

2019 SIX-YEAR PLAN: NARRATIVE

INSTITUTION: Longwood University

OVERVIEW:

The totality of the six-year plan should describe the institution's goals as they relate to goals of The Virginia Plan for Higher Education, the Higher Education Opportunity Act of 2011 (TJ21) and the Restructured Higher Education Financial and Administrative Operations Act of 2005. The instructions under institutional mission and alignment to state goals, below, ask for specific strategies around four priority areas. Other sections will offer institutions the opportunity to describe additional strategies to advance institutional goals and state needs. *Please be as concise as possible with responses and save this narrative document with your institution's name added to the file name.*

Section A. Institutional Mission, Vision, Goals, Strategies, and Alignment to State Goals: Provide a statement of institutional mission and indicate if there are plans to change the mission over the six-year period.

Longwood University is an institution of higher learning dedicated to the development of citizen leaders who are prepared to make positive contributions to the common good of society. Building upon its strong foundation in the liberal arts and sciences, the University provides an environment in which exceptional teaching fosters student learning, scholarship, and achievement. As the only four-year public institution in south central Virginia, Longwood University serves as a catalyst for regional prosperity and advancement. *Approved by the Longwood University Board of Visitors, July 1997.*

The Longwood University Board of Visitors approved an updated strategic plan in 2019. Among the metrics that will be used to assess progress: enrollment, retention and graduation rates.

Provide a brief description of your institutional vision and goals over the next six years, including numeric targets where appropriate. Include specific strategies (from Part 3 – Academic-Financial Plan and Part 4 – General Fund Request) related to the following areas: **(1) access and enrollment, particularly for underrepresented students; (2) retention, completion and time to degree; (3) affordability and funding; and (4) workforce alignment and retention of graduates.** Strategies also can cross several state goals, notably those related to improved two-year and four-year transfer, and should be included here. If applicable, include a short summary of strategies related to research. The description of any strategy should be one-half page or less in length. Be sure to use the same short title as used in the Part 3 and Part 4 worksheets.

REPOSE:

2+2 Degree Pathway in Early Childhood Education

Objective 1 – Provide Affordable Access for All

Objective 2 – Optimize Student Success for Work and Life

Objective 3 – Drive Change and Improvement Through Innovation and Investment

Objective 4 – Advance the Economic and Cultural Prosperity of the Commonwealth and its Regions

Longwood University is committed to a statewide leadership role in meeting the Commonwealth's human capital and workforce needs, tapping its historic strength in teacher preparation with innovative programs that are cost-effective for students and provide excellent value to the public. As described in detail in Section H, Longwood will develop a new Bachelor of Science degree program in Inclusive Early Childhood Education. This program will also be a true 2+2 degree program, creating a uniquely smooth pathway for students transferring to Longwood from community college, where they will have earned their Associate of Applied Science degree in Early Childhood Development. At the end of the program, students will be licensed both in PreK-3rd grade and in Early Childhood Special Education Birth through Age Five. Graduates will benefit individually from a cost-effective pathway to a baccalaureate degree that will offer a significant wage premium compared to what they can earn with an associate degree. Meanwhile, the program will produce a pipeline of expertise in a critical but often overlooked portion of the teacher preparation system, serving in particular the region of the Commonwealth most affected by a shortage of well-trained early childhood educators.

Longwood will be the only institution in the Commonwealth to offer students the opportunities to earn through a 2+2 pathway both licensures in four years. Longwood is the only institution working to develop a clear pathway and a stackable degree program with a community college that leads to dual licensure in these fields. The new program's curriculum will be submitted to SCHEV and to the Board of Education for approval in 2020.

This degree program builds on Longwood's existing strong partnership with Patrick Henry Community College (PHCC). PHCC students currently enroll in our Elementary Education licensure program available at New College Institute. At PHCC, students interested in Early Childhood can earn a series of stackable credentials: a Career Studies Certificate in Early Childhood Instruction after their first year and a Certificate in Early Childhood Education that leads to the Associate degree.

This performance pilot will establish a partnership with PHCC that provides guaranteed admission to students who want to pursue their bachelor's degree and licensure in Inclusive Early Childhood Education at Longwood. The pilot would include the support structures described in detail in Sections C and H to help ensure student success and retention and to smooth the pathway for students from the associate degree to the bachelor's degree: financial scholarship support, a dedicated academic advisor who would stay with students over the course of their four years, testing and tutoring support, as well as shared teaching faculty positions between PHCC and Longwood.

Once this pilot program is established, Longwood could work with Southside Virginia Community College and other community colleges to replicate it, providing more community college students with a direct and cost-effective pathway to a bachelor's degree, licensure and a teaching job in Virginia public schools.

Improved Retention and Graduation Rates

Objective 2 – Optimize Student Success for Work and Life

Objective 3 – Drive Change and Improvement Through Innovation and Investment

Objective 4 – Advance the Economic and Cultural Prosperity of the Commonwealth and its Regions

Improving retention and graduation rates has been a top strategic priority for Longwood for the past six years. The number of students on campus who are first-generation college students has increased substantially, from 681 in 2012-13 to 1,258 in the 2018-19 year. The overall proportion this year stands at 28%. The percentage of students of color has increased as well, and now stands at 16%. Underrepresented students make up 44% of the total undergraduate student body. Nationally, first generation and

underrepresented students are more likely to struggle with the transition to college, so many of our initiatives aimed at improving retention and graduation rates are focused on this population.

A major initiative Longwood rolled out to all incoming freshmen during the 2018-19 academic year – and will renew in fall 2019 – is the creation of 60 freshman coaching groups designed to help students acclimate during the transition to college with the help of a mentoring and support network. The program provides a full-time faculty or staff member and a peer mentor to provide personalized transition support. Our staff and faculty receive special training on research and best practices related to our target populations. Longwood is one of the first universities nationwide to provide this program for all incoming freshmen.

Preliminary results indicate that students who participated regularly in their coaching groups showed higher GPAs and hours earned, as well as lower academic probation rates. The fall 2018 freshman class also performed better as a whole than the previous class of freshmen with a 6% increase in the number of students in good academic standing. The Writing Center also saw a 4% usage increase among incoming freshmen.

Expanded STEM and Health Professions Degrees

Objective 2 – Optimize Student Success for Work and Life

Objective 4 – Advance the Economic and Cultural Prosperity of the Commonwealth and its Regions

Longwood will continue to focus on preparing students to enter STEM and Health Professions fields, by helping foster a pipeline from K-12 schools and community college, as well as working with community partners to expand job opportunities that improve economic development in Southside Virginia. Longwood's nursing program continues to gain momentum. Nursing graduates in the classes of 2016, 2017 and 2018 achieved a 100 percent pass rate on the NCLEX exam, the national licensing exam that all nurses must pass to practice. Nationally the average pass rate for the NCLEX exam is 92.8%. This year, Registerednursing.org ranked Longwood 6th out of 64 nursing schools in Virginia (<https://www.registerednursing.org/state/virginia/>). Additional General Fund support for degree production will help enable Longwood to expand its freshman cohort from 64 to 72, support new clinical educator and tenure-track faculty member lines, and refurbish a classroom for the nursing program.

In addition, Longwood's RN-to-BSN program continues to enroll a number of nurses throughout Southside. We are in the final stages of the first program articulation agreement between Longwood and Southside Virginia Community College (SVCC), which will guarantee admission for students with an applied nursing associate degree directly into Longwood's RN to BSN degree program. This agreement will promote concurrent enrollment in Longwood while the student finishes their associate degree in nursing. As part of this agreement, SVCC will host Longwood nursing faculty on its campus during students' first semester in the applied nursing program to discuss the agreement and partnership. With additional resources, Longwood could potentially expand this program to include an RN to MSN option in the near future.

Several new initiatives are underway to partner with local K-12 schools to enhance STEM education and encourage students to pursue STEM-H fields. The grant-funded Prince Edward County Molecular Biology Institute (PECEMBI) is a program that brings molecular biology, microbiology, and environmental science laboratory outreach activities to the Prince Edward County school district. The Longwood Summer Scholars: Exploring Science program is a summer apprenticeship program for high school juniors that targets historically underserved students in STEM fields.

In 2016, Longwood received a \$648,000 National Science Foundation grant to provide academic and scholarship support for two cohorts of talented students from underrepresented populations, called LIFE STEM Scholars, who are pursuing degrees in mathematics and science disciplines. First-year students participate in a summer bridge program and meet weekly with their mentors; this one-on-one mentorship has proven to be critical to retaining students in the program. General Fund support that Longwood received for degree production will help to support a new cohort of LIFE STEM students, leading to increased degree production in the sciences.

Innovation in Teacher Preparation Programs

Objective 1 – Provide Affordable Access for All

Objective 2 – Optimize Student Success for Work and Life

Objective 3 – Drive Change and Improvement Through Innovation and Investment

Objective 4 – Advance the Economic and Cultural Prosperity of the Commonwealth and its Regions

Longwood has a number of initiatives underway to address the statewide teacher shortage. At Longwood, students who want to be elementary or middle school teachers major in Liberal Studies in the Cook-Cole College of Arts and Sciences; students who want to be high school teachers major in their subject area with a concentration in teacher preparation. Typically at the end of their first year, students apply to the teacher preparation program in the College of Education and Human Services, where they take a variety of pedagogical coursework. The students then progress through multiple practicum experiences before they complete their student teaching.

Leveraging the relationships established in our successful National Science Foundation (NSF) Noyce capacity-building grant, faculty are submitting an NSF Noyce teacher scholarship program grant application that will provide students with \$24,000 over two years to facilitate completion of their science or mathematics secondary education teacher preparation degree. This project is geared toward community college transfer students, along with Longwood juniors and seniors.

Longwood is working with Southside Virginia Community College (SVCC) and regional school systems to support and expand the Teachers for Tomorrow program that recruits high school students into the teaching profession. Longwood will provide the professional development and curriculum instruction for the high school teachers in the two-course sequence, including the senior-level dual enrollment course offered through SVCC. Longwood will also expand its longstanding Call Me Mister program, which recruits underrepresented young men into the teaching profession. Longwood is also interested in developing Grown Your Own cooperative agreements with regional school systems to enable our students to return to their home school divisions to serve as teachers.

Projected Unavoidable Cost Increases

Objective 3 – Drive Change and Improvement Through Innovation and Investment

Longwood staff has provided estimates on unavoidable cost increases that are likely to be addressed through tuition revenue and reallocation. These projected costs are primarily related to anticipated health insurance premiums and state mandated salary increases. Our assumptions are as follows:

- 10% increase in health insurance premiums in FY21 and an 8% increase in FY22; the nongeneral fund portion only is shown within our Academic and Financial Plan tab.

- State mandated salary increase of 2.5% in FY22; the nongeneral fund portion is shown in the Academic and Financial Plan tab

Faculty and Staff Equity, Retention and Promotion Pool

Objective 3 – Drive Change and Improvement Through Innovation and Investment

In certain years, Longwood has internally funded merit-based pay increases to the faculty equity, retention and promotion pool. These targeted increases – which are not across-the-board – have encouraged high-performing faculty to remain at Longwood, improved morale, and helped to address salary compression.

Section B. Tuition and Fees Predictability Plans: Provide information about the assumptions used to develop tuition and fee charges shown in PART 1. The tuition and fee charges for in-state undergraduate students should reflect the institution’s estimate of reasonable and necessary charges to students based on the institution’s mission, market capacity and other factors. Include information, if applicable, on tuition increase plans for program- and level-specific charges or on any other alternative tuition and fee arrangement.

RESPONSE:

Longwood University has provided three potential scenarios for in-state undergraduate tuition and mandatory E&G fees. We assumed one set of cost drivers for all scenarios, and three different levels of general fund support. Enrollment, general fund appropriations, and unavoidable cost increases have a profound impact on how we operate. While we are committed to supporting all aspects of the Virginia Plan for Higher Education via many of the strategies described in Section A, we are first and foremost committed to maintaining an accessible and affordable college education, as evidenced by the consistently low tuition and fee increases we have implemented over the past six years.

Scenario 1: The biggest cost drivers over the three-year period include projected increases in health insurance premiums and state mandated salary increases, as well as operations and maintenance increases. Assuming Longwood receives no additional general fund support during this period, our analysis predicts the university would have to increase tuition in FY21 by 9.3% in order to pay for unavoidable cost increases and to invest in the strategies described in Section A. Affordability is a driving factor in all decisions at Longwood, and a 9.3% tuition increase would of course be difficult for students and families. Thus, under this scenario, Longwood would work to reallocate in order to bring down the tuition increase to 4.9%, instead of 9.3%. We would maintain tuition increases of 4.9% in FY22 and in FY23. Reallocation would be required in FY23 as well.

Scenario 2: Under Scenario 2, we assumed the same cost drivers over the three-year period as described in Scenario 1. Under this scenario, we looked at the average general fund increases Longwood received over FY17-19, excluding central adjustments and financial aid, and assumed we would see similar average general fund increases over the next three years. These assumed increases would relieve some pressure in terms of reliance on tuition revenue over the three-year period. While we anticipate a need for a tuition increase over 4%, we believe with reallocation of funds we could limit tuition increases to 3.4% in each of the next three years.

Scenario 3: Scenario 3 assumes the same cost drivers described in Scenarios 1 and 2. This scenario assumes Longwood would receive general fund support equal to the average general fund support per in-

state undergraduate FTE system-wide in FY18, which was about \$8,475. Under this scenario, Longwood would be able to take steps to roll back tuition for all students in the first year by 6 percent. We would be able to freeze tuition in FY22 and FY23.

Mandatory Non-E&G Fees: With some reallocation, we estimate annual increases in in-state undergraduate mandatory non-E&G fees of 4.4%. The increases would be under 3% after allowable exclusions for mandated salary and benefits increases, investments in student health and debt service.

Section C. Other Budget Items: This section includes any other budget items for which the institution wishes to provide detail. Descriptions of each of these items should be one-half page or less.

RESPONSE:

2+2 Degree Pathway in Early Childhood Education

As described in Sections A and H, Longwood University will develop a new Bachelor of Science degree program in Inclusive Early Childhood Education. This program will be a true 2+2 degree program, creating a smooth pathway for students transferring to Longwood from community college, where they will have earned their Associate of Applied Science degree in Early Childhood Development. At the end of the program, students will be licensed both in PreK-3rd grade and in Early Childhood Special Education Birth through Age Five. This innovative program will address the teacher shortage in Virginia, while also providing a more cost-effective pathway for students to earn a bachelor's degree. The full cost of the pilot program is estimated to be \$237,794 in FY21. The General Fund support Longwood is requesting from the Commonwealth is \$137,310, which would provide start-up costs and would support student scholarships and stipends, academic advising, test preparation and licensure support. If the pilot proves successful, we would look forward to scaling it up and could look to the Commonwealth in FY22 in those efforts to further widen this important pipeline.

Renovate and Expand Environmental Health & Safety and Facilities Annex Building

The 2018 General Assembly authorized Longwood to use higher education non-general funds to conduct detailed planning of the Environmental Health and Safety and Facilities Annex Building renovation and expansion project. Design commenced in January 2019. Longwood plans to submit a Capital Project Request for authorization to proceed to the construction phase of this project and for appropriation of general funds for the design and construction phases. The total construction cost estimate is \$19,491,000.

The project will renovate and expand the Environmental Health and Safety and Facilities Annex Building. The building that currently houses Longwood's Environmental Health and Safety and Facilities departments is nearly 50 years old, has never been renovated or upgraded and is in very poor physical condition. In addition, the building was constructed when Longwood enrolled only 2,000 students. Longwood's enrollment - as well as its building infrastructure - has more than doubled since that time, and additional space is critically needed. The current site cannot be expanded, as it is surrounded by municipal streets and essential campus green space.

Section D. Programs and Instructional Sites: Provide information on any new academic programs, including credentials and certificates, or new instructional sites, supported by all types of funding, that the institutions will be undertaking during the six-year period. Note that as part of the revised SCHEV program approval process, institutions will be asked to indicate if a proposed new program was included in its six-year plan. Also, provide information on plans to discontinue any programs.

RESPONSE:

New Programs

- B.S. in Inclusive Early Childhood Education
(As described in Sections A and H, Longwood intends to submit a proposal for a B.S. in Education degree program in Inclusive Early Childhood Education to SCHEV and the Board of Education in early 2020.)
- B.S. in Elementary Education and Teaching; B.S. in Elementary and Middle School Education and Teaching; and B.S. in Special Education and Teaching
(In response to the changing state landscape in teacher preparation programs, Longwood is taking the teacher preparation concentrations in its B.S. in Liberal Studies degree program and renaming and changing the CIP codes to better reflect that they are degrees in teacher preparation. These are technically not new programs at Longwood, and there will be no curricular changes or request for state resources.)

New Locations

- B.S. in Social Work, Southern Virginia Higher Education Center
- B.S. in Elementary Education and Teaching (Teacher Licensure Program, Pre-K-6th Grade) Southern Virginia Higher Education Center
- Master's in Educational Leadership, Southern Virginia Higher Education Center
(These programs will be offered in a blended format of on-site and video conferencing from Longwood University or New College Institute.)

Program Closures

- Athletic Training Program: Longwood began offering the B.S. in Athletic Training in 2009. The B.S. degree is nationally accredited. The guiding professional organizations, including the Commission on Accreditation of Athletic Training Education, determined that no bachelor's degrees should be awarded beyond fall 2022. In order to adhere to the timeline of the accrediting agency, the degree program is not admitting students starting in fall 2019 in order for all students in the program to have four full years to complete the program. The 23 students currently enrolled in Athletic Training have been notified of the program's impending closure and have been reassured that the coursework required for their degree completion will be offered. No disruption is anticipated for these students.
- 21st Century Learning and Leadership Certificate: This certificate was created in collaboration with the Institute for Teaching Through Technology and Innovative Practices (ITTIP) in 2013. Funding for teachers to attend classes was no longer available the next year, and no students have enrolled since then.

Section E. Financial Aid: TJ21 requires "plans for providing financial aid to help mitigate the impact of tuition and fee increases on low-income and middle-income students and their families, including the projected mix of grants and loans." Virginia's definitions of low-income and middle-income under TJ21 are based on HHS Poverty Guidelines. A table that outlines the HHS guidelines and the definitions is attached.

RESPONSE:

As the numbers of low-income and middle-income students exhibiting financial need has grown, and in particular Longwood's percentage of first-generation college students has surged in just the last five years, in recent years Longwood has set aside 5% to 7.5% of total tuition revenue for financial aid. In addition, our

fundraising efforts have been heavily focused on financial aid. We greatly appreciate the additional \$535,893 in general funds we will receive in FY20, which has allowed us greater opportunity to mitigate the impact on the low- and middle-income students. We also appreciate the opportunities we have had to work with SCHEV and other stakeholders on the review of the current financial aid funding model. We look forward to recommendations that will make the system more equitable, particularly for the institutions like Longwood that have historically received a smaller percentage of total needed aid.

Section F. Capital Outlay: Provide information on your institution's top two Education and General Programs capital outlay projects, including new construction as well as renovations, that might be proposed over the Six-Year Plan period that could have a significant impact on strategies, funding, student charges, or current square footage. Do not include projects for which construction (not planning) funding has been appropriated.

RESPONSE:

1. Renovate and Expand Environmental Health & Safety and Facilities Annex Building

Objectives 3 and 4

This project will renovate and expand the Environmental Health and Safety and Facilities Annex Building. The building that currently houses Longwood's Environmental Health & Safety and Facilities departments is nearly 50 years old, has never been renovated or upgraded and is in very poor physical condition. In addition, the building was constructed when Longwood enrolled only 2,000 students. Longwood's enrollment - as well as its building infrastructure - has more than doubled since that time, and additional space is critically needed. The current site cannot be expanded, as it is surrounded by municipal streets and essential campus green space.

The 2018 General Assembly authorized Longwood to use higher education non-general funds to conduct detailed planning. Design commenced in January 2019. In summer 2019 Longwood plans to submit a Capital Project Request for authorization to proceed to the construction phase of this project and for appropriation of general funds for the design and construction phases.

2. Construct Wygal Hall Replacement

Objectives 2 and 4

This project will construct a replacement for Wygal Hall, Longwood's music education building. Wygal Hall is 48 years old and has not been significantly renovated since it was first constructed. Wygal Hall is in poor physical condition. A 2017 study concluded that these severe physical limitations cannot be alleviated through renovations; it is more cost effective to construct a replacement facility. The proposed location is the current Bristow Building site.

The proposed building's new teaching facilities will be a significant asset to Longwood's four-year teacher preparation programs.

The 2019 General Assembly authorized Longwood to use higher education non-general funds to conduct detailed planning. Design is estimated to start by late 2019 or early 2020.

Section H. Performance Pilots (optional): For this topic, any institution that wishes to include a Performance Pilot and provided notification by April 1 to relevant parties, should select one or more of the strategies presented in the institution's Academic and Financial plan (PART 3) and General Fund Request (PART 4) that constitute(s) "one innovative proposal" as defined in subsection F of § 23.1-306. Describe

the proposal, the proposed performance measures and the requested authority or support from the Commonwealth.

RESPONSE:

Longwood’s Innovative Performance Pilot Proposal will help Virginia meet its goals for higher education and workforce development. The proposal addresses the Commonwealth’s teacher shortage while also providing a more affordable pathway for residents of Southside Virginia to earn their degree and access to a higher paying job. The proposal advances the Commonwealth’s objectives in these important areas:

- Access and Enrollment – underrepresented students (Virginia Plan for Higher Education, IPPA legislation)
- Retention, Completion and Time to Degree (Virginia Plan for Higher Education)
- Affordability and Funding (Virginia Plan for Higher Education, IPPA legislation)
- Workforce Alignment and Retention of Graduates (Virginia Plan for Higher Education)
- Affordable Pathways to Degree Attainment/Timely Degree Completion (IPPA legislation)
- Employment Pathways for Undergraduate Virginia students (IPPA legislation)
- Strategic Talent Development (IPPA legislation)

Virginia’s Teacher Shortage

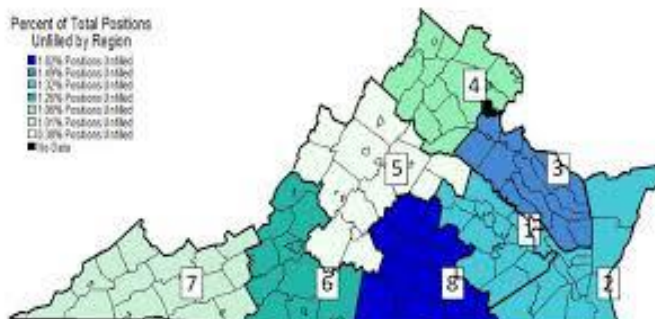
Virginia, like many other states, faces a teacher shortage. The Virginia Department of Education has identified the two biggest areas of critical shortage as Special Education and Elementary Education, PreK-6.

Subjects with > unfilled positions in 2016, compared to 2006	Number of unfilled positions (FTEs) 2006	Number of unfilled positions (FTEs) 2016
Special Education	250	316
Elementary Education PreK-6	88	198
Middle Education Grades 6-8	81	81
Mathmatics (Secondary)	73	78
Career and Technical Education	31	67
Foreign Languages PreK-12	36	55
English as a Second Language PreK-12	21	54
Sciences (Secondary)	29	36
English (Secondary)	22	31

A 2017 report from the Advisory Committee on Teacher Shortages found:

- Region 8 – which consists of most of the school districts in Southside Virginia – has the largest percentage of total teaching positions unfilled by region according to 2016 data. Many counties that are in the lowest quintile for post-secondary attainment are located within Region 8.
- Four out of the 10 school divisions with the highest percentage of unfilled positions in 2016 are in Longwood’s home region.

- Prince Edward County and Lunenburg County, two of the 10 school divisions with the highest teacher turnover rate in 2016, are in close proximity to Longwood.



As indicated in the chart above, demand for highly qualified special education teachers is especially acute. In Virginia, a recent report by the Virginia Board of People with Disabilities states that the number of children served by the state’s Early Intervention Program, which addresses development delays of children under age 3, has grown by 24% since 2014. State figures show approximately 420,000 students statewide identified as having disabilities, a number that continues to increase.

There continues to be demand for educators who work with birth through age 5 populations. According to the Bureau of Labor Statistics of the U.S. Department of Labor (2016), preschool teacher and administrator employment is expected to increase faster than the national average for all occupations. These occupations are among those addressed in the multiple workforce development initiatives in Virginia and through the Virginia Board of Workforce Development. A broad range of scientific literature demonstrates the exceptional return-on-investment for individuals, government and society of high-quality early childhood education programs. However, the research makes clear that the benefits come not simply from participation in early childhood education, but from participation in high-quality programs.

While many areas of the Commonwealth face a shortage of well-trained early childhood educators and programs, the issue of access to high-quality programs is particularly acute in Southside Virginia. The Joint Subcommittee on the Virginia Preschool Initiative has recommended that the Virginia Early Childhood Foundation continue toward a more cohesive pathway to ensure high-quality programs and teachers. Virginia will have a difficult time producing the number of new degrees needed in in-demand fields like computer science and ensuring people from all regions of the Commonwealth are prepared to prosper in a 21-century tech economy, unless there is broad-based access to high-quality early childhood programs.

As the only public four-year university in Southside Virginia, serving our community and the greater Southside region has always been an important priority for Longwood.

Teacher Preparation at Longwood University

Longwood has its roots in educating teachers through our four-year undergraduate teacher preparation programs. Our students are already able to earn a bachelor’s degree and teacher certification in four years.

- Longwood graduated nearly 600 teachers between 2014 and 2017 who began teaching in Virginia schools.
- The most popular major at Longwood is Liberal Studies – the major for students who want to be elementary school teachers.
- 817 undergraduates were enrolled in our undergraduate teacher prep programs during the 2018-19 academic year, including 400 who were planning to be elementary school teachers.
- 229 graduate students were enrolled in graduate education programs, including 73 in Special Education.

Longwood opened the Andy Taylor Center for Early Childhood Development in a newly-renovated space in Farmville in fall 2017. The Center provides a facility for educating preschool-age children from Prince Edward County and the surrounding community, as well as serving as a base for Longwood’s developing academic programs in this area. The Andy Taylor Center offers the perfect “lab space” for Longwood students studying early childhood education to gain first-hand experience working with preschoolers.

Longwood already has a teacher preparation presence in the Martinsville area at the New College Institute. Most of the courses in that program are offered in a hybrid program with a combination of face-to-face and online instruction, which is particularly helpful to adult student populations. Patrick Henry Community College has an existing certificate and degree program in Early Childhood Development and is part of the Davenport Institute for Early Childhood Development, focused on upskilling the early childhood education workforce in Southside.

The Proposal

Longwood will develop a unique new Bachelor of Science degree program in Inclusive Early Childhood Education that will be a true 2+2 degree program, creating a smooth pathway for students transferring to Longwood from Patrick Henry Community College, where they will have earned their Associate of Applied Science degree in Early Childhood Development. At the end of the program, students will be licensed both in PreK-3rd grade and in Early Childhood Special Education Birth through Age Five.

Program Features

- Development of a guaranteed admission agreement between Longwood and PHCC for this program, ensuring a seamless and cost-effective pathway through the curriculum.
- Need-based financial aid for students.
- Continuous wrap-around financial aid/academic advising and support for students that follows from their experience at PHCC through their experience at Longwood. This advising model expands on one already in place at PHCC.
- Summer program that brings PHCC students to Longwood’s campus to engage in practicum and other educational programming at the Andy Taylor Center.
- Joint meetings and collaboration between Longwood and PHCC faculty to ensure seamless experience for students.
- Support for Early Childhood Education faculty, through redirection of resources at Longwood.
- Faculty mentorship spanning both institutions to provide job coaching and mentoring to students through their first year of teaching after they graduate from the program – a critical step to ensure long-term professional success in a field where turnover is common due to lack of ongoing support.
- Praxis II and other testing/tutoring support for students

Target Population and Salary Potential

In spring 2018, 213 students were enrolled in child development courses at PHCC. Clearly, there is a broad pipeline of students who may be interested in pursuing a bachelor's degree in this field and increasing their earnings. We anticipate that this innovative approach will be very attractive to non-traditional students and other underrepresented student populations. We also anticipate that the program will be particularly appealing to adults who are currently employed as "paraprofessionals" (unlicensed workers delegated important tasks) or teacher's aides in Southside school districts. Many of these students are career switchers, having worked in other industries.

While the broader educational value of a highly qualified early childhood education workforce is now more widely known, the potential earnings benefit to individuals is nothing short of transformational. State data show aides in schools in the Southside region earn on average \$13,572, compared to a starting salary for a teacher with a bachelor's degree of \$37,706. In Henry County specifically, the group that includes both aides and paraprofessionals earns \$18,412-\$26,227 annually. Special education elementary teachers earn \$41,902-\$60,291.

Clearly, this is a population with acute financial constraints in terms of obtaining the educational credentials they need to be on solid financial footing. We believe need-based student financial aid is an essential component for the program to achieve its full potential. But it is the overall structure of the program that provides the core financial benefit. Because most students will be non-traditional and non-residential, we estimate the 2+2 model would save students at least \$17,240 over four years, and almost certainly more once factoring in additional state, federal, institutional and other aid for which students would be eligible. Additionally, some students would be eligible to receive a transfer grant of \$2,000, providing further support. Perhaps most importantly, the range of high-touch, wrap-around resources and support will make students far more likely to complete the program and reap the rewards in the job market of their higher credential.

While Longwood's immediate region is an area of acute need – both in terms of student demand for the program and need for well-prepared early childhood educators – clearly such need exists elsewhere in the Commonwealth. This program is a pilot, and if successful could be replicated elsewhere, particularly with Southside Virginia Community College and the Southern Virginia Higher Education Center in South Boston.

Proposed Performance Measures for Pilot Program:

Degrees produced: The number of students currently taking courses at PHCC suggests a larger program size, but we are making conservative degree projections for this pilot: By spring 2022 (end of year 2): 5. By spring 2023 (end of Year 3): 10.

Underrepresented student enrollment: Target goal of at least 50% of students enrolled in the program are from underrepresented groups, including first-generation college students.

Teaching positions filled: 100% employment placement rate of students completing degrees.

Proposed Timeline:

The proposed timeline for implementation follows SCHEV/Virginia Department of Education guidelines as outlined for the approval of teacher preparation programs with a proposed implementation date of 2020.

- Fall 2019: College/University approval of degree program

- Fall 2019: Longwood and PHCC faculty/staff collaborate to design guaranteed admission agreement and program support for students
- Fall 2019: Submission to Department of Education for staff review
- December 2019: Submission to SCHEV and SACSCOC for approval
- Spring 2020 – ABTEL, SCHEV Council and Board of Education approval
- Fall 2020 – First courses
- Spring 2022 – First graduates

Proposed Support from the Commonwealth (General Fund Request)

As outlined above, the full cost of the pilot program is estimated to be \$237,794 in FY21. The General Fund support Longwood is requesting from the Commonwealth is \$137,310, which would provide start-up costs and would support student scholarships and stipends, academic advising, test preparation and licensure support. If the pilot proves successful, we would look forward to scaling it up and could look to the Commonwealth in FY22 in those efforts to further widen this important pipeline.

Section I. Evaluation of Previous Six-Year Plan: Briefly summarize progress made in strategies identified in your institution’s previous six-year plan. Note how additional general fund support and reallocations were used to further the strategies.

Improved Retention and Graduation Rates

- **Student Success Initiatives for First-Generation and Pell-Eligible Students:** Longwood has established a first generation committee that assesses the impact of our policies and practices for supporting the first-generation and Pell-eligible student population. We continued and expanded the intrusive advising practices started a few years ago, a national best practice to help keep students on track to graduation. In addition to working directly with students in academic difficulty after their first semester, using a predictive model we identify students that were most at-risk in their first semester. This project has resulted in substantially fewer students in academic difficulty at the end of their first semester. We have also revised our suspension and academic probation policies to be more consistent with our peers and provide more opportunities for students to recover after a challenging transition semester.
- **Early Alert Program Expansion:** During Fall 2018, Early Alert was expanded in two key ways, one focused on expanding existing initiatives and one offering proactive support to students before they demonstrated need within an academic course. Early Alert is now supported in all undergraduate courses. We also piloted a “flag” system to identify incoming students who may be in need of additional support due to previous academic indicators, personal disclosures, observed behaviors, and enrollment in highly demanding courses. Together, referrals resulting from these outreaches resulted in a 6% reduction in first-year students in academic difficulty after their first fall term. Reallocations were used to support these strategies. Longwood believes there is potential to reap further benefits in terms of student success and graduation rates by supporting more coaching groups, with lower ratios of faculty and staff to students to provide more individualized attention, as well as to more effectively deploy technology, particularly for first-generation and other more vulnerable student populations.

A New Core Curriculum

Longwood has begun to implement its distinctive new Civitae Core Curriculum, which prepares students for lives of engaged citizenship and empowers them with the skills they need to be successful in the 21st century workforce. In fall 2018, the first phase of the Civitae Core Curriculum was implemented for incoming freshmen. Evaluations revealed that a majority of students believed they had made either significant or exceptional progress in 1) learning to analyze and critically evaluate a variety of ideas, arguments, and points of view; 2) improving the skills necessary for academic success in college; and 3) improving the skills necessary for academic success in college. Reallocations were used to support this strategy. The curriculum also creates a more streamlined and clear path along a four-year graduation timetable. The new core curriculum also increases opportunities to graduate with minors in addition to their majors, further bolstering their workforce credentials.

Strengthening the Commonwealth and Region

- **Early Childhood Education:** Over the past year, the Early Childhood Development Initiative (ECDI) has continued to support the growth and expansion of the Andy Taylor Center for Early Childhood Development. We have doubled our enrollment and can now provide care and education for 28 children, ages two through five. We have also worked with over 100 Longwood students throughout the 2018-2019 academic year. Longwood students have completed practicums, engaged in research, volunteered, and helped raise tuition assistance for families in need. The ECDI plans to finalize a new undergraduate program to dually license early childhood general and special education teachers, as discussed in Section H, Performance Pilot.
- **Expanded STEM and Health Professions Degrees:** We continue to offer an RN to BSN option for working nurses who want to advance in their field and attain vertical growth on their career ladders by completing a BSN. As of January 2019, the program will be offered completely online to allow students the flexibility to manage school with work and family obligations. The students who are enrolled in the program are employed at regional hospitals or clinics, so the graduates will contribute their knowledge and expertise in our region.
- **Expanded Outreach to Southside:** Fifteen students completed Longwood's Educational Leadership endorsement program at Southern Virginia Higher Education Center (SVHEC) in South Boston in August 2018 and fourteen more will finish in August 2019. Longwood continues to support the Institute for Teaching through Technology and Innovative Practices (ITTIP), which provides professional development for PK-12 teachers in best practices for teaching and incorporating technology, including on the integration of science, technology, engineering, and mathematics in the classroom. At New College Institute, Longwood offers two undergraduate degree programs: Liberal Studies Elementary Education and Social Work. Both follow a 2+2 model with students coming primarily from Patrick Henry Community College. Students enter these programs with an associate degree and/or have completed all lower-level general education requirements at a community college or other institution. Enrollment remains steady in these programs. Smooth transitions from community college to Longwood's programs enabled by a strong partnership with Patrick Henry Community College and the guidance of a site-based program coordinator for each major have made these enrollments possible. Twenty-seven students are enrolled for the 2019-2020 academic year in the Liberal Studies Elementary Education program and 5 completed the program last year. Sixteen students are enrolled in the Social Work program and 7 graduated in May 2019. Total enrollment is 53 students. Even more important than enrollment numbers is the

post-graduate success of our students. In Social Work, all 14 of the 2018 graduating class have jobs in the field and all of the 2019 graduating class have been offered jobs. The same success rate can be seen in our teacher graduates; just recently, one of them was named Teacher of the Year in her building. Our students and graduates in Martinsville represent a richly diverse population in gender, race, and age. The 18 students in the junior class in the LSEE major range in age from 19 and homeschooled to 53 and a paraprofessional. Two are men and four are minority students.

Undergraduate Research Initiative

Longwood concluded its undergraduate research initiative as part of its Quality Enhancement Plan (QEP) this spring. As part of this initiative, during the 2018-2019 academic year, 28 students received funding to work on individual extended research projects intensively with faculty. The success of the spring 2018 Showcase for Student Research and Creative Inquiry led to a fall 2018 version of the Showcase. In spring 2019, more than 600 Longwood students participated in the Spring Showcase for Student Research and Creative Inquiry, where they had the opportunity to present or perform their research, scholarship or creative work. In addition, faculty at Longwood have been working with faculty at Hampden-Sydney College to lead a number of grant-supported outreach programs to local area high schools to enhance STEM education. The Prince Edward County Molecular Biology Institute (PECEMBI) is a program that brings science outreach activities to the Prince Edward County school district. Using "Science in a Box" kits, undergraduate students act as outreach facilitators and are able to easily transport and utilize molecular biology, microbiology and environmental science laboratory equipment in local high school classrooms that may not be able to afford such resources.

Faculty Equity, Retention and Promotion Pool

Longwood implemented targeted, performance-based pay increases for eligible faculty and staff in FY19, and with general fund support from the Governor and General Assembly, Longwood is implementing the state-mandated salary increases in FY20. This funding – and other targeted investments in prior years – have helped to address salary compression, brought Longwood more closely in line with peer institutions, and enabled Longwood to retain high-performing faculty. Reallocations and additional general fund support were used to achieve these strategies.

Section J. Economic Development Annual Report (Due October 1): Describe the institution's contributions to stimulate the economic development of the Commonwealth and/or area in which the institution is located. If applicable, the information should include:

1. University-led or public-private partnerships in real estate and/or community redevelopment.
2. State industries to which the institution's research efforts have direct relevance.
3. High-impact programs designed to meet the needs of local families, community partners, and businesses.
4. Business management/consulting assistance.

RESPONSE:

Longwood University supports an office of community and economic development and an associated Small Business Development Center to provide support to new and existing small businesses and to grow, support and enhance regional economic development efforts. Longwood and our affiliated real estate foundation are also very active in community redevelopment efforts.

- **Small Business Development Center:** The cornerstone of regional outreach is the Small Business Development Center (SBDC). The SBDC serves 26 localities in Southern Virginia through several office locations – Farmville (Lead Office), Petersburg (Crater SBDC, in partnership with Crater PDC), South Boston (in partnership with the Southern Virginia Higher Education Center), Danville (in partnership with Danville Community College), and Martinsville (in partnership with Patrick Henry Community College). The SBDC mission is to grow the local economy, and consequently the tax base, through support to new and existing small businesses.

Longwood funds the position of associate vice president for community and economic development, which leads economic development outreach and serves as executive director of the SBDC. The SBDC staff also includes an associate director, two regional directors, two full-time business analysts and a cadre of independent contractors skilled in various aspects of entrepreneurship. The SBDC hosts three to five student interns each semester who work with various real life business case studies. Longwood and 25 localities served by the SBDC provide funding annually for the SBDC network, which is matched by an annual Small Business Administration grant for operations.

Capital invested and jobs created by the SBDC client base are the measurements of success. In calendar year 2018, the SBDC accomplished the following activities and related successes region-wide:

- 363 clients - potential and existing entrepreneurs (60% existing businesses)
 - 55 seminars for a total of 368 attendees
 - \$6.9 million in new capital for business development
 - 91 jobs created or retained as a result of consulting services
- **Go Virginia:** In May 2019, the Longwood's SBDC submitted a letter of interest to Go Virginia Region 3 in response to a request for development of a Regional Innovation and Entrepreneurship Plan. The SBDC was chosen by Region 3 to partner with MidAtlantic Broadband Communities in a joint proposal to develop the plan. The State Board of Go Virginia approved this approach on September 10, 2019. The interest in and enthusiasm for this project is a result of Longwood's earlier efforts to convene community leaders to work together on themes around entrepreneurship, innovation, promoting careers in the trades, and retaining talent in the workforce.
- **Community Engagement:** In addition to the community engagement of the SBDC, the Longwood Office of Community and Economic Development convenes meetings of local officials and presidents of both Longwood and Hampden-Sydney College. Coined the Economic Development Collaborative, the group meets on an as-needed basis to explore ideas for university, county and town engagement.

Commonwealth Regional Council: The Commonwealth Regional Council (CRC) serves as our local regional planning district commission, serving Prince Edward, Buckingham, Amelia, Charlotte and Lunenburg. Longwood has a non-voting seat on the board in order to evaluate future potential partnerships. The CRC is in the process of re-applying for certification as an Economic Development District, leading to

access to Federal Economic Development Administration (EDA) funding. As the first step in the process, the CRC applied for EDA funding to conduct an initial Comprehensive Economic Development Strategy (CEDS). The CEDS is now complete and awaiting approval from the EDA. Longwood supported this effort with staff assistance utilizing research databases such as ESRI and JobsEQ as well as the talent of our student interns at OCED and the SBDC.

2019 SIX-YEAR PLAN: 2020-22 through 2024-26

Due: July 1, 2019

Institution:

Institution UNITID:

Individual responsible for plan

Name:

Email address:

Telephone number:

**Part 1A: Tuition and Fees Predictability Plans for Institutions without Undergraduate Tuition Differentials
Longwood University**

In-State Undergraduate Tuition and Fees Predictability Plans

Instructions: Provide no less than three years (the worksheet allows for four years based on the biennial budget structure) of planned increases in in-state undergraduate tuition and mandatory E&G fees and mandatory non-E&G fees. The tuition and fee charges for in-state undergraduate students should reflect the institution's estimate of reasonable and necessary charges to students based on the mission, market capacity and other factors. Plans shall include a range of tuitions based on available state resources, but must contain a scenario that includes the assumption of no new state general fund support (SCENARIO 1). Add scenarios and tables, if more are needed, and provide brief information about the assumptions for each scenario. Include more detailed information about assumptions used to calculate increases in Section B of the Narrative document. Include anticipated tuition and fee charges affecting first-year students. (Please do not alter the shaded cells that contain formulas.)

In-State Undergraduate Tuition and Mandatory E&G Fees

	2019-20	2020-21		2021-22		2022-23		2023-24	
	Charge	Charge	% Increase	Charge	% Increase	Charge	% Increase	Charge	% Increase
Scenario 1: No new GF	7,940	8,329	4.9%	8,737	4.9%	9,165	4.9%		-100.0%
Scenario 2:	7,940	8,212	3.4%	8,494	3.4%	8,785	3.4%		-100.0%
Scenario 3:	7,940	7,464	-6.0%	7,464	0.0%	7,464	0.0%		-100.0%

Assumptions for:

Scenario 1	Assumes no state support we would have to increase tuition to cover fixed cost increases in benefits, utilities, maintenance contracts. It would require reallocation of funds as well. In FY21 we would need to increase tuition 9.28% to cover cost without reallocations.
Scenario 2	Assumes average general fund contributions excluding central adjustments and financial aid increase over the past three years FY17-FY19 and the average tuition increase across the same period of time. This will require reallocations and/or reduction of programs and services.
Scenario 3	Assumes Longwood receives the average of general fund support for in state undergraduate FTE based on SCHEV E5B data from FY18. Average amount of ISUG support per FTE was \$8,473, multiplied by ISUG, FTE enrollment of 3,914. This would provide GF support of \$33,164,896. This assumes GF added in FY20 remains as base. We would be able to reduce tuition by 6% in FY21 if the additional GF dollars were received.

In-State Undergraduate Mandatory Non-E&G Fees

	2019-20	2020-21		2021-22		2022-23		2023-24	
	Charge	Charge	% Increase	Charge	% Increase	Charge	% Increase	Charge	% Increase
Scenario 1:	5,580	5,825	4.4%	6,082	4.4%	6,349	4.4%		-100.0%
Scenario 2:	0		100%		%		%		%

Assumptions for:

Scenario 1	Assumes we would have to increase the comprehensive fee to cover fixed cost increases in health insurance, benefits, utilities, and maintenance contracts. Based on average increase over the past three years FY17-FY19. There was no increase in FY20. With allowable exceptions the comprehensive fee would be under 3%.
Scenario 2	

**Part 1B: Tuition and Fees Predictability Plans for Institutions with Undergraduate Tuition Differentials
Longwood University**

In-State Undergraduate Tuition and Fees Predictability Plans

Instructions: Provide no less than three years (the worksheet allows for four years based on the biennial budget structure) of planned increases in in-state undergraduate tuition and mandatory E&G fees and mandatory non-E&G fees. The tuition and fee charges for in-state undergraduate students should reflect the institution's estimate of reasonable and necessary charges to students based on the mission, market capacity and other factors. Plans shall include a range of tuitions based on available state resources, but must contain a scenario that includes the assumption of no new state general fund support (SCENARIO 1). Add scenarios and tables, if more are needed, and provide brief information about the assumptions for each scenario. Include more detailed information about assumptions used to calculate increases in Section B of the Narrative document. Include anticipated tuition and fee charges affecting first-year students. For institutions that have differential tuition and fee charges by program or level, provide (a) anticipated tuition and fee charges for majority students; (b) a weighted average charge of all first-year students (with a detailed worksheet as attachment); and (c) additional spreadsheets with associated anticipated charges for all undergraduate students by program and level. (Please do not alter the shaded cells that contain formulas.)

In-State Undergraduate Tuition and Mandatory E&G Fees

	2019-20	2020-21		2021-22		2022-23		2023-24	
	Charge	Charge	% Increase	Charge	% Increase	Charge	% Increase	Charge	% Increase
Scenario 1: No new GF									
Majority First-Year Students			%		%		%		%
All First-Year Students			%		%		%		%
Scenario 2:									
Majority First-Year Students			%		%		%		%
All First-Year Students			%		%		%		%
Scenario 3:									
Majority First-Year Students			%		%		%		%
All First-Year Students			%		%		%		%

Assumptions for:

Scenario 2	
Scenario 3	

In-State Undergraduate Mandatory Non-E&G Fees

	2019-20	2020-21		2021-22		2022-23		2023-24	
	Charge	Charge	% Increase	Charge	% Increase	Charge	% Increase	Charge	% Increase
Scenario 1:			%		%		%		%
Scenario 2:			%		%		%		%

Assumptions for:

Scenario 1	
Scenario 2	

Part 2: Tuition and Other Nongeneral Fund (NGF) Revenue Longwood University

Tuition and Fee Increases and Nongeneral Fund (NGF) Revenue Estimates Based on the Assumption of No New General Fund (GF)

Instructions: Based on enrollment changes and other institution-specific assumptions, provide the total revenue for educational and general (E&G) programs, by student level and domicile. Provide other anticipated NGF revenue, tuition used for financial aid (Program 108) and anticipated non-E&G fee revenue for in-state undergraduates and then all other students. (Please do not alter the shaded cells that contain formulas.)

Items	2018-2019 (Estimated)	2019-2020 (Estimated)	2020-2021 (Planned)	2021-2022 (Planned)
	Total Revenue	Total Revenue	Total Revenue	Total Revenue
E&G Programs				
Undergraduate, In-State	\$29,724,270	\$30,296,006	\$31,528,637	\$34,445,857
Undergraduate, Out-of-State	\$5,645,614	\$5,900,974	\$5,671,335	\$6,119,605
Graduate, In-State	\$3,382,731	\$3,224,839	\$4,116,887	\$4,641,948
Graduate, Out-of-State	\$436,220	\$224,035	\$708,901	\$340,719
Law, In-State	\$0	\$0	\$0	\$0
Law, Out-of-State	\$0	\$0	\$0	\$0
Medicine, In-State	\$0	\$0	\$0	\$0
Medicine, Out-of-State	\$0	\$0	\$0	\$0
Dentistry, In-State	\$0	\$0	\$0	\$0
Dentistry, Out-of-State	\$0	\$0	\$0	\$0
PharmD, In-State	\$0	\$0	\$0	\$0
PharmD, Out-of-State	\$0	\$0	\$0	\$0
Veterinary Medicine, In-State	\$0	\$0	\$0	\$0
Veterinary Medicine, Out-of-State	\$0	\$0	\$0	\$0
Other NGF	\$1,787,021	\$1,622,500	\$1,622,500	\$1,622,500
Total E&G Revenue - Gross	\$40,975,856	\$41,268,354	\$43,648,260	\$47,170,629
Total E&G Revenue - Net of Financial Aid	\$38,806,860	\$38,312,715	\$40,692,621	\$44,214,990
Tuition used for Financial Aid (Pgm 108)	\$2,168,996	\$2,955,639	\$2,955,639	\$2,955,639
Non-E&G Fee Revenue				
In-State undergraduates	\$18,187,332	\$19,426,430	\$20,125,322	\$21,010,836
All Other students	\$1,530,376	\$2,731,189	\$3,007,232	\$3,139,550
Total non-E&G fee revenue	\$19,717,708	\$22,157,619	\$23,132,554	\$24,150,386

Part 3: ACADEMIC-FINANCIAL PLAN

Longwood University

Academic and Financial Plan

3A: Six-Year Plan for Academic and Support Service Strategies for Six-year Period (2020-2026)

Instructions for 3A: In the column entitled "Academic and Support Service Strategies for Six-Year Period (2020-2026)," please provide short titles to identify institutional strategies associated with goals in the Virginia Plan. Provide a concise description of the strategy in the Description of Strategy column (column J). Within this column, provide a specific reference as to where more detailed information can be found in the Narrative document. Note the goal(s) with which the strategy is aligned with the Virginia Plan (in particular, the related priority areas) in the VP Goal column and give it a Priority Ranking in column A. Additional information for 2022-2026 should be provided in column K (Two Additional Biennia). Strategies for student financial aid, other than those that are provided through tuition revenue, should not be included on this table; they should be included in Part 4, General Fund Request, of the plan. If an institution wishes to include any information about FTEs or fringe benefit adjustments (using DPB's FY2020 start-up instructions available by the end of May), it should list them as strategies in the Academic Plan not the Financial Plan. Funding amounts in the first year should be incremental. However, if the costs continue into the second year, they should be reflected cumulatively. Additional rows for strategies must be added before the gray line. Please update total cost formulas if necessary. **ASSUME NO ADDITIONAL GENERAL FUND IN THIS WORKSHEET.**

SECTION A: ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2020-2026)												
Priority Ranking	Strategies (Short Title)	VP Goal	Biennium 2020-2022 (7/1/20-6/30/22)						Description of Strategy	Two Additional Biennia		
			2020-2021			2021-2022					Concise Information for Each Strategy	Information for 2022- 2026
			Total Amount	Reallocation	Amount From Tuition Revenue	Total Amount	Reallocation	Amount From Tuition Revenue				
			1	2+2 Degree Pathway in Early Childhood Education	1,2,3,4	\$237,794	\$100,484	\$137,310				
2	Improve Retention and Graduation Rates	2,3,4	\$100,000	\$0	\$100,000	\$250,000	\$0	\$250,000	Focus on First-Gen and URP populations. Additional freshman coaching groups. (p.2 of Narrative)	Funding needs will be continuous with this high priority strategy.		
3	Expanded STEM and Health Professions Degrees	2,4	\$422,744	\$175,000	\$247,744	\$402,244	\$154,500	\$247,744	Support STEM and Healthcare professions through K-12 Pipeline. (p.3 of Narrative)	Funding needs will align with Commonwealth initiatives in this area.		
4	Innovation in Teacher Preparation Programs	1,2,3,4	\$105,000	\$65,000	\$40,000	\$105,000	\$65,000	\$40,000	Expanded Teachers for Tomorrow program and development of Grow You Own. (p.4 of Narrative)	Funding needs will be determined as program moves forward.		
5	Projected Unavoidable Cost Increases	3	\$457,858	\$0	\$457,858	\$1,535,659	\$607,915	\$927,744	See Section B, page 4 of Narrative.			
6	Faculty and Staff Equity, Retention and Promotion Pool	3	\$374,010	\$374,010	\$0	\$374,010	\$0	\$374,010	See Section B, page 5 of Narrative.			
			\$0	\$0	\$0	\$0	\$0	\$0				
			\$0	\$0	\$0	\$0	\$0	\$0				
			\$0	\$0	\$0	\$0	\$0	\$0				
			\$0	\$0	\$0	\$0	\$0	\$0				
			\$0	\$0	\$0	\$0	\$0	\$0				
			\$0	\$0	\$0	\$0	\$0	\$0				
			\$0	\$0	\$0	\$0	\$0	\$0				
Total 2020-2022 Costs (Included in Financial Plan "Total Additional Funding Need")			\$1,697,406	\$714,494	\$982,912	\$2,929,707	\$952,899	\$1,976,808				

3B: Six-Year Financial Plan for Educational and General Programs, Incremental Operating Budget Need 2020-2022 Biennium

Instructions for 3B: Complete the lines appropriate to your institution. As completely as possible, the items in the Academic Plan (3A) and Financial Plan (3B) should represent a complete picture of the institution's anticipated use of projected tuition revenues. For every strategy in 3A and every item in 3B of the plan, the total amount and the sum of the reallocation and tuition revenue should equal one another. Two additional rows, "Anticipated Nongeneral Fund Carryover" and "Nongeneral Fund Revenue for Current Operations" are available for an institution's use, if an institution cannot allocate all of its tuition revenue to specific strategies in the plan. Also, given the long standing practice that agencies should not assume general fund support for operation and maintenance (O&M) of new facilities, O&M strategies should not be included in an institution's plan, unless they are completely supported by tuition revenue. **Please do not add additional rows to 3B without first contacting Jean Huskey.**

Assuming No Additional General Fund		2020-2021			2021-2022		
Items	Total Amount	Reallocation	Amount From Tuition Revenue	Total Amount	Reallocation	Amount From Tuition Revenue	
Total Incremental Cost from Academic Plan¹	\$1,697,406	\$714,494	\$982,912	\$2,929,707	\$952,899	\$1,976,808	
Increase T&R Faculty Salaries (\$)	\$0	\$0	\$0	\$0	\$0	\$0	
T&R Faculty Salary Increase Rate (%) ²	0.00%		0.00%	0.00%		0.00%	
Increase Admin. Faculty Salaries (\$)	\$0	\$0	\$0	\$0	\$0	\$0	
Admin. Faculty Salary Increase Rate (%) ²	0.00%		0.00%	0.00%		0.00%	
Increase Classified Staff Salaries (\$)	\$0	\$0	\$0	\$0	\$0	\$0	
Classified Salary Increase Rate (%) ²	0.00%		0.00%	0.00%		0.00%	
Increase University Staff Salaries (\$)	\$0	\$0	\$0	\$0	\$0	\$0	
University Staff Salary Increase Rate (%) ²	0.00%		0.00%	0.00%		0.00%	
O&M for New Facilities	\$938,000	\$0	\$938,000	\$987,000	\$0	\$987,000	
Add'l In-State Student Financial Aid from Tuition Rev	\$0	\$0	\$0	\$0	\$0	\$0	
Add'l Out-of-State Student Financial Aid from Tuition Rev	\$0	\$0	\$0	\$0	\$0	\$0	
Anticipated Nongeneral Fund Carryover	\$0	\$0	\$0	\$0	\$0	\$0	
Nongeneral Fund for Current Operations	\$1,686,743	\$1,377,747	\$308,996	\$2,350,995	\$1,792,435	\$558,560	
Library Enhancement	\$0	\$0	\$0	\$0	\$0	\$0	
Utility Cost Increase	\$150,000	\$0	\$150,000	\$200,000	\$200,000	\$0	
Total Additional Funding Need	\$4,472,149	\$2,092,241	\$2,379,908	\$6,467,702	\$2,945,334	\$3,522,368	

Notes:
 (1) Please ensure that these items are not double counted if they are already included in the incremental cost of the academic plan.
 (2) If planned, enter the cost of any institution-wide increase.

**Part 4: General Fund (GF) Request
Longwood University**

Requesting General Fund Support

Instructions: Indicate items for which you anticipate making a request for state general fund in the 2020-22 biennium. The item can be a supplement to a strategy or item from the academic and financial plan or it can be a free-standing request for which no tuition revenue would be used. If it is a supplement to a strategy or item from the academic and financial plan, then describe in the Notes column how additional general fund will enhance or expand the strategy. Requests for need-based financial aid appropriated in program 108 should be included here. If additional rows are added, please update the total costs formulas.

Priority Ranking	Initiatives Requiring General Fund Support						Notes
	Strategies (Match Academic-Financial Worksheet Short Title)	VP Goal	Biennium 2020-2022 (7/1/20-6/30/22)				
			2020-2021		2021-2022		
			Total Amount	GF Support	Total Amount	GF Support	
1	2+2 Degree Pathway in Early Childhood Education	1,2,3,4	\$237,794	\$137,310	\$262,794	\$137,310	B.S. Ed. 2+2 Collaboration with PHCC. (p.6 of Narrative)
2	Renovate and Expand Facilities Management Annex	3,4	\$19,491,000	\$19,491,000	\$0	\$0	Top Priority Project. Detailed Planning Auth. Approved in 2018. (p.6 of Narrative)
			\$0	\$0	\$0	\$0	
			\$19,728,794	\$19,628,310	\$262,794	\$137,310	

**Part 5: Financial Aid Plan
Longwood University**

FINANCIAL AID PLAN

Instructions: Provide a breakdown of the projected source and distribution of tuition and fee revenue redirected to financial aid. To ensure compliance with the state prohibition that in-state students not subsidize out-of-state students and to provide the review group with a scope of the strategy, projections must be made for each of the indicated categories. Please be aware that this data will be compared with similar data provided by other institutional offices in order to ensure overall consistency. (Please do not alter shaded cells that contain formulas.)

Note: If you do not have actual amounts for *Tuition Revenue for Financial Aid* by student category, please provide an estimate. If values are not distributed for *Tuition Revenue for Financial Aid*, a distribution may be calculated for your institution.

Allocation of Tuition Revenue Used for Student Financial Aid

*2018-19 (Estimated) Please see footnote below.

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$29,724,270	\$1,677,847	5.6%	\$1,677,847
Undergraduate, Out-of-State	\$5,645,614	\$490,707	8.7%	\$490,707
Graduate, In-State	\$3,382,731	\$0	%	\$0
Graduate, Out-of-State	\$436,220	\$0	%	\$0
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$39,188,835	\$2,168,554	5.5%	\$2,168,554
Total from Tuition & Other NGF Revenue worksheet	\$40,975,856	\$2,168,996	5.3%	
In-State Sub-Total	\$33,107,001	\$1,677,847	5.1%	\$1,677,847

2019-20 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$30,296,006	\$2,436,353	8.0%	\$2,436,353
Undergraduate, Out-of-State	\$5,900,974	\$519,286	8.8%	\$519,286
Graduate, In-State	\$3,224,839	\$0	%	\$0
Graduate, Out-of-State	\$224,035	\$0	%	\$0
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$39,645,854	\$2,955,639	7.5%	\$2,955,639
Total from Tuition & Other NGF Revenue worksheet	\$41,268,354	\$2,955,639	7.2%	
In-State Sub-Total	\$33,520,845	\$2,436,353	7.3%	\$2,436,353
Additional In-State	\$413,844	\$758,506	183.3%	\$758,506

2020-21 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$31,528,637	\$2,479,247	7.9%	\$2,479,247
Undergraduate, Out-of-State	\$5,671,335	\$476,392	8.4%	\$476,392
Graduate, In-State	\$4,116,887	\$0	%	\$0
Graduate, Out-of-State	\$708,901	\$0	%	\$0
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$42,025,760	\$2,955,639	7.0%	\$2,955,639
Total from Tuition & Other NGF Revenue worksheet	\$43,648,260	\$2,955,639	6.8%	
In-State Sub-Total	\$35,645,524	\$2,479,247	7.0%	\$2,479,247
Additional In-State	\$2,124,679	\$42,894	2.0%	\$42,894
Additional In-State from Financial Plan		\$0	%	

2021-22 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$34,445,857	\$2,472,190	7.2%	\$2,472,190
Undergraduate, Out-of-State	\$6,119,605	\$483,449	7.9%	\$483,449
Graduate, In-State	\$4,641,948	\$0	%	\$0
Graduate, Out-of-State	\$340,719	\$0	%	\$0
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$45,548,129	\$2,955,639	6.5%	\$2,955,639
Total from Tuition & Other NGF Revenue worksheet	\$47,170,629	\$2,955,639	6.3%	
In-State Sub-Total	\$39,087,805	\$2,472,190	6.3%	\$2,472,190
Additional In-State	\$3,442,281	-\$7,057	-0.2%	-\$7,057
Additional In-State from Financial Plan		\$0	%	

* Please note that the totals reported here will be compared with those reported by the financial aid office on the institution's annual S1/S2 report. Since the six-year plan is estimated and the S1/S2 is "actual," the numbers do not have to match perfectly but these totals should reconcile to within a reasonable tolerance level. Please be sure that all institutional offices reporting tuition/fee revenue used for aid have the same understanding of what is to be reported for this category of aid.

Part 6: Economic Development Annual Report for 2018-19
Longwood University

ECONOMIC DEVELOPMENT: CONTRIBUTIONS (HB515; which was enacted as Chapter 149, Virginia Acts of Assembly, 2016 Session)

Requirement: As per § 23.1-306 (A) of the Code of Virginia each such plan and amendment to or affirmation of such plan shall include a report of the institution's active contributions to efforts to stimulate the economic development of the Commonwealth, the area in which the institution is located, and, for those institutions subject to a management agreement set forth in Article 4 (§ 23.1-1004 et seq.) of Chapter 10, the areas that lag behind the Commonwealth in terms of income, employment, and other factors.

Instructions: The reporting period is FY19. **THE REPORT IS NOT DUE UNTIL OCTOBER 1.** The metrics serve as a menu of items that institutions should respond to as applicable and when information is available to them. Leave fields blank, if information is unavailable. (Please do not alter shaded cells that contain formulas.) Please note the narrative question at the bottom of the page. The response should be provided in the separate Narrative document, Section J.

6A: Provide information for research and development (R&D) expenditures through June 30, 2019 by source of fund with a breakdown by Science and Engineering (S&E) specific and non-S&E. (Definition: The response is an unaudited version of the data to be submitted to the NSF Higher Education R&D [HERD] Survey in early 2020.)

VA PLAN Strategy Reference	6A: Research and Development (R&D) Expenditures by Source of Fund	*S&E	Non S&E	Total
	Source of Funds			
4.3	Federal Government	\$235,773		\$235,773
	State and Local Government	\$10,151	\$145,587	\$155,738
	Institution Funds			\$0
	Business			\$0
	Nonprofit Organizations	\$562	\$500	\$1,062
	All Other Sources			\$0
	Total	\$246,486	\$146,087	\$392,573

* S&E - Science and Engineering

6B: For the following items, provide responses in appropriate fields. Insert an X for yes/no responses. Use Number/Amount field for other information. A Comments field has been provided for any special information your institution may want to provide.

VA PLAN Strategy Reference	6B: General Questions	Yes	No	Number/Amount	Comments
4.1	1. Does your institution offer an innovation- or entrepreneurship-themed student living-learning community (student housing)?		X		
4.1	2. Does your institution offer startup incubation/accelerator programs? If yes, please comment if people/companies external to the institution can access them and, if so, how. (Definition: Incubation or accelerator programs are structured multi-week or multi-month programs for which a cohort of start-up companies are chosen; includes mentoring and connections to investors)		X		
4.2	3. Does your institution have an entrepreneurship center? If yes, please comment if people/companies external to the institution can access it and, if so, how.	X			The Longwood SBDC serves 26 localities in Southern Virginia. In 2018, the center had 363 clients (pre business as well as current businesses), and conducted 55 courses for 368 attendees.
4.2	4. Does your institution use Entrepreneur(s)-in-Residence? (Definition: EIRS are usually experienced founders of high-growth start-up companies who partner with a university to explore active research projects and seek out opportunities to commercialize the products of research; alternatively, an EIR could be a grad student, post-doc, business major, etc., who assists to evaluate IP and provide assessments of market pull potential, business planning, etc.)		X		
4.1	5. Number of students paid through externally funded research grants or contracts.		X		
4.1	6. Please answer Yes if (i) your institution's written tenure policy specifically mentions the development of intellectual property and/or the commercialization of research; or (ii) the policies of any schools or other divisions mention IP and/or commercialization as a consideration for promotion and tenure; or (iii) the instructions for compiling a P&T portfolio include providing information about patents, licenses, and other commercialization activities? If Yes, please provide a brief explanation in the comments field. If No, use the comments field to describe other ways a promotion and tenure committee might value those contributions, if any.		X		
4.2	7. Does your institution or an affiliated entity offer translational research and/or proof of concept funding? If yes, please provide the dollar amount awarded in FY19 in the number/amount field. In the comments field, please provide the number of grants awarded; additional comments can also be entered if needed.		X		
4.2	8. Does your institution or an affiliated entity offer a seed fund or venture capital fund that awards money to start-ups? If yes, please comment on whether it awards funding only to university-based start-ups or to the general public as well? If yes, please provide dollar amount awarded in FY19 in the number/amount field and the number of awards made in the comments field.		X		

6C: Provide information for federal research and commercialization grants by type, number, and dollar value with a breakdown by college and department. If additional rows are needed, please contact Jean Mottley (jeanmottley@schev.edu) for assistance.

VA PLAN Strategy Reference	6C: Research and Commercialization Grants	No.	\$ Value	College	Department
4.3	SBIR - Small Business Innovation Research				
	STTR - Small Technology Transfer Research				

6D: The Intellectual Property (IP) section captures information on disclosure, patent, and licensing activities. It is divided into three tables. Tables 1 and 2 capture information regardless of source of funds or nature of entity to whom IP is transferred. Table 3 is required by § 23.1-102 subdivision 2 of the Code of Virginia. It details assignment of IP interests to persons or nongovernmental entities and the value of externally sponsored research funds received during the year from a person or nongovernmental entity by the institution, any foundation supporting the IP research performed by the institution, or any entity affiliated with the institution. Information is sought on research that yields IP regardless of the project's intent. Information is sought about IP transferred as a result of either basic or applied research. Tables 2 and 3 capture separate aggregate data on entities that have a principal place of business in Virginia and those with a principal place of business outside of Virginia.

VA PLAN Strategy Reference	6D: Table 1 - All Activity for FY 2018-19	No.
4.2	1. Number of Intellectual Property disclosures received	1
	2. Number of Provisional Patent Applications filed during the year	1
	3. Number of Patent Applications filed during the year (by type)	
	Design	0
	Plant	0
	Utility	1
	Total	1
	4. Total number of Patent Applications pending (by type)	
	Design	0
	Plant	0
	Utility	1
	Total	1
	5. Number of Patents awarded during the year (by type)	
	Design	0
	Plant	0
	Utility	0
	Total	0

VA PLAN Strategy Reference	6D: Table 2 - All Activity for FY 2018-19	Principal Place of Business in VA	Principal Place of Business Outside VA
4.2	1. Total number of intellectual property licenses executed in FY18-19	0	0
	2. Number of start-ups created through IP licensing in FY18-19	0	0
	3. Amount of licensing revenue in FY18-19 resulting from all intellectual property licenses	\$0	\$0
	4. Number of jobs created as a result of university start-ups	0	0

VA PLAN Strategy Reference	6D: Table 3 - Research Supported by Persons or Nongovernmental Entities	Principal Place of Business in VA	Principal Place of Business Outside VA
4.2	1. Value of funds received (not expended) from persons or nongovernmental entities to support research	\$0	\$0
	2. Number of patents awarded during the year (by type) developed in whole or part from research projects funded by persons or nongovernmental entities:	This is a subset of Table 1, #5.	
	a. Design Patent	0	0
	b. Plant Patent	0	0
	c. Utility Patent	0	0
	d. Total	0	0
	3. Number of assignments of intellectual property interests to persons or nongovernmental entities (definition: "assignment" is the outright conveyance, sale and transfer of the IP, in contrast to "license" of IP rights, which is the contractual permission given to another party to use the IP)	0	0

6E: These items are VCCS specific. Please provide responses in appropriate fields. A Comments field has been provided for any special information the VCCS may want to provide.

VA PLAN Strategy Reference	6E: General Questions - VCCS Specific	Number	Comments
4.1	1. Number of training programs leading to workforce certifications and licensures.		
	2. Number of students who earned industry recognized credentials stemming from training programs.		
	3. Number of industry-recognized credentials obtained, including certifications and licenses.		
	4. Number of Career/Technical Education certificates, diplomas and degrees awarded that meet regional workforce needs.		

NARRATIVE REQUIREMENT (Section J):

Contributions to Economic Development – Describe the institution's contributions to stimulate the economic development of the Commonwealth and/or area in which the institution is located. *If applicable*, the information should include:

- a. University-led or public-private partnerships in real estate and/or community redevelopment.
- b. State industries to which the institution's research efforts have direct relevance.
- c. High-impact programs designed to meet the needs of local families, community partners, and businesses.
- d. Business management/consulting assistance.