

## Baseline for Progress: “The Pathways to Opportunity Plan” Measures and Related Indicators



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## SUMMARY OF BASELINE CONDITIONS (2019-2020):

[The Pathways to Opportunity Plan](#) encompasses all of higher education. Developing The Plan amidst the COVID-19 pandemic, stakeholders expressed the need to prioritize students and student success over all else; this is reflected in the five, student-focused measures. The measures track progress toward achieving The Plan's goals of equitable, affordable and transformative higher education; vision to be the best state for education; and overarching objective of 70% educational attainment by 2030.

In addition to aggregate data, to understand where the gaps exist in order to identify initiatives to help close them, SCHEV disaggregated data pertaining to the five measures for the following subgroups: race/ethnicity, income, GO Virginia regions and gender. Some data (e.g., data pertaining to English language learners and students with disabilities) do not exist or are unavailable to SCHEV. SCHEV is working to address these data limitations.

Data from the 2019-2020 academic year serve as a baseline from which to measure progress toward achieving The Plan's three goals. With the two-year time lapse of data and persistent barriers to access, affordability and success, it will take more than six years to close these gaps. But, if the Commonwealth is actively working on these goals, improvement should be evident over time. Progress will be tracked, identifying improvements as well as where work needs to continue.

The following baseline data serve to measure progress toward achieving *The Pathways to Opportunity Plan* goals. Baseline data are from the 2019-20 academic year for all undergraduate students (in-state and out-of-state) from the grand total of all reporting institutions, public and private, 2-year and 4-year. Awards include degrees and certificates but not workforce credentials. Wage data are from all undergraduate degree completers.

Aside from the overarching attainment objective, as tracked by Lumina Foundation, data are sourced from American Community Survey (ACS) data and various reports that SCHEV produces; the data are visualized via the [Progress Tracker](#) tool. Step-by-step instructions on how to use the tool are included as an appendix to this report.

- **Overarching Attainment Objective, from Lumina Foundation, 2019-20: 57.4%**  
The baseline percentage of 25- to 64-year-olds with a certificate, certification, associate degree or higher.

- **Attainment Measure, Attainment Rate from ACS, 2019-20: 50%**

The percentage of 25- to 64- year-olds with an associate degree or higher. Attainment gaps exist in every subgroup (race/ethnicity, income, region and gender). The gaps highlight the breadth and complexity of this issue.

Those with the lowest attainment within each subgroup:

- **By race/ethnicity - Black**
- **By region of origin - Southside and Southwest Virginia**
- **By income - Lower income**
- **By gender - Men**

- **Enrollment Measure, Total Fall Enrollment, 2019-20: 421,240**

Official fall headcount of public and private undergraduates. The basic data are reported on the [E2 Report](#). This measure does not consider enrollment intensity so it includes part-time and full-time enrollment.

The following undergraduate enrollment gaps exist:

- **By race/ethnicity – Black, Hawaiian Islander/Pacific Islander, Non-Resident Alien and White**
- **By region of origin – Hampton Roads and Shenandoah Valley**
- **By income – Middle income**
- **By gender – Men**

- **Award Measure, Total Degrees and Certificates Awarded, 2019-20: 89,904**

Undergraduate degrees and credentials produced each year. The basic data are reported on the [C1 Report](#). Noncredit workforce credentials are not included. Success gaps may exist when the percentage of total awards is less than the percentage of enrolled students.

Identified success gaps may include:

- **By race/ethnicity – Black, Multi-Race, Hispanic/Latinx**
- **By region of origin – Greater Richmond and Northern Virginia**
- **By income – Lower income**
- **By gender – Men**

- **Borrowing Measure, Average Annual Student Borrowing, 2019-2020: \$8,118**

Average annual debt comes from SCHEV's annual student financial aid collection and includes students that borrowed \$0 and that used federal or private loans for higher education.

Note: borrowing is a barometer of affordability which is a complex issue (E.g., not all debt is bad). Student borrowing represents the student-centric (Parent PLUS loans are excluded for undergraduates) loans for a year and represent the number of unique students borrowing and the total unduplicated headcount for the academic year (which is always higher than the fall headcount). The percentage of unduplicated student enrollment with loans, during the 2019-20 academic year is 32%.

Those groups with the largest percentage of undergraduates who are borrowing include:

- **By race/ethnicity – Black and Race/Ethnicity unknown**
  - **By region of origin – Hampton Roads**
  - **By income – Middle income**
  - **By gender – Women**
- 
- **Wages Measure, Graduates' median wages 10 years after graduation, 2008-09 graduates: \$56,492.**

Wage data are from undergraduate degree completers. Wages are those graduate's individual earnings not household earnings 10-years post-completion. Note: Wages signal financial prosperity with the recognition that other aspects of prosperity (civic, happiness, etc.) exist but data are less reliable or harder to access and measure.

Wages after graduation are based on graduate record matches with quarterly wage data reported for unemployment insurance purposes by Virginia-based employers. This constitutes 44% of graduates (2008-09) with a reportable wage. Only wage-earners with at least three quarters of employment are used in the calculations. Wages are not adjusted for inflation.

Those groups with the widest wage gaps include:

- **By race/ethnicity – Black and American Indian/Native Alaskan**
- **By region of origin – Southside and Southwest**
- **By income – Lower Income**
- **By gender – Women**

The following section details key findings from the baseline data for the 2019-20 academic year. The key findings identify the existing gaps as the first step in the work to close them over time. With the exception of the attainment data, the four other measures reference data for all undergraduate students in Virginia.

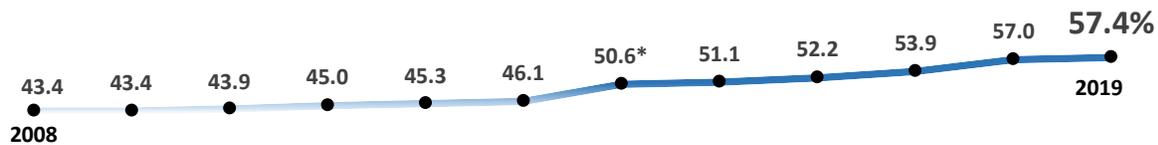
The final section of this document provides updated data for some related indicators which were included in the previous Virginia Plan for Higher Education (2014-2019).

An appendix is included for further explanation on how to use The Plan Progress Tracker along with key definitions.

## BASELINE KEY FINDINGS

### Attainment Objective

*The Pathways to Opportunity Plan* includes an overarching attainment objective as well as an attainment measure. The overarching objective of *The Pathways to Opportunity Plan* is 70% post-secondary educational attainment by 2030. The 70% overarching attainment objective includes the percentage of 25- to 64- year-olds with a postsecondary certificate, certification or higher.



\*Since 2014, workforce-relevant certificates have been included in the total of Postsecondary credentials. Since 2018, the total also has included certifications.

Source of baseline information: [Lumina Foundation Stronger Nation](#).

- **Attainment Objective, from Lumina Foundation, 2019-20: 57.4%**

The baseline percentage of 25- to 64-year-olds with a certificate, certification, associate degree or higher.

## Measures

The following charts come from SCHEV and American Community Survey (ACS) data. Each of the five measures below include aggregate baseline data and data disaggregated by race/ethnicity, income, GO Virginia regions and gender.

Baseline data come from the ACS and various reports that SCHEV produces; the data are visualized via the [Progress Tracker](#) tool. Step-by-step instructions on how to use the tool are included as an appendix to this report.

## Attainment

The Plan's attainment measure is defined as the percentage of 25- to 64- year-olds with an associate degree or higher. The target for this measure is to close gaps in attainment of selected groups. Currently, attainment is at 50% for all 25- to 64- year-olds in Virginia with an associate degree or higher. Disaggregated data reveal attainment gaps.

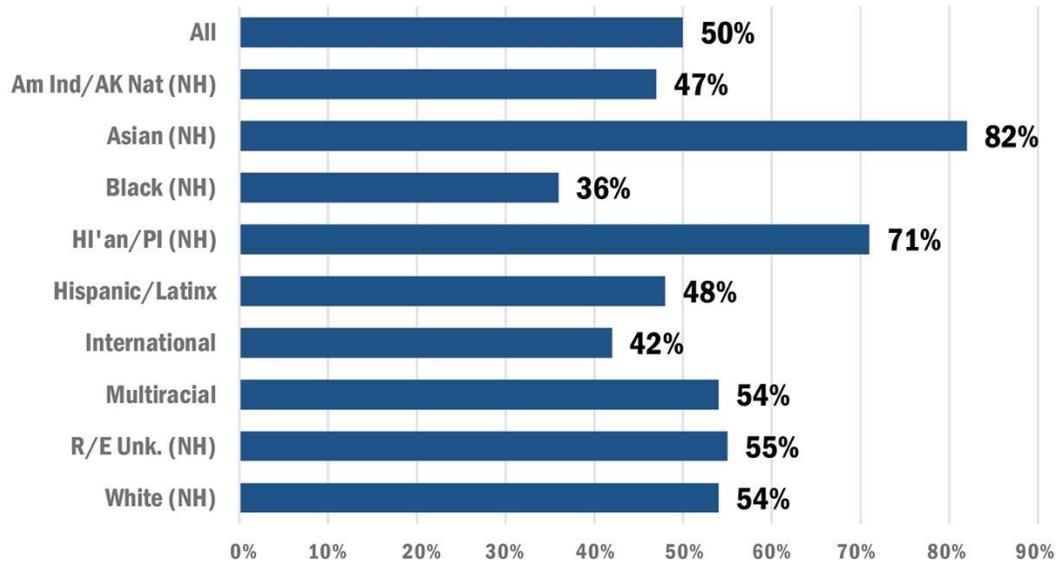
Attainment gaps exist in every subgroup (race/ethnicity, income, region and gender). The gaps highlight the breadth and complexity of this issue. Data indicate additional solutions will be needed to address specific subgroup barriers and needs.

- **Attainment Measure, Attainment Rate from ACS, 2019-20: 50%**

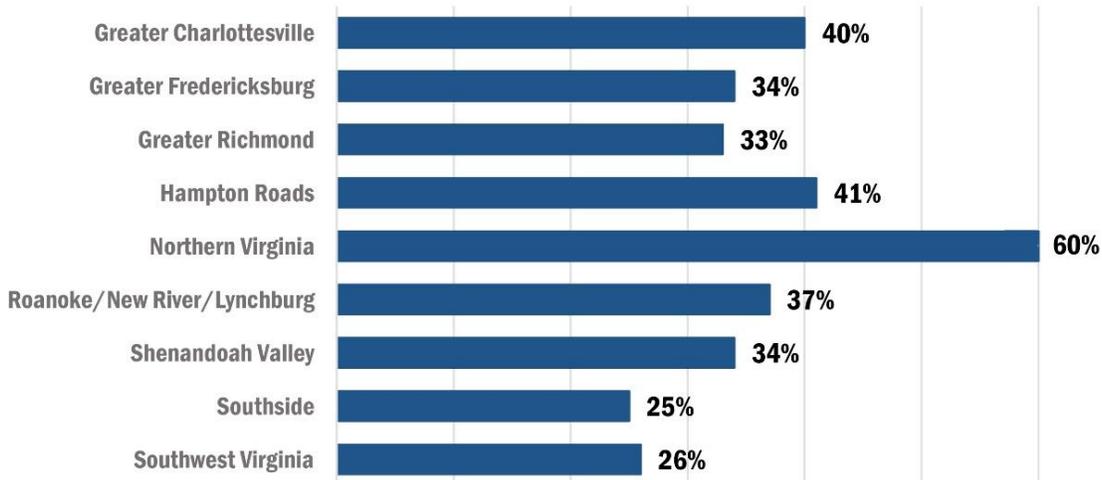
Those that have the lowest attainment within each subgroup:

- **By race/ethnicity - Black (36%)**
- **By region of origin - Southside (25%) and Southwest Virginia (26%)**
- **By income - Lower income (25%)**
- **By gender - Men (46%)**

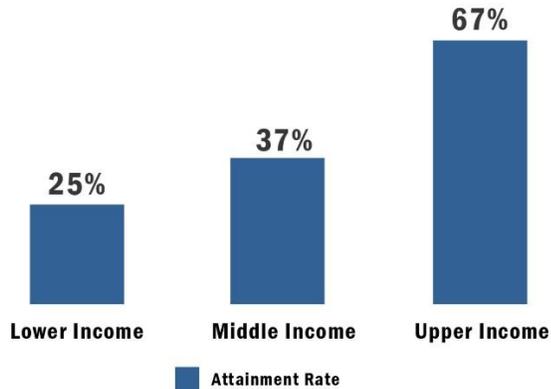
### Attainment by Race/Ethnicity



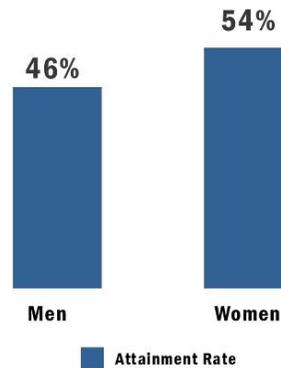
### Attainment by Region of Origin



### Attainment by Income Level



### Attainment by Gender



## Enrollment

The Plan’s enrollment measure is defined as the official fall headcount of public and private undergraduates. The basic data are reported on the [E2 Report](#). This measure does not consider enrollment intensity so it includes part-time and full-time enrollment.

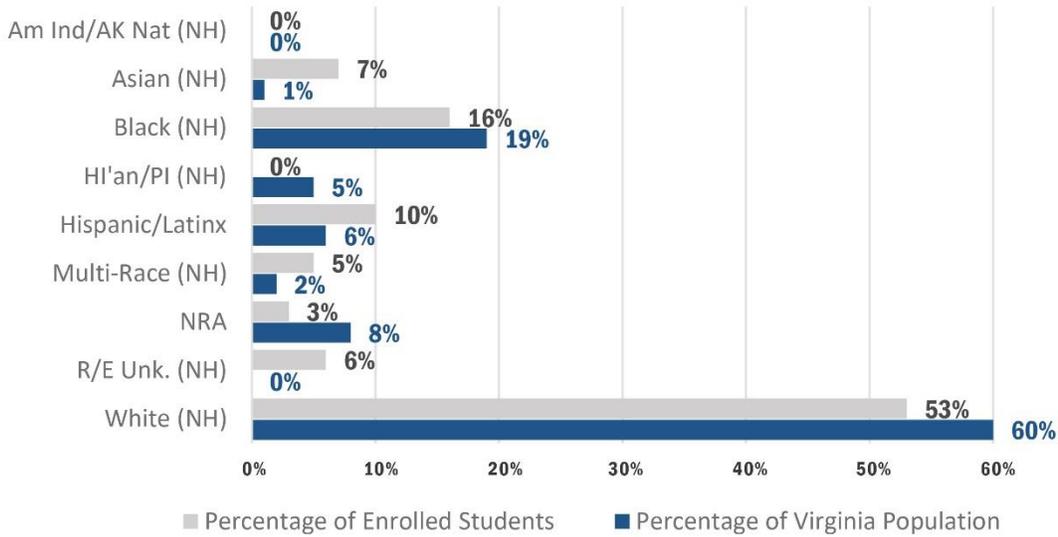
The target is to close enrollment gaps of selected groups to reflect the population; in visual terms of the below charts, the gray bars should be at least as long as the blue bars.

- **Enrollment Measure, Total Fall Enrollment, 2019-20: 421,240**  
Official fall headcount of public and private undergraduates.

The following undergraduate enrollment gaps exist:

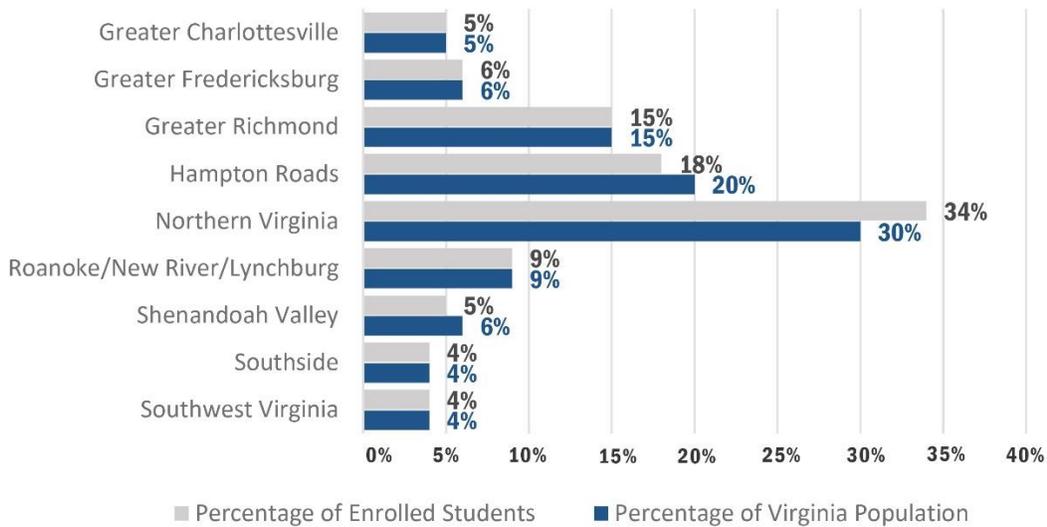
- **By race/ethnicity – Black, Hawaiian Islander/Pacific Islander, Non-Resident Alien and White**
- **By region of origin – Hampton Roads and Shenandoah Valley**
- **By income – Middle income. Upper income has not been included as a gap with the assumption that a portion of those in unknown income levels are actually upper income. Students are classified with unknown income if they did not complete a FAFSA. This could be due to a lack of need for financial aid, students who are undocumented or those who exclusively pursue private loans or alternate ways of financing higher education costs.**
- **By gender – Men**

### Enrollment by Race/Ethnicity

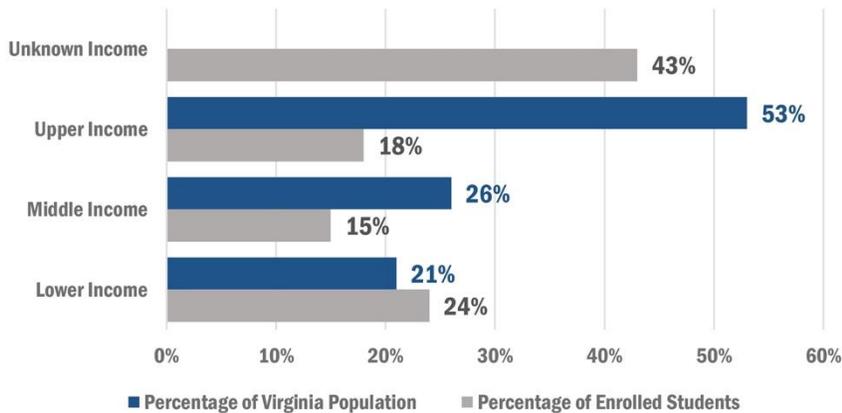


Note: Total undergraduate enrollment for American Indian/Alaska natives in Virginia is 1,142; Native Hawaiian/other Pacific Islander is 771. Total population of American Indian/Alaska Natives is 7,604. Total population Unknown/non-Hispanic is 6,504.

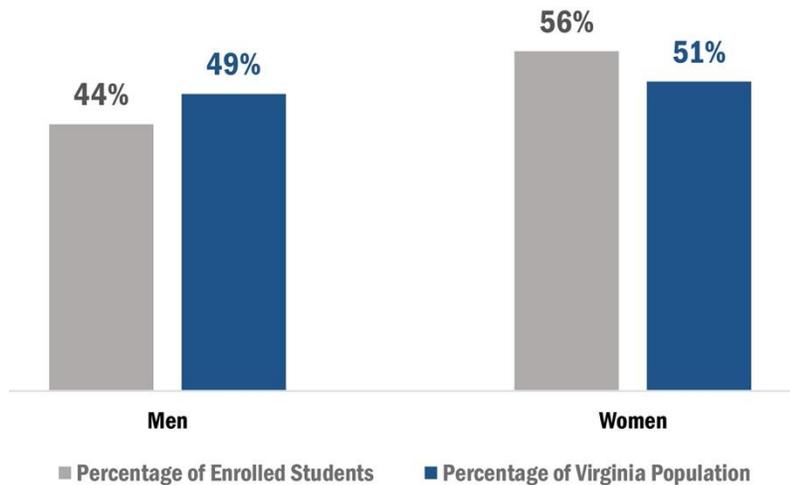
### Enrollment by Region of Origin



### Enrollment by Income Level



### Enrollment by Gender



### Awards

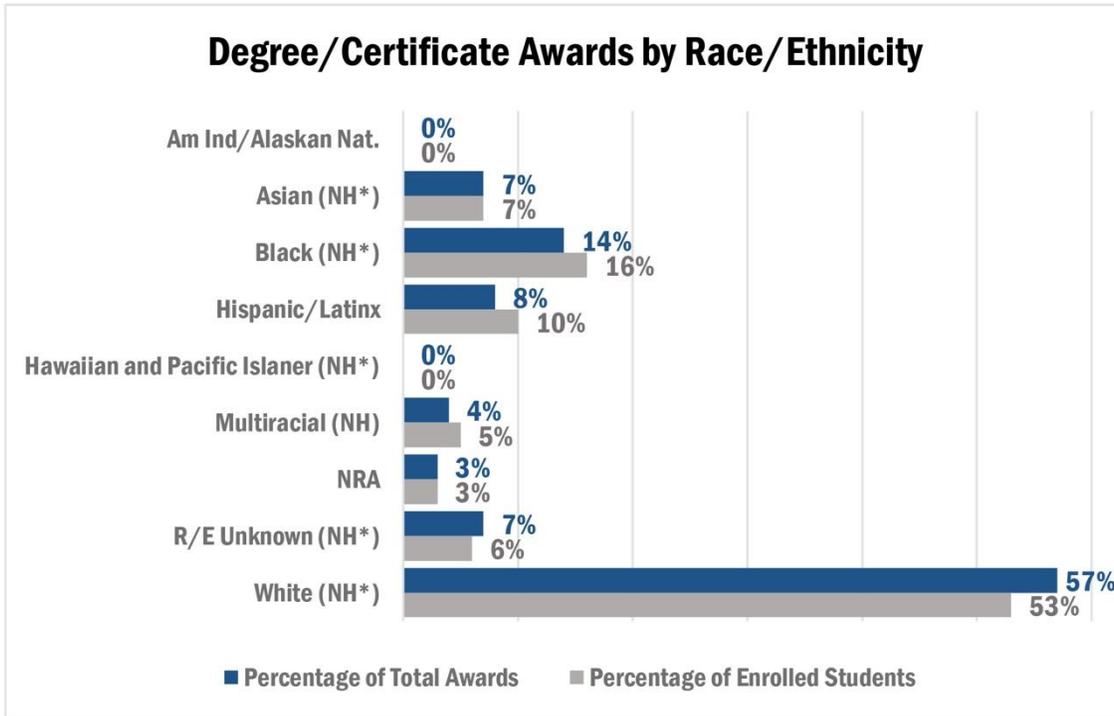
The Plan’s awards measure is defined as the undergraduate degrees and credentials produced each year. The [C1 Report](#) includes the basic data. The target is to close award gaps of selected groups to reflect enrollment.

In visual terms of the below charts, the blue bars should be at least as long as the gray bars. Success gaps may exist when the percentage of total awards is less than the percentage of enrolled students; e.g., when the blue bars are shorter than the gray bars.

- **Award Measure, Total Degrees and Certificates Awarded, 2019-20: 89,904**  
Undergraduate degrees and credentials produced each year. Noncredit workforce credentials are not included.

Identified success gaps may include:

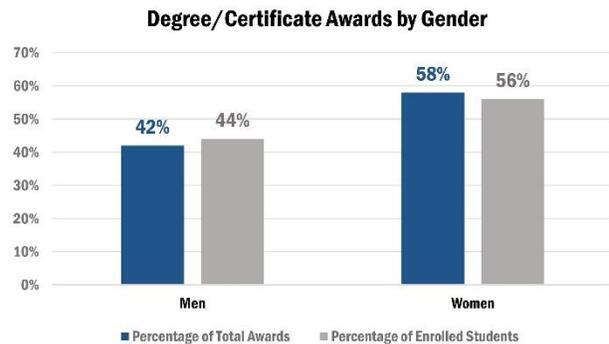
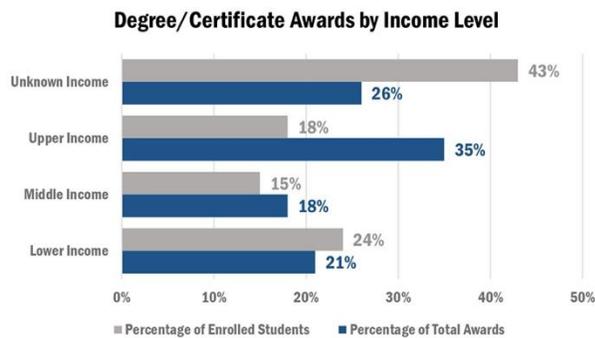
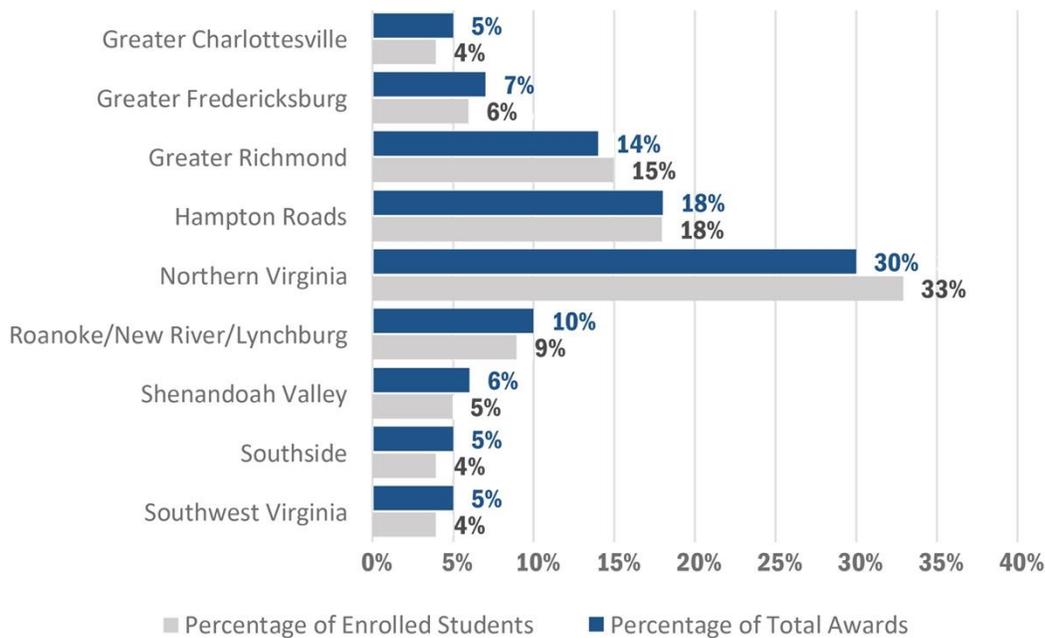
- **By race/ethnicity – Black, Multi-Race, Hispanic/Latinx**
- **By region of origin – Greater Richmond and Northern Virginia**
- **By income – Lower income**
- **By gender – Men**



Note: Total undergraduate awards for American Indian/Alaska natives in Virginia is 228; Native Hawaiian/other Pacific Islander is 163.

(NH\*) = Non-Hispanic

### Degree/Certificate Awards by Region of Origin



### Borrowing

The Plan’s borrowing measure is defined as the average debt of graduates. Average annual debt comes from SCHEV’s annual student financial aid collection and includes students that borrowed \$0 and that used federal or private loans for higher education.

Note: borrowing is a barometer of affordability which is a complex issue (E.g., not all debt is bad). The target is to close gaps in borrowing of selected groups.

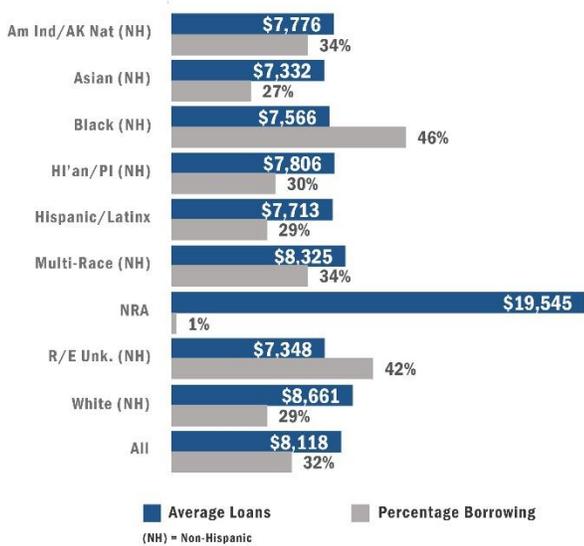
- **Borrowing Measure, Average Annual Student Borrowing, 2019-2020: \$8,118**

Student borrowing represents the student-centric (Parent PLUS loans are excluded for undergraduates) loans for a year and represents the number of unique students borrowing and the total unduplicated headcount for the academic year (which is always higher than the fall headcount). The percentage of unduplicated student enrollment with loans, during the 2019-20 academic year is 32%.

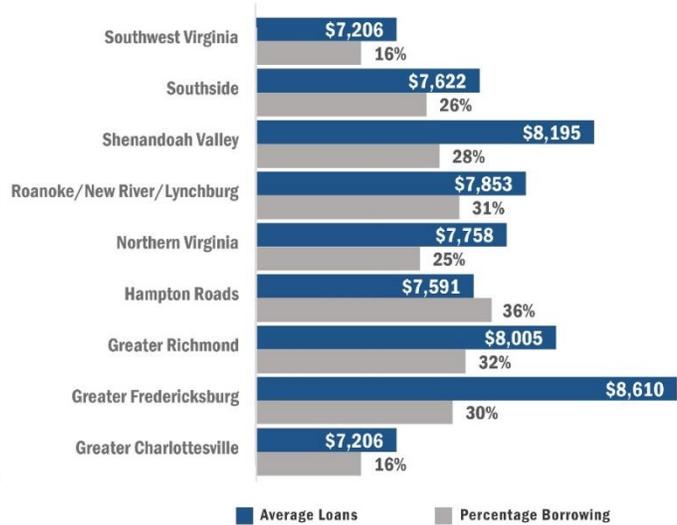
Those groups with the largest percentage of undergraduates who are borrowing include:

- **By race/ethnicity – Black (46%) and Race/Ethnicity unknown (42%)**
- **By region of origin – Hampton Roads (36%)**
- **By income – Middle income (67%)**
- **By gender – Women (34%)**

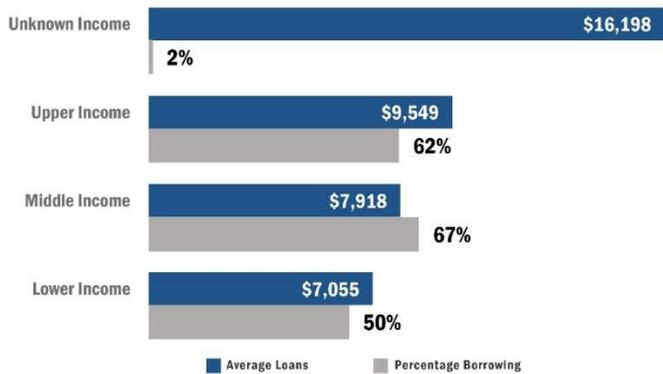
**Student Borrowing by Race/Ethnicity**



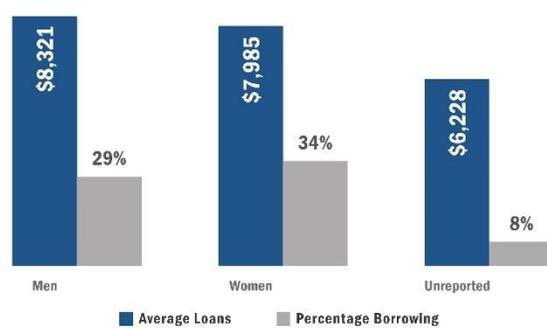
**Student Borrowing by Region of Origin**



**Student Borrowing by Income Level**



**Student Borrowing by Gender**



Data for the above charts include students borrowing for associate and bachelor's degrees. It is worth noting that four-year bachelor's degree borrowing rates are even higher. The largest percentage of four-year bachelor's degree loan borrowers are: Black (71%), American Indian (56%), Southside (71%), Southwest (61%), Lower income (73%), Middle income (75%) and Women (53%).

## **Wages**

The Plan's wages measure is defined as graduates' wages 10 years after graduation. The target is to close gaps in earnings of selected groups. Basic data are reported on the [EOM 18 report](#).

Wages are the individual earnings of graduates, not household earnings, 10-years post completion. While wages signal prosperity in a financial sense, other aspects of prosperity (civic engagement, happiness, etc.) also exist; however, such data are less reliable or are more difficult to access and measure.

Even though wide gaps in wages are not "levers" that higher education can control in terms of long-term outcomes, such gaps are worthy of attention because they persist within each subgroup. These gaps signal that some groups are not experiencing the same social mobility benefits of higher education as other groups.

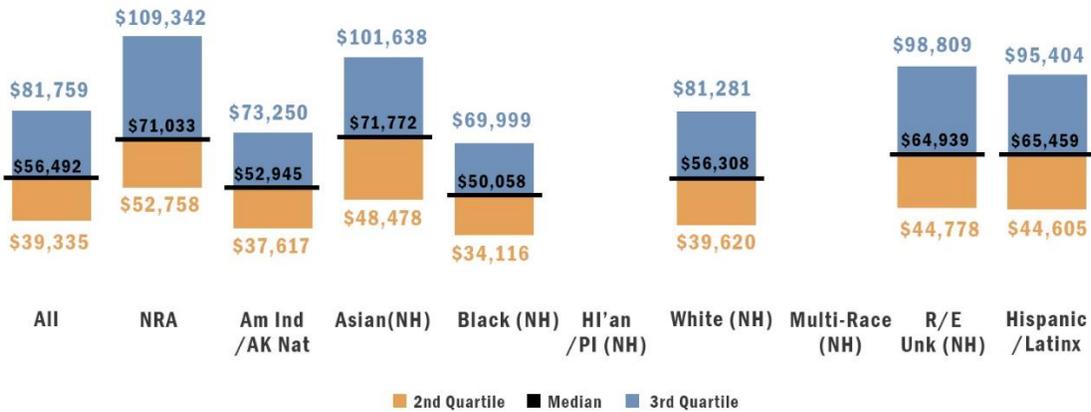
- **Wages Measure, Graduates' median wages 10 years after graduation, 2008-09 graduates: \$56,492.**

Wages after graduation are based on graduate record matches of degree completers with quarterly wage data reported for unemployment insurance purposes by Virginia-based employers. This constitutes 44% of graduates (2008-09) with a reportable wage. Only wage-earners with at least three quarters of employment are used in the calculations. Wages are not adjusted for inflation.

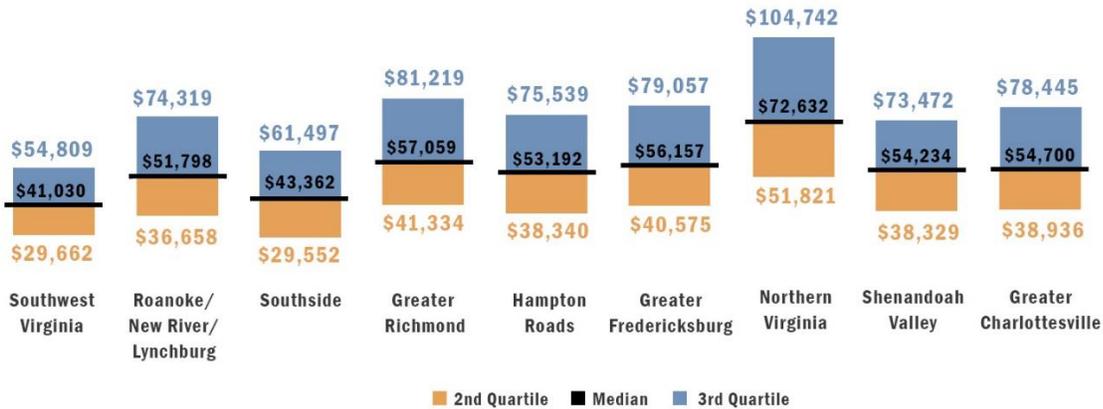
Those groups with the widest wage gaps include:

- **By race/ethnicity – Black and American Indian/Native Alaskan**
- **By region of origin – Southwest and Southside. There appears to be a strong connection between region of origin and earnings.**
- **By income – Lower income**
- **By gender – Women**

### Graduate Wage Outcomes by Race/Ethnicity, 10 years Post-completion



### Graduate Wage Outcomes by Region of Origin, 10 years Post-completion



### Graduate Wage Outcomes by Income Level, 10 years Post-completion



### Graduate Wage Outcomes by Gender, 10 years Post-completion



Data for the above charts include students borrowing for associate and bachelor’s degrees. It is worth noting that variations in median wages within race/ethnicity, income and gender subgroups were wider for graduates with four-year bachelor’s degrees.

## RELATED INDICATORS

Additional metrics offer a wider perspective on progress toward equitable, affordable and transformative higher education. SCHEV refers to these additional metrics as related indicators. Most of these related indicators are carry-overs from the prior Virginia Plan for Higher Education (2014-2020). SCHEV monitors these related indicators to track progress in support of the Pathways to Opportunity Plan goal achievement.

The following section includes data for the related indicators for *The Pathways to Opportunity Plan* baseline reporting period, 2019 to 2020.

### Equitable Higher Education Related Indicator

#### Attainment Objective: A State Comparison

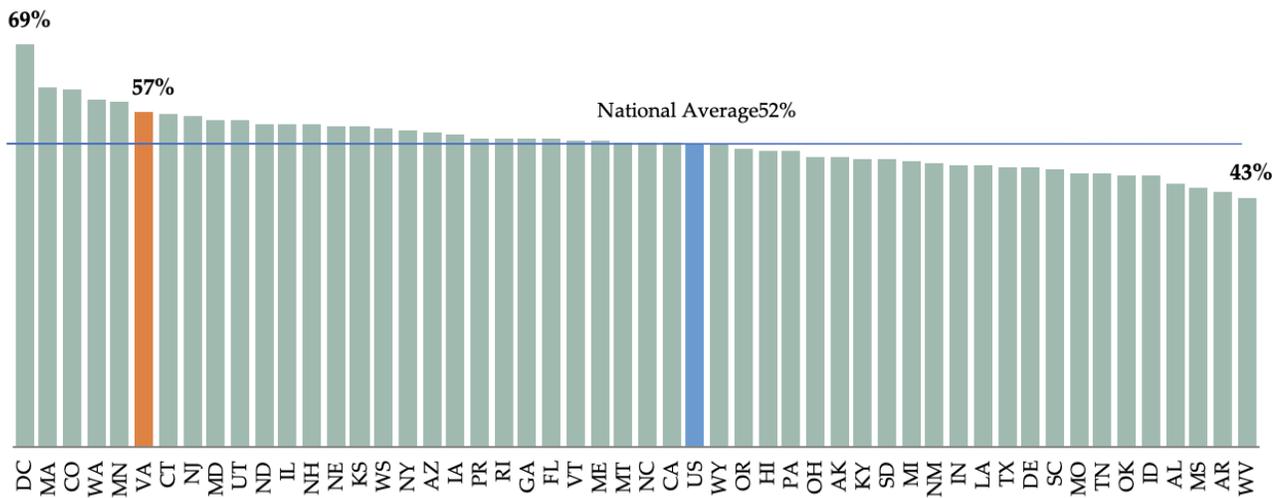
Attainment data for the below table come from Lumina Foundation’s Stronger Nation and include the percentage of 25- to 64-year-olds with a postsecondary certificate, certification or higher.

The overarching objective of *The Pathways to Opportunity Plan* is 70% post-secondary educational attainment by 2030. Most recent data, for 2019, indicate Virginia ranks 5th in the

top 10 states and above the national average attainment of 52%. Virginia’s attainment increased slightly from 57% to 57.4% from 2018 to 2019. For visual representation purposes, the below chart rounds to the nearest whole percentage.

**Virginia’s National Education Attainment Ranking, 2019**

(25- to 64-year-olds with a postsecondary certificate, certification or higher)



Source: <http://strongernation.luminafoundation.org/report/2019/#nation>

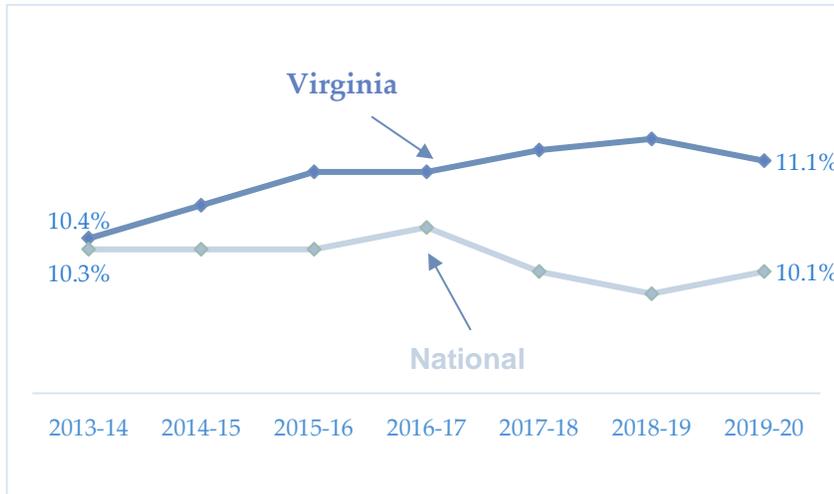
**Affordable Higher Education Related Indicators**

The following charts come from SCHEV staff analysis of tuition and fee data, net of Pell grants. Tuition and fee data include in-state undergraduate students at Virginia’s 4-year public institutions.

The target, carried forward from the 2014-2019 Virginia Plan, is to keep undergraduate net tuition and fees as a percentage of family income lower than the national average and less than 10% of low- and middle-income students’ incomes.

## Tuition and Fees as a Percentage of Family Income

### *Undergraduate Tuition and Fees as a Percentage of Family Income Compared to the Nation*

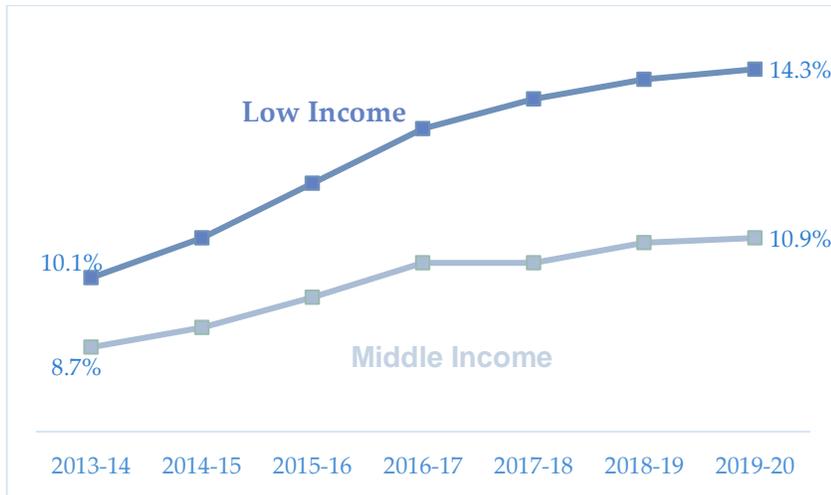


Source: SCHEV staff analysis

Keeping undergraduate tuition and fees affordable for all families provides greater access to higher education. Comparing Virginia to the national average allows the Commonwealth to track how tuition and fees may impact potential students and families.

In 2019-20, Virginia's percentage of family income for in-state undergraduate tuition and fees was 11.1% compared to the national average of 10.1%. While the gap between Virginia and the national average became smaller in 2019-20, Virginia trends in the wrong direction. Over the past seven years, the increase in tuition and fees in Virginia continues to be higher than the national average, creating a greater impact on low- and middle-income students and families.

**Undergraduate Tuition and Fees as a Percentage of Low- and Middle-income Students in Virginia**



Source: SCHEV staff analysis

Since 2013-14, tuition and fees as a percentage of family income increased by 4.2 percentage points for low-income students and by 2.2 percentage points for middle-income students. This amount of state investment in public higher education and rising costs in non-education-related fees at institutions impact the increase and result in higher tuition and fees. The chart shows trends away from the target of 10% or lower for both low- and middle-income Virginia students.

**Transformative Higher Education Related Indicators**

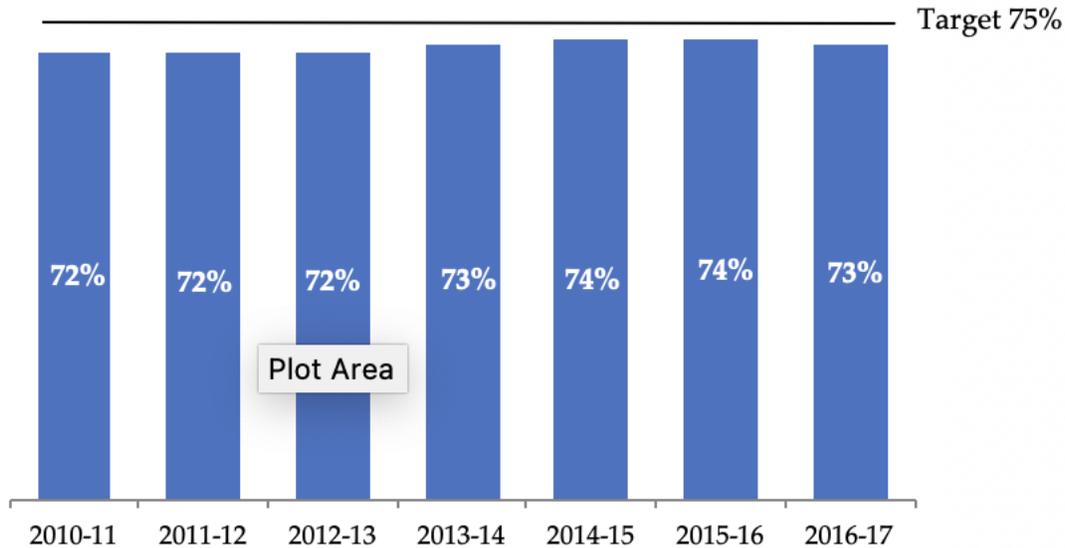
**Graduates Earning Sustainable Wages After Three Years.**

While attaining a credential has been shown to improve an individual’s earnings over his/her lifetime, an important aspect of higher education is to ensure that graduates earn sustainable wages. A sustainable wage is defined as earnings at or above 200% of the federal poverty level. In 2019, for a single-member household, this is at or above \$24,980 per year.

The target (2014-2019 Virginia Plan carry-over) is to ensure that 75% of graduates of associate and bachelor’s degree programs earn sustainable wages three years after graduation. Approximately 73% of graduates with associates and bachelor’s degrees from 2016-17 earned sustainable wages in 2019-20 (three years after graduation). This represents a one percent

decrease from the previous three-year post-graduate wage rates but still close to the 75% target.

**Graduates Earning Sustainable Wages Three Years After Graduation**



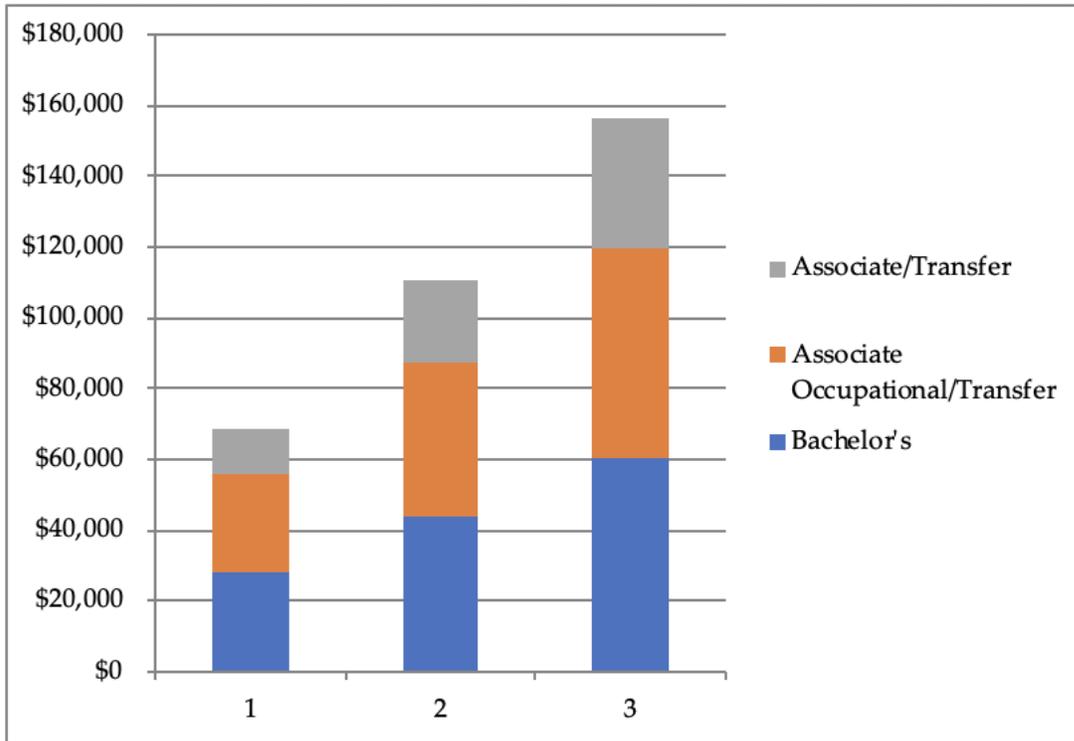
Source: <https://research.schev.edu/eom/strategicplan5.asp>

**Graduates’ Wages After Three Years by Degree Type**

Wage outcomes vary by degree level and major. Associate-transfer degrees tend to have low wages in the five years following completion with the gap closing at 10-years post completion relative to Associate-occupational and technical degrees.

More than 75% of Associate and Bachelor degree completers from all Virginia institutions have earnings greater than the sustainable wage target within four years after graduation. For SCHEV’s purposes, a sustainable wage is at or above 200% of the federal poverty level.

**Graduates' Median Wages Three Years After Graduation by Degree Type**  
(Graduation in 2016-17)



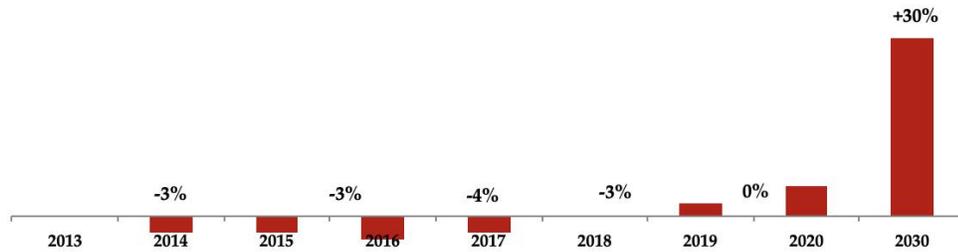
Source: [http://research.schev.edu/EOM/EOM18\\_Report.asp](http://research.schev.edu/EOM/EOM18_Report.asp)

**Virginia's Research Expenditures as a Percentage of National Totals**

Virginia increased its research expenditures in 2019 and 2020, per the National Science Foundation's (NSF) most recent (December 27, 2021) HERD survey data (Table 68). Virginia made some progress toward increasing its proportion of national expenditures during the same time period. Currently, Virginia's research investments comprise 2.23% of national expenditures, up from SCHEV's first year of tracking this indicator in 2013.

The target of this related indicator articulated in the prior Virginia Plan for Higher Education (2014-2019) is to increase this share to 2.75% by 2030.

**Increase in Virginia's Research Expenditures as a Percentage of National Totals**



Virginia research expenditures	\$1.42 Billion	\$1.38 Billion	\$1.41 Billion	\$1.46 Billion	\$1.55 Billion	\$1.68 Billion	\$1.93 Billion	
% Share national expenditures	2.12%	2.06%	2.06%	2.04%	2.06%	2.12%	2.23%	2.75%
Increase in % Share (from baseline 2013)	Baseline	-3%	-3%	-4%	-3%	2%	5%	30% (Target)

Source: National Science Foundation report on expenditures on research as report by institutions for all funding sources (federal, state, private). <https://nces.nsf.gov/pubs/nsf21314> (2019) and <https://nces.nsf.gov/pubs/nsf22311> (2020) - Table 68

In recent years, Virginia and Washington have swapped the 13<sup>th</sup> position; this year, Virginia is almost \$100M ahead of Washington. Virginia's reported total is \$1,921,215,000 -- or 2.23% -- of the national total of \$86,296,178,000. Despite this increase, Virginia trails Ohio, in 12<sup>th</sup> position, by almost \$600M and Illinois (ranked 10<sup>th</sup>) by almost \$841M based on FY2020 NSF Herd Survey data from Table 68.

## APPENDIX: HOW TO USE THE PLAN PROGRESS TRACKER

**Step 1:** For aggregate baseline data, on the [Progress Tracker landing page](#), select the tab “Baseline Data and Sources.” The tab provides a list of the aggregate baseline data by objective or measure and definitions for each.

**Step 2:** For disaggregated data by subgroup, using the [Progress Tracker landing page](#), select one of the first five tabs on the landing page. Then select from the drop-down menus for one or more desired data filters: By Virginia/or region; by institution type (grand total, 2-year, 4-year, public or private); program of study; race/ethnicity and gender. Click the “update” button. The data for each of the five measures (blue tabs across the page and toward the top) will be filtered based on your selections.

**Step 3:** Click the blue button to select the measure (attainment, enrollment, awards, borrowing or wages) of interest. Each of the five measures display four charts that disaggregate the data by the following subgroups: Race/ethnicity, region of origin, income and gender.

**Step 4:** For exact numbers (not percentages listed) hover over each bar in a chart for the total numbers.

- E.g., enrollment by race/ethnicity, 1,142 American Indian/Alaska Native (NH) students are enrolled at undergraduate institutions.
- E.g., for borrowing, hovering over a purple bar (percentage borrowing) will display more details including: total enrollment, total borrowing, total amount borrowing and percent borrowing.

**Step 5:** If you want to download one or more charts, hover on the top right part of one of the bar graphs to see “get image”. Click on “get image” to download and save the file accordingly.

**Step 6:** If you want to export the data pertaining to various charts scroll to the bottom of the page for each measure and click on “export data.” Follow prompts. “Exported data will include data for all five measures.

## Targets and Desired Outcomes

### Measures to Assess Goal Fulfillment

Goals	Measure	Definition	Target	Desired Outcome
<b>Goal 1 - Equitable: Close access and completion gaps.</b>	<b>Attainment</b>	Percent of 25- to 64-year-olds with an associate degree or higher.*	Close gaps in attainment of selected groups.	Improved attainment for all.
	<b>Enrollment</b>	Fall headcount of public and private undergraduates.	Close enrollment gaps of selected groups to reflect the population.	Improved access for all.
<b>Goal 2 - Affordable: Lower costs to students.</b>	<b>Awards</b>	Undergraduate degrees and credentials produced each year.	Close award gaps of selected groups to reflect enrollment.	Improved success for all students.
	<b>Borrowing</b>	Average debt of graduates.	Close gaps in borrowing of selected groups.	Improved affordability for all students.
<b>Goal 3 - Transformative: Expand prosperity.</b>	<b>Wages</b>	Graduates' wages 10 years after graduation.	Close gaps in earnings of selected groups.	Improved prosperity for all graduates.

\*Note: The Plan includes an overarching attainment objective as well as an attainment measure (above). The 70% attainment objective includes the percentage of 25- to 64- year-olds with a postsecondary certificate, certification or higher. The attainment measure includes the percentage of 25- to 64- year-olds with an associate degree or higher.

In the above chart, closing gaps means targeting resources based on identified needs and circumstances and eliminating barriers that limit opportunities and success. The desired effect of closing gaps is to improve outcomes for all.

## Key Definitions

### Measures

Population and attainment estimates are sourced from American Community Survey (ACS) data. Enrollment, awards, borrowing and wages are SCHEV data.

Most recent data - data on the dashboard from 2019-2020 academic year.

- **Attainment:** Percent of 25 to 64-year-olds with an associate degree or higher.
- **Enrollment:** Fall headcount of public and private undergraduates. This measure does not consider enrollment intensity so it includes part-time and full-time enrollment.
- **Awards:** Undergraduate degrees and credentials produced each year.
- **Borrowing:** Average debt of students comes from SCHEV's annual student financial aid collection. Note: Borrowing is a barometer of affordability which is a complex issue. (E.g., not all debt is bad). Average borrowing is shown on an annual basis and includes students that borrowed \$0 and that used federal or private loans for higher education.
- **Wages:** Graduates' wages 10-years after graduation. Note: Wages are those graduate's individual earnings not household earnings 10-years post completion. Wages signal financial prosperity with the recognition that other aspects of prosperity (civic, happiness, etc.) exist but data is less reliable or harder to access and measure.

### **Race/Ethnicity**

SCHEV has its own taxonomy of race/ethnicity which incorporates American Community Survey (ACS) data and converts into SCHEV's own categories. SCHEV uses three different variables in ACS: Citizenship, race and ethnicity, to create a single field that aligns with SCHEV's taxonomy.

SCHEV collects 10 binary categories of Race and Ethnicity in full compliance with guidance from the U.S. Department of Education (USED), the U.S. Office of Management and Budget (OMB) and U.S. Census. For reporting purposes, SCHEV collapses this list down to nine categories, also in compliance with OMB standards.

For OMB standards, Non-resident alien (NRA) and Hispanic/Latinx categories precede other categories of race. For example, someone who is a Non-resident alien and also Hispanic would be classified as a Non-resident alien. Someone who is Hispanic and Black would be classified as Hispanic.

- **Non-resident alien (NRA) – Not a citizen**
- **Hispanic/Latinx**
- **American Indian/Alaskan Native Non-Hispanic (NH)**
- **Asian Native Non-Hispanic (NH)**
- **Black or African American Native Non-Hispanic (NH)**

- **Native Hawaiian or Other Pacific Islander Native Non-Hispanic (NH) – Other Asian in ACS**
- **Multi-race Native Non-Hispanic – Two major races or three or more major races in ACS**
- **Unknown/Unreported Native Non-Hispanic (NH) – Other race in ACS**
- **White Native Non-Hispanic (NH)**

### **Region of Origin**

Region of origin is defined as: The corresponding GO Virginia region that includes the locality where the student is [domiciled](#).

Regions are defined based on the Growth and Opportunity (GO) Virginia nine regional footprints

- **Greater Charlottesville:** GO Virginia Region 9 includes the city of Charlottesville and the counties of Albemarle, Culpeper, Fauquier, Fluvanna, Greene, Louisa, Madison, Nelson, Orange and Rappahannock.
- **Greater Fredericksburg:** GO Virginia Region 6 encompasses the city of Fredericksburg and the counties of Caroline, Essex, Gloucester, King and Queen, King George, King William, Lancaster, Mathews, Middlesex, Northumberland, Richmond, Spotsylvania, Stafford and Westmoreland.
- **Greater Richmond:** GO Virginia Region 4 consists of the cities of Colonial Heights, Emporia, Hopewell, Petersburg and Richmond; and the counties of Charles City, Chesterfield, Dinwiddie, Goochland, Greensville, Hanover, Henrico, New Kent, Powhatan, Prince George, Surry and Sussex.
- **Hampton Roads:** GO Virginia Region 5 includes the cities of Chesapeake, Franklin, Hampton, Newport News, Norfolk, Poquoson, Portsmouth, Suffolk, Virginia Beach and Williamsburg; and the counties of Accomack, Isle of Wight, James City, Northampton, Southampton and York.
- **Northern Virginia:** GO Virginia Region 7 consists of the cities of Alexandria, Fairfax, Falls Church, Manassas and Manassas Park; and the counties of Arlington, Fairfax, Loudoun and Prince William.
- **Roanoke/New River/Lynchburg:** GO Virginia Region 2 consists of the cities of Covington, Lynchburg, Radford, Roanoke and Salem; and the counties of Alleghany, Amherst, Appomattox, Bedford, Botetourt, Campbell, Craig, Floyd, Franklin, Giles, Montgomery, Pulaski and Roanoke.

- **Shenandoah Valley:** GO Virginia Region 8 includes the cities of Buena Vista, Harrisonburg, Lexington, Staunton, Waynesboro and Winchester; and the counties of August, Bath, Clarke, Frederick, Highland, Page, Rockbridge, Rockingham, Shenandoah and Warren.
- **Southside:** GO Virginia Region 3 encompasses the cities of Danville and Martinsville; and the counties of Amelia, Brunswick, Buckingham, Charlotte, Cumberland, Halifax, Henry, Lunenburg, Mecklenburg, Nottoway, Patrick, Pittsylvania and Prince Edward.
- **Southwest Virginia:** GO Virginia Region 1 includes the cities of Bristol, Galax, and Norton; and counties of Bland, Buchanan, Carroll, Dickenson, Grayson, Lee, Russell, Scott, Smyth, Tazewell, Washington, Wise and Wythe.

### **Income**

FAFSA completion data are used to determine a student's income while enrolled. Income reflects the student's family income.

- **Lower income:** Family income 200% or less of federal poverty level (FPL)
- **Middle income:** Income is 201% - 400% FPL
- **Upper Income:** Income is 401% or above FPL
- **Unknown Income:** Those students that did not complete a FAFSA which could be due to a lack of need for financial aid, students who are undocumented or those that pursue private loans.

