Six-Year Plans (2023): 2024-25 through 2029-30

Due: July 17, 2023

Institution:	Virginia State University

Institution UNITID:	212

Individual responsible for plan

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Part 1: Undergraduate Tuition and Mandatory Fee Increase Plans in 2024-26 Biennium
Virginia State University

Instructions: *Provide annual planned increases in undergraduate tuition and mandatory E&G fees and mandatory non-E&G fees for both in-state and out-of-state students in 2024-26 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.*

	Undergraduate Tuition and Mandatory Fees				
	2023-24 Charge (BOV approved)	2024-25		2025-26	
		Planned Charge	% Increase	Planned Charge	% Increase
In-State UG Tuition	$5,540	$5,762	4.0%	$5,993	4.0%
In-State UG Mandatory E&G Fees	$729	$758	4.0%	$788	4.0%
In-State UG Mandatory non-E&G Fees	$3,486	$3,626	4.0%	$3,771	4.0%
In-State UG Total	$9,755	$10,146	4.0%	$10,552	4.0%
Out-of-State UG Tuition	$17,038	$17,720	4.0%	$18,429	4.0%
Out-of-State UG Mandatory E&G Fees	$1,482	$1,541	4.0%	$1,603	4.0%
Out-of-State UG Mandatory non-E&G Fees	$3,486	$3,625	4.0%	$3,770	4.0%
Out-of-State UG Total	$22,006	$22,886	4.0%	$23,802	4.0%

Part 2: Revenue: 2022-23 through 2029-30
Virginia State 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.
In line 25, enter E&G GF revenues for the current bienium. The formulas will automatically hold that constant for the remaining years.

NOTE: In light of ongoing budget negotiations, please complete the template assuming only what has already been signed into law as the baseline 2022-23 and 2023-24 appropriation. In the event that a new budget results in additional funding for institutions in 2023-24, OpSix will provide guidance at that time on whether and how to modify or resubmit plans.

Instructions: Provide a pro forma analysis of total tuition revenue in years 2026-2030 by holding T&F constant at the planned 2025-26 rate while incorporating your institution's submitted enrollment projections for each year through 2030. These columns are NOT meant to be a projection and do NOT make any assumption about GF support. The calculations will be used to support the pro forma analysis in tab 5.

Items	2022-2023 (Actual) Total Collected Tuition Revenue	2023-2024 (Estimated) Total Collected Tuition Revenue	Chg	2024-2025 (Planned) Total Projected Tuition Revenue	Chg	2025-2026 (Planned) Total Projected Tuition Revenue	Chg	2026-2027 (Pro Forma) Total Calculated Tuition Revenue	Chg	2027-2028 (Pro Forma) Total Calculated Tuition Revenue	Chg	2028-2029 (Pro Forma) Total Calculated Tuition Revenue	Chg	2029-2030 (Pro Forma) Total Calculated Tuition Revenue	Chg	2022-2030 Chg	CAGR
E&G Programs																
Undergraduate, In-State	$19,246,065	$18,251,395	-5.2%	$16,866,593	-7.6%	$17,827,863	5.7%	$18,906,830	6.1%	$19,550,030	3.4%	$20,291,378	3.8%	$21,435,745	5.6%	%	1.6%
Undergraduate, Out-of-State	$19,710,956	$19,149,112	-2.9%	$19,397,738	1.3%	$20,490,921	5.6%	$21,750,609	6.1%	$22,514,766	3.5%	$23,349,556	3.7%	$24,656,427	5.6%	%	3.2%
Graduate, In-State	$2,956,175	$2,930,940	-0.9%	$3,193,593	9.0%	$3,461,016	8.4%	$3,681,515	6.4%	$3,867,792	5.1%	$4,049,240	4.7%	$4,123,763	1.8%	%	4.9%
Graduate, Out-of-State	$997,913	$1,017,892	2.0%	$1,105,590	8.6%	$1,206,778	9.2%	$1,072,715	-11.1%	$1,132,646	5.6%	$1,111,049	-1.9%	$1,125,736	1.3%	%	1.7%
Law, In-State	$0	$0	%	$0	%	$0	%	$0	%	$0	%	$0	%	$0	%	%	%
Law, Out-of-State	$0	$0	%	$0	%	$0	%	$0	%	$0	%	$0	%	$0	%	%	%
Medicine, In-State	$0	$0	%	$0	%	$0	%	$0	%	$0	%	$0	%	$0	%	%	%
Medicine, Out-of-State	$0	$0	%	$0	%	$0	%	$0	%	$0	%	$0	%	$0	%	%	%
Dentistry, In-State	$0	$0	%	$0	%	$0	%	$0	%	$0	%	$0	%	$0	%	%	%
Dentistry, Out-of-State	$0	$0	%	$0	%	$0	%	$0	%	$0	%	$0	%	$0	%	%	%
PharmD, In-State	$0	$0	%	$0	%	$0	%	$0	%	$0	%	$0	%	$0	%	21%	%
PharmD, Out-of-State	$0	$0	%	$0	%	$0	%	$0	%	$0	%	$0	%	$0	%	8%	%
Veterinary Medicine, In-State	$0	$0	%	$0	%	$0	%	$0	%	$0	%	$0	%	$0	%	%	%
Veterinary Medicine, Out-of-State	$0	$0	%	$0	%	$0	%	$0	%	$0	%	$0	%	$0	%	%	%
First Professional, In-State (Total)	$0	$0	%	$0	%	$0	%	$0	%	$0	%	$0	%	$0	%	%	%
First Professional, Out-of-State (Total)	$0	$0	%	$0	%	$0	%	$0	%	$0	%	$0	%	$0	%	%	%
Other NGF	$964,180	$1,078,736	11.9%	$1,121,885	4.0%	$1,166,761	4.0%	$1,166,761	0.0%	$1,166,761	0.0%	$1,166,761	0.0%	$1,166,761	0.0%	%	2.8%
Total E&G NGF Revenue	$43,875,289	$42,428,075	-3.3%	$41,685,399	-1.8%	$44,153,339	5.9%	$46,578,430	5.5%	$48,231,995	3.6%	$49,967,984	3.6%	$52,508,432	5.1%	%	2.6%
E&G GF Revenue (assume flat after 2024)	$64,229,309	$64,017,220	-0.3%	$64,017,220	0.0%	$64,017,220	0.0%	$64,017,220	0.0%	$64,017,220	0.0%	$64,017,220	0.0%	$64,017,220	0.0%	%	0.0%
Total E&G Revenue	$108,104,598	$106,445,295	-1.5%	$105,702,619	-0.7%	$108,170,559	2.3%	$110,595,650	2.2%	$112,249,215	1.5%	$113,985,204	1.5%	$116,525,652	2.2%	%	1.1%

Auxiliary Revenue	2022-2023 (Actual) Total Revenue	2023-2024 (Estimated) Total Revenue	Chg	2024-2025 (Planned) Total Revenue	Chg	2025-2026 (Planned) Total Revenue	Chg
In-State undergraduates	$9,428,459	$9,013,596	-4.4%	$9,374,140	4.0%	$9,749,105	4.0%
All Other students	$4,726,411	$4,518,443	-4.4%	$4,699,181	4.0%	$4,887,148	4.0%
Total non-E&G fee revenue	$14,154,870	$13,532,039	-4.4%	$14,073,321	4.0%	$14,636,253	4.0%
Total Auxiliary Revenue	$52,484,247	$57,063,145	8.7%	$59,345,671	4.0%	$61,719,498	4.0%

Part 3: Financial Aid Plan: 2022-23 through 2029-30
Virginia State University

Instructions: *Provide a breakdown of the projected source and distribution of tuition and fee revenue redirected to financial aid for the revenue numbers in Tab 2. 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

| *2022-23 (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)	Implied Discount Rate	Compliance with § 4-5.1.a.i
Undergraduate, In-State	$19,246,065	$1,883,015	9.8%	$1,883,015	$1,143,910	$1,218,105	$21,608,080	10.9%	$0 Compliant
Undergraduate, Out-of-State	$19,710,956	$3,282,345	16.7%	$3,282,345	$1,109,054	$0	$20,820,010	5.3%	
Graduate, In-State	$2,956,175	$131,045	4.4%	$131,045	$0	$0	$2,956,175	0.0%	
Graduate, Out-of-State	$997,913	$66,108	6.6%	$66,108	$0	$0	$997,913	0.0%	
First Professional, In-State	$0	$0	%	$0	$0	$0	$0	%	
First Professional, Out-of-State	$0	$0	%	$0	$0	$0	$0	%	
Total	$42,911,109	$5,362,513	12.5%	$5,362,513	$2,252,964	$1,218,105	$46,382,178	7.5%	

| 2023-24 (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)	Implied Discount Rate	Compliance with § 4-5.1.a.i
Undergraduate, In-State	$18,251,395	$1,920,120	10.5%	$1,920,120	$1,566,925	$1,350,000	$21,168,320	13.8%	$0 Compliant
Undergraduate, Out-of-State	$19,149,112	$3,472,619	18.1%	$3,472,619	$2,648,540	$0	$21,797,652	12.2%	
Graduate, In-State	$2,930,940	$168,424	5.7%	$168,424	$0	$0	$2,930,940	0.0%	
Graduate, Out-of-State	$1,017,892	$84,964	8.3%	$84,964	$0	$0	$1,017,892	0.0%	
First Professional, In-State	$0	$0	%	$0	$0	$0	$0	%	
First Professional, Out-of-State	$0	$0	%	$0	$0	$0	$0	%	
Total	$41,349,339	$5,646,127	13.7%	$5,646,127	$4,215,465	$1,350,000	$46,914,804	11.9%	

| 2024-25 (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)	Implied Discount Rate	Compliance with § 4-5.1.a.i
Undergraduate, In-State	$16,866,593	$2,201,360	13.1%	$2,201,360	$1,566,925	$1,550,000	$19,983,518	15.6%	$0 Compliant
Undergraduate, Out-of-State	$19,397,738	$3,981,253	20.5%	$3,981,253	$2,648,540	$0	$22,046,278	12.0%	
Graduate, In-State	$3,193,593	$193,093	6.0%	$193,093	$0	$0	$3,193,593	0.0%	
Graduate, Out-of-State	$1,105,590	$97,409	8.8%	$97,409	$0	$0	$1,105,590	0.0%	
First Professional, In-State	$0	$0	%	$0	$0	$0	$0	%	
First Professional, Out-of-State	$0	$0	%	$0	$0	$0	$0	%	
Total	$40,563,514	$6,473,115	16.0%	$6,473,115	$4,215,465	$1,550,000	$46,328,979	12.4%	

2025-26 (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)	Implied Discount Rate	Compliance with § 4-5.1.a.i
Undergraduate, In-State	$17,827,863	$2,493,849	14.0%	$2,493,849	$1,566,925	$1,650,000	$21,044,788	15.3%	$0 Compliant
Undergraduate, Out-of-State	$20,490,921	$4,510,232	22.0%	$4,510,232	$2,648,540	$0	$23,139,461	11.4%	
Graduate, In-State	$3,461,016	$218,749	6.3%	$218,749	$0	$0	$3,461,016	0.0%	
Graduate, Out-of-State	$1,206,778	$110,351	9.1%	$110,351	$0	$0	$1,206,778	0.0%	
First Professional, In-State	$0	$0	%	$0	$0	$0	$0	%	
First Professional, Out-of-State	$0	$0	%	$0	$0	$0	$0	%	
Total	$42,986,578	$7,333,181	17.1%	$7,333,181	$4,215,465	$1,650,000	$48,852,043	12.0%	

2026-27 (Pro Forma)

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)	Implied Discount Rate	Compliance with § 4-5.1.a.i
Undergraduate, In-State	$18,906,830	$2,493,849	13.2%	$2,493,849	$1,566,925	$1,750,000	$22,223,755	14.9%	$0 Compliant
Undergraduate, Out-of-State	$21,750,609	$4,510,232	20.7%	$4,510,232	$2,648,540	$0	$24,399,149	10.9%	
Graduate, In-State	$3,681,515	$218,749	5.9%	$218,749	$0	$0	$3,681,515	0.0%	
Graduate, Out-of-State	$1,072,715	$110,351	10.3%	$110,351	$0	$0	$1,072,715	0.0%	
First Professional, In-State	$0	$0	%	$0	$0	$0	$0	%	
First Professional, Out-of-State	$0	$0	%	$0	$0	$0	$0	%	
Total	$45,411,669	$7,333,181	16.1%	$7,333,181	$4,215,465	$1,750,000	$51,377,134	11.6%	

2027-28 (Pro Forma)

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)	Implied Discount Rate	Compliance with § 4-5.1.a.i
Undergraduate, In-State	$19,550,030	$2,493,849	12.8%	$2,493,849	$1,566,925	$1,850,000	$22,966,955	14.9%	$0 Compliant
Undergraduate, Out-of-State	$22,514,766	$4,510,232	20.0%	$4,510,232	$2,648,540	$0	$25,163,306	10.5%	
Graduate, In-State	$3,867,792	$218,749	5.7%	$218,749	$0	$0	$3,867,792	0.0%	
Graduate, Out-of-State	$1,132,646	$110,351	9.7%	$110,351	$0	$0	$1,132,646	0.0%	
First Professional, In-State	$0	$0	%	$0	$0	$0	$0	%	
First Professional, Out-of-State	$0	$0	%	$0	$0	$0	$0	%	
Total	$47,065,234	$7,333,181	15.6%	$7,333,181	$4,215,465	$1,850,000	$53,130,699	11.4%	

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)	Implied Discount Rate
2028-29 (Pro Forma)								
Undergraduate, In-State	$20,291,378	$2,493,849	12.3%	$2,493,849	$1,566,925	$1,950,000	$23,808,303	14.8%
Undergraduate, Out-of-State	$23,349,556	$4,510,232	19.3%	$4,510,232	$2,648,540	$0	$25,998,096	10.2%
Graduate, In-State	$4,049,240	$218,749	5.4%	$218,749	$0	$0	$4,049,240	0.0%
Graduate, Out-of-State	$1,111,049	$110,351	9.9%	$110,351	$0	$0	$1,111,049	0.0%
First Professional, In-State	$0	$0	%	$0	$0	$0	$0	%
First Professional, Out-of-State	$0	$0	%	$0	$0	$0	$0	%
Total	$48,801,223	$7,333,181	**15.0%**	$7,333,181	$4,215,465	$1,950,000	$54,966,688	11.2%

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)	Implied Discount Rate
2029-30 (Pro Forma)								
Undergraduate, In-State	$21,435,745	$2,493,849	11.6%	$2,493,849	$1,566,925	$2,050,000	$25,052,670	14.4%
Undergraduate, Out-of-State	$24,656,427	$4,510,232	18.3%	$4,510,232	$2,648,540	$0	$27,304,967	9.7%
Graduate, In-State	$4,123,763	$218,749	5.3%	$218,749	$0	$0	$4,123,763	0.0%
Graduate, Out-of-State	$1,125,736	$110,351	9.8%	$110,351	$0	$0	$1,125,736	0.0%
First Professional, In-State	$0	$0	%	$0	$0	$0	$0	%
First Professional, Out-of-State	$0	$0	%	$0	$0	$0	$0	%
Total	$51,341,671	$7,333,181	**14.3%**	$7,333,181	$4,215,465	$2,050,000	$57,607,136	10.9%

* 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 4: ACADEMIC-FINANCIAL PLAN: 2024-25 through 2029-30
Virginia State University

Instructions: The Academic Plan should contain academic, finance, and support service strategies the institution intends to employ in meeting state needs/goals as found in the Virginia Plan. (Please see the main instructions sheet in this workbook for more detailed information about The Virginia Plan. Please provide short titles to identify institutional strategies and other expenditure increases. Provide a concise description in the "Notes" column (column O), including a % increase where relevant and a specific reference as to where more detailed information can be found in the Narrative document.

Complete the lines appropriate to your institution, adding lines within the relevant categories as needed. As completely as possible, the items should represent a complete picture of your anticipated use of projected tuition revenues and strategic focus areas. Categories are listed in bold; you may not change the categories but you may add lines where indicated. Please update total cost formulas if necessary. For every line, the total amount and the sum of the reallocation and tuition revenue (and GF when indicated) should equal one another.

Funding amounts in the first year should be incremental. However, if the costs continue into the second year and beyond, they should be reflected cumulatively (i.e. cost increases vs. 2023-24). Please update total cost formulas if necessary. Institutions should assume no general fund (GF) support in 2024-26 in this worksheet other than for salaries, health insurance and VITA charges per the instructions below. A separate worksheet (Part 6) is provided for institutions to request additional GF support for 2024-26. 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 6, General Fund Request, of 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.

Lines 5 and 6 are newly added to collect the estimated E&G expenditures of 2022-23 and 2023-24 as baselines for Tab 5 Pro Forma.

For the 2026-28 bienium and 2028-2030 bienium, total amounts should be provided as estimates of future expenditures on these items but delineation of reallocation vs. tuition revenue vs. GF does not need to be provided by the institution.

Funding amounts shall assume an annual 2% salary increase for each year from FY2025 to FY2030 for those employees eligible for the state-supported salary increases in the 2022-2024 biennium. Funding amounts shall also assume an annual 3% health insurance increase and a 5.36% VITA cost increase. Institutions shall calculate the GF portion of these increases in columns H and L using the appropriate fund share, which can be found in Tab 4b. If an institution plans to use its own funds to provide additional salary increases, add lines below the "increased fringe benefits costs" and specify salary amount by employee type and associated fringe benefit costs, but do not put any dollar amount in Columns H and L.

Please estimate total E&G expenditures for 2022-23 and 2023-24		2024-2025 (Auto-calculated)	2025-2026 (Auto-calculated)
Total Estimated 2022-23 E&G Expenditures	$105,922,219	Implied GF share	Implied GF share
Total Estimated 2023-24 E&G Expenditures	$105,739,541	49%	49%

		Incremental amounts relative to 2023-24 estimated baseline												
		2024-2025				2025-2026				2026-2027	2027-2028	2028-2029	2029-2030	Explanation
Short Title		Total Amount	Reallocation	Amount from Tuition Revenue	Amount from GF (Salaries & benefits only)	Total Amount	Reallocation	Amount from Tuition Revenue	Amount from GF (Salaries & benefits only)	Total Amount (Pro Forma)	Total Amount (Pro Forma)	Total Amount (Pro Forma)	Total Amount (Pro Forma)	Please be brief; reference specific
Salary & benefit increases for existing employees														
Increase T&R Faculty Salaries		$490,491	$0	$259,470	$231,021	$505,206	$0	$267,254	$237,952	$515,310	$525,616	$536,128	$546,851	
Increase Admin. Faculty Salaries		$300,762	$0	$159,103	$141,659	$309,785	$0	$163,876	$145,909	$315,981	$322,300	$328,746	$335,321	
Increase Classified Staff Salaries		$261,537	$0	$138,353	$123,184	$269,383	$0	$142,504	$126,880	$274,771	$280,266	$285,872	$291,589	
Increase University Staff Salaries		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	
Increase GTA Salaries		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	
Increase Adjunct Faculty Salaries		$56,236	$0	$29,749	$26,487	$57,923	$0	$30,641	$27,282	$59,082	$60,263	$61,468	$62,698	
3% annual state health insurance cost		$235,808	$0	$124,742	$111,066	$242,882	$0	$128,484	$114,398	$247,740	$252,695	$257,749	$262,904	
[Add lines & descriptions here]		$0	$0	$0		$0	$0	$0		$0	$0	$0	$0	
[Add lines & descriptions here]		$0	$0	$0		$0	$0	$0		$0	$0	$0	$0	
Inflationary non-personnel cost increases										$0	$0	$0	$0	
5.36% annual VITA charge increase		$60,721	$0	$0	$60,721	$63,976	$0	$0	$63,976	$67,405	$71,018	$74,824	$78,835	
Contractual services		$270,127	$0	$270,127		$279,041	$0	$279,041		$2,284,622	$4,290,314	$4,296,121	$4,302,043	
Utilities		$67,162	$0	$67,162		$69,378	$0	$69,378		$170,766	$172,181	$173,624	$175,097	
[Add lines & descriptions here]		$0	$0	$0		$0	$0	$0		$0	$0	$0	$0	
[Add lines & descriptions here]		$0	$0	$0		$0	$0	$0		$0	$0	$0	$0	
Financial aid expansion										$0	$0	$0	$0	
Addt'l In-State Student Financial Aid from Tuition Rev		$305,909	$0	$305,909		$318,145	$0	$318,145		$824,508	$830,998	$837,618	$844,370	
Addt'l Out-of-State Student Financial Aid from Tuition Rev		$521,079	$0	$521,079		$541,921	$0	$541,921		$1,052,759	$1,063,815	$1,075,091	$1,086,593	
[Add lines & descriptions here]		$0	$0	$0		$0	$0	$0		$0	$0	$0	$0	
[Add lines & descriptions here]		$0	$0	$0		$0	$0	$0		$0	$0	$0	$0	
New/expanded academic programs														
[Add lines & descriptions here]		$0	$0	$0		$0	$0	$0		$0	$0	$0	$0	
[Add lines & descriptions here]		$0	$0	$0		$0	$0	$0		$0	$0	$0	$0	
[Add lines & descriptions here]		$0	$0	$0		$0	$0	$0		$0	$0	$0	$0	
[Add lines & descriptions here]		$0	$0	$0		$0	$0	$0		$0	$0	$0	$0	
[Add lines & descriptions here]		$0	$0	$0		$0	$0	$0		$0	$0	$0	$0	

Other academic & student support strategies & initiatives														
[Add lines & descriptions here]		$0	$0	$0		$0	$0	$0		$0	$0	$0	$0	
[Add lines & descriptions here]		$0	$0	$0		$0	$0	$0		$0	$0	$0	$0	
[Add lines & descriptions here]		$0	$0	$0		$0	$0	$0		$0	$0	$0	$0	
[Add lines & descriptions here]		$0	$0	$0		$0	$0	$0		$0	$0	$0	$0	
[Add lines & descriptions here]		$0	$0	$0		$0	$0	$0		$0	$0	$0	$0	
Other non-academic strategies & initiatives														
[Add lines & descriptions here]		$0	$0	$0		$0	$0	$0		$0	$0	$0	$0	
[Add lines & descriptions here]		$0	$0	$0		$0	$0	$0		$0	$0	$0	$0	
[Add lines & descriptions here]		$0	$0	$0		$0	$0	$0		$0	$0	$0	$0	
[Add lines & descriptions here]		$0	$0	$0		$0	$0	$0		$0	$0	$0	$0	
[Add lines & descriptions here]		$0	$0	$0		$0	$0	$0		$0	$0	$0	$0	
Total Additional Funding Need		$2,569,832	$0	$1,875,694	$694,138	$2,657,640	$0	$1,941,245	$716,396	$5,812,942	$7,869,466	$7,927,241	$7,986,300	

	Must not be greater than incremental Tuit Rev in Part 2	
	2024-2025	**2025-2026**
	$2,618,370	$215,981
If result is < $0, please provide explanation in these fields.		Additional revenue will be needed to cover the increases

Part 4b General Fund Share in FY2022

Institution	GF Share FY2022
Christopher Newport University	60.5%
George Mason University	49.7%
James Madison University	51.4%
Longwood University	60.3%
Norfolk State University	48.2%
Old Dominion University	56.3%
Radford University	59.0%
University of Mary Washington	59.4%
University of Virginia	31.3%
University of Virginia at Wise	56.9%
Virginia Commonwealth University	50.4%
Virginia Military Institute	42.1%
Virginia State University	47.1%
Virginia Tech	38.2%
William & Mary	38.2%
Richard Bland College	62.0%
Virginia Community College Sys	62.8%
Total, All Institutions	48.2%

Source: SCHEV 2022 Base Adequacy Calculation.

Part 5: Six-year Pro Forma Calculations: 2022-23 through 2029-30
Virginia State University

Instructions: No new data needs to be added on this tab; it is entirely comprised by formulas. The top section pulls in data from the previous tabs to calculate a pro forma budget surplus/deficit for the 6 years. The following section calculates what T&F (price) and GF increases would theoretically need to occur each year in order to cover the deficit and maintain the 2022-23 GF/NGF split. At the bottom is a blended scenario calculator that a user can leverage to calculate custom "shared" scenarios where deficits can be covered by a combination of expenditure reduction, T&F increases, and GF increases. Cells D28:30 should be set by the user (so long as they add up to 100%) and the results will flow into the rows below that automatically. This analysis is intended to be directional and pro forma; it is not intended to be interpreted as a projection or plan/budget of any kind.

Note: this pro forma does not include any of the additional GF requests in the following tab; those requests would require GF funding on top of what is calculated in this tab. It does account for the salary/health insurance/VITA increases from tab 4, including the corresponding GF increases.

Baseline Pro Forma Surplus/Deficit	2022-2023 (Actual)	2023-2024 (Estimated)	Chg	2024-2025	Chg	2025-2026	Chg	2026-2027	Chg	2027-2028	Chg	2028-2029	Chg	2029-2030	Chg	From FY23-FY30 Total Chg	Avg Annual Chg
Total E&G GF Revenue (includes tab 4, not tab 6)	64,229,309	64,017,220	0%	64,711,358	1%	64,733,616	0%	64,749,006	0%	64,764,761	0%	64,780,892	0%	64,797,408	0%	1%	0%
Tuition discount rate	7.5%	11.9%	4.379pt	12.4%	0.582pt	12.0%	-0.438pt	11.6%	-0.395pt	11.4%	-0.195pt	11.2%	0.199pt	10.9%	0.341pt	3.393pt	%
Total E&G NGF Revenue	43,875,289	42,428,075	-3%	41,685,399	-2%	44,153,339	6%	46,578,430	5%	48,231,995	4%	49,967,984	4%	52,508,432	5%	20%	3%
Incremental E&G NGF Revenue vs. prior yr		(1,447,214)		(742,676)	-49%	2,467,940	-432%	2,425,091	-2%	1,653,565	-32%	1,735,989	5%	2,540,448	46%	-276%	
Total E&G Revenue	108,104,598	106,445,295	-2%	106,396,757	0%	108,886,955	2%	111,327,436	2%	112,996,756	1%	114,748,876	2%	117,305,840	2%	10%	1%
Implied GF % of E&G	59.4%	60.1%	0.7pt	60.8%	0.7pt	59.5%	-1.4pt	58.2%	-1.3pt	57.3%	-0.8pt	56.5%	-0.9pt	55.2%	-1.2pt	-4.2pt	%
Total E&G Expenditures	105,922,219	105,739,541	0%	108,309,373	2%	108,397,181	0%	111,552,483	3%	113,609,007	2%	113,666,782	0%	113,725,841	0%	7%	1%
Incremental E&G Expenditures vs. 2023-24				2,569,832		2,657,640	3%	5,812,942	119%	7,869,466	35%	7,927,241	1%	7,986,300	1%	211%	
Reallocation of existing dollars (flat after 2025-26)			-		-		%		-		-		-		-		
Pro Forma Surplus/Deficit	2,182,379	705,754	-68%	(1,912,616)	-371%	489,773	-126%	(225,047)	-146%	(612,251)	172%	1,082,094	-277%	3,579,999	231%	-287%	-41%
Incremental Surplus/Deficit	2,182,379	(1,476,625)	-168%	(2,618,370)	77%	2,402,389	-192%	(714,821)	-130%	(387,203)	-46%	1,694,344	-538%	2,497,905	47%	-195%	-28%

What would a constant GF/NGF ratio at 2022-23 levels imply for T&F and GF increases?	2022-2023 (Actual)	2023-2024 (Estimated)	Chg	2024-2025	Chg	2025-2026	Chg	2026-2027	Chg	2027-2028	Chg	2028-2029	Chg	2029-2030	Chg	Total Chg	Avg Annual Chg
GF % of E&G	59.4%	59.4%	0pt	59.4%	0pt	59.4%	0pt	59.4%	0pt	59.4%	0pt	59.4%	0pt	59.4%	0pt	0pt	0
Implied incremental T&F increase (%)	-2.0%	1.4%	3.4pt	2.5%	1.1pt	-2.2%	-4.8pt	0.6%	2.8pt	0.3%	-0.3pt	-1.4%	-1.7pt	-1.9%	-0.6pt	0.1pt	0
Implied incremental GF Increase (%)	-2.0%	1.4%	3.4pt	2.4%	1pt	-2.2%	-4.6pt	0.7%	2.9pt	0.4%	-0.3pt	-1.6%	-1.9pt	-2.3%	-0.7pt	-0.3pt	0

Blended Scenario Calculator - Share of Deficit	Expenditure reductions	0%	<< Input percentages here
Covered by Each Source (Must add up to 100%)	T&F increases	0%	
	GF increases	0%	
	TOTAL	0%	

	2022-2023 (Actual)	2023-2024 (Estimated)	Chg	2024-2025	Chg	2025-2026	Chg	2026-2027	Chg	2027-2028	Chg	2028-2029	Chg	2029-2030	Chg	Total Chg	Avg Annual Chg
Implied E&G Expenditure Reduction (%)	0.0%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	%	%
Implied incremental T&F increase (%)	0.0%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	%	%
Implied incremental GF Increase (%)	0.0%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	%	%
Implied GF % of E&G	59.4%	60.1%	0.7pt	60.8%	0.7pt	59.5%	-1.4pt	58.2%	-1.3pt	57.3%	-0.8pt	56.5%	-0.9pt	55.2%	-1.2pt	-4.2pt	-0.6pt

Part 6: General Fund (GF) Request: 2024-2026 Biennium
Virginia State University

Instructions: Indicate items for which you anticipate making a request for state general fund in the 2024-26 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 4 and place it in bold print to draw attention to its connection to Part 6. 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.

NOTE: In light of ongoing budget negotiations, please complete the template assuming only what has already been signed into law as the baseline 2022-23 and 2023-24 appropriation. In the event that a new budget results in additional funding for institutions in 2023-24, OpSix will provide guidance at that time on whether and how to modify or resubmit plans.

Priority Ranking	Initiatives Requiring General Fund Support						Notes/Explanation Please be brief; reference specific narrative question for more detail.
	Strategies (Match Academic-Financial Worksheet Short Title)	Category (Select best option from dropdown menu)	Biennium 2024-2026 (7/1/24-6/30/26)				
			2024-2025		2025-2026		
			Total Amount	GF Support	Total Amount	GF Support	
1	Financial Aid Support and Tuition Assistance	Financial Aid	$3,738,000	$3,738,000	$3,738,000	$3,738,000	Requesting funding for the Hero and Dual Enrollment Teacher Credential scholarships
2	Partnerships with the Petersburg Community	Community Engagement	$1,245,000	$1,245,000	$1,245,000	$1,245,000	Requesting funding for the Together We Achieve Greater Initiative; 4 initiatives with Petersburg
3	Mental Health and Wellness	OTHER (Please specify in description)	$3,948,434	$3,948,434	$3,948,434	$3,948,434	Requesting funding for Trojan Mental Health Graduates Program
4	VSU and RBC School of Technical and Professional Studies	Partnerships	$838,200	$838,200	$838,200	$838,200	Requesting funding for joint online School of Technical and Professional Studies to meet Petersburg market demands
5	Institute for Digital Agriculture and Equitable Idea	Student Success	$3,018,040	$3,018,040	$3,018,040	$3,018,040	Requesting funding to establish an institute to integrate engineering, computing and agriculture research
			$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	
			$12,787,674	$12,787,674	$12,787,674	$12,787,674	

2023 SIX-YEAR PLAN NARRATIVE (Part II)

INSTITUTION: Virginia State University

OVERVIEW

The six-year plan should describe the institution's goals as they relate to the Commonwealth's goals as articulated in the *Pathways to Opportunity: The Virginia Plan for Higher Education*; the Higher Education Opportunity Act of 2011 (TJ21); the Restructured Higher Education Financial and Administrative Operations Act of 2005; and the Governor's objectives to prepare every graduate for success in life. Please use this opportunity to outline your institution's plans and objectives, especially as they relate to the Commonwealth's goals.

The instructions within the institutional mission and priorities section below ask for specific strategies related to affordability and access to quality postsecondary education that prepare students for success in life. Other sections offer institutions the opportunity to describe additional strategies to advance institutional goals and Commonwealth needs.

Please be comprehensive but <u>as concise as possible</u> with responses; you are encouraged to use bullet points vs. prose. Consider this a starting point for the dialogue with OpSix; you will have the opportunity to further elaborate on the narrative in your review sessions later this summer.

Please save this narrative document with your institution's name added to the file name.

SECTION A: MISSION & PRIORITIES

Key question: What are your institution's unique strengths and how do those inform your strategic priorities?

A1. What is your institutional mission? Please share any plans you have to change your mission over the six-year period.
Mission: Virginia State University, a public, comprehensive 1890 Land Grant institution and Historically Black College/University, is committed to the preparation of a diverse population of men and women through the advancement of academic programs and services that integrate instruction, research, extension, and outreach. The University endeavors to meet the educational needs of students, graduating lifelong learners who are well equipped to serve their communities as informed citizens, globally competitive leaders, and highly effective, ethical professionals. **Mission Review**: The University periodically reviews the mission as part of the strategic planning process. VSU Leadership reviewed the University's mission during the development of the 2020-2025 Strategic Plan; however, VSU made no changes to the Mission Statement. While there are no plans to change the University's Mission Statement over the next the six years, leadership will review the mission as part of the 2026-2031 strategic planning process.

A2. What are your institution's greatest strengths and areas of distinctiveness that it should continue to invest in? What are your institution's greatest opportunities for improvement?

Virginia State University (VSU) is the leader in college access and affordability in the Commonwealth of Virginia and among the nation's leaders in the upward mobility of our graduates. As an HBCU, VSU is committed to preparing a diverse population of men and women; and provides a quality education and transformative experience to students from a wide range of cultural and socioeconomic backgrounds. Providing access and support is paramount to our mission as an opportunity university.

VSU is a leading access institution, with the majority (approximately 70%) of our students being Pell-eligible; thus, financial hardship is one of the primary barriers to retention, persistence, and graduation. In addition, the learning loss over the last three years, the increased need for appropriate programs and services to support the large population of students entering the university academically under-prepared, and the mental health challenges students face have presented a unique challenge for continued student matriculation. The VSU six-year plan focuses on strategic, programmatic, financial, and process refinement solutions to mitigate financial fragility, enhance social mobility, and bolster our students' well-being and academic success.

A3. What are the top 3-5 strategic priorities you are currently pursuing or planning to pursue in the next six years? Please explain how each strategy relates to the strengths and/or opportunities for improvement mentioned above and will ultimately drive better outcomes for students.

Virginia State University's faculty, staff and administrators have engaged in the development of a six-year plan that includes a number of strategies and initiatives to meet four institutional strategic priorities: 1) increase student opportunity and access to higher education; 2) sustained academic excellence; 3) provide a transformative VSU student experience that supports the holistic development of students; and 4) enhance the Land Grant Mission of Virginia State University.

Specifically, the University will implement the following strategic initiatives as part of the six-year plan:
1. Financial Aid Support and Tuition Assistance to Reduce the Cost of Higher Education;
2. Together We Achieve Greater – Partnerships with the Petersburg Community;
3. Trojan Care - Mental Health and Wellness Initiatives;
4. VSU & RBC School of Technical and Professional Studies, and
5. Leveraging Technology and Artificial Intelligence

The strategic initiatives presented in this six-year plan are aligned with Virginia State University's 2020-2025 Strategic Plan, the Statewide Strategic Plan Goals (Close Access and Completion Gaps; Affordable: Lower Costs to Students; and Transformative: Expand Prosperity), and the Governor's Higher Education Guiding Objectives and Initiatives (Prepare Students for the Increasing Demands of the Knowledge Economy; Maintain Affordability & Reduce the Cost of Higher Education; Build the College & Career Pipeline in Partnership with K-12; and Promote a Vibrant Campus Life).

1. ***Financial Aid Support and Tuition Assistance to Reduce the Cost of Higher Education***

    VSU acknowledges many barriers to college access and success; however, a significant impediment is cost. No issue worries students and their families more about postsecondary education than the increasing cost of attending college. Higher education plays a vital role in U.S. society. Experiences and skills acquired from postsecondary education resonate throughout life in terms of higher earnings, a lower likelihood of unemployment, and better decisions about health. Additionally, research demonstrates that one of the primary barriers to college enrollment, especially for low-income students, is the financial cost required to attend. For this reason, VSU will increase financial aid support and tuition assistance to reduce the cost of higher education for students.

    A. **Hero's Scholarship**. As an Access and Opportunity University, VSU has several programs designed for students with the greatest financial need. However, several students from families do not qualify for Pell funding, but they still have a significant unmet need. Some of these students are from families where parents exhibit selflessness and dedication to public service, making them an invaluable asset to society.

    VSU plans to implement the Hero's Scholarship. In honor of their service to our community, first responders (law enforcement, fire, EMTs), and K-12 educators/non-administrative staff members and their immediate family members, VSU will offer a 50% reduced tuition and housing fees, with all textbook, software, and technology fees waived.

    First responders in our community constantly demonstrate exceptional courage, selflessness, and commitment to serving others. They often put themselves at risk or make significant sacrifices to help others. VSU seeks to support these individuals by helping alleviate the financial strain of education and enabling these individuals or their family members to pursue their academic goals and professional aspirations.

    K-12 educators have a profound impact on the lives of children in our society. They play a crucial role in shaping the future by educating and preparing the next generation of leaders, professionals, and citizens. While educators' work is priceless, they traditionally make a modest salary. This scholarship will assist their immediate family members achieve a higher education degree and demonstrate an appreciation for their vital role in today's society.

    The university will provide support for approximately 250 students with this initiative.

B. **Dual Enrollment Teacher Credential.** Governor Glenn Youngkin seeks to ensure that every student who graduates from a Virginia high school does so with an industry-recognized credential or associate degree that would allow them to be prepared to go right into life immediately. VSU seeks to provide innovative pathways to credentialing K-12 educators to make this initiative a reality. VSU will utilize existing graduate programs to create new certificate programs to provide a pathway for K-12 educators to earn the credentials necessary to teach college-level courses.

As the cost of higher education increases, dual-enrollment credits provide the opportunity to allow students to enter higher education with a significant number of credits already completed and potentially may lessen the time needed to complete a bachelor's degree. Students can also save on tuition costs by earning college credits in high school. The reduced number of credits needed to complete a bachelor's degree can result in significant financial savings for students and their families. Additionally, having an associate degree gives students additional career opportunities immediately after high school.

VSU will grant scholarships for tuition and fees to K-12 educators to cover 18 graduate credits. Upon completing the required classes to be credentialed, educators will be encouraged to teach a VSU-sponsored dual-enrollment class at their high school. This program also seeks to align with Commonwealth's initiative to "Build the College and Career Pipeline in Partnership with K-12".

Below is a line item request for funding. The detailed budget is included in Appendix A.

#	ITEM	2024-25	2025-26
A.	Hero's Scholarship	$2,750,000	$2,750,000
B.	Dual Enrollment Teacher Credential	$988,000	$988,000
	Total	**$3,738,000**	**$3,738,000**

2. *Together We Achieve Greater – Partnerships with the Petersburg Community*

Virginia State University seeks to further its collaboration with community members, organizations, and leaders in the City of Petersburg by aligning research, programs, and initiatives to effectively address the city's needs through the Partnership with the Petersburg Community Program. VSU will accomplish the partnerships through several initiatives, including the VSU Center for Entrepreneurship, the VSU Public Health Institute, VSU Pharmaceutical Pathways, and the VSU Athletics/Petersburg Sports and SOL Camp.

A. **The Minority Small Business Launch Center** is a supportive entrepreneurship pre-accelerator customized to minority community needs. It seeks to give group members more opportunities to access resources to facilitate their launch of scalable, sustainable enterprises. The program is an integral part of the social impact efforts of the VSU Center for Entrepreneurship in Virginia State University's Reginald F. Lewis College of Business. Annual funding from the Commonwealth of Virginia would enable this successful program to:
   a. perpetually provide its beneficial services and training directly to entrepreneurs,
   b. create a pipeline of youth entrepreneurs through scholarships and camps,
   c. facilitate the launch and scale of new businesses via programming and seed funding,
   d. provide valuable research to the state and the academic community based on findings from program implementation, and
   e. continue to impact entrepreneurship and economic development throughout the Commonwealth positively.

B. **Virginia State University Athletics/Petersburg Sports and SOL Camp** is an annual camp hosted by the VSU Department of Athletics for more than 50 children and youth from Petersburg City Public Schools (PCPS). The students actively engage in opportunities to cultivate future interests in various sports while focusing on academics.

- The camp provides transportation, breakfast, lunch, and snacks free of charge to all attendees.
- The coaching staff of VSU's 20 sports programs commits time to teach and train the Petersburg students in their respective sports.
- The students develop leadership skills, physical activity, and team building as a method to expose them to collegiate sports.
- The VSU College of Education and PCPS teachers provide Standards of Learning (SOL) preparation every morning during the camp.
- The VSU Public Health Institute (VSUPHI) provides health screenings and physicals so students remain eligible for sports throughout the year.

The VSU Athletics/Petersburg Sports SOL Camp expands post-secondary opportunities and awareness that can be advantageous for prospective students or student-athletes by: a) exposing them to a University environment that allows the children and youth from Petersburg to benefit from healthy programming during the summer at no cost to their families b) positioning the students for further academic and athletic success by developing a strategic community partnership that can bridge the gap between Virginia State University and the Petersburg community.

C. **Virginia State University's Public Health Institute's (VSUPHI)** goal is to provide innovative strategies to improve the health outcomes of the most vulnerable and marginalized populations. VSUPHI continues to improve public health outcomes for Petersburg and surrounding localities through research, education, and outreach. The VSUPHI recently expanded to a satellite location in the Virginia Community Resource Center (VCRC). This integrated community-based initiative offers more accessibility for our patrons and greater experiences for our students, faculty, and staff.

VSUPHI also offers mobile outreach to extend services and resources to rural areas, hotels, and more. Historically, VSUPHI's collaborations with the Crater Health District, Walmart, Minority Health Consortium, Petersburg Healthy Options Partnerships (PHOP's), and VSU's Trojan Health & Wellness have enabled individuals to receive:

- various vaccinations (COVID-19, influenza, shingles),
- medical testing (COVID-19, STI, HIV), and
- nutrition education.

Over the next six years, we plan to expand our services and teaching and learning opportunities. Additional funding is requested to support an expansion in:

- mental health counseling,
- mobile oral health services,
- professional workforce preparation for students to include workforce development initiatives such as service-learning hours, clinical hours, and field experience
- a variety of education/training to include Mental Health First Aid, Crisis Intervention Training, Certification or Recertification in First Aid/CPR-AED (Child & Adult), and REVIVE (Opioid Overdose and Naloxone Education).
- evidence-based research to better address health-related misconceptions and disparities.

D. **Virginia State University's Pharmaceutical Pathways** seeks to establish an institute to:
- address the need for skilled workers in Virginia's pharmaceutical industry,
- improve the recruitment of women and minorities into local pharmaceutical careers, and
- revitalize the STEM pipeline from the K-12 population.

Well-educated and highly skilled individuals are needed for all steps of a pharmaceutical pipeline, from drug discovery, development, manufacturing, and delivery. The industry has been increasingly vocal about the ability to find and retain talent in Virginia. Additional funding from the Commonwealth will support the institute's vision of:
- participating in pharmaceutical boot camps led by our strategic partners,
- receiving biomanufacturing training and funding to hire faculty,
- providing and installing requisite equipment,
- designing a new Bachelor of Science (BS) in Biotechnology degree program, and
- produce marketing and communication to increase career/program awareness.

These goals align with statewide initiatives to advance the City of Petersburg's pharmaceutical workforce and VSU's goal to reach Carnegie Research 2 Institution status.

Below is a line item request for funding. The detailed budget is included in Appendix A.

#	Item	2024-25	2025-26
A.	Minority Small Business Launch Center	$250,000	$250,000
B.	VSU Athletics/Petersburg Sports and SOL Camp	$125,000	$125,000
C.	VSU Public Health Institute	$290,000	$290,000
D.	VSU Pharmaceutical Pathways	$580,000	$580,000
	Total	**$1,245,000**	**$1,245,000**

3. *Trojan Care - Mental Health and Wellness Initiatives*

Virginia State University seeks a comprehensive approach to providing mental health solutions on our campus and communities. Our focus is on serving the needs of our students, faculty, and staff and supporting the community and the Commonwealth of Virginia by increasing the number of graduates in health care-related fields. The Trojan Health and Wellness and Trojan Mental Health Graduates are two approaches to addressing these areas.

A. **Trojan Health and Wellness**. The mental health needs of college students are surging. Even before the pandemic, universities and colleges were facing a surge in demand for care that far outpaced capacity, and it has become increasingly clear that the traditional counseling center model is ill-equipped to solve the problem. A healthy minds study that collected data from 373 campuses nationwide indicated that 60% of college students met the criteria for at least one mental health diagnosis (Lipson S. K. et al., Journal of Affective Disorders, Vol. 306, 2022). This research resonates with data collected for VSU's counseling center. During the 22-23 Academic year, approximately 63% of the 1,402 students served reported suicide ideation in the 30 days before seeking care.

A multifaceted approach to supporting student mental health is warranted. VSU requests additional funding of $1,579,504 to minimize students slipping through the cracks. These funds will assist VSU counseling center staff in:

- providing same-day access and/or a single counseling session for students rather than languishing on a waitlist.
- developing a Stepped Care Model with additional case managers to connect students with a high acuity level to community-based providers for traditional therapy.
- providing additional funding for co-pays to increase the probability of students following through with community-based referrals.
- hiring a case manager to provide care and support for faculty and staff, who are relied upon as first responders for identifying students in distress.
- hiring of a full-time Psychiatric Nurse Practitioner to support students presenting with serious mental illnesses (i.e., bipolar disorder, major depressive disorder, etc.).
- hiring a Wellness Coordinator to assist with developing and implementing proactive strategies for students, faculty, and staff to improve resilience.

Collectively, these strategies will assist the university in embracing a broader culture of well-being and better equip faculty to support students in need of mental health assistance and equip students to manage their health and wellness.

B. **Trojan Mental Health Graduates**. Mental health issues are having a significant effect on individuals, families, communities, and society at large. According to the 2023 State of Mental Health report, over 20% of Americans report experiencing a mental illness. Beyond individual and familial impacts, mental health issues affect our educational systems by reducing school attendance, lowering test scores, and increasing dropout rates, disrupting our workforce and, consequently, our economy. This burden also translates to governmental coffers in the form of supportive services for individuals with mental illness and their families, income support, particularly when mental illness leads to job loss, and incarceration. Despite these impacts, access to mental health care is a growing challenge. Over half of the population with mental illness reported not receiving any care in the last year and almost 30% of individuals with mental illness report not having sufficient access to care. At a rate of 31.5% of individuals with mental illness reporting they could not receive the treatment they needed, the Commonwealth of Virginia ranks 39th in the country in adults with any mental illness reporting unmet needs.

Virginia State University seeks to play a more prominent role in addressing the challenges of mental illness in our communities by increasing the mental health workforce through the Trojan Mental Health Graduates (TMHG) Program. Additional funding resources are requested to:

- provide full tuition to approximately 80 students across our Master's programs with a mental health focus (Psychology, Social Work, Counselor Education, and Criminal Justice) to facilitate degree completion and entry into the mental health workforce.
- provide participating students with a graduate research stipend
- to hire a program specialist to support the advising and monitoring needs of the program.

Below is a line item request for funding. The detailed budget is included in Appendix A.

#	ITEM	2024-25	2025-26
A.	Trojan Health and Wellness	$1,579,504	$1,579,504
B.	Trojan Mental Health Graduates	$2,368,930	$2,368,930
	Total	**$3,948,434**	**$3,948,434**

4. *VSU & RBC School of Technical and Professional Studies (formally known as RBC Online)*

Following an extensive feasibility study by Huron Consulting, Virginia State University and Richard Bland have partnered to jointly establish an online School of Technical and Professional Studies to meet the greater Petersburg region's and the state's market demands. Specifically, the VSU/RBC School of Technical and Professional Studies (Virtual TPS School) aims to serve the adult learner market, including degree completers, those seeking career changes, military personnel, and students seeking educational flexibility. The Virtual TPS School will focus on teaching excellence, small class sizes, and a dynamic classroom environment emphasizing critical thinking and real-world applications.

- The STPS will provide courses directly connected to labor market demand for occupations expected to grow in the Commonwealth of Virginia.
- The STPS will offer competitively priced degrees and non-traditional offerings such as certificates and micro-credentials to provide options for students who hope to obtain necessary credentials as quickly and cost-effectively as possible to accelerate entry to high-paying jobs.
- The STPS will continue focusing on the underserved while broadening the audiences each partner institution currently addresses. This partnership could be a significant new source of revenue for RBC after the first six years of operation.

As a diverse residential two-year college and an HBCU, RBC and VSU have solid track records of delivering high-quality education to historically underserved audiences. The student's experience will be enhanced using RBC's Guided Pathways for Success (GPS@RBC) model, which offers non-traditional students personalized, data-informed academic advising through learner mentors and individualized education plans. Below is a detailed analysis of how the requested funding will be utilized.

Below is a line item request for funding. The detailed budget is included in Appendix A.

#	ITEM	2024-25	2025-26
A.	VSU & RBC School of Technical and Professional Studies	$838,200	$838,200
	Total	**$838,200**	**$838,200**

5. *Leveraging Technology and Artificial Intelligence*

A. Virginia State University Center for Artificial Intelligence (AI)
Virginia State University (VSU) is establishing the Virginia State University Center for Artificial Intelligence, an interdisciplinary center that facilitates and provide resources for research, development of standards, identification of new methods, and advancement of innovative technologies in AI that benefit all people regardless of age, gender, race ethnicity, religion, disability, sexual orientation, caste status, or any other intersectional identities.

The College of Engineering & Technology at VSU offers eleven-degree programs that educate and prepare students in areas related to AI, Industry 4.0, additive manufacturing, data analytics, machine learning, big data, IoT, automation, and system integration. These programs are ABET accredited, ensuring a high standard of education.

The proposed center aims to be an interdisciplinary hub for research, development of standards, identification of new methods, and advancement of innovative technologies in AI. Our vision is to ensure that AI systems are designed and implemented in a manner that benefits all individuals, regardless of their background.

By fostering thought leadership and serving as an interdisciplinary nexus, the center will drive the application of fair and unbiased technology. The center's goals include scholarly stewardship, cultivating the next generation of students at all levels, and empowering lifelong learners across industries and areas of study. By addressing bias in AI, the center aims to harness the transformative potential of AI while mitigating risks to both business and society.

- Research and Development: The center will undertake cutting-edge research to identify and mitigate biases in AI systems, with a specific focus on intersectional identities.
- Standards and Best Practices: The center will develop guidelines, standards, and best practices for AI developers and industry professionals to create unbiased AI tools and applications. We will promote transparency, accountability, and ethical considerations in AI development and deployment.
- Education and Training: The center will offer educational programs, workshops, and training initiatives to educate students, professionals, and policymakers on the challenges and solutions related to unbiased AI.
- Community Engagement: The center will actively engage with local communities, businesses, and government entities to foster collaborations, disseminate knowledge, and raise awareness about the implications of biased AI.
- Student Support: The center will provide scholarships, fellowships, and research opportunities for undergraduate and graduate students interested in AI and its ethical implications.

As an HBCU, VSU will play an important role in preparing a diverse pool AI thinkers, researchers and developers who should consider varying perspectives and experiences when crafting new policies, creating algorithms and/or new AI technologies.

B. *Institute for Digitally Enhanced Agriculture at Virginia State University (IDEA @ VSU)*
   Virginia State University (VSU) is establishing the Institute for Digitally Enhanced Agriculture (IDEA), an interdisciplinary institute aimed at integrating research in engineering, computing, and agriculture. IDEA will provide resources to support workforce development, economic growth, and sustainability in agriculture and food systems.

   The College of Engineering & Technology at VSU offers eleven-degree programs that educate and prepare students in areas related to AI, Industry 4.0, additive manufacturing, data analytics, machine learning, big data, IoT, automation, and system integration. These programs are ABET accredited, ensuring a high standard of education.

   The College of Agriculture supports Virginia's largest private industry through academic programs that prepare students for leadership roles in fields like nutrition, food science, animal, plant and environmental sciences, agricultural business/economics, apparel design and retail, childcare, restaurant and hotel management. As part of VSU's land-grant mission, the College of Agriculture also houses the Virginia Cooperative Extension program and an Agricultural Research Station, each providing valuable resources to Virginia residents, while also providing practical, hands-on internship and work study opportunities for our students.

   The programs within the two colleges continue to assist the Commonwealth and the rest of the nation in developing a diverse talent pipeline for the engineering and agricultural workforce. Using the two academic colleges as a foundational basis, the institute will:
   - Align with the research and technology roadmap for the Commonwealth of Virginia, supporting the areas of life and health sciences, autonomous systems, agricultural and environmental technologies, and cybersecurity.
   - Foster collaborations with industry partners, governmental agencies, and other academic institutions to drive innovation, knowledge exchange, and technology transfer. These partnerships will strengthen the state's agriculture and technology sectors and promote economic growth. By working closely with industry partners, IDEA ensures that

its research and solutions align with real-world needs, facilitating technology transfer and driving economic growth in the agriculture and technology sectors of the state.
- Leverage researches in AI, modeling, intelligent-systems technologies, blockchain, cybersecurity, machine learning, and predictive intelligence technologies to provide integrated solutions in sustainable agriculture, including precision agriculture, indoor agriculture, urban agriculture, environmental protection, and food safety and food systems.

Below is a line item request for funding. The detailed budget is included in Appendix A.

#	ITEM	2024-25	2025-26
A.	Center for Artificial Intelligence (AI)	$1,197,350	$1,197,350
B.	Digitally Enhanced Agriculture at Virginia State University (IDEA @ VSU)	$1,820,690	$1,820,690
	Total	**$3,018,040**	**$3,018,040**

A4. What support can OpSix provide to help you achieve those strategies? Please include both budget and policy requests and reference Part I of your submission where appropriate.

VSU seeks support for funding from the OpSix for the initiatives outlined in Part I. Funding these projects would assist in reducing the cost of higher education, create greater pathways between community partnerships with K-12 institutions/industry, provide student support services needed to nurture a culture of well-being, and develop stronger collaboration between higher education institutions.

Specific budget request for these initiatives are referenced in A3., C6., and J1.

SECTION B: STRATEGIC DEEP DIVE – ENROLLMENT VOLUME & COMPOSITION

Key question: How is your institution managing enrollment in light of state and national trends, and what are the financial implications?

B1. What do you see as the primary drivers of recent enrollment trends for your institution? Please reference any specific academic programs that have had a significant (positive or negative) effect on enrollment, if relevant.

Virginia State has experienced an increase in enrollment in the last few years. In 2021, the University had an overall enrollment growth of 7%. In 2022, the University had an overall growth in enrollment of 8% and onboarded over 1300 freshmen representing the largest freshmen class at VSU in recent history.

The growth in enrollment is attributed to our outstanding faculty and staff, our growing academic programs, the unyielding support of our alumni and donors, and the tremendous leadership of our Board of Visitors and President. The University consistently ranks among the top "Bang for your Buck" institutions and among the best overall HBCUs, further emphasizing the University's qualities and attributes. In addition, VSU offers free tuition for qualified local students through the VCAN (Virginia College Affordability Network) initiative.

VSU also has launched several online programs and new graduate programs, which have helped enrollment, especially the Masters of Social Work (MSW) and the online Doctor of Education (Ed.D.) in Educational Administration and Supervision.

The opportunity and access to a world-class education combined with the nurturing VSU atmosphere have contributed to attracting and retaining students.

B2. Please summarize your enrollment management strategy moving forward and the specific actions (if any) you are taking to implement that strategy.

In September 2022, Virginia State University embarked on a strategic enrollment planning process. Strategic Enrollment Planning (SEP) is defined as an integrated, information-based, and ongoing process that involves the campus in identifying, prioritizing, implementing, evaluating, and modifying enrollment goals and strategies that effectively and efficiently:

- Ensures the realization of the institutional mission and vision;
- Represents a systems approach that integrally links planning, budgeting, and assessment;
- Builds on VSU's competitive advantage (i.e., maximizes institutional distinctiveness and internal strengths taking advantage of external environmental opportunities, while mitigating the effects of any internal challenges or external environmental threats); and addresses the changing higher education marketplace and environment;
- Enhances VSU's ability to attract and retain students and to meet students' needs and expectations, both currently and in the future;
- Embodies a continuous process of improvement, which is part of an ongoing, sustainable process that is routinely refined and updated; and
- Brings the academic community together, fosters collaboration, and ensures organizational learning.

The SEP process, which involves the development of a Strategic Enrollment Plan, including an implementation plan/schedule and the institutionalization of an ongoing process, consists of eight interactive phases with inherent feedback loops. These eight phases, extended over twelve months, include:

- Phase One: Preparation and organization
- Phase Two: Identification and review of Key Performance Indicators (KPIs)
- Phase Three: Situational analysis and brainstorming
- Phase Four: Strategy development
- Phase Five: Development of action/support plan and process for monitoring implementation
- Phase Six: Prioritization of strategies and action plans based on institutional readiness
- Phase Seven: Quantifiable goals and ROI identification
- Phase Eight: Plan evaluation and modification

The VSU SEP process has been conducted in conjunction with consultants from Partnership for Education Advancement and Ruffalo Noel Levitz. VSU's SEP will be finalized in September 2023, and it includes a systematic approach to restructure outreach, recruitment, admission, and retention procedures. The SEP plan includes a holistic view of VSU's enrollment. For instance, it includes recruitment initiatives for both transfer and graduate students. Additionally, it examines the "demographic cliff," which will begin in 2026 when the nation will experience a 10 to 15 percent drop in high school graduates. The SEP includes numerous initiatives like recruiting and supporting adult learners and veterans, revitalizing the admission's customer relationship management (CRM), restructuring assistantships to help more graduate students, and examining the academic policies and curricula to identify barriers preventing matriculation.

B3. How ambitious/realistic/conservative are the enrollment projections you most recently submitted to SCHEV? What are the greatest unknowns or risks that could lead enrollment to differ significantly from your projections? Please reference national and statewide enrollment trends/projections and cite any other data (e.g. regional trends, performance of prior enrollment strategies) that informed your projections.

Our nation is facing a "demographic cliff." The nation will experience a 10 to 15 percent drop in high school graduates beginning in 2026. VSU's leadership has taken a proactive approach to enrollment and partnered with a consultant to examine the current market share and the potential impact of the demographic cliff. Initial results indicate the undergraduate population typically served by VSU will remain stable, while the graduate and transfer population will experience a slight decline. While VSU is working on additional enrollment strategies to mitigate the number of enrollment decreases indicated by the market study, we provided a conservative but plausible estimation in our most recent enrollment projections submission to SCHEV.

As always, the economy is an unknown factor that must be considered in our enrollment projections. While tuition and fees remain low, if the economy struggles, the students traditionally served by VSU may no longer be able to afford an undergraduate or graduate education.

B4. Explain the implications of your enrollment strategy on your institution's financials. Please consider impacts on both revenues (e.g., discounting, financial aid, net tuition revenue) and expenditures (e.g., costs to implement enrollment management strategies, costs of enrolling more students or students with different needs, cost-per-student impact of flat/decreased enrollment).

Accurately predicting tuition and fee revenue resulting from enrollment is a dynamic indicator of the university's financial health. VSU's enrollment strategy has the following implications for the university's financials:

- Ensure funding is available to meet the university's mission and vision
- Ensure expenses can be accurately projected and budgeted
- Ensure tuition discounting required to sustain enrollment can be awarded to students
- Ensure sufficient number of faculty and staff can be retained
- Change the number of housing available to students
- Change the need to update classrooms for in-person and hybrid learning
- Change the amount of additional staff (mental health, student services, police, and security)
- Change the need for parking and public transportation
- Change the amount of resources needed to support deferred maintenance of facilities

SECTION C: STRATEGIC DEEP DIVE – PROGRAM ALIGNMENT & PERFORMANCE

COMPLETION OUTCOMES

Key question: How is your institution supporting all students to succeed in completing their degree in a timely manner?

C1. What are your highest-priority completion outcomes targets, both overall and for particular student segments? Please include aspirational targets, realistic expectations, and qualitative targets and specify by when you are aiming to meet those targets (e.g., X% 6-year graduation rate for Pell students by 2030).
COMPLETION OUTCOMES ***Key question: How is your institution supporting all students to succeed in completing their degree in a timely manner?*** Student success and degree completion are the highest priorities for VSU. As part of the strategic planning process we have identified specific targets for our graduation rates and the total number of degrees conferred. The university 2025 target for the 4-year and 6-year graduation rates are 32% and 42%, respectively. VSU also seeks to increase the total number of degrees conferred from 880 to 1000 by 2025. While COVID-19 presented a number of challenges with enrollment and degree completion the institution has implemented a number of strategic student success initiatives.

C2. What specific strategies/actions are you planning to take to achieve those goals? How will you draw on successes/challenges from your prior completion outcome improvement strategies?

The implementation of student success strategies is important to realization of the enrollment targets and performance goals. VSU has embarked on the following initiatives to assist with degree completion: (1) Academic program audit and curricula realignment plan; (2) Academic advising model revision plan; (3) Infrastructure and process improvement to promote academic excellence plan; (4) Academic integration with co-curricular activities plan.
VSU has implemented a university-wide comprehensive student academic success plan that includes:

- hiring academic support counselors and graduation specialists in each college (6)
- conducting annual and periodic reviews of all academic and administrative and educational support programs
- administering annual surveys of faculty, staff, and students related to attrition issues and student satisfaction
- implementing a Summer Bridge Program for incoming freshmen focused on foundational courses, and assimilation to college and enhance student retention and success
- developing supplemental instructional programs to support students' academic progress and progression
- engaging in data analytics to early identify at-risk students to provide timely and appropriate strategies to support student retention, persistence, progression and graduation
- creating accelerated bachelor's to master's degree programs allowing academically talented undergraduate students to earn both degrees in a minimum of five years
- partnering students with peer mentors to help them take appropriate steps with personal and academic goals by facilitating discussion and educating mentees on various resources and services.

Additionally, the strategic actions listed below are used to support the on-time degree completion of all students.

- The new Director of Student Success and Degree Completion has been making consistent progress with developing and coordinating policies, processes, and systems to monitor student progression and degree completion. In the spring 2023 semester, the director established the Student Success Taskforce to work together to foster conversation and develop a university-wide action plan for student success, retention, and persistence.
- In the Spring 2023 semester, the Office of Planning and Institutional Effectiveness administered an "Unenrolled Student Survey" to more than 4,200 students who stopped out or left the institution to identify reasons students did not return and what resources are needed to bring students back to the institution if they wanted to complete their baccalaureate degree program. The Registrar hired a degree specialist to monitor and report student progression.
- The Office of Planning and Institutional Effectiveness implemented an academic program audit progress to ensure all degree programs align with the SCHEV Academic Approval Policy and SACSCOC Standards. The academic program audit began in the Spring 2023 semester and will support the creation of educational maps in Ellucian Degree Works for all undergraduate programs. The educational maps will outline a detailed plan of study by the academic program.
  - The Academic Center for Excellence provided comprehensive training to faculty, staff, and administrators on EAB Navigate, the system for student advising, monitoring student progression, retention, and graduation, and to track early alert warnings (i.e., GPA, absences).

C3. How will you use existing/recently provided resources to execute those strategies? Will you be requesting incremental state resources? Please state the request and rationale and explicitly tie to Part I of your planning template.

In 2021 VSU launched Virginia College Affordability Network (VCAN) which provides tuition and fees for Pell-eligible students. VCAN was funded as part of the previous six-year plan. The retention rate of the first cohort of Pell-eligible VCAN students (2021) is 75%. In the same year, the retention rate of non-Pell-eligible students is 75%. The programming and structure of the VCAN serves as a pilot to reduce the disparity between Pell-eligible and non-Pell-edible students. The recruitment, academic advisement and co-curricular activities of the VCAN program are being deployed throughout the larger student population. Additional funding for this initiative was requested in Item 142 M of the 2022 Act of Assembly, Chapter 2 (Pell Initiative).

Supplemental Instruction (SI) was funded in the six-year plan. Supplemental Instruction at VSU was implemented based on VSU's Project Knowledge and STAR program, two federally funded educational research studies. These studies demonstrated that students who participated in the supplemental instruction had 33% increase in retention compared to non-participants. In 2023, SI will be expanded beyond the STEM fields to include more students in Business and Humanities.

Trojan Summer Bridge was launched in 2022 with funding from the Commonwealth. This program continues to thrive and allows approximately 125 students to jump start their academic experience by taking 5-6 college-level credits in a supportive learning environment surrounded by additional student resources. Summer bridge students, who may have experienced challenges in high school, are thriving at VSU at the same level of students who were regularly admitted to the institution.

Academic advising is synergistically connected to student success. Using intrusive advising and technology, VSU is using predictive analytics and a coordinated care approach to reach students who may need additional attention. The combination of staffing and technology has expanding the outreach to students and supported those who need assistance.

At this time, VSU has not requested additional resources for these programs. However, University will sustain these programs with the current annual funding provide by the state. Additional funding requested by the current six-year plan seek to financial support the strategic initiatives of the Governor which align with the strategic initiatives of the University. This includes improving access, establishing partnerships with the community and K-12 education, supporting the mental wellbeing of our students, and improving career readiness in our students.

POST-COMPLETION OUTCOMES

Key question: How is your institution preparing all students for success beyond completion (e.g., career preparation)?

C4. Please explain how you monitor post-completion outcomes (e.g., employment rates, wage attainment, debt load, upward mobility). What data do you collect? What metrics are you monitoring most closely? What do the data reveal about your institution's greatest strengths and areas for improvement with respect to post-completion outcomes? Please include any relevant data/reports in the appendix or as a separate attachment, including any data that captures outcomes by school/department/program.

VSU regularly examines data sources on post-graduation outcomes that help tell the story of student achievement, including employment, earnings, geographic movement, career progression, and more. Listed below are measures the institution uses to monitor post-completion outcomes.

Integrated Postsecondary Education Data System (IPEDS)
The Integrated Postsecondary Education Data System (IPEDS) is essential for understanding institution-level college completion rates. IPEDS collects student success measures through three primary survey components: Graduation Rates (GR), Graduation Rates 200% (GR200), and Outcome Measures (OM). Graduation Rates measure the percentage of first-time degree or certificate-seeking students/beneficiaries who complete a degree or certificate within 150% or of normal time. Graduation Rates 200% measure the percentage of first-time students/beneficiaries who complete a degree or certificate within 200% of normal time. Outcome Measures OM collects student outcomes for *all* entering degree/certificate-seeking undergraduates, including non-first-time (i.e., transfer-in) and part-time students. Students are separated into eight sub-cohorts by entering status (i.e., first-time or non-first-time), attendance status (i.e., full-time or part-time), and Pell Grant recipient status. IPEDS is essential for understanding institution-level college completion rates. The Office of Planning and Institutional Effectiveness completes the IPEDS Outcomes Measures between December and February each year.

NACE Graduate Destination Survey
The National Association of Colleges and Employers (NACE) Graduate Destination Survey captures information regarding how new college graduates fare in their careers within six months of graduation. The annual initiative provides clear, concise, and consistent data on the outcomes associated with a college education on a national scale. Outcomes include:

- Types of employment—full or part-time, contract, freelance, etc.
- Additional education, e.g., accepted to graduate or professional school.
- Still seeking either employment or further education.
- And starting salary for those employed full-time.

VSU administers the Graduate Destination Survey twice per academic year, between November and March for December graduates and between April and August for May graduates. Each survey administration yields a response rate of approximately 35%. Based on the December 2022 Graduate Destinations Survey report, 74% of students responding were employed, in graduate school or involved in other career endeavors within six months of graduation.

The university will consider introducing other strategies to increase the survey response rate such as including a reminder on the senior checklist, administering surveys in senior-level courses, having survey completion laptops available at graduation ticket distribution, providing incentives such as diploma frame or gift cards, posting ads on social media, or requiring students to complete the survey to get their caps and gowns.

National Student Clearinghouse

The National Student Clearinghouse is a data source for post-graduate enrollment in other institutions and programs using the Student Tracker service. Student Tracker allows the Office of Planning and Institutional Effectiveness to submit files of students or graduates and match them to records on subsequent enrollment in more education. VSU OPIE publishes the Post-Secondary Employment Outcomes (PSEO) Explorer Dashboard, which provides experimental tabulations developed by the

Longitudinal Employer-Household Dynamics (LEHD) program at the U.S. Census Bureau. PSEO data provide earnings and employment outcomes for college and university graduates by degree level, degree program, and post-secondary institution. These statistics are generated by matching university transcript data with a national database of jobs, using state-of-the-art confidentiality protection mechanisms to protect the underlying data. The VSU PSEO Explorer dashboard is located here.

Student Debt Load

To advance student success and prevent student loan default, the Office of Financial Aid continues to collaborate with Edamerica, a default loan management company, to monitor student indebtedness. The Edamerica Analysis Report includes information regarding the average loan amount for cohorts still in school or the grace status. The most recent report included an analysis of the FY2021, FY2022, and FY2023 cohorts. The Office of Financial Aid requires all borrowers to participate in direct loan entrance counseling, direct loan exit counseling, and direct loan master promissory note counseling. The office also provides optional Financial Literacy sessions and annual student loan acknowledgment sessions for all students. VSU sends an annual statement of borrowing (ASB) letter informing students of their total loan balance borrowed to date, estimated loan repayment and other loan options. The ASB letter provides students valuable individualized loan information to promote smart borrowing habits and reinforce the student's obligation to repay their federal loans.

C5. What specific strategies/actions, including potential changes to your program portfolio or curriculum, are you planning to take to maximize the career readiness and job attainment of all students across programs of study, including increasing early career exposure for students (e.g., internships) during their time at your institution? How will you draw on successes/challenges from prior initiatives?

Changes to Program Portfolio or Curriculum to Maximize Career Readiness

Virginia State University (VSU) will maximize students' career readiness and job attainment by focusing on specific new initiatives, new programs, and enhancements to existing programs and initiatives that lead to upward mobility – gainful employment in high demand, high income careers. In 2022-2023, VSU ranked in the top 20% on the U.S. News and World Report list of "Performers on Social Mobility" of Regional Universities South. This ranking is based on the ability to serve and graduate underrepresented students. In spring 2022, VSU began collaborating with the Partnership for Education Advancement on a comprehensive transformation project designed to improve upward mobility for students. In fall 2022, VSU enrolled the largest incoming class of new students in more than three decades, and had the single largest year-to-year increase in enrollment in over a decade. As VSU emerges as a first-choice institution for Black students, the university will respond by offering degree programs that reflect the modern global economy and workforce needs in the Commonwealth of Virginia. VSU will also use evidence-based practices to enhance and scale initiatives and services to improve career readiness. VSU will use the following strategies to maximize career readiness and job attainment.

New Academic Programs

1. **Micro-Learning Hub***:* VSU will establish a centralized unit dedicated to creating and offering workforce aligned non-academic and academic certificates and other credentials that prepare students for employment in changing industries and high demand fields. The Micro-Learning Hub will track student engagement, award certificates, and engage industry partners to ensure alignment with current and future business needs. This initiative aligns with many employers' preference to hire candidates with certificates or credentials in addition to their degree program. This program will be available to all students, graduate and undergraduate, with a goal of graduating every student with a credential and a degree. These credentials will be offered as standalone and embedded in the curricula of all degree programs to maintain costs without impacting time to graduation.

2. **Innovative Degree Program Portfolio:** VSU will develop a five-year degree portfolio focused on emerging and future industries, interdisciplinary labor practices, and mission-focused growth programs. The portfolio will be developed using an external consultant and in-house market analysis tools. Feasibility studies will be conducted on proposed new degree programs along with a holistic review of existing programs. Additionally, where warranted based on demand and capacity, some existing degree programs will be offered in fully online and hybrid formats to meet the needs of students within the Commonwealth or the region who are unable to enroll in face-to-face degree programs.

3. **Early Career Online Career Development Toolkit:** VSU will develop an Online Career Development Toolkit offered in the Learning Management System that will be incorporated throughout all degree programs and the First-Year Experience. The project will be designed to promote critical thinking, communications skills, and other soft skills necessary for career success, as identified by employer surveys.   The career readiness module will align with the NACE competency, and also include career exploration, networking, resume building, cover letters, internship and job searching, virtual career fairs, and interviewing skills. The best way to ensure early exposure to careers and career preparation is to provide students with an education that mixes general, cross-cutting, and specific competencies.

Program Enhancements

4. **Enhanced Co-Curricular Activities, and Internship Opportunities**: VSU will ensure that every student who wants a paid internship will have the opportunity to complete an internship without extending the time to their degree. The goal to provide paid internships will to help students develop competencies and acquire skills leading to employment after graduation. The initiative will expand partnerships with industries, businesses, and alumni networks. VSU will

offer annual stipends to support paid short-term internships for students that are aligned with the certificates offered by the Micro Learning Hub. According to the National Association of Colleges and Employers (NACE) (2020), internships increase skills, expand networks, enhance social capital, and offer direct pathways to employment after graduation. Women, Black, Hispanic, and first-generation students are underrepresented in paid internships. An unpaid internship imposes an additional barrier for students who cannot forgo a paycheck for a significant period. Providing more paid internships for underrepresented populations will lead to greater access, opportunity, and help fill critical roles leading to needed diversification of the workforce. Students will receive up to $2000 annually when employed as an intern with a participating employer when an employer paid opportunity is unavailable.

VSU will develop and foster the creation of "guided co-curricular" activities aligned with its degree and certificate programs to facilitate networking, confidence building, deeper understanding, and reinforce academic concepts, and development of high-level communication skills. The co-curricular and internship programs are targeted to all students and activities will be tracked using technology to create a transcript of co-curricular activities.

How Will You Draw on Successes/Challenges from Prior Initiatives?

Some primary reasons prior VSU initiatives have not been sustainable include: 1) difficulty measuring outcomes; 2) inadequate startup and recurring funding; 3) operational decentralization; 4) lack of dedicated resources; 5) misalignment with the core mission or strategic plan; and 6) insufficient programmatic prioritization. To mediate reoccurrence, these challenges from reoccurring, VSU has extracted the key learnings to inform future initiatives. Initiatives that have been successful had dedicated funding, adequate resources at the outset, cross functional collaboration, quantifiable and measurable outcomes, and alignment to the strategic plan.

The key learnings from the successful and unsustainable initiatives are applied to the plans for the proposed new programs and program enhancement that are described above. The proposed new programs and the enhanced programs are designed with specificity, including:

1. Identifying the target populations.
2. Including measurable outcomes.
3. Aligning the program to the strategic plan priorities.
4. Determining and allocating the required non-financial resources prior to implementation

C6. How do you intend to use existing/provided resources to execute those strategies? Will you be requesting incremental state resources? Please explicitly tie to Part I of your planning template.

VSU will use a combination of new incremental funding, existing funding, or other resources to execute the strategies described in C5 above. Below is a line item request for funding. The detailed budget is included in Appendix A.

#	Item	2024-25	2025-26
A.	Micro Learning Hub	$872,500	$872,500
B.	Innovative Program Portfolio Development	$164,000	$164,000
C.	Early Career Development Online Toolkit	$275,000	$275,000
D.	Enhanced Co-curricular Activities and Internships	$200,000	$200,000
	Total	**$1,511,500**	**$1,511,500**

WORKFORCE ALIGNMENT

Key question: How are your institution's programs of study and degree conferrals aligned with the evolving talent needs of the Commonwealth?

C7. For which specific workforce needs is your institution best positioned to supply talent, based on regional, industry, or occupation alignment?

The Virginia Board of Workforce Development (VBWD) published the 2021-2022 High Demand Occupations List, a list of jobs, trades, and professions for which high demand for qualified workers exists or is projected. Virginia State University's inventory of degree and certificate programs directly aligns with the list of high-demand occupations in the broad categories of business and finance; education, training, library; computer, math, engineering, and architecture; art, design, entertainment, sports; healthcare; management; and life, physical and social science. VSU is well-positioned to meet specific workforce needs in agriculture, education, management, computer science, engineering, nursing, social work, and dietetics/nutrition. The list below includes specific degree programs that align with the evolving talent needs in the Commonwealth.

Academic Programs Aligned with Workforce Needs in Virginia

- B.F.A. in Visual Arts
- B.S. in Family and Consumer Science
- B.S. in Hospitality Management
- B.S. in Accounting
- B.S. in Management
- B.S. in Marketing
- B.S. in Electrical and Electronic Engineering Technology
- B.S. in Information Logistics Technology
- B.S. in Mechanical Engineering Technology
- B.S. in Mathematics
- B.S. in Mass Communication
- B.S. in Chemistry
- B.S.Ed. in Education
- B.S.Ed. in Elementary Education
- B.S.Ed. in Innovation Technology Education
- B.S.Ed. in Middle School Education
- B.S.Ed. in Special Education
- Bachelor of Social Work (BSW)
- Master of Social Work (MSW)
- Bachelor of Science in Nursing (BSN)
- Graduate Certificate in Project Management

VSU will continue to use market analysis data from the Virginia Employment Commission Labor Market Information Database, Virginia: Virginia Initiative for Growth and Opportunity in Each Region, the Virginia Economic Development Partnership/Virginia Office of Education Economics, and other resources to stay abreast of evolving talent needs in the Commonwealth, and to develop new degree and certificate programs or modify existing degree and certificate programs to address workforce needs in Virginia.

C8. What specific strategies/actions is your institution planning to take to better align your program offerings or degree conferrals to current and projected workforce needs? Please provide a list of specific programs you intend to sunset or grow in the next 6 years to increase alignment, partnerships/initiatives you intend to launch or deepen, etc. If you intend to launch any new programs, please explain why your institution is particularly well-suited to succeed in that area.

In line with VSU's goal of enrollment growth, the institution expects to initiate new off-campus instructional sites and programs that will meet the needs of the region, the commonwealth, the nation, and beyond. VSU is committed to enhancing student success for work and life by strengthening curricular options to ensure that graduates prepared with competencies necessary for employment, including critical thinking, written communication, quantitative reasoning, leadership, self-advocacy, and civic engagement. VSU aligns academic program offerings and degree conferrals to current and projected workforce needs in the Commonwealth of Virginia using a robust portfolio of market analysis resources, including, but not limited to:

- Virginia Employment Commission Labor Market Information Database
- GoVirginia: Virginia Initiative for Growth and Opportunity in Each Region
- Virginia Economic Development Partnership, Virginia Office of Education Economics
    - o Graduate Supply and Demand Occupation Dashboard *(to be released)*
    - o Proposed new STEM Workforce Profile for the Commonwealth of Virginia, October 25, 2022
- Chmura Economics and Analytics JobsEQ
- UQ Solutions Market Analyzer
- Anthology Occupational Insights
- EduVentures Research

Virginia State University offers all its current degree programs in the traditional face-to-face format with six degree and certificate programs available fully online. The institution recognizes the need for, and benefits of expanding our online education platform to offer high-demand degree programs in hybrid and fully online formats. Increasing the number of degree and certificate programs in hybrid or fully online formats facilitates flexibility and accessibility for VSU's diverse population of students. Expanding opportunities for enrollment in online degree and certificate programs continues to support the university with increasing our overall student enrollment. Over the next six years we will continue to use market analysis research to modify the number of existing degree and certificate programs by providing an online or hybrid option. The proposed programs will focus on emerging and future industries, interdisciplinary labor practices, and mission-focused growth programs that are responsive to the demands of Virginia and the global workforce.

New Academic Programs
To align with Priority 2: Sustained Academic Excellence of the VSU Strategic Plan, the institution will strategically establish and enhance academic programs to deliver distinctive, responsive, and innovative offerings that effectively prepare leaders and scholars to meet the demands of a global society and workforce. VSU will develop new undergraduate and graduate programs responsive to the demands of Virginia and the global workforce. A few of the academic programs will provide students the opportunity to earn professional certificates and stackable credentials. VSU identified new program growth opportunities listed below from the Virginia Board of Workforce Development (VBWD) 2021-2022 High Demand Occupations List and from market analysis data from UQ Solutions.

Proposed Graduate Programs
Master of Business Administration (MBA) in Business Administration (hybrid and online)
Master of Science (MS) in Cybersecurity (hybrid and online)
Master of Science (MS) in Data Analytics (hybrid and online)
Master of Science (MS) in Dietetics (hybrid and online) Master of Science (MS) in Integrative Agriculture Biosciences (hybrid and online)

Master of Public Administration (MPA) (hybrid and online)
Master of Public Health (MPH) (hybrid and online)

Proposed Undergraduate Programs
Bachelor of Fine Arts in Theatre and Dance (face-to-face)
Bachelor of Science (BS) in Animal Science (face-to-face and hybrid)
Bachelor of Science (BS) in Biotechnology (face-to-face and hybrid)
Bachelor of Science (BS) in Computer Information Systems (face-to-face and hybrid)
Bachelor of Science (BS) in Environmental Sciences (face-to-face and hybrid)
Bachelor of Science (BS) in Cybersecurity (face-to-face and hybrid)
Bachelor of Fine Arts (BFA) in Fashion Design and Merchandising (face-to-face and hybrid)
Bachelor of Science (BS) in Food and Nutrition (face-to-face and hybrid)
Bachelor of Science (BS) in Health Sciences (face-to-face and hybrid)
Bachelor of Science (BS) in Mechanical Engineering (face-to-face and hybrid)
Bachelor of Science (BS) in Public Health (face-to-face and hybrid)
Bachelor of Science (BS) in Sport Management (face-to-face and hybrid)

Certificate Programs
Undergraduate Certificate in Leadership Studies (fully online)
Undergraduate Certificate in Bioinformatics (face-to-face and hybrid)
Undergraduate Certificate in Cybersecurity (fully online and hybrid)
Post-Baccalaureate Certificate/Graduate Certificate in Geographic Information Science, Geovisualization, or Agriculture Data Science (fully online and hybrid)
Post-Baccalaureate Certificate/Graduate Certificate in Agrivoltaics (fully online and hybrid)
Post-Baccalaureate Certificate/Graduate Certificate in Agricultural Journalism, Agricultural Communications (fully online and hybrid)
Post-Baccalaureate Certificate in Criminal Justice (fully online and hybrid)
Post-Baccalaureate Certificate in Equity-Centered Leadership (fully online and hybrid)
Post-Baccalaureate Certificate /Graduate Certificate in Data Analytics (fully online and hybrid)
Graduate Certificate in Educational Administration and Supervision (fully online)

Program Discontinuances
None

Reorganization
Department of Hospitality Management will be reorganized to the College of Business from the College of Agriculture

Anticipated New Off-Campus Instructional Sites

VSU anticipates establishing off-campus instructional sites at the Roanoke Higher Education Center, Southern Virginia Higher Education Center (SVHEC), Southeast Higher Education Center, at Northern Virginia Community College.

Virginia State University offers all its current degree programs in the traditional face-to-face format, with six degree and certificate programs available entirely online. The institution recognizes the need and benefits of expanding our online education platform to offer high-demand degree programs in hybrid and fully online formats. Increasing the number of degree and certificate programs in hybrid or fully online formats facilitates flexibility and accessibility for VSU's diverse population of students. Expanding opportunities for enrollment in online degree and certificate programs continues to support

the institution by increasing overall student enrollment. Over the next six years, VSU will continue to use market analysis research to identify existing degree and certificate programs that are ideal for an online or hybrid delivery option.

Virginia State University is well-prepared to support the proposed undergraduate and graduate academic programs to contribute to the workforce needs in the Commonwealth of Virginia. According to the 2021 Report from Pew Research Center, Black and Hispanic adults are the most underrepresented in STEM careers. STEM can be a game-changer when it comes to education. The broad scope of a STEM background can be a gateway to success, particularly for those who experience oppression due to race, gender identity, and other marginalized communities. Recently, an increasing number of African Americans are studying and working in science, technology, engineering, and math (STEM) fields. Largely due to the efforts of the country's historically Black colleges and universities (HBCUs), African Americans are entering their STEM degrees better equipped to thrive in college, to graduate, and to find successful careers. VSU, one of two public HBCUs in Virginia, is well-suited to address this need in the Commonwealth and the nation. VSU has adequate faculty to grow degree programs contributing to the 3.5M STEM jobs needed by 2025. The faculty members have doctoral degrees in their discipline and years of combined teaching and research experience in various disciplines. Collectively, they have published over 1000 articles in peer-reviewed journals, served as editors or manuscript reviewers of academic journals, and made over 1500 presentations at professional conferences organized by national and international associations.

SECTION D: STRATEGIC DEEP DIVE – FINANCIAL EFFECTIVENESS & SUSTAINABILITY

AFFORDABILITY FOR STUDENTS & FAMILIES

Key question: How is your institution accounting for and improving affordability for students and families?

D1. What specific strategies/actions do you plan to take to improve affordability moving forward across your overall student body and priority subpopulations, and what is the expected impact? Please account for a broad range of factors including the full cost of attendance, net price, time to degree, debt load, etc.
The University will continue to close the funding gap for our most financially challenged students at the university. Additional funding is critical to bridge the gap for our low-income students and to help pay the cost of education and minimize the amount of student loan debt they carry. The funds will also help keep these students on track to graduate within four years. Federal programs coupled with other state and university based financial aid programs are not sufficient, thus putting affordable higher education out of reach for most of our student population. Virginia State University considers a number of factors and strategies in identifying ways to make college more affordable for our students. The list below includes a broad range of strategies to improve affordability for all VSU students. • Financial Aid awards • Scholarships (e.g., STEM; President, Provost, Virginia College Affordability Network) • Accelerated bachelor's to master's degree programs allowing academically talented undergraduate students to earn both degrees in a minimum of five years • Creating accelerated bachelor's to master's degree programs allowing academically talented undergraduate students to earn both degrees in a minimum of five years • partnering students with peer mentors to help them take appropriate steps with personal and academic goals by facilitating discussion and educating mentees on various resources and services. • developing supplemental instructional programs to support students' academic progress and progression • Academic Support Services through our ACE advise and Strategic Learning Center to facilitate appropriate advising and provide tutoring

REVENUE

Key question: How is your institution approaching pricing and revenue management? What are the implications on long-term top-line financial health?

D2. Please explain the rationale behind your full pricing (i.e. published tuition & fees, including mandatory non-E&G fees) and financial aid award strategy (i.e. net tuition revenue projections). What data informed your assessment of T&F increase feasibility (e.g., market comparisons, student capacity to pay) and estimates of discounts/ waivers/unfunded scholarships? What informed your strategy around financial aid awards, merit and need-based, particularly for various student segments by income level and academic preparation?
The University places a high priority on access and affordability and is particularly proud of its efforts to maintain one of the lowest in-state tuition and mandatory fees for public four-year institutions in the Commonwealth of Virginia. The rationale behind the full pricing and financial aid award strategy includes data related to the following: • commitment to providing education to students of varying income levels • conservative estimates of growth in expenses such as salary increases, utilities, and contractual obligations • technology investments needed to strengthen operations • analysis of expenses for reallocation • forecast of all revenue streams • student capacity to pay, 90% of VSU's students receive some form of financial aid; 65% are Pell eligible • evaluation of financial aid sources available compared to the projected enrollment • cost-sharing financial aid sources include state, federal, tuition funded, unfunded, and philanthropic • analysis of institutional financial aid in the form of tuition-funded and unfunded scholarships compared to the overall revenue needed to sustain the University's mission and vision

D3. What do you expect to be the impact of your pricing/discounting approach on enrollment numbers/mix (if any) and net tuition revenue moving forward and why?

VSU recognizes access and affordability as a major barrier to a college education and has strategically created a price structure which allows many students to attend and be successful. However, that alone isn't enough so the university engages in discounting approaches to reduce the burden even further.

The commitment to making additional student financial aid resources available so students who want the benefits of higher education can attain it comes as a cost. Our minority in-state and out-of-state student body which includes first-generation students are among the neediest. The university is deliberately taking a measured approach to analyze pricing and discounting on its impact to enrollment and net tuition revenue to ensure financial sustainability.

Our current pricing and discount approach are projected to sustain and even grow enrollment and net tuition revenue. However, factors which may impact this objective in the future include:

- Low tuition from being one of the most affordable institutions in Virginia means loss revenue opportunity
- Need for additional financial aid sources for attracting out-of-state students because of their ability to pay
- Loss of revenue associated with State legislation approved on March 27, 2023 which allows reduced rate tuition charges for certain out-of-state students

COST EFFECTIVENESS

*Key question: How has your institution maintained bottom-line financial health **and** focused investment on the levers that will drive improvements in student outcomes?*

D4. Reflect on the categories/subcategories of cost that have recently experienced the most significant increases on an absolute or per-student basis. What have been the primary drivers of those increases? Please be specific and include supporting data.

To maintain financial health, VSU has continued to reduce its budgets and find ways to improve productivity. VSU enrolls a high percentage of first-generation and low-income students who need more advising and assistance to complete their college degree. Increased enrollment and inflationary pressures have resulted in expenditure growth in the following areas:
- University funded financial aid
- Competitive salaries
- Technology
- Housing and dining services
- Mental health services
- Utility and other contractual services

D5. What specific strategies/actions do you plan to take to contain/reduce key costs and improve fiscal health going forward while improving student outcomes? What are your objectives and what have been your results to date of any already-launched initiatives? What is the expected impact and timeframe of these strategies? Include any short-term costs that would need to be incurred to implement the strategies.

Virginia State University seeks to streamline its procurement, human resources, and technology processes. The university seeks to speed up its process for procuring goods and services, hiring faculty and staff, and responding to technology requests.

The university has developed teams comprising of a cross-section of university personnel to examine each process and make recommendations. The teams meet individually each week and report their results to a larger team and the senior leadership team, including the President and Vice Presidents.
The university's goals for revamping these processes are as follows:

    A. Streamline procurement, human resources, and technology processes
    B. Speed up time to process
    C. Drive down costs
    D. Eliminate outdated and mundane processes to increase efficiency and productivity

The list below includes are some of the key process improvement accomplishments made to date.
- Revamped personnel action forms to make them easier to understand and complete.
- Streamlined the Honorarium process by eliminating the need to enter data into Eva.
- Placed Procurement Officers in departments to help move procurements along quicker and resolve issues as they arise.
- Improved the spend on the small purchase charge card by increasing the card limit.
- Utilized more cooperative procurements and reduced the number of costly RFPs.
- Developed weekly reports with metrics to benchmark and evaluate improvements made.

Continuing to streamline these areas will help Deans, Directors, and others focus on efforts critical to improving enrollment numbers and retention and graduation rates. Streamlining can also improve fiscal health by protecting revenues (i.e., mainly enrollment) and controlling administrative costs.

D6. Provide information about your institution's highest-priority E&G capital projects and requests (including new construction as well as renovations) over the six-year plan period and how they align to your enrollment trajectory, student outcomes improvement plans, or other strategic priorities. Please also reflect on your current E&G facilities utilization (especially classrooms, labs and student service areas), particularly in light of any recent trends that might impact space needs (e.g., enrollment trends, shifting learning modalities). How has square footage per student changed over time and why? What efforts have you made to reassess and further optimize the use of your existing facilities, and what has been the impact of those efforts to date? What do you intend to do in the next six years to increase utilization?

Virginia State University's capital projects were developed to best support the University's 2020-2025 Strategic Plan and initiatives to achieve the Statewide Strategic Plan Goals. VSU's highest-priority capital projects over the six-year plan period are particularly aimed at continuing the current positive enrollment trends on campus and improving the student experience to encourage retention and degree completion.

Virginia State has experienced an increase in enrollment in the last few years. In 2021, the University had an overall enrollment growth of 7%. In 2022, the University had an overall growth in enrollment of 8% and onboarded over 1300 freshmen representing the largest freshmen class at VSU in recent history.
VSU freshman classes require large general classroom spaces equipped with modern technology teaching tools to retain students and continue the trend of enrollment growth. With the demolition of the 88,000 SF Harris Hall academic building, the educational and general portfolio was reduced from an average of 228 SF/student to 209 SF/student, or a decrease of 8% in overall space utilization.

In response to our growing enrollment, VSU has deployed several strategies to improve and sustain improvement in space utilization. Current improvements include investment in classroom technology that standardizes teaching tools and providing dedicated staff for demonstrations and training so faculty can use them more effectively. This standardization of classroom technology has expanded the use of remote and hybrid teaching tools so that a more centralized scheduling system is implemented. With the implementation of the six-year capital projects presented in this plan, VSU will address instructional space quality and functionality through improved technology and by providing flexible, multi-use classrooms to sustain positive enrollment trends and future space utilization improvements.

The average age of the VSU's instructional buildings is 65 years, with only 24% of academic space being constructed or renovated in the past 10 years. The space quality in 23% of our educational and general portfolio is considered deficient or poor, with the deferred maintenance backlog in those facilities representing over 50% of their replacement value. A strategic focus of our capital plan is reducing operating costs by providing one-time funding to improve operational effectiveness by reducing this deferred maintenance backlog.

Capital Projects:

The **Demolish/Replace Daniel Gym and Demolish Harris Hall** project was approved for construction in the 2020 Appropriations Act. Funding authority in the amount of $122,000,468, excluding furnishings and loose equipment, was approved in Chapter 1 of the 2022 Appropriation Act. The new building is constructed on the site of the former 88,000 SF Harris Hall academic building, which was demolished at the beginning of the project. The new building is currently under construction, with completion expected in August 2025. To prepare the facility for occupancy for the 2025-2026 academic year, VSU requests funding for furnishings and equipment.

The previously submitted **Construct Bolt Leadership Center for Social Responsibility** project is VSU's first priority in the 2024- 2026 biennium. This new instructional building will provide an assortment of flexible multipurpose spaces and will be adequately equipped with multimedia technology for various teaching modalities. This project provides for constructing approximately 45,000 ASF/ 60,000 GSF facility to house the BOLT leadership program, the VSU Quality Enhancement Plan.

The previously submitted **Renovate Davis Hall** project building, last renovated over 25 years ago as a music building, will address the inflexibility of the current instructional and lab spaces and add technology improvements to merge media arts into the curriculum. Music faculty are being charged with moving instruction into the digital space while continuing the high-touch, high-engagement context that students expect and demand. Constructed in 1920 as the Matoaca Elementary school, Davis Hall is now the home of the Department of Music. Last renovated in 1998, this historic structure needs complete renovation and upgrades to meet programmatic needs. Current deferred maintenance and maintenance reserve allocations cannot significantly improve the quality of space, which directly

impacts overall utilization, academic success, and future enrollment in the music department. Due to age and condition issues, the University has invested over $1M in the past 12 months to ensure a successful spring 2024 accreditation visit.

The previously submitted **Renovate Virginia Hall** project will improve infrastructure deficiencies and safety issues at Virginia State University's iconic central administration building. Therefore, this project is prioritized as a high need of the University and for staff and personnel. Constructed on the historic campus in 1937, the Virginia Hall building is the primary University administrative public-facing building. It is the home of the VSU President's Office, Boardroom, senior leadership offices and staff, Human Resources, and other executive and public-facing spaces. The 1300-seat Anderson-Turner Auditorium is located on the north side of the Virginia Hall building and has hosted over 80 years of University ceremonies, events, and speakers, including Martin Luther King. This project provides for a complete renovation that will lower operating costs, address high deferred maintenance and program requirements, and make this facility safer and more suitable for occupancy.

The previously submitted **Construct Building Addition and Renovate Johnson Memorial Library** project will centralize the Technology Services staff with the existing data center while improving space efficiency and addressing maintenance reserve-type problems in the Johnson Memorial Library building.   Johnson Memorial Library is home to the staff in the University data center and technology support center. As the Technology Services staff has expanded to meet the needs of faculty staff and students, they have decentralized into three campus locations and one remote leased location. This is an inefficient use of space, a disincentive to the collaboration needed to manage the technology services organization effectively, and is frustrating to their clients. The Construct Building Addition and Renovate Johnson Memorial Library project requests funding to collocate the Technology Services staff with the existing data center in a small 30,000 SF addition. Investment in this project will support the University's academic strategic plan and mission by driving change through innovation and will provide a more effective and cost-efficient technology organization.

VSU's health, safety, and accessibility initiative for the campus is an ongoing effort. The University has made significant progress on these compliance items for its education and general facilities with prior General Fund support. The **Site Improvements to South Entrance for Code Compliance and Security** project focuses on code compliance, accessibility, and safety improvements beyond the scope of normal maintenance reserve and will not be addressed as part of other capital projects. The University has identified a high-priority improvement to the south entry into the University along the Chesterfield Avenue corridor to establish a system of accessible Educational and General facilities and connecting pathways to ensure safe and accessible service in the academic core and public service locations. This project consists of removing and replacing non-code-compliant entrances, replacing and installing sidewalks and stairs, improving vehicular traffic paths, and replacing failed retaining walls. This request includes replacing a University guard house and entrance walls, installing a restroom facility, adding a median and pull-out lane, modifying the gate system, and fencing modifications.

The **Improve Lifesafety Systems Campus wide** project will address high-priority life safety requirements in 11 Educational and General Buildings. Specific improvements to these facilities would establish a fire alarm and suppression system and emergency communications across critical academic and academic support buildings. In general, the nature of improvements that will make a significant contribution to the life and safety of the occupants include:
- Fire alarm control panels.
- Accessible pull stations.
- Smoke detection systems.
- Accessible audio-visual announcement devices.
- Building-wide systems of emergency lighting for paths of egress.
- Provision of emergency phones for immediate availability in case of any security or life safety situation.

Systems in these facilities are beyond their useful life and experience frequent fire watches and nuisance alarms due to the age and condition of the systems and the unavailability of parts.

The Construct New Student Housing project requests authorization to construct Student Residential Facilities using 100 percent non-general funding. Virginia State University has experienced an 18% increase in enrollment over the past 2 years with the demand for residential student beds rising to 3460 for the 2022-2023 academic year. The on-campus inventory of +/- 2960 beds must be improved to meet the student demand. In response, the University has leased apartment units and hotel rooms and placed students in modular housing to accommodate them for the 2022-2023 academic year.

This construction project is planned to be 2 new residence halls to accommodate 400 total students total in apartment-style housing arranged in 8, 6 4 and single suites. The project will be constructed in phases, with Phase I at approximately 60,000 GSF and the total building area after Phase 2 at approximately 125,000 gross square feet.

The Renovate Summerseat for Urban Agriculture Center project was approved for detailed planning in the 2021 Budget Bill, Chapter 552. This project is in design and is expected to be completed and reviewed by the Division of Engineering and Buildings (DEB) of the Department of General Services (DGS) by October 2023. This request is for full funding for the construction of this critical project. The Summerseat property is located at the intersection of Chesterfield Avenue and East River Road and is, therefore, a prominent gateway to the Virginia State University academic campus. It contains the circa 1860 Summerseat building which has regional significance to the historic preservation community and the Ettrick district. It is imperative that this project progress to increase the University's community presence.

Founded in 1882, Virginia State University is one of Virginia's two land-grant institutions. Integrated within the College are an Agricultural Research Station; Randolph Farm, a 417-acre research and educational facility; and Virginia Cooperative Extension. The 34,267 GSF L. Douglas Wilder building was constructed in 1997, and houses the Cooperative Extension staff, assembly areas, and demonstration spaces for the public services offered by the University's College of Agriculture. Through the Virginia Cooperative Extension service, Virginia State University brings agricultural resources to Virginia's citizens through innovative programs, youth and small farmer outreach, expert advice, and research-based solutions. The **Renovate the Wilder Cooperative Extension Building** federally funded project is a general interior renovation to replace finishes, cosmetic upgrades, minor infrastructure improvements, and interior modifications to conform to current programmatic requirements. The Wilder building has not been renovated since its construction, and its facilities are considered poor. This project will provide needed renewals and rearrangements to the floor plan to manage Cooperative Extension services more effectively.

SECTION E: BUDGET REQUESTS

E1. Provide additional information for any budget requests in Part I of your planning template that are not described elsewhere in your narrative.

Required State Match Shortfall – As a federally designated 1890 Land-Grant Institution, Virginia State University receives Federal funding to support its efforts in Research and Extension activities. A requirement to receiving these funds is a 100% match from the State. The General Funding available consist of specific amounts required for programs in addition to the required state match for formula funding. State matching requirements were sufficient for federal awards in fiscal years 2020-2021, but were short in FY 2020 (-$781,348.00), FY 2021 (-$1,250,126.00), FY 2022 (-$87,240.00), and FY2023 (-$886,599.00). State appropriations verses federal award were: FY 2020 - $5,590,340.00 vs $6,371,688.00; and FY 2021 - $5,664,866 vs $6,914,992; and FY2022 - $7,310,969.00 vs $7,398,209.00; and FY2023 - $7,310,969.00 vs $8,197,568.00. The State match was increased for State budget years 2021 ($1,461,956.00), 2022 ($1,535,05.00) to cover the shortfall.

To cover the current shortfall for the State match FY 2023 we are requesting $997,648.00 ($886,559.00 + $111,049.00 – shortfall). Based on recent increases in federal awards, the additional increases received for state match, in FY 2023 and FY 2024, will achieve a 100% match.

SECTION F: ECONOMIC DEVELOPMENT ANNUAL REPORT

F1. Provide a link to any report your institution has produced about its economic development contributions. You may also share it in the appendix or as an attachment

Report for VSU's contribution to the VSU/VT University Centers grant (submitted October 2022)

SECTION G: FREEDOM OF EXPRESSION AND INQUIRY, FREE SPEECH, ACADEMIC FREEDOM AND DIVERSITY OF THOUGHT

G1. Provide a copy of any policy or reports your institution has produced and provide information about annual training or orientation related to this topic.

Virginia State University continues its commitment to the constitutional principles of free expression and open exchange of ideas. The University believes that it demonstrates this pledge through a variety of resources, trainings and programs for our students, staff, faculty and community. After all, this University's legacy rests on the very shoulders of those committed to the precepts of the Constitution and fundamental fairness.

The University continues to maintain its Free Speech policy webpage, http://www.vsu.edu/student-life/student-activities/free-speech/index.php, with links to the University's various policies and state regulations affecting public demonstrations, free speech, and distribution of materials. Additionally, this website includes guidance on how to report incidents involving infringement upon constitutionally protected speech. The University's Student Handbook[1], the current Discrimination, Harassment, Sexual Misconduct and Retaliation Policy[2], Facilities Use Policy[3], and the Student Organization Handbook[4] aptly demonstrate this point.

[1] http://www.vsu.edu/files/docs/student-activities/student-handbook.pdf
[2] http://www.vsu.edu/files/docs/policies/1000/prohibition%20of%20workplace%20harassment%20policy.pdf
[3] http://www.vsu.edu/files/docs/policies/4000/university-facility-use-cost-recovery-policy-4200.pdf
[4] http://www.vsu.edu/files/docs/clubs-and-organizations/student-organization-handbook.pdf

The University's Office of Student Life and Engagement, which is part of the Division of Student Success and Engagement, continues to present free expression policies at the regular Trojan Induction Program (TIP), which is the University's standard orientation program for all entering freshmen. This same Division provides similar guidance at campus Town Hall meetings and Leadership Council meetings, which include the Presidents of all student-led organizations, and for the University's regular Graduate Studies Fair. The Division of Student Success and Engagement also provides Free Speech/Assembly education for members of the Student Conduct Hearing panels.

In addition to the aforementioned policies and regulations, the University's Free Speech webpage, http://www.vsu.edu/student-life/student-activities/free-speech/free-speech-faq.php, includes frequently asked questions and procedures for students, staff, faculty, and others who wish to report incidents of infringement of constitutionally protected speech. This page includes links to resources, staff contacts and the University's Free Speech Form.

SECTION H: NEW SCHOOLS, SITES, AND MERGERS

H1. Provide information on any new instructional sites, schools, or mergers supported by all types of funding that your institution is considering or planning to undertake during the six-year period.

VSU anticipates establishing off-campus instructional sites at the Roanoke Higher Education Center, Southern Virginia Higher Education Center (SVHEC), Southeast Higher Education Center, and at Northern Virginia Community College. Each off-campus instructional site will be a teaching site located geographically apart from the main campus but is not independent of VSU's main campus. Additionally, VSU and Richard Bland have partnered to jointly establish an online School of Technical and Professional Studies to meet the greater Petersburg region's and the state's market demands.

[OPTIONAL] SECTION I: RESEARCH

I1. [OPTIONAL] Highlight any strategic research priorities, programs, or key areas of investment (e.g., hiring plans, critical research agendas, interdisciplinary centers, business partnerships, commercialization efforts) and IP dissemination and commercialization priorities you intend to pursue over the next 6 years that have not already been mentioned in this narrative. What are the anticipated benefits to your faculty attraction/retention strategy, student value proposition, and the economic competitiveness of the Commonwealth?

VSU anticipates completing its Research Strategic Plan in the Fall of 2023. We expect this document to help our strategic research priorities to our internal and external audiences and provide guidance for the continued development of our faculty attraction and retention strategies. This document is also expected to lay the groundwork for the development of the infrastructure and policies to promote technology transfer and commercialization activities.

Over the next six years, VSU will continue to partner in the growth of the pharmaceutical manufacturing industry in the region. This includes investments in facilities and faculty to support student development in fields around pharmaceuticals, including biology and chemistry, as well as bolstering our ability to support workforce development in manufacturing engineering and logistics. VSU will also continue to support innovations in agriculture, including new crop varieties that are appropriate for the weather and environment of our region, as well as the development and application of new technologies, particularly in the fields of automation and remote sensing, all of which have the potential to increase agricultural output in the Commonwealth.

VSU will also continue to grow its capabilities in data science related fields, beginning with the expected addition of a Master of Science (MS) in Data Analytics within the coming year. In addition to its Knowledge Discovery and Data Mining (KDDM) Laboratory, which applies machine learning techniques to a wide array of issues from diabetic retinopathy classification to surface engineering and materials science, VSU recently founded 2 new data science related Centers on campus through external grants: the Center For Biotechnology, Genomics, and Bioinformatics (CeBiGeBi), and the Center for Social Data Analytics (CSDA). All of these laboratories and centers will continue to provide direct student training, support curriculum development, and participate in collaborations to support the economic, intellectual, and public health needs of the region and Commonwealth.

[OPTIONAL] SECTION J: COLLABORATION

J1. [OPTIONAL] Outline any existing or potential initiatives you have not already highlighted in this narrative that feature collaboration across public higher education institutions (and other state agencies as appropriate) in furthering the goals outlined in sections B-D. What is the expected impact and in what timeframe? What is the timeline for the initiative and how far along is it? What (if anything) would be required from a budget or policy perspective to facilitate the success of the initiative?

Two initiatives that **have not been highlighted in this narrative that feature collaboration across public higher education institutions**

    A. **VSU and Norfolk State University Collaboration at Northern Virginia Community College**

        Virginia State University (VSU) is collaborating with Norfolk State University (NSU) to establish an off-campus instructional site at Northern Virginia Community College. This collaboration will provide an opportunity to expand the Historically Black College or University (HBCU) presence in Northern Virginia, and provide access and opportunity to an increasing population students seeking a four-year degree.

    B. **Challenger Space I.M.P.A.C.T. Center**

        Virginia State University (VSU) is establishing a Challenger Space IMPACT (Igniting Meaningful Pathways for Agriculture and Career Transformation) Center. The center's primary purpose will be to connect preK-12 students, university-age students, educators, and business professionals with future technologies and career fields. Associating the center with space allows the university to explore future innovative technologies with higher education research and teach rigorous math and science concepts to preK-12 students using their interest in space travel.

        The center will focus on the full slate of preK-12 educational programming that will better prepare young people for college.

        Today's students are tomorrow's innovators. Challenger Center works to ignite its potential. Specifically, we engage students and teachers in dynamic, hands-on exploration and discovery opportunities that strengthen science, technology, engineering, and mathematics (STEM) knowledge, inspire students to pursue careers in these fields and provide an outlet to learn and apply essential life skills. Our vision is to build a scientifically literate public and shape our future leaders to help improve the quality of life across the globe through pragmatic teaching and the power of vision, inspiration, and innovation. Working with the College of Engineering & Technology, College of Natural and Health Sciences, College of Agriculture, College of Business, and College of Education, the programs within these five colleges continue to assist the Commonwealth and the rest of the nation in developing a diverse talent pipeline for the engineering and agricultural workforce.

        Using two academic colleges as a foundational basis, the institute will:
- increase faculty engagement with learning and research, and serve as a place to exchange ideas. Faculty, teaching assistants, and others can use the Challenger Learning Center to develop and test a new STEM curriculum with students for research purposes.
- provide a location for departments or colleges to host symposiums using the integrated media technology in the Briefing Room and Mission Control areas, guest lecturing, and community programs.
- deliver "Community Engagement Days" to all Centers for free so they may host a day for their greater community.
- promote partnerships with multi-generational STEM programming to engage grandparents in their grandkids' lives.
- meet the community's needs in nutrition, conservation, public health, agriculture, eSports, iRacing, and many other STEAgM concepts (emphasizing Agriculture- "A" as an essential element of STEM education).

Below is a line item request for funding. The detailed budget is included in Appendix A.

#	ITEM	2024-25	2025-26
A.	VSU and NSU Collaboration at Northern Virginia Community College	$000,000	$000,000
B.	Challenger Space I.M.P.A.C.T. Center	$510,344	$510,344
	Total	**$510,344**	**$510,344**

[OPTIONAL] SECTION K: STATE POLICY

K1. [OPTIONAL] Use this section to outline any state policy changes you have not already mentioned in this narrative that would enhance your ability to achieve greater success on the topics, strategies, and initiatives referenced in this narrative. What existing policies, if any, are hindering your ability to maximize outcomes and value for students? What new policies might create conditions that are more conducive to achieving those goals? What strategies or initiatives would these policy changes enable your institution to do or try that you are not yet able to do today? Please be as specific as possible.

None noted.

[OPTIONAL] SECTION L: ADDITIONAL INFORMATION

L1. [OPTIONAL] Use this final section to provide any additional context and/or supporting materials you feel should be incorporated into the six-year planning process.

None noted

Appendix A – Itemized Budget Request

A3.1 - Financial Aid Support and Tuition Assistance to Reduce the Cost of Higher Education			
A. Hero's Scholarship			
#	**Item**	**2024-25**	**2025-26**
1	Tuition and Fees Hero's Scholarship	$2,750,000	$2,750,000
	Total	**$2,750,000**	**$2,750,000**
B. Dual Enrollment Teacher Credential			
1	Tuition and Fees K-12 Educators	$780,000	$780,000
2	Program Coordinator	$75,000	$75,000
3	Faculty	$85,000	$85,000
4	Fringe Benefits	$48,000	$48,000
	Total	**$6,488,000**	**$6,488,000**
A3.2 - Together We Achieve Greater – Partnerships with the Petersburg Community			
A. Minority Small Business Launch Center			
#	**Item**	**2024-25**	**2025-26**
1	Executive Director	$10,000	$10,000
2	Administrative Support	$60,000	$60,000
3	Program Operations	$160,000	$160,000
4	Entrepreneurship Faculty (4)	$20,000	$20,000
	Total	**$250,000**	**$250,000**
B. VSU Athletics/Petersburg Sports and SOL Camp			
#	**Item**	**2024-25**	**2025-26**
1	Teacher Stipends	$4,500	$4,500
2	Meals	$53,000	$53,000
3	Equipment	$50,000	$50,000
4	Educational Supplies	$3000	$3000
5	Transportation	$14,500	$14,500
	Total	**$125,000**	**$125,000**
C. VSU Public Health Institute			
1	Workforce Development	$50,000	$50,000
2	Interventions/Education/Training	$160,000	$160,000
3	Stipends	$50,000	$50,000
4	Travel	$5,000	$5,000
5	Technology	$25,000	$25,000
	Total	**$290,000**	**$290,000**
D. VSU Pharmaceutical Pathways			
#	**Item**	**2024-25**	**2025-26**
1	Equipment	$445,000	$445,000
2	Faculty Hire	$85,000	$85,000
3	Program Operations	$50,000	$50,000
	Total	**$580,000**	**$580,000**

A3.3 - Trojan Care - Mental Health and Wellness Initiatives			
A. Trojan Health and Wellness			
#	**Item**	**2024-25**	**2025-26**
1	Counselors (7 @ 75,200)	$526,400	$526,400
2	Copays	$225,000	$225,000
3	Case Managers (4 @ 60,000)	$240,000	$240,000
4	Psychiatric Nurse Practitioner	$95,000	$95,000
5	Wellness Coordinator	$75,000	$75,000
6	Fringe Benefits	$418,104	$418,104
	Total	**$1,579,504**	**$1,579,504**
B. Trojan Mental Health Graduates			
#	**Item**	**2024-25**	**2025-26**
1	Total Tuition Cost (80 students/year, with 3% tuition escalator)	$1,027,280	$1,058,099
2	Total Stipend Cost ($16,000/yr)	$1,280,000	$1,280,000
3	Program Specialist ($45,000 salary + fringe)	$61,650	$63,500
	Total	**$2,368,930**	**$2,401,599**
A3.4 - VSU & RBC School of Technical and Professional Studies			
#	**Item**	**2024-25**	**2025-26**
1	Associate Director of Online Programs (1)	$90,000	$90,000
2	Faculty Curriculum Developers (3)	$285,000	$285,000
3	Instructional Designer (1)	$110,000	$110,000
4	IT Support Specialist (1)	$80,000	$80,000
5	Admissions support/Enrollment Counselor (1)	$70,000	$70,000
6	Fringe Benefits	$203,200	$203,200
	Total	**$838,200**	**$838,200**
A3.5 - VSU Center for Artificial Intelligence and the Institute for Digitally Enhanced Agriculture			
A. Virginia State University Center for Artificial Intelligence (AI)			
#	**Item**	**2024-25**	**2025-26**
1	Research Project Director	$140,000	$140,000
2	Administrative Support	$55,000	$55,000
3	Research Faculty (2)	$300,000	$300,000
4	Post-Doctoral Fellows (2)	$160,000	$160,000
5	Fringe Benefits	$242,350	$242,350
6	Operations Costs	$300,000	$300,000
	Total	**$1,197,350**	**$1,197,350**
B. Institute for Digitally Enhanced Agriculture at Virginia State University			
#	**Item**	**2024-25**	**2025-26**
1	Research Project Director	$150,000	$150,000
2	Administrative Support	$60,000	$60,000
3	Research Faculty (3)	$432,000	$432,000
4	Post-Doctoral Fellows (4)	$320,000	$320,000
5	Lab Tech	$75,000	$75,000

#	Item		
5	Fringe Benefits		$383,690	$383,690
6	Operations Costs		$400,000	$400,000
	Total		**$1,820,690**	**$1,820,690**

C6. Use of Existing Provided Resources

Micro Learning Hub

#	Item	2024-25	2025-26
1	Course Development and Licensing/Acquisition Fees	$200,000	$200,000
2	Occupational Insights	$50,000	$ 50,000
3	Instructional Costs	$150,000	$150,000
4	Curriculum Writer (2x)	$120,000	$120,000
5	Coordinator of Program Planning and Placements (1)	$75,000	$ 75,000
6	Coordinator of Enrollment and Reporting Services (1)	$75,000	$ 75,000
7	Student Engagement and Success Coaches (2x)	$120,000	$120,000
8	Badges and Digital Credentials	$5,000	$7,500
9	Marketing and Advertising	$50,000	$ 75,000
	Total	**$845,000**	**$845,000**

Innovative Program Portfolio Development

#	Item	2024-25	2025-26
1	Program Feasibility Studies (Onetime existing funds)	$114,500	$0
2	Occupational Insights (Onetime existing funds)	$49,500	$0
	Total	**$164,000**	**$0**

Early Career Development Online Toolkit

#	Item	2023-2024	2024-2025
1	Career Curriculum Developer/Facilitator (Recurring)	$75,000	$75,000
2	Online Career Development Toolkit for Learning Management System (28 modules for scaffold learning over four- year degree programs) (Onetime)	$200,000	$0
	Total	**$275,000**	**$75,000**

J1. Existing or potential initiatives not highlighted in the narrative (optional)

#	ITEM	2024-25	2025-26

VSU and NSU Collaboration at Northern Virginia Community College

		2024-25	2025-26
		$000,000	$000,000

Challenger Space I.M.P.A.C.T. Center

#		2024-25	2025-26
1	Director and Support Staff	$160,000.00	$160,000.00
2	Weekday Expenses/Saturday/Summer Expenses	$115,000.00	$115,000.00
3	Non-Professional Service Consultants	$20,000.00	$20,000.00
4	Non-Personnel Services	$75,200.00	$75,200.00
5	Operation Cost for Year 1 (Henrico)	$140,144.00	$140,144.00

	Total	$510,344.00	$510,344.00