**2023 SIX-YEAR PLAN NARRATIVE (Part II)**

**INSTITUTION:**  **Longwood 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 as concise as possible 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?***

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| **A1. What is your institutional mission? Please share any plans you have to change your mission over the six-year period.** |
| “Longwood University is an institution of higher learning dedicated to the development of citizen leaders who are prepared to make positive contributions to the common good of society. Building upon its strong foundation in the liberal arts and sciences, the University provides an environment in which exceptional teaching fosters student learning, scholarship, and achievement. As the only four-year public institution in south central Virginia, Longwood University serves as a catalyst for regional prosperity and advancement.”  This mission statement was first approved by the Board of Visitors in 1997. It has been reviewed and reaffirmed by the Board several times since, including recently this summer, and it continues to serve us well. We do not anticipate changing it. |

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| **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?** |
| **Strengths**:     1. **A workhorse producer of graduates in high-growth, high-need fields – especially education, health, counseling, business and public service.** That’s been true historically and that has accelerated. Longwood’s share of students graduating from programs aligned to high-growth occupations has increased from 28 percent in 2016 to 50 percent in 2022. Longwood’s nursing program has grown steadily and is the #1 ranked program in Virginia with a 98-percent licensure pass rate   (see Appendix I or <http://www.longwood.edu/news/2023/longwood-nursing-licensure-test-results/> ).  Longwood is an essential supplier of high-skill labor for health and education across the Commonwealth and in our region, which is especially important given that we are the only 4-year public institution serving Southern Virginia. Longwood is the largest individual employer in our immediate region by a substantial margin, and an indispensable provider of much-needed graduates, especially in education, business and health care, in a portion of the Commonwealth with a poverty rate three times the state average, and college attainment significantly below other areas of the state (see map in Chart 1 of **Educational Attainment by Virginia Locality, Appendix II and at** [**https://www.schev.edu/Home/Components/News/News/285/200**](https://www.schev.edu/Home/Components/News/News/285/200)**.**   1. **Educating Virginians for Virginia**. As of Fall 2022, 92 percent of Longwood undergraduates hail from Virginia, second highest among all Virginia public institutions. Meanwhile, 82 percent of Longwood undergraduates remain in Virginia after school, compared to 70 percent statewide. Additionally, 25 percent of out-of-state students remain in Virginia, compared to the 20 percent statewide. 2. **Enrolling AND graduating low-income/first-generation students**. With its commitment to teaching, Longwood does exceptionally well with students at risk.    1. About 27 percent of Longwood’s student body is Pell-eligible; that percentage has grown significantly over the past decade, and is on track to be up notably this coming year. With the help of additional state resources that helped increase awards to our Pell population, our incoming Fall 2023 Freshman class will have about 250 incoming Pell students, and at least 25 additional Pell-eligible transfers. This is an increase of about 30 percent over the Fall 2022 figure. This very notable increase is attributable in large part to the additional state aid we have received, which enabled us to provide average state aid grants about $2,400 higher than a year ago; this investment is working.    2. Of the Virginia 4-year institutions where at least 25 percent of students are Pell-eligible, Longwood has the very highest rate of Pell students graduating within four years– a key component in limiting costs for students with high financial need. Among these high Pell-enrolling institutions in the Virginia system, Longwood along with George Mason and VCU have the highest standard six-year Pell graduation rates.    3. Post-Covid trends, though not yet reflected in SCHEV graduation and retention data, are positive, particularly for at-risk groups. A key predictive measure of future graduation rates that we track closely is fall-to-spring freshman retention, and Year 1 to Year 2 retention. This past semester Longwood’s fall-to-spring freshman retention rate for first-gen students was actually slightly higher than for non first-gen students (92 percent versus 90 percent). Our internal data show this first-gen rate has increased from an average of 87 percent from 2015-2021 to 92 percent this past year. The rate for Black students averaged 84 percent from 2015-21; this past fall it was 90 percent. Our overall Year 1-2 Freshman retention, which unsurprisingly slipped during Covid, increased to 81 percent in Fall 2022, the highest figure we have going back to at least 2007. This is encouraging for the future.    4. US News calculates a “predicted graduation rate” for institutions based on the socio-economic and academic profile of each incoming cohort. Longwood’s actual 6-year graduation rate is 8 percentage points higher than our student profile predicts it should be. In the Commonwealth, only Virginia Tech and JMU have a higher “outperformance” of graduation rate over the predicted rate (See Appendix III).    5. Longwood’s overall 6-year graduation rate for first-time, full-time students of 66 percent is 15 percentage points higher than the national average of 51 percent for 4-year public master’s level institutions. Longwood ranks in the top 100 nationally, and top 13 percent, of all 4-year public universities. 3. **Stewardship and efficient management that controls costs and tuition.** Longwood has been a leader in keeping tuition increases among the very lowest in the Commonwealth over the past 10 years, and sound management has kept steady our employee-to-student ratio, improving affordability, and resulting in a declining net price and annual borrowing. We have shown discipline in hiring and spending, and a willingness to make difficult decisions. During the COVID pandemic year of FY 2020-21, all faculty and staff took a temporary salary cut of varying levels, with Longwood’s lead administrators taking a 20 percent salary cut, and with the president taking a 25 percent salary cut.   Longwood currently offers 29 undergraduate degree programs and five graduate degree programs. We believe this level works for our current size but we have shown a willingness to close those with insufficient demand (see C8 below) and will continue to do so.   1. **Financial Stability.** Thanks to the support of the Commonwealth, philanthropic support, and sound financial and operational management, the combined net assets of the University and its component units have increased by 24.2 percent - $55.3M - from FY2018 through FY22, per our APA audited financial statements with further increases anticipated for FY23 and going forward. 2. **A true commitment to quality teaching**. Research is encouraged, but the primary job of our faculty is to teach. A strong emphasis in research endeavors focuses on opportunities for undergraduate students, preparing them for graduate school and/or a career. According to SCHEV’s “Virginia Educated A Post-College Outcomes Study of Virginia Public College and University Graduates from 2007 to 2018” survey, Longwood has the second-highest percentage of graduates (65 percent) reporting they had a mentor in college among all Virginia public 4-years (See more details in C4 below) 3. **A unique core curriculum focused on key skills for work and citizenship.** Longwood’s mission, and its unique Civitae Core Curriculum, have a unique focus on in-demand skills carefully calibrated for the workplace but also the obligations of citizenship – working together, data literacy, understanding civic processes, and strong writing and communication skills. All students take Civitae. We believe there is a particular and distinctive benefit – both professionally and more broadly -- for students in pre-professional programs like education and health to have this educational experience. This is something that truly sets Longwood apart. 4. **Experienced, consistent, stable leadership**. President Taylor Reveley has led Longwood for 10 years. Through the Covid years and into the present, Longwood has benefitted from remarkably stable cabinet-level leadership. The median duration the current vice presidents have worked at Longwood is 13 years. 5. **A long record of resilience, adaptation and satisfied alumni.** Longwood is one of the nation’s hundred-oldest colleges and universities. Over its long history, since its founding in 1839, it has successfully navigated massive societal and economic change. Longwood’s campus witnessed fighting during the Civil War, and endured and thrived through the disruptions of WWII and Farmville’s loss of prominence during the second half of the twentieth century with the shift away from a railroad economy. Longwood reinvented itself from a women’s and teachers college eventually to a university, and successfully navigated Covid – all while staying true to its mission. Throughout, Longwood’s distinctive character, attentiveness to undergraduate success, human-level connectedness, and longstanding regional and statewide professional partners have produced loyal and appreciative graduates; in the SCHEV alumni survey noted above, Longwood’salumni satisfaction rate is 91 percent. |
| **Opportunities for Improvement:**  **Overview:** Longwood’s areas of focus for improvement naturally focus, directly or indirectly, on ensuring stable enrollment trends going forward. This includes both enrollment and retention.  From a broad enrollment perspective, Longwood is of course impacted by two strong forces 1) state and national demographic and college-going trends, and 2) the effects of enrollment growth decisions of other institutions. These have clearly pressuredundergraduate enrollment. Graduate student enrollment has helped to offset some of Longwood’s decline in full-time undergraduate enrollment. Graduate enrollment in FY23 was 1,204, a 62 percent increase from the previous high of 746 in FY09. The growth rate has accelerated since 2020 with the success of our MBA program. Changes to our graduate program offerings have clearly resulted in a stronger, more in-demand mix of programs the last few years.  While we have been particularly conservative in our latest enrollment projections, total undergraduate and graduate enrollment has stabilized and we expect to hold steady going forward, from the FY23 low of 4,358, a level Longwood last saw in FY2005 when total enrollment stood at 4,289. In the last 20 years, Longwood has operated at between roughly 4,200 and 5,000 students each year (with three years cresting just over 5,000; and six years below 4,500).   1. **Retention**. Though we already perform well nationally, Longwood hopes to further improve retention and graduation rates. This has been the work of a presidentially appointed task force in the process of finalizing a substantial set of recommendations for implementation beginning this fall, and the initiatives reflected in our reallocations reflect retention-related work. Like all of higher education, we see notable effects of pandemic socialization and learning loss on high school graduates that must continue to be addressed.      1. **Growing Allied Health.** Nursing enrollment has nearly doubled, from 139 in 2012 to 271 last year. However, qualified applications continue to outstrip available slots we can offer. We are working assiduously to increase the number we can take by addressing the two constraints on growth: recruiting and retaining faculty to maintain high-quality ratios in a highly competitive market, and clinical partnership opportunities in our rural region. As we look to expand undergraduate capacity in nursing, we are also exploring potential new degree pathways in Allied Health more broadly, notably a master’s in nursing program. Additional state support for nursing faculty salaries would help us to retain our faculty and ultimately increase the number of nurses we graduate. The MBA program is adding a health care management track, on top of recently added and popular new tracks in data analytics, finance and accounting. 2. **Teacher Preparation.** Likewise, Longwood has a long tradition of producing some of the best teachers in Virginia. Longwood has been collaborating with the teacher preparation programs at other Virginia institutions to tackle the teacher shortage crisis by strengthening a range of pathways to prepare teachers including traditional licensure and career switchers. More details regarding new curriculum pathways, and efforts to smooth pathways to licensure for transfer students, are provided below. While interest in teaching as a career has diminished, there is a new and evolving landscape of entryways into the profession, and we are committed to being at the forefront (see more below in A3 and C5). 3. **Scalable Solutions for Student Mental Health.** We see no let-up in student demand for resources, and in the growing complexity of student mental health challenges. A Healthy Minds survey campus of 893 Longwood students in 2022 found 32 percent felt emotional/mental difficulties hindered their academic performance more than six days per month, and as many as 35 percent reported serious symptoms of depression. Half reported engaging in counseling at some point and more than three-quarter reported having needed help for emotional difficulties. However, we recognize we must focus on efficient, “scalable” solutions that address a productive and manageable portion of the student mental health needs on campus. State and federal grants have already proved helpful in this regard, and our budget requests seek help continuing this work.   **4. Career Guidance and Preparation**. A major focus of university-wide efforts is career preparation, and we recognize that we need a more concentrated and focused set of resources to help students who are not sure what career to pursue to develop and follow a plan (See more in Section C below).  **5. Tracking Outcomes.** State and federal data sources and surveys paint a positive picture, and some departments have strong practices in place to track outcomes, but overall we can do more to understand and document career pathways of our graduates.  **6. Long-term Energy Use and Efficiency**. The nature of the capital project planning and funding process requires forward-thinking institutions to undertake a distinct planning process focused on energy use campus-wide, as reflected in the six-year capital outlay plan Longwood recently submitted.  **7. Philanthropy**. Our mission and goals will require continued and accelerated fundraising to supplement state funding and tuition dollars in a challenging period for higher education. |

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| **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.** |
| 1. **Strengthening Enrollment and Addressing Commonwealth Workforce Needs by Enhancing Programming in High-Growth areas**   Key areas of initiative include:  **Allied Health**   * Continued growth in highly-successful nursing program and development of related allied healthy degree pathways. Nursing enrollment has doubled over the past decade, and for approximately 80 incoming freshman slots this fall, Longwood received 474 applications. * It will be an ongoing challenge to hire and retain faculty in highly competitive health fields, and make progress expanding required clinical opportunities in our rural region. With such support, we believe we can grow undergraduate enrollment and also develop new, health-related pathways, in particular a Master’sin Nursing program that could help students gain more advanced training and also become nurse educators.   **Strengthening the K-12 Teacher Preparation Pipeline**   * Longwood has deep historical ties with, and in recent years has substantially expanded its involvement with, the Region 8 superintendents. We are expanding partnerships with local schools in our rural region. One recent example is encouraging and supporting recent education graduates in local school districts in our region, which are at a considerable recruiting disadvantage, by providing continued, post-graduation cohort support for Longwood graduates by the College of Education, Health and Human Services as well as housing assistance. * Longwood has the first “Call Me Mister” program in Virginia, which works to support and increase the number of males in the teaching profession. * Longwood is committed to continued engagement with education program leaders around the Commonwealth on process improvements, per collaborative efforts with the Virginia Education Collaborative to identify policy initiatives to help address the educator shortage. This includes strengthening a range of pathways to prepare future teachers, including traditional licensure that are in motion at Longwood, including Grow Your Own, the Career Switchers Program, and the VDOE Career and Technical Educators New Teachers Institute. For FY24 and beyond, we are looking to reallocate funds for a position called Director of Alternative Teacher Licensure Pathways, who would oversee the Career Switchers Program, work with school systems to get provisionally licensed teachers enrolled in appropriate coursework to achieve licensure, and be the Longwood lead on Grow Your Own – essentially a coordinator of the range of initiatives underway that broaden pathways to the classroom. * A new NSF-funded $1.45 million NOYCE award will be used to recruit and support with scholarships and academic support future secondary STEM teachers for rural areas ( See Appendix IV <http://www.longwood.edu/news/2023/nsf-grant-awarded-to-longwood-and-partners/>). The grant will support 20 undergraduate students, 14 of whom will be transfers from VCCS, majoring in STEM fields, and prepared to enter the workforce with little to no student debt. * A new Longwood program supports recent education graduates choosing to work in rural schools in our immediate region with continued support including housing assistance.   **Business**   * We see strong demand for business graduates from employers, and believe it will continue to be an area of demand for students and families. * We believe our enrollment in this area has been constrained in recent years by outdated facilities, and as a result have moved a classroom renovation project for the College of Business and Economics onto our current Capital Projects list. * A priority for our College of Business and Economics is developing more targeted curriculum opportunities geared toward providing students majoring in other fields important business-related skills.  1. **Retention**   A presidentially appointed cross-university task force is finalizing a set numerous cross-university recommendations to help further boost student retention and completion rates. These are described in greater detail in C2 below but highlights include:  - new, comprehensive early alert system to get students needing academic or personal support useful resources sooner.  - stronger, better targeted support structure for students on academic probation, to help them get back on track toward a degree.  - smoothing curriculum “on ramps” and “off ramps” to ensure that if students change majors they can still move efficiently toward a degree with less “backtracking.”  -regular departmental dashboards designed to highlight weak spots in retention and ensure systematic obstacles are addressed.   1. **Preparing students for Post-Graduate Success.**   The focus of a multi-year university-wide planning initiative is to infuse “life design” and career planning consistently and earlier into students’ educational pathways. Details are also provided in C5 below, but in summary, this work focuses on:  - infusing clearer, more directed focus on life and career goals earlier in the academic advising process, indeed starting during the very first weeks of college.  - building stronger connections between students and career mentors, and clearer pathways to careers, including a new micro-internship program.  - a new student transition-to-college program called BOND that will include focus on these themes.   * professional development courses, already in place in some majors but set to expand, that that will help students understand, explore and pursue career paths for which their major will prepare them.  1. **Strengthening Student Mental Health**  * As noted above, the mental health and trauma needs of our student body are significant and growing – and we have very few supporting resources in our local community. Longwood has been a forefront participant in a number of capacity-building grant programs related to substance abuse recovery and mental health, including extremely helpful support from the Commonwealth we hope to continue in future years. (Our participation in the highly successful and valuable Higher Education Mental Health Workforce Pilot was documented in the May 30, 2023 SCHEV Report on the program: Appendix V or <https://rga.lis.virginia.gov/Published/2023/RD244/PDF> ). * Longwood has also benefitted from a federal grant that has supported a much-needed trauma specialist in our Counseling and Psychological Services (CAPS) office. However, that grant expires in 2024; support to continue that important work is a high priority in our GF budget requests for the next biennium. * We have also worked with our Student Health Center to make available to students a psychiatric nurse practitioner service, given the almost total lack of off-campus mental health resources available in our community. * However, need remains acute and growing, and our surrounding community has less capacity to supplement our own resources compared to other institutions.  1. **Financial Effectiveness, Stewardship and Sustainability**   Longwood is committed to a long-term financial model that is sustainable and does not rely on constant undergraduate growth – allowing us to sustain our mission, quality, and our recent progress educating more Pell-eligible students. Key elements this will require include:   * Continued heightened attentiveness to hiring, responsibilities and opportunities for innovation, as well as program offerings, in order to continue maintaining a consistent employees-to-students ratio. * Creative attentiveness to long-term cost drivers such as energy * Non-tuition revenue sources, especially philanthropy, which will help to continue limiting tuition increases going forward. |

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| **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.** |
| **BUDGET**    Support from the Commonwealth has been critical over the last few years, particularly in the areas of Access and Affordability and Financial Aid. In the face of record-high inflation, unavoidable cost increases, and a once-in-a-century pandemic, Longwood has been able to keep tuition increases low or flat since FY20 while simultaneously providing more aid for low- and middle-income students. As a result, students have not had to borrow more heavily to finance their education and the overall percentage of students borrowing has actually decreased. Additional budget and policy support from the Commonwealth in strategic areas, outlined below and in our GF budget request, would be a great benefit to Longwood students, and in many cases would help address some of the Commonwealth’s workforce and out-migration challenges.   1. **Access and Affordability**  * $3,600,000 in FY25 and $3,900,000in FY26 would help the University limit in-state undergraduate tuition increases by addressing elements of increased costs resulting from inflation and state-mandated salary and benefit initiatives.  1. **VMSDEP Support**  * $1,325,531 in FY25 and $1,855,743in FY26 would provide much-needed funds for this rapidly growing waiver program. Longwood spent$946,782on the Virginia Military Survivors & Dependents Program in FY23.  1. **Financial Aid for Pell-eligible students**   Building on the success of efforts to increase enrollment of first-year Pell students entering Longwood this coming Fall, $2.4 million over the next biennium would help Longwood continue to recruit, retain and graduate additional Pell students. As detailed in A2 above, the percentage of Pell-eligible first-year students enrolling in Fall 2023 increased 30 percent over the previous year, and the University expects this trend to continue. Additional funding would complement Longwood's recent award from SCHEV for a Recruitment initiative for rural, Pell-eligible students. The growing proportion of our students on Pell is welcome news, but given the substantial impact increasing aid has made in helping more Pell students enroll, a decline in per-student financial aid funding would likely cause Pell enrollment to go back down.   1. **Teacher Licensure**   In collaboration with James Madison University, Old Dominion University, and local school divisions, $320,000 in each year of the biennium would help the address the teacher shortage by supporting an expansion of an existing, successful teacher licensure program at JMU, currently funded through a Congressional appropriation. The Grow Your Own online pilot program at JMU provides affordable training and support for 167 paraprofessionals with bachelor's degrees eligible for a provisional teaching license who are interested in becoming teachers. With state support, Longwood could offer the program to roughly 100 participants in the Southern Virginia region, where the majority of school divisions serve a high number of students receiving free and reduced lunch and where teacher attrition rates are high.   1. **Support for Nursing Education**   $130,000 in each year of the biennium would help Longwood address unique market challenges for recruiting and retaining faculty by offering additional support for salaries and to help “grow our own faculty” by assisting them in obtaining the necessary credentials to teach. This would, in turn, help us to enroll more of the qualified nursing students who apply.   1. **Student Mental Health & Success**     $80,054 in FY25 and $130,573 in FY26 would enable Longwood to continue funding for the Virginia Higher Education Mental Health Workforce program to support pre-licensure counselors at college counseling centers and would help continue support for a trauma specialist at the University Counseling & Psychological Services (CAPS). We have seen a substantial increase (See A2 above)in students who need counseling, and this has been an immensely helpful tool in addressing students’ mental health and helping them to stay on track to graduate.    **POLICY**   1. **Out of State Enrollment**   The Commonwealth should consider revisions to language in the Appropriation Act limiting the ability of flagship universities to compete with other states to recruit out-of-state students. Encouraging Commonwealth institutions to bring in more talent from out-of-state would have a positive impact on workforce and economic development in Virginia, by helping to address Virginia’s out-migration problem. Virginia institutions that seek to continue their undergraduate enrollment growth should be encouraged to do so through the enrollment of out-of-state students, rather than growing their in-state enrollment, which has and will continue to have a negative impact on regional universities like Longwood that proportionately educate more Virginians.   1. **Salary Pool**   We would encourage policymakers to consider an alternative, more flexible approach to AP and Faculty salary increases that would entail an appropriation of a pool of funding to address salary increases, rather than mandating specific percentage increases for Faculty and AP employees.     1. **Benefit Holiday**     This form of one-time state support during Covid was extremely helpful in creating savings for institutions that have had to increase their benefits budgets substantially while also trying to limit tuition and fee increases.   1. **Higher Education Equipment Trust Fund (HEETF)**   Flexibility on the use of HEETF funds would help institutional projects that could achieve long-term cost and productivity savings, such as transitioning to cloud-based storage options from local/physical servers. |

**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?***

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| **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.** |
| **OVERVIEW**  Between 2019-2021, a period that included the impact of Covid, Longwood saw a period of lower incoming first-year undergraduate enrollment that diminished overall enrollment. The impact is still visible in upper-level undergraduate cohorts. Fall 2022 and Fall 2023 saw two consecutive solid incoming freshman classes, along with significantly increasing graduate enrollment. While smaller undergraduate classes are still moving through, we believe we are in a stable enrollment posture, and despite demographic challenges we believe our strategic efforts outlined throughout this plan make incoming undergraduate cohorts the size of the last two years sustainable.  Transfer students have declined from recent peaks with the smaller population of community college students to draw from, while graduate enrollment has increased. For all these reasons, we expect at least stable enrollment the next few years, but are clear-eyed regarding the demographic, economic and market challenges affecting the population of college-going 18-year-olds.  Here are some of the more focused trends we see, both negative and positive:  **1) The impact of enrollment growth at other state-flagship institutions and other public institutions.**  We see a cascade effect as states such as Georgia, Alabama, and South Carolina have recognized the workforce development advantage of recruiting heavily in Virginia to those states’ flagship institutions, drawing more high-quality Virginia students.  Meanwhile, rather than competing in the same way by enrolling more of the best and brightest from out of state, other Virginia universities have significantly grown their in-state undergraduate populations. Given we serve almost entirely in-state students, on top of an already challenging demographic landscape, this cuts powerfully into our pool of prospective students, and results in fewer overall college students in Virginia as a whole.  If other institutions that have significantly grown their in-state enrollment over the past few years continue to grow their in-state enrollment, Longwood, and other institutions, will be negatively impacted over the long-term.  **2) Diminished interest in teaching as a profession nationally**.  This has impacted the full range of our education programs. We remain concerned that the overall trend for this profession is negative.  Additionally, prior to the VDOE changing its licensure standards in 2019, Longwood had one of the only four-year degree programs that led to licensure in Elementary Education and Elementary and Middle School Education. Increased competition from other institutions that recently added four-year Education degree programs has, as expected, affected enrollment in Longwood’s traditionally strong Education programs. Longwood has changed the name of its degree program from Liberal Studies to programs in Elementary Education and Teaching and Elementary and Middle School Education and Teaching.  Longwood’s new dean of the College of Education, Health and Human Services is working diligently, particularly with regards to our Elementary Education and Teaching and Middle School Education and Teaching programs, to make sure our curriculum pathways are efficient, with smooth transfer-in pathways, and also reflect best practices and updated licensure requirements. As noted above, our General Fund requests also highlights our commitment to being at the forefront of the expanding variety and mix of pathways available into the teaching profession.  **3) Declining interest in Criminology and Criminal Justice**.  This has historically been a solid major for us. We believe this reflects a national trend of declining interest in law enforcement as a career, which is the career goal for many of our majors in this field.  **4) Growing interest in graduate programs**  This includes education, and, especially, our online MBA program, launched in May 2020, which has been extremely strong and provided meaningful enrollment support to the institution. MBA enrollment has increased from 132 in Fall 2020 when the online program was launched to 623 this past spring. The Master’s in Educational Leadership has grown from 22 when launched to 78 currently. Other degree programs have been more or less steady within modest fluctuations, and as noted in C8 below, we have closed some in recent years based on issues related to the market or field of study. Demand remains extremely high for our highly competitive Communication Sciences and Disorders program.  **5) Strong demand in Nursing, which we are struggling to accommodate**  Nursing is Longwood’s most sought-after undergraduate program, and we continue to see strong demand from applicants. Employers begin recruiting our graduates very intensively even while they are still on campus. Nursing enrollment has grown from 139 in 2012 to 271 this year – an increase of 95 percent. Last fall we enrolled 88 incoming nurses, up from 37 a decade ago. However, qualified applicants outstrip the supply of enrollment slots we can offer (for this fall we received 474 nursing applications).  We continue working assiduously to expand capacity without compromising quality, and our nursing faculty are prominently involved in a number of initiatives across state government to address the root causes of the constraints – namely competitive pay for nursing faculty, and availability of clinical opportunities in our rural region. The University is exploring expanding our Allied Health programs to include a Master’s in Nursing if we can make strides on faculty pay and recruitment.  **6) Impact of Covid.**  While Longwood proudly re-opened to almost entirely in-person learning in the Fall of 2020, Covid significantly negatively impacted the number of campus visits from prospective students and families, which is key to our admissions. Far more than other, better-known institutions, we rely on impressing visitors with a strong prospective students program, including immersion days. Due to our location, we also believe compared to other institutions we are much less likely to enroll students who have not visited campus. In addition to the impact on campus visits and admissions, during Covid we also saw Year 1-2 retention tick downward, before rebounding well for the Fall 2022 cohort (see above A2). We are cautiously optimistic this effect is now behind us.  **7) Decline in community college enrollment on transfers.**  The decline statewide in the pool of community college students has caused transfer enrollment from 195 in the Fall of 2018 to 138 in Fall 2022 (86 percent of our transfer students are in-state, and virtually all come from community colleges).  We believe that figure is stable heading into 2023-24 and are hopeful it may rise some. We are focused on smoothing pathways in our education programs to ensure transfers with an associate’s degree can complete all additional requirements in no more than two additional years and be credentialed to teach.  We have worked hard to ensure we are participating fully in Transfer Virginia, which includes both Education and Business pathways, and are focusing our Admissions Office more directly on outreach to potential transfer students. For all degree programs, we also provide transfer students that complete the Universal Certificate of General Studies the same articulation benefits as those with an associate’s degree. |

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| **B2. Please summarize your enrollment management strategy moving forward and the specific actions (if any) you are taking to implement that strategy.** |
| Longwood’s overall enrollment management strategy is to continue and extend the stable incoming student demand of the last two years by investing and innovating in areas of strength and growth in terms of majors and in-demand degree programs, such as nursing and business, while offering the strong Civitae core curriculum program that sets Longwood apart, and helps prepare all students, regardless of major, for the workforce.  In terms of tactical implementation, the main areas of focus for implementing this strategy are admissions, retention, graduate enrollment and undergraduate financial aid.   1. **Undergraduate Admissions**  * **A 21st-century data-driven admissions operation.**   We believe our success stabilizing freshman enrollment the last two years draws from a vastly improved, data-driven admissions effort. At both the graduate and undergraduate level, we make use of market and demand data provided by Hanover Research. Longwood recently hired its first associate admissions director for database management to help drive strategy and process. A prime focus is continuing to build out our own data operation to identify younger prospective students in high school, staying ahead of the changing student recruitment landscape.   * **A Virginia-driven geographical strategy**.   More than 90 percent of our undergraduates are Virginians. They come to Longwood from all over the Commonwealth, with strong contingents from Northern Virginia, Richmond, and Hampton Roads -- but also roughly 20-30 percent from mostly rural regions in other parts of the state. While competing in growing suburban areas remains critical**,** we see evidence in rural areas of Southern and Southwest in particular that students who are well-qualified for 4-year colleges are not enrolling, and we believe they could excel at and benefit from Longwood. We know a large proportion of students want or need to attend college within a 2-hour drive of their homes, often for family reasons; for a meaningful swath of the Commonwealth, we are the only such institution.  We are moving to a regionally based admissions counselor model, where admissions counselors live in the areas they cover, in order to develop long-term relationships with area schools, resources and needs.  We are opportunistically recruiting in select out-of-state markets, namely in Maryland, where data and existing school relationships are promising. Informed by data, in order to focus on Virginia, we have pulled back from states like North Carolina where, due to constraints on what we can offer for tuition, we are unlikely without statewide policy changes to be price competitive with in-state publics there.   1. **Retention**   Keeping more students on track to graduation remains central to our enrollment strategy.  Our retention and graduation rates notably exceed our peer national averages – Longwood is among the top 100 public 4-year institutions nationally by this metric – and as noted above also has one of the highest performances of any Virginia institution in terms of performance against its “predicted” graduation rate. But further progress is also a critical area of focus in terms of enrollment management, and has been an important focus of work on campus this past year through a presidential Retention Task Force. Details of these recommendations are provided in C2 below, but (as also noted in A2 above) highlights include:  - new, comprehensive early alert system to get students needing academic or personal support useful resources sooner.  - stronger, better targeted support structure for students on academic probation, to help them get back on track toward a degree.  - smoothing curriculum “on ramps” and “off ramps” to ensure that if students change majors they can still move efficiently toward a degree with less “backtracking.”  - regular departmental dashboards designed to highlight weak spots in retention and ensure systematic obstacles are addressed.     1. **Continued growth in graduate programs**   Rapid growth in recent years in the MBA program and some education programs have given Longwood, by a substantial margin, its highest ever level of graduate enrollment: 1,204 in FY23. We have been cautious with enrollment projections, but with a new healthcare management track in the MBA program coming online in 2025, along with finance and accounting tracks in place, we anticipate the MBA program will maintain current enrolment or grow some over the next decade. A Master’s in nursing program could also add to enrollment.  Our education graduate programs remain strong, and our focus here too remains on Virginia. We are working to try to accommodate some further enrollment increase to meet the exceptionally high demand for enrollment in the highly sought-after Communications Sciences and Disorders program.   1. **Efficiently targeted financial aid**   Remaining affordable and ensuring students are not derailed in degree progress by financial considerations are also an important element of enrollment management.  These priorities are addressed in more detail below, but include increased fundraising for financial aid and scholarship support, and continuing to grow support for low-income students to enroll and keep them on track to graduation. With recent state support and aPell-focused Recruitment Initiative grant from SCHEV in place, we believe the sharp increase in Pell students this fall confirms that adequate support for low-income students does translate into enrollment.  We are also taking multiple steps to ensure our students receive the maximum financial aid for which they are eligible. We have also moved to a model of offering all students and families an opportunity for one-on-on financial aid phone calls or Zoom sessions – a much better approach than simply telling them to contact the Financial Aid office with questions. Last year, we hosted 285 such individualized sessions. |

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| **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.** |
| We believe our enrollment projections are very conservative, factoring in continuation or acceleration of negative exogenous trends. Though we believe incoming freshman enrollment has stabilized the last two admissions cycles, we project gradually declining undergraduate enrollment. Though graduate enrollment has been increasing rapidly, we project that to be stable the next two years.  We took an especially cautious approach to projections in the outer years (FY27 and beyond), which take into account the overall decline in Virginia high school graduates. Our projections generally extrapolate averages over the last 3-5 years of various student sub-groups. This period of course includes the impact of Covid and pressure on undergraduate enrollment. The projections do not take into account possibility of new programs.  These conservative assumptions reflect our belief it is important not to assume a reversal of current negative demographic trends. The size of the age cohort population in the Commonwealth (which will shortly begin to decline) is of course mostly baked in, barring substantial in-migration. The also-important trend of a lower proportion of that population going directly to 4-year colleges in recent years may change, but we are not counting on it.  Our projections also contemplate continued policies that indirectly encourage aggressive enrollment of in-state students by the state’s large flagship institutions, which would add additional negative pressure on our pool of prospective students.  Data sources we rely on more broadly in planning and recruitment include SCHEV’s projections for Virginia high school graduates (<https://www.schev.edu/home/showpublisheddocument/1122/637824355170000000#page=10>) and the Virginia Population Projections by U.Va.’s Weldon Cooper Center for Public Service (<https://demographics.coopercenter.org/virginia-population-projections>). |

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| **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).** |
| **Overview**  With careful spending discipline, Longwood continues to build a financial engine that does not rely on continuous overall growth in enrollment. We believe undergraduate enrollment has stabilized and will be supported by recent graduate enrollment growth.  **Expected Student Population**  Our overall mix of high, middle and low-income students has been fairly stable over time, though as noted above our Pell student population is growing. State and federal aid help – and it is also good news, from an educational and financial perspective, that Pell students do well at Longwood (as noted in A2 above, Longwood’s proportion of Pell students who graduate in 4 years is the highest of any high-Pell Virginia 4-year institution). However, without an increase in support, aid will be spread more thinly across a wider group, which could diminish enrollment and pressure other sources of financial aid to assist.  **Impact of Enrollment Strategy on Staffing**  Longwood’s employee-to-student ratio has been stable and in recent years declining. Costs per student will continue to rise some, particularly in light of mandated salary increases and the inexorable increase of benefits expenses. The increase in Pell students will likely over time impact the need for certain student and academic services. However, we believe that with continued state support, stable overall enrollment and philanthropy, this can be navigated – while it will impact financial aid, we do not see our enrollment mix as fundamentally changing our staffing needs.  We are carefully ensuring that our investments in faculty and academic resources are highly focused in areas of demand and active or potential growth, but we are not anticipating fundamental changes in our financial aid targeting strategy, our mix of students, or our cost-per-student model. |

**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?***

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| **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).** |
| Longwood tracks and collects for clear disclosure on our web site a series of metrics related to completion outcomes under our 2019-2025 Strategic Plan. These are available at <http://www.longwood.edu/assessment/institutional-research/public-disclosure-of-consumer-information/>.  These targets set a first-time, full-time freshman-to-sophomore retention target of 80 percent, with a realistic threshold of 75 percent. The target for 6-year graduation rate is 70 percent, with 65 percent a more realistic threshold.  We do believe we can exceed these targets in the coming years. As a mechanism of improvement, we are focused most directly on Term 1-2 and Year 1-2 retention rates, which are particularly actionable in terms of ensuring students are on track to graduation, and where successful will naturally translate into higher graduation rates.  Here are Longwood’s Term 1-2 Retention Rates, first the 2015-2021 average and then the most recently available Fall 2022. (As noted above, these are internal figures and not yet reflected in SCHEV data, but should impact graduation rates going forward).   |  |  |  | | --- | --- | --- | | Group | Term 1-2 average retention 2015-21 | Term 1-2 Retention 2022 | | White | 90 | 90 | | Asian | 81 | 100 | | Black | 84 | 90 | | Hispanic | 89 | 88 | | First-Gen | 87 | 92 |   As you can see, we have seen notable progress narrowing and in some cases nearly eliminating the achievement gap on this metric. Our goal is to continue progress for all groups while continuing our 2022 achievement of minimal gaps among groups in this metric. If we do so, our overall graduation rate should also rise.  Lastly, in 2022-23, the Term 1-2 retention rate for Pell students compared to non-Pell narrowed to 2 percentage points (89 percent versus 91 percent), compared to an average of 5 percentage points over the previous six years (85 percent versus 90 percent). We aspire to Pell retention rates even with non-Pell. |

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| **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?** |
| Strategies/actions developed by our Retention Task Force and elsewhere include:   1. **Comprehensive early alert system.** A new system to bring together disparate support resources in Academics, Student Affairs and other parts of the University, and more efficiently bring to bear support for students struggling academically or otherwise. 2. **Improved mental health support structures on campus**, particularly those that can be “scaled” to meet increased demand. As noted in A4, Longwood has successfully participated in the Virginia Higher Education Mental Health Workforce program. Longwood also received and successfully deployed a federal SAMSHA GLS Suicide Prevention Grant that funds the Well-Track mental health app and a trauma specialist at the University Counseling & Psychological Services (CAPS). Longwood is requesting GF support to continue these efforts for FY25. 3. **Targeted support for incoming at-risk students**. A program starting in Summer 2023 called BOND (Beginning Our New Direction) provides upperclass student mentorship and engagement for incoming students from at-risk groups, a proven strategy to increase engagement and by extension retention. 4. **Support for students struggling academically during their first year.** Recommended changes to suspension/probation practices to implement “carrots and sticks” to ensure students who have struggled academically to engage with support resources to help them get back on track toward a degree. Relatedly, a new “case manager” approach to students in academic difficulty, with a single point person coordinating support and resources, would communicate with Longwood’s “Care Team,” and overall provide continuity and consistency, which we believe will help more students recover from academic difficulty. 5. **Smoothing the curriculum**. The Retention Task Force is encouraging more attention to curriculum “off ramps” and “on ramps” from one major into another when a student realizes they need to change. The idea is to minimize any delay or backtracking from “starting over” if there is a change of major - and also smooth pathways for transfer students. The structure of the Civitae Core Curriculum was built with this in mind and has helped, and our work with Transfer Virginia developing pathways for external transfers also has benefits for “internal transfers.” Some backtracking may of course be inevitable, but obstacles can be minimized when every department has a clear pathway for “late arriving majors” to get quickly caught up and hopefully on track for a 4-year graduation. We will also recommend changes to course withdrawal policies to ensure students are not unduly delayed or punished if they decide to change majors. Helping students find the “right” major is a win as they will be more likely to thrive in a subject that is the right fit. 6. **Transparency and data-informed decision-making** regarding programs with retention or completion concerns. This will include standard, regular dashboard reports to academic departments flagging current departmental retention numbers, and courses with high failure rates, to inform the creation of an appropriate plan for improvement. 7. **Focus on long-term life and career outcomes by academic advisors.** Improved training and processes for faculty advisors to ensure focus on long-term career goals and close coordination with personal and academic support resources if needed. Increased “routinization” of advising – training; regular, early-in-the-semester check-ins; best-practice checklist questions; early goal-setting and coordination of curricular and co-curricular activities to reflect post-graduation goals; and greater opportunities for student feedback and increased accountability in review process for advising work. Academic advising is generally a strength at Longwood, but we see systematic areas for improvement, which we believe will be a key driver of continued progress on retention and graduation. |

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| **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.** |
| Improving student retention and graduation rates has been a top priority for Longwood for years, as articulated in every Six Year Plan the University has submitted since 2015. Longwood plans to reallocate about **$460,000 over the next biennium** in order to support several of the retention initiatives described above. In addition, Longwood is requesting about $210,000 in general fund support over the next biennium for the student mental health programs described in section A4 and C2**.** Longwood is also requesting additional state funded aid for Pell-eligible students that would help enroll and address completion gaps for this segment of the population. In addition, state support for VMSDEP would free up resources Longwood could deploy toward retention and graduation initiatives. |

**POST-COMPLETION OUTCOMES**

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

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| **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.** |
| **Resources We Use**   1. **State and federal data.** SCHEV’s debt profile (<https://research.schev.edu//studentdebt/DebtProfile_SL001.asp>) reports metrics such as Longwood’s percentage of students borrowing and median known debt of borrowers (which has been constant at $27,000 for several years). We also monitor our institutional IPEDS cohort default rate to monitor whether students who borrow to attend Longwood are struggling to repay their loans; Longwood’s most recent cohort default rate, for the 2019 cohort, was 1.6 percent, down from 3.2 percent in 2018 and 5.5 percent in 2017. ( See <https://nces.ed.gov/collegenavigator/?q=Longwood+University&s=all&id=232566#fedloans>) 2. **SCHEV Outcomes Study**. Longwood has made comprehensive use of the comparative and institutional findings of SCHEV’s study “Virginia Educated: A Post-College Outcomes Study of Virginia Public College and University Graduates from 2007 to 2018,” published in October, 2021 (See Appendix VI or (<https://research.schev.edu/downloads/virginia_educated_results/Virginia%20Educated%20Survey%202021%20Full%20Report%20no%20appendices.pdf> )   This survey attempted to measure the value of the experience at each of Virginia’s public 4-year institutions in broader terms – taking the unusual step of contacting and surveying alumni well after graduation, in order to measure long-term impact. We believe the unusual nature of this survey – its attempt to undertake the difficult work of surveying older alumni – and the nature of its questions made it particularly helpful in assessing overall quality and impact. This survey has been discussed regularly across the University and by the Board of Visitors. While it points to some areas for improvement, some of its topline findings reinforce the overall value of a Longwood education. Among its findings (see http://www.longwood.edu/media/top-tier/SCHEVAlumniSurvey.pdf), Longwood:   * is one of six Virginia public institutions with an overall satisfaction rate above 90 percent * ranks second among the percentage of respondents reporting they had a mentor in college, and second among those very satisfied with their class size during college * has a 94 percent employment rate for alumni overall, higher than Virginia’s best-known flagship universities * ranks first in percentage of graduates who had an internship during college (83 percent)  1. **Alumni Tracking Software**. Longwood has recently purchased and is now beginning to use a powerful new data-driven software tool, Stepping Blocks, that unlocks a trove of public data enabling us to track alumni employment, industry, earnings, geographical dispersal and other information five, 10 and 20-plus year post-graduation. 2. **Licensure Exams**. As with retention and graduation rates above, Longwood collects and discloses licensure exam results for completers in education, Communication Sciences and Disorders, and nursing at <http://www.longwood.edu/assessment/institutional-research/public-disclosure-of-consumer-information/>. Each of these exceeds their target rates; in fact all reported passing rates here stand above 94 percent. 3. **Individual program and departments**. Some Longwood academic departments and programs track early career placement, notably the College of Business and Economics, and our Office of Teacher Preparation is deeply engaged in placement of graduates. However, there is more work to be done in this area, and by the University as a whole. 4. **Board of Visitors Metrics**. Longwood’s Board of Visitors receives a regular dashboard that tracks some important metrics which are tied closely to Longwood’s 2019-2025 Strategic Plan, including undergraduate and graduate student enrollment, retention rates, and alumni annual giving percentage.   We believe these and other metrics show that a Longwood degree is valued by the vast majority of graduates and employers, with strong career outcomes, including a high employment rate.  It is natural given our large number of majors in education and related fields, and graduates who enter fields such as law enforcement, that overall career earnings are lower compared to some other institutions. It also bears consideration that many Longwood graduates also live and work in lower-wage areas of the state, where pay overall is lower in many professions. Considering the Pell profile of our student body, and our comparative lack of high-income students, we are proud of the manageable and declining average debt profile of our graduates which is in line with the state and national averages. |

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| **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?** |
| 1. **University-wide “Preparing for Post-Graduate Success” Initiative**   As noted above, Longwood is undertaking a significant cross-university effort to infuse life- and career-readiness into Longwood advising, coaching groups, and the curriculum. Aspects of this initiative include:   1. infusing clearer, more directed focus on life and **career goals earlier in the academic advising process**, including “New Lancer Days” and freshman coaching groups, starting with the very first weeks of college. 2. Facilitating **connections between students and career mentors**, including alumni, and deploying micro-internships and work-study opportunities to align with career goals. We are working to line up students in work-study jobs that align with and will support career interests and preparation. 3. Debuting in summer 2023, a **new student transition-to-college program** called BOND that will include focus on these themes of post-graduate planning. 4. Additional **professional development courses within majors**, and related “introduction to major courses” that will help students understand and pursue career paths where they can be successful. Several of these are already in place; others are in development for the next two years. 5. **New and updated academic programs, and improved curricular pathways informed by workforce needs and trends.**   As we have articulated new curriculum pathways, a priority emphasis has been on providing and signaling career readiness;  Areas of focus include:   1. Education  * Longwood is committed to preparing people to be early childhood education and PK-12 teachers at whatever point in their career they choose to be a teacher, from traditional college-age students pursuing initial teacher licensure programs to working adults interested in a career switcher program. Our request to join with JMU in advancing their Grow Your Own online pilot in support of addressing teacher vacancies is included in our GF Request. * We are also revising and updating the curriculum for Elementary Education and Teaching degree programs and for Elementary and Middle School Education and Teaching degree programs to smooth out transfer pathways, ensuring a clearer pathway to completion in two additional years for transfers with an associate’s degree, but also to reflect the latest licensure requirements. This includes revising the five-year Liberal Studies/Special Education degree program to be a four-year degree program in Special Education, and developing a master’s program in Secondary Education licensure to address the need for adequately credentialed teachers in the high schools, who would also be able to teach dual enrollment courses. Students would be able to concentrate in the Natural Sciences, Mathematics, English, or History/Social Studies.  1. Allied Health  * We are working to continue to grow strategically our direct-entry, undergraduate nursing program, while also pursuing the development of a Master of Science in Nursing program over the next five years. Growth in the Bachelor of Science in Nursing program is contingent upon the ability to enhance faculty recruitment and retention and to get additional clinical placements for our students in health care settings. The reputation of our Nursing program – ranked #1 in Virginia for BSN programs at the undergraduate level -- provides a strong foundation on which to build a graduate program. Our request for support to recruit and retain nursing faculty is included in our GF worksheet. Our hope to expand to a Master’s in Nursing program will help provide nurses with advanced career skills, leadership opportunities, and pathways to become nurse educators if they wish. * A new pre-medical pathway in Biology has attracted 30 students in its first year and now 48 in its second.  1. Business  * We see demand for coursework geared toward providing business skills for undergraduates in majors aside from business – education, the arts, STEM, etc. Our College of Business and Economics is working to infuse the curriculum with more such options, which should strengthen other majors by giving those students an opportunity to graduate with more targeted workforce skills.      1. **A distinctive core curriculum with critical career preparation components**   Any discussion of how Longwood prepares students for the workforce should acknowledge the distinctive general education curriculum, called Civitae and required for all students, which is firmly rooted in detailed research regarding the skills that are required not just for citizenship but for the workplace. Key learning outcomes built into Civitae include: locating, evaluating and organizing information from multiple disciplines; using valid data and evidence; collaborating with others to develop informed perspective; oral and written communications; and ethical consequences. (For more on Civitae see <http://www.longwood.edu/civitae/> ). |

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| **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.** |
| **Teacher Preparation**   * Longwood plans to reallocate $100,000 beginning in FY2024 to support the Alternative Teacher Licensure initiatives described above. * General fund support would further enable Longwood to address Virginia’s teacher shortage by collaborating with institutions and school divisions on expansion of a Grow Your Own teacher licensure program described in Sections A3 and A4. * We will reallocate $16,500 to support curriculum updates and revisions in order to continue to smooth out transfer pathways and reflect the latest licensure requirements, including potential revisions to the 5-year Liberal Studies/Special Education degree program so it can be completed in four years and lead to licensure.   **Allied Health**   * General fund support to increase nursing faculty compensation would address faculty retention and recruitment and would allow Longwood to grow our successful BSN program, thereby helping fill Virginia’s nursing shortage. * With funding to support nursing faculty recruitment and retention, Longwood would then develop a Master of Science in Nursing program.   **Post-Graduate Student Success**   * We plan to reallocate $114,000 in each year of the next biennium to support this initiative   **Business**   * We plan to reallocate $220,000 in each year of the next biennium to support additional tracks in the College of Business and Economics to help expand MBA offerings |

**WORKFORCE ALIGNMENT**

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

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| **C7. For which specific workforce needs is your institution best positioned to supply talent, based on regional, industry, or occupation alignment?** |
| Overall, Longwood’s programs are extremely well aligned with workforce needs. The percentage of students graduating from programs aligned with high-growth projections has increased from 28 percent in 2016 to 50 percent in 2022. In particular:   1. **Education**. Longwood has deep roots as a teaching institution, and education programs remain large, strong and important today. We have a deep network of relationships with schools and districts throughout the Commonwealth, especially in our local Region 8, and serve as a substantial pipeline for the teaching profession in the Commonwealth. Our commitment in the face of the field’s current recruiting challenges is to help prepare teachers however they come to us – through traditional licensure, Career Switcher, Grow Your Own, or provisional licensure.      1. **Nursing**. The Commonwealth, and especially our region of rural Southside, faces an acute nursing shortage; Longwood’s BSN program has been ranked top in the state, and nursing graduates are routinely in extremely high workforce demand. We have steadily increased capacity in our nursing program, though continue to face constraints related to availability of faculty and access to required clinical rotations. 2. **Counseling**. Longwood has strong enrollment in its undergraduate psychology and social work programs, which feeds into our Master of Science in Counseling degree program. Our Counseling graduate program has two concentrations: Mental Health and School Counseling. 3. **Business**. Longwood’s Bachelor of Science in Business Administration enables students to concentrate in fields such as information systems and cybersecurity, accounting, finance and real estate, marketing, and logistics and supply chain management. The fully online MBA program also provides students opportunities to pursue tracks in General Business, Real Estate, Data Analytics, Economics, and Marketing. Academically eligible students have recently been made eligible to take up to 6 credits of graduate coursework while still an undergraduate. 4. **STEM**. New, popular pre-med concentration in biology and engineering in physics have begun; as have summer research initiatives both for Longwood and high school students. While not a new academic program, as noted above in C5, Longwood has secured a new NSF-funded $1.45 million NOYCE award to recruit and support cohorts of undergraduates in STEM majors to increase the pipeline of STEM teachers interested in working in rural schools, and graduating with little to no student debt. 5. **Public Service**. Our political science, criminal justice studies, and integrated environmental science programs all produce graduates who, benefiting from both their degree program and Civitae, serve in local and state government agencies as well as careers in law enforcement. |

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| **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.** |
| **Business.** We are working to strengthen College of Business and Economics offerings geared toward undergraduates in other majors such as the arts, education, health fields and STEM. Such coursework will help a student round out business skills to apply totheir undergraduate major in the workplace. The MBA program is also expanding track offerings, in particular health care management.  **Allied Health**. We will continue to grow as we are able our direct-entry, undergraduate nursing program, while also pursuing the development of a Master of Science in Nursing program. Growth in the Bachelor of Science in Nursing program is contingent upon the ability to enhance faculty retention and recruitment efforts and to get additional clinical placements for our students in health care settings. The reputation of our Nursing program at the undergraduate level provides a strong foundation on which to build a graduate program. We have also added an applied health sciences concentration within kinesiology. A nursing master’s degree is a pathway for graduates to become Nurse Practitioners, advance into leadership, obtain higher-level skills and increased compensation, and also become nurse educators.  **Teacher Prep**. In collaboration with James Madison University and Old Dominion University, offer additional opportunities through the College of Education, Health, and Human Services and the College of Graduate and Professional Studies to assist local school districts with a Grow Your Own program to help paraprofessionals with bachelor’s degrees earn their teacher license. We are also interested in helping other working adults to pursue their licensure, through programs like Career Switchers, and to aid current teachers in gaining additional endorsements, such as in Gifted Education.  As noted above in C5, Longwood has secured a new NSF-funded $1.45 million NOYCE award to recruit and support cohorts of undergraduates to increase the pipeline of STEM teachers interested in working in rural schools.  In recent years, Longwood has acknowledged evolving markets by closing smaller degree pathways and programs that lacked sufficient demand or could not be offered at a price-competitive rate; we will continue to so if necessary, consistent with our mission and strategic goals. Programs sunsetted in recent years include master’s degrees in English and sociology; the master’s concentration in elementary and middle school math; and the BS in athletic training. This year we will close the BFA in Theatre degree. |

**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?***

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| **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.** |
| Longwood is proud that tuition increases over the last decade have been among the lowest in Virginia. In addition, net price and student annual borrowing per FTE has actually declined in recent years as a result of careful management on the part of Longwood’s administration and Board of Visitors, combined with state investment in Access and Affordability and financial aid funding, and increased philanthropy.  **1. Discipline in hiring to control costs.** Longwood has been exceptionally disciplined regarding personnel expenses as we navigate the current period of enrollment demographics – holding roughly flat our ratio of employees to FTE. We have implemented a rigorous process that requires personal review and approval by the president for any request to hire a new employee. This process includes documentation and explanation for how the position aligns with Longwood’s strategic priorities and is consistent with current enrollment and revenue trends.  **2. Curriculum pathway efficiencies**. As noted throughout, Longwood’s Retention Task Force is finalizing a series of recommendations related to retention, including several policy changes related to advising and the curriculum we believe will help students who struggle academically to get back on track more quickly and have improved time-to-degree. A particular focus here, and closely related to our work with Transfer Virginia, is supportingthorough advising and smoothing pathways for students who either transfer or change majors. If incoming students discover their major is not a good fit, we believe there are opportunities through guidance and creation/navigation of pathways to minimize “starting over.” This should have the effect of improving time-to-graduation for those who switch majors, and therefore overall cost to families.  One strategy recently put in place here is that academically eligible students are now able to take up to 6 credits of graduate coursework while still an undergraduate. This can give undergraduate students, particularly those with college credit earned through dual enrollment or AP courses, a head start in entering some of our graduate programs in education, counseling, and the MBA.  **3. Financial Aid for Pell Students.** As noted throughout, recent efforts to increase Pell enrollment have been successful. Assistance from the Commonwealth demonstrates that additional financial support really does translate into additional Pell enrollment. Longwood’s recently awarded Pell-focused SCHEV Recruitment Initiative grant will provide further support to target a specific group of Pell students: a $2,000 scholarship per year for all 4 years of undergraduate enrollment to any Pell eligible student from rural areas in Southernand Southwest Virginia. Additionally it will support an admissions counselor and their travel to support recruitment in these regions. Lastly it provides some initial support to target marketing in these areas to inform students, families and high school counselors of this additional funding for Pell eligible students to assist in the affordability of college.  **4. Private philanthropy.** Scholarship dollars remain the primary fundraising priority of the University. Success in this area has increased the size of Longwood’s endowment to nearly $100 million, compared to $48 million in 2012, and contributions to support Longwood student scholarships have increased substantially. The amount provided by the Longwood Foundation to the University for student financial aid has doubled from a decade ago, from $1.36 million annually in 2014 to an estimated $2.73 million this coming year, supporting about 900 scholarships. These private dollars are an important supplement to state and federal aid dollars. We expect student financial aid will remain our primary philanthropic priority. |

**REVENUE**

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

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| **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?** |
| Longwood’s process for recommending tuition and fee rates includes a department-by-department budget assessment analyzing unavoidable cost increases, input from Admissions, and Consumer Price Inflation, along with input from Financial Aid to determine the net price impact of any list-price tuition increases.  In years in which the Governor and General Assembly have been able to provide additional state operating support to offset cost increases, the University has frequently been able to freeze tuition or approve small tuition increases.  Longwood utilizes state financial aid funding for need-based aid, and is also able to use private philanthropy to support merit aid (which also ends up being awarded in substantial measure to students with financial need). We are proud to be well-represented across income bands and do not anticipate fundamental changes to our aid strategy – though it will be impacted by an increase in Pell-eligible students. Our financial aid strategy in recent years has emphasized:   1. Enrolling and providing adequate support for low-income students. As a result of the substantial increase in state-funded financial aid in FY 24, the financial aid office established a state awarding philosophy focused on increased state aid to in-state Pell eligible students. As a result, in-state Pell-eligible students received an average state award that averaged $2,407 more in state grant aid than fall 22. This increased state award has helped us enroll about 256 incoming Pell-eligible students, which for incoming freshman is an increase of more than 30% over fall 22 and represents about 32% of the incoming first-year class. 2. Consistency, transparency, and predictability. Longwood now commits to offering our need-based financial aid for four years, so long as students remain in good academic standing. If students with need-based aid see grades slip and lose a merit award that comprises a small portion of their overall award, we work assiduously to find additional need-based aid to ensure they are not in danger of dropping out for financial reasons. We have also added to our admissions site a clear and transparent merit aid chart that helps families see clearly the aid they will receive so they can understand their net price. |

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| **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?** |
| Longwood’s undergraduate enrollment has been distributed fairly consistently and evenly in recent years across lower, middle and upper-income students, though as noted Pell student enrollment has increased gradually over the past decade (about 3 percentage points overall to 26.5 percent) and may now be accelerating more significantly.  The ability to offer financial assistance – based on need and/or merit – is an important enrollment tool. Nearly all Longwood students receive at least some aid. Average tuition increases at Longwood have been among the lowest in the Commonwealth, and the infusion of financial assistance has stabilized and even decreased net price.  We do not envision fundamentally changing our pricing and discounting strategy. For several years, we have worked with an outside consultant to try to maximize the efficiency and fairness of our financial aid awards. Longwood could benefit from the ability to offer more discounted out-of-state tuition – a strategy numerous other states are using to the advantage of their public universities and overall economy – if the Commonwealth decided to move in this direction. |

**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?***

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| **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.** |
| 1. **Salary and benefit costs.** Benefit costs per employee have increased substantially even as our ratio of employees-to-students has remained flat. The rate of increase has decelerated over the last five years compared to the previous five but remains substantial (the Commonwealth’s “benefit holiday” observed over several pay periods in FY21 was exceptionally helpful in this regard). Our internal calculations indicate total mandatory benefits costs per employee grew 24 percent between FY17 and FY23, now totaling $21.8 million, averaging just under $31,000 per employee. Salary expenditure has increased at a 1 percent compound rate annually, but with benefits spending rising 3.9 percent annually. Taken as a whole, the state-mandated salary increases of 15% over the last three years have certainly weighed heavily on our cost-control efforts. State funding has helped to alleviate some but not all of the pressures.      1. **Student health and mental health**. Expenses related to the Longwood Health Center have increased from $460,000 in 2013 to $1.2 million in FY 2023. Federal Covid funds provided some support here for these direct costs and also helped cover time spent by the substantial number of staff devoted to Covid response efforts, but were of course temporary. 2. **Utility expenses**. These costs increased approximately 75 percent from FY17 to 2023, from $1.08 million to $1.81 million. |

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| **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.** |
| 1. **Headcount discipline**. Recognizing that personnel account for the vast majority of overall costs, we will continue to utilize a rigorous process that requires vice presidents to explore all possible alternative options before hiring new individuals. Over the past three years, this process has created substantial evolution of job responsibilities and personnel lines to more efficiently meet campus needs, while holding our employee-to-FTE ratio stable. Our objective is to keep this ratio steady going forward. 2. **Energy and Utilities**. In 2020-21 Longwood began work on a variety of fronts to address long-term energy needs and try to capitalize on opportunities to moderate cost increases or, in some areas, reduce costs on a long-term time horizon.We continue to explore ways to provide efficient energy management and are committed to exploring a range of options.In the meantime, we continue to make energy improvements on campus, and to stay on top of capital needs such as HVAC end-of-useful-life replacement. Our six-year capital outlay plan requests reflect an important element of this, and we expect this work to inform capital requests going forward for some time. 3. **Debt Service Retirement**. The University expects to retire debt service in the coming years, producing some savings that will help address cost increases and pressures on tuition, with the dollar amount of savings compared to base year FY23 as follows:  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | FY24 | FY25 | FY26 | FY27 | FY28 | FY29 | FY30 | | $243,919 | $437,545 | $959,911 | $2,111,797 | $2,943,321 | $5,276,204 | $5,411,204 |  1. **Information Technology**. A number of initiatives are underway to control IT expenses while providing essential cybersecurity in an environment of intensifying threats. One example is the implementation of Palo Alto Cortex XDR, a logging and monitoring system that improves end-point protection as well as logging and monitoring of systems on the network. This enterprise solution allowed us to replace three older products, phase out three additional systems, streamline maintenance, and reduce the number of staff needed to ensure our servers are secure and properly monitored. 2. **Campus re-use**. If undergraduate enrollment remains soft for an extended period, we would expect to explore converting at least one residence hall to other uses that would better address capital needs. |

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| **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?** |
| **E&G Capital Projects and Requests**  Longwood’s current Capital Project Request list includes a $4.4 million request for renovation of Hiner Hall, home to the College of Business and Economics, as well as some important energy-related projects. Our top three E&G requests include:   1. **Replace Chillers in Four Campus Buildings $4,957,000 GF**   This project would replace the air conditioning chillers in four buildings that are approaching or beyond their service life and showing signs of imminent failure. Funding for this project was included in the Governor’s proposed budget for FY23, released in December 2022, as well as the budget proposals adopted by the House of Delegates and the Senate during the 2023 General Assembly Session.   1. **Replace Steam Distribution Systems to Four Campus Buildings $4,068,684 GF/$198,316 NGF**   This project would replace the existing steam supply and condensate return pipes serving four campus buildings. The project is a direct result of deficiencies noted in a comprehensive study of the University’s campus steam distribution system conducted in 2015. Part of the steam distribution replacement was funded by the General Assembly and has been completed. This project would address problems that pose unique and serious vulnerabilities in the current steam supply systems to three of the four buildings.   1. **Renovate Hiner Hall Classroom and Commons $4,421,000 GF**   This project would renovate the building’s largest classroom and convert the building’s entryway/student commons space into a flexible learning commons and events space. The project involves replacing outdated classroom technology and infrastructure, including lighting and heating, and reconfiguring space to meet current needs. We believe the programs housed in this extremely outdated facility have the highest opportunities for increased enrollment of any of our offerings, and a facility upgrade is important to recruit and retain students in an extremely competitive market.  **Reflection on Space Utilization**  While our MBA program is online and certain graduate programs have important online components, Longwood is committed to in-person education – a commitment that was only reinforced by the temporary experience of remote learning during the final weeks of the spring 2020 semester. Therefore we are not planning for a fundamental shift in learning modalities that would affect our space utilization.  As required under SCHEV guidelines, Longwood submits a UT-50 report including an up-to-date inventory of rooms/spaces on campus and information on class scheduling to inform the capital approval process. Our most recently submitted reported is from Fall 2022.  Longwood has also substantially increased the renting of campus spaces to outside use for weddings, conferences, and performances. Meeting revenue accelerated rapidly right before Covid with the development of new hotel options in Farmville. It naturally fell 2020-22 but has rebounded strongly, and is on track to grow further. This is a modest but growing contribution to auxiliary revenue that helps offset other costs. |

**SECTION E: BUDGET REQUESTS**

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| **E1. Provide additional information for any budget requests in Part I of your planning template that are not described elsewhere in your narrative.**  **Access and Affordability**  $3.6 million in FY25 and $3.9 million in FY26 would help the University limit in-state undergraduate tuition increases by addressing increased costs resulting from inflation and state-mandated salary and benefit increases.  **VMSDEP Support**  $1,325,531 in FY25 and $1,855,743 in FY26 would help Longwood address costs associated with the Virginia Military Survivors & Dependents Program (VMSDEP), which has grown by more than 40% over the last two years.  **Increase Financial Aid for Pell-eligible Students**  $1.2 million in each year of the biennium would help Longwood increase support for Pell-eligible students. Longwood saw a 30% increase in enrollment of Pell-eligible first-year students from Fall 2022 to Fall 2023, and the University expects to continue to increase enrollment of Pell-eligible students. Additional funding would complement Longwood's recent award from SCHEV for a Recruitment initiative of rural, Pell-eligible students.  **Teacher Preparation: Grow Your Own**  In collaboration with James Madison University and Old Dominion University, $320,000 in each year of the biennium would help address roughly 3,500 FTE teacher vacancies in Virginia by supporting an expansion of an existing, successful teacher licensure program at JMU, currently funded through a congressional appropriation. The Grow Your Own online pilot program at JMU provides affordable training and support for 167 paraprofessionals with bachelor's degrees eligible for a provisional teaching license who are interested in becoming teachers. With state support, Longwood could offer the program to roughly 100 participants in the Southern Virginia region, where the majority of school divisions serve a high number of students receiving free and reduced lunch and where teacher attrition rates are high.  **Nursing Education**  $130,000 in each year of the biennium would help address the nursing shortage by providing additional funds to increase nursing faculty compensation, boosting faculty retention and recruitment and increasing the number of Longwood nursing graduates.  **Student Mental Health Programs**  $80,054 in FY25 and $130,573 in FY26 would support continuation of two successful programs aimed at expanding mental health services to students at Longwood: the Resident Counselor program, currently supported via the SCHEV/VHCF Higher Education Mental Health Workforce Pilot grant, and Longwood's trauma-informed counselor program. The Resident Counselor program also increases the mental health workforce pipeline overall, a clear priority for the Commonwealth. |

**SECTION F: ECONOMIC DEVELOPMENT ANNUAL REPORT**

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| **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** |
| Longwood’s Small Business Development Center is a major engine of support for enterprises across Southside. The SBDC’s most recent annual report documents its impact in 2022-23 – more than 400 entrepreneurs assisted, $12.6 million in new capital investments, and detailed planning and information regarding the SEED Innovation Hub on campus, where community partners including students from Longwood, Hampden-Sydney and Southside Virginia Community College will undertake a range of projects developing entrepreneurial skills and small business. The full report is available at <https://sbdc-longwood.com/annual-reports/> . |

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

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| **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.** |
| Also included as Appendix VII  Longwood’s Freedom of Expression Policy can be found at:  <http://solomon.longwood.edu/studentaffairs/policies--procedures/freedom-of-expression-policy.php>  Longwood’s most recent Report on Protected Speech can be found at:  <http://solomon.longwood.edu/media/student-affairs/solomon/Report-on-Protected-Speech.pdf>  An FAQ on Longwood’s Freedom of Expression Policy can be found at:  <http://solomon.longwood.edu/media/student-affairs/FAQs-for-Freedom-of-Expression-Policy.pdf> |

**SECTION H: NEW SCHOOLS, SITES, AND MERGERS**

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| **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.** |
| Longwood is not currently considering any additional instructional sites, schools or mergers.  Longwood continues to offer its Bachelor’s in Elementary Education and in Early Childhood Education at New College Institute. We are amenable to reestablishing programs as part of our partnership with Southern Virginia Higher Education Center if there is demand. Programs such as School Librarianship typically include elements of travel to different locations within the Commonwealth for portions of delivery. |

**[OPTIONAL] SECTION I: RESEARCH**

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| **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?** |
| Longwood is foremost a teaching institution. Faculty are encouraged to conduct research, and many have important research agendas underway, in particular in fields such as biology, chemistry, education and business. However, Longwood faculty frequently involve undergraduate students in their research. Expanding undergraduate research opportunities has been an area of concerted focus over the past eight years. One outcome of this focus is the highly successful PRISM research program, an 8-week intensive research program for STEM. This NSF-funded program immerses students in an intensive research environment, providing a strong launching pad for career or graduate work. |

**[OPTIONAL] SECTION J: COLLABORATION**

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| **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?** |
| Longwood is an active leader in the **Virginia Education Collaborative**, the organization of Virginia’s university Educator Preparation Programs (EPPs) working to help address policy challenges to alleviate the teacher shortage.  Longwood has joined the SCHEV cohort working with the **Constructive Dialogue Institute** (CDI) to map civic dialogue activities on campus and to develop and implement a plan to roll out trainings and tools that can enhance that kind of work on our campus. We are planning to implement this CDI training as part of our Civitae Core Curriculum.  The proposed S-STEM Collaborative Planning project, ***Bridging Rural Access in Virginia (BRAVA): Building Partnerships for STEM Pathways***, which has received a one-year NSF planning grant, will work to develop pathways to bachelor’s degrees for STEM students at VCCS institutions serving predominantly rural students. Mountain Gateway Community College, Danville Community College, Virginia Western Community College, Longwood University, and at least two additional community colleges will collaborate to support students in rural Virginia as they earn their Associate’s degrees and transition to earn their STEM Bachelor’s degrees, by cultivating an ecosystem of support services and providing significant scholarship funding.  Longwood’s partnership, begun in 2015 with the Moton Museum has been immensely productive for students and the regional economy – and of course transformed public understanding of the nationally important civil rights history of Prince Edward County. Longwood is working closely with Moton on the application process to become part of a U.N.E.S.C.O World Heritage Site. It would be only the second such site in the Commonwealth, after Monticello.  Via its Small Business Development Center and various academic partnerships on campus, Longwood is a leader of Farmville’s new SEED Innovation HUB, in partnerships with Hampden-Sydney College and Southside Virginia Community College. Federal funding has supported the development of a space in downtown Farmville that will the Southside economy through education and training, and connecting area residents with resources to bolster business creation, innovation and workforce training. It will also provide co-working and makerspace, as well as provide a home for SBDC’s small business advising service. |

**[OPTIONAL] SECTION K: STATE POLICY**

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| **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.** |
| As mentioned previously, Virginia’s public universities as a whole, and the Commonwealth’s broader economy, are significantly disadvantaged by policies that continue to incentivize our flagship institutions to sharply limit out-of-state undergraduate students. Competitor states such as South Carolina, Georgia and Alabama are doing precisely the opposite – making room to meet substantial out-of-state demand from strong high school students – and enjoying substantial returns, as many of those students stay after graduation and build their careers. Virginia’s artificial limits drive many of our strongest high school students out of state. There is ample room across the system to accommodate all Virginia students who want to stay in-state as well as students from other states.  We and Virginia’s other public institutions would also benefit from greater flexibility in the tuition we charge out-of-state students, in an effort to attract more high-achieving students from elsewhere to come to Virginia and avail themselves of available capacity here. |

**[OPTIONAL] SECTION L: ADDITIONAL INFORMATION**

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| **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.** |
| Longwood will celebrate its 200th anniversary in 16 years in 2039; only W&M and U.Va are older. Over our long history, Longwood has shown great staying power; we plan for the long-term horizon, and to be strong and sustainable. Through robust, stable leadership and the initiatives we’ve been pleased to describe in this plan, we are well positioned to adjust to today’s challenges, staying true to our mission and providing an essential resource to Southern Virginia and Virginia as a whole. |