

INSTRUCTIONS FOR SUBMITTING 2022 INSTITUTIONAL SIX- PLEASE READ INSTRUCTIONS CAREFULLY

Due Date: July 1, 2022

Six-year Plan Requirement

The Higher Education Opportunity Act of 2011 (HJ21) requires Virginia's public institutions of higher education to prepare and submit six-year plans. (See below for complete code reference.) During the 2022 General Assembly session, a joint resolution approved by the House and Senate (SJR53) also require that the mission, vision, goals, and strategies expressed in the Virginia Plan, the statewide strategic plan, guide the development of the strategic plan and six-year plan at each public institution of higher education, as well as the agency plan for SCHEV, and that SCHEV report annually on the Commonwealth's progress toward achieving these goals and targets to the Governor General

2022 Six-year Plan

The 2022 Six-Year Plans are due July 1, 2022. The review group (referred to as Op Six) as outlined in § 23.1-306 (B) - see Legislative Reference section below - will meet in August to review the submissions and provide comments by September 1. Final plans are due to SCHEV by October 1 or immediately following an institution's Fall Board of Visitors' meeting, if it is later than October 1. The six-year plan consists of an Excel workbook (Part I) and an accompanying narrative (Part II). The workbook has an Instructions page, Institution ID page and five parts/worksheets: In-state undergraduate Tuition and Fee Increase Rate, Tuition and Other Nongeneral Fund Revenue, Academic-Financial, General Fund (GF) Request, and Financial Aid. **Note: Shaded cells contain formulas.** The narrative (Part II) should be updated as needed due to corresponding changes in Part I or with any

INSTRUCTIONS FOR PART 1 (EXCEL WORKBOOK)

General Instructions

1. Update FY22 with actual revenue. Adjust FY23 in light of actual T&F and General Fund resources and FY24 with estimated T&F and known General Fund resources.
2. Re-assess strategies/initiatives (including making changes to reflect legislative action) in the Academic-Financial Worksheet. Deletions, additions or revisions to strategies/initiatives should be indicated by using codes in the Priority Ranking column. For deletions, change the PR number to a 'D'; for additions, add an 'A' before the PR number; and for revisions, add an 'R' before the PR number. Provide specifics about deletions, additions or revisions to strategies/initiatives in the corresponding Narrative fields on the worksheet (columns P and Q) and modify cost information as appropriate. Strategies/initiatives that the institution considers important, but were not funded, can be included, but there is an assumption that these items do not have General Fund support. Please remember to also update the narrative sections in Part II as needed.
3. Board approval of the updated Six-Year Plan should be done at the earliest possible fall meeting. HB 897 (2018) specified that initial plans do not get posted on the General Assembly's website and that final plans should be submitted to DLAS no later than December 1. However,

Instructions by Section

1. In-state Undergraduate Tuition and Fee Increase Rate Plan

Provide annual planned increases in in-state undergraduate tuition and mandatory E&G fees and mandatory non-E&G fees in 2022-24 biennium. 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 with the assumption of no new state general fund support.

2. Tuition and Other Nongeneral Fund Revenue

Based on assumptions of no new general fund, enrollment changes and other institution-specific conditions, **provide total collected or projected to collect revenues (after discounts and waivers)** by student level and domicile (including tuition revenue used for financial aid), and other NGF revenue for educational and general (E&G) programs; and mandatory non-E&G fee revenues from in-state undergraduates and other students as well as the total auxiliary revenue. **DO NOT INCLUDE**

3. Academic-Financial Plan

The Academic Plan, (3A), of this worksheet should contain academic, finance, and support service strategies the institution intends to employ in meeting state needs/goals as found in the Virginia Plan. Information related to the Virginia Plan and more specific state priorities is provided below. Provide a short title for each strategy. Indicate the total amount for the strategy, any internal reallocation to support the strategy and the amount of tuition revenue that will be used to support the strategy. Provide a short description of the strategy, including a specific reference as to where more detailed information about the strategy can be found in the Narrative document, in column J. Provide any pertinent information for consideration in 2024 through 2028 in column K. **All salary information must be provided in 3B. No salary information should be included in 3A. 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 of the plan, General Fund Request.** Funding amounts in the first year should be incremental. However if the costs continue into the second year they should

Pathways to Opportunity: The Virginia Plan for Higher Education. In the column labeled "VP Goal," identify the goal of the The Virginia Plan (VP) that applies to each institutional strategy using the appropriate number (i.e. 1, 2, or 3). The three VP goals are listed below. In the Narrative document

The Virginia Plan has three major goals (please refer to the Plan at

<https://www.schev.edu/index/statewide-strategic-plan/virginia-plan-overview> for more information about the strategies under each goal:

GOAL 1 EQUITABLE: CLOSE ACCESS AND COMPLETION GAPS.

GOAL 2 AFFORDABLE: LOWER COSTS TO STUDENTS.

GOAL 3 TRANSFORMATIVE: EXPAND PROSPERITY.

The Financial Plan, 3B, of this worksheet pertains to the 2022-24 biennium. Complete the lines appropriate to your institution. **As completely as possible, the items in the academic plan and financial plan 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 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. 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

4. General Fund (GF) Request

Indicate items for which you anticipate making a request for state general fund support in the 2022-24 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, use the same title used in Part 3 and place it in bold print to draw attention to its connection to Part 3. Also, describe in the Notes column how

5. Financial Aid

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.) **"Other Discounts and Waiver"** means the totals of any unfunded full or partial tuition waiver reducing the students' charges, including Virginia Military Survivors and Dependent

Contacts for Questions:

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Financial Aid - Lee Andes (leeandes@schev.edu)

Enrollment/Degree Projections - Tod Massa (todmassa@schev.edu)

Legislative Reference:

§ 23.1 - 306. Institutional Six-Year Plans.

A. The governing board of each public institution of higher education shall (i) develop and adopt biennially and amend or affirm annually a six-year plan for the institution;
(ii) submit such plan to the Council, the General Assembly, the Governor, and the Chairmen of the House Committee on Appropriations, the House Committee on Education, the Senate Committee on Education and Health, and the Senate Committee on Finance no later than July 1 of each odd-numbered year; and (iii) submit amendments to or an affirmation of that plan no later than July 1 of each even-numbered year or at any other time permitted by the Governor or General Assembly to the Council, the General Assembly, the Governor, and the Chairmen of the House Committee on Appropriations, the House Committee on Education, the Senate Committee on Education and Health, and the Senate Committee on Finance. 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
B. The Secretary of Finance, Secretary of Education, Director of the Department of Planning and Budget, Executive Director of the Council, Staff Director of the House Committee on Appropriations, and Staff Director of the Senate Committee on Finance, or their designees, shall review each institution's plan or amendments and provide comments to the institution on that plan by September 1 of the relevant year. Each institution shall respond to any such comments by October 1 of that year.
C. Each plan shall be structured in accordance with, and be consistent with, the objective and purposes of this chapter set forth in § 23.1-301 and the criteria developed pursuant to § 23.1-309 and shall be in a form and manner prescribed by the Council, in consultation with the Secretary of Finance, the Secretary of Education, the Director of the Department of Planning and Budget, the Director of the Council, the Staff Director of the House Committee on Appropriations, and the Staff Director of the Senate Committee on Finance.
D. Each six-year plan shall (i) address the institution's academic, financial, and enrollment plans, including the number of Virginia and non-Virginia students, for the six-year period; (ii) indicate the planned use of any projected increase in general fund, tuition, or other nongeneral fund revenues; (iii) be based upon any assumptions provided by the Council, following consultation with the Department of Planning and Budget and the staffs of the House Committee on Appropriations and the Senate Committee on Finance, for funding relating to state general fund support pursuant to §§ 23.1-303, 23.1-304, and 23.1-305 and subdivision 9: (iv) be aligned with the institution's six-year enrollment
1. Financial planning reflecting the institution's anticipated level of general fund, tuition, and other nongeneral fund support for each year of the next biennium;
2. The institution's anticipated annual tuition and educational and general fee charges required by (i) degree level and (ii) domiciliary status, as provided in § 23.1-307;

Six-Year Plans - Part I (2022): 2022-23 through 2027-28

Due: July 1, 2022

Institution:

Institution UNITID:

Individual responsible for plan

Name:

Email address:

Telephone number:

**Part 1: In-State Undergraduate Tuition and Mandatory Fee Increase Plans in 2022-24 Biennium
Longwood University**

Instructions: Provide annual planned increases in in-state undergraduate tuition and mandatory E&G fees and mandatory non-E&G fees in 2022-24 biennium. 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 with the assumption of no new state general fund support.

In-State Undergraduate Tuition and Mandatory E&G Fees

2021-22	2022-23		2023-24	
Charge (BOV approved)	Planned Charge	% Increase	Planned Charge	% Increase
\$8,180	\$8,420	2.9%	\$8,660	2.9%

In-State Undergraduate Tuition and Mandatory E&G Fees

2022-23 (Revised)		2023-24 (Revised)	
Planned Charge	% Increase	Planned Charge	% Increase
\$8,420	2.9%	\$8,660	2.9%

In-State Undergraduate Mandatory Non-E&G Fees

2021-22	2022-23		2023-24	
Charge (BOV approved)	Planned Charge	% Increase	Planned Charge	% Increase
\$5,910	\$6,090	3.0%	\$6,270	3.0%

In-State Undergraduate Mandatory Non-E&G Fees

2022-23 (Revised)		2023-24 (Revised)	
Planned Charge	% Increase	Planned Charge	% Increase
\$6,180	4.6%	\$6,427	4.0%

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

Instructions: Based on assumptions of no new general fund, enrollment changes and other institution-specific conditions, **provide total collected or projected to collect revenues (after discounts and waivers)** by student level and domicile (including tuition revenue used for financial aid), and other NGF revenue for educational and general (E&G) programs; and mandatory non-E&G fee revenues from in-state undergraduates and other students as well as the total auxiliary revenue. DO NOT INCLUDE STIMULUS FUNDS.

					Revised		
Items	2020-2021 (Actual)	2021-2022 (Estimated)	2022-2023 (Planned)	2023-2024 (Planned)	2021-22 (Est.)	2022-23 (Est.)	2023-24 (Planned)
	Total Collected Tuition Revenue	Total Collected Tuition Revenue	Total Projected Tuition Revenue	Total Projected Tuition Revenue	Total Tuition Revenue	Total Tuition Revenue	Total Tuition Revenue
E&G Programs							
Undergraduate, In-State	\$27,265,595	\$26,128,555	\$26,886,283	\$27,665,985	\$24,723,770	\$ 25,814,362	\$ 27,508,635
Undergraduate, Out-of-State	\$4,601,077	\$3,828,215	\$3,939,233	\$4,053,471	\$3,863,199	\$ 4,138,904	\$ 4,263,071
Graduate, In-State	\$5,185,576	\$5,035,174	\$5,181,194	\$8,463,948	\$6,160,764	\$ 4,024,920	\$ 4,200,920
Graduate, Out-of-State	\$904,246	\$829,618	\$853,677	\$868,925	\$1,344,101	\$ 3,867,080	\$ 3,980,076
Law, In-State	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Law, Out-of-State	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Medicine, In-State	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Medicine, Out-of-State	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Dentistry, In-State	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Dentistry, Out-of-State	\$0	\$0	\$0	\$0	\$0	\$0	\$0
PharmD, In-State	\$0	\$0	\$0	\$0	\$0	\$0	\$0
PharmD, Out-of-State	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Veterinary Medicine, In-State	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Veterinary Medicine, Out-of-State	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other NGF	\$1,294,379	\$1,224,000	\$1,524,000	\$1,524,000	\$1,811,183	\$1,350,264	\$1,550,000
Total E&G Revenue	\$39,250,873	\$37,045,562	\$38,384,387	\$42,576,329	\$37,903,017	\$39,195,530	\$41,502,702

	2020-2021 (Actual)	2021-2022 (Estimated)	2022-2023 (Planned)	2023-2024 (Planned)	2021-22 (Est.)	2022-23 (Est.)	2023-24 (Planned)
	Total Tuition Revenue	Total Tuition Revenue	Total Tuition Revenue	Total Tuition Revenue	Total Fee Revenue	Total Fee Revenue	Total Fee Revenue
Non-E&G Fee Revenue							
In-State undergraduates	\$19,500,717	\$17,759,785	\$18,014,649	\$18,231,202	\$ 17,542,099	\$ 17,723,527	\$ 19,051,167
All Other students	\$1,026,353	\$1,194,109	\$2,065,262	\$2,105,231	\$ 1,382,630	\$ 1,938,127	\$ 2,120,934
Total non-E&G fee revenue	\$20,527,070	\$18,953,894	\$20,079,911	\$20,336,433	\$18,924,729	\$19,661,654	\$21,172,101
Total Auxiliary Revenue	\$46,515,485	\$45,923,754	\$47,826,973	\$48,816,979	\$ 54,287,528	\$ 56,952,974	\$ 55,900,026

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

Instructions: Indicate items for which you anticipate making a request for state general fund in the 2022-24 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, use the same title used in Part 3 and place it in bold print to draw attention to its connection to Part 3. Also, 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 2022-2024 (7/1/22-6/30/24)								
			2022-2023		2023-2024		2022-2023 (Revised)		2023-2024 (Revised)		
			Total Amount	GF Support	Total Amount	GF Support	Total Amount	GF Support	Total Amount	GF Support	
1	Address Unavoidable Cost Increases - Continued Base Funding	2, 3	\$675,300	\$675,300	\$675,300	\$675,300	\$0	\$0	\$0	\$0	Continuation of \$675,300 in base funding to address unavoidable cost increases and required new spending. Initiatives were funded with GF during the 2022 session and we are anticipating funds will remain in the FY24 budget
2	Address Unavoidable Cost Increases and Improved Student Access and Success - Enhanced Access and Affordability Funding	1, 2, 3	\$1,900,000	\$1,900,000	\$2,152,408	\$1,900,000	\$0	\$0	\$0	\$0	Enhancement of Access and Affordability funding will address expected revenue loss, mandated salary increase and maintain quality and effectiveness of student access and support services. Initiatives were funded with GF during the 2022 session and we are anticipating funds will remain in the FY24 budget
3	Improved Student Access and Success - Additional Financial Aid Funding for Low-Income Students	1, 2, 3	\$393,700	\$393,700	\$393,700	\$393,700	\$0	\$0	\$0	\$0	Additional financial aid funding to help enroll more low-income students. Initiatives were funded with GF during the 2022 session and we are anticipating funds will remain in the FY24 budget
4	Innovation in Teacher Preparation and Improved Student Access and Success - Call Me MISTER	1,2,3	\$370,000	\$370,000	\$370,000	\$370,000	\$0	\$0	\$0	\$0	Scholarship support, recruitment and advising to build a pipeline for Call Me MISTER program. Initiatives were funded with GF during the 2022 session and we are anticipating funds will remain in the FY24 budget
5	Transformative Engagement - Work Study Redesign Pilot	1, 2, 3	\$100,000	\$0	\$450,000	\$350,000	\$100,000	\$0	\$450,000	\$350,000	Support for Work Study Redesign to provide more opportunities for greater number of students.
6	Transformative Engagement - Support for Community Initiatives that Support Education Positions	1,3	\$150,000	\$150,000	\$300,000	\$150,000	\$0	\$0	\$0	\$0	Funding for community initiatives that support education positions at the Moon Museum and The Longwood Center for the Visual Arts. Initiatives were funded with GF during the 2022 session and we are anticipating funds will remain in the FY24 budget
7	Mental Health Initiative	3	\$0	\$0	\$0	\$0	\$0	\$0	\$380,000	\$380,000	Funding to address staffing and programs that support Longwood's mental health initiative.
			\$3,589,000	\$3,489,000	\$4,341,408	\$3,839,000	\$100,000	\$0	\$830,000	\$730,000	

* Initiatives were funded with GF during the 2022 session and we are anticipating funds will remain in the FY24 budget

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

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.)

* **Other Discounts and Waiver**** means the totals of any unfunded full or partial tuition waiver reducing the students' charges, including Virginia Military Survivors and Dependent Education Program and the Senior Citizens' Tuition Waiver. Do not include the tuition differential for the tuition exceptions.

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

2020-21 (Actual) Please see footnote below

T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$27,265,595	\$2,894,481	10.6%	\$2,894,481	\$1,870,528	\$486,195	\$29,622,318	\$0 Compliant
Undergraduate, Out-of-State	\$4,601,077	\$699,147	15.2%	\$699,147	\$313,721	\$29,909	\$4,944,707	
Graduate, In-State	\$5,185,576	\$0	%	\$0	\$0	\$89,785	\$5,275,361	
Graduate, Out-of-State	\$904,246	\$3,000	0.3%	\$3,000	\$0	\$133,775	\$1,038,021	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
Total	\$37,956,494	\$3,596,628	9.5%	\$3,596,628	\$2,184,249	\$739,664	\$40,880,407	

2021-22 (Estimated)

T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$26,128,555	\$2,894,481	11.1%	\$2,894,481	\$1,870,528	\$486,195	\$28,485,278	\$0 Compliant
Undergraduate, Out-of-State	\$3,828,215	\$699,147	18.3%	\$699,147	\$313,721	\$29,909	\$4,171,845	
Graduate, In-State	\$5,035,174	\$0	%	\$0	\$0	\$89,785	\$5,124,959	
Graduate, Out-of-State	\$829,618	\$3,000	0.4%	\$3,000	\$0	\$133,775	\$963,393	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
Total	\$35,821,562	\$3,596,628	10.0%	\$3,596,628	\$2,184,249	\$739,664	\$38,745,475	

2022-23 (Planned)

T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$26,886,283	\$3,094,481	11.5%	\$3,094,481	\$1,870,528	\$486,195	\$29,243,006	\$0 Compliant
Undergraduate, Out-of-State	\$3,939,233	\$699,147	17.7%	\$699,147	\$313,721	\$29,909	\$4,282,863	
Graduate, In-State	\$5,181,194	\$0	%	\$0	\$0	\$89,785	\$5,270,979	
Graduate, Out-of-State	\$853,677	\$3,000	0.4%	\$3,000	\$0	\$133,775	\$987,452	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
Total	\$36,860,387	\$3,796,628	10.3%	\$3,796,628	\$2,184,249	\$739,664	\$39,784,300	

2023-24 (Planned)

T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$27,665,985	\$3,294,481	11.9%	\$3,294,481	\$1,870,528	\$486,195	\$30,022,708	-\$100,000 Compliant
Undergraduate, Out-of-State	\$4,053,471	\$699,147	17.2%	\$699,147	\$313,721	\$29,909	\$4,397,101	
Graduate, In-State	\$8,463,948	\$0	%	\$0	\$0	\$89,785	\$8,553,733	
Graduate, Out-of-State	\$868,925	\$3,000	0.3%	\$3,000	\$0	\$133,775	\$1,002,700	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
Total	\$41,052,329	\$3,996,628	9.7%	\$4,096,628	\$2,184,249	\$739,664	\$43,976,242	

* 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.

** Longwood applied tuition waivers in FY2023 to offset the tuition increase for in-state students

2021-22 (Actual)

T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$24,723,770	\$2,500,810	10.1%	\$2,500,810	\$1,116,701	\$666,125	\$26,506,596	\$0 Compliant
Undergraduate, Out-of-State	\$3,863,199	\$488,559	12.6%	\$488,559	\$332,771	\$50,637	\$4,246,607	
Graduate, In-State	\$6,160,764	\$0	%	\$0	\$0	\$190,759	\$6,351,523	
Graduate, Out-of-State	\$1,344,101	\$0	%	\$0	\$0	\$69,854	\$1,413,955	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
Total	\$36,091,834	\$2,989,369	8.3%	\$2,989,369	\$1,449,472	\$977,375	\$38,518,681	

2022-23 (Estimate)

T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarship s	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$25,814,362	\$3,102,153	12.0%	\$3,102,153	\$1,116,701	\$1,562,176	\$28,493,239	\$0 Compliant
Undergraduate, Out-of-State	\$4,138,904	\$590,886	14.3%	\$590,886	\$332,771	\$50,637	\$4,522,312	
Graduate, In-State	\$4,024,920	\$0	%	\$0	\$0	\$190,759	\$4,215,679	
Graduate, Out-of-State	\$3,867,080	\$0	%	\$0	\$0	\$69,854	\$3,936,934	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
Total	\$37,845,266	\$3,693,039	9.8%	\$3,693,039	\$1,449,472	\$1,873,426	\$41,168,164	

2023-24 (Estimate)

T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarship s	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$27,508,635	\$3,102,153	11.3%	\$3,102,153	\$1,116,701	\$666,125	\$29,291,461	\$0 Compliant
Undergraduate, Out-of-State	\$4,263,071	\$590,886	13.9%	\$590,886	\$332,771	\$50,637	\$4,846,479	
Graduate, In-State	\$4,200,920	\$0	%	\$0	\$0	\$190,759	\$4,391,679	
Graduate, Out-of-State	\$3,980,076	\$0	%	\$0	\$0	\$69,854	\$4,049,930	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
Total	\$39,952,702	\$3,693,039	9.2%	\$3,693,039	\$1,449,472	\$977,375	\$42,379,549	

2021 SIX-YEAR PLAN NARRATIVE (Part II)

INSTITUTION: Longwood University

OVERVIEW

The totality of the six-year plan should describe the institution's goals as they relate to state goals found in the *Pathways to Opportunity: 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, in particular related to equity, affordability and transformative outcomes. 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.***

SECTIONS

Section A. Pandemic Impact: Briefly discuss, in one to two paragraphs, how the pandemic has impacted your institution. What things did your institution already have in place that proved helpful? What lessons were learned? What short-term changes have been made? What long-term changes will be made? What are the concerns moving forward?

RESPONSE:

Longwood has made far-reaching and substantial adjustments to campus operations since the beginning of the COVID-19 pandemic, but our small size and close campus community allowed us to pivot quickly. Our Digital Education Collaborative (DEC) team was able to immediately secure the necessary Zoom licenses and provide training to faculty and staff within a matter of days of the state of emergency announcement in Virginia. During the 2020-21 academic year, a large majority of classes met in-person in hundreds of classrooms that had been physically adapted to provide proper social distancing and ventilation. On-campus housing was "de-densified" and a sophisticated quarantine management system to administer contract tracing, support students in quarantine and isolation and keep them on track academically was put in place. We do not yet know the future course of the pandemic, but we are fully committed to returning to the core residential college experience, while preserving some elements of the public health and technology infrastructures that were in place last year.

While Longwood's overall headcount enrollment increased in FY21, undergraduate enrollment has been negatively affected by the COVID-19 pandemic and its aftermath. COVID-19 has also compounded the crisis of the teacher supply pipeline and interest in teaching as a profession. Auxiliary revenues (housing, dining, conferences and events) have also been negatively impacted by the pandemic. Despite these challenges, Longwood has benefitted from strengthened relationships that have been forged across campus, within the community, and with other institutions, SCHEV and stakeholders across the Commonwealth, all of which will have a lasting positive impact on higher education in Virginia.

Section B. 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.*

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 state themes and goals:

- **Equitable:** Close access and completion gaps. Remove barriers to access and attainment especially for Black, Hispanic, Native American and rural students; students learning English as a second language; students from economically disadvantaged backgrounds; and students with disabilities.
- **Affordable:** Lower costs to students. Invest in and support the development of initiatives that provide cost savings to students while maintaining the effectiveness of instruction.
- **Transformative:** Expand prosperity. Increase the social, cultural and economic well-being of individuals and communities within the Commonwealth and its regions. This goal includes efforts to diversify staff and faculty pools.

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. If federal stimulus funds will fund activities and are included in Part 3 as reallocations, please note how they will be used.

RESPONSE:

Improved Student Access and Success

(Equitable, Affordable, Transformative)

Improving student access and success – particularly for low-income and minority students – continues to be a high priority goal for Longwood. We are proud to serve as one of a handful of true access institutions in Virginia. About 27% of our student body is Pell-eligible. While enrollment of Black students has not grown significantly at most institutions over the last decade, we have more than doubled the number of Black undergraduate students at Longwood since 2011. And as the only public four-year institution located in Southside Virginia, we continue to serve a large number of rural students.

We are also successful in graduating low-income students. According to SCHEV's data, about 61% of Pell-eligible students who enrolled at Longwood during the 2014-15 academic year graduated from Longwood within six years. By our calculations only two other public four-year institutions in Virginia are similarly successful in serving a student body that is more than one-quarter Pell-eligible and also graduating at least 60% of Pell-eligible students within six years.

While we are proud of our track record, we know we have more work to do, both in enrolling more minority and low-income students and in closing award gaps for these groups of students. Additional support from the Commonwealth outlined in Section E. Budget Items, related to Access and Affordability, Financial Aid, Teacher Preparation, and Work Study Redesign would enhance our efforts to improve student access and success.

- The Collaborating with Lancers for Academic Success Program (CLASP) has been working since 2018 to support underrepresented students by increasing persistence, retention, and graduation

rates. The program includes academic coaching sessions and study hall, empowerment groups that help students navigate life, and monthly group activities to build community and career-readiness skills. CLASP has also initiated a mentorship program between Longwood Black alumni and students to provide opportunities for networking and enhance academic, professional, and personal development of underrepresented students.

- Efforts continue to recruit and support transfer students, including meeting the near-term objectives of the statewide Transfer Virginia initiative this summer: 1) the implementation of a comprehensive transfer portal that will support students, particularly those in the Virginia Community College System, as they consider degree completion options; 2) the development of pathway maps to guide students' course selections as they complete VCCS coursework and prepare to transfer to Longwood; and 3) the development of new VCCS courses to provide key introductory experiences to support timely post-transfer degree completion. A new cross-division Transfer Team is being established to consider the transfer student experience holistically and recommend ways to provide better support to students who transfer to Longwood.
- Given the impact of the pandemic on high school students' academic experience – and in particular the impact on minority and low-income students - we have created a new innovative Summer bridge program, 5 Things Every Lancer Needs to Know. This program will address the three pillars of student success: academic preparation, engagement on campus beyond joining student organizations, and the student's motivation for going to college.

Federal stimulus funds (HEERF I, II, and III) have been and will continue to be allocated to our students for emergency financial aid grants, which supports our efforts to improve student success and access.

Innovation in Teacher Preparation

(Equitable, Affordable, Transformative)

Longwood continues to implement a number of initiatives to address the statewide teacher shortage, to build a pipeline of high school students who will enter teacher preparation programs at the collegiate level, and to address the lack of diversity in the teaching profession and in educational leadership roles. These initiatives are aligned with the Virginia Plan, as they will help close enrollment, award and borrowing gaps, and they will also help Longwood achieve some of our diversity, equity and inclusion objectives.

- **Call Me MISTER:** Since 2007, Longwood has been one of 14 national partner institutions of higher education, and the only one in Virginia, affiliated with the Call Me MISTER (Men Instructing Students Toward Effective Role Models) program, which is based out of Clemson University. The mission of the program is to increase the representation of males in Virginia's teaching force, particularly young men who themselves reflect the diverse characteristics of K-12 students throughout the Commonwealth. This mission is rooted in substantial research supporting positive learning outcomes in schools in which the ethnic and gender diversity among teachers better mirrors the diversity of the student population itself. Given the financial need of students in the program, Longwood has recently increased scholarship and aid funding for Call Me MISTER students. However, some students still have unmet need that has to be covered by loans. Increasing scholarship support to eliminate the need for Call Me MISTER students to take out loans, as well as increasing support for academic success and retention, continues to be a priority. Section E. lays out a funding request that would provide further support for students in this program.
- **2+2 Degree Pathway in Early Childhood Education:** SCHEV approved Longwood's new B.S. in Early Childhood Education in May 2020. Work has also begun in planning for how students who attend Longwood's main campus either as first-time, full-time freshmen or as transfer students from other VCCS institutions may earn their licensure in Early Childhood Education. Longwood reallocated

\$100,000 in order to hire a faculty member to teach specific early childhood education courses in FY21. General Funds for this initiative that were restored for FY22 will enable Longwood to offer scholarships, academic advising, and test preparation and licensure support to provide students with a seamless transition from the early childhood associate degree program at Patrick Henry Community College to Longwood at NCI.

- **Teachers for Tomorrow:** This program helps school districts train teachers to implement a two-course Teachers for Tomorrow sequence for high school students. The second course offered is the dual-enrollment EDU 200 course offered by VCCS. Work will continue on building relationships with school districts and with VCCS institutions to encourage them to offer EDU 200 as a dual-enrollment course, which it has not been historically. Moreover, Longwood plans to offer scholarships to students who complete the Teachers for Tomorrow program at our partner schools and who attend the University. They will receive a scholarship that will apply toward their tuition during their student teaching semester.
- **Graduate & Professional Studies Education Programs:** Increased marketing of Longwood's graduate education programs and professional studies educational leadership endorsement has led to an increase in diverse students enrolling. Over 500 educators have participated in the educational leadership endorsement initiative since it began in 2016. This helps to address the lack of diversity in educational leaders in K-12 systems across the Commonwealth. In Professional Studies, two new initiatives in partnership with the VDOE will begin in the 2021-2022 academic year to address the continuing teacher shortage: 1) a program working towards licensure with Career & Technical Education (CTE) teachers, and 2) the Career Switcher Alternative Route to Licensure program. Online coursework for licensed teachers who wish to add the special education endorsement will also be available beginning fall 2021.

Expanded STEM and Health Professions Degrees

(Equitable, Transformative)

Longwood's nursing program continues to grow, and our students continue to excel. We will add a new cohort of 74 students this Fall. In nearly every year over the past five years, our nursing graduates have achieved a 100 pass rate on their required licensure exam. In order to raise the profile of our Health Professions programs, the Department of Nursing has moved from the Cook-Cole College of Arts and Sciences to the College of Education and Human Services; this was approved by SCHEV staff and is effective July 1. With this move, we plan to rename the college the College of Education, Health, and Human Services. Moving the Department of Nursing to the College of Education and Human Services will present opportunities to create efficiencies in course offerings, to increase interdisciplinary collaboration, to develop new academic programs in high demand, and to foster inter-professional education techniques for our undergraduate and graduate students in both the education and health and human services professions.

Both state funding and federal grant funding are devoted to increasing the pipeline in STEM fields and to improve retention and graduation rates of students in those degree programs. Tech Talent funding will employ an admissions recruiter focused on recruiting both first-time and transfer students into Computer Science and other STEM fields. Tech Talent funding will also be used to build a mentorship and retention program, based on our successful LIFE STEM program (see Section K. below). National Science Foundation (NSF) funding is being sought for a LIFE STEM Phase II grant, which will bring scholarship dollars and academic and student success support to underrepresented students interested in pursuing careers in STEM fields. Moreover, Longwood faculty are applying for an NSF Directorate of Biological Sciences Research Experiences for Teachers Sites (BIORETS) award. The goal of the program is to involve teachers from underrepresented groups in research experiences in the biological sciences. These experiences will enrich their curriculum development and classroom teaching practices, and therefore inspire students from diverse backgrounds to consider higher education and careers in STEM fields.

Transformative Engagement

(Equitable, Affordable, Transformative)

Longwood has two partner institutions, the Moton Museum and the Longwood Center for the Visual Arts (LCVA), that provide crucial outreach in diversity, equity, and inclusion programming to our community, and more specifically, to our K-12 school systems. The Moton Museum, a National Historic Landmark and Virginia's only civil rights museum, focuses on Prince Edward County's historic role in *Brown v. Board of Education* and the subsequent struggle over civil rights in education, a struggle launched by the Moton student strike led by Barbara Johns in 1951. The LCVA is Longwood's nationally accredited art museum. Recent exhibitions with DEI themes include *Thornton Dial's Drawings* and *Asteriks in the Grand Narrative of History*, featuring Black and Latinx artists. An exhibition this fall will feature the drawings of artist Micaela Goade, the first Native American to win the Caldecott Award for her illustrations in Carole Lindstrom's *We Are the Water Protectors*.

During the pandemic, both institutions pivoted to online educational outreach and programming, which has allowed them to extend their audiences across the Commonwealth. As in-person museum visitation returns and as K-12 students return to in-person classes, demands on museum staff will only increase. Both museums employ a Director of Education and Outreach and an Assistant Director of Education. The Assistant Director positions are focused exclusively on K-12 student programming and outreach. Section E. outlines a funding request to ensure that we are able to continue and expand these important community outreach initiatives.

Longwood is also planning to redesign current work study programs, discussed in greater detail in Section E., to better meet the financial and career readiness needs of our students, so that they are positioned to compete for jobs after graduation. These improvements will also help us meet the Virginia plan measures related to closing borrowing and wage gaps.

Projected Unavoidable Cost Increases

(Affordable, Transformative)

With support from the General Assembly and federal stimulus funding in FY22, Longwood was able to maintain affordability for our students by freezing tuition in FY22. We have provided estimates on unavoidable cost increases that are likely to be addressed through increased tuition and reallocation over the next two fiscal years if additional General Funds are not appropriated. These projected costs are primarily related to FY22 and future anticipated state-mandated salary increases and health insurance premium increases. The institutional portion of federal stimulus funds (HEERF I, II and III) have primarily been used and will be used for COVID-related expenses and to help offset E&G and auxiliary fund losses in housing, dining and conferences in events that began in FY20.

Our assumptions are as follows:

- Loss of \$675,300 in General Fund in FY23 and FY24 that helped to offset FY22 state employee salary increases
- Ongoing costs associated with FY22 state employee salary increases
- Projected health insurance premium increase of 3.2% in FY23
- Projected state-mandated salary increases ranging from 3.5 to 5% in FY24

Section E. includes two items that would help address unavoidable cost increases thereby maintaining affordability: continuation of \$675,300 in General Funds that were appropriated to Longwood in FY22, and enhanced Access and Affordability funding that would also help us maintain quality and effectiveness of student support services that are particularly beneficial to our low-income and minority students.

Faculty and Staff Equity, Retention and Promotion Pool

(Transformative)

Longwood has at times internally funded merit-based pay increases to the faculty equity, retention and promotion pool. These targeted increases have encouraged high-performing faculty to remain at Longwood, improved morale, and helped to address salary compression. Since the Commonwealth included salary increases for faculty, adjunct faculty, AP and classified employees in the FY22 budget, we do not anticipate awarding significant additional increases out of our internal pool over the next two fiscal years, but we have set aside \$25,000 to address promotions.

Section C. In-state Undergraduate Tuition and Fee Increase Plans: Provide information about the assumptions used to develop tuition and fee information the institution provided in the Excel workbook 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.**

RESPONSE:

Longwood University recognizes the financial impact of the COVID-19 pandemic on our students and their families. Through additional support from the General Assembly, reallocations, and savings from salary reductions we implemented in FY20 and FY21, we were able to freeze tuition for FY22. However, without further support from the General Assembly, the impact of the pandemic on revenues combined with pressures associated with salary increases and other unavoidable cost increases will likely necessitate tuition increases in FY23 and FY24. We built the following assumptions into our plan:

- FY23: Assumes the loss of \$675,300 in operating funds that helped support unavoidable cost increases (salary increases) in FY23. Assumes no additional state-mandated salary increases, but assumes a 3.2% increase in health insurance premiums and a 1% increase in other benefits. Under this scenario, loss of General Fund and additional unavoidable expenses would necessitate a tuition increase of about 3.5%. We would likely reallocate to try to bring this down to 2.9%.
- FY24: Assumes a 5% state-mandated salary increase for classified employees and adjunct faculty and a 3.5% state-mandated salary increase for faculty and AP employees. Assumes no additional increase in health insurance premiums, but additional O&M costs of \$648,300 for the Facilities Annex Renovation and Expansion project that will be completed in July 2023. Under this scenario, a 2.9% tuition increase would bring in enough revenue to pay for our unavoidable cost increases and would provide a modest investment in our strategies.
- Mandatory non-E&G Fees: For FY23, assumes a 3.2% increase in health insurance premiums and \$271,496 in additional costs in student health. For FY24, we assume state-mandated salary increases ranging from 3.5 to 5%, no additional health insurance premium increases and additional student health costs of \$104,905. In both FY23 and FY24 we would reallocate if necessary to bring the total mandatory non-E&G fee increase down to 3%.

Section D. Tuition and Other Nongeneral Fund (NGF) Revenue: Provide information about factors that went into the calculations of projected revenue, including how stimulus funds may mitigate tuition increases.

RESPONSE:

The COVID-19 pandemic has negatively impacted the University's revenues. Fewer students lived in residence halls and purchased meal plans, and conferences and events were unable to take place during

the past year, which reduced auxiliaries. E&G revenues are also affected, as we project that COVID will impact undergraduate enrollment for the next several years. Graduate enrollment is growing, which is a bright spot. Longwood has prioritized affordability over the past eight years, so reallocations and stimulus funds – which will backfill some of our revenue losses – will ensure that our students do not bear the brunt of the pandemic's disruption and damage.

Section E. 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:

1) Address Unavoidable Cost Increases: \$675,300 in FY23 and in FY24

(Affordable, Transformative)

This request would continue into FY23 and FY24 the \$675,300 in General Fund that is in the FY22 state budget adopted by the General Assembly earlier this year to address unavoidable cost increases and required new spending. Longwood would use the additional funding to help offset the continuing costs of state employee salary increases that went into effect in FY22.

2) Address Unavoidable Cost Increases and Improved Student Access and Success – Enhanced Access and Affordability Funding: \$1,900,000 in FY23 and in FY24

(Equitable, Affordable, Transformative)

This request would enhance Longwood's existing Access and Affordability funding in the state budget to address expected revenue loss and to maintain quality and effectiveness of student access and support services.

As discussed in Section B., Longwood serves a large number of in-state and low-income students. About 93% of our students are Virginians and about 27% of our students are Pell-eligible. Importantly, the majority of our economically disadvantaged students graduate from Longwood; more than 60% of Pell-eligible students receive their awards, so they are not left with debt and no degree. Our tuition and fee increases have also remained among the lowest in the state over the past six years. We serve and graduate our students despite having fewer resources when compared to many of our peers, as we have historically received a lower amount of per-FTE funding from the General Fund, and we do not have the out-of-state and endowment revenue streams that can bolster student access and success efforts.

\$1.9 million would also address expected revenue loss as a result of the University's tuition freeze in FY22 and reduced undergraduate enrollment, and would help the University manage the unavoidable cost increases described above. We appreciate the additional Access and Affordability funding provided by the Governor and General Assembly in FY22. Enhancing that funding would greatly benefit our students.

3) Improved Student Access and Success - Additional Financial Aid Funding for Low-Income Students: \$393,700 in FY23 and in FY24

(Equitable, Affordable, Transformative)

Additional General Fund support Longwood received in FY22, combined with institutional aid and scholarships raised through private foundations has helped us meet the growing financial needs of our student body. An additional supplement of \$393,700 would allow us to enroll, graduate, and reduce the borrowing of low-income students, thus addressing several important goals of the Virginia Plan for Higher Education.

Roughly 27% of our student body is Pell-eligible, and as SCHEV noted in its 2019 Review of Financial Aid Funding Formulas and Awarding Practices, 58% of our students applied and were eligible for need-based aid – a similar percentage to other access institutions like George Mason and VCU. According to SCHEV’s data, 61% of Pell-eligible students who started at Longwood graduated within six years from Longwood. Additional financial aid is particularly impactful here, as our tuition and fee increases over the past six years have been among the lowest in the state.

Longwood has continued to enroll a consistent and growing number of Pell-eligible students. In fact, over the past few years, we have accepted a greater number of Pell-eligible students than ever before, however, a smaller percentage of them are able to enroll. For example, in 2011, about half of the Pell-eligible students who were accepted at Longwood – 482 – deposited. In 2018, we accepted more than double the number of Pell-eligible students accepted in 2011 – 1,117. While 368 students deposited – more than in 2011 – 749 did not. Given Longwood’s strong track record in graduating Pell-eligible students and in keeping tuition and fee increases relatively low, additional financial aid funding to enable these students to enroll and graduate from Longwood without a heavy debt load would serve the Commonwealth well.

4) Innovation in Teacher Preparation and Improved Student Access and Success: \$370,000 in FY23 and in FY24

(Equitable, Affordable, Transformative)

This funding would help build a pipeline for Longwood’s Call Me MISTER (Men Instructing Students Toward Effective Role Models) program through scholarship support, recruitment and advising. This funding would help the Commonwealth diversify the teaching profession, while also helping close enrollment, award, borrowing, and earnings gaps for historically underrepresented students. This funding would help meet the unmet need of current students in the program, enabling them to take out fewer loans and would enable us to increase enrollment in the program in FY23 and in FY24, as well as support academic success and retention efforts. The funding would also help Longwood achieve some of its Diversity, Equity and Inclusion objectives for recruiting and retaining a diverse population.

5) Transformative Engagement - Work Study Redesign Pilot: \$350,000 in FY24

(Equitable, Affordable, Transformative)

Longwood currently employs about 400 students through Federal Work Study and College Study, Longwood’s own work study program. Work Study programs give students the chance to earn money while working on campus or in the campus community. Many students have very positive experiences with Work Study, but the programs are very decentralized, many students are unaware of them, and outcomes are often uneven. Longwood has an opportunity now to redesign our programs to better meet the financial and career readiness needs of our students.

During FY22, we will pilot a Work Study Redesign so that paid internships and experiential learning opportunities can become more widely available and more accessible to all students. This initiative helps fulfill the mission of the SCHEV/Virginia Chamber Foundation’s Virginia Talent + Opportunity

Partnership (V-TOP) to expand internships and other work-based opportunities to students. We are currently looking into pursuing a V-TOP Round 3 proposal that would support our efforts in FY23 to formulate a plan for experiential learning at Longwood.

Once the plan has been developed and we have established learning outcomes for each Work Study student, additional General Fund support of \$350,000 in FY24 would allow us to open up opportunities to even more students and to bring in other employers. An enhanced and redesigned program will support our retention and graduation efforts, particularly with low-income and minority students who often face more hurdles in securing paid internships. This initiative could help to close gaps in median wages of these students compared to others.

6) Transformative Engagement – Support for Community Initiatives in Diversity, Equity and Inclusion and Public Education: \$150,000 in FY23 and in FY24

(Equitable, Transformative)

This funding will invest in initiatives with our partners, the Moton Museum and the Longwood Center for the Visual Arts (LCVA), which support Diversity, Equity and Inclusion efforts and public education outreach. Funding is being requested in FY23 to support the Assistant Director of Education position at each museum. The Moton Assistant Director of Education position was created with funding from a grant from the Institute of Museum and Library Services (IMLS) for the Moton's Young Visitors Project; that salary will be continued with another grant from the Jessie Ball DuPont Fund, which will end in 2023. The LCVA Assistant Director of Education is only a part-time position. This his funding would enable us to make that position full-time and therefore expand the LCVA's capacity to serve K-12 school visitors, as well as school-based and digital programming.

7) Mental Health Initiative – \$380,000 in FY24

(Transformative)

Longwood is committed to addressing the mental health needs of our students with a keen awareness of the lack of traditional avenues for counseling services in the Farmville area. To date, auxiliary revenues have been allotted to our on-campus counseling providers in serving our students to address mental health and wellness. Mental health is an issue that we believe can be approached in a more holistic manner as we work together to create a sense of "family" here on campus. With this in mind, we have interest in exploring options, potentially with general fund support, to educate faculty, staff, and students with awareness programs and support.

Additional funding is required to strengthen our mental health support program on campus, including a particular focus on a new and creative approach to providing mental health resources, which we believe can be more cost-effective and efficacious both for response and prevention. These funds would be used to provide additional personnel support in our counseling office and in particular after-hours response. But a principal focus would also be a campus training and education "force multiplier" initiative, led by experienced clinicians, to give faculty, coaches, and residence life staff tools they can deploy in working with students, and to serve as a key point of support for faculty and staff as they work with students experiencing mental health challenges. The idea is that, especially as the mental health challenges of the college-going population are clearly becoming more acute across higher education, the entire burden and expectation of help cannot and should not be placed on the counseling center. While counseling resources remain critical, we believe counseling support in conjunction with this force multiplier training approach is a more forward-thinking and effective way to achieve a meaningful improvement in overall campus mental health response and keep more students on track to graduation.

Section F. Enrollment Projections: Include in this section information about how your institution developed its enrollment projections, whether your institution is concerned about future enrollment trends, and, if so, what planning is underway to address this concern. How have enrollment plans been impacted by the pandemic? For example, does your institution plan on enrolling more online students?

RESPONSE:

As Longwood developed enrollment projections this year, we were very mindful of the uncertainty caused by the COVID-19 pandemic and its aftermath. Total headcount enrollment increased at Longwood in Fall 2020, and our retention rate has remained relatively stable. We know, however, that our student body thrives in a high-touch, close-knit campus environment, which made the last academic year particularly challenging. In addition, more than a quarter of our students are Pell-eligible, and many of their families' financial circumstances have been negatively impacted by COVID. Our projections are very conservative and assume a modest decline in undergraduate enrollment over the next few years, which affects projections across IPS measures.

We have seen a growth in enrollment in our graduate programs, and we expect enrollment to exceed 1,000 in those programs next year. New marketing has increased applications, and for some programs, has increased diversity in the applicant pool. Most graduate programs are building on lessons learned last year and implementing or considering changes in their programs to meet the needs of adult learners.

In addition to the enrollment challenges at the undergraduate level brought about by COVID-19, Longwood is certainly not immune to the impact of a leveling-off and then decline in Virginia's K12 population. The headwinds have grown stronger over the past five years, as out-of-state flagship universities have recognized the workforce development advantage of recruiting heavily in Virginia, and some Virginia universities have significantly grown their undergraduate populations. We are reallocating resources – and in some cases using specific state funding streams – to put even more resources into undergraduate recruitment and student success initiatives, including those targeted to Tech Talent, teacher preparation, and minority and low-income student populations.

While our undergraduate students primarily enroll at Longwood because they are looking for a residential college that offers small, in-person classes and lots of faculty interaction, we expect many courses will continue to incorporate learning technology going forward, including quality video instruction, archived lectures, remote testing and other effective tools that enhance in-person and online instruction. In addition, we expect that more non-traditional learners may become interested in our programs that were hybrid before the pandemic, including our teacher preparation programs at New College Institute and our R.N. to B.S.N. at Southside Virginia Community College. We rolled out our fully online MBA program in summer 2020 with 29 students. By the following summer of 2021, the MBA has enrolled 361 students, a huge increase in a short amount of time.

Section G. Programs and Instructional Sites: Provide information on any new academic programs, including credentials and certificates, new instructional sites, new schools, or mergers 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:

Organizational Changes

- Move Department of Nursing to College of Education and Human Services (approved by SCHEV staff, effective July 1, 2021)

- Planned renaming of the College of Education and Human Services to the College of Education, Health, and Human Services to reflect better the presence of Nursing in the College (2021)
- Planned department name change of Health, Athletic Training, Recreation, and Kinesiology to Health, Recreation, and Kinesiology to reflect the teach out of the Athletic Training program (2022)

New Locations

- Master’s in Education in School Librarianship: new off-campus cohorts will launch in the City of Richmond and Fairfax County in Fall 2021.

Program Changes at Off-site Locations

- The B.S. in Social Work program at New College Institute is being closed in 2022, and current students are being taught out. The faculty member who teaches in the program will relocate to Longwood’s main campus.
- Prior to the Covid-19 pandemic, Longwood had planned to offer the B.S. in Social Work, the B.S. in Liberal Studies, and the Master’s in Educational Leadership programs at the Southern Virginia Higher Education Center, through a mixed format of on-site and distance learning. Given changing circumstances due to the pandemic, these plans are being reevaluated.

Section H. Financial Aid: Discuss plans for providing financial aid, not including stimulus funds, 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 are based on HHS Poverty Guidelines. A table that outlines the HHS guidelines and the definitions is attached.

RESPONSE:

We appreciate the steps that SCHEV, in consultation with the Governor, General Assembly, staff and institutions, has taken to improve the appropriation and allocation of undergraduate financial aid. The Governor and General Assembly initially appropriated an additional \$787,400 in financial aid funding for Longwood in FY21, however, due to the uncertainty surrounding the COVID-19 pandemic, this funding was later un-allotted. We are grateful for the restoration of the \$787,400 in FY22, which will help our growing population of low and middle-income students and their families – many of whom saw their financial situations greatly impacted by the pandemic. We plan to provide more financial aid funding over the next few years. As noted in Section E, additional General Fund support for financial aid funding would help more Pell-eligible students attend Longwood and would close gaps in borrowing for low-income students.

Section I. Capital Outlay: Discuss the impact, if any, that the pandemic has had on capital planning, such as decreasing the need for space or other aspects. Provide information on your institution’s main 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. *Special Note: The requested information is for discussion purposes only and inclusion of this information in the plans does not signify approval of the projects.*

RESPONSE:

The pandemic created an immediate demand for more instructional space to meet the emergent social distancing directives. Longwood rapidly re-arranged and repurposed many non-traditional classroom spaces to offer a fraction of the normal in-person class experience. The immediate need for transitional space highlighted the University's lack of flexible, multi-purpose space that can be quickly and easily repurposed and reconfigured. The amount of planned future space need not increase nor decrease from current requirements, but it must be purposefully designed to be adaptive and responsive to emergent changes.

Replace Wygal Hall

Longwood's sole E&G capital outlay project currently planned for this period is construction of a replacement for Wygal Hall, the University's outdated and inadequate music education and performance venue. Wygal Hall is 50 years old and has not gone through a significant renovation since it was built. In 2019, the General Assembly authorized \$2.163 million in FY20 Higher Education Non-General Funds to accomplish preliminary and detailed planning for this project. Longwood anticipates submitting a capital project request in 2021 for full project funding through construction. The project is included in the Commonwealth's six year capital outlay plan, approved by the General Assembly and Governor in 2021. Since this is a 100% E&G project, there will be no impact on student fee charges.

Construct Central Chilled Water Plant

Longwood is reaching the end of expected life usage on its network of building chillers which has presented a comprehensive need for new systems across campus. Therefore, the university is proposing two capital projects to address these important mechanical needs. This project will construct a central chilled water plant and a network of underground pipes that will supply chilled water to air condition nearly all the buildings in Longwood's main campus area. The existing chillers in nearly all campus buildings will be removed, and chilled water connections will be slightly modified. Constructing a campus chilled water system will help reduce one of the most significant expenses of institutes of higher education in this part of the nation – the cost of air conditioning many large campus buildings. The 32 buildings encompassed by this project contain approximately 1,450,000 gross square feet (gsf).

Address Imminent Chiller Failure (Four Chillers)

Longwood is submitting a separate Capital Project Request to immediately replace four individual building chillers that are showing signs of imminent failure. However, this action is not a long-term solution, since these chillers will be approaching or at the half-way point of their expected service life by the time the central chiller plant becomes operational. This second project will address the air conditioning chillers in four large campus buildings – the Longwood Center for the Visual Arts (LCVA), Eason Hall, Lankford Hall, and CSTAC Hall. Replacement of the chiller in CSTAC Hall is included in capital project 18538 "Replace Major HVAC Controls and Equipment – COVID-19 Response." (The Department of Planning and Budget granted permission for Longwood to divert the funds from this subproject to a new subproject to correct emergent equipment failures in key academic buildings.)

Section J. Restructuring: Provide information about any plans your institution has to seek an increased level of authority, relief from administrative or operational requirements, or renegotiation of existing management agreements.

RESPONSE:

We do not have any plans related to Restructuring at this time.

Section K. 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.

RESPONSE:

2+2 Degree Pathway in Early Childhood Education

SCHEV approved Longwood's new B.S. in Early Childhood Education in May 2020. The program will prepare students to serve as early childhood general and special education teachers in schools and in community-based settings. Students who pursue the program's teaching concentration will complete certification and will be able to teach students in grades PreK-3 in public school settings. Ten students enrolled in Longwood's inaugural cohort at New College Institute in Fall 2020. In addition, eight students who graduated or will graduate with the associate degree in early childhood education from Patrick Henry Community College this spring and summer have indicated they will transfer to Longwood for Fall 2021. We plan to enroll an additional three to five students in Spring 2022, after they earn their associate degree in December 2021.

Longwood reallocated resources in order to hire a faculty member to teach specific early childhood education courses in FY21. The Governor and General Assembly provided \$137,410 in GF for this initiative during the 2020 Session, but the funding was later un-allotted due to the COVID-19 related budget cutbacks. Fortunately, funding for FY22 was restored during the 2021 Session. Longwood will be able to offer scholarships, academic advising, and test preparation and licensure support to provide students with a seamless transition from the early childhood associate degree program at Patrick Henry Community College to Longwood at NCI.

Improved Retention and Graduation Rates

The new coaching group initiative that Longwood introduced during the 2018-19 academic year continues to bear fruit. We made steady progress during the 2019-20 academic year, prior to the COVID-19 pandemic, in establishing strong overall academic standing numbers. Over a two-year period, 8% fewer students were in academic trouble compared to the previous year, and our retention rate ticked up for the 2019 cohort. This indicates that more students are adopting behaviors that lead to academic success, achieved through coaching, personal outreach, the Civitae curriculum, and a healthy campus culture. Coaching continued in the 2020-21 academic year, though in a notably different form given the limitations that COVID placed on close-quarters, in-person gatherings. Coaches and Peer Mentors became individualized support systems for students throughout the year, doing things like check-ins (and care package deliveries!) for students in quarantine, socially distanced shared meals, outdoor activities such as hikes and bike rides, and—the perennial favorite—chats over ice cream. Despite the impact of COVID-19 on these students' experiences, the number of students in academic difficulty were comparable to those from two years ago. We know that without the flexible, individualized support they provided, we likely would have had significantly larger challenges.

Expanded STEM and Health Professions Degrees

Longwood's nursing program continues to be one of our most sought-after programs. A cohort of 74 students is expected to enroll in nursing in fall 2021. For four out of the last five years, including 2020, Longwood nursing graduates have achieved a 100 pass rate on their required licensure exam, an accomplishment few schools across the country can boast. A solid foundation has been laid for the RN-to-BSN degree completion program, which is offered fully online. The articulation agreement with Southside Virginia Community College (SVCC) was signed in October 2019. Three students are currently expected to transfer into our RN-to-BSN program in fall 2021, which brings total enrollment to nine.

Covid-19 disrupted the work our science faculty were doing with local public school systems to create a pipeline of students interested in STEM. However, the Longwood Summer Scholars Program, a summer

apprenticeship program for high school juniors that targets historically underserved students in STEM fields, is back in person in summer 2021, with three scholars on campus. One of the 2019 scholars continues to be involved in the program and is enrolling at Longwood this fall as a chemistry major. Additional grant funding will be sought to continue this program for another two years.

The Longwood LIFE STEM Program, supported by funding from an NSF S-STEM grant, supports STEM degree production through increased retention and graduation rates. The program provides scholarships and wrap-around support services to academically talented students with financial need. Across three cohorts of LIFE STEM Scholars, first-to-second-year retention was 78% (25 of 32), which is higher than first-to-second-year retention for all Longwood science students [49% (38 of 78) for the Fall 2019 freshman cohort and 59% (53 of 90) for the Fall 2015 cohort]. As of Spring 2022, 57% (13 of 23) of junior- and senior-year LIFE STEM Scholars were on track to graduate in four years. By comparison, for the Fall 2015 freshman cohort, 44% (40 of 90) of science students graduated in four or five years.

Innovation in Teacher Preparation

Longwood continues to work to improve the teacher pipeline in Virginia by marketing our own teacher preparation programs better and by encouraging school systems to develop “grown your own” programs. Longwood changed the names of its K-8 Teacher Preparation Programs from Liberal Studies to Elementary Education and Teaching and Elementary & Middle School Education and Teaching. We have partnered with Region VIII school districts and with Southside Virginia Community College to expand the Teachers for Tomorrow (TfT) program into the schools. The program, initially funded with a Provost’s Initiative grant, provided curriculum training to teachers who teach in the two-course TfT sequence. In 2019, a partnership with SVCC expanded the dual-enrollment offering of EDU 200, which is the second course in the TfT program, to secondary students in four additional Region VIII divisions (Buckingham, Charlotte, Cumberland, and Halifax). While Covid-19 disrupted the roll out of TfT in several school districts, the groundwork was established to work with other school districts in the Richmond and Lynchburg areas to expand the TfT program.

Section L. Diversity, Equity and Inclusion (DEI) Strategic Plan: Provide an update on the completion status of your institution’s plan that is being coordinated with the Governor’s Director of Diversity, Equity and Inclusion. If a copy of the plan is available, please include it when your institution submits its initial plan. If a copy of the plan is not available for July 1 or if changes are made, please provide a copy with your institution’s final plan submission on October 1.

RESPONSE:

A draft of the Longwood University Diversity Strategic Plan, 2021-2026, was submitted to the Governor’s Director of Diversity, Equity, and Inclusion on July 1 and is provided as an attachment to the six year plan. The University Diversity Council authored the plan with broad input from stakeholders across campus. Final revisions are being made this summer, and the Board of Visitors will review the Diversity Strategic Plan at its September meeting.

Section M. Economic Development Annual Report: Provide a copy of any report your institution has produced about its economic development contributions.

RESPONSE:

Community and Economic Development

- Longwood University and Mid Atlantic Broadband collaborated on a Go Virginia grant application in 2019/20 to develop an Entrepreneurship and Innovation Investment Strategy for Go Virginia Region 3.

- Go Virginia Region 3 officially adopted the innovation investment plan submitted by Longwood and MBC in October 2020.
- Go Virginia Region 3 established and published funding priorities to support entrepreneurial development based upon the adopted plan.
- SOVA Innovation Hub (partnership of Microsoft and MBC) and Longwood Office of Community and Economic Development submitted a follow-on statewide Go Virginia grant proposal in January 2021 to develop a pipeline of entrepreneurship and innovation support programs while connecting entrepreneurship resources across Region 3.
 - Go Virginia approved the grant application on March 16, 2021.
 - Educational programs in innovation and entrepreneurship have begun. These courses bridge the higher education institutions to the communities in Region 3, offering training to youth, collegiate, and community populations. (See attached flowchart)
 - As part of this effort, Longwood faculty collaborated with Hampden Sydney College faculty to develop and teach cross-disciplinary and cross-institutional innovation/ideation and entrepreneurship courses for students of both institutions.
- Longwood is developing plans to convert an existing building, owned by the Longwood Real Estate Foundation, into an Innovation Hub to house current and future innovation programming. The building is located at Midtown Square, bordering the Historic Main Street District. Hampden Sydney College and Longwood University will be collaborating within this facility to continue to deliver and enhance the above innovation programs funded initially through Go Virginia. The building will house a maker space, community co-working space, an office of the Longwood Small Business Development Center, as well as flexible training and meeting spaces.
 - An initial Architectural and Engineering Study and design renderings were completed in 2021.
 - The Office of Community and Economic Development is working alongside SOVA Innovation Hub and Commonwealth Regional Council to apply for construction funding from federal and state grant sources.
 - Longwood University is working in conjunction with Hampden Sydney College through their respective advancement offices to develop a donor engagement plan for the facility.

Small Business Development Center

The Longwood Small Business Development Center (SBDC) is an economic development outreach service to small businesses and economic developers in 26 localities in Southern Virginia. The SBDC provides education, consulting and research services. The SBDC is funded by the Small Business Administration, Longwood University and local governments and economic development offices. The SBDC staff consists of full time and contract professionals, including faculty and students on scheduled assignments. In 2020, the Longwood Small Business Development Center had remarkable results assisting businesses under the strain of COVID.

- 880 individuals received consulting, information or training services in 2020.
- 824 jobs were retained during COVID.
- Business clients report securing \$10,549,031 in funding for their businesses because of SBDC support with applications and resources.