



September 14, 2018

The Honorable Thomas K. Norment, Jr., Co-Chairman, Senate Finance  
P.O. Box 6205  
Williamsburg, VA 23188

The Honorable Emmett W. Hanger, Jr., Co-Chairman, Senate Finance  
P.O. Box 2  
Mount Solon, VA 22843-0002

Dear Senator Norment and Senator Hanger,

Enclosed you will find updates on a variety of programs and partnerships at New College in response to Paragraph D of Item 246 of the 2018 Appropriations Act. This budget language directs New College Institute to provide an update on the delivery of programs in Data Science and Technology, Science and Engineering, Healthcare, and Education and the collaboration with James Madison University, the Virginia Community College System, and the Online Virginia Network.

We appreciate the opportunity to continue to provide affordable access to public higher education to students in all parts of the Commonwealth. Built on partnerships and collaboration, you have enabled us to take the best of traditional higher education and merge it with innovative approaches to meet current and future workforce needs.

We are grateful for your support.

Sincerely

Senator William M. Stanley, Jr.  
Chair, New College Board of Directors

Leanna B. Blevins, Ph.D.  
Executive Director

CC:  
April Kees  
Tony Maggio  
Robert Vaughn  
NCI Board members  
Peter Blake, SCHEV  
Atif Quarni, Secretary of Education  
Dr. Bob Kolvoord, James Madison University  
Dr. Ellen Neufeldt, Old Dominion University

September 14, 2018



The Honorable S. Chris Jones, Chairman, House Appropriations  
P.O. Box 5059  
Suffolk, VA 23435

Dear Delegate Jones,

Enclosed you will find updates on a variety of programs and partnerships at New College in response to Paragraph D of Item 246 of the 2018 Appropriations Act. This budget language directs New College Institute to provide an update on the delivery of programs in Data Science and Technology, Science and Engineering, Healthcare, and Education and the collaboration with James Madison University, the Virginia Community College System, and the Online Virginia Network.

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New  
College  
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# New College Institute: An Update on Progress

A report in response to Item 246, paragraph D,  
of the 2018 Appropriation Act, Chapter 31

September 15, 2018

Senator William M. Stanley, Jr.  
Chairman of the Board

Leanna B. Blevins, Ph.D.  
Executive Director

New  
College  
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## Introduction

The following report is prepared as an update to the General Assembly per the following language:

*D. The New College Institute, in collaboration with James Madison University, the Virginia Community College System and the Online Virginia Network, shall provide an update on the delivery of programs in Data Science and Technology, Science and Engineering, Healthcare and Education. The report shall include a timeline for the program's implementation, an assessment of workforce demand and student preparation and interim steps required to ensure student success. The institutions shall submit this report to the Chairman of the House Appropriations and Senate Finance Committees by September 15, 2018.*

## Overview

New College Institute is unique, responsive and relevant to the needs of Southern Virginia and the entire Commonwealth. The aim is to deliver affordable programs for dual purposes: to allow individuals in an underserved region a chance to live and work above the poverty level and to help transform the region's environment from a low-skill, low-wage manufacturing economy to a knowledge-based economy based on sustainable skilled and educated citizenry.

New College is a dynamic hub incorporating current and future industry needs with the best of traditional academia. Maximizing opportunities, NCI builds upon VCCS foundational credits and also works with several of Virginia's top colleges and universities to offer degrees, certificates, credentials, and a demonstration of knowledge and skills through experiential learning. NCI combines the best of face-to-face, online and hands-on learning in all programs offered.

## The "New College" Model

- Educational and workforce training programs targeting high-demand areas of employment in engineering & advanced manufacturing; technology & cybersecurity; healthcare; and education & community leadership.
- The most affordable option for earning a bachelor's or master's degree in the Commonwealth by maximizing VCCS credits and minimizing costs associated with living on campus.
- Students and employees receive high-quality educational experiences and obtain degrees, certificates, and credentials without leaving home.
- State-of-the-art technology, hands-on learning, and excellent instructors.
- A flexible schedule allows students to continue working while earning their degrees.
- Relevant experiences, experiential learning, and connections to employers.
- The needs of employers are assessed and responded to quickly.
- Lifelong learning programs encourage post-secondary education and enrich the community.

# **Assessment of Workforce Demand**

By 2020, more than a third of Virginia's jobs will require a bachelor's or graduate degree according to The Center on Education and the Workforce at Georgetown University. Currently, the bachelor's degree attainment rate for Southern Virginia is 17%, far below the state average of 37%. If Southern Virginia is to be a competitive participant in the economy of the Commonwealth, residents must be given the opportunities to participate and succeed. New College was established in 2006, in response to this need.

To be most effective in response to the current and future workforce demands of the Southern Virginia region and the Commonwealth, New College is laser-focused on four academic areas that lead to current and anticipated high wage and in-demand careers.

## **Data Science and Technology**

Prospective students range from individuals already working in technology-related jobs to students in the Virginia Community College System (VCCS) and K-12 students exploring information technology and cybersecurity career fields.

Technology is an essential component of all careers. There is a universal need to keep data, information, and technology systems safe. The demand for a qualified workforce with hands-on experience will only continue to grow. Information security and cybersecurity are rapidly growing industries and the technology is constantly changing. Access to technology and massive amounts of data are commonplace for both industries, small businesses and individuals. The Virginia Labor Market Information reports that employment of information security analysts is projected to grow 36 percent in computer systems design and related services from 2014 to 2024. Across the board, industries have technology departments that need to skill-up, leading to a need for academic programs to prepare the rising workforce.

Danville Community College (DCC), has been designated a National Center of Academic Excellence in Information Assurance by the National Security Agency and the Department of Homeland Security. Aligning programs to build upon the experience at DCC will allow all of Southern Virginia the opportunity to have options for pursuing various levels of education.

## **Science and Engineering**

Prospective students range from individuals already working in industry-related jobs to students in the Virginia Community College System (VCCS) and K-12 students exploring STEM career fields.

The Virginia Labor Market Information reports that there are 6,765 manufacturing job openings as of October 2017. The Virginia Department of Education states that the expected job growth in manufacturing jobs is 10% by 2020. New College has hosted multiple industry roundtables with regional leaders in engineering and advanced manufacturing. Employers continue to state they have trouble filling high-wage engineering positions with regional talent. They continue to recruit from other regions from the state and across the globe. Like other industries, engineering and advanced manufacturing is facing the "silver tsunami" as the baby boomer generation retires.



## **Healthcare**

Prospective students range from individuals already working in healthcare and human service fields to students in the Virginia Community College System (VCCS) and K-12 students exploring healthcare career options.

According to the Bureau of Labor Statistics, the health and human services sector projects to add nearly 4 million jobs by 2026, about one third of all new jobs. A Virginia Employment Commission report projects a 20.6% increase in healthcare through 2024 in the West Piedmont planning district. Issues such as substance abuse, mental health awareness, an aging population care have led to an increased need for licensed social workers and licensed counselors. Technological advances have propelled telehealth into a prime solution for delivering quality care in places where there is a shortage of professionals. As of September 2018, SOVAH Health has 91 vacant jobs listed on their website for their Martinsville location. Additionally, Piedmont Community Services and other regional community service boards have constant job openings, many going a year or more before a qualified candidate is identified. These needs underscore the mission of NCI: to respond to industry demand by creating educational opportunities.

## **Education**

Prospective students range from individuals already working in education to students in the Virginia Community College System (VCCS) interested in education careers and K-12 students exploring educational career fields.

Currently, the demand for qualified K-12 educators is among the highest needs in the Commonwealth. In the past year, the Virginia Employment Commission reported 1,080 K-12 education positions went unfilled, and the demand is projected to increase. Beyond baseline credentials, there is a great need for continuing and advanced level certifications for educators providing options locally allows educators to maintain credentials and earn new credentials while working full-time.

In any given week, more than 390,000 Virginia children under the age of 6 spend some time in child care settings. One of the fundamental questions regarding the educational success of children is whether or not they are arriving for kindergarten with a proper foundation for learning. Mounting evidence has shown that participation in preschool leads to improved school readiness and success in school. This data points to the need for New College to provide educational pathways to those serving all ages in order to meet the Commonwealth's workforce needs in education and leadership.

## **Assessment of Student Preparation**

In 2002, the State Council for Higher Education in Virginia (SCHEV) released a report called the "Systemwide Needs Assessment for Virginia Higher Education: 2001." The systemwide report revealed four major findings, one of which was that *attendance rates at four-year colleges and universities are lower in rural southwestern Virginia and the southern piedmont than in the rest of the Commonwealth.*

Studies indicate (and population census confirm) that *when rural students leave home to attend college, few return to the home community, thereby creating a "brain drain" in which the community loses its investment in education.*

New College primarily serves a student population at the intersection of several factors that contribute low college attainment rates: there is no public college nearby, their family income is low, their parents did not attend college, and they have low educational aspirations.



**Since opening in 2006, the local educational attainment rate has risen from 6.4% to 9.5% in a decade.**

Southern Virginia has a ready pipeline of students who are prepared for New College programs. *Nearly 12,000 people per year graduated with a “transferrable” associate’s degree (“associate’s degree bachelor’s credit”)* from community colleges across Southern Virginia in the last 5 years (2013-2017 SCHEV data for VCCS schools that fall within the service region of the Virginia Tobacco Region Revitalization Commission. Just under 400 of those were from the two community colleges closest to New College.

Over the last decade, students who are “place-bound” due to work or family obligations have increasingly enrolled in online programs. While this enables better access, it does not always equal completion: *online programs are not the ideal option for a student population that already has more challenges than opportunities.* One full-time staff member is dedicated to providing services to adults interested in pursuing higher education. This includes FAFSA completion assistance, career development, and academic advising. The adult student population, including transfer students from the VCCS, is a critical component for Southern Virginia to collectively work to address jobs that remain unfilled due to a lack of individuals with degrees.

Research shows that *online education is more effective when enhanced by on-campus learning experiences.* New College offers a hybrid model to provide the “best of both worlds” for students, combining the flexibility of online education with the opportunity to interact directly with fellow students and faculty. Online instruction is supplemented with experiences that bring students to the NCI campus for both learning and networking. This increases retention and completion rates. New College is a conduit between online instruction and the home campus, all in an inviting and supportive environment.

The New College model is designed to target students who may not complete college and provide the best possible supports to enable their success.

### Primary Audience Groups

- Dually enrolled high school students
- Southern VA community college students
- Non-traditional students
- Adults with “some college” and career switchers
- Professionals within academic focus areas
- Employers within academic focus areas
- K12 pipeline development
- Parents of high school and community college students
- General public

### Primary Geographic Areas of Focus

- Locations within 60-mile radius of Martinsville
- Southwest Virginia
- Southern Virginia
- Commonwealth of Virginia
- Bordering localities in North Carolina

### Areas of Focus for Key Initiatives

- Telehealth — national
- Performance Film — global

# Partnership with James Madison University

James Madison University (JMU) has been a part of New College since the idea was initiated. Former President Ron Carrier helped to craft and launch the concept for the institution. Over the last decade, JMU has maintained a presence at New College through several degree programs. Today, JMU has a thriving master's degree program in Education Leadership with plans to continue offering it for the foreseeable future.

In June 2017, JMU and NCI signed an agreement during a visit by the Virginia House Appropriations members stating that they would work toward increasing JMU's presence in Southern Virginia and to augment NCI's academic offerings in cyber-related fields, technology, engineering, advanced manufacturing, healthcare and education. Both partners are committed to high-quality educational experiences that are enhanced by experiential learning and participation by regional industries. Program offerings will feature face-to-face instruction and will incorporate online and other technology for delivery. Program offerings will feature experiential learning through internships, volunteerism, site visits, guest lectures, and industry credentials.

Since that time, JMU and NCI faculty and staff have made multiple visits and tours to both campuses and there has been progress and implementation of the proposal:

- September 2017 JMU visited and toured NCI, met with PHCC/DCC
- October 2017 NCI visited and toured JMU lab, met with faculty
- November 2017 JMU Outreach and Engagement staff visited and toured NCI
- March 2018 JMU held an open house at NCI
- March 2018 NCI met with regional community college leaders about manufacturing programs
- April 2018 JMU conducted a Cyber Defense boot camp for high school students at NCI
- June 2018 JMU conducted a Cyber defense boot camp for teachers at NCI
- June 2018 JMU conducted an industry focus group at NCI
- July 2018 JMU invited NCI to send 2 local students to JMU space camp
- August 2018 JMU Dean introduced new ISAT department chair to NCI leadership for next steps



The ultimate goal for the partnership is to provide a JMU bachelor of science in Integrated Science and Technology to the Southern Virginia region at NCI.

This program is particularly relevant to Southern Virginia for several reasons:

1. It is a "2+2" degree completion model building upon the foundation of courses taken at community colleges throughout the region, maximizing the opportunity for individuals who have completed some credits and are already in the workplace.
2. Rather than offer a more traditional and singularly focused degree, it provides an integrated foundation of science and technology applications. Students will choose a concentration one of several areas that are responsive to the needs of business and industry including engineering and manufacturing, information and knowledge management, and telecommunications, networking, and security.



3. The program will be based at NCI and JMU and will be delivered through a blended learning model throughout the Southern Virginia region, including to other Higher Education Centers.
4. Students will engage in applied learning in New College's Center for Advanced Manufacturing which includes state-of-the-art equipment and a unique opportunity for specialty courses related to the performance film industry. Students will engage in hands-on laboratories and utilize technology as problem-solving tools.
5. Every student who completes the program through New College will have the opportunity to participate in an experiential learning internship, practicum, and a series of in-depth industry tours throughout the region.

JMU and New College are creating a model that can be distributed to areas around the Commonwealth and can be replicated for other academic programs. The proposed model is to provide education through hybrid delivery to include compressed face-to-face sessions, technology-enabled interaction at multiple sites, online courses, applied learning in the Center for Advanced Manufacturing, and experiential learning opportunities.

### Target Populations

- Individuals employed in technical positions
- Individuals who have completed targeted associate's degrees from the VCCS in the last 5 years
- Community college students in AAS programs and/or ENG track and/or ENG certificate programs
- High school students in dual enrollment tracks

### Target Partners in the VCCS

- Patrick Henry
- Danville
- Southside
- Mountain Empire
- Southwest
- Virginia Highlands
- Wytheville
- New River
- Central Virginia
- Virginia Western
- John Tyler

## Tentative Timeline for the 2018-19 Academic Year

### Fall 2018

- Follow-up with focus group attendees and develop industry survey to send
- Evaluate survey responses and make decisions about spring professional development workshops
- Hold an JMU alumni event and information session at NCI by November
- Explore apprenticeship and experiential options at NCI with DCC/PHCC
- Explore Manufacturing Skills Institute credentials (ChemTech) in 2+2 model
- Develop marketing "interest cards" for regional industry lunchrooms

### Spring 2019

- Hire a JMU faculty member/coordinator for NCI program coordination and instruction
- New interest cards industry lunchrooms with upcoming dates
- Initiate regional program marketing for all delivery sites (print, mail, social media, & media services)

- Identify and engage regional Key Influencer Recruitment (Identify and work with key influencers in regional high schools to create opportunities for engagement with prospective students (counselors, college advisors, CTE teachers)
- Conduct 2 professional development workshop at NCI
- Offer Maymester course with hands-on option at NCI
- Hold at least 1 information session at NCI, to be broadcast to multiple locations

**Summer 2019**

- Develop a “reimagined co-op” opportunity for JMU/NCI/regional students

**Fall 2019**

- Launch Bachelor’s degree completion program at NCI

**Partnership with Online Virginia Network**

Online learning offers a variety of positive options and outcomes for rural areas and for higher education: access regardless of where students live (assuming there is broadband connectivity), convenience of taking courses on-demand, individualized course pacing and content to fit students’ needs, cost-savings for universities, and expanded student audiences are just a few benefits. However, particularly for first-generation, low-income, rural, or other students who may struggle, online learning, while popular and sometimes preferred, does not always result in optimal completion outcomes.

Students who are not prepared academically for a fully online setting, consistently perform worse in an online setting than they do in face-to-face classrooms, and taking online courses increases their likelihood of dropping out and otherwise impedes progress through college.

Research shows that *online education is more effective when enhanced by on-campus learning experiences.*

The Online Virginia Network (OVN) partnership between Old Dominion University (ODU) and George Mason University (GMU) is promising and has the ability to reach many students in the Commonwealth. New College proposes to help serve those OVN students in the Southern Virginia region in order to incorporate best practices for completion and for hands-on learning.

1. For students in Southern Virginia, where access to broadband can be challenging, NCI can be a physical place to gather for broadband connectivity and to check out a laptop for class usage. For students who choose to utilize NCI to access programs, NCI will offer a place for those who wish to gather with peers for study groups, etc. NCI’s Coordinator of Student Services will meet with students to assist them with financial aid, experiential learning opportunities, etc.
2. For the above students, New College can work with the VCCS to intentionally promote the College Transfer Grant to encourage more participation.

3. OVN will explore the addition of relevant NCI certifications on the OVN site that are not currently offered by ODU/GMU and that complement the existing healthcare options. These include the Board Certified Telehealth Mental Health Provider, Certified Telemedicine Clinical Presenter, and Telestroke Specialization certifications (<http://www.startelehealth.org/modules>).
4. ODU will explore the addition of New College offering a specialized three-credit course in performance film technologies as an elective for designated programs in engineering and technology. Part of the course could include the opportunity to visit and tour Eastman in either Martinsville or Kingsport, TN, locations and hands-on learning in NCI's Center for Advanced Manufacturing.
5. NCI will work with ODU/GMU to provide paid or unpaid experiential learning opportunities, which can be for academic credit or not for credit, in the Southern Virginia region in "high demand" fields such as healthcare, engineering, and teaching. This can include internships, cooperative learning, and regional industry tours.
6. NCI can offer a "Domestic Study Away" program to expose OVN students from across the Commonwealth to rural areas and the available jobs. This option could be a compressed "Maymester" or a summer experience.
7. NCI can help explore how to keep students who receive discounted tuition through the Southern Region Educational Board's Academic Common Market in the Commonwealth through OVN (588 students in 2016).

## **Timeline for Next Academic Year — Online Virginia Network**

### **Fall 2018**

- ODU will send to NCI the contact information for regional students, NCI will reach out to those students with the services offered at NCI
- NCI will send to ODU Career Services a targeted list of employers for internship and experiential learning opportunities
- NCI will host a "Make me a Monarch" and "Make me a Patriot" open house day for OVN students
- OVN will incorporate NCI logo and support services on the OVN site

### **Spring 2019**

- OVN will consider telehealth offerings to add to Healthcare section
- OVN will consider Performance Film Technology as an Engineering/Technology elective
- ODU will share the information about NCI with advisors at each of the VCCS partners

## Partnerships with the VCCS (and Higher Education Centers)

New College was built on the premise that students should have the most affordable access to relevant higher education programs.

Many families in the Southern Virginia region live at or below the poverty level. Research shows that low-income students are likely to become discouraged by the “sticker price” of higher education and often overestimate the cost to attend and underestimate their ability to pay or receive financial aid. Additionally, there is great variance in the access to information about applying to college, therefore low-income students and their families tend to under-invest in education.

Since its founding, New College made the strategic decision to offer students an affordable pathway to complete their bachelor’s degree through the “2+2” model. This allows students to complete an associate’s degree at a community college (the first 2 years) then transition to NCI where university partners offer the remainder of the bachelor’s degree (the final 2 years of a four-year degree). NCI has facilitated several 2+2 articulation agreements between Patrick Henry Community College and university partners so that students do not lose any credit hours taken. This maximizes every dollar spent and every course taken. NCI will replicate this model with all new bachelor’s degree programs and with new partners.

### Select Partnership Agreements with NCI

#### VCCS Partners

PHCC	Longwood	<b>Bachelor of Social Work</b>
PHCC	Longwood	<b>Elementary Education</b>
PHCC	Averett	<b>Bachelor of Applied Science</b>
PHCC	Tobacco Commission	<b>Advanced Manufacturing Center of Excellence</b>
PHCC, DCC, SCC	IALR, SVHEC	<b>GO-TEC Model for GO Virginia</b>



The 2+2 model is considered a cost-effective way to earn a degree for several reasons. Community college tuition is reasonable and financial aid is available. Students can live at home so they don’t have to pay for room, board and other costs associated with living on campus. Students have support from family and friends for childcare, transportation, and other related costs. Students may continue working in their current jobs to maintain an income.

To further maximize the Commonwealth’s investment in non-traditional higher education, NCI has pledged to deliver all programs, as relevant and appropriate, with the four other higher education centers in the Commonwealth. All memoranda of understanding and contracts with academic partners incorporate a statement to this end.

Center leadership meet bi-monthly to discuss ideas for collaboration and partnership opportunities, and include the Deputy Secretary of Education and, as relevant, other state level leadership.

In December 2017, SCHEV and New College submitted a report to the money committees regarding lowering student costs at NCI.

Several options have been implemented including:

- **Option 1:** *Market more aggressively the “2+2” model to citizens of the region.*
- **Option 4:** *Promote the use of the Online Virginia Network and other academic innovations.*

Intriguing options requiring further action by the Commonwealth to implement. In particular, NCI and students would benefit from:

- **Option 5:** *Authorize public institutions to make greater awards of need-based financial aid to students at higher-education centers/institutes than to students on campus. An authorization could be granted for public institutions to award state financial aid to need-demonstrating students enrolled at NCI and other state-authorized centers and institutes at levels not currently authorized for other students. Virginia law establishes requirements for institutions to follow in awarding need-based financial aid. The Governor and the General Assembly could provide different requirements for students who take university programs at NCI, thereby lowering the net price for those who qualify for need-based state aid.*
- **Option 7:** *Provide a specific state subsidy for NCI to contract with universities to offer programs at discounted tuition. Universities would be more interested in providing lower-priced programs at NCI if they were subsidized directly for doing so.*
- **Option 8:** *Provide a specific state subsidy for NCI to establish regional or rural work-based learning opportunities in high-need career fields. By subsidizing experiential and work-based learning opportunities in high-need fields, the likelihood of employment within the region upon graduation would be increased for its citizens.*

New College has invited community college presidents and their staff to visit NCI in September, 2018, for a tour and discussion of partnership opportunities. The invitation was extended to each community college in the service region of the Virginia Tobacco Region Revitalization Commission. In addition, New College will continue to work with key partners interested in expanding opportunities for students by working with each of them to build upon their individual programmatic strengths in response to their local needs.



## Ensuring Student Success

New College defines success for students as their completion of an academic program/activity. The ultimate goal for success is for Southern Virginia businesses to employ graduates.

With a commitment to equity and accessibility, NCI provides student services that promote college access, retention, and success through three primary approaches: student support services, transparent operations and a robust experiential learning program.

### Student Support Services

Staff and faculty engage with and advocate for all populations, responding to the unique individual needs of each student. In most higher education circles, New College students are called “non-traditional.” At New College, they are referred to as diverse, distinct, persistent, and focused. When students come to New College, they know the end goal, they simply need help to reach that goal.

New College offers the following services to ensure student success:

- Financial Aid Assistance
- Academic Support
- Career Readiness Counseling
- Testing Center
- Student Engagement Activities

Average age of  
an NCI 2018  
graduate = 31



*Current students range in age from 19 to 68*

### Transparent Operations

Transparent transfer pathways have been the key to successful services to date. Strengthening these opportunities to improve student success is key to future developments. Prospective students are able to meet faculty and advisors at New College to discuss their academic plan and pathway to degree completion. The programs offered at New College are fully mapped out and align with career advancement. Learning outcomes are specified by the academic partner throughout the program, student progress is monitored by partner faculty and advisor providing frequent feedback about progression toward degree completion.

New College facilitates student-friendly class schedules. Flexible and predictable schedules help students better manage their personal and academic obligations, promotes retention and graduation. Unpredictable class schedules can create conflicts with work schedules and impede students in their progress toward their degrees. Structured scheduling is even more beneficial when applied to an entire program and encourage more students to enroll.

### Experiential Learning

A critical part of the New College experience has always been access to experiential learning opportunities. With an increasing shift toward online education, students often lose hands-on experiences that provide real engagement. Research widely supports the importance of experiential learning models as a

learning and retention tool as well as one that directly connects students with job opportunities upon graduation.

Beyond the benefits to the academic experience, employers benefit through connections with the learning process so they understand how well aligned students are for immediate employment when they graduate. This creates a direct pipeline that targets difficult to fill positions. When regional employers have a qualified workforce, they can be successful.

A strong connection with business and industry enhances the student experience through the following:

- Internships
- Industry visits
- Industry-led projects
- Job shadowing
- Volunteer service



## Conclusion

New College leverages the investments already made by the Commonwealth in universities and in the VCCS. New College is a public-private partnership with businesses, industries, and organizations focused on creating sustainable regional growth by better educating its citizenry.

The Commonwealth identified a gap in Southern Virginia higher education. New College is working to fill that gap to help transform struggling communities through targeted solutions and solid partnerships.

We can't prepare students for tomorrow's jobs by using yesterday's model. New College is an opportunity not only for Southern Virginia, but for the entire Commonwealth.



## Partnership Agreements – current & in development

<b>Science and Engineering</b>	
Academy for Engineering and Technology	Virginia State University
Center for Advanced Film Manufacturing	Patrick Henry Community College, Eastman
Instructional Dynamics for Technical Trainers	Averett University
Employability Workshops and MT1 Certification	Manufacturing Skills Institute
Bachelor of Integrated Science and Technology	James Madison University
Digital Shipbuilding Modules	ODU & Newport News Shipyard
<b>Data Science and Technology</b>	
Cyber Defense Competition	James Madison University
Cyber Defense Bootcamp	James Madison University
Certificates in Cybersecurity	Radford University
Masters in Applied Data Analytics	Averett University
<b>Healthcare</b>	
Bachelor of Social Work	Longwood University
Certified Telehealth Coordinator	University of Virginia
Certified Telehealth Clinical Presenter	University of Virginia
Certified Telestroke Presenter	University of Virginia
Foundations of HIPPA Compliance	University of Virginia
Board Certified Telemental Health provider	UVA/Center for Credentialing Education
Master of Counseling, Mental Health License	Radford University
CEU focus on Addiction, Substance Abuse, & Mental Health	Radford University, VCU, Longwood
<b>Education</b>	
Bachelor of Liberal Studies (Elementary Education)	Longwood University
Bachelor of Liberal Studies (Middle School)	Longwood University
Master of Education, Education Leadership	James Madison University
Endorsement in Special Education	Radford University
Bachelor of Individualized Studies	James Madison University