



# Virginia State University

Academic Affairs & Student Affairs Committee

Thursday, February 6, 2025

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# Agenda Overview

## I. Enrollment Management Updates (Spring 2025/Fall 2026)

Alexis Brooks-Walter

*Vice President for Student Affairs and Enrollment Management*

## II. SCHEV Performance Measures

Tia A. Minnis

*Provost and Vice President for Academic Affairs*

## III. Academic AI Initiatives

Tia A. Minnis

*Provost and Vice President for Academic Affairs*

## IV. Safety and Security Update

David Bragg

*AVP for Public Safety/Chief of Police*



# Enrollment Management Updates

*(Spring 2025/Fall 2026)*

**Alexis Brooks-Walter**

*Vice President for Student Affairs and Enrollment Management* **Greater** Happens Here

## Spring 2025 Enrollment

|   |       |
|---|-------|
| Registered                                    | 5,238 |
| Registered and cleared balance less than \$2K | 4,407 |
| Registered with balance between \$2K and \$5K | 284   |
| Registered with balance greater than \$5K     | 547   |
| Registered                                    | 5,238 |

## Fall 2025 Undergraduate Applications

|              | Fall 2023 | Fall 2024 | Fall 2025     |
|--------------|-----------|-----------|---------------|
| Applications | 22,196    | 22,956    | <b>13,268</b> |
| Admits       | 6,554     | 7,755     | <b>6,712</b>  |
| Deposits     | 144       | 163       | <b>222</b>    |

# Academic Scholarships

## Previous Scholarship

- Provost
  - \$3500 + \$3000
  - 3.0 GPA and 1080 SAT
  - 3.5 GPA
- Presidential
  - \$7000 + \$3000
  - 3.2 GPA and 1170 SAT
  - 3.75 GPA

## New Scholarships

- Trojan Trailblazer
  - \$2000
  - 3.50-3.74 GPA
- Orange and Blue
  - \$4500
  - 3.75-3.99 GPA
- Academic Excellence
  - \$8000
  - 4.0 GPA

# Open House – March 29<sup>th</sup>









# SCHEV Performance Measures

*2021 – 2022 Results*

**Tia A. Minnis**

*Provost and Vice President for Academic Affairs*

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# Background on the Institutional Performance Standards

- Coordinated by the State Council of Higher Education (SCHEV)
- Higher Education Restructuring Act in 2005
- Virginia Higher Education Opportunity Act of 2011 (Top Jobs Act or TJ21) and related Code of Virginia amendments

# SCHEV Performance Measures

All public institutions are evaluated based on six (6) performance measures

## PM 1-4: Must meet at least 95 percent

### Performance Measure 1

- **In-State UG Enrollment**
- Number of in-state undergraduate headcount

### Performance Measure 2

- **In-State UG Degrees**
- Number of in-state bachelor degree awards

### Performance Measure 3

- **In-State STEM-H Degrees**
- Number of in-state STEM-H bachelor degree awards

## PM 5-6: Maintain or increase the number

### Performance Measure 4

- **In-State UL Students**
- Number of in-state, upper level FTE students (Jr. & Sr.)

### Performance Measure 5

- **In-State UR Students Degree**
- In-state UG degrees awarded to underrepresented students

### Performance Measure 6

- **In-State Transfer Students**
- Number of in-state 2-year transfers to 4-year institutions

# 2024 SCHEV Biennial Assessment Results by Institution

| Institution | PM1   | PM2   | PM3   | PM4 | PM5 | PM6 | Recommendation   |
|-------------|-------|-------|-------|-----|-----|-----|------------------|
| CNU         | P     | P     | P     | P   | P   | F   | Feedback Only    |
| CWM         | P     | P     | P     | P   | P   | P   | Passed           |
| GMU         | P     | P     | P     | P   | P   | P   | Passed           |
| JMU         | P     | P     | P     | P   | F   | P   | Feedback Only    |
| LU          | F1&F2 | P     | P     | P   | F   | F   | Remediation Plan |
| NSU         | P     | P     | P     | P   | P   | F   | Feedback Only    |
| ODU         | P     | P     | P     | P   | F   | F   | Feedback Only    |
| RU          | P     | P     | P     | P   | F   | F   | Feedback Only    |
| UMW         | P     | P     | P     | P   | F   | P   | Feedback Only    |
| UVA         | P     | P     | P     | P   | P   | P   | Passed           |
| UVA-W       | P     | F1&F2 | F1&F2 | P   | F   | F   | Remediation Plan |
| VCU         | P     | P     | P     | P   | F   | F   | Feedback Only    |
| VMI         | P     | P     | P     | P   | P   | P*  | Passed           |
| VSU         | P     | F1&F2 | P     | P   | F   | F   | Remediation Plan |
| VT          | P     | P     | P     | P   | P   | P   | Passed           |
| VCCS        | P     | P     | F1    | N/A | F   | N/A | Feedback Only    |
| RBC         | F1&F2 | P     | P     | N/A | F   | N/A | Feedback Only    |

P = Passed F = Fail F1 = Fail first year, 2021-22 F2 = Fail second year, 2022-23 N/A = not applicable

\*VMI was granted an exemption from IPS Measure #6 regarding transfers from two-year colleges and instead is evaluated on its commissioning percentage.

# 2024 SCHEV Institutional Performance Review Virginia State University

**PM 1-4:** Institution meets at least 95 percent of its State Council-approved biennial projections:

## Performance Measure 1

- **In-State UG Enrollment**
- (2021-22; In-State 107.8%)
- (2022-23; In-State 119.7%)

## Performance Measure 2

- **In-State UG Degrees**
- (2021-22; In-State 80.7%)
- (2022-23; In-State 84.0%)

## Performance Measure 3

- **In-State STEM-H Degrees**
- (2021-22; In-State 152.5%)
- (2022-23; In-State 169.4%)

## Performance Measure 4

- **In-State UL Students**
- (2021-22; In-State 101.0%)
- (2022-23; In-State 98.0%)

# 2024 SCHEV Institutional Performance Review Virginia State University

**PM 5-6:** Institutions must maintain or increase the number of students

## Performance Measure 5

- In-state UG Degrees Awarded to Underrepresented Students
- Actual 3-year average compared to 2-Year Average Degrees Conferred to ULS
- -38

## Performance Measure 6

- In-state UG 2-year transfers Students
- Two-year average compared to 2016-17 baseline
- -7

# VSU 2024 SCHEV Performance Measures Comparison

| Performance Measure  | 2021-22 |        |         |         | 2022-23 |        |         |         |
|--|---------|--------|---------|---------|---------|--------|---------|---------|
|  | Target  | Actual | Result  |         | Target  | Actual | Result  |         |
| 1. In-state undergraduate headcount enrollment   | 2640    | 2846   | 107.80% | Met     | 2611    | 3127   | 119.76% | Met     |
| 2. In-state associate and bachelor degree awards   | 543     | 438    | 80.7%   | Not Met | 550     | 462    | 84.0%   | Not Met |
| 3. In-state STEM-H associate and bachelor degree awards  | 99      | 151    | 152.5%  | Met     | 98      | 166    | 169.4%  | Met     |
| 4. In-state, upper-level - junior and senior level - program-placed, full-time equivalent students | 1433    | 1447   | 101.0%  | Met     | 1447    | 1418   | 98.0%   | Met     |

# VSU 2024 SCHEV Performance Measures Comparison

## Performance Measure 5: In-state UG Degrees Awarded to Underrepresented Students

| 2018-19 | 2019-20 | 2020-21 | 3-Yr. Avg. | 2021-22 | 2022-23 | 2-Yr. Avg. | Result |
|---------|---------|---------|------------|---------|---------|------------|--------|
| 481     | 432     | 388     | 434        | 371     | 421     | 396        | -38    |

*Three-year average 2018-19, 2019-20, 2020-21 is compared with two-year average of 2021-22 and 2022-23.*

## Performance Measure 6: In-state UG 2-year transfers Students

| Baseline<br>2016-17 | 2021-22 | 2022-23 | 2-Yr. Avg. | Difference 2-Yr. Avg.<br>from Baseline |
|---------------------|---------|---------|------------|--|
| 163                 | 158     | 154     | 156        | -7                                     |

*Two-year average is compared to 2016-17 baseline counts.*



# SCHEV PERFORMANCE MEASURES

- **Corrective Action Plan**
  - Update on unmet performance measures to be submitted to SCHEV in spring 2025.
  - SCHEV recommends the remediation plan update to be submitted to Council no later than May 2025.
- **Timeline**
  - AY 2021-2022 – AY 2028-2029
  - Projections submitted Spring 2021
- **Next Review Cycle**
  - October 1, 2026



# Questions

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# Academic AI Initiatives

*Preparing for the AI-Powered Future*

**Tia A. Minnis**

*Provost and Vice President for Academic Affairs*

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# Reginald F. Lewis College of Business

## Effective Teaching Practices with AI

### *Engaging Students Through Innovative Learning Tools*



#### Teaching Materials:

Case studies, syllabi, and project guidelines using ChatGPT and SAS Viya

AI-powered project guidelines

Students excelled in STEM challenges, winning top prizes for AI-based banking solutions.



#### Assignments and Projects:

Projects with HP and Carfax

Machine learning and data visualization with SAS Viya

Ethical AI assessments and debate prompts to develop critical thinking

AI-powered campaign storyboarding.



#### Student Assessments:

AI tools (e.g., SAS Viya) for evaluating data wrangling tasks

AI-based grading tools tested for efficiency

MBA – AI Peer Assessment Tools

# Reginald F. Lewis College of Business

Effective Teaching Practices with AI  
*Engaging Students Through Innovative Learning Tools*

## Future Plans (Spring 2025)

**New Course.**



**Immersive Simulations**



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# College of Natural and Health Sciences

Effective Teaching Practices with AI  
*Innovating Microbiology Education with AI*

## BIOL241: Introduction to Microbiology



### Custom AI Tool:

Created on ChatGPT for interactive, tailored learning experiences.



### Gradual Acclimation:

Introduced structured, step-by-step guidance for students to adapt to AI tools.



### Key Activities:

Defining microbiology terms.  
Generating topic summaries.  
Creating customized study aids.



# College of Natural and Health Sciences

Effective Teaching Practices with AI  
*Innovating Microbiology Education with AI*

## Department Focus Going Forward



### Skill Development:

Increased comfort and proficiency in AI tools for learning.



### Iterative Learning:

Encouraged self-assessment and iterative exploration of AI outputs.



### Preparation for the Future:

Equipping students for AI usage in academic and professional settings.



### Proactive Learning:

Independent exploration of topics.



# College of Education

## Effective Teaching Practices with AI *AI-Based Module for Doctoral Research Methods*

### Focus

- Leveraging AI Tools for Both Qualitative and Quantitative Research.

### Goals

- Foster critical thinking and ethical considerations in AI-based research.
- Enable comprehensive understanding of AI applications in research.







# College of Education

Effective Teaching Practices with AI  
*AI-Based Module for Doctoral Research Methods*

## Applications:

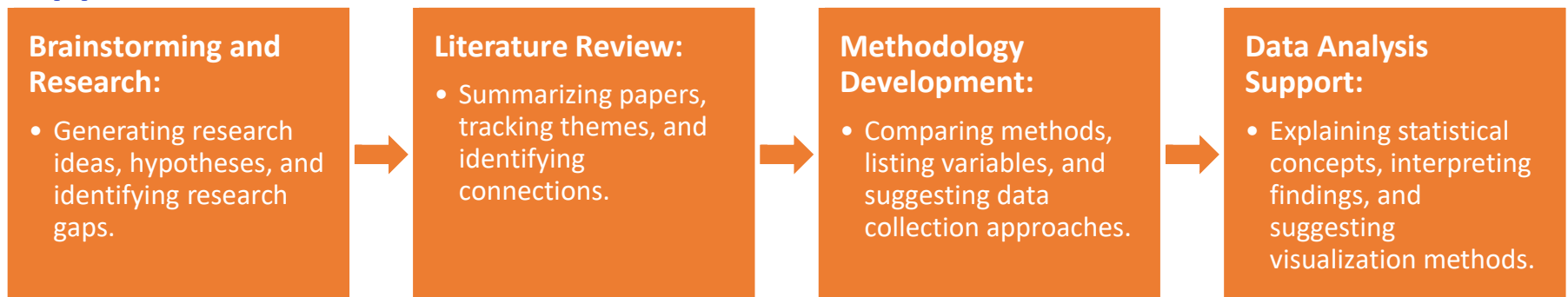
- Track and summarize peer-reviewed articles
- Organize articles and queries large PDFs
- Automate tasks like generating presentations and summarizing dissertations



# College of Education

## Effective Teaching Practices with AI *AI-Based Module for Doctoral Research Methods*

### Applications:



# College of Education

## Effective Teaching Practices with AI *AI-Based Module for Doctoral Research Methods*



### Writing Structure:

Assists with chapter outlines, argument flow, and transitions.

Suggests improvements in writing and ensures proper APA citations.



### Ethics & Data Privacy:

Reviews participant protections and ethical concerns.

Flags methodology validity and data privacy risks.



### Future Directions:

Broader implementation of AI tools in curriculum and research support.

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# College of Engineering and Technology

Effective Teaching Practices with AI

*Empowering Students Through AI in the Classroom*

**Students are introduced to powerful AI tools like:**

- **ChatGPT & Google Gemini:** Students explore natural language processing
- **GitHub Copilot:** AI-assisted code completion
- **AI Edge Computing Devices:** Advanced Course
- **Data Visualization & Analysis:** Tools like Tableau and Python libraries (Pandas, Matplotlib, and Scikit-learn)





# College of Engineering and Technology

## Effective Teaching Practices with AI

*Empowering Students Through AI in the Classroom*

### Examples of Practical Applications

- **Projects and Case Studies:** creating chatbots, analyzing datasets, and building machine learning models
- **Enhance:** problem-solving, debugging, and coding proficiency
- **Capstone Projects:** upper-level undergraduate, and graduate courses



# Digital Learning and Extended Education

*Empowering Students Through AI Training*

## AI Training through IBM SkillsBuild

- Over 250 students have completed foundational AI training
- 50 students were awarded iPads for successfully completing two AI courses
- Advanced training in AI, machine learning, and data science with industry partners

## Student Engagement Initiatives

- IBM Tech Talks
- Monthly HBCU vs. HBCU Student Wednesdays

# Faculty Development

*Empowering Faculty to Lead the Charge in AI-Driven Education*

## AI Workshop & Training

- Hands-on Workshops
- Training Sessions that Emphasize AI Ethics.
- AI conferences

## Grant Initiatives

- Center for Generative AI and Industrial Cybersecurity

## Provost AI Advisory Council

- Establish Spring 2025

# Faculty Development

*Empowering Faculty to Lead the Charge in AI-Driven Education*

## Workshops and Training:

Introduction to AI tools and classroom applications.

AI ethics training for responsible use.

Prompt engineering sessions for creating engaging student activities.

## Fall 2024 Academy of Faculty Enrichment Courses:

Introduction to AI: The Future of AI

Prompt Engineering: Crafting Effective AI Interactions

Utilizing ChatGPT Effectively

## Spring 2025 Classes:

Strategic Implementation of AI for Academic Excellence

Enhancing Instructional Efficiency with AI Tools.

Shaping Leadership Methods in AI-Driven Facilitation





# Questions

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Thank You!

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# Safety and Security Update

**David L. Bragg**

AVP for Public Safety/Chief of Police

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# Campus Crime Report 2023 – 2024 YTD (Jan – Dec)



| Offense            | 2023 YTD Jan - Dec | 2024 YTD Jan - Dec |
|--------------------|--------------------|--------------------|
| Homicide           | 0                  | 0                  |
| Sex Offenses       | 7                  | 15                 |
| Robbery            | 4                  | 0                  |
| Aggravated Assault | 5                  | 9                  |
| Burglary           | 12                 | 3                  |
| Auto Theft         | 3                  | 1                  |
| Arson              | 0                  | 1                  |
| Domestic Violence  | 0                  | 2                  |
| Dating Violence    | 25                 | 15                 |
| Stalking           | 4                  | 2                  |
|                    |                    |                    |
| <b>Total</b>       | <b>60</b>          | <b>48</b>          |

## Campus Arrest Report YTD 2023 and 2024

| Campus Arrest Report 2023 | Jan      | Feb      | Mar      | Apr      | May      | Jun      | Jul      | Aug      | Sep      | Oct      | Nov      | Dec      | Total     |
|---------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Weapons Law Violations    | 0        | 0        | 0        | 1        | 1        | 1        | 1        | 3        | 2        | 2        | 0        | 0        | 11        |
| Drug Law Violations       | 0        | 1        | 0        | 0        | 0        | 0        | 1        | 1        | 1        | 0        | 1        | 0        | 5         |
| Liquor Law Violations     | 0        | 1        | 0        | 0        | 1        | 0        | 1        | 1        | 1        | 1        | 0        | 0        | 6         |
| <b>Totals</b>             | <b>0</b> | <b>2</b> | <b>0</b> | <b>1</b> | <b>2</b> | <b>1</b> | <b>3</b> | <b>5</b> | <b>4</b> | <b>3</b> | <b>1</b> | <b>0</b> | <b>22</b> |

| Campus Arrest Report 2024 | Jan      | Feb      | Mar      | Apr      | May      | Jun      | Jul      | Aug      | Sep      | Oct      | Nov      | Dec      | Total     |
|---------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Weapons Law Violations    | 1        | 0        | 0        | 0        | 1        | 0        | 0        | 3        | 2        | 0        | 0        | 0        | 7         |
| Drug Law Violations       | 2        | 2        | 1        | 3        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 8         |
| Liquor Law Violations     | 1        | 1        | 1        | 2        | 1        | 0        | 0        | 0        | 3        | 1        | 1        | 0        | 11        |
| <b>Totals</b>             | <b>4</b> | <b>3</b> | <b>2</b> | <b>5</b> | <b>2</b> | <b>0</b> | <b>0</b> | <b>3</b> | <b>5</b> | <b>1</b> | <b>1</b> | <b>0</b> | <b>26</b> |

# Security Measures

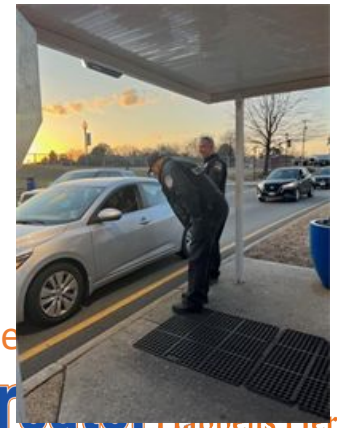


- Salary increases for police officers to remain competitive with surrounding police agencies and to attract more qualified applicants.
- Currently in the recruitment process to hire four additional full-time security officers and four additional full-time police officers.
- Hire and deploy Student Safety Observers.
- Continue with the use of outside security companies, including RMC for dorm security and campus events.

# Safety Enhancements



- Temporary fencing was placed at the south entrance as a deterrent against unwanted guests. The temporary fencing will be replaced with permanent fencing with installed gate enclosures to limit access and the ability to secure all entrances.
- Deployment of additional manpower to the night shift.
- Continue checkpoints with 100% ID check starting at 6pm until 6am at Gateway and Moore Halls.
- Fixed Observation Posts:
  - The Quads Area (2<sup>nd</sup> and Boisseau St.)
  - UAE
  - Checkpoints as observation posts (Gateway and Moore Hall & Front Entrance)
- A VSU Part-Time Police Officer assigned to the Virginia State Police Criminal Task Force



**Great** Happens Here

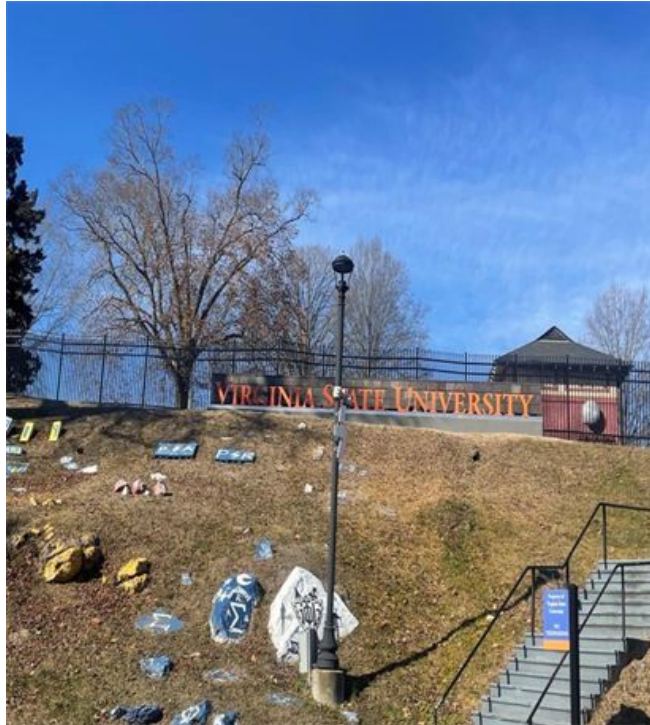
## South Entrance of Campus



Temporary  
Fencing  
< (Left)



Permanent  
Fencing  
(Right) >





## Technology



- Police dispatch will continue to monitor security cameras 24/7 with a focus on parking lots, building interiors/exterior, and other areas that are heavily populated.
- Use additional light towers in low-lit areas.
- Strategically place portable camera towers in areas of concern around campus.
- Deploy electronic messaging boards when needed.



**Thank you for your  
time and support!**



**David Bragg**

AVP for Public Safety/Chief of Police



# Virginia State University

## Institutional Performance Measures

Corrective Action Plan Update  
January 28, 2025



**VIRGINIA STATE UNIVERSITY  
PERFORMANCE MEASURES - CORRECTIVE ACTION PLAN  
UPDATE: January 28, 2025**

Virginia State University (VSU) recognizes the importance of the six general institutional performance measures and has developed a corrective action plan to address the 2021-2022 and 2022-2023 measures not met as outlined in the SCHEV 2024 Biennial Assessment. The institution has reviewed each measure and has identified several strategic actions to improve institutional performance in each area. The corrective action plan is outlined below.

**PERFORMANCE MEASURE 1: The institution meets at least 95% of its State Council-approved biennial projections for in-state undergraduate headcount enrollment.**

**Definition:** Direct comparison of actual in-state, undergraduate enrollment derived to approved enrollment projections.

**Results:** The University meets the 95% target for this measure. The University exceeded the measure by 12.8%.

| 2021-22 |        |         |     | 2022-23 |        |         |     |
|---------|--------|---------|-----|---------|--------|---------|-----|
| Target  | Actual | Result  |     | Target  | Actual | Result  |     |
| 2,640   | 2,846  | 107.80% | Met | 2,611   | 3,127  | 119.76% | Met |

**Data Source:**

- A. 2021 Enrollment Projections; (2021-22 data) and 2021 Fall Head Count files (HC).
- B. 2021 Enrollment Projections; (2022-23 data) and 2022 Fall Head Count files (HC).

**Corrective Plan:** The University met this performance measure. No corrective action is required.

**PERFORMANCE MEASURE 2: The institution meets at least 95% of its State Council-approved biennial projections for the number of in-state associate and bachelor degree awards.**

**Definition:** Direct comparison of actual in-state, associate and bachelor degrees to SCHEV approved degree estimates.

**Results:** The University did not meet this performance measure in 2021-22 and 2022-23. The 2021-22 target projection for the number of in-state bachelor degree awards was 543; VSU conferred 438 bachelor's degrees, representing 80.7% of the target.

The 2022-23 target projection for the number of in-state bachelor degree awards was 550; VSU conferred 462 bachelor's degrees, representing 84.0% of the target.

| 2021-22 |        |        |         | 2022-23 |        |        |         |
|---------|--------|--------|---------|---------|--------|--------|---------|
| Target  | Actual | Result |         | Target  | Actual | Result |         |
| 543     | 438    | 80.7%  | Not Met | 550     | 462    | 84.0%  | Not Met |

**Data Source:**

- A. 2021 Degree Estimates (2021-22 data) and 2021-22 Degrees Conferred files (DC)
- B. 2021 Degree Estimates (2022-23 data) and 2022-23 Degrees Conferred files (DC)

**Corrective Plan:**

Virginia State University (VSU) has implemented a multifaceted strategy to enhance student retention and degree completion in alignment with SCHEV’s institutional performance measures. To improve retention rates, VSU has strengthened academic advising by leveraging predictive analytics through its partnership with EAB, enabling early identification and targeted interventions for at-risk students. Additionally, the university has expanded financial aid support, including last-dollar scholarships, to mitigate affordability barriers. Comprehensive student support services—such as enhanced tutoring, mentoring, and wellness programs—are being scaled to address both academic and social-emotional needs, fostering an environment conducive to student success.

To accelerate academic progression, VSU is optimizing course scheduling through its investment in CourseLeaf CLSS, ensuring students have timely access to critical courses for degree completion. The university is also expanding flexible learning pathways, including online and adult-learner-focused degree programs, such as the Bachelor of Individualized Studies. These efforts are coupled with a recalibrated approach to setting in-state bachelor’s degree targets, based on a thorough analysis of

historical trends, ensuring more precise and achievable benchmarks for student progression and graduation rates.

To sustain these improvements, VSU has enhanced leadership oversight and coordination in student success initiatives. The university hired a Director of Student Success and Degree Completion in 2022 and recently added a Degree Audit Specialist in the Registrar's Office (October 2024) to improve major map audits and degree alignment. The upcoming launch of CourseLeaf Curriculum Inventory Management (CIM) in 1Q25 will further streamline academic planning and degree tracking, integrating with Banner and DegreeWorks to provide students with clear course sequencing and structured degree pathways. Additionally, VSU has reinforced proactive interventions, including strategic outreach to students at risk of stopping out and mandatory success planning for those earning below a 2.0 GPA.

VSU remains committed to leveraging data-driven solutions and institutional collaboration to enhance retention, degree completion, and overall student success. The university will continue analyzing second-to-third-year retention trends, expanding the Trojan Degree Completion Initiative, and training faculty and staff on EAB Navigate for student tracking and support. With a continued focus on the Out-in-Four Initiative, targeted instructional programs, and enhanced advising services, VSU is well-positioned to meet SCHEV's 95% performance standard for in-state degree awards. Progress will be rigorously monitored, with adjustments made as needed to align with institutional goals and SCHEV expectations.

**PERFORMANCE MEASURE 3: The institution meets at least 95% of its State Council-approved biennial projections for the number of in-state STEM-H (Science, Technology, Engineering, Mathematics and Health professions) associate and bachelor degree awards.**

**Definition:** Direct comparison of actual in-state, STEM-H bachelor degrees to SCHEV approved degree estimates.

**Results:** The University meets the 95% target for this measure. The University exceeded the measure by 57.5%.

| 2021-22 |        |        |     | 2022-23 |        |        |     |
|---------|--------|--------|-----|---------|--------|--------|-----|
| Target  | Actual | Result |     | Target  | Actual | Result |     |
| 99      | 151    | 152.5% | Met | 98      | 166    | 169.4% | Met |

**Data Source:**

- A. 2021 STEM-H Degree Estimates (2021-22 data) and 2021-22 STEM-H Degrees Conferred file (DC)
- B. 2021 STEM-H Degree Estimates (2022-23 data) and 2022-23 STEM-H Degrees Conferred file (DC)

**Corrective Plan:** The University met this performance measure. No corrective action is required.

**PERFORMANCE MEASURE 4: The institution meets at least 95% of its State Council-approved biennial projections for the number of in-state, upper level - sophomore level for two-year institutions and junior and senior level for four-year institutions - program-placed, full-time equivalent students.**

**Definition:** Calculate actual in-state, upper-level – junior, senior, and fifth-year senior student levels – for public four-year institutions – programs-places, full-time equivalent students. Exclude audited and tuition waiver courses in calculation.

**Results:** The University meets the 95% target for this measure. The University exceeded the measure by 6.0%.

| 2021-22 |        |        |     | 2022-23 |        |        |     |
|---------|--------|--------|-----|---------|--------|--------|-----|
| Target  | Actual | Result |     | Target  | Actual | Result |     |
| 1,433   | 1,447  | 101.0% | Met | 1,447   | 1,418  | 98.0%  | Met |

**Data Source:**

- A. 2021 Enrollment Projections (2021-22 data) and 2021-22 Course Enrollment files (CE).
- B. 2021 Enrollment Projections (2022-23 data) and 2022-23 Course Enrollment files (CE).

**Corrective Plan:** The University met this performance measure. No corrective action is required.



**PERFORMANCE MEASURE 5: The institution has maintained or increased the number of in-state associate and bachelor degrees awarded to students from underrepresented populations.**

**Definition:** Calculate total unduplicated count of in-state associate and bachelor degrees for underrepresented populations. Calculate average counts for two years under review and compare to the average of counts for the three previous years.

**Results:** The University's two-year average of in-state two-year transfers students missed the target by 38 students.

| 2018-19 | 2019-20 | 2020-21 | 3-Year Avg | 2021-22 | 2022-23 | Target | Result      |
|---------|---------|---------|------------|---------|---------|--------|-------------|
| 481     | 432     | 388     | 434        | 371     | 421     | 396    | -38 Not Met |

**Data Source:**

- A. 2018-19, 2019-20, 2020-21, 2021-22, 2022-23 Degrees Conferred files
- B. 2018-19, 2019-20, 2020-21, 2021-22, 2022-23 Financial Aid files

**Corrective Plan:** The institution has reviewed the defined underrepresented population for this performance measure. Our recruitment efforts have been enhanced to directly target the defined population of students. With the addition of new innovative, job-based, and online degree and certificate programs, we anticipate an increase in the number of non-traditional and underrepresented students.

**PERFORMANCE MEASURE 6: The institution has maintained or increased the number of in-state two-year transfers to four-year institutions.**

**Definition:** Tracked students who came from a public two-year institution in the previous year and were flagged as a new transfer by the public four-year institution the following fall. Calculate average of counts for two years under review and compare to the actuals for 2016-17.

**Results:** The University’s 2021-22 and 2022-23 two-year average of in-state two-year transfers students did not meet the target by 7 students.

| 2016-17  | 2021-22 | 2022-23 | 2-year avg | Result |         |
|----------|---------|---------|------------|--------|---------|
| Baseline | Actual  |         |            | -7     | Not Met |
| 163      | 158     | 154     | 156        |        |         |

**Data Source:**

- A. Actual 2021-22 and 2022-23 two-year average of in-state two-year transfers to four-year institutions compared to baseline actuals of 2016-2017.

**Corrective Plan:**

Transfer enrollment is a challenge for many institutions as overall enrollment in community colleges has declined, resulting in fewer potential transfer students to four-year institutions. However, VSU has employed strategic initiatives to increase the total enrollment of in-state two-year transfer students. These initiatives allow students in eligible two-year degree programs to earn a four-year degree at VSU after completing the two-year program at their respective two-year institutions.

The table below outlines specific strategic actions to address Performance Measure 6.

| Strategic Actions  | Timeline |
|--|----------|
| <ul style="list-style-type: none"> <li>• Continue to support the Trojan Alliance Program, an academic pathway program with two-year colleges from the Richard Bland College and the Virginia Community College System (VCCS), including Reynolds Community College, and Brightpoint Community College</li> </ul> | Ongoing  |
| <ul style="list-style-type: none"> <li>• Continue to participate in the SCHEV Passport Program and the Pathways Maps Policy</li> </ul>   | Ongoing  |
| <ul style="list-style-type: none"> <li>• Clearly communicate course equivalencies and timely credit evaluation using EAB’s prospective student-facing portal (e.g., Transfer Equivalency website)</li> </ul>   | Ongoing  |

## **TIMELINE FOR IMPROVEMENTS**

VSU continues collaborating with the SCHEV Policy Analytics team to refine and establish accurate projections for institutional performance measures. VSU has implemented many strategic initiatives as part of its five-year Strategic Plan (2020-2025), *“Pre-eminence with Purpose.”* These initiatives focus on enrollment, retention, graduation, and sustained excellence. By implementing these strategic initiatives and using student success analytics, the institution can establish accurate, data-driven targets for each of the performance measures. VSU anticipates improvements in each of the performance measures by AY-2025-2026.