W: Full-Time Equivalent Enrollment, Total

| Fiscal Year | Regular Session FTE | | | | | | Annual FTE | | |
|-------------|---------------------|--------------|--------------------|--------------|----------|--------------|------------|--------------|-------|
| | Undergraduate | | First Professional | | Graduate | | All | | |
| | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | Total |
| 2022 | 1,216 | 145 | 0 | 0 | 0 | 0 | 1,216 | 145 | 1,361 |
| 2023 | 1,205 | 169 | 0 | 0 | 0 | 0 | 1,205 | 169 | 1,374 |
| 2024 | 1,200 | 144 | 0 | 0 | 7 | 2 | 1,207 | 146 | 1,353 |
| 2025 | 1,194 | 143 | 0 | 0 | 12 | 2 | 1,205 | 146 | 1,351 |
| 2026 | 1,205 | 145 | 0 | 0 | 14 | 3 | 1,220 | 147 | 1,367 |
| 2027 | 1,221 | 147 | 0 | 0 | 14 | 3 | 1,235 | 150 | 1,385 |
| 2028 | 1,241 | 150 | 0 | 0 | 14 | 3 | 1,255 | 153 | 1,408 |
| 2029 | 1,266 | 154 | 0 | 0 | 14 | 3 | 1,281 | 156 | 1,437 |
| 2030 | 1,292 | 158 | 0 | 0 | 1 | 16 | 1,294 | 173 | 1,467 |

UVA-W: Degree Estimates

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 0 | 0 | 0 | 235 | 0 | 0 | 0 | 0 | 0 | 235 |
| 2023 | 0 | 0 | 0 | 212 | 0 | 0 | 0 | 0 | 0 | 212 |
| 2024 | 0 | 0 | 0 | 212 | 0 | 0 | 0 | 0 | 0 | 212 |
| 2025 | 0 | 0 | 0 | 215 | 0 | 0 | 4 | 0 | 0 | 219 |
| 2026 | 0 | 0 | 0 | 215 | 0 | 0 | 7 | 0 | 0 | 222 |
| 2027 | 0 | 0 | 0 | 218 | 0 | 0 | 9 | 0 | 0 | 227 |
| 2028 | 0 | 0 | 0 | 218 | 0 | 0 | 11 | 0 | 0 | 229 |
| 2029 | 0 | 0 | 0 | 222 | 0 | 0 | 12 | 0 | 0 | 234 |
| 2030 | 0 | 0 | 0 | 222 | 0 | 0 | 12 | 0 | 0 | 234 |

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

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 0 | 0 | 0 | 202 | 0 | 0 | 0 | 0 | 0 | 202 |
| 2023 | 0 | 0 | 0 | 175 | 0 | 0 | 0 | 0 | 0 | 175 |
| 2024 | 0 | 0 | 0 | 175 | 0 | 0 | 0 | 0 | 0 | 175 |
| 2025 | 0 | 0 | 0 | 177 | 0 | 0 | 3 | 0 | 0 | 180 |
| 2026 | 0 | 0 | 0 | 177 | 0 | 0 | 5 | 0 | 0 | 182 |
| 2027 | 0 | 0 | 0 | 179 | 0 | 0 | 7 | 0 | 0 | 186 |
| 2028 | 0 | 0 | 0 | 179 | 0 | 0 | 9 | 0 | 0 | 188 |
| 2029 | 0 | 0 | 0 | 182 | 0 | 0 | 10 | 0 | 0 | 192 |
| 2030 | 0 | 0 | 0 | 182 | 0 | 0 | 10 | 0 | 0 | 192 |

Virginia Commonwealth University

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

| Fall | First-Time in College | | | | | New Transfer | | | | |
|------|-----------------------|-------|-----------------|-------|-------|--------------|-------|-----------------|-------|-------|
| | In-State HC | | Out-of-State HC | | Total | In-State HC | | Out-of-State HC | | Total |
| | (n) | (%) | (n) | (%) | (n) | (n) | (%) | (n) | (%) | (n) |
| 2021 | 3,754 | 90.3% | 403 | 9.7% | 4,157 | 1,479 | 92.7% | 116 | 7.3% | 1,595 |
| 2022 | 3,807 | 90.0% | 423 | 10.0% | 4,230 | 1,371 | 91.7% | 124 | 8.3% | 1,495 |
| 2023 | 3,756 | 88.0% | 512 | 12.0% | 4,268 | 1,309 | 88.0% | 180 | 12.0% | 1,489 |
| 2024 | 3,792 | 88.0% | 518 | 12.0% | 4,310 | 1,323 | 88.0% | 181 | 12.0% | 1,504 |
| 2025 | 3,831 | 88.0% | 522 | 12.0% | 4,353 | 1,336 | 88.0% | 183 | 12.0% | 1,519 |
| 2026 | 3,650 | 88.0% | 497 | 12.0% | 4,147 | 1,336 | 88.0% | 183 | 12.0% | 1,519 |
| 2027 | 3,477 | 88.0% | 474 | 12.0% | 3,951 | 1,336 | 88.0% | 183 | 12.0% | 1,519 |
| 2028 | 3,313 | 88.0% | 451 | 12.0% | 3,764 | 1,336 | 88.0% | 183 | 12.0% | 1,519 |
| 2029 | 3,313 | 88.0% | 451 | 12.0% | 3,764 | 1,336 | 88.0% | 183 | 12.0% | 1,519 |

VCU: Fall Headcount Enrollment, Total

| Fall | Undergraduate | | | First Professional | | | Graduate | | | All |
|------|---------------|-------|--------|--------------------|----|-------|----------|-------|-------|--------|
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | Total |
| 2021 | 18,750 | 2,954 | 21,704 | 1,515 | 0 | 1,515 | 3,492 | 2,201 | 5,693 | 28,916 |
| 2022 | 18,425 | 2,843 | 21,268 | 1,496 | 0 | 1,496 | 3,466 | 2,166 | 5,632 | 28,401 |
| 2023 | 18,704 | 2,879 | 21,583 | 1,496 | 0 | 1,496 | 3,412 | 2,107 | 5,519 | 28,603 |
| 2024 | 18,704 | 2,879 | 21,583 | 1,496 | 0 | 1,496 | 3,438 | 2,124 | 5,562 | 28,644 |
| 2025 | 18,916 | 2,906 | 21,822 | 1,496 | 0 | 1,496 | 3,468 | 2,141 | 5,609 | 28,932 |
| 2026 | 18,906 | 2,905 | 21,811 | 1,496 | 0 | 1,496 | 3,484 | 2,150 | 5,634 | 28,946 |
| 2027 | 18,951 | 2,911 | 21,862 | 1,496 | 0 | 1,496 | 3,498 | 2,156 | 5,654 | 29,017 |
| 2028 | 18,873 | 2,900 | 21,773 | 1,496 | 0 | 1,496 | 3,512 | 2,164 | 5,676 | 28,950 |
| 2029 | 18,873 | 2,900 | 21,773 | 1,496 | 0 | 1,496 | 3,512 | 2,164 | 5,676 | 28,950 |

VCU: Full-Time Equivalent Enrollment, Total

| Fiscal Year | Regular Session FTE | | | | | | Annual FTE | | |
|-------------|---------------------|--------------|--------------------|--------------|----------|--------------|------------|--------------|--------|
| | Undergraduate | | First Professional | | Graduate | | All | | |
| | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | Total |
| 2022 | 18,176 | 1,790 | 1,146 | 617 | 3,594 | 1,420 | 22,955 | 3,829 | 26,785 |
| 2023 | 17,778 | 1,817 | 1,120 | 614 | 3,484 | 1,488 | 22,416 | 3,924 | 26,340 |
| 2024 | 17,673 | 2,216 | 1,120 | 614 | 3,414 | 1,475 | 22,236 | 4,311 | 26,548 |
| 2025 | 17,671 | 2,217 | 1,120 | 614 | 3,457 | 1,469 | 22,278 | 4,307 | 26,584 |
| 2026 | 17,871 | 2,241 | 1,120 | 614 | 3,498 | 1,472 | 22,519 | 4,334 | 26,852 |
| 2027 | 17,865 | 2,236 | 1,120 | 614 | 3,517 | 1,475 | 22,533 | 4,332 | 26,864 |
| 2028 | 17,912 | 2,237 | 1,120 | 614 | 3,534 | 1,477 | 22,596 | 4,335 | 26,931 |
| 2029 | 17,841 | 2,225 | 1,120 | 614 | 3,552 | 1,479 | 22,544 | 4,325 | 26,868 |
| 2030 | 17,841 | 2,225 | 1,120 | 614 | 3,552 | 1,479 | 22,544 | 4,325 | 26,868 |

VCU: Degree Estimates

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 0 | 0 | 0 | 5,024 | 290 | 392 | 1,421 | 39 | 374 | 7,540 |
| 2023 | 0 | 0 | 0 | 4,855 | 256 | 380 | 1,533 | 32 | 415 | 7,471 |
| 2024 | 0 | 0 | 0 | 4,920 | 246 | 380 | 1,480 | 29 | 410 | 7,465 |
| 2025 | 0 | 0 | 0 | 4,940 | 245 | 380 | 1,500 | 30 | 410 | 7,505 |
| 2026 | 0 | 0 | 0 | 5,040 | 245 | 380 | 1,500 | 30 | 410 | 7,605 |
| 2027 | 0 | 0 | 0 | 5,140 | 245 | 380 | 1,500 | 30 | 410 | 7,705 |
| 2028 | 0 | 0 | 0 | 5,140 | 245 | 380 | 1,500 | 30 | 410 | 7,705 |
| 2029 | 0 | 0 | 0 | 5,140 | 245 | 380 | 1,500 | 30 | 410 | 7,705 |
| 2030 | 0 | 0 | 0 | 5,140 | 245 | 380 | 1,500 | 30 | 410 | 7,705 |

VCU: Degree Estimates, Awards to In-State Students

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 0 | 0 | 0 | 4,674 | 253 | 253 | 1,050 | 39 | 248 | 6,517 |
| 2023 | 0 | 0 | 0 | 4,465 | 227 | 246 | 1,157 | 32 | 274 | 6,401 |
| 2024 | 0 | 0 | 0 | 4,525 | 219 | 246 | 1,117 | 29 | 271 | 6,407 |
| 2025 | 0 | 0 | 0 | 4,544 | 218 | 246 | 1,132 | 30 | 271 | 6,441 |
| 2026 | 0 | 0 | 0 | 4,636 | 218 | 246 | 1,132 | 30 | 271 | 6,533 |
| 2027 | 0 | 0 | 0 | 4,728 | 218 | 246 | 1,132 | 30 | 271 | 6,625 |
| 2028 | 0 | 0 | 0 | 4,728 | 218 | 246 | 1,132 | 30 | 271 | 6,625 |
| 2029 | 0 | 0 | 0 | 4,728 | 218 | 246 | 1,132 | 30 | 271 | 6,625 |
| 2030 | 0 | 0 | 0 | 4,728 | 218 | 246 | 1,132 | 30 | 271 | 6,625 |

Virginia Military Institute

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

| Fall | First-Time in College | | | | | New Transfer | | | | |
|------|-----------------------|-------|-----------------|-------|-------|--------------|-------|-----------------|-------|-------|
| | In-State HC | | Out-of-State HC | | Total | In-State HC | | Out-of-State HC | | Total |
| | (n) | (%) | (n) | (%) | (n) | (n) | (%) | (n) | (%) | (n) |
| 2021 | 262 | 61.5% | 164 | 38.5% | 426 | 14 | 45.2% | 17 | 54.8% | 31 |
| 2022 | 218 | 62.8% | 129 | 37.2% | 347 | 9 | 64.3% | 5 | 35.7% | 14 |
| 2023 | 240 | 60.0% | 160 | 40.0% | 400 | 9 | 62.0% | 6 | 38.0% | 15 |
| 2024 | 267 | 60.0% | 178 | 40.0% | 445 | 10 | 62.0% | 7 | 38.0% | 17 |
| 2025 | 282 | 60.0% | 188 | 40.0% | 470 | 12 | 62.0% | 8 | 38.0% | 20 |
| 2026 | 282 | 60.0% | 188 | 40.0% | 470 | 12 | 62.0% | 8 | 38.0% | 20 |
| 2027 | 291 | 60.0% | 194 | 40.0% | 485 | 13 | 62.0% | 9 | 38.0% | 22 |
| 2028 | 291 | 60.0% | 194 | 40.0% | 485 | 13 | 62.0% | 9 | 38.0% | 22 |
| 2029 | 291 | 60.0% | 194 | 40.0% | 485 | 13 | 62.0% | 9 | 38.0% | 22 |

VMI: Fall Headcount Enrollment, Total

| Fall | Undergraduate | | | First Professional | | | Graduate | | | All |
|------|---------------|----|-------|--------------------|----|-------|----------|----|-------|-------|
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | Total |
| 2021 | 1,652 | 0 | 1,652 | 0 | 0 | 0 | 0 | 0 | 0 | 1,652 |
| 2022 | 1,513 | 0 | 1,513 | 0 | 0 | 0 | 0 | 0 | 0 | 1,513 |
| 2023 | 1,490 | 0 | 1,490 | 0 | 0 | 0 | 0 | 0 | 0 | 1,490 |
| 2024 | 1,487 | 0 | 1,487 | 0 | 0 | 0 | 0 | 0 | 0 | 1,487 |
| 2025 | 1,552 | 0 | 1,552 | 0 | 0 | 0 | 0 | 0 | 0 | 1,552 |
| 2026 | 1,665 | 0 | 1,665 | 0 | 0 | 0 | 0 | 0 | 0 | 1,665 |
| 2027 | 1,717 | 0 | 1,717 | 0 | 0 | 0 | 0 | 0 | 0 | 1,717 |
| 2028 | 1,733 | 0 | 1,733 | 0 | 0 | 0 | 0 | 0 | 0 | 1,733 |
| 2029 | 1,733 | 0 | 1,733 | 0 | 0 | 0 | 0 | 0 | 0 | 1,733 |

VMI: Full-Time Equivalent Enrollment, Total

| Fiscal Year | Regular Session FTE | | | | | | Annual FTE | | |
|-------------|---------------------|--------------|--------------------|--------------|----------|--------------|------------|--------------|-------|
| | Undergraduate | | First Professional | | Graduate | | All | | |
| | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | Total |
| 2022 | 1,151 | 653 | 0 | 0 | 0 | 0 | 1,151 | 653 | 1,804 |
| 2023 | 1,094 | 572 | 0 | 0 | 0 | 0 | 1,094 | 572 | 1,666 |
| 2024 | 1,029 | 579 | 0 | 0 | 0 | 0 | 1,029 | 579 | 1,608 |
| 2025 | 1,019 | 586 | 0 | 0 | 0 | 0 | 1,019 | 586 | 1,605 |
| 2026 | 1,064 | 612 | 0 | 0 | 0 | 0 | 1,064 | 612 | 1,676 |
| 2027 | 1,244 | 717 | 0 | 0 | 0 | 0 | 1,244 | 717 | 1,961 |
| 2028 | 1,181 | 680 | 0 | 0 | 0 | 0 | 1,181 | 680 | 1,861 |
| 2029 | 1,181 | 680 | 0 | 0 | 0 | 0 | 1,181 | 680 | 1,861 |
| 2030 | 1,181 | 680 | 0 | 0 | 0 | 0 | 1,181 | 680 | 1,861 |

VMI: Degree Estimates

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 0 | 0 | 0 | 384 | 0 | 0 | 0 | 0 | 0 | 384 |
| 2023 | 0 | 0 | 0 | 345 | 0 | 0 | 0 | 0 | 0 | 345 |
| 2024 | 0 | 0 | 0 | 358 | 0 | 0 | 0 | 0 | 0 | 358 |
| 2025 | 0 | 0 | 0 | 329 | 0 | 0 | 0 | 0 | 0 | 329 |
| 2026 | 0 | 0 | 0 | 260 | 0 | 0 | 0 | 0 | 0 | 260 |
| 2027 | 0 | 0 | 0 | 288 | 0 | 0 | 0 | 0 | 0 | 288 |
| 2028 | 0 | 0 | 0 | 306 | 0 | 0 | 0 | 0 | 0 | 306 |
| 2029 | 0 | 0 | 0 | 324 | 0 | 0 | 0 | 0 | 0 | 324 |
| 2030 | 0 | 0 | 0 | 324 | 0 | 0 | 0 | 0 | 0 | 324 |

VMI: Degree Estimates, Awards to In-State Students

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 0 | 0 | 0 | 233 | 0 | 0 | 0 | 0 | 0 | 233 |
| 2023 | 0 | 0 | 0 | 215 | 0 | 0 | 0 | 0 | 0 | 215 |
| 2024 | 0 | 0 | 0 | 222 | 0 | 0 | 0 | 0 | 0 | 222 |
| 2025 | 0 | 0 | 0 | 204 | 0 | 0 | 0 | 0 | 0 | 204 |
| 2026 | 0 | 0 | 0 | 161 | 0 | 0 | 0 | 0 | 0 | 161 |
| 2027 | 0 | 0 | 0 | 179 | 0 | 0 | 0 | 0 | 0 | 179 |
| 2028 | 0 | 0 | 0 | 190 | 0 | 0 | 0 | 0 | 0 | 190 |
| 2029 | 0 | 0 | 0 | 201 | 0 | 0 | 0 | 0 | 0 | 201 |
| 2030 | 0 | 0 | 0 | 201 | 0 | 0 | 0 | 0 | 0 | 201 |

Virginia State University

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

| Fall | First-Time in College | | | | | New Transfer | | | | |
|------|-----------------------|-------|-----------------|-------|-------|--------------|-------|-----------------|-------|-------|
| | In-State HC | | Out-of-State HC | | Total | In-State HC | | Out-of-State HC | | Total |
| | (n) | (%) | (n) | (%) | (n) | (n) | (%) | (n) | (%) | (n) |
| 2021 | 637 | 68.6% | 291 | 31.4% | 928 | 245 | 82.5% | 52 | 17.5% | 297 |
| 2022 | 1,009 | 72.7% | 378 | 27.3% | 1,387 | 233 | 76.4% | 72 | 23.6% | 305 |
| 2023 | 714 | 68.1% | 335 | 31.9% | 1,049 | 198 | 78.3% | 55 | 21.7% | 253 |
| 2024 | 729 | 68.1% | 342 | 31.9% | 1,071 | 207 | 78.3% | 58 | 21.7% | 265 |
| 2025 | 759 | 68.3% | 353 | 31.7% | 1,112 | 218 | 78.3% | 61 | 21.7% | 279 |
| 2026 | 716 | 64.1% | 403 | 35.9% | 1,119 | 234 | 80.4% | 58 | 19.6% | 292 |
| 2027 | 718 | 64.1% | 403 | 35.9% | 1,121 | 246 | 80.4% | 61 | 19.6% | 307 |
| 2028 | 719 | 64.1% | 403 | 35.9% | 1,122 | 258 | 80.4% | 64 | 19.6% | 322 |
| 2029 | 765 | 68.1% | 360 | 31.9% | 1,125 | 255 | 80.4% | 63 | 19.6% | 318 |

VSU: Fall Headcount Enrollment, Total

| Fall | Undergraduate | | | First Professional | | | Graduate | | | All |
|------|---------------|-----|-------|--------------------|----|-------|----------|-----|-------|-------|
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | Total |
| 2021 | 3,665 | 234 | 3,899 | 0 | 0 | 0 | 246 | 155 | 401 | 4,300 |
| 2022 | 4,087 | 212 | 4,299 | 0 | 0 | 0 | 199 | 149 | 348 | 4,648 |
| 2023 | 3,553 | 148 | 3,701 | 0 | 0 | 0 | 283 | 166 | 449 | 4,150 |
| 2024 | 3,630 | 151 | 3,781 | 0 | 0 | 0 | 297 | 174 | 471 | 4,252 |
| 2025 | 3,691 | 154 | 3,845 | 0 | 0 | 0 | 312 | 184 | 496 | 4,341 |
| 2026 | 3,913 | 163 | 4,076 | 0 | 0 | 0 | 328 | 193 | 521 | 4,597 |
| 2027 | 4,050 | 168 | 4,218 | 0 | 0 | 0 | 345 | 203 | 548 | 4,767 |
| 2028 | 4,201 | 175 | 4,376 | 0 | 0 | 0 | 362 | 213 | 575 | 4,951 |
| 2029 | 4,435 | 185 | 4,620 | 0 | 0 | 0 | 370 | 217 | 587 | 5,207 |

VSU: Full-Time Equivalent Enrollment, Total

| Fiscal Year | Regular Session FTE | | | | | | Annual FTE | | |
|-------------|---------------------|--------------|--------------------|--------------|----------|--------------|------------|--------------|-------|
| | Undergraduate | | First Professional | | Graduate | | All | | |
| | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | Total |
| 2022 | 3,130 | 1,244 | 0 | 0 | 254 | 62 | 3,386 | 1,307 | 4,693 |
| 2023 | 3,152 | 1,282 | 0 | 0 | 262 | 61 | 3,417 | 1,344 | 4,761 |
| 2024 | 3,177 | 1,326 | 0 | 0 | 269 | 61 | 3,450 | 1,387 | 4,837 |
| 2025 | 3,205 | 1,339 | 0 | 0 | 275 | 59 | 3,484 | 1,398 | 4,882 |
| 2026 | 3,236 | 1,352 | 0 | 0 | 278 | 61 | 3,519 | 1,413 | 4,932 |
| 2027 | 3,254 | 1,360 | 0 | 0 | 284 | 58 | 3,542 | 1,419 | 4,961 |
| 2028 | 3,273 | 1,368 | 0 | 0 | 283 | 59 | 3,561 | 1,427 | 4,988 |
| 2029 | 3,273 | 1,368 | 0 | 0 | 283 | 59 | 3,561 | 1,427 | 4,988 |
| 2030 | 3,273 | 1,368 | 0 | 0 | 283 | 59 | 3,561 | 1,427 | 4,988 |

VSU: Degree Estimates

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 3 | 0 | 0 | 587 | 2 | 0 | 102 | 0 | 8 | 702 |
| 2023 | 0 | 0 | 0 | 675 | 12 | 0 | 95 | 0 | 22 | 804 |
| 2024 | 3 | 0 | 0 | 589 | 12 | 0 | 120 | 0 | 12 | 736 |
| 2025 | 3 | 0 | 0 | 590 | 12 | 0 | 100 | 0 | 12 | 717 |
| 2026 | 3 | 0 | 0 | 590 | 12 | 0 | 100 | 0 | 12 | 717 |
| 2027 | 3 | 0 | 0 | 590 | 12 | 0 | 100 | 0 | 12 | 717 |
| 2028 | 3 | 0 | 0 | 591 | 12 | 0 | 100 | 0 | 12 | 718 |
| 2029 | 3 | 0 | 0 | 591 | 12 | 0 | 100 | 0 | 12 | 718 |
| 2030 | 3 | 0 | 0 | 591 | 12 | 0 | 100 | 0 | 12 | 718 |

VSU: Degree Estimates, Awards to In-State Students

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 3 | 0 | 0 | 420 | 1 | 0 | 75 | 0 | 8 | 507 |
| 2023 | 0 | 0 | 0 | 425 | 4 | 0 | 75 | 0 | 10 | 514 |
| 2024 | 3 | 0 | 0 | 425 | 10 | 0 | 96 | 0 | 10 | 544 |
| 2025 | 3 | 0 | 0 | 425 | 10 | 0 | 96 | 0 | 10 | 544 |
| 2026 | 3 | 0 | 0 | 425 | 10 | 0 | 96 | 0 | 10 | 544 |
| 2027 | 3 | 0 | 0 | 425 | 10 | 0 | 96 | 0 | 10 | 544 |
| 2028 | 3 | 0 | 0 | 427 | 10 | 0 | 96 | 0 | 10 | 546 |
| 2029 | 3 | 0 | 0 | 427 | 10 | 0 | 96 | 0 | 10 | 546 |
| 2030 | 3 | 0 | 0 | 427 | 10 | 0 | 96 | 0 | 10 | 546 |

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

| Fall | First-Time in College | | | | | New Transfer | | | | |
|------|-----------------------|-------|-----------------|-------|-------|--------------|-------|-----------------|-------|-------|
| | In-State HC | | Out-of-State HC | | Total | In-State HC | | Out-of-State HC | | Total |
| | (n) | (%) | (n) | (%) | (n) | (n) | (%) | (n) | (%) | (n) |
| 2021 | 4,047 | 59.4% | 2,768 | 40.6% | 6,815 | 788 | 88.2% | 105 | 11.8% | 893 |
| 2022 | 4,581 | 63.3% | 2,661 | 36.7% | 7,242 | 884 | 88.7% | 113 | 11.3% | 997 |
| 2023 | 4,249 | 58.8% | 2,972 | 41.2% | 7,221 | 902 | 88.0% | 123 | 12.0% | 1,025 |
| 2024 | 4,389 | 63.4% | 2,532 | 36.6% | 6,921 | 902 | 88.0% | 123 | 12.0% | 1,025 |
| 2025 | 3,964 | 57.8% | 2,898 | 42.2% | 6,862 | 902 | 88.0% | 123 | 12.0% | 1,025 |
| 2026 | 4,554 | 62.7% | 2,708 | 37.3% | 7,262 | 902 | 88.0% | 123 | 12.0% | 1,025 |
| 2027 | 4,445 | 60.7% | 2,878 | 39.3% | 7,323 | 902 | 88.0% | 123 | 12.0% | 1,025 |
| 2028 | 4,501 | 62.3% | 2,719 | 37.7% | 7,220 | 902 | 88.0% | 123 | 12.0% | 1,025 |
| 2029 | 4,254 | 59.9% | 2,842 | 40.1% | 7,096 | 902 | 88.0% | 123 | 12.0% | 1,025 |

VT: Fall Headcount Enrollment, Total

| Fall | Undergraduate | | | First Professional | | | Graduate | | | All |
|------|---------------|-----|--------|--------------------|----|-------|----------|-------|-------|--------|
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | Total |
| 2021 | 28,935 | 825 | 29,760 | 672 | 1 | 673 | 4,847 | 1,999 | 6,846 | 37,279 |
| 2022 | 29,569 | 865 | 30,434 | 671 | 2 | 673 | 5,042 | 2,021 | 7,063 | 38,170 |
| 2023 | 29,678 | 771 | 30,449 | 679 | 2 | 681 | 5,241 | 2,461 | 7,702 | 38,833 |
| 2024 | 29,904 | 775 | 30,679 | 686 | 2 | 688 | 5,401 | 2,557 | 7,958 | 39,325 |
| 2025 | 30,147 | 760 | 30,907 | 686 | 2 | 688 | 5,501 | 2,557 | 8,058 | 39,654 |
| 2026 | 30,382 | 758 | 31,140 | 686 | 2 | 688 | 5,581 | 2,577 | 8,158 | 39,986 |
| 2027 | 30,594 | 778 | 31,372 | 735 | 2 | 737 | 5,661 | 2,597 | 8,258 | 40,368 |
| 2028 | 30,828 | 779 | 31,607 | 784 | 2 | 786 | 5,741 | 2,617 | 8,358 | 40,752 |
| 2029 | 31,089 | 756 | 31,845 | 833 | 2 | 835 | 5,821 | 2,637 | 8,458 | 41,139 |

VT: Full-Time Equivalent Enrollment, Total

| Fiscal Year | Regular Session FTE | | | | | | Annual FTE | | |
|-------------|---------------------|--------------|--------------------|--------------|----------|--------------|------------|--------------|--------|
| | Undergraduate | | First Professional | | Graduate | | All | | |
| | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | Total |
| 2022 | 21,008 | 9,609 | 604 | 481 | 2,160 | 4,289 | 23,775 | 14,380 | 38,155 |
| 2023 | 21,169 | 10,145 | 557 | 468 | 2,392 | 4,214 | 24,121 | 14,828 | 38,949 |
| 2024 | 20,939 | 10,173 | 556 | 481 | 2,218 | 4,903 | 23,716 | 15,559 | 39,275 |
| 2025 | 20,793 | 10,590 | 558 | 490 | 2,293 | 4,991 | 23,647 | 16,072 | 39,719 |
| 2026 | 20,629 | 11,034 | 558 | 490 | 2,318 | 5,029 | 23,509 | 16,554 | 40,062 |
| 2027 | 20,754 | 11,097 | 558 | 490 | 2,342 | 5,055 | 23,658 | 16,643 | 40,301 |
| 2028 | 20,886 | 11,163 | 572 | 548 | 2,367 | 5,093 | 23,829 | 16,805 | 40,634 |
| 2029 | 21,045 | 11,254 | 587 | 606 | 2,392 | 5,131 | 24,028 | 16,992 | 41,020 |
| 2030 | 21,223 | 11,351 | 602 | 665 | 2,418 | 5,169 | 24,246 | 17,186 | 41,432 |

VT: Degree Estimates

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 0 | 0 | 35 | 7,257 | 565 | 160 | 1,460 | 15 | 497 | 9,989 |
| 2023 | 0 | 0 | 40 | 7,367 | 576 | 160 | 1,911 | 15 | 536 | 10,605 |
| 2024 | 0 | 0 | 40 | 7,478 | 588 | 160 | 2,045 | 15 | 541 | 10,867 |
| 2025 | 0 | 0 | 40 | 7,591 | 600 | 160 | 2,188 | 15 | 546 | 11,140 |
| 2026 | 0 | 0 | 40 | 7,706 | 612 | 167 | 2,341 | 15 | 551 | 11,432 |
| 2027 | 0 | 0 | 40 | 7,822 | 624 | 167 | 2,505 | 15 | 557 | 11,730 |
| 2028 | 0 | 0 | 40 | 7,940 | 636 | 167 | 2,680 | 15 | 563 | 12,041 |
| 2029 | 0 | 0 | 40 | 8,060 | 649 | 167 | 2,868 | 15 | 569 | 12,368 |
| 2030 | 0 | 0 | 40 | 8,182 | 662 | 167 | 3,069 | 15 | 575 | 12,710 |

VT: Degree Estimates, Awards to In-State Students

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 0 | 0 | 34 | 5,370 | 235 | 104 | 709 | 13 | 188 | 6,653 |
| 2023 | 0 | 0 | 38 | 5,451 | 240 | 104 | 1,083 | 13 | 209 | 7,138 |
| 2024 | 0 | 0 | 38 | 5,533 | 245 | 104 | 1,159 | 13 | 211 | 7,303 |
| 2025 | 0 | 0 | 38 | 5,616 | 250 | 104 | 1,240 | 13 | 213 | 7,474 |
| 2026 | 0 | 0 | 38 | 5,700 | 255 | 111 | 1,327 | 13 | 215 | 7,659 |
| 2027 | 0 | 0 | 38 | 5,785 | 260 | 111 | 1,420 | 13 | 217 | 7,844 |
| 2028 | 0 | 0 | 38 | 5,872 | 265 | 111 | 1,519 | 13 | 219 | 8,037 |
| 2029 | 0 | 0 | 38 | 5,960 | 270 | 111 | 1,625 | 13 | 221 | 8,238 |
| 2030 | 0 | 0 | 38 | 6,050 | 275 | 111 | 1,739 | 13 | 223 | 8,449 |

Total Public Two-Year Institutions

2YRS: Headcount Enrollment - First-Time-in-College and New Transfer

| Fall | First-Time in College | | | | | New Transfer | | | | |
|------|-----------------------|-------|-----------------|------|--------|--------------|-------|-----------------|-------|-------|
| | In-State HC | | Out-of-State HC | | Total | In-State HC | | Out-of-State HC | | Total |
| | (n) | (%) | (n) | (%) | (n) | (n) | (%) | (n) | (%) | (n) |
| 2021 | 23,744 | 92.0% | 2,052 | 8.0% | 25,796 | 5,499 | 85.2% | 957 | 14.8% | 6,456 |
| 2022 | 25,239 | 92.0% | 2,187 | 8.0% | 27,426 | 5,465 | 84.6% | 995 | 15.4% | 6,460 |
| 2023 | 25,026 | 93.6% | 1,714 | 6.4% | 26,740 | 5,594 | 88.4% | 734 | 11.6% | 6,328 |
| 2024 | 24,850 | 93.6% | 1,703 | 6.4% | 26,553 | 5,556 | 88.4% | 728 | 11.6% | 6,284 |
| 2025 | 24,697 | 93.6% | 1,694 | 6.4% | 26,391 | 5,521 | 88.4% | 726 | 11.6% | 6,247 |
| 2026 | 24,557 | 93.6% | 1,688 | 6.4% | 26,245 | 5,489 | 88.4% | 721 | 11.6% | 6,210 |
| 2027 | 24,432 | 93.6% | 1,681 | 6.4% | 26,113 | 5,462 | 88.3% | 721 | 11.7% | 6,183 |
| 2028 | 24,322 | 93.6% | 1,674 | 6.4% | 25,996 | 5,438 | 88.3% | 718 | 11.7% | 6,156 |
| 2029 | 24,248 | 93.6% | 1,671 | 6.4% | 25,919 | 5,415 | 88.3% | 716 | 11.7% | 6,131 |

2YRS: Fall Headcount Enrollment, Total

| Fall | Undergraduate | | | First Professional | | | Graduate | | | All |
|------|---------------|---------|---------|--------------------|----|-------|----------|----|-------|---------|
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | Total |
| 2021 | 43,695 | 102,612 | 146,307 | 0 | 0 | 0 | 0 | 0 | 0 | 146,307 |
| 2022 | 42,577 | 106,107 | 148,684 | 0 | 0 | 0 | 0 | 0 | 0 | 148,684 |
| 2023 | 41,968 | 103,454 | 145,422 | 0 | 0 | 0 | 0 | 0 | 0 | 145,423 |
| 2024 | 41,687 | 103,853 | 145,540 | 0 | 0 | 0 | 0 | 0 | 0 | 145,540 |
| 2025 | 41,515 | 103,290 | 144,805 | 0 | 0 | 0 | 0 | 0 | 0 | 144,807 |
| 2026 | 41,226 | 102,751 | 143,977 | 0 | 0 | 0 | 0 | 0 | 0 | 143,978 |
| 2027 | 41,232 | 103,600 | 144,832 | 0 | 0 | 0 | 0 | 0 | 0 | 144,834 |
| 2028 | 41,095 | 104,535 | 145,630 | 0 | 0 | 0 | 0 | 0 | 0 | 145,630 |
| 2029 | 41,039 | 104,282 | 145,321 | 0 | 0 | 0 | 0 | 0 | 0 | 145,322 |

2YRS: Full-Time Equivalent Enrollment, Total

| Fiscal Year | Regular Session FTE | | | | | | Annual FTE | | |
|-------------|---------------------|--------------|--------------------|--------------|----------|--------------|------------|--------------|--------|
| | Undergraduate | | First Professional | | Graduate | | All | | |
| | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | Total |
| 2022 | 85,258 | 2,650 | 0 | 0 | 0 | 0 | 85,258 | 2,650 | 87,908 |
| 2023 | 85,264 | 2,065 | 0 | 0 | 0 | 0 | 85,264 | 2,065 | 87,329 |
| 2024 | 83,772 | 2,255 | 0 | 0 | 0 | 0 | 83,772 | 2,255 | 86,027 |
| 2025 | 82,852 | 2,235 | 0 | 0 | 0 | 0 | 82,852 | 2,235 | 85,086 |
| 2026 | 82,113 | 2,224 | 0 | 0 | 0 | 0 | 82,113 | 2,224 | 84,338 |
| 2027 | 81,575 | 2,215 | 0 | 0 | 0 | 0 | 81,575 | 2,215 | 83,790 |
| 2028 | 81,112 | 2,207 | 0 | 0 | 0 | 0 | 81,112 | 2,207 | 83,319 |
| 2029 | 80,749 | 2,202 | 0 | 0 | 0 | 0 | 80,749 | 2,202 | 82,951 |
| 2030 | 80,463 | 2,196 | 0 | 0 | 0 | 0 | 80,463 | 2,196 | 82,659 |

2YRS: Degree Estimates

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 14,879 | 12,454 | 5,627 | 0 | 0 | 0 | 0 | 0 | 0 | 32,960 |
| 2023 | 14,916 | 12,489 | 5,641 | 0 | 0 | 0 | 0 | 0 | 0 | 33,046 |
| 2024 | 14,953 | 12,524 | 5,655 | 0 | 0 | 0 | 0 | 0 | 0 | 33,132 |
| 2025 | 14,991 | 12,559 | 5,669 | 0 | 0 | 0 | 0 | 0 | 0 | 33,219 |
| 2026 | 15,028 | 12,595 | 5,683 | 0 | 0 | 0 | 0 | 0 | 0 | 33,306 |
| 2027 | 15,066 | 12,631 | 5,698 | 0 | 0 | 0 | 0 | 0 | 0 | 33,395 |
| 2028 | 15,104 | 12,663 | 5,712 | 0 | 0 | 0 | 0 | 0 | 0 | 33,479 |
| 2029 | 15,141 | 12,697 | 5,726 | 0 | 0 | 0 | 0 | 0 | 0 | 33,564 |
| 2030 | 15,179 | 12,734 | 5,741 | 0 | 0 | 0 | 0 | 0 | 0 | 33,654 |

2YRS: Degree Estimates, Awards to In-State Students

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 14,574 | 12,192 | 5,458 | 0 | 0 | 0 | 0 | 0 | 0 | 32,224 |
| 2023 | 14,610 | 12,226 | 5,472 | 0 | 0 | 0 | 0 | 0 | 0 | 32,308 |
| 2024 | 14,647 | 12,260 | 5,485 | 0 | 0 | 0 | 0 | 0 | 0 | 32,392 |
| 2025 | 14,683 | 12,295 | 5,499 | 0 | 0 | 0 | 0 | 0 | 0 | 32,477 |
| 2026 | 14,720 | 12,329 | 5,513 | 0 | 0 | 0 | 0 | 0 | 0 | 32,562 |
| 2027 | 14,758 | 12,363 | 5,527 | 0 | 0 | 0 | 0 | 0 | 0 | 32,648 |
| 2028 | 14,794 | 12,398 | 5,540 | 0 | 0 | 0 | 0 | 0 | 0 | 32,732 |
| 2029 | 14,831 | 12,432 | 5,554 | 0 | 0 | 0 | 0 | 0 | 0 | 32,817 |
| 2030 | 14,868 | 14,168 | 5,568 | 0 | 0 | 0 | 0 | 0 | 0 | 34,604 |

Richard Bland College

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

| Fall | First-Time in College | | | | | New Transfer | | | | |
|------|-----------------------|-------|-----------------|-------|-------|--------------|-------|-----------------|-------|-------|
| | In-State HC | | Out-of-State HC | | Total | In-State HC | | Out-of-State HC | | Total |
| | (n) | (%) | (n) | (%) | (n) | (n) | (%) | (n) | (%) | (n) |
| 2021 | 283 | 89.3% | 34 | 10.7% | 317 | 43 | 86.0% | 7 | 14.0% | 50 |
| 2022 | 369 | 93.4% | 26 | 6.6% | 395 | 31 | 79.5% | 8 | 20.5% | 39 |
| 2023 | 61 | 51.0% | 59 | 49.0% | 120 | 4 | 77.4% | 1 | 22.6% | 5 |
| 2024 | 62 | 51.0% | 60 | 49.0% | 122 | 5 | 81.1% | 1 | 18.9% | 6 |
| 2025 | 64 | 51.2% | 61 | 48.8% | 125 | 5 | 64.6% | 3 | 35.4% | 8 |
| 2026 | 65 | 51.0% | 64 | 49.0% | 129 | 5 | 64.5% | 3 | 35.5% | 8 |
| 2027 | 67 | 51.0% | 65 | 49.0% | 132 | 5 | 49.1% | 6 | 50.9% | 11 |
| 2028 | 69 | 51.2% | 66 | 48.8% | 135 | 5 | 45.8% | 7 | 54.2% | 12 |
| 2029 | 70 | 51.2% | 68 | 48.8% | 138 | 5 | 42.7% | 8 | 57.3% | 13 |

RBC: Fall Headcount Enrollment, Total

| Fall | Undergraduate | | | First Professional | | | Graduate | | | All |
|------|---------------|-------|-------|--------------------|----|-------|----------|----|-------|-------|
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | Total |
| 2021 | 633 | 1,458 | 2,091 | 0 | 0 | 0 | 0 | 0 | 0 | 2,091 |
| 2022 | 644 | 1,487 | 2,131 | 0 | 0 | 0 | 0 | 0 | 0 | 2,131 |
| 2023 | 672 | 1,524 | 2,196 | 0 | 0 | 0 | 0 | 0 | 0 | 2,197 |
| 2024 | 685 | 1,555 | 2,240 | 0 | 0 | 0 | 0 | 0 | 0 | 2,240 |
| 2025 | 769 | 1,639 | 2,408 | 0 | 0 | 0 | 0 | 0 | 0 | 2,409 |
| 2026 | 790 | 1,678 | 2,468 | 0 | 0 | 0 | 0 | 0 | 0 | 2,469 |
| 2027 | 925 | 3,042 | 3,967 | 0 | 0 | 0 | 0 | 0 | 0 | 3,968 |
| 2028 | 975 | 4,439 | 5,414 | 0 | 0 | 0 | 0 | 0 | 0 | 5,415 |
| 2029 | 1,083 | 4,596 | 5,679 | 0 | 0 | 0 | 0 | 0 | 0 | 5,681 |

RBC: Full-Time Equivalent Enrollment, Total

| Fiscal Year | Regular Session FTE | | | | | | Annual FTE | | |
|-------------|---------------------|--------------|--------------------|--------------|----------|--------------|------------|--------------|-------|
| | Undergraduate | | First Professional | | Graduate | | All | | |
| | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | Total |
| 2022 | 1,034 | 164 | 0 | 0 | 0 | 0 | 1,034 | 164 | 1,199 |
| 2023 | 1,055 | 168 | 0 | 0 | 0 | 0 | 1,055 | 168 | 1,223 |
| 2024 | 1,076 | 171 | 0 | 0 | 0 | 0 | 1,076 | 171 | 1,247 |
| 2025 | 1,098 | 174 | 0 | 0 | 0 | 0 | 1,098 | 174 | 1,272 |
| 2026 | 1,121 | 183 | 0 | 0 | 0 | 0 | 1,121 | 183 | 1,304 |
| 2027 | 1,149 | 188 | 0 | 0 | 0 | 0 | 1,149 | 188 | 1,337 |
| 2028 | 1,178 | 192 | 0 | 0 | 0 | 0 | 1,178 | 192 | 1,370 |
| 2029 | 1,207 | 197 | 0 | 0 | 0 | 0 | 1,207 | 197 | 1,404 |
| 2030 | 1,237 | 199 | 0 | 0 | 0 | 0 | 1,237 | 199 | 1,436 |

RBC: Degree Estimates

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 0 | 168 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 168 |
| 2023 | 0 | 172 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 172 |
| 2024 | 0 | 176 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 176 |
| 2025 | 0 | 181 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 181 |
| 2026 | 0 | 186 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 186 |
| 2027 | 0 | 191 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 191 |
| 2028 | 0 | 192 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 192 |
| 2029 | 0 | 194 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 194 |
| 2030 | 0 | 200 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 200 |

RBC: Degree Estimates, Awards to In-State Students

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 0 | 153 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 153 |
| 2023 | 0 | 157 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 157 |
| 2024 | 0 | 161 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 161 |
| 2025 | 0 | 165 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 165 |
| 2026 | 0 | 169 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 169 |
| 2027 | 0 | 173 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 173 |
| 2028 | 0 | 177 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 177 |
| 2029 | 0 | 181 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 181 |
| 2030 | 0 | 1,886 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,886 |

Virginia Community College System

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

| Fall | First-Time in College | | | | | New Transfer | | | | |
|------|-----------------------|-------|-----------------|------|--------|--------------|-------|-----------------|-------|-------|
| | In-State HC | | Out-of-State HC | | Total | In-State HC | | Out-of-State HC | | Total |
| | (n) | (%) | (n) | (%) | (n) | (n) | (%) | (n) | (%) | (n) |
| 2021 | 23,461 | 92.1% | 2,018 | 7.9% | 25,479 | 5,456 | 85.2% | 950 | 14.8% | 6,406 |
| 2022 | 24,870 | 92.0% | 2,161 | 8.0% | 27,031 | 5,434 | 84.6% | 987 | 15.4% | 6,421 |
| 2023 | 24,964 | 93.8% | 1,656 | 6.2% | 26,620 | 5,590 | 88.4% | 733 | 11.6% | 6,323 |
| 2024 | 24,787 | 93.8% | 1,644 | 6.2% | 26,431 | 5,550 | 88.4% | 728 | 11.6% | 6,278 |
| 2025 | 24,632 | 93.8% | 1,634 | 6.2% | 26,266 | 5,516 | 88.4% | 723 | 11.6% | 6,239 |
| 2026 | 24,491 | 93.8% | 1,625 | 6.2% | 26,116 | 5,483 | 88.4% | 719 | 11.6% | 6,202 |
| 2027 | 24,365 | 93.8% | 1,616 | 6.2% | 25,981 | 5,457 | 88.4% | 715 | 11.6% | 6,172 |
| 2028 | 24,252 | 93.8% | 1,609 | 6.2% | 25,861 | 5,432 | 88.4% | 712 | 11.6% | 6,144 |
| 2029 | 24,177 | 93.8% | 1,604 | 6.2% | 25,781 | 5,409 | 88.4% | 709 | 11.6% | 6,118 |

VCCS: Fall Headcount Enrollment, Total

| Fall | Undergraduate | | | First Professional | | | Graduate | | | All |
|------|---------------|---------|---------|--------------------|----|-------|----------|----|-------|---------|
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | Total |
| 2021 | 43,062 | 101,154 | 144,216 | 0 | 0 | 0 | 0 | 0 | 0 | 144,216 |
| 2022 | 41,933 | 104,620 | 146,553 | 0 | 0 | 0 | 0 | 0 | 0 | 146,553 |
| 2023 | 41,296 | 101,930 | 143,226 | 0 | 0 | 0 | 0 | 0 | 0 | 143,225 |
| 2024 | 41,002 | 102,297 | 143,299 | 0 | 0 | 0 | 0 | 0 | 0 | 143,299 |
| 2025 | 40,745 | 101,652 | 142,397 | 0 | 0 | 0 | 0 | 0 | 0 | 142,398 |
| 2026 | 40,436 | 101,073 | 141,509 | 0 | 0 | 0 | 0 | 0 | 0 | 141,509 |
| 2027 | 40,306 | 100,558 | 140,864 | 0 | 0 | 0 | 0 | 0 | 0 | 140,865 |
| 2028 | 40,119 | 100,096 | 140,215 | 0 | 0 | 0 | 0 | 0 | 0 | 140,215 |
| 2029 | 39,955 | 99,686 | 139,641 | 0 | 0 | 0 | 0 | 0 | 0 | 139,641 |

VCCS: Full-Time Equivalent Enrollment, Total

| Fiscal Year | Regular Session FTE | | | | | | Annual FTE | | |
|-------------|---------------------|--------------|--------------------|--------------|----------|--------------|------------|--------------|--------|
| | Undergraduate | | First Professional | | Graduate | | All | | |
| | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State | Total |
| 2022 | 84,223 | 2,486 | 0 | 0 | 0 | 0 | 84,223 | 2,486 | 86,709 |
| 2023 | 84,209 | 1,897 | 0 | 0 | 0 | 0 | 84,209 | 1,897 | 86,106 |
| 2024 | 82,696 | 2,084 | 0 | 0 | 0 | 0 | 82,696 | 2,084 | 84,780 |
| 2025 | 81,754 | 2,061 | 0 | 0 | 0 | 0 | 81,753 | 2,061 | 83,814 |
| 2026 | 80,993 | 2,041 | 0 | 0 | 0 | 0 | 80,993 | 2,041 | 83,034 |
| 2027 | 80,426 | 2,027 | 0 | 0 | 0 | 0 | 80,426 | 2,027 | 82,453 |
| 2028 | 79,934 | 2,015 | 0 | 0 | 0 | 0 | 79,934 | 2,015 | 81,949 |
| 2029 | 79,542 | 2,005 | 0 | 0 | 0 | 0 | 79,542 | 2,005 | 81,547 |
| 2030 | 79,226 | 1,997 | 0 | 0 | 0 | 0 | 79,226 | 1,997 | 81,223 |

VCCS: Degree Estimates

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 14,879 | 12,286 | 5,627 | 0 | 0 | 0 | 0 | 0 | 0 | 32,792 |
| 2023 | 14,916 | 12,317 | 5,641 | 0 | 0 | 0 | 0 | 0 | 0 | 32,874 |
| 2024 | 14,953 | 12,348 | 5,655 | 0 | 0 | 0 | 0 | 0 | 0 | 32,956 |
| 2025 | 14,991 | 12,378 | 5,669 | 0 | 0 | 0 | 0 | 0 | 0 | 33,038 |
| 2026 | 15,028 | 12,409 | 5,683 | 0 | 0 | 0 | 0 | 0 | 0 | 33,120 |
| 2027 | 15,066 | 12,440 | 5,698 | 0 | 0 | 0 | 0 | 0 | 0 | 33,204 |
| 2028 | 15,104 | 12,471 | 5,712 | 0 | 0 | 0 | 0 | 0 | 0 | 33,287 |
| 2029 | 15,141 | 12,503 | 5,726 | 0 | 0 | 0 | 0 | 0 | 0 | 33,370 |
| 2030 | 15,179 | 12,534 | 5,741 | 0 | 0 | 0 | 0 | 0 | 0 | 33,454 |

VCCS: Degree Estimates, Awards to In-State Students

| Fiscal Year | Short-term Certs. | Assoc, Transfer | Assoc, Applied | Bachelor | Post-Bach. Certs | First Prof. | Master | Post-Master's Certs. | Doctor | Total Awards |
|-------------|-------------------|-----------------|----------------|----------|------------------|-------------|--------|----------------------|--------|--------------|
| 2022 | 14,574 | 12,039 | 5,458 | 0 | 0 | 0 | 0 | 0 | 0 | 32,071 |
| 2023 | 14,610 | 12,069 | 5,472 | 0 | 0 | 0 | 0 | 0 | 0 | 32,151 |
| 2024 | 14,647 | 12,099 | 5,485 | 0 | 0 | 0 | 0 | 0 | 0 | 32,231 |
| 2025 | 14,683 | 12,130 | 5,499 | 0 | 0 | 0 | 0 | 0 | 0 | 32,312 |
| 2026 | 14,720 | 12,160 | 5,513 | 0 | 0 | 0 | 0 | 0 | 0 | 32,393 |
| 2027 | 14,758 | 12,190 | 5,527 | 0 | 0 | 0 | 0 | 0 | 0 | 32,475 |
| 2028 | 14,794 | 12,221 | 5,540 | 0 | 0 | 0 | 0 | 0 | 0 | 32,555 |
| 2029 | 14,831 | 12,251 | 5,554 | 0 | 0 | 0 | 0 | 0 | 0 | 32,636 |
| 2030 | 14,868 | 12,282 | 5,568 | 0 | 0 | 0 | 0 | 0 | 0 | 32,718 |

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
JOINT SCHEV/COUNCIL OF PRESIDENTS MEETING
September 18, 2023**

DRAFT MINUTES

Mr. Ampy called the meeting to order at 3:00 p.m. in Room 2021 of Hartman Hall, James Madison University, Harrisonburg, Virginia.

Mr. Ampy introduced the current Chair of the Council of Presidents, President Taylor Reveley IV. President Reveley thanked everyone for attending and expressed gratitude for being able to gather in person.

Council members present: Ken Ampy, Walter Curt, Victoria Harker, William Harvey, Jennie O'Holleran, Thaddeus Holloman, Cheryl Oldham, Jason El Koubi, Delceno Miles, Doug Straley, Scott Fleming and John Jumper.

Council members absent: John Broderick.

Staff members present: Tom Allison, Lee Andes, Peter Blake, Grace Covello Khattar, Joseph DeFilippo, Alan Edwards, Jodi Fidler, Sandra Freeman, Tod Massa, Laura Osberger, Emily Salmon, Bob Spieldenner, Kristin Whelan and Yan Zheng.

Other notable attendees: Deb Love from the Office of the Attorney General; the Honorable Aimee Guidera, Secretary of Education; Kirk Cox, President, Virginia Business Higher Education Council (VBHEC); and Nicholas Kent, Deputy Secretary of Education.

See the list at the end of this document of Presidents who attended.

INTRODUCTIONS AND OBSERVATIONS

President Alger welcomed everyone and thanked them for coming to JMU. He thanked Peter Blake for his years of service as SCHEV director. President Alger shared some information about JMU and the genesis of Hartman Hall.

Mr. Ampy called for the presidents and Council members to introduce themselves. He then asked if any presidents could share their experiences with the mental health pilot program. Several participants spoke about how the program benefits their campuses.

Mr. Blake asked the presidents to address how their campuses are helping to ensure the success of Pell Grant eligible students. The presidents discussed how they've been able to increase Pell eligible enrollment at their universities. They discussed wrap-around services and strategies to help Pell Grant eligible and first-generation students complete their degrees.

The presidents discussed mental health initiatives, campus safety and affirmative action. They also discussed administrative costs and challenges to hiring. The presidents also talked about the partnership between K-12 and higher education. They also discussed the impact of low teacher pay on college student interest in studying education.

WHAT VIRGINIANS THINK ABOUT VIRGINIA HIGHER EDUCATION

Mr. Ampy introduced Mr. Cox from the Virginia Business Higher Education Council (VBHEC) and invited him to address the presidents and Council members.

Mr. Cox spoke about the VBHEC's 2023-2024 Growth4VA advocacy campaign. The campaign's message is that it's time to invest in Virginia's talent.

The VBHEC sponsored a comprehensive economic impact study by the Weldon Center at UVA. The study found that Virginia public institutions contribute \$52 billion annually to Virginia's gross state product. The public system accounts for 188,000 jobs in the state, and higher education returns approximately \$3.8 billion in revenue to the state treasury. The investment in higher education more than pays for itself.

According to a public opinion poll released by the VBHEC, more than 90% of Virginians in both parties say that making sure that every Virginian can earn a certificate or degree is the most important investment the state can make.

Mr. Cox wrapped up his remarks by advocating for greater investment in VTOP as the best way to provide more opportunities for students and Virginia business.

After his remarks, Mr. Cox shared a short video.

GENERAL DISCUSSION ON TOPICS OF MUTUAL INTEREST

Mr. Ampy opened the floor to questions for Mr. Cox and reactions to his presentation.

Mr. Cox answered questions about the polling data and the bipartisan support for higher education in Virginia. Council members asked about the methodology behind the poll and asked for data connecting the internships to outcomes. Mr. Cox stated that it is too soon to measure those results.

Mr. Ampy invited Secretary Guidera to share some remarks. On behalf of the Governor, she thanked the returning Council members and welcomed the new ones. She updated the group about initiatives from her office.

CLOSING COMMENTS

Mr. Blake applauded Secretary Guidera for her partnership. He thanked the new Council members and welcomed the new presidents and chancellor. Mr. Blake reflected on his memories and important accomplishments in Virginia higher ed during his tenure.

MOTION TO ADJOURN

The chair adjourned the joint meeting at 5:15 p.m.

Council Secretary

Kristin Whelan
Coordinator of Board and Executive Operations

Council of Presidents Attendees

Bret Danilowicz, Radford University
Cedric Wins, Virginia Military Institute
Greg Hodges, Patrick & Henry Community College
Michael Rao, Virginia Commonwealth University
Adam Hutchison, Virginia Highlands Community College
Donna Price Henry, UVA-Wise
Troy Paino, University of Mary Washington
Taylor Reveley IV, Longwood University
Jon Alger, James Madison University
Brian Hemphill, Old Dominion University
Tim Sands, Virginia Tech
Jim Ryan, University of Virginia
Gregory Washington, George Mason University
Javuane Adams-Gaston, Norfolk State University
David Doré, Chancellor, Virginia Community College System
Bill Kelly, Christopher Newport University

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL ORIENTATION
SEPTEMBER 18, 2023
DRAFT MINUTES**

Council Members present: Ken Ampy, Walter Curt, Scott Fleming, John Jumper, Delceno Miles and Doug Straley.

Staff members present: Lee Andes, Tom Allison, Peter Blake, Lynne Brownlee, Joe DeFilippo, Alan Edwards, Grace Khattar, Tod Massa, Laura Osberger, Kristin Whelan and Yan Zheng.

Mr. Ampy started the meeting at 10:45 a.m. in Room 3016 of Hartman Hall at James Madison University. Mr. Ampy welcomed the Council members and thanked them for agreeing to serve.

Mr. Blake asked the new members to introduce themselves. Mr. Blake asked Mr. Ampy, Mr. Curt and staff members to introduce themselves.

Mr. Blake discussed SCHEV's role and functions as the state coordinating board and provided a brief history of the agency. He explained SCHEV's decentralized system with the flexibility to facilitate innovation at each institution. Mr. Blake described the primary priorities for SCHEV as cost, quality and access. He gave a brief overview of the size of Virginia's system and presented some data points on enrollment, degrees awarded and state funding. He also explained how Council does most of its work through two committees and meets six times per year.

Mr. Blake referenced a document provided to members with lists of Council members and staff members. He talked about the processes involving travel to meetings, expense reimbursements, and how FOIA rules may impact email communications. He also reviewed a summary of strategic plan priority initiatives and the "Key Facts" booklet providing important data about higher education in Virginia.

Mr. Blake described the expressed and implied duties of SCHEV and directed the new members to the SCHEV Responsibilities document included in the Orientation materials.

Gen. Jumper asked Mr. Blake to describe SCHEV's relationship to the General Assembly and the Governor's office. SCHEV is an Executive branch agency and has some responsibilities to the General Assembly. By design, the SCHEV director is not an appointed head, which works to assure some independence. Members of SCHEV staff and the director occasionally testify to the General Assembly.

Direct report staff members provided overviews of the work of their section and how they work with Council members:

- Dr. DeFilippo talked about the Academic Affairs department and its duties of coordination over both the public and private higher education sectors. Dr. DeFilippo answered several questions from new Council members about certification requirements and degree approvals.
- Dr. Edwards talked about the Finance, Policy and Innovation department and its work on the strategic plan goals and initiatives, the innovative internship program, the fund for excellence and innovation and the mental health workforce pilot. Much of their work is on systemwide budget recommendations, student aid, financial aid management, policy recommendations, outreach and access in the K-12 sector. Dr. Edwards responded to questions from the Council Members. Mr. Andes briefly introduced the Council members to the Virginia College Access Network (V-CAN).
- Mr. Massa talked about the Policy Analytics department and the data it collects and maintains. SCHEV is the lead agency for Virginia Longitudinal Data System (VLDC) and therefore has access to data from all the partner agencies. The Policy Analytics department directly supports several of SCHEV's assigned duties and supports the work of all other SCHEV departments.
- Dr. Edwards briefly discussed the Strategic Plan, Pathways to Opportunity, and work-based learning, Innovative Internship Program, Virginia Talent + Opportunity Partnership (VTOP). Dr. Edwards answered questions from the Council members.
- Ms. Brownlee provided an overview of the budget and finance department. She described how her unit supports the work of the agency units.
- Ms. Osberger discussed her role in coordinating logistics for Council meetings and members, agency operations and communications.

The meeting concluded at 12:00 p.m.



David Doré Biography

David Doré became Chancellor of the Virginia Community College System (VCCS) on April 1, 2023. Dr. Doré is the tenth person to lead the system, which was founded in 1966. He succeeded Dr. Sharon Morrissey, who served in the post on an interim basis since July 2022. In his position, Dr. Doré provides day-to-day leadership for a system serving more than 200,000 degree-seeking and workforce-career training students annually. That's more than 40 percent of Virginia's undergraduate students. He oversees 23 independently accredited community

colleges across 40 locations in every corner of Virginia.

David Doré joined the VCCS in his twenty-seventh year serving community college students. Like so many of our students, he was a first-generation college student. His career has been guided by a fundamental belief that every learner can succeed if the conditions are right. He has focused on serving diverse and underrepresented populations to foster inclusive learning communities, supporting open access, student success, and economic mobility.

Dr. Doré came to Virginia from Tucson, Arizona, where he served as President of Campuses and Executive Vice Chancellor at Pima Community College. There he led the College's five campuses and workforce development initiatives, including the development of the College's Centers of Excellence in response to the needs of Arizona's workforce sectors.

Prior to Pima, Dr. Doré served as Dean of Career and Technical Education with the Maricopa Community College District in Tempe, Arizona, and Dean of the School of Business and Dean of the Downtown Campus at City College of San Francisco.

Doré served as a full-time faculty member at the community college, university and secondary levels for twenty years.

Doré earned his Doctor of Education degree at Pepperdine University; a Master of Business Administration degree at Georgetown University; his Master of Education at Boston College; a Master of Theological Studies (Ethics) at Santa Clara University; Licentiate of Philosophy in Ethics at Gonzaga University; and his Bachelor of Arts in Philosophy at Gannon University.

He was a 2017-18 Presidential Fellow of the Aspen Institute's College Excellence Program and has been active in community leadership and in advocating for community college education at the state and national levels.

David Doré is married to his partner of 25 years, Chauncey Roach, who has served 30 years in federal employment, including six years in the U.S. Air Force and 24 years with the Veterans Health Administration, as a registered nurse.

State Council of Higher Education for Virginia Agenda Item

Item: III.D – Discussion of SCHEV’s Role in Civic Engagement and the Day of Dialogue

Date of Meeting: October 24, 2023

Presenter: Dr. Jodi Fisler
Senior Associate for Assessment Policy & Analysis
jodifisler@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 provide Council with information about the agency’s ongoing work to support institutional efforts to teach and assess civic engagement in accordance with expectations set forth in SCHEV’s Policy on Student Learning Assessment and Quality in Undergraduate Education.

Background Information/Summary of Major Elements:

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

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

Materials Provided:

- Appendix: SCHEV Statement on Civic Engagement (2023).

- During the meeting, staff will provide a presentation (PowerPoint).

Financial Impact: N/A

Timetable for Further Review: N/A

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

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

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

Resolution: N/A

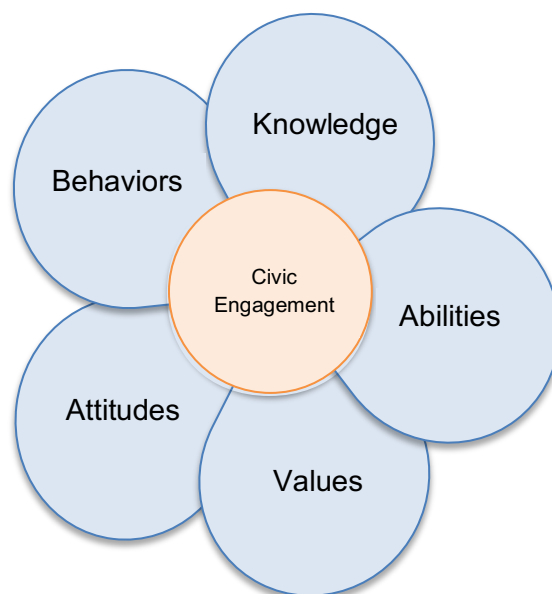
SCHEV Statement on Civic Engagement

Since 2017, SCHEV's *Policy on Student Learning Assessment and Quality in Undergraduate Education* has required all Virginia public colleges and universities to assess civic engagement, among other core competencies. The purpose of this statement is to provide greater clarity about how SCHEV understands civic engagement, as well as what we expect regarding assessment of this complex competency. We do not expect this document will answer every question. Please contact JodiFisler@schev.edu if you would like to discuss it further.

Here's how the SCHEV policy describes civic engagement:

Civic engagement – an array of knowledge, abilities, values, attitudes, and behaviors that in combination allow individuals to contribute to the civic life of their communities. It may include, among other things, exploration of one's role and responsibilities in society; knowledge of and ability to engage with political systems and processes; and/or course-based or extra-curricular efforts to identify and address issues of public or community concern.

Before we expand on that a bit more, keep in mind that the policy language is a *description*, not a definition and not a statement of measurable learning outcomes. It is up to each institution to decide how to define civic engagement more precisely, given the institution's educational mission and student population. That is an intentional feature of the policy. Virginia's institutions are diverse, and education is not a one-size-fits-all endeavor.



Civic Engagement Is More Than an Activity

The word “engagement” suggests action. Consequently, the description of civic engagement as a combination of “knowledge, abilities, values, attitudes, and behaviors”—largely passive attributes—may seem incongruous. That’s a fair critique. The important point here is that civic engagement is not *just* about doing something. Effective civic engagement must be based in some level of knowledge (e.g., about ourselves and others, about issues that affect the community, about our political and social environment, about how to work within that environment to preserve or change conditions to benefit the community in accordance with our values and beliefs). In other words, learning—including knowledge acquisition, self-reflection, and skill-building—is implied within the term “civic engagement.” That learning can take place in a variety of settings both in and beyond the classroom, using a wide range of pedagogical approaches. Regardless of the setting or the teaching method, inviting students to reflect formally on their knowledge and experiences can help them to make connections among the different dimensions of civic engagement and further deepen their learning.

Civic engagement also implies a desire to use our knowledge and skills to promote the public good (that is, to act beyond our own self-interest for the benefit of a larger community). A person may enjoy cooking, for example, but cooking in and of itself is not an act of civic engagement. Cooking meals for home-bound neighbors or volunteering to cook for a local shelter, however, transforms an enjoyable pastime into an act of civic engagement. Relatedly, working in a helping profession like nursing or counseling may not be civic engagement in the fullest sense, even though it involves working for the benefit of others. Some people see their job primarily as a source of income or personal achievement. It is largely the motivation behind the act that distinguishes civic engagement from a recreational pursuit or a professional obligation. Here again, having students reflect on the meaning of their learning experiences can be an effective way of helping them to see the broader significance of their activities.

Engagement Includes Voting *and* Volunteering

Many people hear “civic” and think “politics.” Civic engagement, by that understanding, is primarily about skills and activities like media literacy (e.g., recognizing mis-/disinformation), voting, attending public meetings, and contacting elected representatives, to name just a few examples. SCHEV’s description of civic engagement allows for these kinds of activities (as long as they make room for a wide array of political views and values), and SCHEV unequivocally supports educating students to become more effective members of a representative democratic society. The policy, however, does not limit civic engagement to its political forms, nor does it prioritize political engagement over what some might call “community engagement.” Extra-curricular volunteer service, community-based research projects, service-learning, and other non-political types of engagement with community members and community issues are equally valid forms of civic engagement for SCHEV’s purposes. In developing community-based opportunities, SCHEV reminds institutions to model the values they hope to instill and to ensure that community partnerships are built on a foundation of equitable collaboration, reciprocity, and respect.

Lead With Learning, Not Measurement

Are institutions required to incorporate all of these elements of civic engagement into their teaching and assessment strategies? No. SCHEV’s description of civic engagement is intentionally broad, and it is meant to describe the range of what institutions *can* do, and perhaps ideally what they *would* do, but not what they *must* do. As for what they *should* do, there is a wealth of theoretical and applied literature about civic engagement that can help inform those decisions, as well as scholarly and professional networking opportunities where faculty and staff can share ideas about effective approaches. Although SCHEV’s interest in civic engagement is expressed primarily through the assessment policy, it is important to remember that not everything that matters can be measured, and not everything that can be measured matters. With civic engagement—and in fact with all of the competencies required in the assessment policy—the learning is what matters, even if it can’t be fully or easily assessed. Lead with what matters, then decide which aspects of that can be measured in a meaningful way.

The Bottom Line

In short, SCHEV asks institutions to make **intentional efforts** to develop in students those qualities that will allow them to contribute actively and responsibly to their professional and personal communities within the context of a democratic society. Assessment should provide **meaningful information** about whether and to what degree those efforts are achieving the intended aims. What and how you teach, and what and how you assess, is largely up to you. SCHEV is not asking you to teach or assess everything that might fall under the umbrella of civic engagement. We are, however, asking you to take this charge seriously and to consider what your institution can reasonably do to develop your students' capacity to be effective citizens and engaged members of their respective communities.

Source Frameworks

SCHEV's description of civic engagement borrowed from existing definitions and frameworks, most notably *A Crucible Moment* (2012). Newer frameworks affirm the multi-faceted nature of civic engagement in similar ways. Institutions are encouraged to use or adapt any of these (or other) frameworks to the extent they are helpful.

- Draft Framework for College Civic Learning for an Engaged Democracy (<https://www.collegeciviclearning.org/learning-framework>)
- Four Constructs of Civic Engagement (<https://youth.gov/youth-topics/civic-engagement-and-volunteering>)
- "A Framework for Twenty-First-Century Civic Learning and Democratic Engagement," from *A Crucible Moment*, p. 4, National Task Force on Civic Learning and Democratic Engagement, 2012 (free download available at <https://www.aacu.org/publication/a-crucible-moment-college-learning-democracys-future>)
- Points of Light Civic Circle (<https://www.pointsoflight.org/civic-circle/>)
- Social Change Wheel 2.0 (<https://iamncampuscompact.org/resources/social-change-wheel/>)

State Council of Higher Education for Virginia Agenda Item

Item: III.E – Action on Priority Initiatives of the Statewide Strategic Plan

Date of Meeting: October 24, 2023

Presenter: Emily Salmon
Senior Associate for Strategic Planning and Policy Studies
emilysalmon@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: September 19, 2023

Review: Council continued its discussion of potential priority initiatives for the next biennium.

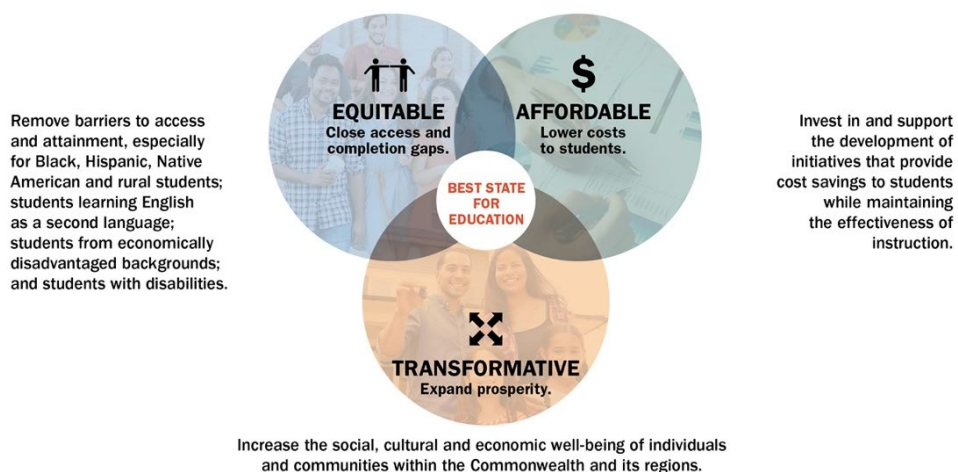
Purpose of the Agenda Item:

This item and Council's action are intended as the final phase of a multi-meeting process resulting in the next slate of Council-endorsed, biennial priority initiatives supporting the statewide strategic plan for higher education. Accompanying materials incorporate Council's input from the September meeting.

Priority initiatives serve as Council's means to implement the strategies and work toward the goals set forth in *Pathways to Opportunity: The Virginia Plan for Higher Education*. Other means include budget and policy recommendations for the General Assembly's consideration.

Background Information/Summary of Major Elements:

The *Pathways to Opportunity Plan* creates the framework for statewide action for up to six years via its vision, goals and strategies. However, The Plan's strategies to achieve



the goals, given their generality, are not actionable in and of themselves. Biennial priority initiatives represent Council-endorsed actions that SCHEV will take in the short term in support of the goals and strategies of *Pathways to Opportunity: The Virginia Plan for Higher Education*. Council approved the first slate of priority initiatives in September 2021. In turn, those biennial priority initiatives aligned with applicable budget and policy recommendations necessary to implement those actions.

Beginning in March, Council has reviewed and provided iterative feedback on potential new biennial initiatives (2023-2025) at each meeting. Staff has articulated general connections between the *Pathways to Opportunity* plan strategies, the administration's guiding objectives and the potential priority initiatives. Input provided by Council through its September meeting shaped the 10 priority initiatives presented below.

Council's most recent input centered on, but was not limited to: specific access initiatives; the variety of available postsecondary opportunities; civic engagement; modifications to the college choice/outcomes initiative to include private colleges and commitment to student success; and pathways maps as a mechanism for affordability.

The materials provided on the pages that follow summarize the resultant list of 2023-2025 priority initiatives incorporating Council's most recent input, which staff provide for Council's final review and action.

The 10 proposed priority initiatives are:

1. **Promote access to postsecondary education:** *Develop, implement, and collaborate on a variety of strategic activities, including marketing, professional development, and direct student and family programming (such as mentoring, summer bridge programs, counseling and advising via [GEAR UP](#)), to improve awareness and access to a variety of postsecondary education opportunities for Virginia's low-income and underserved students.*
2. **Support a market survey by Online Virginia Network (OVN):** *Gather insight on Virginia higher education alumni including those who obtained some college and no degree and their interest in completing a degree through OVN.*
3. **Develop resources for mental health and disabilities supports:** *Partner to deliver additional resources to institutions and support front line professionals that provide mental health services to students and/or assist students with disabilities.*
4. **Establish consensus on higher education cost and funding needs:** *Build consensus around higher education cost and funding needs in accordance with [work done last year](#).*
5. **Establish pathways maps as means to lower students' costs by ensuring a smooth transition from two-year to four-year institutions:** *Create system-wide course equivalencies and complete seven pathways maps, strengthening pathways to the baccalaureate for transfer students as well as high school students.*
6. **Report on student choices and outcomes to ensure commitment to completion and student success:** *Produce report on public and private postsecondary education outcomes and transparently communicate the results.*

- Similarly, assess factors influencing an individual's decision to pursue/not pursue higher education.
7. **Automate database for private postsecondary education:** Automate database to improve reliability and increase productivity in regulation of private postsecondary education.
 8. **Scale Virginia Talent + Opportunity Partnership (V-TOP):** Scale the Virginia Talent + Opportunity Partnership, launch new V-TOP initiatives that address barriers to work-based learning and evaluate progress/success to expand the statewide effort.
 9. **Establish criteria for high demand jobs:** In cooperation with the Virginia Office of Education Economics (VOEE) and institutions, work to establish criteria to define and incentives to address urgent labor market needs.
 10. **Foster activities and partnerships that improve students' civic knowledge and their ability to contribute effectively to civic life.**

Materials Provided:

Priority Initiatives supporting the *Pathways to Opportunity* plan are provided on the pages that follow this summary cover sheet.

Financial Impact: No estimated impact currently.

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

Council's priority initiatives reflect broad themes from the strategic planning process and include specific (short-term) actions approved by Council to implement the plan's 10 strategies and achieve its three goals.

Timetable for Further Review/Action:

Implementation of the priority initiatives can begin immediately upon Council approval. Most initiatives will not require policy changes or additional budget requests. Only the initiative on supports for mental health (initiative #3) will require budget and policy recommendations for implementation.

Staff will update Council regularly on initiative implementation, including supporting actions identified in the table below. The annual report for the strategic plan will include details on initiative progress each year. Staff will share the annual report with Council upon its submission to the Governor and General Assembly.

Resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves priority initiatives for the biennium, as discussed and agreed upon on October 24, 2023, in support of the goals of the statewide strategic plan for higher education and Governor Youngkin's objectives and key results (OKRs).

BE IT FURTHER RESOLVED that the State Council of Higher Education directs its staff to develop workplans and, where relevant, budget and/or policy

recommendations necessary to implement these initiatives, as well as to provide regular progress updates to Council.

| Plan Goals and Strategies Approved by Council in January 2021 | Higher Education Priorities Approved by the Administration | Not Yet Approved – Biennial Priority Initiatives for Council’s Endorsement |
|--|--|--|
| <p>1. Equitable (Close Access and Completion Gaps)</p> <p>S1: Expand postsecondary opportunities and awareness to Virginians who may not view higher education as an option.</p> | <p>2. Build the college and career pipeline in partnership with K-12.</p> <p>2.3 Partner with K-12 to ensure every high school graduate earns an industry recognized credential or associates degree upon graduation as part of the effort to elucidate the multiple pathways to success.</p> | <p>Promote Access to Postsecondary Education: Develop, implement, and collaborate on a variety of strategic activities, including marketing, professional development, and direct student and family programming (such as mentoring, summer bridge programs, counseling and advising via GEAR UP), to improve awareness and access to a variety of postsecondary education opportunities for Virginia’s low-income and underserved students.</p> <p><u>Actions include:</u> Level Up Virginia: Develop and implement a comprehensive communication campaign focusing on those that might not view higher education as an option, highlighting both traditional and alternative postsecondary pathways, including apprenticeships and high quality certificate and workforce credential programs.</p> <p>SCHEV/VDOE Access Strategic Plan: Collaborate with the Virginia Department of Education (VDOE) to increase FAFSA completions, campus tours, college advising and shared access goals.</p> <p>(Erin McGrath/Brittany Everett/GEAR Up Virginia team)</p> |
| <p>1. Equitable (Close Access and Completion Gaps)</p> <p>S2: Advance digital access, adoption and literacy, as well as high-quality, effective remote-learning programs.</p> | <p>4. Maintain affordability and reduce the cost of higher education.</p> <p>4.1 Ensure affordability of higher education through cost reduction solutions and strategic partnerships.</p> | <p>Support Online Virginia Network (OVN) Market Survey: Gather insight on Virginia higher education alumni including those who obtained some college and no degree and their interest in completing a degree through OVN.</p> <p><u>Actions include:</u> OVN/VCU outreach survey and analysis: Work with VCU research team to survey alumni and match findings with those who obtained some college and no degree. The alumni finder tool will be used to reach out to those with some college but no degree and survey to understand/identify what it would take to get those alumni back to complete their degree. Analysis of results will inform next steps.</p> <p>(Tod Massa)</p> |

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| <p>1. Equitable (Close Access and Completion Gaps)</p> <p>S3: Strengthen student support services for persistence and completion: mental health, mentoring, career services, social, student basic needs, information technology, disability support and other services.</p> | <p>3. Promote a vibrant campus life.</p> <p>3.2 Prioritize mental health solutions in our schools and on our campuses to nurture a culture of well-being.</p> | <p>Develop Resources for Mental Health and Disabilities Supports: Partner to deliver additional resources to institutions and support front line professionals that provide mental health services to students and/or assist students with disabilities.</p> <p><u>Actions include:</u> SCHEV Mental Health Pilot: Evaluate impact of the mental health pilot and the ability to scale across the state. Pilot is intended to simultaneously expand mental health and well-being supports for students and the pipeline of licensed mental health providers working in Virginia.</p> <p>SCHEV/Virginia Mental Health Access Program Collaborative Training: Partner to provide additional training/webinar(s) to on-campus healthcare professionals to diagnose, treat and manage common mental health disorders. In 2022, this partnership provided training for continuing medical education credits on managing anxiety in college-aged youth.</p> <p>(Emily Salmon)</p> <p>Disabilities Access to Higher Education Action Plan: Close access and success gaps for students with disabilities by implementing strategies in the Disabilities Access to Higher Education Action Plan including the data collection pilot.</p> <p>(Emily Salmon – action plan implementation/Marina Moschos– data pilot)</p> |
| <p>2. Affordable (Lower Costs to Students)</p> <p>S4: Align tuition and fees, financial aid and state appropriations such that students have broader access to postsecondary education</p> | <p>4. Maintain affordability and reduce the cost of higher education.</p> <p>4.1 Ensure affordability of higher education through cost reduction solutions and strategic partnerships.</p> | <p>Establish consensus on higher education cost and funding needs: Build consensus around higher education cost and funding needs in accordance with work done last year (SB800 2023 budget amendment).</p> <p><u>Actions include:</u> Technical assistance: Per SB800, provide technical assistance to the joint subcommittee reviewing public higher education funding policies and enrollment management. The subcommittee will conduct an</p> |

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| <p>opportunities regardless of their ability to pay.</p> | | <p>assessment that will be used to develop guidelines against which to measure higher education funding requests.</p> <p>(Tom Allison)</p> |
| <p>2. Affordable (Lower Costs to Students)</p> <p>S5: Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.</p> | <p>2. Build the college and career pipeline in partnership with K-12.</p> <p>2.1 Strengthen “Pathways Programs” and other efforts that prepare young people for long term academic, career, and life success.</p> | <p><i>Establish Pathways Maps as a means to lower the cost to students by ensuring a smooth transition from two-year to four-year institutions: Create system-wide course equivalencies and complete seven pathways maps, strengthening pathways to the baccalaureate for transfer students as well as high school students.</i></p> <p><u>Actions include:</u></p> <p>Common curriculum: Work with two-year and four-year institutions to create 12 new common associate degree curriculum, the development of a four-year plan of study and the development of a student-facing transfer guide.</p> <p>Pathways maps and transfer guides: Complete seven pathways maps for approximately 30 broad disciplinary areas across five phases. Develop transfer guides from completed pathways maps for each disciplinary major and make publicly available via Transfer Virginia website.</p> <p>(Paul Smith and Emily Muniz)</p> |
| <p>2. Affordable (Lower Costs to Students)</p> <p>S6: Update and reform funding models and policies to improve equity, affirm return on investment and encourage increased and consistent levels of state funding.</p> | <p>1. Prepare students for the increasing demands of the knowledge economy.</p> <p>1.2 Prioritize public reporting of graduate employment outcomes per institution and learning program ROI.</p> | <p><i>Report on student choices and outcomes to ensure commitment to completion and student success: Produce report on public and private postsecondary education outcomes and transparently communicate the results. Similarly, assess factors influencing an individual’s decision to pursue/not pursue higher education.</i></p> <p><u>Actions include:</u></p> <p>Biennial postsecondary education outcomes report: Produce report and share findings on postsecondary education outcomes.</p> <p>(Tod Massa)</p> |

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| | | <p>Assessment of college-decision making among high school students: With appropriate partners, assess factors influencing high school students’ decisions to pursue/not pursue higher education.</p> <p>(Erin McGrath)</p> |
| <p>2. Affordable (Lower Costs to Students)</p> <p>S7: Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.</p> | <p>4. Maintain affordability and reduce the cost of higher education.</p> <p>4.1 Ensure affordability of higher education through cost reduction solutions and strategic partnerships.</p> | <p>Automate Database for Private Postsecondary Education: Automate database to improve reliability and increase productivity in regulation of private postsecondary education.</p> <p><u>Actions include:</u> New database development: Work with a selected vendor to replace current application process of online and hard copy applications with a web-based application that will provide access to real time information along with automation tools that simplify and streamline operations.</p> <p>Centralized “system of record”: Utilize the database to maximize organizational effectiveness, reduce compliance risk and provide easy access to centralized “system of record” information/data.</p> <p>(Sandra Freeman)</p> |
| <p>3. Transformative (Expand Prosperity)</p> <p>S8: Support experiences that improve students’ employment outcomes, income and community engagement.</p> | <p>1. Prepare students for the increasing demands of the knowledge economy.</p> <p>1.3 Increase student exposure to and experiences with the world of work.</p> | <p>Scale Virginia Talent + Opportunity Partnership (V-TOP): Scale the Virginia Talent + Opportunity Partnership, launch new V-TOP initiatives that address barriers to work-based learning and evaluate progress/success to expand the statewide effort.</p> <p><u>Actions include:</u> Statewide staffing agency: Expand internship opportunities by supporting small businesses with recruiting, hiring, and onboarding candidates.</p> <p>Employer Matching Funds: Provide incentives to small employers who hire students as interns through matching funds to cover wage and work-related expenses.</p> |

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| | | <p>Academic Data Governance Workgroup: Establish work-based learning standards, definitions, and data collection methods to be measured and considered across institutions.</p> <p>(Alisha Bazemore)</p> |
| <p>3. Transformative (Expand Prosperity)</p> <p>S9: Improve the alignment between post- secondary academic programs and labor market outcomes.</p> | <p>4. Maintain affordability and reduce the cost of higher education.</p> <p>4.2 Create incentives for institutions, employers and students to pursue credentials aligned with urgent labor market demands and retain graduates in Virginia.</p> | <p><i>Establish Criteria for High Demand Jobs:</i> <i>In cooperation with the Virginia Office of Education Economics (VOEE) and institutions, work to establish criteria to define and incentives to address urgent labor market needs.</i></p> <p><u>Actions include:</u> Define “urgent labor market needs:” Identify and obtain additional data/forecasting needs to establish criteria to define “urgent labor market needs” and associated academic programs.</p> <p>Incentive Development: Use the criteria and data findings from urgent labor market needs to develop recommendations for incentives to promote those academic programs and address specified labor market needs.</p> <p>Develop Teacher Preparation Degree Programs: Collaborate with institutions of higher education and Virginia Department of Education on approval of new teacher preparation degree programs for fall 2024 or later implementation.</p> <p>(Joe DeFilippo)</p> |
| <p>3. Transformative (Expand Prosperity)</p> <p>S10: Cultivate a climate of inclusion and innovation through scholarship, research, a diverse faculty and other programming.</p> | <p>3. Promote a vibrant campus life.</p> <p>3.1 Protect free speech and inquiry as a hallmark of Virginia Education.</p> | <p><i>Foster activities and partnerships that improve students' civic knowledge and their ability to contribute effectively to civic life.</i></p> <p><u>Actions include:</u> Implementation strategies: Partner with participating institutions and the Constructive Dialogue Institute (CDI) to help students, faculty, staff and other stakeholders to develop/enhance skills to have more effective conversations with people holding different views. Each participating institution will work with CDI staff to design an</p> |

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| | | <p>implementation strategy aligning with its institution’s culture and existing programming.</p> <p>Community of practice: Faculty and staff from participating institutions will be invited to a “community of practice” to share experiences, challenges and seek support from each other, from CDI and access a library of resources.</p> <p>Day of Dialogue events: Facilitate cross-institutional conversations about high quality civic learning and engagement.</p> <p>Presentations/ongoing discussions on this topic: Include on subsequent Council agendas, presentations and discussions with the VDOE curricular standards experts about how civics is taught in Virginia.</p> <p>(Jodi Fisler)</p> |
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State Council of Higher Education for Virginia Agenda Item

Item: III.F - Council – Report of the Agency Director

Date of Meeting: October 24, 2023

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date:

Action:

Purpose of Agenda Item:

The purpose of this agenda item is to inform Council of recent and upcoming work in which staff is involved.

Background Information/Summary of Major Elements: N/A

Materials Provided: Report of the Agency Director.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

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

Resolution: N/A

**State Council of Higher Education
Director's report
October 24, 2023**

Six-year-plan process: In mid-September, the public institutions received the Op-Six group's comments and questions about the institutions' draft six-year plans, which are prescribed in the [Code of Virginia](#). Op-Six is the informal name given to designated reviewers of the six-year plans, which include the Secretary of Education, the Secretary of Finance, the staff directors of the House Appropriations Committee and the Senate Finance and Appropriations Committee, the director of the Department of Planning and Budget and the director of SCHEV. Institutions' responses were due on October 6; their boards must approve the final versions of the six-year plans by December 1. The Op-Six group met on September 26 and October 10. During the September meeting, Op-Six reviewed themes from the draft six-year plans as well as the 2023 planning process generally; we also discussed potential changes to future six-year-planning processes. During the October meeting, Op-Six reviewed the responses from the institutions to Op-Six's comments and questions about their draft plans and continued its discussions of potential legislative and non-legislative changes to the process. A concluding feature of the six-year-plan process will be the production of a data report on enrollment, costs and labor-market alignment.

Board of visitors orientation planning: A planning committee continues to meet and refine the agenda for the November 14-15 orientation program for new college and university board members. Featured presenters include Governor Youngkin, Secretary of Education Guidera, Secretary of Finance Cummings, director of the Department of Planning and Budget Michael Maul and several board rectors, members and university presidents. Council members Delceno Miles and John Jumper serve on the planning group. They and other Council members, including chair Ken Ampy and vice-chair Victoria Harker, will participate in the event, which will be held at the [Lewis Ginter Botanical Garden in Richmond](#).

"Level Up Virginia" launch: On October 2 and in collaboration with the Virginia Department of Education, SCHEV launched a new "student-facting" website, www.levelupvirginia.org. The website offers resources to Virginia's students and families on a broad range of postsecondary pathways, including two- and four-year colleges, credentials, apprenticeships and the military. It features a directory connecting students and families to local college access providers and spotlights an "ROI College Explorer" tool from VirginiaStudentLoanHelp.org. Visitors can access an event calendar for the latest in college-going activities. While the target audience is students who are underrepresented in higher education, their families and the educators who serve them, it is a resource for anyone in Virginia looking to advance their educational journey.

VLDS research forum: On September 27 and 28, the Virginia Longitudinal Data System held its third annual Research Forum; this year's focus was leveraging

strategic analytics across state agencies to drive powerful decisions. Secretaries Guidera, Merrick and Slater participated, as well as staff from SCHEV, the Virginia Department of Education and multiple other state agencies and secretariats. SCHEV is the [designated administrator](#) of the VLDS.

Advisory Group Meetings: On October 6, SCHEV staff convened public institutions' chief academic officers as the Instructional Programs Advisory Committee. The agenda included discussion of the six-year-plan process; overview of the recent budget amendments and of potential budget and policy recommendations from SCHEV; edits to SCHEV's program-approval policy; and an update from the SB 1280 workgroup, which is studying the efficacy of including internships as part of the curriculum without adding to the time to complete a degree. On October 18, SCHEV staff convened the chief financial officers as the Finance Advisory Committee. The primary topic of discussion was the SCHEV staff budget and policy recommendations for the 2024-26 biennium.

Data Science Innovation Hub workgroup meeting: On October 4, Joe DeFilippo convened the workgroup assembled by SCHEV to work with a consultant (SRI International) on the feasibility of a university-consortia data science innovation hub in the Hampton Roads region. The group reviewed SRI's phase 2 report, as well as plans for focus-group discussions with relevant alumni of the designated institutions.

“Full cost of education”: 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. SCHEV can require a “remediation plan” for institutions that fall below the threshold. Two institutions fall below the requirement, NSU (87%) and VSU (98%). The calculation includes extraordinary general fund appropriations over the last two biennia. Furthermore, these institutions received a [partial allowance](#) for charging less than 100% of cost in the 2023 General Assembly session. As a result, staff intends to refrain from requiring remediation plans for NSU and VSU and will revisit the topic following the 2024 General Assembly session.

Virginia Education and Workforce Conference: This annual event is scheduled for October 26, from 9 a.m. to 2 p.m., at the Richmond Convention Center. SCHEV's Virginia Talent + Opportunity Partnership is a co-host for [the event](#) along with the Virginia Chamber Foundation and the Virginia Business Higher Education Council. SCHEV staff member Alisha Bazemore will be on a panel to talk about the value of internships in expending the educational experience of students. If Council members are interested in attending, please tell Kristin Whelan (kristinwhelan@schev.edu), who will register you for the conference.

Out and about: I participated in the September 29 meeting of the Workforce Transition Stakeholder Advisory Group, led by Secretary of Labor Bryan Slater. I also participated in the meeting of the board of trustees of the Southern Virginia Higher Education Center and in the board and committee meetings and the annual retreat of Virginia529. On October 5, I attended in the Virginia Chamber's early-childhood education event in Richmond.

Wrapping up: I will be spending the last two months as SCHEV director on activities related to the annual board of visitors orientation program, SCHEV's budget and policy recommendations and the Governor's introduced budget, the Virginia Talent + Opportunity Partnership, the conclusion of the six-year-plan process, internal agency operations and the transition to the new director. The Council made me the interim director in April 2011 and the permanent director in January 2012. I have worked with six Council chairs and dozens of members. Together, we have produced over 100 Council regular meetings, special meetings, retreats and conferences. I have enjoyed (just about) every moment and have been inspired by the Council members' commitment, thoughtfulness, creativity, knowledge, experience and respect for one another. You will continue to be supported by an exceptional and talented staff and by many friends of higher education around Capitol Square and at the institutions. Thank you.

State Council of Higher Education for Virginia Agenda Item

Item: III.I – Report of the SCHEV Director Search Committee

Date of Meeting: October 24, 2023

Presenter: Victoria Harker
Co-chair, Search Committee

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: September 19, 2023

Action: Council received the first report of the Search Committees activities.

Purpose of the Agenda Item:

The purpose of this item is to report on activities since Council's September meeting related to the search for the next agency director.

Background Information/Summary of Major Elements:

In May, Chairman Ampy created and charged a seven-member committee to search for the next agency director, following Director Blake's announcement earlier that month of his intention to retire before 2024. The search committee is comprised of: Victoria Harker (Co-chair), Katharine Webb (Co-chair), Gilbert Bland, John Broderick, Aimee Guidera, Cheryl Oldham and Taylor Reveley IV. Deborah Love from the Office of the Attorney General provides legal counsel. Alan Edwards of agency staff provides staff support, and Jennifer Brooks of agency staff provides procurement expertise.

As a committee created by the Council Chair, the search committee constitutes a committee of Council, and therefore is a public body. As such, its activities (other than confidential personnel matters) are public/open; its meeting agendas, Minutes and materials are publicly accessible and preserved on the agency website: <https://www.schev.edu/about/council/council-meetings-and-agendas>.

As reported previously, the Search Committee met in June and August, resulting in a contract for search services, effective September 1 through December 31, with the Isaacson, Miller firm. The work plan projects a hiring decision in mid-December.

In late September, the firm posted the job ad in various paid classifieds and free jobs boards, as well as on its own website. Staff ensured that the ad was posted on the state jobs board and the agency website; staff also shared it with leaders of major national organizations.

The Search Committee met on October 20. The agenda (which was in preparation at the time this text was written) included a closed session to discuss initial applicants and nominees.

Materials Provided: See summary above and the Search Committee's materials at: <https://www.schev.edu/about/council/council-meetings-and-agendas>.

Financial Impact:

Procurement of the search firm's services carries a financial impact, which will be expended from the agency budget. Per the contract terms, these costs include both a fixed fee and the firm's expenses (direct and indirect).

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

Hiring the next agency director will be key to maintaining progress toward achieving the goals of the statewide strategic plan.

Timetable for Further Review/Action:

Co-chair Harker will continue to communicate any time-sensitive information to Council members through electronic communications. The committee's goal is to facilitate the hiring of a new agency director with an employment start date of or around January 1, 2024.

To meet that goal, the committee will bring forward its recommended slate of candidates for action by Council at a special non-public meeting specifically and exclusively for this purpose. Toward that end, the Council chair is advised to create an "Announcement Committee" to call for and schedule such a special non-public meeting.

Resolution: NA

Items Delegated to Director/Staff

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

Academic Program Actions

| Institution | Degree/Program/CIP | Effective Date |
|-------------------------|---|-----------------------|
| Old Dominion University | Undergraduate Certificate Program Establishment Approved: <ul style="list-style-type: none"> • Human Factors (42.2899) | Spring 2024 |

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

Program Discontinued

| Institution | Degree/Program/CIP | Effective Date |
|-------------------------|--|-----------------------|
| George Mason University | Graduate Certificate Program Discontinuance Approved: <ul style="list-style-type: none"> • Information Security and Assurance (11.1003) | Spring 2024 |

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

Internal and Off-Campus Organizational Changes

| Institution | Change/Site | Effective Date |
|-------------------------|--|-----------------------|
| George Mason University | <u>Rename</u> the School of Business to the Donald G. Costello College of Business . The school has been renamed to recognize the Donald G. Costello Foundation financial support and provision of scholarships to students in the business school. The \$52 million gift of the Costello Foundation trusts is “the largest donation to name an academic unit” in the university’s history. In addition, the change from “school” to “college” will “acknowledge the size of the unit” and accurately align it with other large academic units at the university. | November 1, 2023 |