

# AGENDA BOOK

**June 8, 2009**

**Location:**

SCHEV's Office  
Richmond, VA



State Council of  
Higher Education for Virginia

# STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

SCHEV Offices  
Main Conference Room – 9<sup>th</sup> floor  
Richmond, Virginia  
**June 8, 2009**

**1:00 p.m.**

## **Meeting Agenda**

- |   |           |
|---|-----------|
| Call to Order and Announcements                                   | 1:00 p.m. |
| 1. Action Item:   | 1:05 p.m. |
| a. Action on Certification of Institutions<br>Under Restructuring |           |
| 2. Adjournment  | 4:00 p.m. |

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NOTE: All meeting times are approximate and may vary slightly.

### **NOTE:**

Note that this will be an electronic communication meeting. Ms. Magill will participate in this meeting from 901 E St, NW 10th fl., Wash, DC. Please call 804-652-7744 if there is an interruption in the connection from this location.

Materials contained in this Agenda Book are in draft form and intended for consideration by the Council at its meeting (dated above), and may not reflect final Council action. For a final version of any item contained in these materials, please visit the Council's website at [www.schev.edu](http://www.schev.edu) or contact Lee Ann Rung at [LeeAnnRung@schev.edu](mailto:LeeAnnRung@schev.edu).

# State Council of Higher Education for Virginia Agenda Item

**Item:** #1. - Action on Certification of Institutions Under Restructuring

**Date of Meeting:** June 8, 2009

**Presenter:** Jim Alessio, Director of Higher Education Restructuring  
jamesalessio@schev.edu

**Most Recent Review/Action:**

- No previous Council review/action
- Previous review/action

**Date:** May 13, 2008

**Action:** Certified institutions for 2008-09

**Date:** May 12, 2009

**Action:** Reviewed institutions for 2009 certification

**Background Information/Summary of Major Elements:**

The 2005 Higher Education Restructuring Act outlines educational, financial, and administrative goals for Virginia's public colleges and universities. The Act further directs the Council to develop performance standards and annually determine the extent to which each institution meets these standards.

§23-9.6:1.01. Assessments of institutional performance.

C. The State Council shall annually assess the degree to which each individual public institution of higher education has met the financial and administrative management and educational-related performance benchmarks set forth in the Appropriation Act in effect. Such annual assessment shall be based upon the objective measures and institutional performance benchmarks included in the annual Appropriation Act in effect. The State Council shall request assistance from the Secretaries of Finance and Administration, who shall provide such assistance, for purposes of assessing whether or not public institutions of higher education have met the financial and administrative management performance benchmarks.

Institutions that meet the performance benchmarks are certified by the Council. Certified institutions are entitled to the following financial benefits:

§2.2-5005. Incentive performance benefits to certain public institutions of higher education.

Beginning with the fiscal year that immediately follows the fiscal year of implementation and for all fiscal years thereafter, each public institution of higher education that (i) has been certified during the fiscal year by the State Council of Higher Education of Virginia pursuant to §23-9.6:1.01 as having met the institutional performance benchmarks for public institutions of higher education and (ii) meets the conditions prescribed in subsection B of §23-38.88, shall receive the following financial benefits:

1. Interest on the tuition and fees and other nongeneral fund Educational and General Revenues deposited into the State Treasury by the public institution of higher education, as provided in the appropriation act;
2. Any unexpended appropriations of the public institution of higher education at the close of the fiscal year, which shall be reappropriated and allotted for expenditure by the institution in the immediately following fiscal year; and
3. A pro rata amount of the rebate due to the Commonwealth on credit card purchases of \$5,000 or less made during the fiscal year.
4. A rebate of any transaction fees for the prior fiscal year paid for sole source procurements made by the institution in accordance with subsection E of §2.2-4303, for using a vendor who is not registered with the Department of General Service's web-based electronic procurement program commonly known as "eVA", as provided in the appropriation act.

The 2008 Appropriation Act outlines the Council's authority in certifying institutions:

#### §4-9.02 ASSESSMENT OF INSTITUTIONAL PERFORMANCE

Consistent with §23-9.6:1.01., Code of Virginia, the following education-related and financial and administrative management measures shall be the basis on which the State Council of Higher Education shall annually assess and certify institutional performance. Such certification shall be completed and forwarded in writing to the Governor and the General Assembly no later than June 1 of each year. Institutional performance on measures set forth in paragraph K of this section shall be evaluated year-to-date by the Secretaries of Finance, Administration, and Technology as appropriate, and communicated to the State Council of Higher Education before June 1 of each year. Financial benefits provided to each institution in accordance with §2.2-5005 will be evaluated in light of that institution's performance.

In general, institutions are expected to achieve their agreed upon targets and standards on all performance measures in order to be certified by SCHEV. However, the State Council, in working with each institution, shall establish a prescribed range of permitted variance from annual targets for each education-related measure, as appropriate.

Further, the State Council shall have broad authority to certify institutions as having met the standards on education-related measures where they have already achieved high levels of performance in order that they may focus resources toward achieving similar levels of performance on other measures. The State Council shall likewise have the authority to exempt institutions from certification on education-related measures that the State Council deems unrelated to an institution's overall performance.

In November 2006, the Council approved performance measures for each goal. These measures included individual institutional targets to be used in determining whether an institution meets a specific goal. The Institutional Performance Standards were based on an institution's past performance and a set of negotiated targets. Targets were developed for a six year period beginning with the 2006-07 academic year through the 2011-12 academic year. In addition to establishing targets for each measure, the Appropriation Act permits a variance from the target, known as a 'Threshold,' for measuring acceptable institutional performance.

The attached tables summarize institutional performance in meeting the standards. It should be noted that several of the measures did not have performance standards for 2007-08, the year under review. Also, the performance standards were modified effective July 1, 2009 after a thorough review by the Restructuring Task Force formed after last year's certification review. Some of the measures that are part of this year's review change beginning next year. For example, measure 5.2 – Percent of Need-based Borrowers with Loans – becomes part of an institution's six-year plan.

Besides the educational-related performance standards, the Secretaries of Finance, Administration, and Technology evaluate the standards for the financial and administrative goals. The Secretaries have documented that "each institution met the financial and administrative measures in the aggregate." (Letter from the Secretary of Finance is attached.)

To provide a fuller context to the 2009 certification, it might be helpful to revisit the Council's May 2008 certification in which four institutions failed one or more measures, but were certified by the Council. The Council noted at the time:

WHEREAS the Higher Education Restructuring Act is acknowledged to be in the forefront of higher education reform and,

WHEREAS it establishes new relationships between the state, institutions of higher learning, and the public, and

WHEREAS this is the first certification process which utilizes targets and thresholds for each measure, and hence it is not unexpected that technical issues would arise that require deliberation beyond this immediate cycle of consideration; therefore

BE IT RESOLVED that the State Council of Higher Education for Virginia will apply a more liberal standard in this first year to the application of certification than it expects to apply in future years.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies for 2008-09 that the following public institutions have substantially met the performance standards of the Higher Education Restructuring Act and the 2007 Appropriation Act:

Longwood University  
University of Virginia's College at Wise  
Virginia Commonwealth University  
Virginia State University

This year a Council workgroup, consisting of Council members Alan Wurtzel and Gilbert Bland, reviewed each institution's progress in meeting its targets and thresholds. Based on this review, the following institutions have met their target or threshold on all measures:

Christopher Newport University  
College of William and Mary  
George Mason University  
James Madison University  
Longwood University  
Norfolk State University  
Old Dominion University  
Radford University  
University of Mary Washington  
University of Virginia  
Virginia Community College System  
Virginia Military Institute  
Virginia Tech

**The workgroup recommends that the Council certify these institutions as meeting the standards outlined in the Higher Education Restructuring Act and the Appropriation Act.**

The following four institutions failed to meet one or more of their performance measures:

Richard Bland College  
University of Virginia's College at Wise  
Virginia Commonwealth University  
Virginia State University

### **INSTITUTION DETAIL**

See individual section for institution detail

### **Materials Provided:**

- II. Richard Bland College
- III. University of Virginia's College at Wise
- IV. Virginia Commonwealth University
- V. Virginia State University
- VI. May 12, 2009 Agenda Materials
  - o Richard Bland College
  - o University of Virginia's College at Wise
  - o Virginia Commonwealth University
  - o Virginia State University
  - o Letter from the Secretary of Finance to SCHEV's Executive Director documenting that institutions have met financial and administrative standards.
  - o List of Goals and Institutional Performance Standards – Measures
  - o Table of FY2008 financial benefits of certification
  - o Tables detailing institutional status in meeting each performance standard

### **Financial Impact:**

Certified institutions are eligible for the financial benefits provided in §2.2-5005. The Restructuring Act and the Appropriation Act do not provide for the Council to select which benefits outlined in §2.2-5005 should be applied to an institution.

The procedures for the payment of interest earnings varies based on whether or not the institution is at Level III. The Level III institutions – UVA-Wise is treated as a Level III for this process because UVA includes it in its financial systems – are allowed to deposit tuition revenue in local accounts. They keep track of the interest earnings and transfer these to the state where they are held in escrow until the institution is certified.

Non-Level III institutions are prohibited from depositing tuition revenue into local accounts and must deposit these funds into the State Treasury. These accounts are monitored by the Department of Accounts and compound interest is applied daily based on a rate determined by the State Treasurer. The interest is transferred to the

institution at the end of July following the close of the fiscal year and after institutional certification. As of the third quarter of this fiscal year, these institutions have accrued the following interest:

- RBC - \$11,514.89
- VCU - \$818,328.07 – next year the institution will follow the process for Level III institutions
- VSU - \$247,145.21

At the Council's May 12 meeting, Chancellor Prior said that the interest earnings on tuition for the current fiscal year were \$226,000. The University of Virginia was asked to verify this amount and they have reported that the interest earnings on tuition for UVa-Wise so far this fiscal year have been zero and not \$226,000 as stated by the Chancellor.

Formal procedures for withholding incentives outlined in §2.2-5005 have not been established since all institutions have been certified to date. The current Department of Planning and Budget thinking is that if an institution is not certified for the 2009-10 fiscal year, they would not receive interest earnings, credit card rebates, or eVA sole source rebates, earned during fiscal year 2009-10. In addition, a non-certified institution would not be permitted to carry forward unexpended balances from fiscal year 2009-10 to fiscal year 2010-11. The latter would not, necessarily, be a loss to the institution. They could very easily spend all of their 2009-10 appropriation during the year. In fact, some institutions may find it difficult to save money next year given the likelihood for further budget cuts.

It should be noted that this certification review is based on the 2007-08 academic and fiscal year. Institutional funding for 2007-08 relative to base adequacy, as a percentage of guidelines, was:

- RBC – 112%
- UVa-Wise – 109%
- VCU – 87%
- VSU – 111%

Besides losing the financial benefits of certification, VCU has the potential to lose their Level III status if not certified.

#### **Timetable for Further Review/Action:**

Institutional certification based on 2008-09 academic year performance will be completed in May 2010. Institutions revised their 2008-09 and beyond targets/thresholds last fall and the Council approved these in January. These targets/thresholds will be the basis for certifications in 2010 and 2011.

Institutions are in the process of developing enrollment and degree projections. These projections will be reviewed by the Council in July 2009. These projections will adjust the IPS enrollment and degree measures.

The following chart outlines the timeline for target/threshold, enrollment/degree projections, reporting period, and certification ('✓').

2006				2007				2008				2009				2010																										
J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
Institutions develop targets				2006-07 Annual Enrollment/Graduates/Financial Aid Reporting								✓																														
				Enrollment & Degree Projections				2007-08 Annual Enrollment/Graduates/Financial Aid Reporting								✓																										
								Institutions develop targets				2008-09 Annual Enrollment/Graduates/Financial Aid Reporting								✓																						
												Enrollment & Degree Projections				2009-10 Annual Enrollment/Graduates/Financial Aid Reporting								2010-11 Annual Enrollment/Graduate																		
																				Institutions develop targets																						

**Resolution:**

**BE IT RESOLVED** that the State Council of Higher Education for Virginia certifies for 2009-10 that the following public institutions have satisfactorily met the performance standards of the Higher Education Restructuring Act and Appropriation Act:

- Christopher Newport University**
- College of William and Mary**
- George Mason University**
- James Madison University**
- Longwood University**
- Norfolk State University**
- Old Dominion University**
- Radford University**
- University of Mary Washington**
- University of Virginia**
- Virginia Commonwealth University**
- Virginia Community College System**
- Virginia Military Institute**
- Virginia Tech**

**BE IT RESOLVED** that the State Council of Higher Education for Virginia does not certify for 2009-10 the following public institutions as having satisfactorily met the performance standards of the Higher Education Restructuring Act and Appropriation Act:

- Richard Bland College**
- University of Virginia's College at Wise**
- Virginia State University**



**Richard Bland College**

**Response – May 20, 2009**



## **Richard Bland College**

### **Response – May 20, 2009**

Specific questions asked of Richard Bland College by Council:

1. Statistics were presented on poorly prepared students, students on academic probation, academic suspension, etc. The Council asked that you provide detail on the number of students in each of these categories and the number who did not return with historical patterns – a ten-year perspective might be appropriate.
2. Were there changes in admission standards or academic rigor? If so, what were the changes and when did they occur?
3. When did you know that you were not getting the eight additional faculty positions to support your advising initiative?
4. What programs were postponed because of lack of anticipated funding?



**Richard Bland College**  
**Response – May 20, 2009**

**PREFACE**

Because several of the Council members had questions about Richard Bland College, we provide this brief description. RBC holds a unique place within a diverse pool of colleges and universities in Virginia. We are not a community college and we are not a baccalaureate or graduate institution. We are the only two-year residential campus in the Commonwealth. Our relationship with The College of William and Mary is unlike the University of Wise relationship with the University of Virginia. Financial resources are not shared and governance is limited to a common Board of Visitors. RBC and W&M do have unique articulation agreements for transfer students, including a general agreement with conditions specific to RBC, a co-enrollment agreement allowing RBC students to simultaneously enroll in classes at W&M, and an agreement with the W&M School of Education, admitting RBC students into their professional programs as juniors. Contacts between the schools occur informally as needed through admissions, faculty discussions, and such services as the library and technology.

RBC has a very specific mission: to offer two liberal arts associate degrees and to prepare students for transfer to senior institutions. Our strategic planning focuses on those two responsibilities and none other. We do not offer certificates and we do not offer applied degrees. Our articulations and agreements with other agencies focus strictly on the core arts and sciences disciplines. When we create career or quasi-professional emphases, that is accomplished by staying focused on the liberal arts element of such programs. Specifically, we offer study in both business and health sciences, but in each case, the heart of the study is in mathematics and science or in communications.

Our student profile has some features of the community colleges in that our historical recruitment area as been local and regional (surrounding six counties and cities) and admission has been on a rolling basis with a very low GPA/SAT minimum. More than half of our admits must take one or more of the two developmental courses (these do not apply to graduation requirements and cannot transfer) in English or Mathematics. On the other hand, we have a large contingent of students who very successfully transfer to senior institutions across the state and enter RBC with excellent secondary school preparation and success.

RBC is driven by exit challenges and is less concerned about entrance standards. The College cannot sustain its mission if it fails to prepare students for admission to senior institutions and for entrance into junior-level courses within various majors. The main challenge, therefore, is for RBC to bring the weaker students to a level sufficient for graduation or transfer and to reinforce the capable students in their choices of transfer options. Beginning with the 2004-05 strategic planning process, we have taken the steps outlined in our previous submission (see additional information below) to ameliorate the lack of preparation of the weakest students and to enhance options for the strongest.

Richard Bland College believes that:

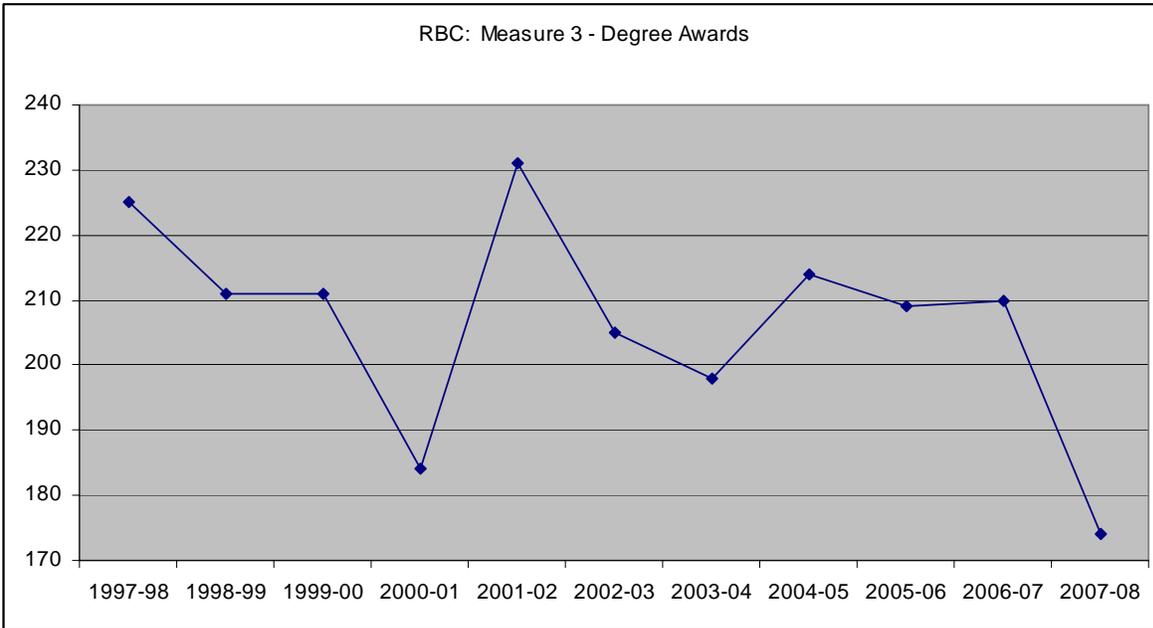
1. As presented by the Council, the data does not capture the essence nor represent the mission of Richard Bland College.
2. Methodologies adopted by the Council do not reflect the processes or planning priorities of RBC.
3. Topics of questions per May 17, 2009 Memo from James Alessio, Director of Higher Education Restructuring, SCHEV (see attached). The answers to these questions are embedded in the narrative and data below.
4. Poorly prepared students: see discussion below of developmental studies courses and pre-requisite course sequencing.
5. Academic rigor and admission standards: this is the same body of information as the first item; see discussion below.
6. Loss of additional faculty positions: this topic arose because the College is advising the Council that maintaining a five percent margin over the next three years is not very likely in several measurements, given the exceptional changes occurring in the process of becoming a residential campus.
7. Postponement of programs which will affect retention: the College sought funding in the biennial budget, placed information in its six year plans, and advised its regional accrediting association (SACS) that it planned to add faculty to create an advising program for first-year students. To take the first steps in the process, given the current economic conditions, the College reassigned staff resources, increased the use of adjunct faculty, increased class sizes and reduced hours in both the writing center and math lab. Because of the two recent budget cuts totaling \$600,000 and the unfunded mandate to create a campus police force (costs in excess of \$400,000) these new initiatives in support of retention may be threatened. If state support is not forthcoming, the College may continue to see a decline in progress toward degree completion and graduation targets.

The remainder of this response includes details on the problem and the solutions concerning Measurements 3, 10, and 11.

## A. Graduation Rates: 2007-08

Issue #1: Clarification of the Chart for Measures 3 and 10, pp. 39-40

**Chart 1**



First, a review of the numbers represented by the chart above shows that there is no easily discernible pattern. The table below looks at the year-to-year differences and the percent change based on the difference. The change in 2007-2008 was the second largest absolute change and the largest negative change. The data does not reflect “a downward trend,” as suggested by the workgroup. The annual differences for the years are:

**Table 1**

<u>Year</u>	<u>Number</u>	<u>Change/yr</u>	<u>%Change/yr</u>
1997-98:	225	n/a	n/a
1998-99:	211	-14	6.2
1999-2000:	211	0	0
2000-01:	184	-28	13.3
2001-02:	231	+48	26.2
2002-03	205	-26	11.3
2003-04	198	-7	3.5
2004-05	214	+16	7.5
2005-06	209	-5	2.4
2006-07	210	+1	.005
2007-08	174	-36	21

Considering the chart and table above, one sees a significant volatility in the data. A linear regression was applied to the data in the 10-Year History. The slope of the corresponding regression line is -0.714 students per year. Using the projection of 213 for the starting year of 1997, this is an annual percentage rate of -0.336%. This

value is not statistically significant in stating that the line has a negative slope; that is, the data does not support the claim that the number of graduates at Richard Bland College is decreasing. Also, as the standard deviation of the above data is 16.1 students, the probability, assuming a normal distribution, of being within +/- 5% = +/- 10.6 graduates is 0.491. Restating, slightly over 50% of the data, in any given year, will lie outside the +/- 5% interval due to random fluctuations of the volatile data.

We do not believe that one can extrapolate either a threshold or target number that has a high probability of accuracy in any given year if the methods of calculating targets remain as they are. The formula for describing how our student population behaves is simply not captured in the ranges allowed. Please see the above Preface for an explanation of the differences between the RBC cohort and those cohorts enrolling in community colleges and senior institutions. See also the College's proposed solution below.

## Issue #2. Challenging Variables.

The College has argued that this volatility comes from having to use SCHEV-mandated calculations about a population affected by three challenging variables, particular to our mission and campus.

### 1. Selection of Graduation Date

Students who graduate in December of the preceding year as well as those who graduate in May and in August of the reporting year are included in the number provided to SCHEV. The December and May numbers are almost always exact. The August graduates showed little failure to complete (within 1%-3%) by the end of summer session of the graduating year until the 2006 commencement.

**Table 2**

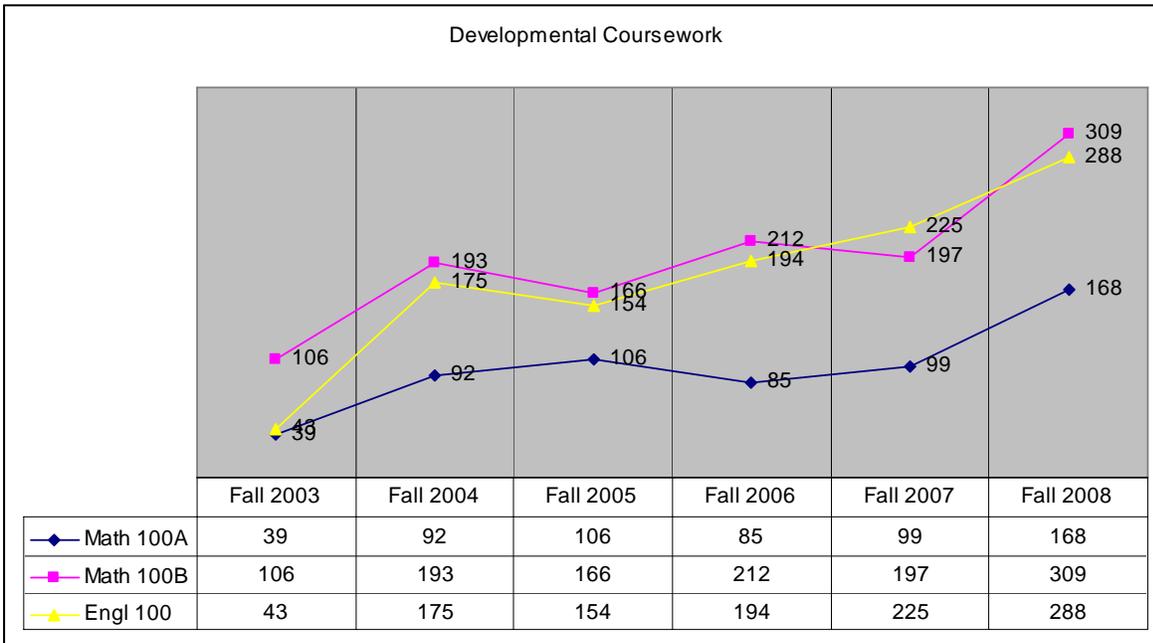
<u>Year</u>	<u>Number of Students Not Graduating</u>	<u>Percentage of Graduating Class</u>
2005-06	31	13%
2006-07	6	3%
2007-08	19	10%

### 2. Academic Standing

The reasons for the increased number who did not finish on time are both personal and academic. Personal reasons may include the economic conditions of the period, the number of hours a student works while attending full time. Academically, the college intentionally added greater rigor to its curriculum beginning in 2004-05. The goal of such a step was to allow the College to meet its mission of fully preparing students for transfer and success at senior institutions. From a study conducted at The College of William and Mary on the success of RBC students, from reports of grades from receiving institutions, and anecdotal information, two areas of weakness were identified: writing and mathematics. The chart below depicts the increasing

enrollments in the Mathematics and English developmental courses at RBC, beginning in the year after a review of placement course standards were adopted (2003). Beginning with the cohort of fall 2004, the number of entering students taking the developmental courses increased from 182 to 511 in the fall of 2007. Adding that dimension to ensure success after graduation, the College slowed the progress to graduation of nearly a third of its 2005 cohort (2007-08 graduates).

**Chart 2**



Progress toward the degree depends on students meeting appropriate pre-requisite courses, several of which require the student first to successfully complete the developmental courses.

Another way to measure the degree of success of students is to look at the numbers placed on academic probation (AP), continued on AP and those suspended for poor academic performances. While there is no direct line between the three stages, few students are suspended without first passing through the first two stages. The numbers below show a marked increase in the first year of changed standards. It is most useful to read the fall-to-fall numbers for each year since that constitutes the beginning point for each cohort.

**Table 3**

	<u>Placed on AP</u>	<u>Continued on AP</u>	<u>Suspended</u>
F 04	68	26	60
S 05	80	30	38
F 05	55	33	48
S 06	70	30	28
F 06	99	28	72
S 07	68	38	26
F07	87	37	79
S08	54	46	32

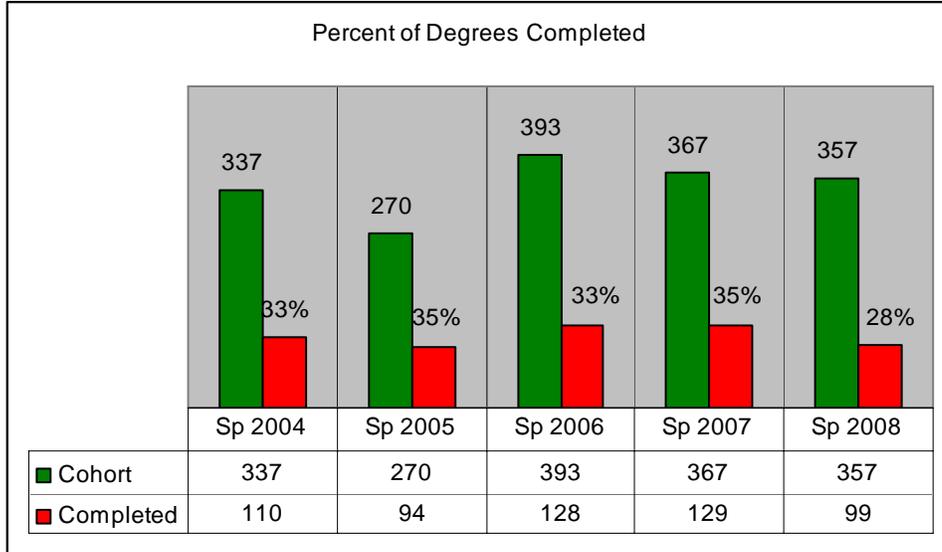
The College wishes to remind SCHEV that this is the first reporting cycle in which the consequences of these steps are measurable. Remedies are in place or planned, but the lack of funding may impact the success of remediation.

1. Impact of the SRMC Nursing Population

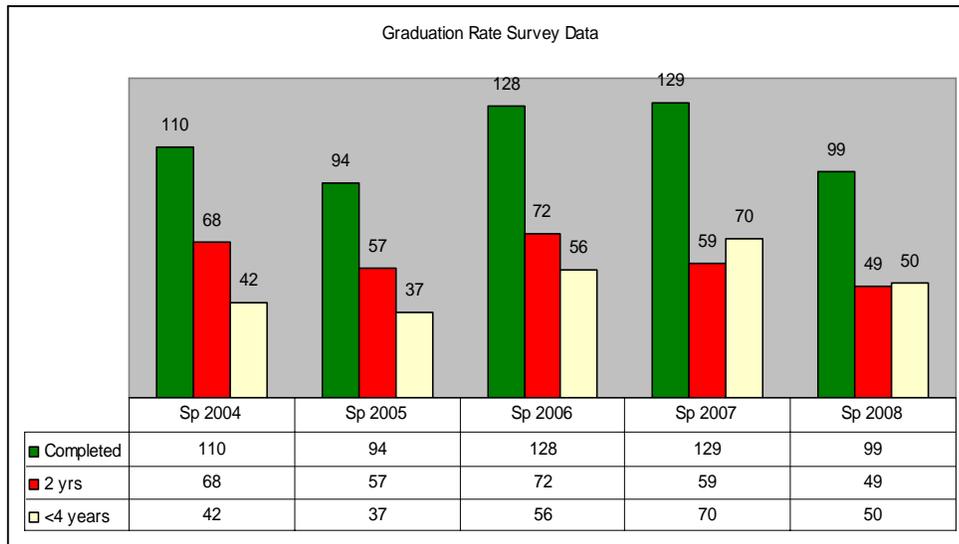
A less significant, but statistically important variable is the number of students enrolled in the Southside Regional Medical Center's (SRMC) nursing and radiography programs who seek an associate's degree from the College. In most years, the number is fewer than ten, but almost always several. The College does not control the variables embedded in the professional core nor the facets of an individual student's life choices. Therefore, this number is also volatile. It happens that in the same year of the impact of overall decline in retention, no students from the program chose to graduate in an associate degree program. That volatility will be remedied if the current discussions lead to an agreement with SRMC to require the associate's degree of all candidates for licensure through their facility. Using a five-year average, the net loss in the graduation numbers could be between three and seven students for 2007-08.

In short, because the IPS measures all institutions on the number of degrees granted, the College believes the process runs counter to how RBC conducts internal planning relative to implementing agendas for student success. The following table utilizes the formula calculated in the Graduation Survey Report generated by SCHEV and presented in compliance with Federal IPEDS standards. This methodology starts with a cohort and tracks students to graduation within 150% of time (more than 3 years for two-year institutions) This approximates with some accuracy the time a student, if they do what they are supposed to do, should expect to graduate from RBC. For example, in Chart 3, the 337 student cohort found under the column heading SP 2004 refers to first-time degree seeking students who entered in fall 2001, 33% of whom graduated in spring 2004. Chart 4 shows how many of the students graduated within two years and how many within three years.

**Chart 3**



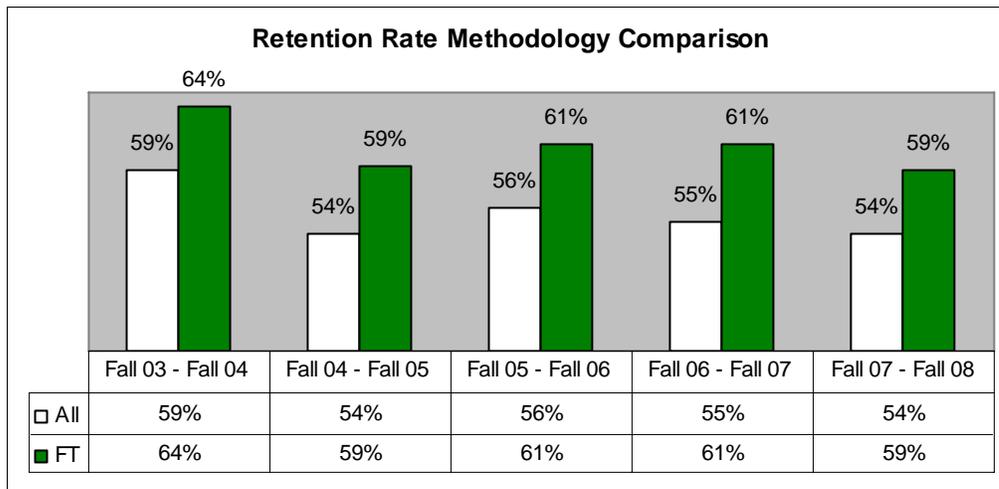
**Chart 4**



**B. Retention rates**

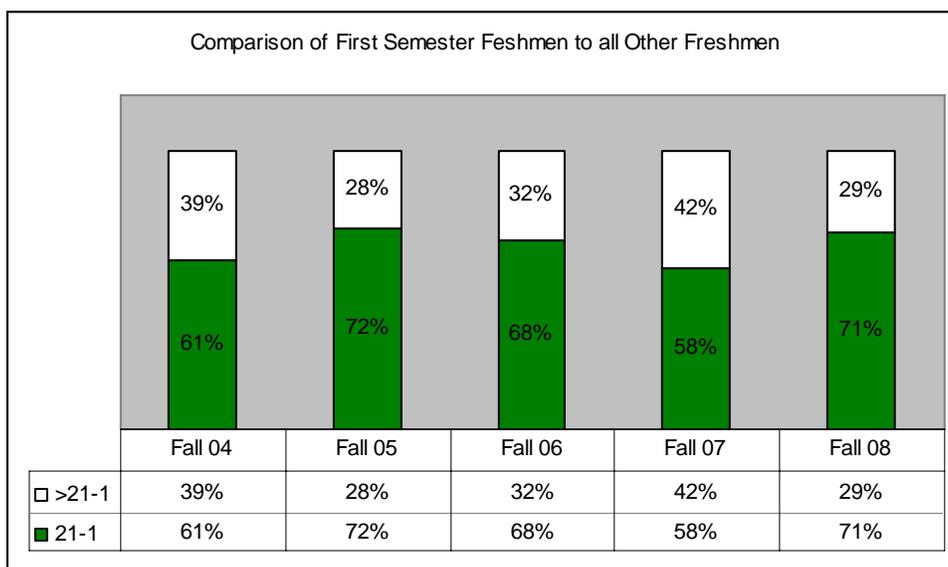
The best method of discussing both the issues and the solution to Measurement 11 concerning retention is to move immediately to a comparison of what SCHEV has required and what RBC would prefer. Chart 5, below, compares the retention methodology required by SCHEV (seen in white) against the one traditionally used by Richard Bland College (the area in green). SCHEV’s method requires institutions to measure the number of all freshmen, regardless of level, in fall 20XX who return in fall 20XX+1. The method used by RBC compares the number of first-time degree seeking freshmen (category 21-1) entering in fall 20XX and returning in fall 20XX +1. This latter methodology is the one most commonly used by two-year colleges, as it allows us to track a freshman from Day 1 through to graduation and is used by the Federal Government in IPEDS reporting.

**Chart 5**



The differences in results depicted in Chart 5 stem from the fact that RBC uses an unduplicated cohort consisting of first-time college students (coded 21-1 for SCHEV reporting purposes). The SCHEV measurement, on the other hand, is a duplicated cohort of all freshmen, including 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and even 5<sup>th</sup> semester freshmen (coded 21-1, 21-2, 21-3, 21-4, 21-5), many of whom show up as part of at least two retention calculations. As seen in Chart 6, the number of duplicated students represents a significant percentage of the SCHEV cohort.

**Chart 6**

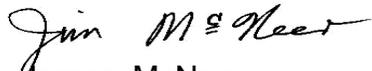


The Proposal:

The College proposes that SCHEV acknowledge that RBC is unique among the colleges in Virginia and that the expectations set out for community colleges and senior institutions do not mirror the goals or aspirations of Virginia's only residential,

liberal arts junior college. Believing that to be the case, RBC respectfully recommends that a different methodology be adopted for capturing two critical measurements of compliance with the restructuring goals. Utilizing the methodology provided above, the College can measure the effectiveness of changes made at the time a student enters RBC for the first time in a fixed population to see how they impact student graduation rates within a three year period. This connects with calculating retention rates on a fixed population, without the less controllable, often random, population of students who are second, third, and fourth semester freshmen.

Given the need to modify the methodology for RBC, we ask the Council to void the standards for Measurements 3, 10, and 11 for this review cycle. The College will be pleased to work with the SCHEV staff to finalize language and procedures to streamline and integrate these changes into the next review.



James. McNeer  
President



**Richard Bland College  
Response – May 20, 2009**

**Addendum**



## I. Background snapshot:

On November 23, 2005, an ad-hoc committee with representation from across campus submitted its final report to the President on the impact of adding approximately 250 full-time residential students to campus. It included details and projections about the needs for full time faculty support. Specifically, using the budget and planning standard faculty/student ratio of 22:1, it called for twelve new full time faculty positions to be added in the fall of 2007, when, at that time we expected to open the residence halls. Subsequently, the College moved the opening date to fall, 2008, but did not change the projections. In addition, the ad-hoc committee recommended a review of the campus advising system, the student activities programming, and campus security asking for funding for various staff positions. In its 2008-10 biennial budget the College sought funding for all of the positions and, on the heels of the Virginia Tech shooting, added a request for funding a full police department on campus (approximately \$400,000 more than the original estimated costs). Finally, in preparation for the 2007-08 SACS accreditation visit, the College provided released time for three core full-time faculty during the 2006-07, 2007-08, and 2008-09 academic years, a total of 1 to 1.5 FTE annually.

## II. Timeline:

The College learned that it would not receive funding for any 2008-09 positions in the May 9, 2008 budget document. Instead of the increases requested during the 2007-08 academic year, the operating budget was cut by \$295,397.

The College learned it would not receive funding for any 2009-10 positions in the April 8, 2009 budget document. Again, during the 2008-09 academic year, College funding was cut by another \$295,397.

## III. Postponements:

1. Full-time faculty advising. Concurrent with the adjustments mentioned above, the College initiated several changes aimed at having faculty (current and projected) serve as the core advisors to first-time students. Because we were unable to hire additional faculty including the FTE faculty replacement lost to the SACS review process, we selected several staff members and adjunct instructors to serve in that role. We do not believe that such a modification is appropriate, given the training, expertise, and availability essential to the tasks, and we feel that these postponements can negatively affect retention.
2. SACS QEP elements. We have piloted several aspects of our QEP and have been allowed by SACS to delay full implementation for a year (2010-11). The main focus of all aspects of the QEP is to enhance student persistence.
3. Class size limitations. In 2006-07, the College reduced class sizes as a critical first step in responding to the poor performance of our students: developmental English classes went from 22 per class to 16 per class; developmental math classes went from 24 to 18 per class. In 2007-08, not only were the original enrollment caps restored, but because of the budget reductions, those caps were increased to 24 in English and 30 in math.

4. Curriculum changes: pre-requisites and “areas of emphasis.” Two important, but somewhat invisible changes aimed at enhancing student progress have had to be delayed because of the lack of full-time faculty. Within the curriculum, it is clear that several courses are made significantly more difficult to master if the student does not first complete courses which serve as preparation. Such sequencing (setting pre-requisites) may slow a student’s progress but enhance his chance of success. Believing that going slower is better than failing, the College has revised its pre-requisites, but because of budget limitations, the full-time faculty role in the preparation and developmental courses (#3 above) has been reduced.
5. A second initiative the College is committed to has also been somewhat less effective because of the budget situation; namely, the introduction of “areas of emphasis” curriculum plans. An initiative begun in 2006-07, this is intended to engage students more purposefully in looking at possible program majors available in senior institutions. Without faculty expertise and specializations, the number of options is currently limited to eleven, about half the number we envision it to be.
6. Club sports. Beyond the curriculum, one of the major areas of importance is student activities. The College has delayed implementation of a club sports program (beginning only with a soccer program in 2008-09)
7. Library hours and staffing. In 2008-09, hours of operation and staffing in the library were reduced.

#### IV. Consequence/Actions/Options:

Prudent stewardship has meant that we have had to:

1. shift resources from a number of areas to fund the new police department: net dollars reassigned equals \$400,000.
2. shift resources to enhance the adjunct instruction line: net dollars equals \$80,000.
3. reassign positions from faculty lines to staff positions to launch vital initiatives in advising and student activities

**Richard Bland College**

**SCHEV Staff Comments**



## **Richard Bland College SCHEV Staff Comments**

Specific questions asked of Richard Bland College by Council:

1. Statistics were presented on poorly prepared students, students on academic probation, academic suspension, etc. The Council asked that you provide detail on the number of students in each of these categories and the number who did not return with historical patterns – a ten-year perspective might be appropriate.
2. Were there changes in admission standards or academic rigor? If so, what were the changes and when did they occur?
3. When did you know that you were not getting the eight additional faculty positions to support your advising initiative?
4. What programs were postponed because of lack of anticipated funding?

The College presents information related to all questions.

The College notes that it “sought funding in the biennial budget, placed information in its six-year plans ... to add faculty to create an advising program for first-year students.” The College’s 2005 six-year plan which would be the basis for target development in 2006, indicates their plan to implement a First Year Experience program:

“With the onset of housing, we have identified an increased need to provide students with a viable First Year Experience program. We have identified staff to attend workshops and have initiated a small working group to begin serious work on developing the program. We have contacted representatives on the five campuses to which the majority of our students transfer and have held a conference call with key FYE personnel from The College of William and Mary. We have identified faculty members who are willing to help develop a FYE program and will be conducting roundtable workshops at our October faculty meeting in order to elicit faculty and staff ideas and feedback.”

The College did not indicate that this program would require additional resources in their expenditure plan. Additional faculty and administrative and classified staff were anticipated to serve an additional 275 FTE students. The additional FTE students did not materialize. In fact, the number of FTE students declined by 15.3% from 1,072 in 2004-05 to 908 in 2007-08. The drop in enrollment has caused RBC to be at 112% of its base adequacy guideline funding for 2007-08.

The College has noted it had difficulty in developing targets/thresholds for several of their measures. This is challenging for every institution and, possibly, more so for a small institution. The answer is not to change the definition of the measure, but to develop techniques to better estimate targets/thresholds. The College should take an active role in meeting their targets.

The number of degrees conferred is based on a measure that has been in place for more than 20 years. It follows data collected at the national level. It has always included degrees awarded over the entire academic year. RBC is asking that, instead of measuring the number of total graduates, the Council use a graduation rate. Although a graduation rate is available, it is not a measure under IPS. Last year, the Council formed the Restructuring Task Force to review the restructuring measures and process. After careful review, the Task Force did not recommend changing the measure for the number of degrees awarded.

RBC has suggested an alternative measure for retention rate. Again, the retention rate measure was reviewed by the Task Force and it did not recommend a change to the measure. This is consistent with the view that the measures were not developed to compare one institution to another, but to measure how well an institution is doing relative to the restructuring goals. Chart 5 of the college's response shows the difference between the IPS retention calculation and their proposal. Although the results are different, their patterns over time are very similar. So, the challenges faced estimating targets/thresholds should be the same.

**University of Virginia's College at Wise**

**Response – May 20, 2009**



## **University of Virginia's College at Wise**

### **Response – May 20, 2009**

Specific questions asked of University of Virginia's College at Wise by Council:

1. What are the numbers of students who were placed on academic warning, academic probation, or academic suspension and how many of each group did not return by class – freshmen, sophomores, and juniors? Identify these students by region. Of these students, how many enrolled at another institution and at what level of institution – two-year or four-year? Provide historical perspective for these data – ten years might be appropriate.
2. The nation's economic crisis has been mentioned as a cause for much of the decline in retention. Please provide specific facts that show a direct link between the economy and the college's enrollment changes and the quantitative impact on the number of students not returning. When and what were the specific contributing events?
3. It was stated that the college is a 'moderately selective' institution. The freshmen acceptance rates were 92.1%, 92.0%, 93.8%, and 93.2% for 2004-05 through 2007-08, respectively. Are the right decisions being made on the acceptance of some of these students?
4. Are financial aid packages changing among years – freshman to sophomore, sophomore to junior, junior to senior? If so, what are the changes?



## University of Virginia's College at Wise Response – May 20, 2009

### THE UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE

The University of Virginia's College at Wise is a small, public liberal arts institution in Virginia, with a unique mission to provide:

- Access to affordable higher education for students from throughout Appalachia and the Commonwealth of Virginia; and
- Service to the Coalfields.



This summary references questions posed by the SCHEV staff in an e-mail dated Friday, May 15, 2009. Responses to some of the questions posed in the e-mail could not be answered because of the time limitation.

Measure 11, Retention: The data submitted for 2007-2008 indicate that UVa-Wise missed the threshold for Measure 11 by 0.9%.

Retention measures are a proxy for students' choices and behaviors. Vulnerable student populations often choose several pathways before completing a baccalaureate degree. UVa-Wise's mission is to give students the "right to try," providing access for a number of Virginians who might not otherwise have that opportunity. Our students transfer, stop-out, go part-time, and often take longer than the traditional four years to complete their degrees. The attached profiles of UVa-Wise students, including rural and urban students, as well as 2009 graduates, illustrate this point.

#### Students' Financial Hardships:

- In FY2008, 94% of UVa-Wise students were Virginians (unduplicated headcount) and 76% of all Virginians received financial aid.
- In 2007-2008, 82.4% of all students, rural and urban, who applied for financial aid demonstrated need.
- In 2007-2008, 85.6% of students from the Coalfields demonstrated need, as well as 70.8% of students from Northern Virginia and 66.8% of students from Tidewater.
- In the last two years, students have demonstrated increasing financial stress as evidenced in the 1) percentage who demonstrated financial need; 2) the percentage who qualified for Pell grants; and 3) the percentage whose families could pay nothing toward the students educational expenses.
- UVa-Wise has worked diligently to increase financial support for its students. From FY2004-FY2007, total gross scholarships and fellowships increased 123.8%, from \$3,768,183 to \$8,433,207. (The Consumer Price Index increased 13.3% during this same time period.) UVa-Wise demonstrated the highest increase of Virginia's public institutions, with

## THE UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE

the College of William & Mary ranking next highest at 54.1% (IPEDS, latest data available).

- There is no discernable difference between the financial aid packages of students as they progress from freshmen to senior year. As a result, UVa-Wise students have graduated with the lowest debt of all liberal arts college in the nation in four out of the last five years (Nationally ranked liberal arts colleges; U.S. News & World Report).
- In 2007-2008, UVa-Wise distributed \$11,834,684 in financial aid to students. Total tuition, fees, and room and board revenue for the same year was \$13,908,502.

### Recruitment and Admissions

- The University of Virginia Board of Visitors has statutory authority over the College's admissions policies.
- UVa-Wise admissions criteria have remained constant for the last 15 years. Since Fall 2000, average high school GPA has risen 0.1 and the SAT average has risen 5 points for first-time freshmen.
- Comparing the same cohorts of first-time freshmen students as reflected in IPS Measure 11, acceptance rates are 78.4%, 75.9%, 81.5% and 75.6% respectively from Fall 2004 through Fall 2007 (EEE Report, SCHEV; Institutional Characteristic Survey, IPEDS).
- A moderately selective institution (also sometimes known as traditional) is defined as one whose first-time freshmen students have an SAT Middle 50% score of 950-1070, with the majority of applicants being admitted from the top 50% of their class (College Board, SAT, Noel-Levitz). UVa-Wise fits into this category.

### Academic Warnings, Probations, and Suspensions

- The percentage of students suspended, placed on academic probation or continued academic probation has declined 0.5% over the last decade.

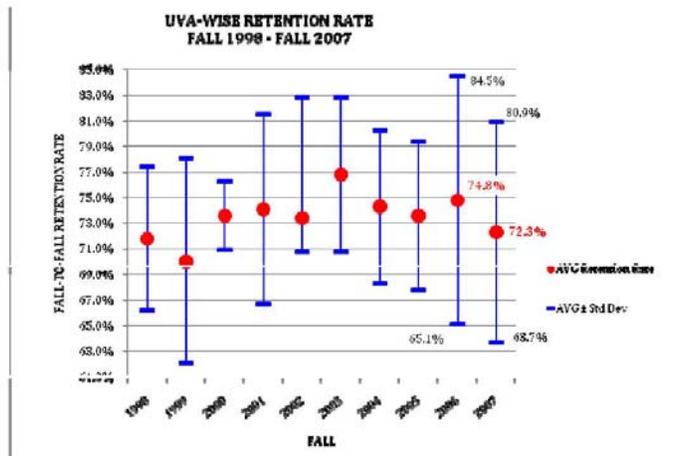
### Tuition and Impact of Non-Certification

- UVa-Wise has qualified each year for the tuition incentive fund that has been set forth in the Appropriations Act, by keeping tuition increases within the limits set by the General Assembly.

## THE UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE

### Retention Rate Maintained

- The language for Measure 11 says an “institution maintains or improves the average annual retention rate.”
- In the following graph, we have applied a very basic statistical test that answers the question, “is the average retention rate in one year different from the rate in another year?” For example, the average rate in 2006 was 74.8%. Is this statistically different from 72.3% in 2007? The red dot in 2006 is within the blue vertical line ( $\pm$  standard deviation) of 2007. Therefore, we can be confident that the average rates for 2006 and 2007 are not statistically different. Note that the average rates in years 2006, 2005, 2004 and 2003 are all within the blue lines of 2007, and therefore are not statistically different. At a high level of confidence, retention has been maintained at a constant level.



### PROFILES OF NON-RETURNING STUDENTS IN 2007-2008

Status: Sophomore  
Residence: Tidewater  
Gender: Female  
Age: 18-22  
Financial Aid Status: Dependent on Parents

IPS Certification, June 2009

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## THE UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE

Expected Family Contribution: \$0  
Family Income: Less than \$20,000  
Despite receiving a total of \$14,473 in grants and scholarships (no student or parent loans), this student withdrew in March 2008, citing multiple family problems and the need to help with family expenses. She was in good standing at the time of her withdrawal.

Status: Senior  
Residence: Central  
Gender: Male  
Age: 18-22  
Financial Aid Status: Dependent on Parents  
Expected Family Contribution: Less than \$20,000  
Despite receiving \$10,842 in total financial aid assistance the student withdrew during the middle of his senior year citing financial reasons.

Status: Sophomore  
Residence: Southwest  
Gender: Male  
Age: 35-45  
Financial Aid Status: Independent  
Expected Family Contribution: \$6,879  
Family Income: Less than \$60,000  
Despite receiving \$9,897 in total financial assistance the student did not return for the fall semester 2008. The student indicated the need to return to the work force (construction) to support his family.

Status: Sophomore  
Residence: Southside  
Gender: Female  
Age: 18-22  
Financial Aid Status: Dependent on Parents  
Expected Family Contribution: \$548  
Family Income: Less than \$20,000  
Despite receiving \$11,063 in grant and scholarship assistance, the student was forced to withdraw during the spring semester of 2009 citing health and financial reasons.

Status: Sophomore  
Residence: Central  
Gender: Male  
Age: 23-27  
Financial Aid Status: Dependent on Parents  
Expected Family Contribution: \$0  
Family Income: Less than \$20,000  
Despite receiving \$12,560 in financial assistance, the student failed to return to UVa-Wise for the fall semester of 2008. When surveyed, he indicated that he did not return because he wasn't sure what academic major he wanted to pursue. He will reenroll at UVa-Wise for the summer session 2009 with plans of pursuing a degree in nursing.

## THE UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE

Status: Junior  
Residence: Southwest  
Gender: Male  
Age: 18-22  
Financial Aid Status: Independent  
During the spring semester of 2008, the student was activated for military service in the Middle East. He plans to reenroll at UVa-Wise once his military service is completed.

Status: Sophomore  
Residence: Southwest  
Gender: Female  
Age: 18-22  
Financial Aid Status: Dependent on Parents  
Expected Family Contribution: 0  
Family Income: Less than \$30,000  
Despite receiving \$15,538 in total financial assistance, the student withdrew from UVa-Wise during the spring semester of 2008 citing the need to return home due to a family illness (single parent household) to help with treatment and expenses.

Status: Sophomore  
Residence: Northern  
Gender: Female  
Age: 18-22  
Financial Aid Status: Dependent on Parents  
Expected Family Contribution: \$2,361  
Family Income: Less than \$60,000  
Despite receiving \$11,690 in total financial assistance, the student failed to return to UVa-Wise for the fall semester of 2008. When surveyed, the student indicated that she needed to seek full time employment to help out with a short-term family emergency.

### 2009 GRADUATES

Gender: Male  
Residence: Shenandoah Valley  
Age: Above 25  
Entered UVa-Wise as a freshman in the fall semester of 1993 and was continuously enrolled through the spring semester of 2002. This student returned to the College in the fall semester of 2007, five years after leaving school. For three consecutive semesters, this student was enrolled at least half-time while working a full time job. He graduated from UVa-Wise on May 16, 2009 – 16 years from his original starting date of fall 1993.

## THE UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE

Gender: Female

Residence: Southwest

Age: Above 25

Entered UVa-Wise as a transfer student in the spring semester of 1995 and was enrolled through the fall semester of 1995. The student returned in the fall semester of 2007 and was continuously enrolled through the spring semester of 2009. She graduated from UVa-Wise on May 16, 2009, 12 years from her original starting date of spring 1995.

Gender: Male

Residence: Southwest

Age: 20-25

Entered UVa-Wise as a freshman in the fall semester of 2002 and was continuously enrolled through the spring semester of 2004. The student returned in the summer session of 2007. This student was enrolled part time each subsequent semester until the spring semester of 2009 in which he was enrolled as a full time student. This is remarkable given that he was a full time student and worked a full time job at a guard at a local prison. He graduated from UVa-Wise on May 16, 2009 – 7 years from his original starting date of fall 2002.

Gender: Male

Residence: Southwest

Age: 24

Entered UVa-Wise as a transfer student in the summer session of 2005. His enrollment was interrupted for one full year as he served a tour of duty with the military in Iraq. He graduated from UVa-Wise on May 16, 2009, 5 years out from his original starting date at UVa-Wise of summer 2005 and 6 years out from his original starting date at the community college.

Gender: Female

Residence: Northern

Age: 18-22

Entered UVa-Wise as a freshman in the fall semester of 2004. The student was forced to withdraw in the spring semester of 2005 and return home due to the death of a family member. While home, the student enrolled at Northern Virginia Community College and returned to UVa-Wise in the fall semester of 2006. She graduated from UVa-Wise on May 16, 2009, 5 years from her original starting date of fall 2004.

Gender: Male

Residence: Southwest

Age: 28

Entered UVa-Wise as a transfer student in the fall semester of 2004. The student was continuously enrolled through the spring semester 2006. He graduated from UVa-Wise on May 16, 2009, 5 years out from his original starting date at UVa-Wise of fall 2004 and more than 7 years out from his original starting date at the community college.

Gender: Male

IPS Certification, June 2009

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## THE UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE

Residence: Out of State

Major: Administration of Justice

Age: Above 25

Entered UVa-Wise as a transfer student in the fall semester of 1999. The student was continuously enrolled through the spring semester 2000. He returned to UVa-Wise in the fall semester of 2006 after serving in the military and multiple tours of the Middle East. He graduated from UVa-Wise on May 16, 2009, 10 years from his original starting date.



**University of Virginia's College at Wise**

**SCHEV Staff Comments**



## **University of Virginia's College at Wise SCHEV Staff Comments**

Specific questions asked of University of Virginia's College at Wise by Council:

1. What are the numbers of students who were placed on academic warning, academic probation, or academic suspension and how many of each group did not return by class – freshmen, sophomores, and juniors? Identify these students by region. Of these students, how many enrolled at another institution and at what level of institution – two-year or four-year? Provide historical perspective for these data – ten years might be appropriate.
2. The nation's economic crisis has been mentioned as a cause for much of the decline in retention. Please provide specific facts that show a direct link between the economy and the college's enrollment changes and the quantitative impact on the number of students not returning. When and what were the specific contributing events?
3. It was stated that the college is a 'moderately selective' institution. The freshmen acceptance rates were 92.1%, 92.0%, 93.8%, and 93.2% for 2004-05 through 2007-08, respectively. Are the right decisions being made on the acceptance of some of these students?
4. Are financial aid packages changing among years – freshman to sophomore, sophomore to junior, junior to senior? If so, what are the changes?

The College did not provide information asked for in question #1. They noted that "[t]he percentage of students suspended, placed on academic probation or continued academic probation has declined by 0.5% over the last decade." They did not provide the number of students in each of these categories. We, therefore, do not know how many of the students who did not return, were in academic difficulty.

The College did not answer question #2. They noted the financial hardships of their student population, but did not show that any change in the financial status of their students was related to any economic crisis.

The College did not provide an answer to question #3. The College has submitted data on freshmen admissions over the past several years that seems to be contradictory. Data submitted on the SCHEV Early Enrollment Estimate (SCHEV-EEE Report) indicated acceptance rates of 78.4%, 75.9%, 81.5%, and 75.6% for 2004 through 2008, respectively. Data provided on the Annual Admissions Report (SCHEV-ADA) show acceptance rates of 92.1%, 92.0%, 93.8%, and 93.2% for 2004-05 through 2007-08, respectively. The reports apply to different periods – fall versus annual – but there are inconsistencies in the data the College has reported. The College was asked to provide an explanation for the differences, but has not done so as of the date of publication of this report.

U.S. News and World Report (U.S. News) annually ranks the nation's colleges and universities on a number of different measures. The College has noted that the latest rankings have listed UVa-Wise as number one among the 248 ranked Liberal Arts Colleges in the nation in the category of least debt of 2007 graduates. In

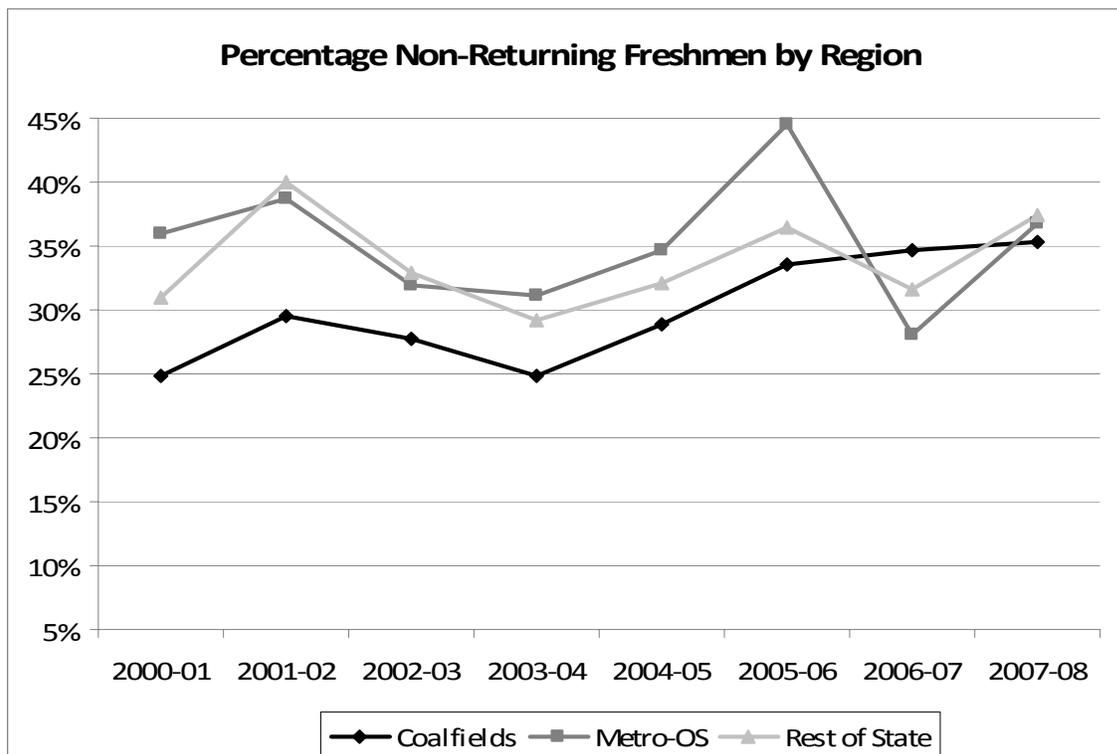
addition, among the country's 248 Liberal Arts Colleges, U.S. News ranks UVa-Wise:

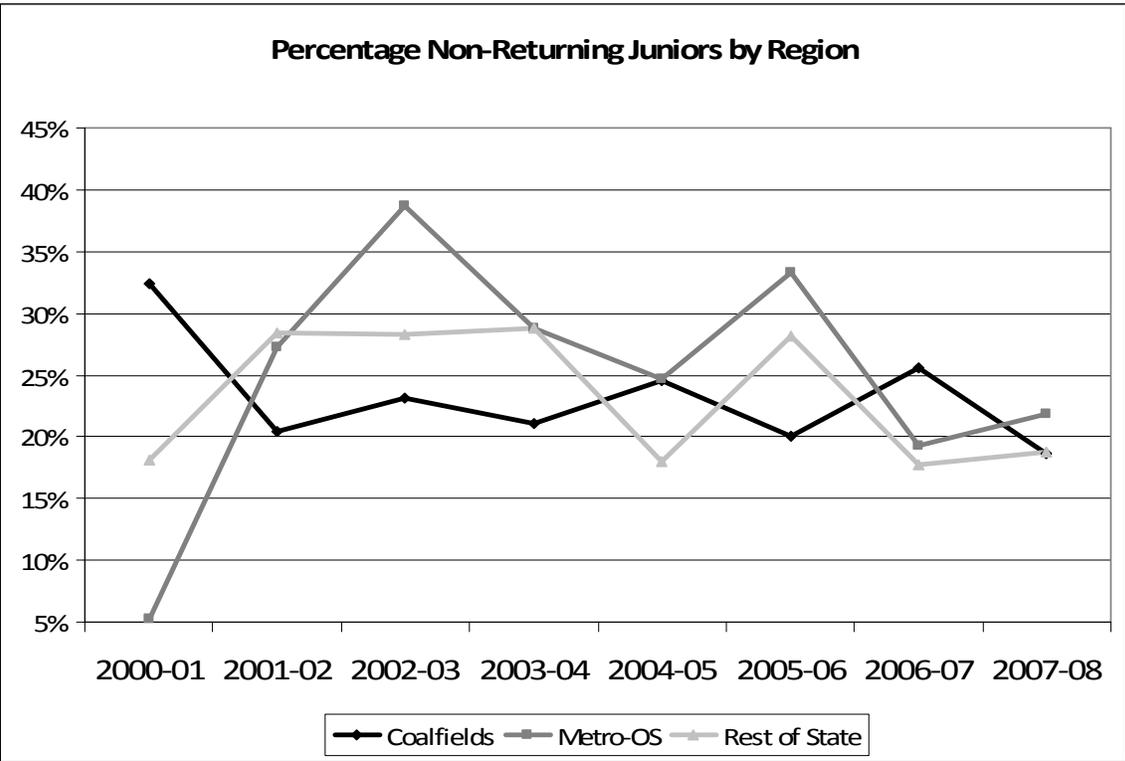
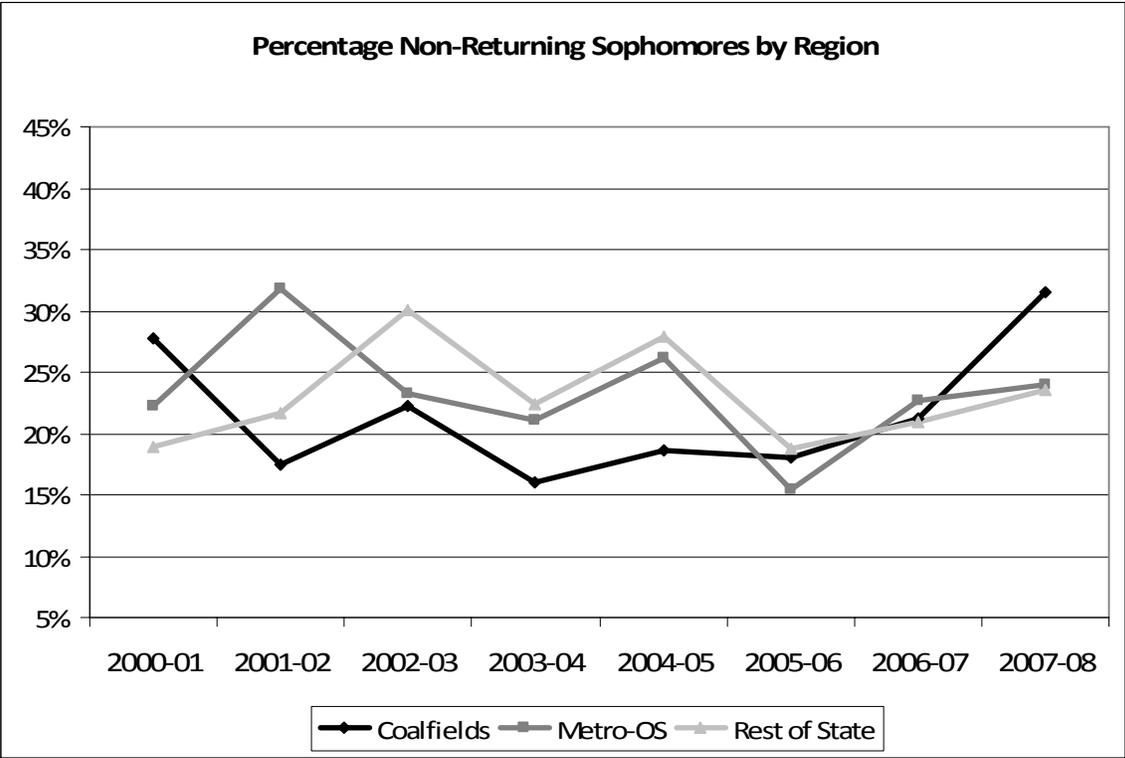
- 212<sup>th</sup> in graduation and retention
- 230<sup>th</sup> in student selectivity
- ranks above 200 with an acceptance rate listed as 79.7% (UVa-Wise provided data),. U.S. News does not list schools above 200. The 200<sup>th</sup> school has an acceptance rate 79.1%. U.S. News lists UVa-Wise as a “less selective” institution on a scale of: Most selective, More selective, Selective, Less selective, and Least selective.
- Tied for 198<sup>th</sup> in average (2003 through 2006) freshman retention.

The College provided an answer to question #4 noting, that “[t]here is no discernable difference between the financial aid packages of students as they progress from freshmen to senior year.”

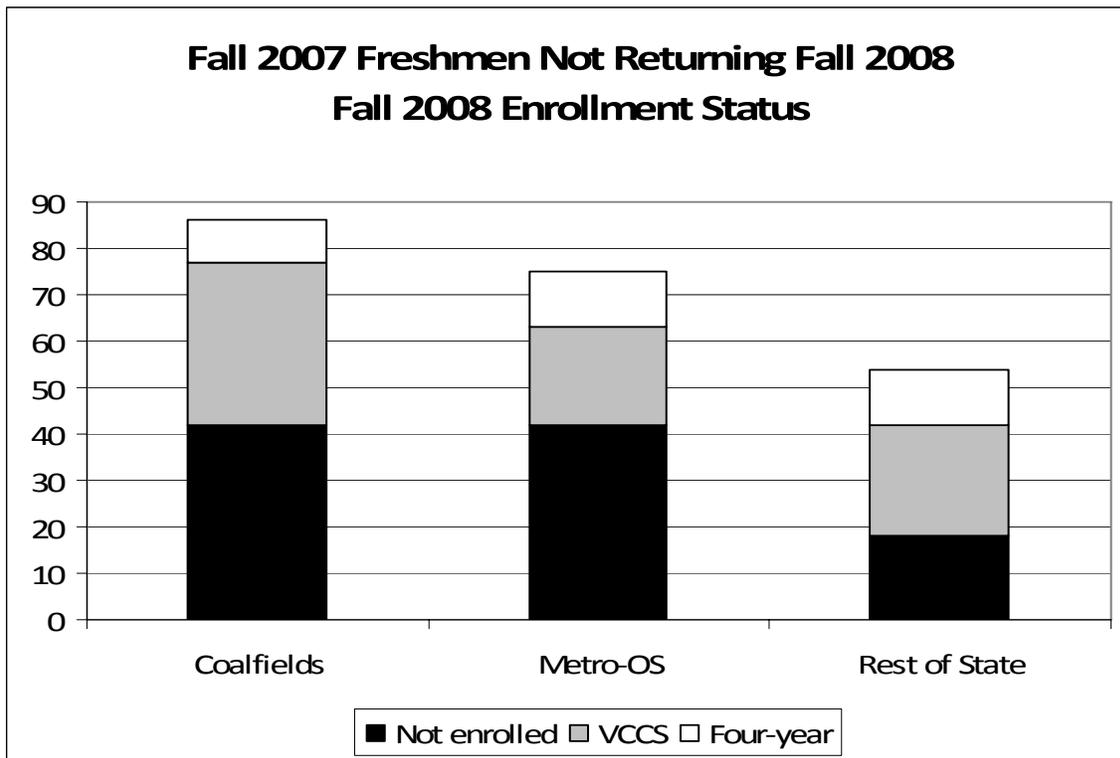
In addition to the questions above, the Council asked the following questions which are answered by SCHEV staff:

1. What percentage of non-returning students were from each of the three geographic areas – Coalfields, Metro-OS, Rest of State?



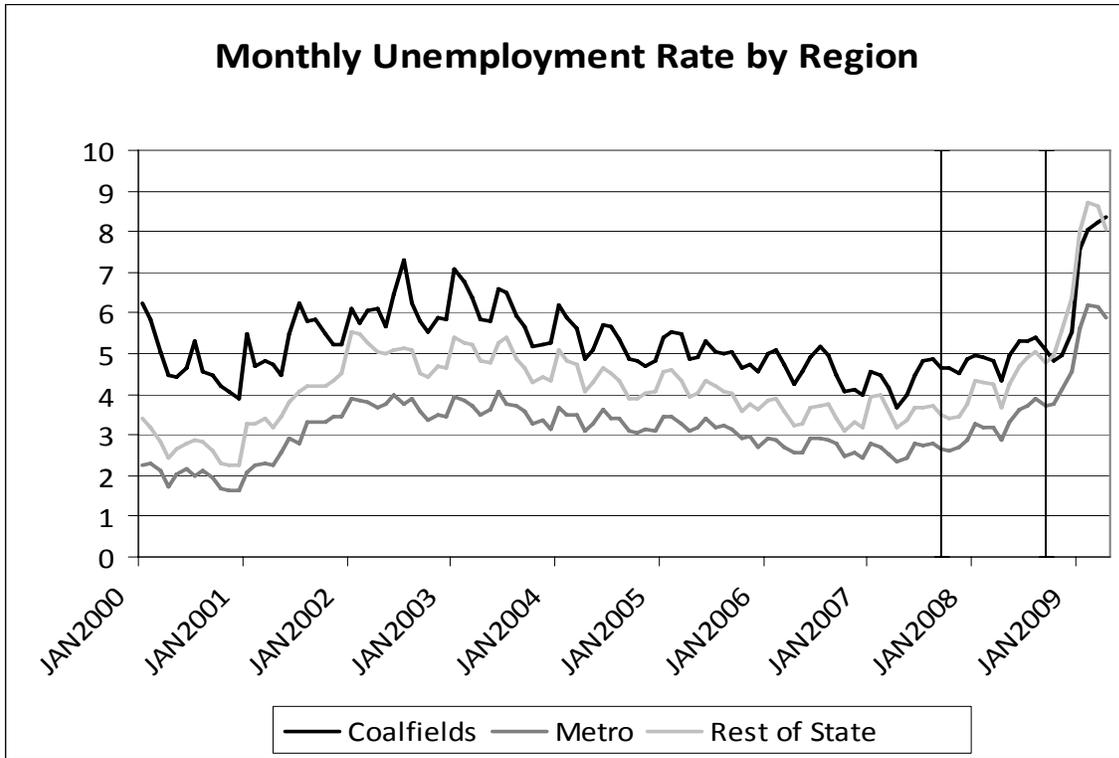


2. Did non-returning students enroll at another Virginia two-year or four-year institution in Fall 2008? For this analysis SCHEV staff focused on Freshmen since the Freshmen retention rate was the lowest.

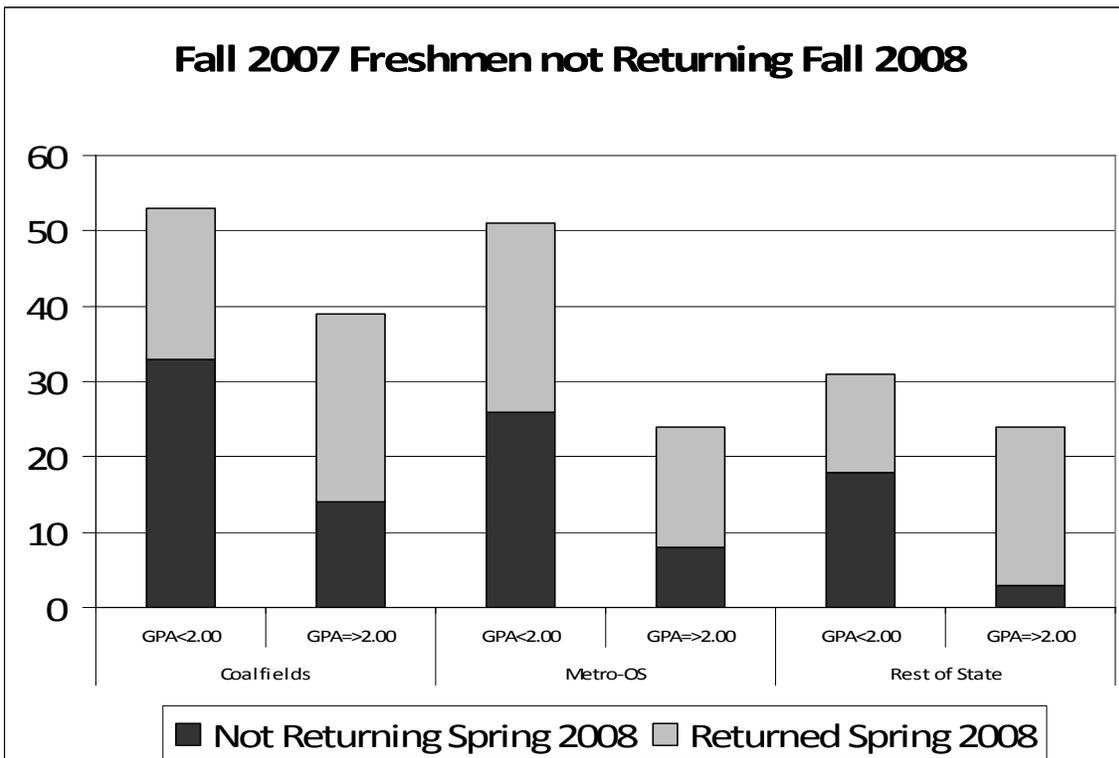


## The Economy

The College was asked (question #2) to provide information on the impact the nation's financial crisis may have had on the retention of Fall 2007 students. The College did not answer the question. Although the financial crisis can be traced to events occurring as early as March 2007, with the bailout of Bears Stearns, it was not until November and December of 2008 that it began to be felt by increases in the unemployment rate. This was well into the Fall 2008 semester. The following chart shows the unemployment rate by region from January 2000 through March 2009 with vertical bars indicating September 2007 and September 2008, the beginning of the Fall 2007 and Fall 2008 semesters, respectively. The Coalfields unemployment rate increased by 0.4 point between September 2007 and September 2008. The unemployment rates for the Metro and Rest of State increased by 1.0 point and 1.3 point, respectively, for the same time period.



It is important to note that many of the Freshmen who did not return left at the end of the Fall 2007 semester, well before the beginnings of the nation's financial crisis. In fact, more than one-half of Freshmen who had less than a 2.00 GPA at the end of the Fall 2007 semester did not return for the Spring 2008 semester.



The College's latest enrollment projections, completed in May of this year, forecast enrollment and the number of new first-time freshmen for Fall 2009 to be slightly above the numbers for Fall 2008. This is during a time when the Commonwealth is experiencing the highest unemployment rates in the last 15 to 20 years and some of the nation's largest corporations are filing for bankruptcy.

## Student Profiles

The College has listed the profiles of several non-returning students. Students do not continue their educations for a number of reasons – financial, academic, family, job opportunities, disillusionment, and many other reasons. Below is a list of Fall 2007 Freshmen students who did not return in Fall 2008. The list denotes whether the student enrolled at another institution in Fall 2008, the cost of attending the University of Virginia's College at Wise, and who contributed to meeting college costs. The total cost of attending the College as a full-time student living on campus during the 2007-08 academic year was nearly \$25,000. The Commonwealth contributed a little over \$9,300 of this total through its General Fund support of the College. The remainder was paid through contributions from direct payment by the family or student, family or student loans, and grants provided by the Federal Government, the Commonwealth of Virginia, or from other sources.

University of Virginia's College at Wise											
Examples of Fall 2007 Freshmen Not Returning Fall 2008											
Region	Cost	Status	Family Income	Expected Family Contribution	GPA	Contributions					State General Fund
						Family / Student	Loans	Grants			
								Federal	Other	State	
Metro	\$15,538	Not Enrolled Fall 2008	\$163,000	\$38,700	< 2.00	\$15,538	\$0	\$0	\$0	\$0	\$9,313
Coalfields	\$15,538	Not Enrolled Fall 2008	\$105,000	\$10,600	< 2.00	\$1,640	\$11,100	\$0	\$1,000	\$1,800	\$9,313
Coalfields	\$11,094	Not Enrolled Fall 2008	\$95,600	\$17,000	=> 2.00	\$6,600	\$3,500	\$0	\$1,000	\$0	\$9,313
Coalfields	\$7,769	Attended Fall Only Enrolled VCCS (< 2yr)	\$8,200	\$0	< 2.00	\$870	\$1,750	\$2,150	\$1,100	\$1,900	\$4,657
Rest of State	\$15,538	Not Enrolled Fall 2008	\$5,000	\$0	=> 2.00	\$2,800	\$7,500	\$5,200	\$0	\$0	\$9,313

## Institutional Claims

The College has made a number of claims in their submissions and in the Chancellor's comments before the Council on May 12 that are incorrect or misleading.

- Claim: The College missed Measure 11 threshold by four students.
  - Fact: The College incorrectly calculated the number of students to meet their threshold. SCHEV staff contacted the Vice Chancellor for Finance and Government Relations and the Director of Institutional Research after receiving the College's May 6 response. SCHEV staff told each that the method the College used was incorrect. These individuals either did not communicate this to the Chancellor or the Chancellor chose to ignore it, since he used the incorrect number of 'four' in his presentation to the Council on May 12. SCHEV staff followed up with the Chancellor with an email, algebraic solution, and spreadsheet example to the problem (see Attachment A). Assuming the percentage of students to meet the target/threshold is distributed equally among the freshman, sophomore, and junior classes, the number of students needed to meet the target is 44 and the number of students to meet the threshold is 11.
  
- Claim: Last fall the SCHEV staff rejected the institution's request to change their targets/thresholds and would not share the institution's rationale with the Council workgroup. This resulted in failing measure 11 this year and probably next year.
  - Fact: All information submitted by the College was shared with the Council workgroup consisting of Alan Wurtzel and Gilbert Bland.
    - ♦ The target/threshold revisions submitted in the fall were for 2008-09 through 2013-14. Targets/thresholds for 2008-09, the year under review for certification, were not included since the academic year had ended.
    - ♦ The College submitted its final set of targets/thresholds on August 29, 2008. The Council workgroup met on September 15 and reviewed the targets/thresholds for all institutions.
    - ♦ The workgroup had concerns about some institutional targets and the variance presented in some of the thresholds.
    - ♦ SCHEV staff relayed these concerns to the institutions in a September 29 email to institutions (see Attachment B).
    - ♦ All institutions revised their targets/thresholds to be in-line with the workgroup's request, except for UVa-Wise.
    - ♦ UVa-Wise elected not to change their targets/thresholds in correspondence dated October 3 (see Attachment B).
    - ♦ It should be noted that UVa-Wise's original submission contained thresholds that were within 15% to 33% of the targets and the workgroup felt thresholds should be within 5% to 7% of the targets. In addition, two measures require, in law, a variance of 5% from targets – enrollment and degrees. UVa-Wise elected not to change their thresholds for these measures and kept the variance as 15% and 24%.

- ♦ The workgroup met for a second and final time on November 17 and reviewed the changes submitted by the institutions – including the October 3 response from UVa-Wise.
  - ♦ The workgroup did not accept the unrevised UVa-Wise targets and thresholds and, therefore, would not recommend approval to the full Council at its meeting on January 6.
  - ♦ SCHEV staff communicated this to UVa-Wise on November 19 (see Attachment B).
  - ♦ UVa-Wise responded that “[g]iven the subcommittee’s decision, the University of Virginia’s College at Wise requests to be placed on the January 6, 2009 SCHEV Board Agenda to openly discuss this issue.” (see Attachment B).
  - ♦ On November 26, the University of Virginia submitted revised targets and thresholds for UVa-Wise that met the workgroups requirements. SCHEV staff included these in the information reviewed and approved by the Council at its January 6, 2009 meeting.
  - ♦ It is worth noting that the final targets/thresholds submitted by the University of Virginia included lower targets than originally submitted by UVa-Wise (see Attachment B).
- Claim: The Chancellor was not aware that the difference between their threshold value and their actual retention was 0.9% versus 1.0%.
    - ♦ Fact: UVa-Wise staff was aware of the change as early as March 24. The change was based on additional information submitted by the institution. It appears that this was not internally communicated to the Chancellor.
- Claim: The College has presented a display of the SCHEV retention rate (the average of the freshman, sophomore, and junior rates) along with a one standard deviation band. UVa-Wise asserts that they “have applied a basic statistical test that answers the question, ‘is the average retention rate in one year different from the rate in another year?’”
    - Fact: The College’s mathematics and statistics are wrong.
      - ♦ An individual year value for the average retention rate is an actual number – it does not vary. The variance and standard deviation for a single value is zero. It is not the variance or standard deviation of its components – in this case, the standard deviation of the three retention ratios.
      - ♦ SCHEV staff assumes that the test to which the college refers is the statistical test for the difference of means. This does not apply to a single, actual, value. Rather, it is a test of a set of sample means – the mean value from two or more samples. The test develops a ‘confidence interval’ for estimating whether the sample means could be the same. It cannot be applied to a single value – in this case, a single year retention rate - even if that rate is the average of three rates.

### **Measure 11 Analysis**

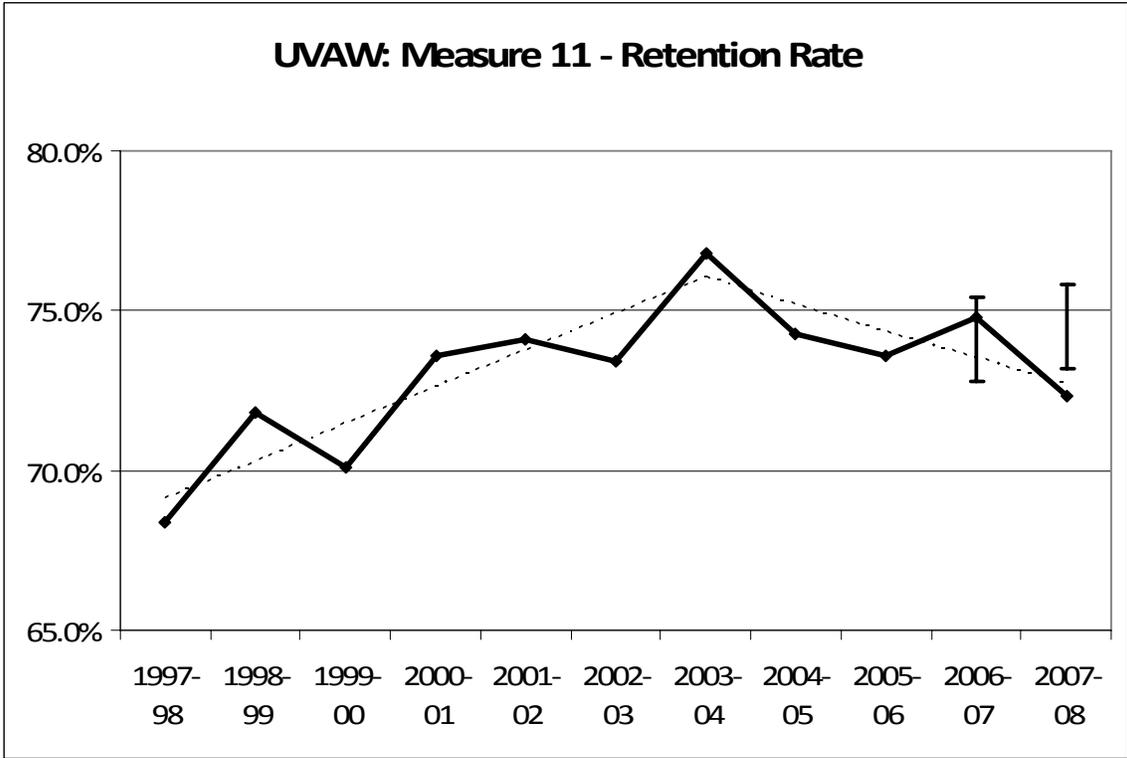
- This measure is the average of Fall 2007 to Fall 2008 retention rates for Freshmen, Sophomores, and Juniors. The rate for each class is calculated

as the number of students classified as Freshman, Sophomore, or Junior in Fall 2007 divided into the number of these students who were enrolled in Fall 2008. A separate rate is calculated for each classification and the three rates are averaged to get the retention rate used in the measure.

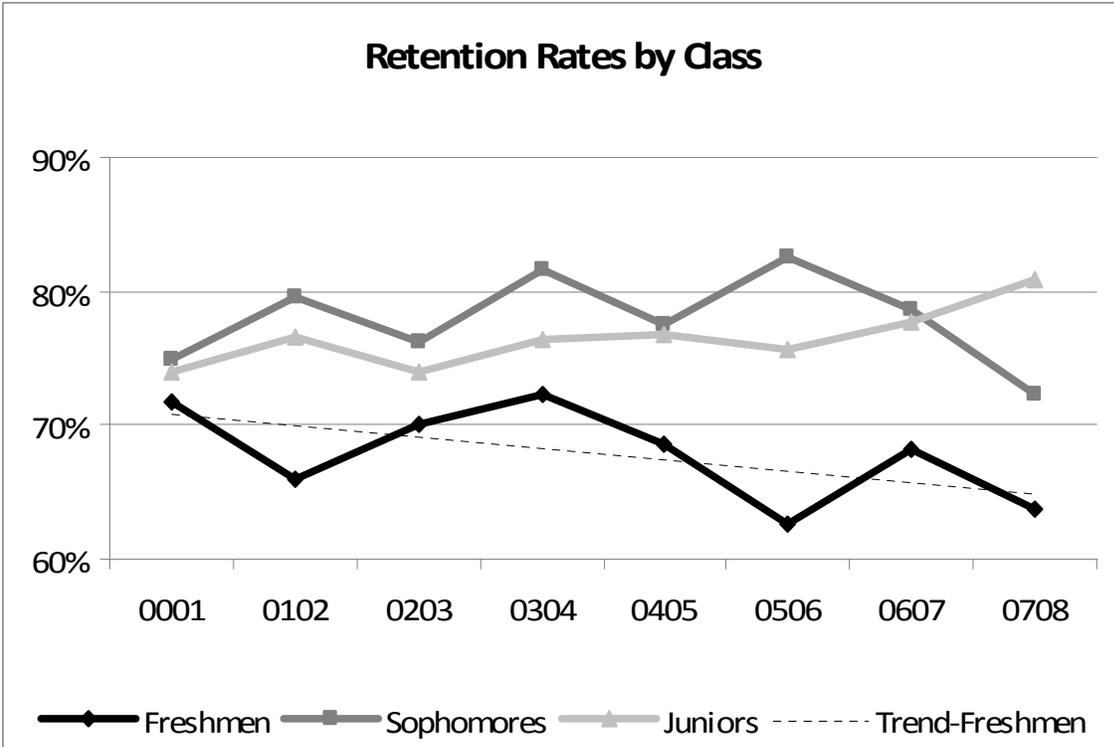
- The rates include all students – full-time and part-time – identified as degree-seeking. The rates do not measure whether a student advanced a class – just that they re-enrolled the follow year.
- The College’s target was 75.8% and the threshold was 73.2%. The College’s actual retention was:

<b>Classification</b>	<b>Enrolled Fall 2007</b>	<b>Retained Fall 2008</b>	<b>Rate</b>
<b>Freshman</b>	592	377	63.7%
<b>Sophomore</b>	289	209	72.3%
<b>Junior</b>	360	291	80.8%
<b>Average</b>			72.3%

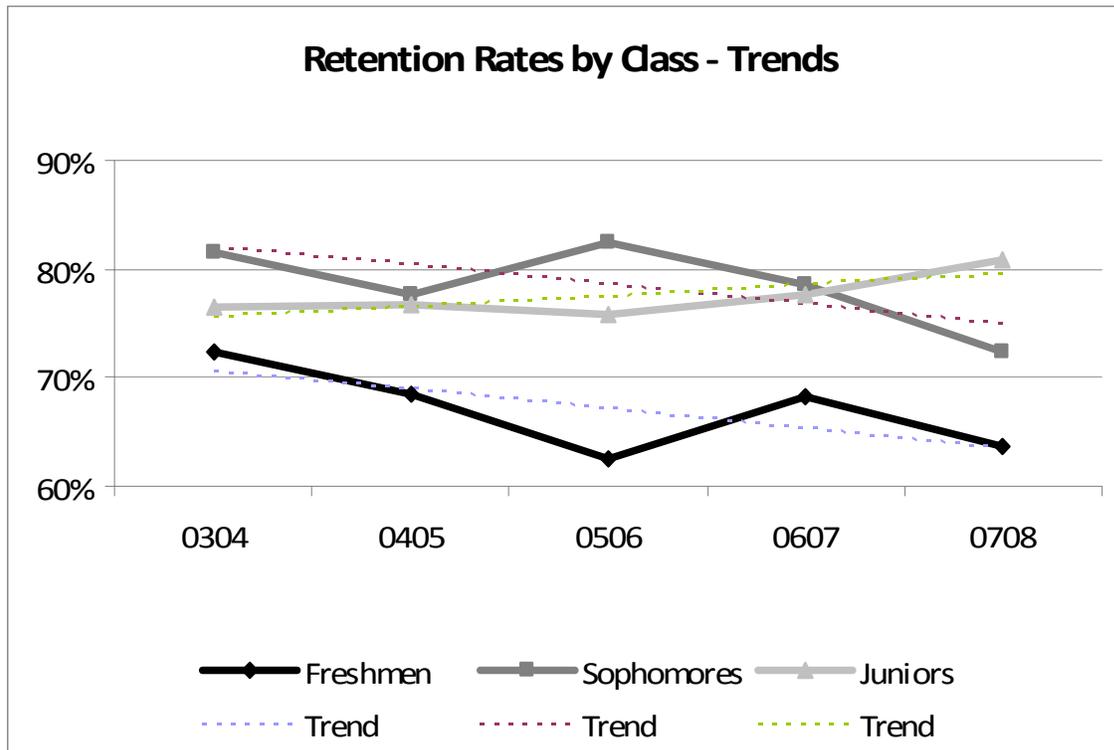
- Since the Rate is an average of three rates, the College needed to increase an individual class rate by 10.6 percentage points to meet their target or by 2.8 percentage points to reach their threshold. This is equal to additional students retained of 63 Freshmen, 31 Sophomores, or 38 Juniors to meet the target or 17 Freshmen, 8 Sophomores, or 10 Juniors to reach the threshold. The targets could also have been met – assuming the additional percentage points were distributed equally across the classes - with 44 additional students and the threshold with 11 additional students.
- The College’s historical pattern indicates that the overall trend of this retention rate increased between 1997-98 through 2003-04. Since 2003-04, the overall trend shows that this rate has been on the decline.



- The overall rate does not tell the whole story – one needs to look at the individual components of this measure.

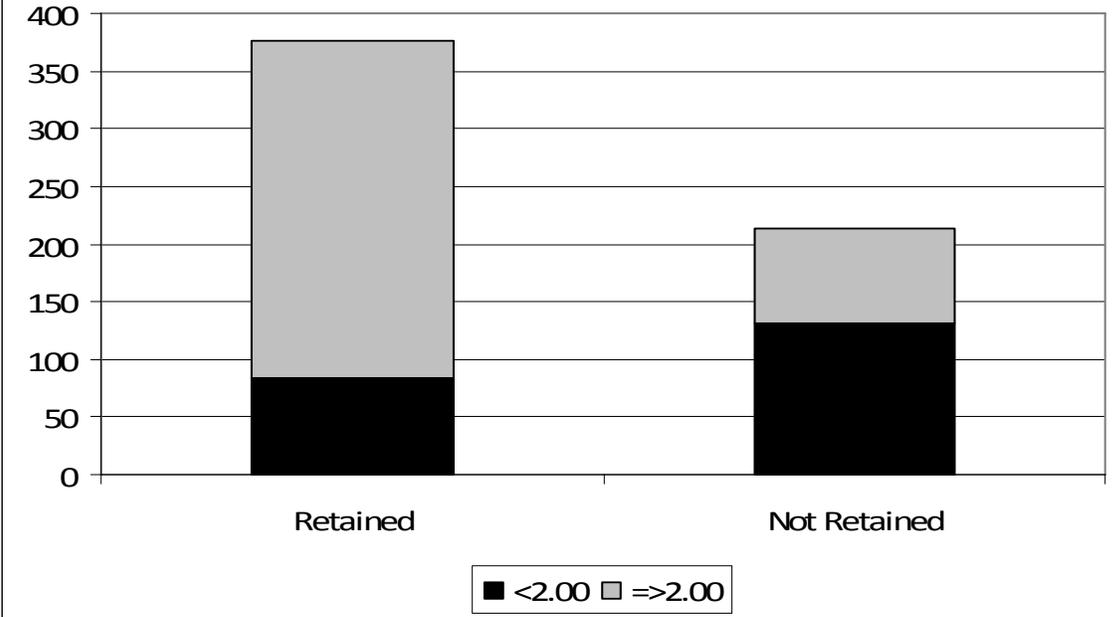


- The Sophomore rate has remained relatively steady since 2000-01. This rate has followed a two-year pattern of increase/decrease until this past year when it declined two years in a row. The Junior rate has seen a slight increase. The trend for the Freshmen rate has been an overall decline since 2000-01. The Junior rate has had a positive impact on the overall average rate, but the Freshmen rate has had the greatest negative impact on the overall average rate.

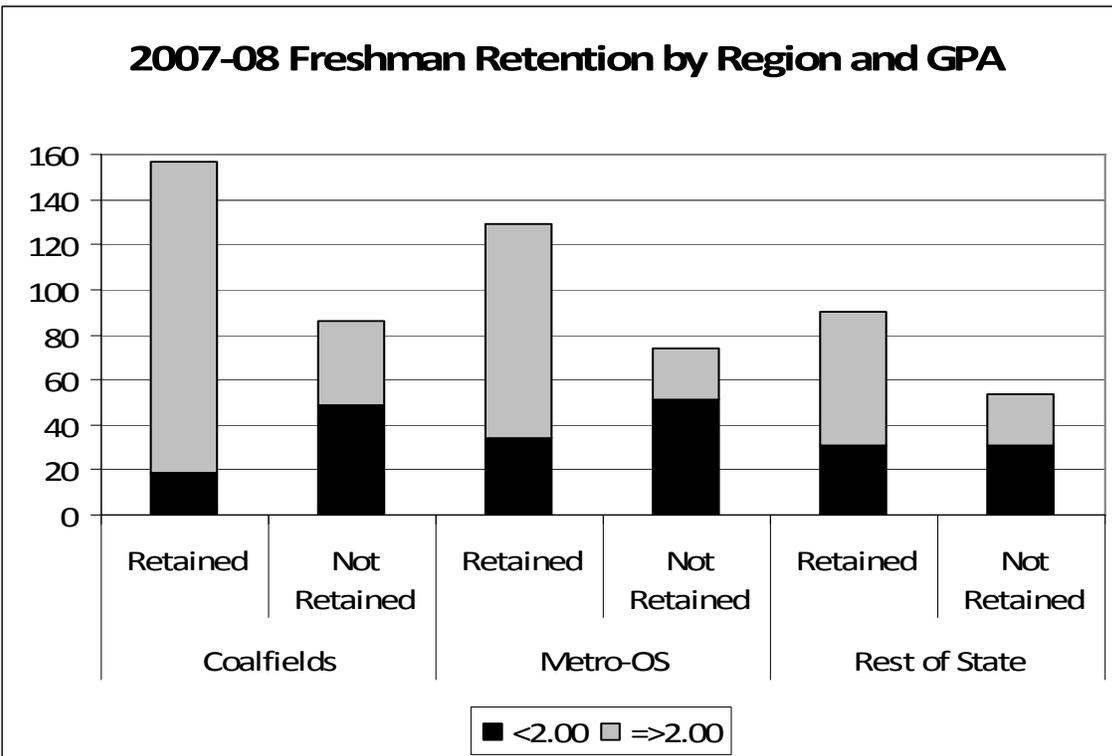


- The College has noted that their enrollment problems stem from being located in an economically depressed region and the majority of their students come from the region. This may not be entirely the case. A review of the demographics of Freshmen, since it appears they are the primary reason for the overall decline in the average retention rate, shows that less than one-half of their Freshmen are from the College's local region.
- There are many reasons why a student may not return. The college has tended to cite financial as the most overwhelming reason. However, academic achievement plays an important role in retention. Most of the freshmen (61%) who did not return in Fall 2008 were in academic difficulty by the end of the 2007-08 academic year.

### 2007-08 Freshman Retention by GPA

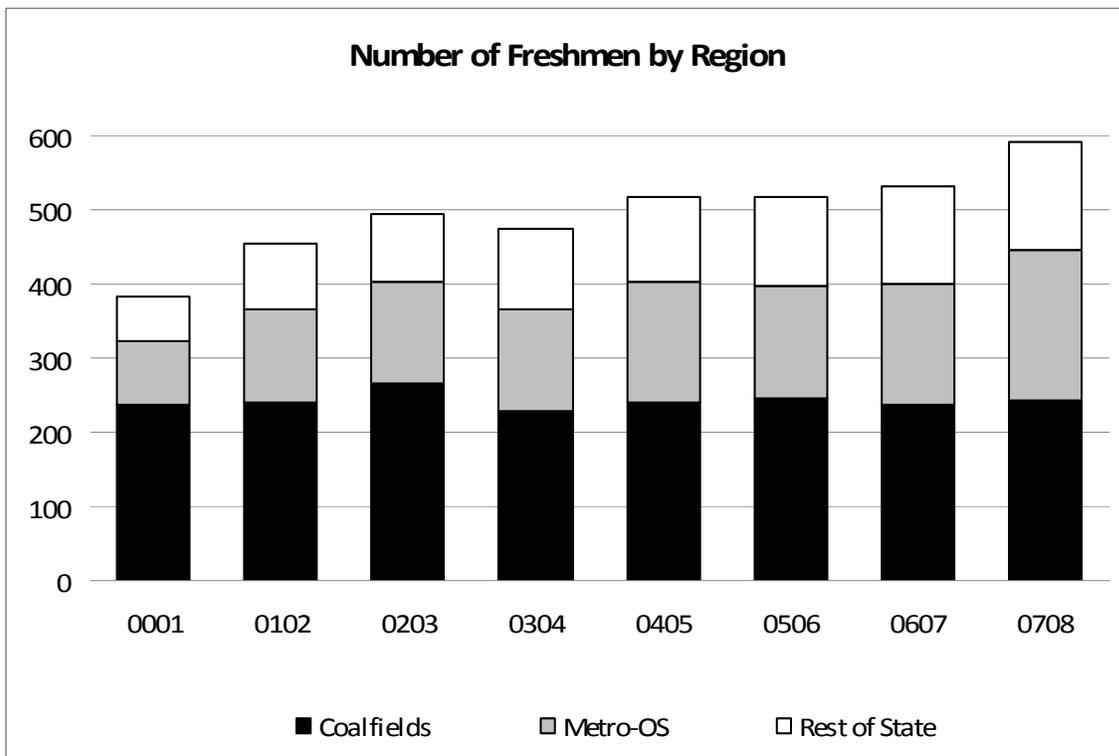


### 2007-08 Freshman Retention by Region and GPA



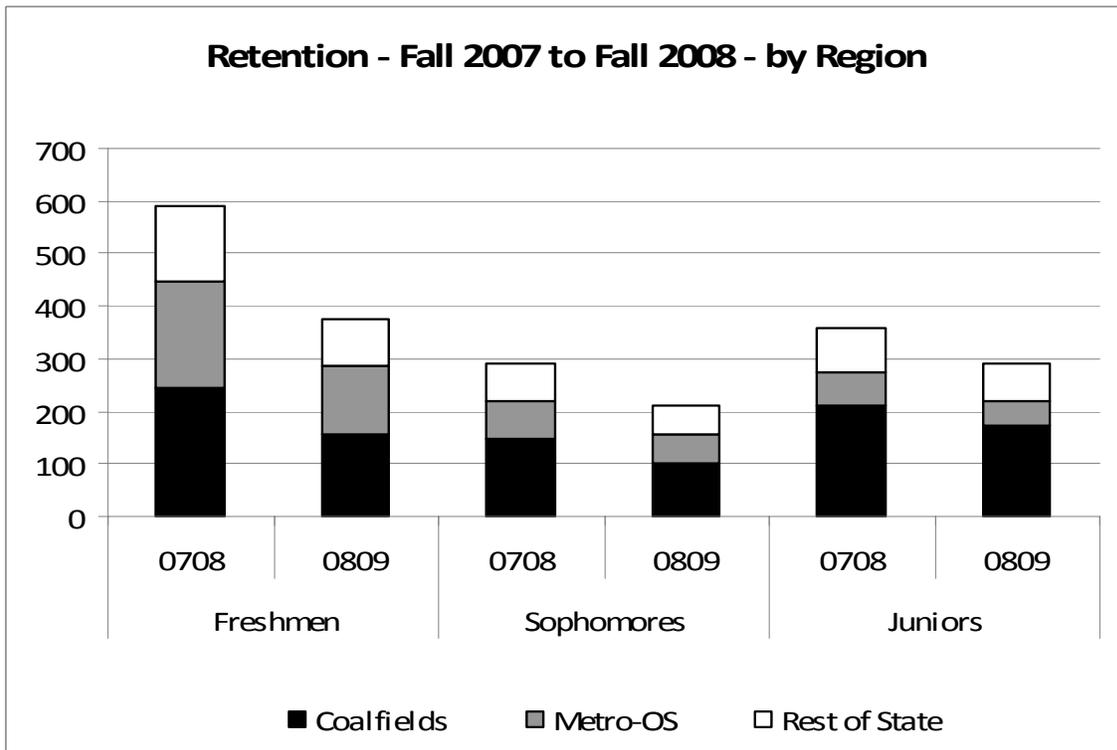
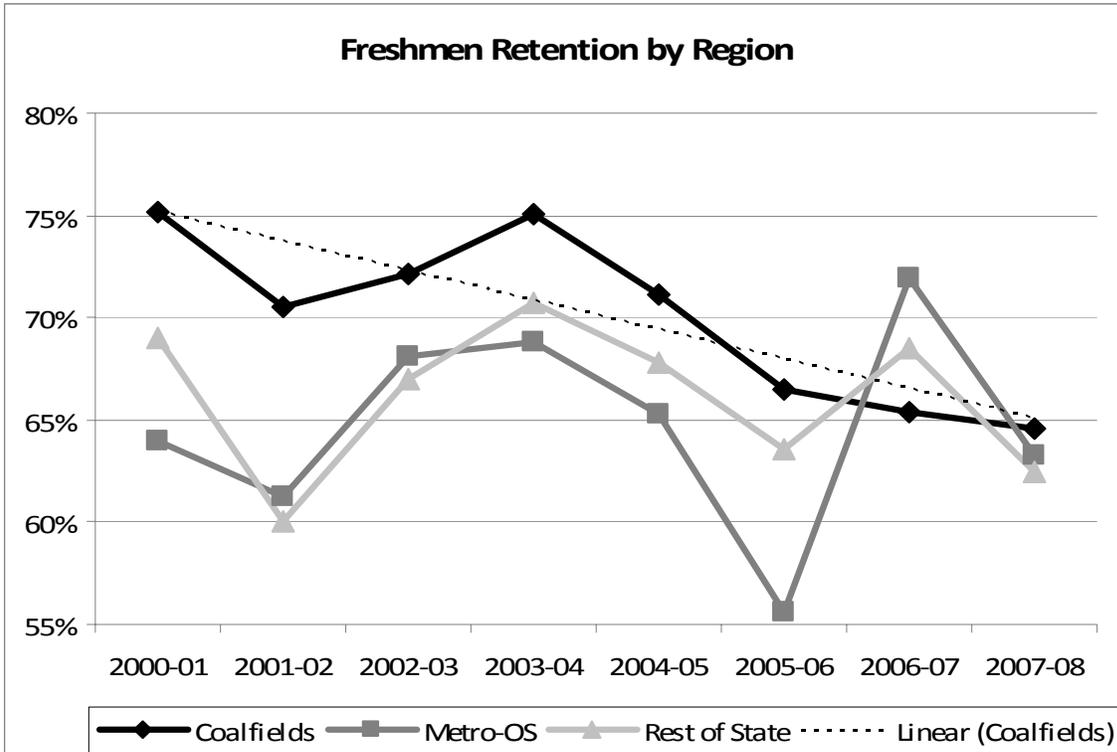
- The following chart depicts the number of Freshmen by region since 2000-01. The College defines the 'Coalfields' as their primary region and includes Planning Districts 1 (Lenowisco) and 2 (Cumberland Plateau) – the cities and

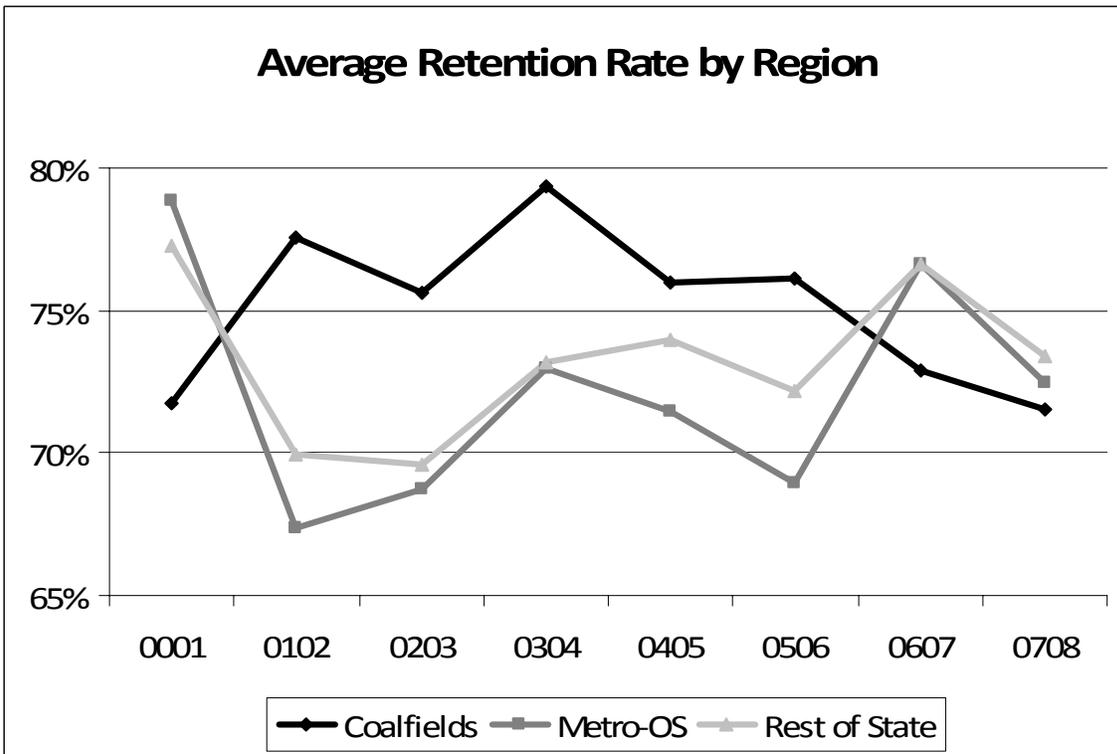
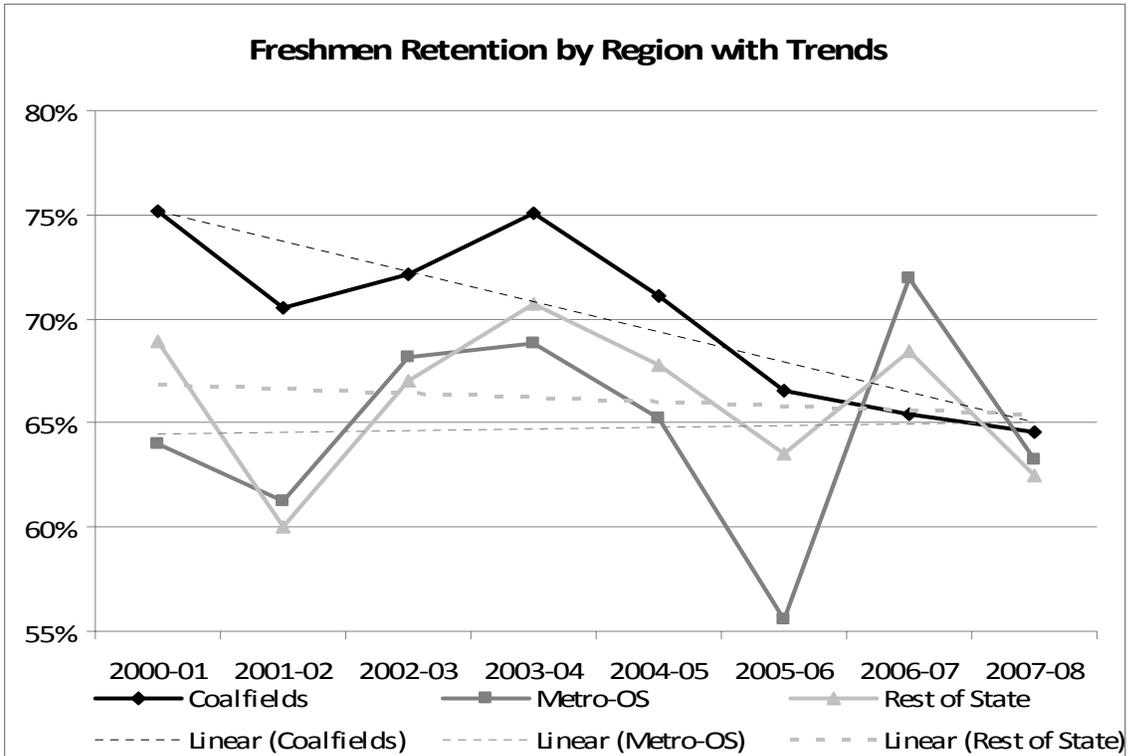
counties in far southwest Virginia. Students from this region represented 62% of the College's Freshmen enrollment, or 238 students, in 2000-01. By 2007-08 students from this region accounted for 41% of the Freshmen enrollment or 243 students. While the number of students from the 'Coalfields' has remained relatively constant, students have been added from other regions of Virginia and Out-of-State. The 'Metro-OS' region includes Planning Districts 8 (Northern Virginia), 15 (Richmond Region), 16 (RADCO-Fredericksburg/Stafford areas), 23 (Hampton Roads), and Out-of-State. Students from this region made up 23% of Freshmen (86 students) in 2000-01 and increased to 35% (204 students) by 2007-08. The last category represents the 'Rest of State' which represented 15% (58 students) of Freshmen in 2000-01 and now makes up 24% (144 students) of the college's Freshmen.



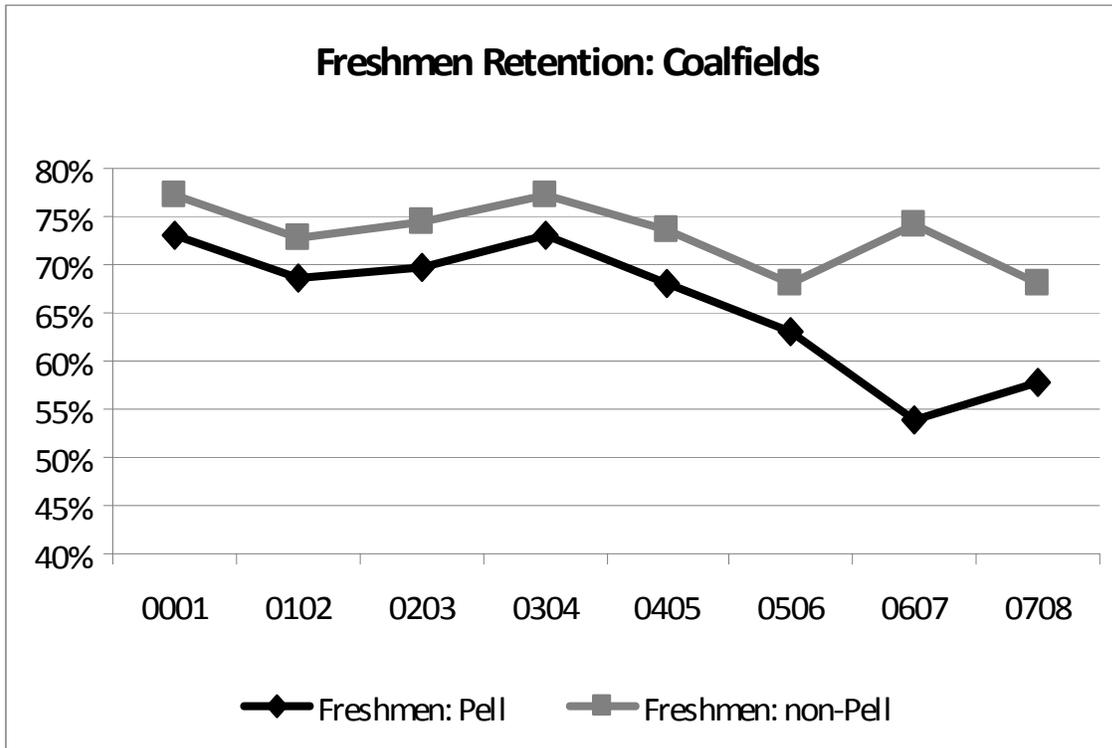
- The make up of the college's Freshmen has changed dramatically over the past eight years namely, being primarily from the local region to being more cosmopolitan. To its credit the college has maintained the number of Freshmen from the local region while the number of high school graduates in the region declined by 26% (634 graduates) between 1999-00 and 2006-07.
- The College enrolled 17.4% of all Freshmen from the 'Coalfields' region in 2008-09, which is an increase over the 12.3% in 2000-01.
- The retention rate of Freshmen from the 'Coalfields' region has steadily declined from 75.1% in 2000-01 to 64.6% in 2007-08. Because of the decline, the gap between the retention of students from the 'Coalfields' region and the other two regions has narrowed. The retention of Freshmen from the 'Metro-OS' region has tended to decline from 68.8% in 2003-04 to 63.4% in

2007-08. There was a sudden rise in the 'Metro-OS' rate in 2006-07 after a sharp drop below the previous two years, but the rate dropped in 2007-08 to below the 2004-05 level. The rate for students from the rest-of-state has declined after hitting a high of 70.8% in 2003-04.



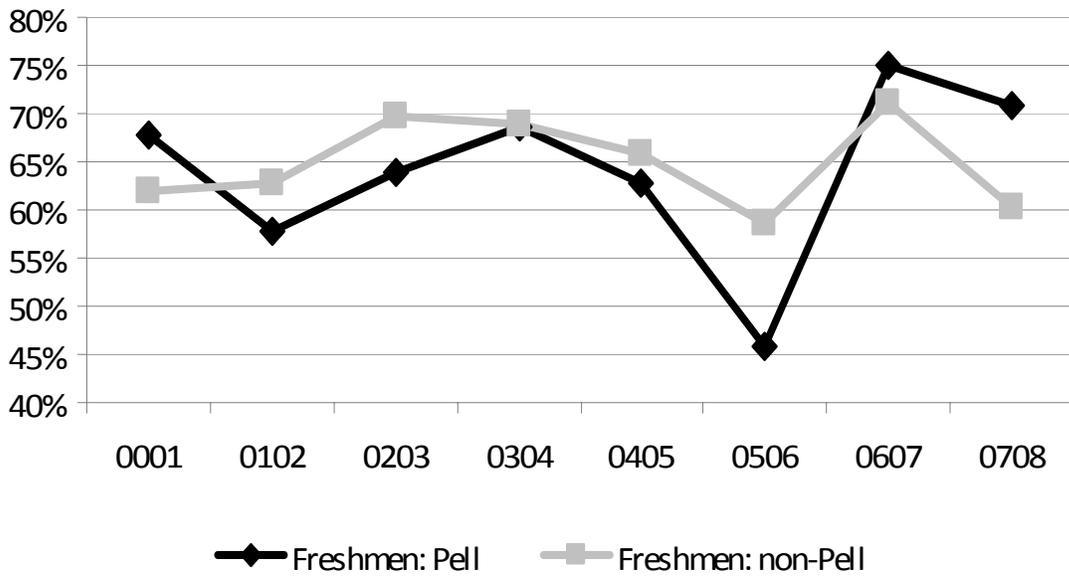


- A review of the retention of financially needy students indicates that the retention rates of Freshmen Pell recipients from the 'Coalfields' region has been less than the retention for non-Pell recipients, but has followed a similar pattern between 2001-02 through 2005-06. The rates have diverged over the last two years. The retention rate of Pell recipients went up between 2006-07 and 2007-08 for Freshmen from this region.

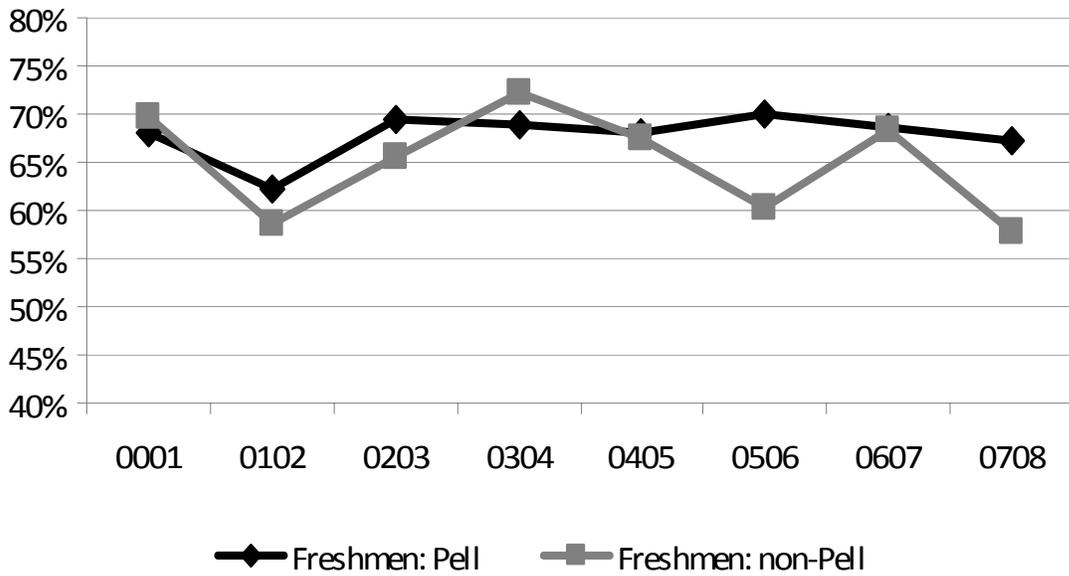


- Retention rates of Freshmen from the Metro-OS and Rest-of-State have followed different patterns than those from the 'Coalfields' region. At times the retention rates of Pell recipients have been greater than non-Pell Freshmen. In the last two years, the rates of Pell recipients have been at or above the rates of non-Pell Freshmen.

### Freshmen Retention: Metro-OS



### Freshmen Retention: Rest of State





**SCHEV Staff Comments**

**Attachment A**



**SCHEV Staff Comments  
Attachment A**

**From:** Alessio, James (SCHEV)  
**Sent:** Friday, May 15, 2009 8:43 AM  
**To:** Prior, David  
**Cc:** pb8q@uvawise.edu; Sim Ewing; LaVista, Daniel (SCHEV)  
**Subject:** Retention Calculation

**Attachments:** Algebraic solution to the number of students needed to reach the target or threshold.doc

David, at the Council meeting earlier this week, you were asked by the Chairman to explain the difference between your estimate of being four students below the threshold versus my estimate of 11 to 12 students. You responded that the calculation methods were different, but both correct.

The method you used for your calculation is incorrect. You said that you divided 1.0 percentage point by three and applied the thirds to each class ratio. This approach is wrong. The algebra requires that the percentage point difference must be multiplied by three and before spreading among the class ratios.

I have attached a document showing the algebraic steps leading to the multiplication by three. There are a number of ways to allocate this additional amount across the three class ratios, but using the method that it is spread equally among the three ratios, the result is a total of 11 or 12 (depends on rounding) additional students needed to reach your threshold.

The attached also includes a table showing the results of both calculations. An addition of four students will not bring the average to the level of the threshold. The table includes the calculation to reach the target which would require an additional 44 students.

Jim

Jim Alessio  
Director of Higher Education Restructuring  
State Council of Higher Education for Virginia  
101 N. 14th Street  
Richmond, VA 23219  
Voice: 804.225.4416  
Fax: 804.225.2604  
Email: [JamesAlessio@schev.edu](mailto:JamesAlessio@schev.edu)

### Attachment A (continued)

Algebraic solution to the number of students needed to reach the target or threshold, where  $T$  is the target or threshold,  $r_F$ ,  $r_S$ , and  $r_J$ , are the Freshmen, Sophomore, and Junior class ratios, respectively, and  $d$  is the difference between the target or threshold and the actual average of the class ratios.

$$T - \left( \frac{r_F + r_S + r_J}{3} \right) = d$$

$$T = \left( \frac{r_F + r_S + r_J}{3} \right) + d$$

$$T = \frac{r_F + r_S + r_J}{3} + \frac{3d}{3}$$

$$T = \frac{r_F + r_S + r_J + 3d}{3}$$

The sum of the ratios must be increased by three times the difference. This amount can be applied equally to each ratio,

$$T = \frac{(r_F + d) + (r_S + d) + (r_J + d)}{3}$$

or applied to one ratio,

$$T = \frac{(r_F + 3d) + r_S + r_J}{3}$$

$$T = \frac{r_F + (r_S + 3d) + r_J}{3}$$

$$T = \frac{r_F + r_S + (r_J + 3d)}{3}$$

or applied in any proportion to the individual ratios as long as the total applied is equal to three times the difference.

Class	Fall 2007 Base	Fall 2008 Retained	Rate	UVAW Method to Reach Threshold			Correct Method to Reach Threshold			Correct Method to Reach Target		
				Additional %	Additional Students	Adjusted Ratio	Additional %	Additional Students	Adjusted Ratio	Additional %	Additional Students	Adjusted Ratio
Freshman	592	377	63.7%	0.3%	2	64.0%	0.9%	5	64.5%	21	67.2%	
Sophomore	289	209	72.3%	0.3%	1	73.0%	0.9%	3	73.4%	10	75.8%	
Junior	360	291	80.8%	0.3%	1	81.4%	0.9%	3	81.7%	13	84.4%	
				Total=	4		Total=	11		Total=	44	
		<b>Average=</b>	<b>72.3%</b>		<b>Average=</b>	<b>72.8%</b>		<b>Average=</b>	<b>73.2%</b>	<b>Average=</b>	<b>75.8%</b>	

	Difference
Target	75.8%
Threshold	73.2%
	0.9%



**SCHEV Staff Comments**

**Attachment B**



**SCHEV Staff Comments  
Attachment B**

**From:** Alessio, James (SCHEV)

**Sent:** Monday, September 29, 2008 8:19 AM

**To:** cperry@cnu.edu; sejone@wm.edu; mscherre@gmu.edu; kingcw@jmu.edu; atkinsbl@longwood.edu; ytshah@nsu.edu; rfenning@odu.edu; dvanleave@RADFORD.EDU; Rick Hurley; cc@virginia.edu; pb8q@uvawise.edu; taatkinson@vcu.edu; StockwellWJ@vmi.edu; dmeadows@vsu.edu; mdsjr@vt.edu; pharvey@rbc.edu; kpetersen@vccs.edu

**Cc:** dkidd1@gmu.edu; jgouch@gmu.edu; menardaj@jmu.edu; stampdl@jmu.edu; dohertfj@jmu.edu; worsterks@longwood.edu; tesass@nsu.edu; dswiecin@odu.edu; msharpe@odu.edu; wstanton@radford.edu; rweinsto@umw.edu; kyazdi@umw.edu; knickgr@vmi.edu; greenrl@vmi.edu; Moore, Eddie; eridley@vsu.edu; tkingrea@vt.edu; Monty Sullivan; drtemplet@RADFORD.EDU; Massa, Tod (SCHEV)

**Subject:** IPS Target Reviews...

**Importance:** High

**Attachments:** IPS 9-28-08.xls

Attached is a spreadsheet detailing institutional targets. The spreadsheet contains the actual values and targets/thresholds submitted by each institution. I have also included graphs for each measure. The institutions are listed within the following groups with a separate worksheet for each group:

- Group A: CWM, UVA, VT
- Group B: GMU, ODU, VCU
- Group C: JMU, NSU, RU, VSU
- Group D: CNU, LU, UMW, UVAW, VMI
- Group E: RBC, VCCS

Council members Alan Wurtzel and Gilbert Bland met with Council staff and reviewed the targets and thresholds. The Council members' concerns focused on seven measures:

- Measure 2: Enrollment of under-represented populations
- Measure 7: Degrees conferred in high-needs areas
- Measure 10: Degrees conferred per FTE faculty
- Measure 11: Average progression and retention rates
- Measure 12: Undergraduate degree awards per FTE students
- Measure 14: Degree-qualified transfers (four-year only)
- Measure 15: Dual enrollment of high school students (two-year only)

The following are the Council members' concerns:

1. Targets for 2008-09 and beyond should be greater than actual 2006-07 to indicate institutional intent to move forward.

2. Thresholds for measures 2, 7, and 15 (VCCS) should be within 5% to 7% of the target.
3. Thresholds for measures 10, 11, 12, 14 (four-year only), and 15 (RBC) should be within the largest absolute change between 2004-05 and 2006-07.
4. Values are also highlighted if the change over the next three (and six) years is less than the change for the past three (and six) years.

I have highlighted values in 'red' which did not meet the Council's above criteria (I used 5% as the base instead of 7%). Please review the values for your institution. You can either change the values to be within the criteria outlined above or provide a rationale for deviating from the criteria. In some cases, it may be that providing values for 2007-08 could be used as a substitute for 2006-07 to justify concerns #1 and actual 2005-06 through 2007-08 for items #3, and #4.

Also, please check your targets and thresholds for Measures 1 and 3. The targets should match your approved projections and the thresholds should be 95% of these targets. I have highlighted values that were outside this range.

Please update your targets/thresholds including rationale for Measures not meeting the criteria by the **COB Friday, October 3.**

Please let me know if you have any questions or comments.

Thanks...

Jim

Jim Alessio  
Director of Higher Education Restructuring  
State Council of Higher Education for Virginia  
101 N. 14th Street  
Richmond, VA 23219  
Voice: 804.225.4416  
Fax: 804.225.2604  
Email: [JamesAlessio@schev.edu](mailto:JamesAlessio@schev.edu)

**SCHEV Staff Comments  
Attachment B (continued)**

October 3, 2008

Jim Alessio  
Director of Higher Education Restructuring  
State Council of Higher Education for Virginia  
101 N. 14th Street  
Richmond, VA 23219

**RE: UVA-Wise IPS Response**

Dear Mr. Alessio:

Prior to the submittal of our Institutional Performance Standards to SCHEV, The University of Virginia's College at Wise carefully reviewed our institutional data and examined our service area's demographics and economic climate, as well as the College's mission to the region and Commonwealth, in an attempt to provide accurate data in establishing the targets and thresholds. (Our measure specific criteria is attached.)

Based on your e-mail request of September 29, we re-examined the document to insure that it accurately reflects what the SCHEV IPS targets and thresholds should be for UVA-Wise. Given the further deterioration of Virginia's fiscal climate since our first submission and the impact that additional significant budget reductions will have on UVA-Wise's ability to provide the necessary resources to meet the needs of the Commonwealth, as well as the dire impact the economic downturn is having on Southwest Virginia citizens, it is not viable for the College to lessen the standard deviations we originally submitted.

In addition, should the economic climate facing the Commonwealth and nation continue to decline, UVA-Wise respectfully requests the opportunity to reconsider the target numbers, as further changes may be necessary to reflect the economic realities being faced by our students and the College.

Sincerely,

Simeon E. Ewing  
Vice Chancellor for Finance and  
Government Relations

Enclosure

Cc: Chancellor David Prior  
Dr. Dan LaVista, SCHEV



## UVA-Wise Methodology Responses to IPS Development

### Measure 1

With the anticipated drop in public school and community college enrollment in the College's traditional catchment area, increases must come from other regions of Virginia, a much more expensive and difficult task. In-state enrollment should hold steady at about 95% of the total enrollment for the six-year reporting period.

### Measure 2

Outcomes have swung widely on this measure. Projections are clustered around the most recent performance, which is the best judgment of the College's leadership at this time. Historically, UVA-Wise's student body has included a large percentage of under-represented students since Southwest Virginia has always struggled with poverty and low educational attainment. As public school graduates decline in the region, the College will strive to recruit more students from outside its traditional catchment area, including from under-represented populations, to assist the Commonwealth in meeting its enrollment goals. However, it should be noted, that this is a much more expensive endeavor for the institution. In addition, students from the largest metropolitan areas must pass by every public institution in Virginia to reach the UVA-Wise campus. This makes them a much more vulnerable population to retain.

SCHEV does NOT include Wise County in the list of localities eligible under this measure. Certainly, Wise County has benefited from both UVA-Wise and Mountain Empire Community College being located within the county's boundaries. However, it should be noted that the majority of the College's students are from Wise County, which, according to the Virginia Department of Education, has the second lowest composite index of the 142 Virginia school divisions for the 2008-2010 biennium (<http://www.doe.virginia.gov/VDOE/Finance/Budget/bods.html>).

First generation data collection began in Fall 2005, therefore there is not sufficient history to include first generation numbers in this projection. In addition, upcoming changes in IPEDS on race and ethnicity and how or if students will report accurately present additional challenges, as well as the stability of federal financial aid and results of the Higher Education Act reauthorization.

### Measure 3

#### RETENTION:

- A newly appointed Retention Study Task Force is examining retention from an institutional perspective and developing a communication plan to more effectively inform the campus community on why retention/student success is important. Processes and procedures are being examined and strategic improvements identified. The task force includes the Chancellor, Provost, Dean of Students, Vice Chancellor of Enrollment Management, and the Director of Retention and Assessment
- The mid-point assessment of the Quality Enhancement Plan (QEP): "Students Engaged: A Culture of Reading, Writing, and Communicating"

began this summer and results will be shared with senior administrative staff in fall 2008. The evaluation includes what is working, what isn't, and suggest appropriate plan revisions.

- With anticipated construction completed by August 25, UVa-Wise will open a new, integrated customer service approach to admissions, financial aid, advising and the registrar and cashier functions in Crockett Hall. For the first time, the offices that most directly affect enrollment/retention will be housed together.
- A survey of fall 2008 non-returners will be conducted to identify why students "stop out" and the results will be shared with senior administrative staff and the appropriate leadership groups across campus based on the survey results. (UVa-Wise has done this survey periodically; however, results have not provided any clear results, rather reasons for dropping or stopping out are numerous and across the board for all student demographics.)
- The number of teaching faculty teaching Freshman Seminar courses will increase.
- More senior faculty members will be assigned to teach general education courses.

#### FACULTY PRODUCTIVITY:

- The Provost will appoint an Integrated Strategic Scheduling Committee, composed of three department chairs, the Registrar, Director of Institutional Research, and the Coordinator of Advising, Retention, and Assessment. The Committee will present to the Council of Chairs a plan for:
  - A two-year master schedule
  - Improving classroom utilization rates
  - Increasing faculty productivity as per semester hours generated by individual faculty members
  - Monitoring departmental performance in achieving institutional productivity goals
- The guidelines and approval process for allowing/disallowing classes with small enrollments will be reviewed and revised, if needed.
- An appropriate institutional goal to increase the average productivity of faculty members - with specific improvements in the range of 5% to 10% - are anticipated; however, a definitive goal must await the results of research carried out by the Integrated Scheduling Committee described above.

#### **Measure 7**

Another measure with volatile outcomes, the College will strive to hold this measure steady over the planning period. UVa-Wise is undergoing a significant restructuring of its nursing program over the next two years, but outcomes are uncertain at this time

#### **Measure 10**

Another volatile measure, however, the trend is stabilizing somewhat. As both the numerator and denominator in this measure could be affected by unpredictable,

external forces despite planned improvement strategies, UVa-Wise will be fortunate to hold the ratio steady through the reporting period. To determine the ratio, the College's leadership examined various factors for both the numerator and denominator including historical faculty attrition rates, possible upcoming retirements, endowed chairs currently being pursued, growth patterns in majors, student retention, student time to degree, among others, and how a weak economy and probable budget cuts might affect each of these factors.

UVa-Wise is implementing several retention and faculty productivity improvement strategies (see Measure 3) that should help this measure.

### **Measure 11**

UVa-Wise will hold retention relatively steady through this reporting period despite market and economic pressures. See retention and faculty strategies in Measure 3.

### **Measure 12**

The six-year graduation rate for the 1999 freshmen cohort was 40.1; for the 2000 cohort, 44.6 (historical peak); and for the 2001 cohort, 39, the lowest since 1993. For transfers, the fall 2000 cohort was 52%; the Fall 2001 was 54%; and the Fall 2002 was down at 45%.

### **Measure 14**

The percentage of community college transfers enrolling with a two-year degree has been volatile historically, ranging from 29.3% to 46.2 % since Fall 2000. UVa-Wise predicts the decline in community college transfer awards over the last few years (see Preface) will impact this measure negatively. Community colleges do not do enrollment projections, yet community college leaders from the College's three feeder schools are expressing concern about how the economic decline might affect enrollment, especially college transfer programs. Traditionally only 40% of community college transfer students come to UVa-Wise with a completed associate degree.

The downward trend for this measure reflects the decline in community college transfer awards while the College maintains steady enrollment growth through the period.

UVa-Wise is partnering with Mountain Empire Community College to encourage more high school students to pursue higher education. The AIMS Higher Scholarship Program rewards high school students who complete a more challenging curriculum, attend school regularly, and perform community service as well as provides a tangible incentive for students to become more prepared for college by taking advanced courses. If students meet the standards of the Appalachian Intermountain Scholars Program in high school and at MECC, they are better prepared for success at UVa-Wise and receive their education tuition-free.



**SCHEV Staff Comments  
Attachment B (continued)**

**From:** Alessio, James (SCHEV)  
**Sent:** Wednesday, November 19, 2008 8:39 AM  
**To:** Sim Ewing  
**Cc:** LaVista, Daniel (SCHEV); Massa, Tod (SCHEV); Prior, David  
**Subject:** IPS Review...  
**Importance:** High  
**Attachments:** UVAW-SCHEV 10.3 Response.docx; UVAW-SCHEV 10.3 Supplemental.docx

Sim, the Council's subcommittee reviewing IPS targets/thresholds met on Monday, November 17. I shared your October 3 letter and your latest narrative (both attached) with the subcommittee members. After careful review, the subcommittee felt that UVAW's targets and thresholds do not demonstrate a continued commitment to the State Goals.

§ 4-9.02 of the General Provisions of the 2009 Appropriation Act notes that the targets must be agreed to by the institution and the Council. The section further states "the State Council, in working with each institution, shall establish a prescribed range of permitted variance from targets for each education-related measure, as appropriate." The subcommittee felt that the variances submitted by UVAW are too large and considerably outside the ranges suggested in my September 29 email.

The subcommittee will recommend to the full Council at its January 6, 2009 meeting that the 2008-09 through 2013-14 targets and thresholds for the University of Virginia's College at Wise not be approved. Since, UVAW will not have approved targets and thresholds beginning with the 2008-09 academic year, the Council will not be able to certify the institution beginning in spring 2010.

The IPS review subcommittee does not have plans to meet again before the January Council meeting. In addition, the Council does not plan to review targets/thresholds until summer/fall 2010.

Please let me know if you have any questions.

Jim

Jim Alessio  
Director of Higher Education Restructuring  
State Council of Higher Education for Virginia  
101 N. 14th Street  
Richmond, VA 23219  
Voice: 804.225.4416  
Fax: 804.225.2604  
Email: [JamesAlessio@schev.edu](mailto:JamesAlessio@schev.edu)



**SCHEV Staff Comments  
Attachment B (continued)**

**From:** Sim Ewing [see4r@uvawise.edu]

**Sent:** Wednesday, November 19, 2008 4:11 PM

**To:** Alessio, James (SCHEV)

**Cc:** Prior, David; LaVista, Daniel (SCHEV); Casteen, John; Clement, Whittington; colette@Virginia.EDU

**Subject:** IPS Review

Dear Mr. Alessio:

I am in receipt of your November 19, 2008 e-mail concerning the UVA-Wise SCHEV IPS Recommendation. The College takes exception to the statement: "the subcommittee felt that UVAW's targets and thresholds do not demonstrate a continued commitment to the State Goals." The College has always been - and will continue to be - completely committed to meeting the goals of the Commonwealth and the region. Our commitment has been clearly demonstrated by the advancements seen by this region and our graduates as they serve the entire Commonwealth.

Our data were developed based on the specific guidance given by the SCHEV Staff during our July meeting in Richmond. In your September 29, 2008 e-mail concerning IPS data points it stated: "You can either change the values to be within the criteria outlined above or provide a rationale for deviating from the criteria." We were not advised that the outcome of retaining the original targets and thresholds would be exclusion from the certification process. The data points we submitted reflect the situation in Wise, demonstrated by the deviation rationale in the narrative, including the preface. For us to ignore our fluctuating historical data and rationale (developed with input from our regional community colleges and local public school systems) and instead change the numbers to meet a prescribed data deviation point would not provide SCHEV and the Commonwealth with accurate information on what is happening on-site.

Given the subcommittee's decision, the University of Virginia's College at Wise requests to be placed on the January 6, 2009 SCHEV Board Agenda to openly discuss this issue.

Sincerely,

Simeon E. Ewing

Sim Ewing  
Vice Chancellor for Finance & Government Relations  
The University of Virginia's College at Wise  
276.328.0133  
[see4r@uvawise.edu](mailto:see4r@uvawise.edu)



**SCHEV Staff Comments  
Attachment B (continued)**

Measure 11: Average progression and retention rates		Targets/Thresholds					
		2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
<b>Original</b>	<b>Target:</b>	77.0%	77.6%	78.2%	78.9%	79.5%	80.1%
	<b>Threshold:</b>	69.8%	70.4%	71.0%	71.6%	72.2%	72.8%
	<b>Δ</b>	<b>-0.072</b>	<b>-0.072</b>	<b>-0.072</b>	<b>-0.073</b>	<b>-0.073</b>	<b>-0.073</b>
<b>Proposed Target &amp; Threshold</b>	<b>Target:</b>	73.0%	73.2%	73.4%	73.6%	73.8%	74.0%
	<b>Threshold:</b>	67.9%	68.1%	68.3%	68.4%	68.6%	68.8%
	<b>Δ</b>	<b>-0.051</b>	<b>-0.051</b>	<b>-0.051</b>	<b>-0.052</b>	<b>-0.052</b>	<b>-0.052</b>



**Virginia Commonwealth University**

**Response – May 20, 2009**



**Virginia Commonwealth University**

**Response – May 20, 2009**

The Council did not have any specific questions for VCU.

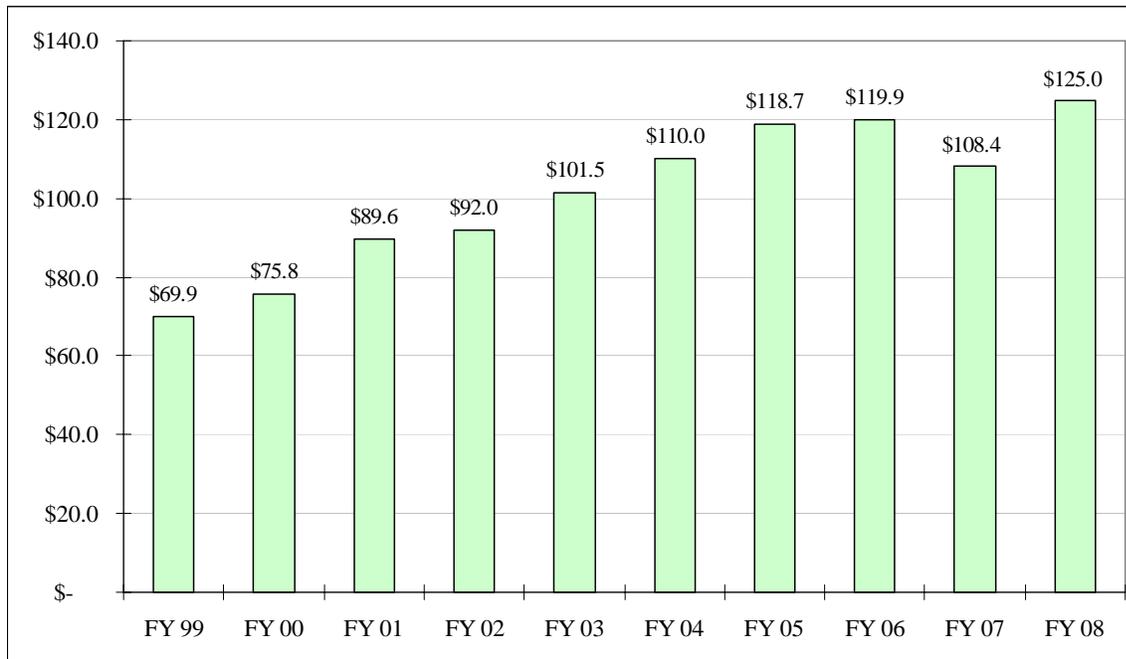


**Virginia Commonwealth University  
Response – May 20, 2009**

**Virginia Commonwealth University  
Submission to the State Council of Higher Education for Virginia  
2009-10 Certification: Measure 17 – Research Expenditures**

Virginia Commonwealth University respectfully requests that the full Council recommend certification for VCU on its 2007-08 performance measures, as the members of the Council’s workgroup have recommended. Our request is based on VCU’s return to historically solid growth in research expenditures, with \$124,990,297 million in research expenditures for fiscal year 2007-08.

**Research Expenditures, FY 1999-2008**



\$ in millions

Even with this solid performance, VCU fell short of its threshold on research expenditures for 2007-08. That is because the target and threshold are based on a three-year-rolling average and that average includes last fiscal year’s anomalous performance.

We have previously explained and have since verified with final data why that performance was an anomaly that was largely outside of our control (see VCU’s Certification Plan submitted in June, 2008, attached). As further evidence that 2006-07 research expenditures were an anomaly, VCU is on track for another record year of growth in fiscal year 2008-09 as well, with research expenditures at the end of April 8.7 percent above the same time last year.

It was very clear as of the last quarter of fiscal year 2007 that the anomalous year's inclusion in a three-year average would mean there was no mathematically possible way that VCU could achieve the target and threshold for 2007-08. In May and June of 2008 we did point out to the Council that we fully expected not to meet the target and threshold for 2007-08 because the measure is a three-year average. We did readjust targets and thresholds for the next cycle and do not anticipate any issue with the institution meeting them.

## **Virginia Commonwealth University Research Expenditures**

In April 2008, VCU submitted to the State Council of Higher Education for Virginia a detailed explanation regarding research expenditures for fiscal year 2007, identifying four interrelated factors that produced an unexpected anomaly – a drop in research expenditures despite a substantial increase in sponsored research awards. (VCU's prior submission is included as attachment A.)

The drop in FY 2007 research expenditures despite the growth in sponsored research awards could not have reasonably been predicted by university officials and unfortunately, many of the factors leading to the decrease were, and continue to be, outside of VCU's control or influence.

Factors that contributed to the anomaly include: (a) federal funding constraints that decreased NIH award activity; (b) an unusually large number of awards received late in FY 2007; (c) principal investigators on NIH funding conserved funds to maintain research activity; and (d) national competition for top researchers slowed planned recruitments of School of Medicine faculty.

The one factor of the four that VCU can arguably control and influence – successful recruitment of School of Medicine research faculty – has been addressed by the university. A significant part of the planned research growth for the university was predicated on the recruitment of 14 additional School of Medicine faculty each year over six years. These recruitments, which fell short in FYs 2006 and 2007, recovered this year and the number of successful recruitments has now exceeded the number planned for by the end of FY 2008.

Information available for the current fiscal year confirms that FY 2007 was an anomaly. Through May 15, 2008, sponsored program awards are up \$4.6 million, or 3.1 percent, including \$2.9 million in increased NIH awards. And through May 2008, research expenditures are up by 11.5 percent over the prior year. This is the pattern that VCU has historically experienced – a growth in sponsored research awards translated into a growth in research expenditures.

Despite recruitment efforts in the School of Medicine and the impressive growth in research expenditures in the current fiscal year, VCU will not be able to meet the target for FY 2008 because the target is a three-year average that includes the data for the anomalous year. In addition, VCU's threshold – a permitted margin of error of only 5 percent - does not allow for sufficient variation from the target to address the effect of this anomalous year on the three-year average.

Therefore, VCU respectfully requests that SCHEV base its certification for FY 2008 on VCU's original research expenditure targets, as submitted to SCHEV staff on September 27, 2006 and approved by the Council at its November 13, 2006

meeting, and use a threshold similar to the threshold accorded the other doctoral research institutions.

## Virginia Commonwealth University Statement Regarding Measure 17: Research Expenditures

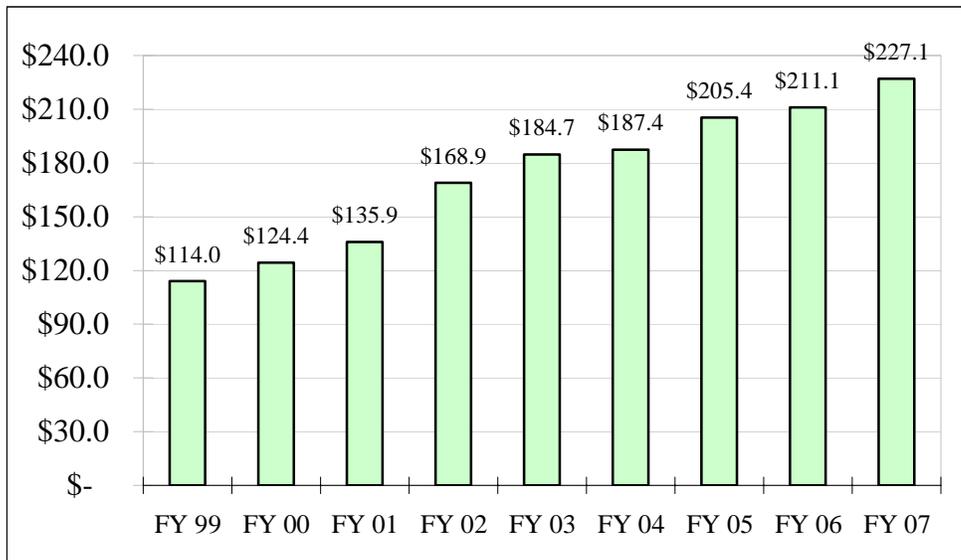
The FY 2007 performance measure for research expenditures for VCU sets a target of \$128.3 million for the three-year average for research expenditures, and a minimum threshold for the three-year average at \$121.3 million – five percent below the target. VCU’s actual three-year average for research expenditures through FY 2007 totaled \$115.7 million – 4.6 percent below the minimum threshold – as the result of several factors largely beyond VCU’s control which suppressed research spending for FY 2007.

There is clear evidence that the research expenditure total for FY 2007 was an anomaly. VCU requests that the State Council of Higher Education examine the information presented below, consider VCU’s performance on all 19 measures, and judge that Virginia Commonwealth University should be certified as meeting the state’s expectations for FY 2007.

### **Background**

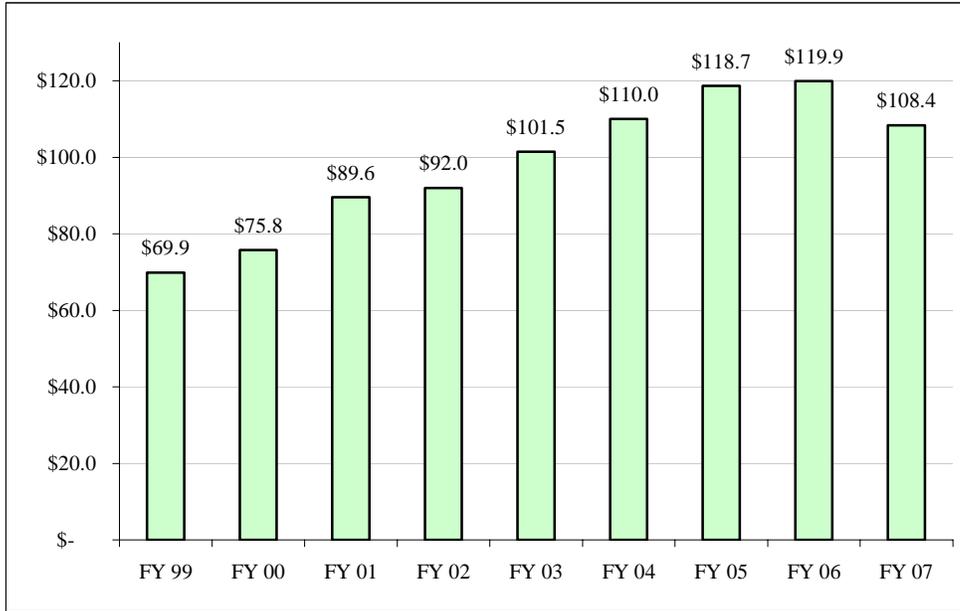
Virginia Commonwealth University’s sponsored program awards have grown steadily over the past decade. Between FY 1999 and FY 2007, sponsored program awards increased 99 percent – from \$114.0 million to \$227.1 million. During the same period the number of sponsored awards increased from 895 to 1,397 awards.

**Awards for Sponsored Programs, FY 1999-2007**



Although awards received in one year may be spent over more than a single year, research expenditures grew roughly in line with awards, steadily increasing over the period – until FY 2007. Research expenditures grew from \$69.9 million in FY 1999 to \$119.9 million in FY 2006 (up 72%), but unexpectedly declined to \$108.4 million in FY 2007.

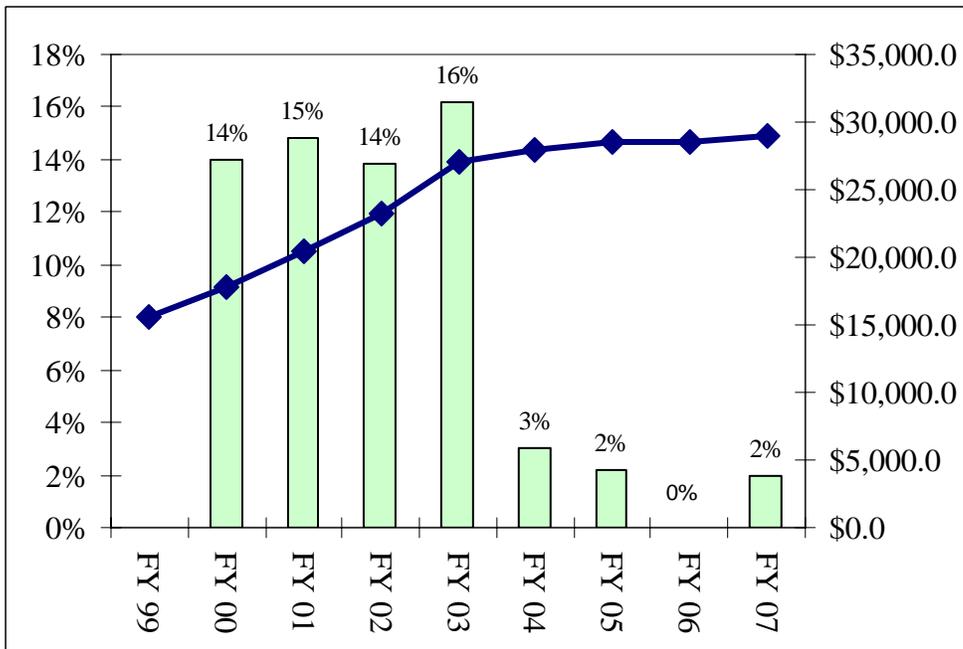
### Research Expenditures, FY 1999-2007



After careful examination of all available data, VCU can attribute the FY 2007 anomaly to four factors:

1. Federal constraints in NIH funding severely constrained award activity in FY 2007.  
Between FYs 1999 and 2003, NIH budgets grew 73 percent. Since that time, NIH budgets have been almost flat – and have declined on an inflation-adjusted basis.

### Dollar and Percent Growth in NIH Budgets, FY 1999-2007 (% increase over prior year)

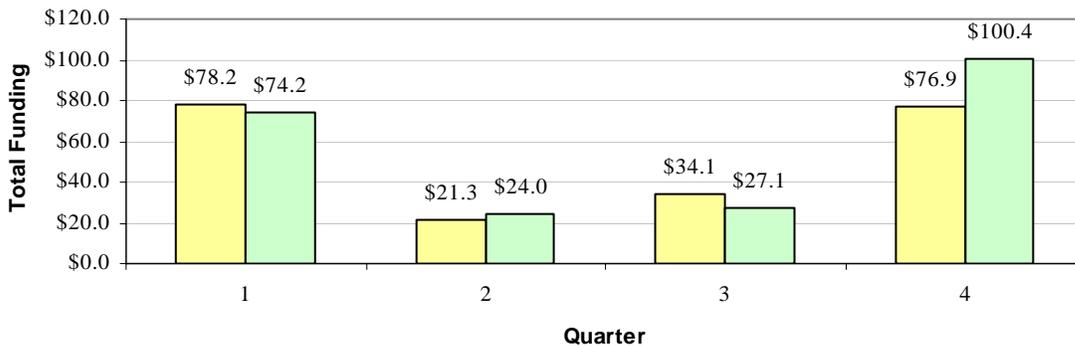


VCU's research portfolio is heavily dependent on NIH awards. About 37 percent of all awards and 68 percent of federal awards each year come from NIH. Severely constrained NIH funding has significantly increased award competition, but in FY 2007 also altered the pace at which NIH awards were made.

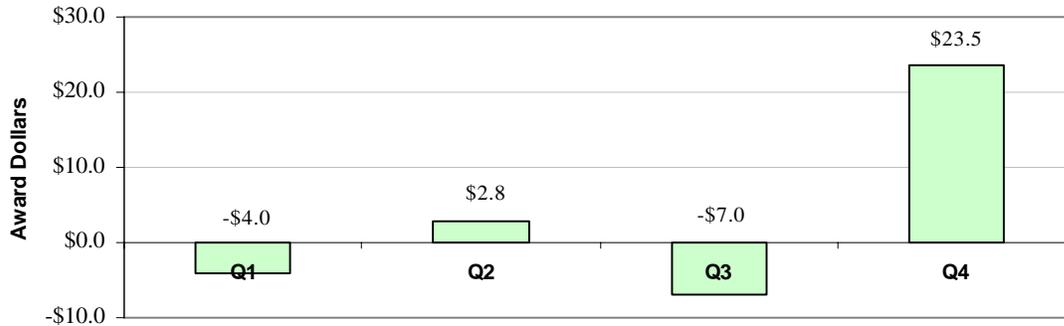
2. A disproportionately large number of awards occurred late in the 2007 fiscal year -- delaying spending until FY 2008 and beyond.

As the tables below demonstrate, VCU received \$100.4 million in sponsored program awards in the 4<sup>th</sup> quarter of FY 2007, compared to \$76.9 million in the 4<sup>th</sup> quarter of FY 2006. This \$23.5 million increase in 4<sup>th</sup> quarter awards meant that an unusual proportion of award spending was delayed until FY 2008 and beyond – artificially reducing FY 2007 spending.

**Quarterly Sponsored Awards, FY 07**



**Shift in Awards Pattern Impact on FY 2007**



3. Because the NIH budget constraints were well publicized, principal investigators began acting to conserve funds in order to keep their research activity going -- albeit at a slower pace. Although keeping research associates, laboratory technicians and other staff in place and on the payroll was understandable from

the investigator’s perspective, this also had the effect of suppressing research spending for the year. An examination of automatic and “no cost” carryforwards indicates that at least \$8 million in research spending was shifted in this fashion from FY 2007 to a later date.

4. Increasing competition for top researchers slowed recruitment of researchers in the School of Medicine. A significant part of planned research growth was predicated on recruiting additional research faculty in the School of Medicine. Constrained NIH budgets also had the effect of increasing competition for productive research faculty – effectively slowing planned recruitment. Hiring of fourteen new research faculty each year was planned. Actual hires fell short of the planned total.

**Planned and Actual Hires in the School of Medicine, FY 2006-2007**



These four factors constrained research expenditures in FY 2007 to a point where VCU’s three-year average fell 4.6 percent below the threshold established for the year.

**Current Situation**

Information available through mid-April, 2008 confirms that FY 2007 was an anomaly. Through April 14, sponsored program awards are up \$6.3 million (4.8 percent) – including \$2.2 million in increased NIH awards. Research expenditures through March are up over 12 percent. And, the number of researchers recruited within the School of Medicine now totals 53 research faculty – more than the number of new hires VCU assumed would be in place at the end of FY 2008.

For all of these reasons, VCU requests that the State Council of Higher Education

consider VCU's performance on all 19 measures, and judge that VCU's research expenditures for FY 2007 were affected largely by factors beyond its control, and conclude that Virginia Commonwealth University should be certified as meeting the state's expectations for FY 2007.

One additional factor merits consideration.

There is considerable variation among the six research institutions in the margin of error allowed between the research target and the minimum threshold. VCU's minimum threshold is five percent below its target. The average margin of error allowed for the six institutions is 12 percent, and the individual margins of error range from 0 to 24 percent. If VCU's margin of error were 10 percent, which is below the average margin for the group, VCU would have been judged to meet the performance measure for research expenditures. Although there may well be reasons why margins of error might be allowed to vary, the wide range of allowable margins is problematic.

	<b>Target (\$ in 000s)</b>	<b>Threshold (\$ in 000s)</b>	<b>Permitted Margin of Error</b>
George Mason	\$ 43,673	\$ 43,664	0%
VCU	\$ 128,300	\$ 121,300	5%
VCU (actual exp.)	\$ 128,300	\$ 115,700	10%
William and Mary	\$ 48,060	\$ 42,378	12%
Virginia Tech	\$ 294,699	\$ 257,689	13%
Old Dominion	\$ 50,000	\$ 41,300	17%
Univ. of Virginia	\$ 264,100	\$ 201,900	24%



**Virginia Commonwealth University**

**SCHEV Staff Comments**



**Virginia Commonwealth University  
SCHEV Staff Comments**

The Council did not have any specific questions for VCU. It seems clear that the drop in research expenditures was not consistent with the university's history of growth. Research expenditures appear to have rebounded.. Since this measure is a three-moving average, a drop in one year will influence the measure for three years.



**Virginia State University**  
**Institution Response – May 20, 2009**



## **Virginia State University**

### **Institution Response – May 20, 2009**

Specific questions asked of Virginia State University by Council:

1. When were the programs in Business and Education accredited?
2. What are the Business and Education admission requirements – GPA, course work, etc. – and why are students restricted to entering these programs in their Junior year? Were these requirements a mandate of the accrediting body or imposed by the university? If they are mandated by the accrediting body, please cite the specific requirements in the accrediting body's standards.
3. How many students have failed to meet the Business and Education standards? How many of these have dropped out? Please provide these numbers by year for each program since initial program accreditation.



Virginia State University  
Response – May 20, 2009



OFFICE OF THE PRESIDENT  
(804) 524-5070

**VIRGINIA STATE UNIVERSITY**  
PETERSBURG, VIRGINIA 23806

FAX (804) 524-6506  
TDD (804) 524-5487

May 20, 2009

Dr. Daniel J. LaVista, Executive Director  
State Council for Higher Education in Virginia  
101 North 14<sup>th</sup> Street  
James Monroe Building  
Richmond, Virginia 23219

Dear Dr. LaVista:

Thank you for the opportunity to appeal the recommendation for Institutional Performance Standards (IPS) non-certification for Virginia State University. The University acknowledges full responsibility for having failed to meet IPS standard 12 and requests consideration for IPS certification based upon two factors: (1) human error and (2) declining numbers of graduates as a result of increased academic rigor.

**Human Error**

1. **Mathematical Error.** The VSU Office of Planning and Assessment has verified that it used the formula below to derive the target percentage for IPS measure 12. The target (17.8%) and threshold (16.5%) submitted were clearly the result of human error as this formula yields a target percentage of **16.2%**:

$$\frac{721}{4,448} \text{ projected undergraduate degrees for 2007-08}$$

projected undergraduate FTE for 2007-08

2. **Error in Use of Correct Figures to Develop Targets.** Upon the discovery of the error in item 1 (above), two other errors were identified.

- a. The projected 721 undergraduate degree completers for 2007-08 was used as a result of trending from the previous year's number—720. The correct number should have been based on the size of the classes which entered in the fall semesters of 2002, 2003, and 2004; 1,133, 964, and 1,027, respectively. Since the average time to graduation for baccalaureate degree completers at VSU is 4.8 years, the freshmen class (964) enrolled in fall 2003 is most significant as it represents a 15% decrease in freshman enrollment from fall 2002 (1,133). There is a similar pattern for undergraduate headcount enrollment from fall 2002, 2003, and 2004: 4,144, 4,033, and 4,173, respectively. Again, the most important of these is the enrollment in fall 2003 (4,033) – representing a 3% decrease from fall 2002 (4,144).

*"VSU: Education, Research and Community Service in Central and Southside Virginia..."*  
*An Equal Opportunity Employer/Equal Access Institution*

- b. The projected undergraduate FTE (4,448) was a combined undergraduate and graduate projection. This number (the denominator) should have been 4,210—the projected undergraduate FTE enrollment for 2007-2008

The correct numerator and denominator (below) would have yielded a target of **15.5%**, the following:

$$\frac{637}{4,210} \text{ projected undergraduate degrees}$$
$$\text{projected undergraduate FTE}$$

Using the calculation above (15.1%), VSU's actual result (15.6%) would exceed projection.

### **Enrollment Decline Due to Increased Academic Rigor**

In 2003, VSU increased academic rigor via several avenues which resulted in short-term decreases in the numbers of undergraduate degrees in 2007-08; the most prominent of these changes are the following:

- Increased the required grade point average for admission to the School of Business programs as in accordance with AACSB accreditation standards.

3. **GPA Standard for Admission to School of Business Programs.** The VSU School of Business was accredited by the Association to Advance Collegiate Schools of Business (AACSB) in December 2006. Like most accreditation entities, AACSB requires that an institution demonstrate a compliance with accreditation standards prior to the accreditation site visit. Requirements for admission to the School of Business are not prescribed by AACSB, rather AACSB mandates basic parameters for admission requirements, primary among these are the following: (1) admission requirements must be aligned with the School of Business and University mission; and admission requirements are assessment based (page 32 of the AACSB Standards, Revised 31 January 2008). The following are the VSU School of Business admission standards.

*All baccalaureate degree programs in the School of Business will be pursued in two phases. At the **Pre-Business Phase**, the freshman and sophomore level students are expected to complete most of the University General Education requirements and some additional School requirements. Admission requirements for the Pre-Business Phase are the same as the general admission requirements for the University. After successful completion of three semesters of study (45 semester hours), the Pre-Business student is eligible to apply, through the Advisement Center of the School of Business, for admission to the Business Phase.*

*At the **Business Phase**, junior and senior level students will complete the upper-level business requirements, including core business course requirements and major requirements. Unconditional admission to the Business Phase requires the successful completion of the following specific requirements:*

- *Completion of a minimum of 60 semester hours, including University General Education requirements and ACCT 201, 202; ECON 210, 211; MGMT 270; CISY 155; and CISY 260;*
- *Minimum G.P.A. of 2.25 in all courses taken at V.S.U. and in all business courses.*

Table One (below) shows that , as a result of implementing rigorous academic standards in the School of Business, 150 (56%) of the 266 students admitted to the pre-business phase of the admissions process

either changed their major or are no longer business program majors. Perhaps more importantly, 85 (32%) are no longer enrolled at VSU, substantially decreasing the potential number of business school program completers. Over a three-year period (2004-2006), 74 (9.3%) failed to meet the business school admission requirements and did not continue matriculation at VSU.

Entering Semester	Admitted to Pre-Business Phase	Accepted in Business Phase	Dropped Out	Failed to Meet Business Requirements	Changed Majors	Transferred away from VSU	Withdrew from VSU	Other (Unknown)
Fall 2004	266	116	85	2	44	6	2	11
Fall 2005	299	102	110	17	25	8	3	34
Fall 2006	229	64	37	55	25	30	0	18
Totals	794	282	232	74	94	44	5	63

**Corrective Action**

The following corrective actions have been taken to improve enrollment projections:

1. A decline in enrollment in 2006 and 2007 led the President to proactively establish an Enrollment Projection Task Force to study the enrollment projection process. As a result, we have improved our recruiting strategies which have resulted in upward growth. In the Fall of 2008, nearly 1,342 freshmen enrolled at VSU for the 2008-2009 academic year. This represented an increase of 27 percent over the 2007 freshman class. In the Fall of 2008, Virginia State enrolled 5,042 students. That growth continued into Spring 2009, when VSU experienced its largest Spring enrollment ever, of 5,062 students. (*Executive Summary of the Enrollment Projection Task Report is attached.*)
2. Additionally, a strategic enrollment management plan is currently being developed by the Vice President of Student Affairs and Enrollment Management and cross-functional team of University constituents. This plan will address the following: (a) increasing academic quality and student success, (b) achieving optimum enrollment, (c) delivering top-quality services, (d) optimizing financial opportunities, and (e) building campus collaboration.
3. Going forward, a quality assurance review team will be established to ensure a detailed verification process, including data integrity and accuracy of University data submitted to SCHEV.
4. Lastly, the University has submitted the revisions to the VSU degrees conferred file.

Given our actions to make continuous improvements, University would like the SCHEV Council to give full consideration to approving our certification for 2009. Should you need additional information with regard to the above, please do not hesitate to inform me. Thank you for your consideration.

Sincerely,



Eddie N. Moore, Jr.  
President



**Virginia State University**

**SCHEV Staff Comments**



## **Virginia State University SCHEV Staff Comments**

Specific questions asked of Virginia State University by Council:

4. When were the programs in Business and Education accredited?
5. What are the Business and Education admission requirements – GPA, course work, etc. – and why are students restricted to entering these programs in their Junior year? Were these requirements a mandate of the accrediting body or imposed by the university? If they are mandated by the accrediting body, please cite the specific requirements in the accrediting body's standards.
6. How many students have failed to meet the Business and Education standards? How many of these have dropped out? Please provide these numbers by year for each program since initial program accreditation.

The University has provided information addressing the questions related to the School of Business programs, but not the Education programs. It should be noted that the university's implementation of the AACSB accreditation in Business took place in 2003 and the admissions requirements were developed by the university and not a requirement of the accrediting agency. Since the implementation took place in 2003 and the targets/thresholds under review were developed in 2006, the university had several years of data on which to base enrollment and degree projections.

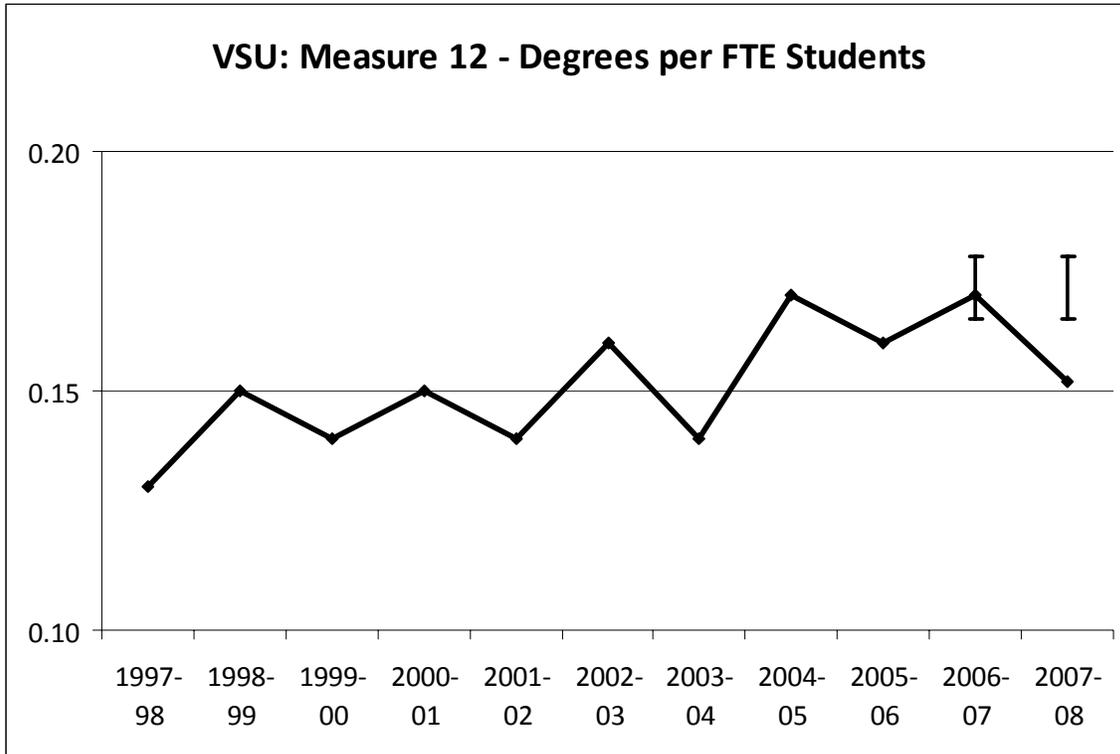
Virginia State University bases its failure of Measure 12 – Degrees per FTE Students – on using the incorrect number of degrees from the enrollment projections. It is hard to understand the human error suggested by the University. If the University based the targets/thresholds in 2006 on projected degrees and FTES, then they would be using the approved projections from 2005. Those projections show the institution's forecast for 2007-08, 637 undergraduate degrees and 4,346 undergraduate FTES for a measure 12 ratio of .147.

The University's October, 2006 IPS submission for Measure 12 suggests that the targets/thresholds were developed based on the historical trend of the ratio, not on projections of the numerator and the denominator.

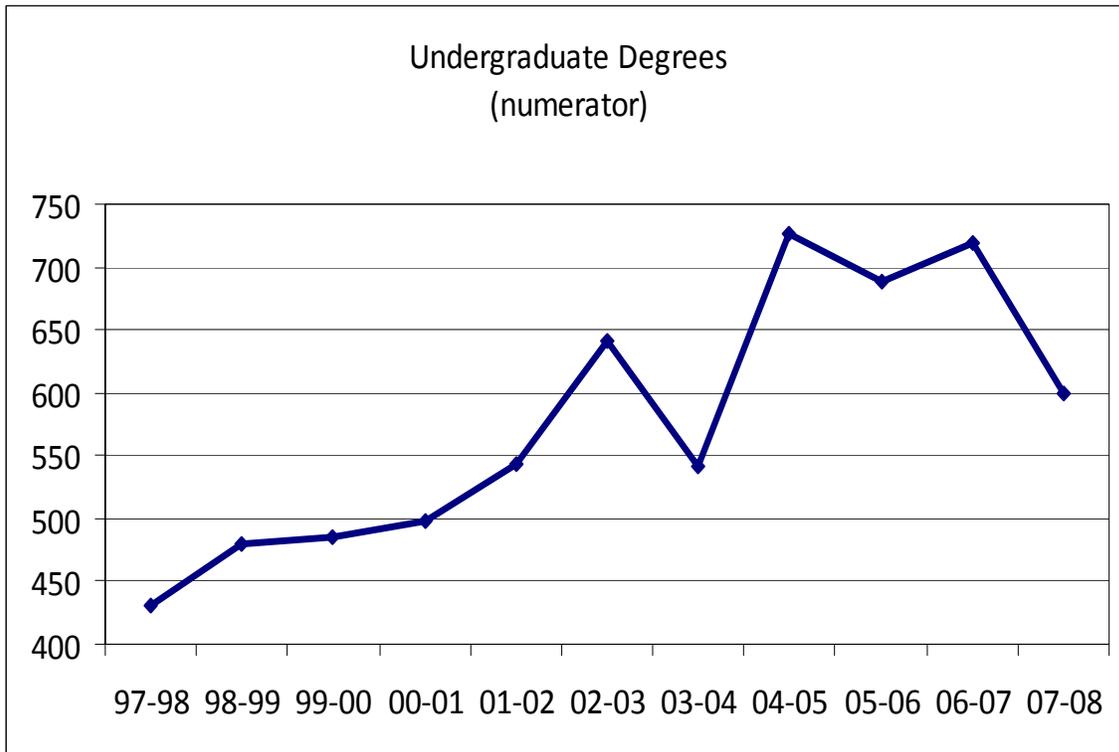
“With the exception of 2004-2005, this ratio has fluctuated within a narrow range over the past six years. Although the Virginia State University has been pursuing planned enrollment growth in accordance with SCHEV-approved enrollment projections, enrollment has declined somewhat since 2004-2005. Therefore, the measure is expected to remain approximately the same or increase slightly during the next one to two years and decrease after three years as enrollment increases.”

This measure is the ratio of number of Undergraduate Degrees (numerator) and the Degree-Seeking Undergraduate Full-Time Equivalent Students (denominator). If the number of FTES remains constant, then .25 would be a perfect value for four-year programs. The ratio declines as the number of graduates declines relative to constant FTES. The ratio could also decline during periods of enrollment growth. It takes time for the students to move through to graduation.

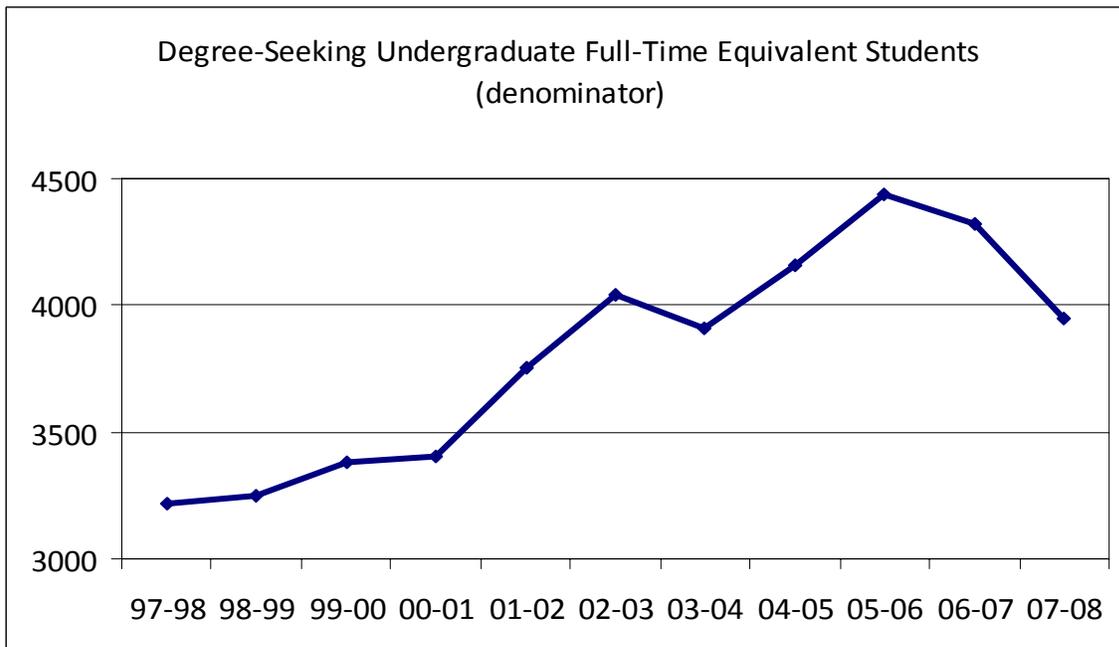
- The University had a target of .178 and a threshold of .165. The value for 2007-08 is 599 degrees / 3,950 FTES = .152
- Historically, this ratio has seen year-to-year fluctuations:



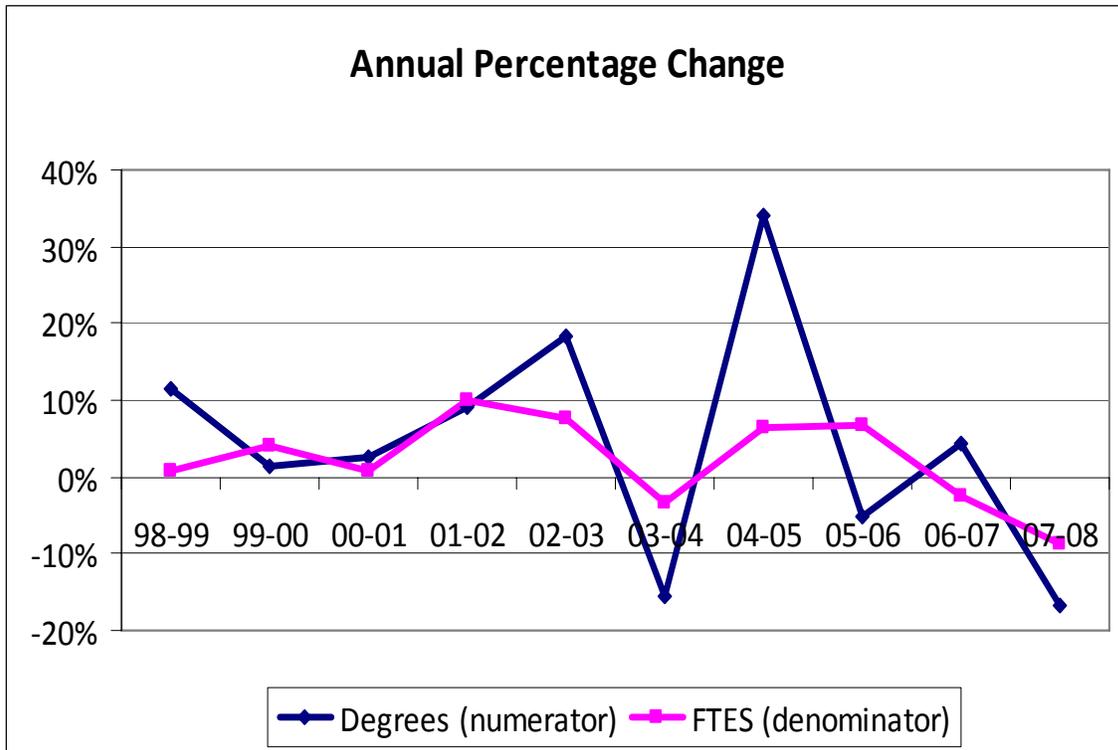
- The numerator is the number of Undergraduate Degrees awarded:



- The denominator is the Degree-Seeking Undergraduate FTES:



- The measure is sensitive to the change in the numerator versus change in the denominator. The ratio drops in two cases: (1) the denominator increases at a rate greater than the numerator, or (2) the numerator decreases at a rate greater than the denominator. Instances of (2) have occurred in 2003-04, 2005-6, and 2007-08 where the rate of decline of degrees was less than the rate of decline of FTES. Specifically, in 2007-08 the number of degrees decreased by 17% versus a 9% drop in FTES.



- The drop in the ratio for 2007-08 is the direct result of decreases in both degrees and FTES.

## **VI - Additional Materials**

- May 12, 2009 Agenda Materials
  - Richard Bland College
  - University of Virginia's College at Wise
  - Virginia Commonwealth University
  - Virginia State University
- Letter from the Secretary of Finance to SCHEV's Executive Director documenting that institutions have met financial and administrative standards.
- List of Goals and Institutional Performance Standards – Measures
- Table of FY2008 financial benefits of certification
- Tables detailing institutional status in meeting each performance standard



**May 12, 2009 Agenda Materials**

**Richard Bland College**



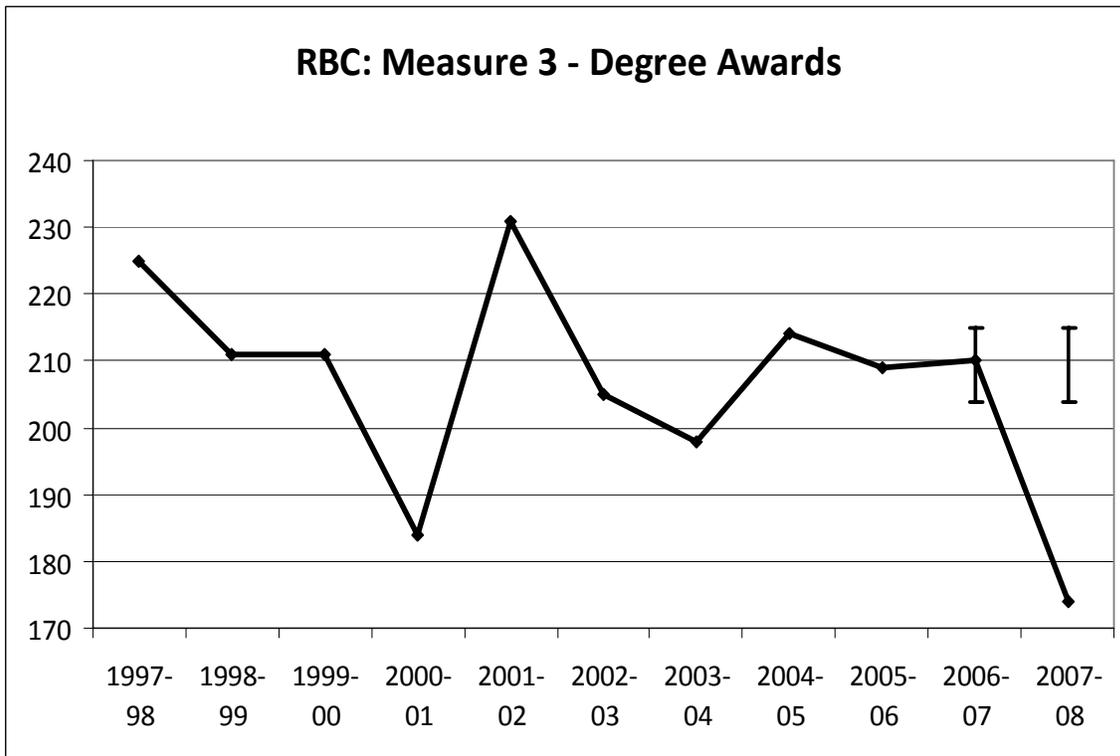
## Institution Detail - Richard Bland College

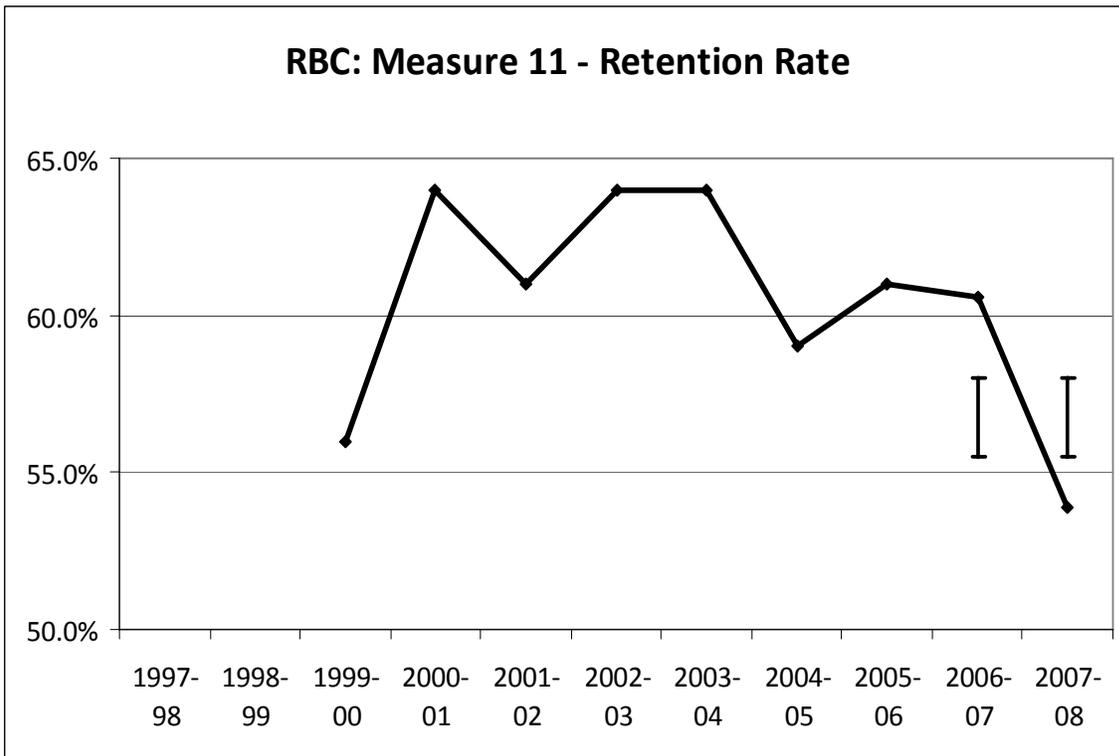
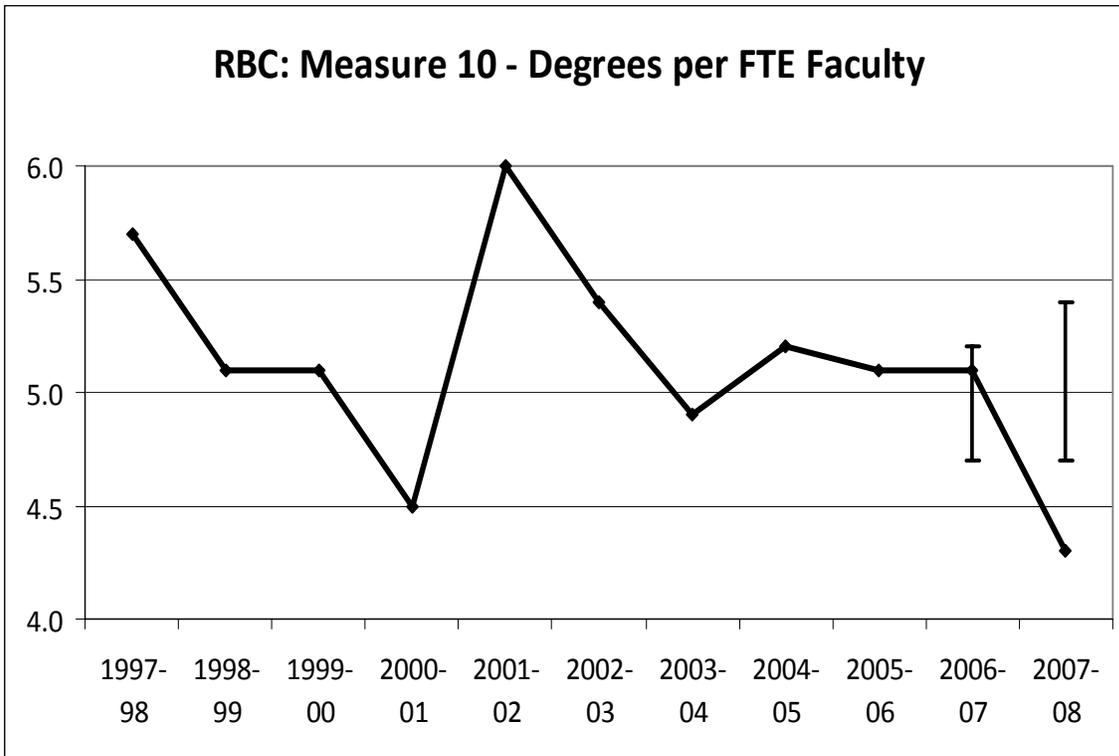
### May 12, 2009 Agenda Materials

The college failed three measures for the 2007-08 academic year:

3. Institution annually meets at least 95 percent of its State Council-approved estimates of degrees awarded.
10. Institution maintains acceptable progress towards a mutually agreed upon target that maintains or increases the ratio of degrees conferred per FTE faculty member.
11. Institution maintains or improves the average annual retention and progression rates of degree-seeking undergraduate students.

(Chart note: The line represents the actual value for the measure for the years 1997-98 through 2007-08. The two vertical bars represent the target/threshold range for 2006-07 and 2007-08.)





The workgroup reviewed RBC's historical trends for each of the failed measures. Each measure has indicated an overall downward trend for the past several years: 2001-02 through 2007-08 for Measures 3 and 10, 2003-04 through 2007-08 for Measure 11. It should be noted that the changes in Measure 10 mirror those of

Measure 3 since the numerator of Measure 10 is equal to Measure 3 for RBC. The workgroup recommends that the College should focus efforts to retain and graduate more of their students.

**The workgroup recommends that Richard Bland College not be granted certification for the 2009-10 year.**



**May 12, 2009 Agenda Materials**

**University of Virginia's College at Wise**



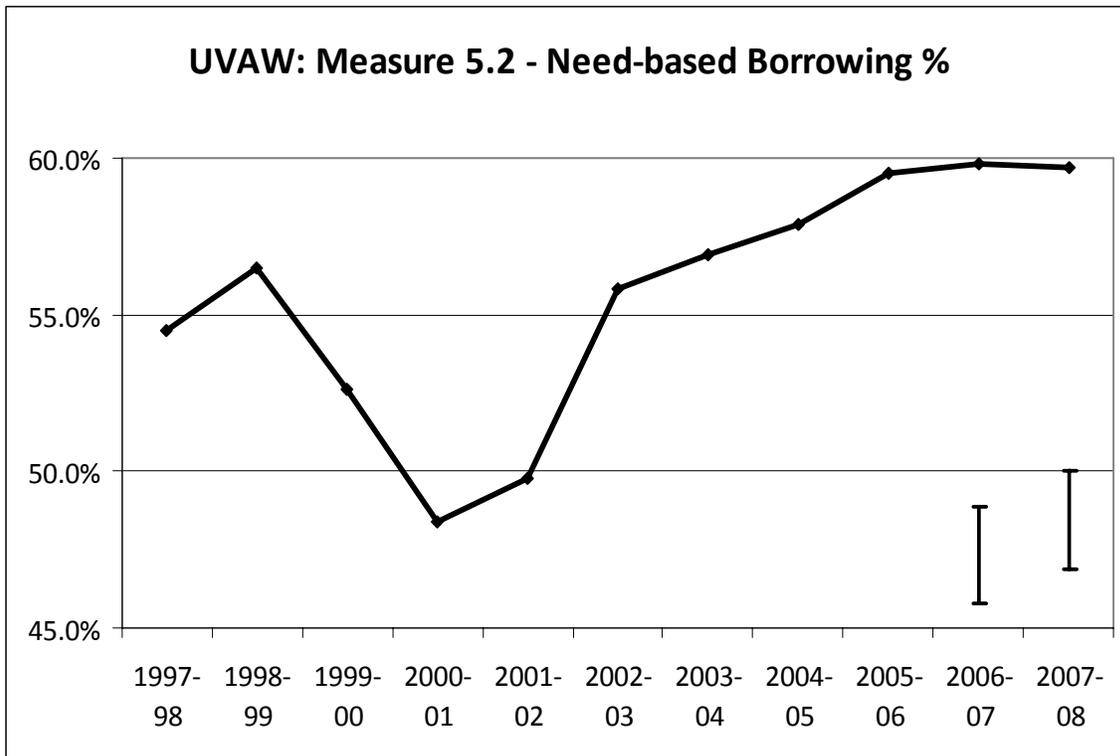
## Institution Detail - University of Virginia's College at Wise

### May 12, 2009 Agenda Materials

The college failed two measures for the 2007-08 academic year:

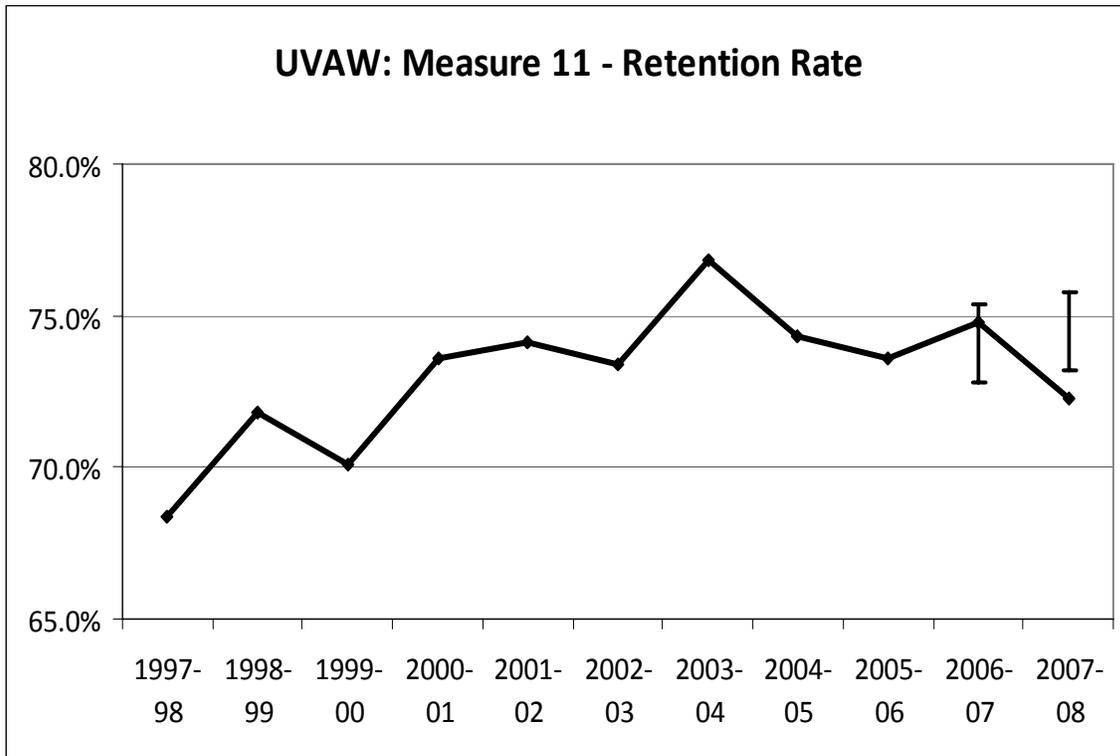
- 5.2. Institution maintains acceptable progress towards an agreed upon target that decreases the percent of in-state undergraduate student borrowers.
11. Institution maintains or improves the average annual retention and progression rates of degree-seeking undergraduate students.

(Chart note: The line represents the actual value for the measure for the years 1997-98 through 2007-08. The two vertical bars represent the target/threshold range for 2006-07 and 2007-08.)



Although the College failed Measure 5.2, the workgroup felt that the institution should not be held accountable this year for two reasons:

1. The measure has changed in the current Appropriation Act. It was moved from a measure to a six-year plan reporting requirement.
2. The Federal Government has raised the maximum borrowing level for students. There are large numbers of students who continue to borrow at the allowable maximum.



The workgroup reviewed the historical trend for each failed measure. The College's retention rate has shown an overall downward trend from 2003-04 through 2007-08, from a high of 76.8% in 2003-04 to a low of 72.3% in 2007-08, after a seven-year increase. The workgroup was concerned about the overall direction of this measure and recommends that the institution take immediate steps to improve its retention rate.

**The workgroup recommends that University of Virginia's College at Wise not be granted certification for the 2009-10 year.**

**University of Virginia's College at Wise**

**Letter from Senator Norment**

**May 11, 2009**



University of Virginia's College at Wise  
Letter from Senator Norment  
May 11, 2009

SENATE OF VIRGINIA

THOMAS K. NORMENT, JR.  
3rd SENATORIAL DISTRICT  
ALL OF GLOUCESTER, JAMES CITY, AND NEW KENT  
COUNTIES; ALL OF THE CITY OF WILLIAMSBURG;  
PART OF YORK COUNTY, AND PART OF  
THE CITY OF NEWPORT NEWS  
POST OFFICE BOX 6205  
WILLIAMSBURG, VIRGINIA 23188  
(804) 699-7503 RICHMOND  
(757) 259-7810 WILLIAMSBURG  
(800) 698-2027 TOLL FREE



COMMITTEE ASSIGNMENTS:  
COMMERCE AND LABOR  
COURTS OF JUSTICE  
FINANCE  
RULES

May 11, 2009

Mr. Daniel LaVista, Executive Director  
State Council of Higher Education for Virginia  
101 N. 14<sup>th</sup> Street  
Richmond, VA 23219

VIA FACSIMILE AND E-MAIL

Dear Mr. LaVista:

I have recently become engaged in discussions with the University of Virginia's College at Wise with regard to their request of certification at the May 12, 2009 meeting of the State Council of Higher Education for Virginia (SCHEV). The college contacted me because of my role as Chief Patron of Senate Bill 1327, the Restructured Higher Education Financial and Administrative Operations Act, in 2005. As the Chief Patron, I am very conversant with the "legislative intent" of this Act.

It is my understanding that the College at Wise has failed to satisfy the goal for Measure 11 (retention) of the SCHEV Institutional Performance Standards. They achieved a retention rate of 72.2%, which was 1% short of the 73.2% standard contained in the legislation. At a school the size of the College at Wise, that is the equivalent of four students.

As the Chief Patron of the legislation, it was *never* my "legislative intent" that any performance standards be inflexible and not adjustable for parochial or individual idiosyncrasies at the discretion of SCHEV. I am writing to *strongly encourage* SCHEV to certify the University of Virginia's College at Wise. Their "transgressions" are not that severe or egregious, particularly considering the context of the recessionary impact in Southwest Virginia, the socio-economic demographics of their student population, and the "common sense" reality that their failure to meet Measure 11 is almost microscopic.

I hope that in considering the College at Wise's request for certification you and the members of SCHEV will give full consideration to the totality of the College's request, the circumstances surrounding their retention rate, and the legislative intent of the original restructuring legislation. When these factors are considered, the College at Wise deserves to be certified, and I encourage a favorable decision. With kindest regards, I remain

Very truly yours,

A handwritten signature in black ink that reads "Thomas K. Norment, Jr." in a cursive style.

Thomas K. Norment, Jr.

cc: Dr. Bob Ashby  
Mr. Gilbert T. Bland  
The Honorable Whittington W. Clement  
The Honorable James W. Dyke, Jr.  
Ms. Mimi Milner Elrod  
Ms. Mary C. Haddad  
The Honorable Eva S. Hardy  
Ms. Margaret Lewis  
Ms. Susan Aheron Magill  
Ms. Christine Milliken  
Mr. Alan L. Wurtzel

**University of Virginia's College at Wise**

**Response – May 6, 2009**



## University of Virginia's College at Wise Response – May 6, 2009

### The University of Virginia's College at Wise IPS Certification, May 2009

The University of Virginia's College at Wise respectfully requests that the State Council of Higher Education for Virginia certify the College at its May 12, 2009 meeting. UVa-Wise did not meet the threshold of Measure 11 for 2007-2008 and the Council workgroup is not recommending certification. Staff's correspondence about the workgroup's review said that the "college's retention rate has shown a downward trend from 2003-04 through 2007-08 after a seven-year increase." Staff indicated that the workgroup was concerned about the overall direction of this measure and "recommends that the institution take immediate steps to improve its retention rate."

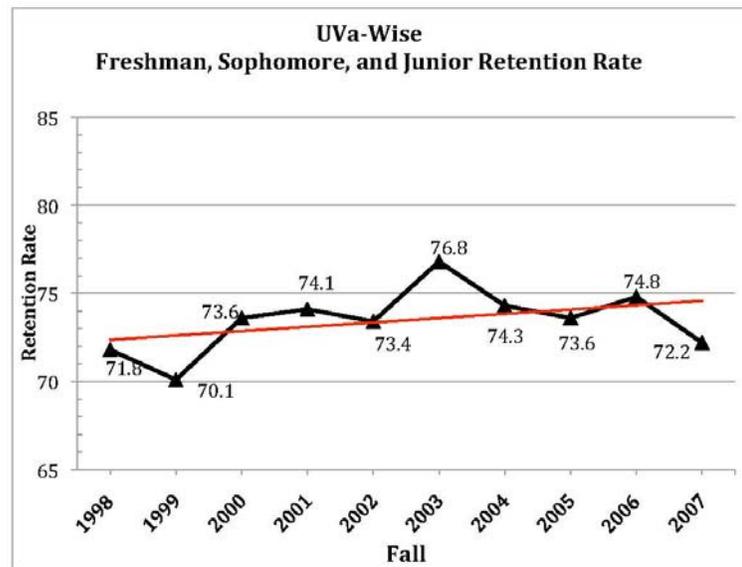
#### THE DATA

*UVa-Wise missed Measure 11 threshold by 1%, equivalent to 4 students.*

Measure 11: Freshman, Sophomore, and Junior Average Retention Rate

Target:	75.8%
Threshold:	73.2%
Actual:	72.2%

*For the past ten years, retention has been trending upward (note regression line).*



## The University of Virginia's College at Wise IPS Certification, May 2009

*UVa-Wise met the threshold on Measure 11 last year and even though a) SCHEV asked institutions that were given a "pass" last year to submit a plan to improve failed measures (which for the College did not include Measure 11) and b) UVa-Wise recognized Measure 11 could be an issue for this round of certification, the IPS process did not allow the College to submit a new target and threshold on this measure mid-cycle. SCHEV accepted new enrollment projections only.*

### THE CASE FOR SUPPORTING CERTIFICATION

UVa-Wise offers four points of information to assist Council members in this important deliberation regarding the College's future:

*Our Students:* The constant financial stress our students and their families face, whether students are from the Coalfields or other parts of the Commonwealth, and how that stress has worsened.

*The Context:* The historical context at the point in time when the thresholds and targets were set.

*The Strategies:* UVa-Wise's diligent efforts to improve retention by implementing many new retention strategies since 2005, all based on national retention research.

*Improvement:* Early indicators that retention is improving for 2008-2009.

#### *Our Students*

UVa-Wise serves an at-risk, vulnerable student population. Students and their families, whether from the Coalfields or other parts of the Commonwealth, are financially stressed and many are first-generation college students. As an application for financial aid is based on a family's income from the previous tax year, the increase in the neediness of UVa-Wise's students in the information below indicates that UVa-Wise's students and their families were experiencing increased financial stress beginning in calendar year 2006.

- In 2007-2008, UVa-Wise had an unduplicated annual headcount of 2,453.
  - Of the 2,453 students, **94% were Virginians.**
  - 75% of all Virginians received financial aid.
  - 75% of the Virginians were from the Coalfields (54% of the unduplicated headcount), and 80% of the Coalfield students received financial aid.
- 82.4% of all students who applied for financial aid consideration in 2007-2008 were needy. (Up from 81.9% in 2006-2007).
- 57% of all students who applied for financial aid consideration in 2007-2008 demonstrated eligibility for a federal Pell Grant. (Up from 55% in 2006-2007.)

## The University of Virginia's College at Wise IPS Certification, May 2009

- 28% of all students who applied for aid in 2007-2008 demonstrated a \$0 Expected Family Contribution: the family could pay nothing toward the student's educational expenses. (Up from 23% in 2006-2007.)
- In 2007-2008, 84% of all first-time students received aid.
- The Coalfields, from which the majority of UVa-Wise students come, is a region where citizens struggle. For example, the -
  - 2007 Median Household Income was \$31,233 (\$59,575 for Virginia and \$104,984 for Fairfax County);
  - 2007 Poverty Rate in the Coalfields was 20% (9.9% for Virginia and 4.9% for Fairfax County);
  - 2008-2010 Composite Index (a region's ability to support public education) in the Coalfields ranges from .1552 - .3095. Lee (.1552), Wise (.1798), and Scott (.1849) counties have the lowest in Virginia. (Fairfax County's composite index is .7650 and Richmond's is .4272).
- Over the last five years, UVa-Wise enrollment (Fall Headcount) has increased 7%, 27% over the last ten years. Most of the growth has been from outside the Coalfield region as the Coalfield's population is declining; however, all UVa-Wise Virginia students share a similar profile due to the College's moderate selectivity; excellent financial aid office; and small, public liberal arts mission and culture.

### *The Context*

- IPS targets and thresholds for 2006-2007 and 2007-2008 were submitted in October 2006, using retention data beginning in 1995. Regression analysis indicated a positive trend.
- SCHEV's form in October 2006 used 2004-2005 as the base benchmark year for all IPS measures submitted. UVa-Wise's retention for 2004-2005 was 74.3%, and in the previous year (2003-2004), 76.8% - the highest in the institution's history. UVa-Wise sought to be aspirational in setting all IPS targets and thresholds at that time and was not advised by SCHEV staff to do otherwise. With additional retention strategies being planned and implemented and bold retention initiatives included in its six-year Restructuring financial plan (including the development of a complete advising and retention center), a 75.8% target and 73.2% threshold for 2007-2008 seemed attainable.
- Measure 11 targets and thresholds for 2006-2007 and 2007-2008 were developed prior to the economic downturn, which the Commonwealth began experiencing in the fall of 2007, resulting in budget reductions for institutions at that time.

## The University of Virginia's College at Wise IPS Certification, May 2009

### *The Strategies*

Because it has, by the very nature of its mission, served an at-risk population since its founding, UVa-Wise constantly seeks to improve the student retention rate. Research on UVa-Wise students who do not persist indicate there is no “magic bullet” remedy. Listed below are retention improvement strategies that UVa-Wise has implemented since FY2004, all developed using national retention research.

Freshman Strategies:

- Implemented a proactive attendance monitoring system, with follow-up contact for students who miss class.
- Piloted learning communities allowing students to take a course with the faculty member teaching students' freshman seminar.
- Changed the freshman seminar to a graded course and added more reading.
- Implemented a core curriculum for the freshman seminar in 2004.
- Added upper-class students to serve as freshman mentors.
- Instituted a freshman housing requirement.
- Developed a Quality Enhancement Plan (QEP) focused on student engagement and retention, implemented in 2006 as a part of the College's SACS re-accreditation process. The QEP added a common freshman reading; a year-long freshman seminar (previously was one semester); increased the number, and enhanced the use of, freshman mentors; and supported and linked programming in the residence halls.
- Increased research and data-gathering, including the College Student Experience Questionnaire, the College Student Expectations Questionnaire, and the National Survey of Student Engagement.
- Extended and enhanced the freshman orientation program, Expedition, which includes programming to build connections between students and between students and the institution; introduction to critical campus services and resources; introduction to the library; and programming to address issues first year students face – alcohol, credit cards, freedom, and increased academic expectations.
- In 2007, added an additional full-time professional advisor.
- Introduced the “Red Book” in 2007, which serves as an academic planning guide for students and for use in the freshman seminar.
- Increased faculty participation in posting mid-term grades and the early warning system used to identify students who are in danger of not persisting, no matter the reason.
- In 2008, engaged Noel-Levitz, a firm of national reputation, to conduct an enrollment opportunity analysis specifically focusing on retention.

## The University of Virginia's College at Wise IPS Certification, May 2009

- Opened a “one-stop” student services area in the newly-renovated Crockett Hall, which houses the Office of Admissions, Office of Advising and Retention, Office of Financial Aid, Registrar’s Office, and Cashier’s Office.

Strategies implemented for all students;

- Added science courses for non-majors in the general education curriculum.
- Implemented a research-based pilot program in the general education core, the *Jefferson Program in the Liberal Arts and Citizenship Pilot*, which utilizes existing general education principles and courses, with citizenship as a unifying theme. The pilot is in its second year.
- Implemented a calling campaign to contact current students not registered for fall semester. Focus group interviews were also conducted.
- Revised and enhanced training for faculty advisors.
- Added attendance monitoring for upper-level students.
- Implemented a new policy for students to declare majors earlier.
- Began fall registration earlier and for longer duration.
- Increased communication regarding financial aid to families.
- In June 2009, migrating to a web-based student information system that has better tools for students to plan their academic careers.

### *Improvement*

Though final data will not be available until Fall 2009, there are early indicators that retention is improving.

- For FY2009, freshman fall-to-spring retention was 89.4%, up from 86.5% in FY2008.
- Fall 2009 registrations are up 18% from the same time one year ago.

UVa-Wise serves a population especially vulnerable to economic stress, even in prosperous times. The economic downturn has affected our students and their families more dramatically and earlier than other populations, which in turn has affected the College’s performance on IPS Measure 11. The College has been vigilant in its efforts to increase retention, implementing many new strategies in recent years based on the national research on retention. Early indicators are that performance on this measure is improving.

UVa-Wise respectfully requests that the State Council of Higher Education for Virginia certify the College in May 2009. UVa-Wise will continue to work diligently to improve our performance in the years to come. Our students deserve no less.

**May 12, 2009 Agenda Materials**  
**Virginia Commonwealth University**



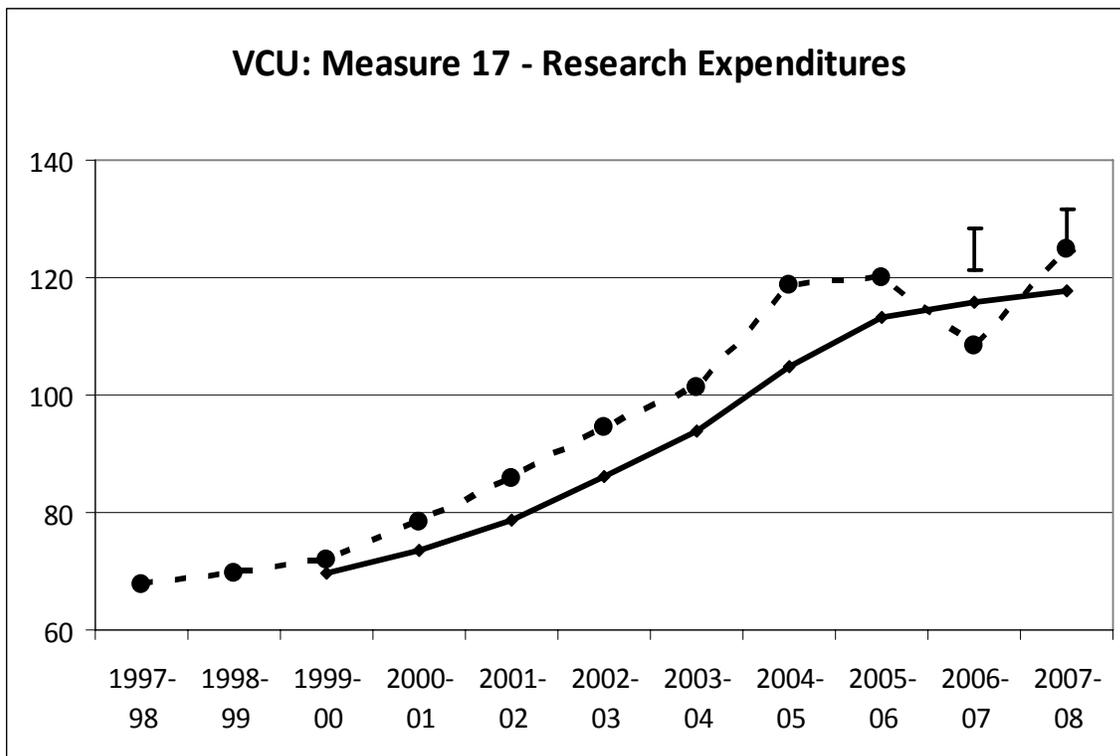
## Institution Detail - Virginia Commonwealth University

### May 12, 2009 Agenda Materials

The university failed one measure for the 2007-08 academic year:

17. Institution maintains or increases the total expenditures in grants and contracts for research, within the prescribed range of permitted variance, according to targets mutually agreed upon with SCHEV and/or consistent with the institution's management agreement.

(Chart note: The solid line represents the actual value for the measure – three-year moving average - for the years 1997-98 through 2007-08. The two vertical bars represent the target/threshold range for 2006-07 and 2007-08. The dotted line indicates annual research expenditures.)



VCU failed this measure last year and it was noted at the time that it was likely to fail again this year since this measure is a three-year moving average. The above graph shows a consistent growth in VCU's three-year moving average (solid line). The rate of growth was less in 2006-07 and 2007-08 because of the decline in 2006-07 expenditures (dashed line). As the university noted last year, the cutback in NIH funding and the larger than normal expenditures occurring in late 2007 contributed to the decline in 2006-07.

	<b>FY2005</b>	<b>FY2006</b>	<b>FY2007</b>	<b>FY2008</b>
<b>Awards</b>	948	1,246	1,397	1,622
<b>Value (millions)</b>	\$205.4	\$211.1	\$227.1	\$223.8

Virginia Commonwealth University's sponsored program awards have shown healthy growth over the past decade. And, while the dollar value of awards for fiscal year 2007-08 was slightly below that of the prior fiscal year, the number of awards increased from 1,397 to 1,622. VCU is on track for another growth year in the current year as well, with the dollar value of awards from all sponsors 5.9 percent above the same period last year (as of March 16, 2009). More importantly, NIH awards were \$50.4 million as of March 16, 2009. This figure is 14.7 percent above the \$43.9 million in awards at the same time last year.

Total expenditures for 2007-08 appear to have rebounded from the 2006-07 drop. The university has shown that it has achieved a high level of performance in expanding its research commitment.

**The workgroup recommends that Virginia Commonwealth University be granted certification for the 2009-10 year.**

**May 12, 2009 Agenda Materials**

**Virginia State University**



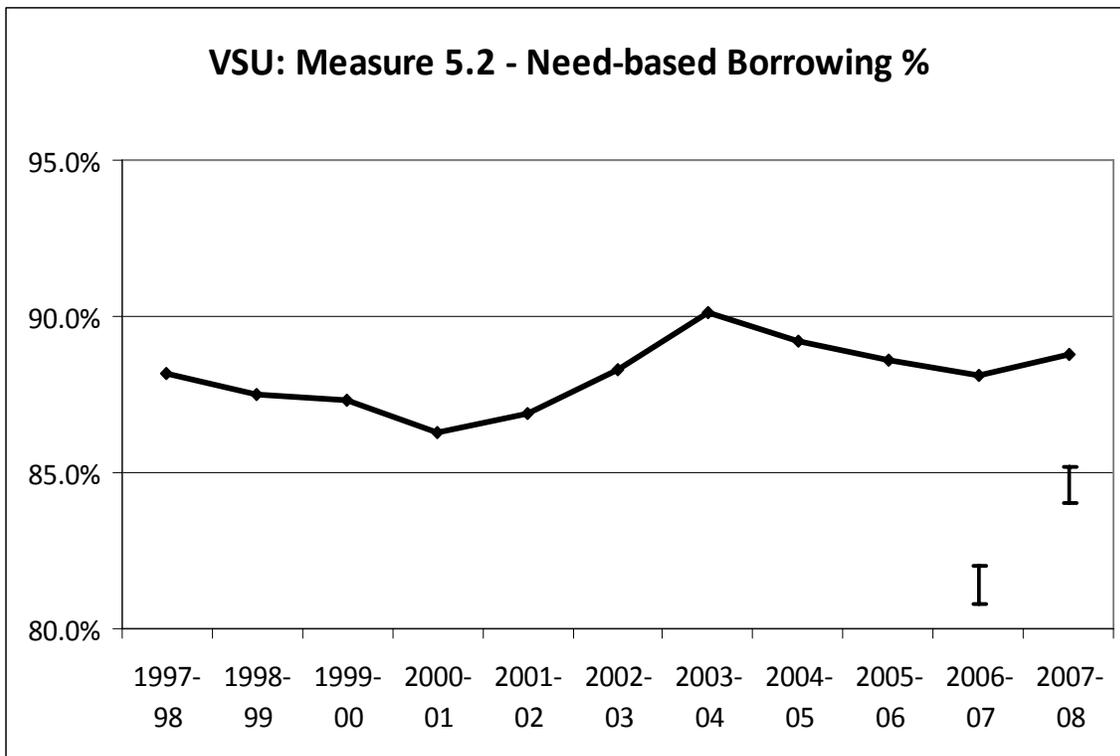
## Institution Detail - Virginia State University

### May 12, 2009 Agenda Materials

The university failed two measures for the 2007-08 academic year:

- 5.2. Institution maintains acceptable progress towards an agreed upon target that decreases the percent of in-state undergraduate student borrowers.
12. Within the prescribed range of permitted variance, the institution increases the ratio of total undergraduate degree awards to the number of annual full-time equivalent, degree-seeking undergraduate students except in those years when the institution is pursuing planned enrollment growth as demonstrated by their SCHEV-approved enrollment projections.

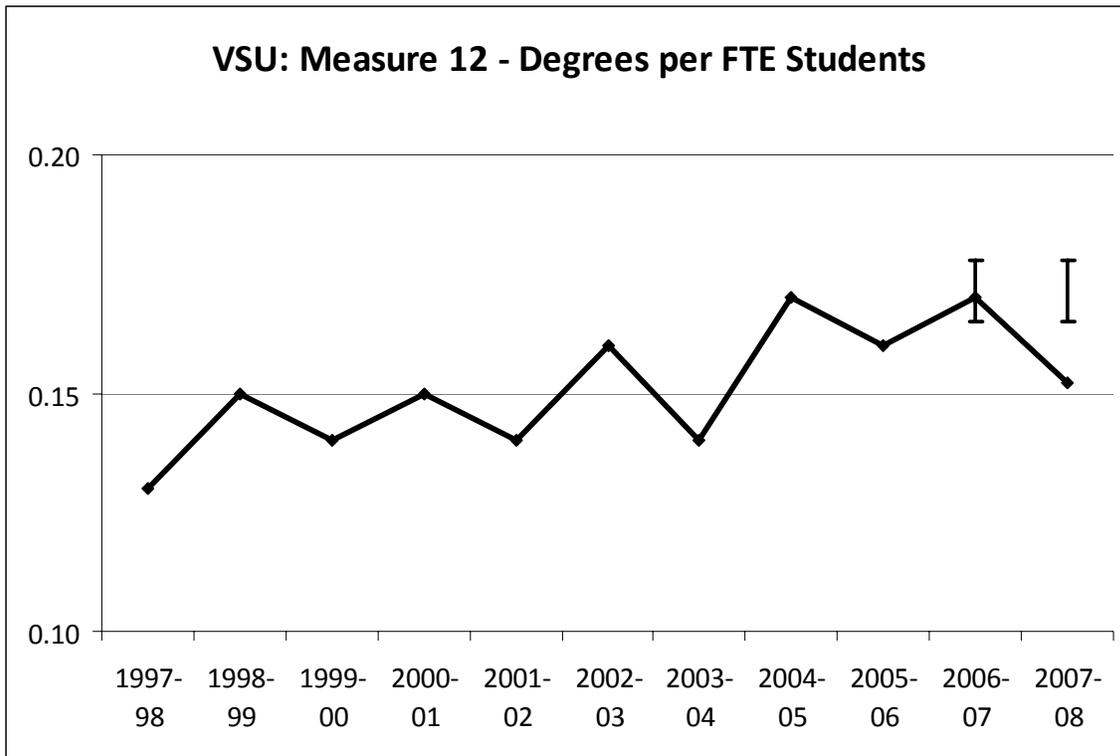
(Chart note: The line represents the actual value for the measure for the years 1997-98 through 2007-08. The two vertical bars represent the target/threshold range for 2006-07 and 2007-08.)



Although the college failed Measure 5.2, the workgroup felt that the institution should not be held accountable this year for two reasons:

1. The measure has changed in the current Appropriation Act. It was moved from a measure to a six-year plan reporting requirement.

2. The Federal Government has raised the maximum borrowing level for students. There are large numbers of students who continue to borrow at the allowable maximum.



The workgroup reviewed the historical trend for Measure 12 and noted that overall since 2004-05 the degrees per FTE students have remained flat or declined when 2007-08 is included. In addition, it should be noted that the university saw a decline in both the numerator – undergraduate degrees awarded – and the denominator – undergraduate FTE students. The workgroup views these declines as troubling and recommends that the institution take immediate action to be sure that these do not become long-term trends.

**The workgroup recommends that Virginia State University not be granted certification for the 2009-10 year.**

**Letter from the Secretary of Finance to SCHEV's Executive Director  
documenting that institutions have met financial and administrative standards.**





## COMMONWEALTH of VIRGINIA

Office of the Governor

Richard D. Brown  
Secretary of Finance

May 20, 2009

P.O. Box 1475  
Richmond, Virginia 23218

Daniel J. LaVista, Ph.D.  
Executive Director  
State Council of Higher Education for Virginia  
101 N. 14<sup>th</sup> Street  
James Monroe Building  
Richmond, Virginia 23219

Dear Dr. LaVista:

On April 21, I notified you that we had concluded our annual assessment of institutional performance consistent with § 4-9.02 of the current Appropriation Act (Chapter 781, *2009 Acts of Assembly*). Moreover, I informed you that each of the institutions met the required standards in aggregate.

Based upon additional analysis of data received by my office, I have made one change to the report I provided you on April 21. Specifically, Radford University does now meet the standard addressing the overall goal in its SWAM plan. In addition, as I reported on April 21, each of the institutions continues to meet the required standards in aggregate. The attached document details the performance of each institution compared to the individual measures and reflects the revised results for Radford University.

While I apologize for the need to update the April 21 report, I am pleased that the affected parties worked together to resolve the issue. If you have any questions or need additional information, please call me or my Deputy, Craig Burns at (804) 786-1148.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Richard D. Brown'.

Richard D. Brown

c: The Honorable Viola O. Baskerville, Secretary of Administration  
Mr. John McDonald, Deputy Secretary of Technology  
The Honorable Thomas R. Morris, Secretary of Education  
Mr. John Ringer, Department of Planning and Budget

Phone: (804) 786-1148 • Fax: (804) 692-0676 • TTY: (800) 828-1120

## Assessment of Institutional Performance

### Summary of the Finance and Administrative Measures 2008-09 for each Institution

#### **Christopher Newport University**

Christopher Newport met the financial and administrative standards for higher education institutions. CNU complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. The university complied with the debt management policy and met the measure of complying with a classified turnover rate below the state average for institutions. While CNU did not meet its overall SWAM goal, it did exceed its goal of using minority vendors. CNU met the goal of 75 percent of purchases using the eVA system by purchasing 96 percent of its purchases from vendors in eVA. CNU did not have any major IT projects completed in 2008. The university completed two capital projects over budget in 2008 but within the revised budget. No justification was provided for the cost overrun on one project and increased construction costs, contingency, and A/E fees were the reasons provided for the cost overrun of the other.

#### **College of William and Mary**

The College of William and Mary met the financial and administrative standards for level three higher education institutions. W&M complied with all the human resource measures.

However, William and Mary did not meet all of the procurement and surplus measures. The university achieved 85 percent of the agency's goal in their overall SWAM plan but needs to improve in purchasing from underutilized categories. Their SWAM performance declined from 2008 for all SWAM benchmarks except those Actual to Plan. Although their use of electronic procurement as measured by dollar value decreased, they purchased 92 percent of purchases from vendors in eVA.

The university met all of the Information Technology, Finance and Accounting, and all Capital Outlay, Leases, and Real Estate measures.

**George Mason University**

George Mason University met the financial and administrative standards for higher education institutions. GMU complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. The university complied with the debt management policy established by its board. GMU failed to meet the measure of complying with a classified turnover rate below the state average for institutions. The university saw significant improvement on their SWAM procurement goals by achieving all of their SWAM agency goals this year. GMU also met the goal of 75 percent of purchases by purchasing 96 percent of its purchases from vendors in eVA. GMU did not have any major IT projects completed in 2008. GMU completed two capital projects over budget in 2008 and did not justify the reasons for the cost overruns. One of the projects was completed within the revised budget.

**James Madison University**

James Madison University met the financial and administrative standards for higher education institutions. JMU complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. The university complied with the debt management policy established by its board. JMU met the measure of complying with a classified turnover rate below the goal set by the university. The university met the overall goal in its SWAM plan but did not meet its goal for purchases from Minority Business. The university met the goal of 75 percent of purchases by purchasing 92 percent of its purchases from vendors in eVA. JMU did not have any IT projects completed in 2008. The university completed three capital projects in 2008 over the original budget although all were completed within their revised budget. Two of the three projects justified the reasons so these projects complied with the measure despite their cost overruns.

**Longwood University**

Longwood University met the financial and administrative standards for higher education institutions. The university complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. The university complied with the debt management policy established by its Board. Longwood University met the measure of complying with a classified turnover rate below the state average for institutions. The university achieved 85 percent of the agency's goal in their overall SWAM plan but needs to improve in purchasing from underutilized categories. The university met the goal of 75 percent of purchases by purchasing 95 percent of its purchases from vendors in eVA. Longwood did not have any IT or capital projects completed in 2008.

**Norfolk State University**

Norfolk State University met the financial and administrative standards for higher education institutions. NSU complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. The university complied with the debt management policy established by its board. NSU met the measure of complying with a classified turnover rate below the state average for institutions. The university achieved 85 percent of the agency's goal in their overall SWAM plan but needs to improve in purchasing from underutilized categories. NSU met the goal of 75 percent of purchases by purchasing 97 percent of its purchases from vendors in eVA. NSU did not have any IT or capital projects completed in 2008.

**Old Dominion University**

Old Dominion University met the financial and administrative standards for higher education institutions. The university complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. The university complied with the debt management policy established by its board. ODU met the measure of complying with a classified turnover rate below the state average for institutions. The university achieved 85 percent of the agency's goal in their overall SWAM plan but needs to improve in purchasing from underutilized categories. The university met the goal of 75 percent of purchases by purchasing 93 percent of its purchases from vendors in eVA. ODU did not have any IT projects completed in 2008. ODU completed one capital project in 2008 which was over the original budget but within the revised budget. Cost savings were identified in the Design/Build process, and the project complied with the measure.

**Radford University**

Radford University met the financial and administrative standards for higher education institutions. RU complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. The university complied with the debt management policy established by its board. RU failed to meet the measure of complying with a classified turnover rate below the state average for institutions. The University met the overall goal in its SWAM plan. RU met the goal of 75 percent of purchases by purchasing 92 percent of its purchases from vendors in eVA. Radford had one IT project in 2008 and completed that project under budget. Radford did not complete any capital projects in 2008.

**Richard Bland College**

Richard Bland College met the financial and administrative standards for higher education institutions. RBC complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. The college complied with the debt management policy established by its board. RBC did not meet the measure of complying with a classified turnover rate below the state average for institutions. The college did not meet the overall goal in its SWAM plan or any of its goals in underutilized categories. RBC met the goal of 75 percent of purchases using the eVA system by purchasing 97 percent of its purchases from vendors in eVA. Richard Bland did not have an IT project or capital project completed in 2008.

**University of Mary Washington**

The University of Mary Washington met the financial and administrative standards for higher education institutions. The university complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. The university complied with the debt management policy established by its board. The university did not meet the measure of complying with a classified turnover rate goal set by the university. The university achieved 85 percent of the agency's goal in their overall SWAM plan but needs to improve in purchasing from underutilized categories. The university met the goal of 75 percent of purchases by purchasing 98 percent of its purchases from vendors in eVA. UMW did not have an IT project completed in 2008. The university completed one capital project in 2008 over the original budget but within the revised budget. UMW did not provide justification for the cost overruns. The project did not comply with the capital measure.

**University of Virginia**

The University of Virginia met the financial and administrative standards for level three higher education institutions. UVA complied with three out of the five human resource measures. At 8.7 percent, their average percentage rate of turnover was only slightly below the CUPA-HR benchmark of 9 to 11 percent. The average number of days to classify new positions or reclassify a staff position as a measure of effectiveness of the classification process was 21 days which failed to meet the benchmark of no more than 7 to 16 days.

The University of Virginia met most of the procurement and surplus measures with the exception of the decline from previous performance with the SWAM goal Actual and Actual to Plan. UVA achieved 85 percent of the agency's goal in their overall SWAM plan although they failed to meet their goals in the category of purchasing from minority business. Their use of electronic procurement as measured by dollar value increased from 2007 to 2008, and they purchased 90 percent of purchases from vendors in eVA.

The University met all of the Information Technology measures. According to VITA, they had one major information technology project in 2008, and the project was reported as being within the budget and on schedule as reported by the University Board of Visitors.

UVA met all of the Finance and Accounting measures except the annualized investment returns earned on operating cash balances invested by the institution over a rolling three year period. Their annualized yield was 3.85 percent while the 91-day Treasury Bill Index over a rolling three year period was 4.27 percent.

The university met all of the Capital Outlay, Leases, and Real Estate measures.

**University of Virginia's College at Wise**

The University of Virginia's College at Wise met the financial and administrative standards for higher education institutions. UVA-Wise complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. UVA-Wise complied with the debt management policy established by its board. Based on UVA's performance, UVA-Wise met the measure of complying with a classified turnover rate below the state average for institutions. UVA-Wise achieved 85 percent of the agency's goal in their overall SWAM plan although they failed to meet their goals in the category of purchasing from minority business. The college met the goal of 75 percent of purchases in eVA with UVA purchasing 90 percent of purchases from vendors in eVA. The college did not have an IT project or capital project completed in 2008.

**Virginia Commonwealth University**

Virginia Commonwealth University met the financial and administrative standards for level three higher education institutions. VCU complied with three out of the six human resource measures. Their rates of turnover, internal employee's transfers and promotions, and employees terminated during probation failed to meet the benchmark. By achieving 67.86 percent through the first seven months of FY09, the university met the procurement measure to process through eVA no less than 60 percent of all non-exempt orders. VCU met all of their SWAM agency goals this year. They purchased 93 percent of purchases from vendors in eVA. According to VITA, they had no major information technology projects in 2008. VCU met all of the Finance and Accounting, Leases and Real Property, and Capital Outlay measures.

**Virginia Community College System**

The Virginia Community College System met the financial and administrative standards for higher education institutions. The VCCS complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. The VCCS complied with the debt management policy established by its board. The VCCS met the measure of complying with a classified turnover rate below the state average for institutions. Fourteen of the twenty-three community colleges met the overall goal in their SWAM plan in 2008. The VCCS met the goal of 75 percent of purchases by purchasing 92 percent of its purchases from vendors in eVA. The VCCS had one IT project in 2008, and the budget was re-baselined and on track to complete within the authorized variance of the baseline. Eleven of the twenty-three community colleges completed a total of fifteen capital projects in 2008. The VCCS completed four of these projects under budget, but only one of the fifteen projects complied with the capital measure. None of the projects provided justification for the cost overruns.

**Virginia Military Institute**

Virginia Military Institute met the financial and administrative standards for higher education institutions. VMI complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. VMI complied with the debt management policy established by its board. VMI met the measure of complying with a classified turnover rate below the state average for institutions. VMI met the overall goal in its SWAM plan but failed to meet some goals in purchasing in underutilized categories. VMI met the goal of 75 percent of purchases by purchasing 96 percent of its purchases from vendors in eVA. VMI did not have an IT project completed in 2008. VMI had two capital projects completed in 2008 – one was over budget but VMI provided a valid justification for the cost overruns. Both projects complied with the capital measure.

**Virginia State University**

Virginia State University met the financial and administrative standards for higher education institutions. VSU complied with the important financial requirements such as an unqualified audit opinion, no significant audit deficiency, and complying with Commonwealth standards for accounts payable and receivable. The university complied with the debt management policy established by its board. VSU met the measure of complying with a classified turnover rate below the state average for institutions. The University met the overall goal in its SWAM plan but failed to meet some goals in purchasing from woman-owned businesses. VSU met the goal of 75 percent of purchases by purchasing 96 percent of its purchases from vendors in eVA. VSU did not have an IT or capital project completed in 2008.

**Virginia Tech**

Virginia Tech met the financial and administrative standards for level three higher education institutions. VPI complied with three of the five human resource measures. They did not meet the turnover rate benchmark because their turnover rate was 6.8 percent which was lower than the CUPA-HR benchmark of 9 to 11 percent. They also failed to meet the measure related to the number of days to hire staff. Their number of days to hire staff increased from 2006 to 2007 and then again from 2007 to 2008. Virginia Tech met all of the procurement and surplus measures. VPI met the overall goal in its SWAM plan but failed to meet some goals in purchasing in underutilized categories. The university met all of the Information Technology, Finance and Accounting, and Capital Outlay, Leases, and Real Estate measures.

**Assessment of Institutional Performance**  
Financial and Administrative Standards for Higher Education Institutions

Last Edited: May 19, 2009

Institution	Unqualified Opinion from APA	No Significant Audit Deficiencies	Substantial Compliance with Financial Reporting	Accounts Receivable Standards	Accounts Payable Standards	Complies with Debt Mgmt. Policy	Within 15% of Turnover Rate Goal	Within 15% of SWAM Plan Goal	No less than 75% of Purchases from vendors in eVA	Complete IT projects under original budget	Complete Capital projects under original budget	Pass/Fail	Institution
Christopher Newport University	Yes (2)	Yes (2)	Yes	Yes	Yes	Yes	Yes	Partial	Pass (95.31%)	Yes	Fail (0/2 projects)	Pass	Christopher Newport University
George Mason University	Yes (2)	Yes (2)	Yes	Yes	Yes	Yes	No	Yes	Pass (95.48%)	Yes	Fail (0/2 projects)	Pass	George Mason University
James Madison University	Yes (2)	Yes (2)	Yes	Yes	Yes	Yes	Yes	Yes	Pass (92.02%)	Yes	Fail (1/2 projects)	Pass	James Madison University
Longwood University	Yes (2)	Yes (2)	Yes	Yes	Yes	Yes	Yes	Yes	Pass (95.34%)	Yes	No projects	Pass	Longwood University
Norfolk State University	Yes (2)	Yes (2)	Yes	Yes	Yes	Yes	Yes	Yes	Pass (97.95%)	Yes	No projects	Pass	Norfolk State University
Old Dominion University	Yes (1)	Yes (1)	Yes	Yes	Yes	Yes	Yes	Yes	Pass (92.88%)	Yes	Pass (1 project)	Pass	Old Dominion University
Radford University	Yes (2)	Yes (2)	Yes	Yes	Yes	Yes	No	Yes	Pass (92.44%)	Yes	No projects	Pass	Radford University
University of Mary Washington	Yes (2)	Yes (2)	Yes	Yes	Yes	Yes	No	Yes	Pass (96.14%)	Yes	No projects	Pass	University of Mary Washington
University of Virginia's College at Wise	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Pass (89.57%)	Yes	No projects	Pass	Wise
Virginia Community College System	Yes (2)	Yes (2)	Yes	Yes	Yes	Yes	Yes	Yes	Pass (92.36%)	Yes	Fail (1/15 projects)	Pass	Virginia Community College System
Virginia Military Institute	Yes (2)	Yes (2)	Yes	Yes	Yes	Yes	Yes	Yes	Pass (95.96%)	Yes	Pass (2 projects)	Pass	Virginia Military Institute
Virginia State University	Yes (2)	Yes (2)	Yes	Yes	Yes	Yes	Yes	Yes	Pass (93.95%)	Yes	No projects	Pass	Virginia State University

APA Standards notes:

Yes Meets Management Standards based on June 30, 2008 report.

Yes (1) Meets Management Standards based on June 30, 2008 fieldwork; report still to be released.

Yes (2) Meets Management Standards based on June 30, 2007 audit report, with no anticipated changes for June 30, 2008.

\* Revised debt management policy during this fiscal year.



**Educational Goals of the Restructuring Act**  
**Code of Virginia**



## **Educational Goals of the Restructuring Act Code of Virginia**

§ 23-38.88. Eligibility for restructured financial and administrative operational authority.

B. The Board of Visitors of a public institution of higher education shall commit to the Governor and the General Assembly by August 1, 2005, through formal resolution adopted according to its own bylaws, to meeting the state goals specified below, and shall be responsible for ensuring that such goals are met, in addition to such other responsibilities as may be prescribed by law. Each such institution shall commit to the Governor and the General Assembly to:

1. Consistent with its institutional mission, provide access to higher education for all citizens throughout the Commonwealth, including underrepresented populations, and, consistent with subdivision 4 of § 23-9.6:1 and in accordance with anticipated demand analysis, meet enrollment projections and degree estimates as agreed upon with the State Council of Higher Education for Virginia. Each such institution shall bear a measure of responsibility for ensuring that the statewide demand for enrollment is met;

2. Consistent with § 23-9.2:3.03, ensure that higher education remains affordable, regardless of individual or family income, and through a periodic assessment, determine the impact of tuition and fee levels net of financial aid on applications, enrollment, and student indebtedness incurred for the payment of tuition and fees;

3. Offer a broad range of undergraduate and, where appropriate, graduate programs consistent with its mission and assess regularly the extent to which the institution's curricula and degree programs address the Commonwealth's need for sufficient graduates in particular shortage areas, including specific academic disciplines, professions, and geographic regions;

4. Ensure that the institution's academic programs and course offerings maintain high academic standards, by undertaking a continuous review and improvement of academic programs, course availability, faculty productivity, and other relevant factors;

5. Improve student retention such that students progress from initial enrollment to a timely graduation, and that the number of degrees conferred increases as enrollment increases;

6. Consistent with its institutional mission, develop articulation agreements that have uniform application to all Virginia community colleges and meet appropriate general education and program requirements at the four-year institution, provide additional opportunities for associate degree graduates to be admitted and enrolled, and offer dual enrollment programs in cooperation with high schools;

7. Actively contribute to efforts to stimulate the economic development of the Commonwealth and the area in which the institution is located, and for those institutions subject to a management agreement set forth in Subchapter 3 (§ 23-

38.91 et seq.) of this chapter, in areas that lag the Commonwealth in terms of income, employment, and other factors;

8. Consistent with its institutional mission, increase the level of externally funded research conducted at the institution and facilitate the transfer of technology from university research centers to private sector companies;

9. Work actively and cooperatively with elementary and secondary school administrators, teachers, and students in public schools and school divisions to improve student achievement, upgrade the knowledge and skills of teachers, and strengthen leadership skills of school administrators;

10. Prepare a six-year financial plan consistent with § 23-9.2:3.03;

11. Conduct the institution's business affairs in a manner that maximizes operational efficiencies and economies for the institution, contributes to maximum efficiencies and economies of state government as a whole, and meets the financial and administrative management standards as specified by the Governor pursuant to § 2.2-5004 and included in the appropriation act that is in effect, which shall include best practices for electronic procurement and leveraged purchasing, information technology, real estate portfolio management, and diversity of suppliers through fair and reasonable consideration of small, women-, and minority-owned business enterprises; and

12. Seek to ensure the safety and security of the Commonwealth's students on college and university campuses.

## **Institutional Performance Measures**



## **Institutional Performance Measures**

(Numbers in bold parenthesis are the SCHEV Measure Numbers)

### §4 9.02 Assessment of Institutional Performance

Consistent with §23-9.6:1.01., Code of Virginia, the following education related and financial and administrative management measures shall be the basis on which the State Council of Higher Education shall annually assess and certify institutional performance. Such certification shall be completed and forwarded in writing to the Governor and the General Assembly no later than June 1 of each year. Institutional performance on measures set forth in paragraph K of this section shall be evaluated year to date by the Secretaries of Finance, Administration, and Technology as appropriate, and communicated to the State Council of Higher Education before June 1 of each year. Financial benefits provided to each institution in accordance with §2.2-5005 will be evaluated in light of that institution's performance.

In general, institutions are expected to achieve their agreed upon targets and standards on all performance measures in order to be certified by SCHEV. However, the State Council, in working with each institution, shall establish a prescribed range of permitted variance from annual targets for each education related measure, as appropriate.

Further, the State Council shall have broad authority to certify institutions as having met the standards on education related measures where they have already achieved high levels of performance in order that they may focus resources toward achieving similar levels of performance on other measures. The State Council shall likewise have the authority to exempt institutions from certification on education related measures that the State Council deems unrelated to an institution's overall performance.

The State Council shall develop, adopt, and publish standards for granting exemptions and ongoing modifications to the certification process.

#### A. Access

1. **(1)** Institution meets its State Council-approved biennial projection of total in state student enrollment within the prescribed range of permitted variance.
2. **(2)** Institution increases the percentage of in-state undergraduate enrollment from under represented populations. (Such populations should include low income, first-generation college status, geographic origin within Virginia, race, and ethnicity, or other populations as may be identified by the State Council.)
3. **(3)** Institution annually meets at least 95 percent of its State Council-approved estimates of degrees awarded.

#### B. Affordability

1. **(4)** With the intent of developing a clearly understandable measure of affordability no later than July 1, 2008, SCHEV shall report annually an institution's in state undergraduate tuition and fees, both gross and net of need-based gift aid, as a percentage of the institution's median student family income. By October 1, 2008, each institution shall identify a "maintenance of effort" target for ensuring that the institution's financial commitment to need-based student aid shall increase commensurately with planned increases in in-state, undergraduate tuition and fees. The financial plan for these goals should be incorporated into the institution's 2009-2014 six year plan as required under § 23-9.2:3.02., Code of Virginia.

2. **(5.1 and 5.2)** Institution establishes mutually acceptable annual targets for need-based borrowing that reflect institutional commitment to limit the average borrowing of in-state students with established financial need, and the percentage of those students who borrow, to a level that maintains or increases access while not compromising affordability.

3. **(6)** Institution conducts a biennial assessment of the impact of tuition and fee levels net of financial aid on applications, enrollment, and student indebtedness incurred for the payment of tuition and fees and provides the State Council with a copy of this study upon its completion and makes appropriate reference to its use within the required six-year plans. The institution shall also make a parent- and student-friendly version of this assessment widely available on the institution's website.

#### C. Breadth of Academics

**(7)** Institution maintains acceptable progress towards an agreed upon target for the total number and percentage of graduates in high-need areas, as identified by the State Council of Higher Education.

#### D. Academic Standards

**(8)** Institution reports on total programs reviewed under Southern Association of Colleges and Schools assessment of student learning outcomes criteria within the institution's established assessment cycle in which continuous improvement plans addressing recommended policy and program changes were implemented.

#### E. Student Retention and Timely Graduation

1. **(9)** Institution demonstrates a commitment to ensuring that lower division undergraduates have access to required courses at the 100- and 200-level sufficient to ensure timely graduation by reporting annually to the State Council of Higher Education on the number of students denied enrollment in such courses for each fall and spring semesters. No later than July 1, 2008, to the extent the institution does not currently track student access and registration attempts at the course level, the institution shall, in consultation with the State Council of Higher Education, establish an appropriate quantitative method to identify the extent to which limited access to 100- and 200-level courses reduce progression, retention, and graduation rates.

After July 1, 2008, each institution shall include in its annual report to the State Council its plan of action to increase such access and remediate the identified problems.

2. **(10)** Institution maintains or increases the ratio of degrees conferred per full-time equivalent instructional faculty member, within the prescribed range of permitted variance.

3. **(11)** Institution maintains or improves the average annual retention and progression rates of degree seeking undergraduate students.

4. **(12)** Within the prescribed range of permitted variance, the institution increases the ratio of total undergraduate degree awards to the number of annual full-time equivalent, degree-seeking undergraduate students except in those years when the institution is pursuing planned enrollment growth as demonstrated by their SCHEV-approved enrollment projections.

#### F. Articulation Agreements and Dual Enrollment

1. **(13)** Institution increases the number of undergraduate programs or schools for which it has established a uniform articulation agreement by program or school for associate degree graduates transferring from all colleges of the Virginia Community College System and Richard Bland College consistent with a target agreed to by the institution, the Virginia Community College System, and the State Council of Higher Education for Virginia.

2. **(14)** Institution increases the total number of associate degree graduates enrolled as transfer students from Virginia's public two-year colleges with the expectation that the general education credits from those institutions apply toward general education baccalaureate degree requirements, as a percent of all undergraduate students enrolled, within the prescribed range of permitted variance.

3. **(15)** Institution increases the number of students involved in dual enrollment programs consistent with a target agreed upon by the institution, the Department of Education and the State Council of Higher Education for Virginia.

#### G. Economic Development

**(16)** In cooperation with the State Council, institution develops a specific set of actions to help address local and/or regional economic development needs consisting of specific partners, activities, fiscal support, and desired outcomes. Institution will receive positive feedback on an annual standardized survey developed by the State Council, in consultation with the institutions, of local and regional leaders, and the economic development partners identified in its plans, regarding the success of its local and regional economic development plans.

## H. Research, Patents, and Licenses

1. **(17)** Institution maintains or increases the total expenditures in grants and contracts for research, within the prescribed range of permitted variance, according to targets mutually agreed upon with SCHEV and/or consistent with the institution's management agreement.

2. **(18)** Institution maintains or increases the annual number of new patent awards and licenses, within the prescribed range of permitted variance, according to targets mutually agreed upon with SCHEV and/or consistent with the institution's management agreement.

## I. Elementary and Secondary Education

**(19)** In cooperation with the State Council, institution develops a specific set of actions with schools or school district administrations with specific goals to improve student achievement, upgrade the knowledge and skills of teachers, or strengthen the leadership skills of school administrators. Institution will receive positive feedback on an annual standardized survey developed by the State Council, in consultation with the institutions, of the superintendents, principals, and appropriate other parties.

The Virginia Department of Education shall share data on teachers, including identifying information, with the State Council of Higher Education for Virginia in order to evaluate the efficacy of approved programs of teacher education, the production and retention of teachers, and the exiting of teachers from the teaching profession.

The Virginia Department of Education and the State Council of Higher Education for Virginia shall share personally identifiable information from education records in order to evaluate and study student preparation for and enrollment and performance at state institutions of higher education in order to improve educational policy and instruction in the Commonwealth. However, such study shall be conducted in such a manner as to not permit the personal identification of students by persons other than representatives of the Department of Education or the State Council for Higher Education for Virginia, and such shared information shall be destroyed when no longer needed for purposes of the study.



## **Financial Benefits of Restructuring**



**General Fund  
Financial Benefits of Restructuring Certification, FY2008**

<b>Institution</b>	<b>Interest Earnings</b>	<b>Credit Card</b>	<b>eVA Sole Source Fee</b>	<b>Carry Forward</b>	<b>Total</b>
<b>CNU</b>	\$315,885	\$67,094	\$196	\$0	\$383,174
<b>CWM†</b>	\$0	\$44,716	\$0	\$0	\$44,716
<b>GMU</b>	\$2,240,467	\$101,105	\$80	\$0	\$2,341,652
<b>JMU</b>	\$1,492,427	\$111,968	\$306	\$7,196	\$1,611,897
<b>LU</b>	\$446,379	\$44,609	\$654	\$2,008	\$493,649
<b>NSU</b>	\$0	\$0	\$616	\$511,166	\$511,782
<b>ODU</b>	\$1,754,106	\$39,248	\$12,490	\$470,095	\$2,275,939
<b>RU</b>	\$552,994	\$23,851	\$130	\$917,144	\$1,494,120
<b>UMW</b>	\$104,548	\$53,669	\$114	\$9,016	\$167,348
<b>UVA†</b>	\$0	\$112,882	\$103,969	\$7,306,891	\$7,523,742
<b>UVAW†</b>	\$0	\$2,199	\$0	\$69,709	\$71,908
<b>VCU</b>	\$1,414,622	\$110,519	\$3,159	\$49,713	\$1,578,013
<b>VMI</b>	\$125,394	\$40,007	\$1,352	\$0	\$166,752
<b>VSU</b>	\$230,480	\$0	\$0	\$219,380	\$449,860
<b>VT†</b>	\$0	\$98,674	\$56,890	\$0	\$155,564
<b>RBC</b>	\$42,887	\$9,546	\$189	\$101,997	\$154,619
<b>VCCS</b>	\$3,320,769	\$365,308	\$7,424	\$15,240,997	\$18,934,498
<b>Total</b>	<b>\$12,040,957</b>	<b>\$1,225,395</b>	<b>\$187,569</b>	<b>\$24,905,312</b>	<b>\$38,359,233</b>
<b>VPI-E</b>	\$0	\$11	\$0	\$0	\$11
<b>VIMS</b>	\$0	\$14,281	\$0	\$45	\$14,326
<b>Total</b>	\$0	<b>\$14,293</b>	<b>\$0</b>	<b>\$45</b>	<b>\$14,338</b>
<b>Grand Total</b>	<b>\$12,040,957</b>	<b>\$1,239,688</b>	<b>\$187,569</b>	<b>\$24,905,357</b>	<b>\$38,373,571</b>

† Level III institutions deposit tuition in local accounts and transfer interest earnings into an escrow account with the State. Their earnings are not calculated by DOA. UVA maintains interest earnings for UVA-Wise which had earnings of \$193,488.

Financial Benefits of Certification						
Institution	FY2007			FY2008		
	Total Benefit	% GF	% (GF+NGF)	Total Benefit	% GF	% (GF+NGF)
CNU	\$299,453	1.13%	0.61%	\$383,174	1.42%	0.79%
CWM†	\$2,736,768	5.90%	2.26%	\$44,716	0.10%	0.04%
GMU	\$2,031,846	1.57%	0.66%	\$2,341,652	1.77%	0.70%
JMU	\$2,063,239	2.85%	1.10%	\$1,611,897	2.18%	0.80%
LU	\$322,257	1.24%	0.67%	\$493,649	1.86%	0.98%
NSU	\$16,183	0.04%	0.02%	\$511,782	1.15%	0.63%
ODU	\$1,618,016	1.52%	0.84%	\$2,275,939	2.15%	1.12%
RU	\$1,039,429	2.19%	1.16%	\$1,494,120	3.04%	1.61%
UMW	\$148,820	0.69%	0.28%	\$167,348	0.76%	0.30%
UVA†	\$11,418,220	8.06%	2.67%	\$7,523,742	5.33%	1.65%
UVAW	\$456,604	3.20%	2.16%	\$265,396	1.84%	1.23%
VCU	\$2,257,103	1.22%	0.55%	\$1,578,013	0.84%	0.36%
VMI	\$122,784	1.19%	0.44%	\$166,752	1.61%	0.58%
VSU	\$265,836	0.84%	0.47%	\$449,860	1.39%	0.76%
VT†	\$11,101,255	6.64%	2.60%	\$155,564	0.09%	0.03%
RBC	\$192,583	3.39%	2.24%	\$154,619	2.69%	1.75%
VCCS	\$23,156,839	6.07%	3.53%	\$18,934,498	5.01%	2.81%
<b>Total</b>	<b>\$59,247,236</b>	<b>4.06%</b>	<b>1.87%</b>	<b>\$38,552,721</b>	<b>2.63%</b>	<b>1.16%</b>

† Does not include tuition interest earnings for FY2008.

## **Institutional status in meeting performance standards**



## Christopher Newport University

Measure	Description	Actual 0708	Target 0708	Threshold	Result
1	In-State Enrollment	4,647	4,859	4,616	 Passed
2	Under-represented Enrollment	1,088	1,065	896	 Achieved
3	Degree Awards	904	900	855	 Achieved
4	Affordability	<i>No data at this time.</i>			
5.1	Need-based borrowing \$	\$2,965	\$3,125	\$3,395	 Achieved
5.2	Need-based borrowing %	81.2%	81.7%	87.0%	 Achieved
6	Tuition Assessment	<i>No data at this time.</i>			
7	High-need Degrees	66	60	48	 Achieved
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			 Achieved
9	100-200 Courses	<i>No data at this time.</i>			
10	Degrees per FTE Faculty	3.4	3.8	3.4	 Passed
11	Retention Rate	83.8%	84.5%	80.4%	 Passed
12	Degrees per FTE Students	18.5%	18.8%	17.3%	 Passed
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			 Achieved
14	Degree Transfers	34	35	15	 Passed
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
17	Research Expenditures	<i>Does not apply to CNU.</i>			
18	Patents & Licenses	<i>Does not apply to CNU.</i>			
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance, Administration, and Technology.					 Achieved

College of William and Mary

Measure	Description	Actual 0708	Target 0708	Threshold	Result
1	In-State Enrollment	5,073	4,938	4,691	 Achieved
2	Under-represented Enrollment	1,353	1,210	1,152	 Achieved
3	Degree Awards	2,176	2,130	2,024	 Achieved
4	Affordability	<i>No data at this time.</i>			
5.1	Need-based borrowing \$	\$2,295	\$3,250	\$3,424	 Achieved
5.2	Need-based borrowing %	57.4%	63.0%	68.5%	 Achieved
6	Tuition Assessment	<i>No data at this time.</i>			
7	High-need Degrees	178	203	155	 Passed
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			 Achieved
9	100-200 Courses	<i>No data at this time.</i>			
10	Degrees per FTE Faculty	3.2	3.2	3.1	 Passed
11	Retention Rate	93.2%	94.0%	92.0%	 Passed
12	Degrees per FTE Students	25.4%	23.8%	22.6%	 Achieved
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			 Achieved
14	Degree Transfers	82	58	50	 Achieved
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
17	Research Expenditures	\$50,217,523	\$50,728,000	\$45,046,000	 Passed
18	Patents & Licenses	3	4	3	 Passed
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance, Administration, and Technology.					 Achieved

**George Mason University**

Measure	Description	Actual 0708	Target 0708	Threshold	Result
1	In-State Enrollment	25,006	25,083	23,829	 Passed
2	Under-represented Enrollment	7,727	7,314	6,929	 Achieved
3	Degree Awards	7,124	7,281	6,917	 Passed
4	Affordability	<i>No data at this time.</i>			
5.1	Need-based borrowing \$	\$3,030	\$4,128	\$4,278	 Achieved
5.2	Need-based borrowing %	71.9%	75.9%	78.5%	 Achieved
6	Tuition Assessment	<i>No data at this time.</i>			
7	High-need Degrees	1,963	1,513	1,393	 Achieved
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			 Achieved
9	100-200 Courses	<i>No data at this time.</i>			
10	Degrees per FTE Faculty	5.2	4.8	4.7	 Achieved
11	Retention Rate	82.6%	78.6%	77.6%	 Achieved
12	Degrees per FTE Students	23.4%	22.3%	22.0%	 Achieved
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			 Achieved
14	Degree Transfers	1,063	332	0	 Achieved
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
17	Research Expenditures	\$46,361,561	\$45,856,340	\$45,847,303	 Achieved
18	Patents & Licenses	13	8	0	 Achieved
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance, Administration, and Technology.					 Achieved

## James Madison University

Measure	Description	Actual 0708	Target 0708	Threshold	Result
1	In-State Enrollment	12,678	12,913	12,267	 Passed
2	Under-represented Enrollment	3,239	3,367	3,160	 Passed
3	Degree Awards	4,143	3,894	3,699	 Achieved
4	Affordability	<i>No data at this time.</i>			
5.1	Need-based borrowing \$	\$2,814	\$4,319	\$4,455	 Achieved
5.2	Need-based borrowing %	70.5%	74.0%	76.0%	 Achieved
6	Tuition Assessment	<i>No data at this time.</i>			
7	High-need Degrees	730	680	565	 Achieved
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			 Achieved
9	100-200 Courses	<i>No data at this time.</i>			
10	Degrees per FTE Faculty	3.7	3.9	3.7	 Passed
11	Retention Rate	89.5%	87.8%	87.2%	 Achieved
12	Degrees per FTE Students	21.5%	20.8%	19.0%	 Achieved
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			 Achieved
14	Degree Transfers	307	180	165	 Achieved
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
17	Research Expenditures	<i>Does not apply to JMU.</i>			
18	Patents & Licenses	<i>Does not apply to JMU.</i>			
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance, Administration, and Technology.					 Achieved

## Longwood University

Measure	Description	Actual 0708	Target 0708	Threshold	Result
1	In-State Enrollment	4,453	4,502	4,277	 Passed
2	Under-represented Enrollment	1,135	995	946	 Achieved
3	Degree Awards	906	904	859	 Achieved
4	Affordability	<i>No data at this time.</i>			
5.1	Need-based borrowing \$	\$2,739	\$3,525	\$3,702	 Achieved
5.2	Need-based borrowing %	73.7%	74.3%	78.3%	 Achieved
6	Tuition Assessment	<i>No data at this time.</i>			
7	High-need Degrees	328	295	224	 Achieved
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			 Achieved
9	100-200 Courses	<i>No data at this time.</i>			
10	Degrees per FTE Faculty	4.1	4.0	3.7	 Achieved
11	Retention Rate	83.3%	77.0%	73.0%	 Achieved
12	Degrees per FTE Students	19.8%	20.0%	18.8%	 Passed
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			 Achieved
14	Degree Transfers	110	83	72	 Achieved
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
17	Research Expenditures	<i>Does not apply to LU.</i>			
18	Patents & Licenses	<i>Does not apply to LU.</i>			
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance, Administration, and Technology.					 Achieved

## Norfolk State University

Measure	Description	Actual 0708	Target 0708	Threshold	Result
1	In-State Enrollment	4,844	4,940	4,693	 Passed
2	Under-represented Enrollment	4,088	4,280	3,981	 Passed
3	Degree Awards	1,019	1,053	1,000	 Passed
4	Affordability	<i>No data at this time.</i>			
5.1	Need-based borrowing \$	\$3,294	\$3,726	\$3,838	 Achieved
5.2	Need-based borrowing %	87.0%	87.0%	89.0%	 Achieved
6	Tuition Assessment	<i>No data at this time.</i>			
7	High-need Degrees	339	260	216	 Achieved
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			 Achieved
9	100-200 Courses	<i>No data at this time.</i>			
10	Degrees per FTE Faculty	3.3	2.6	2.5	 Achieved
11	Retention Rate	76.7%	72.0%	70.0%	 Achieved
12	Degrees per FTE Students	17.7%	16.8%	15.5%	 Achieved
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			 Achieved
14	Degree Transfers	66	76	0	 Passed
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
17	Research Expenditures	<i>Does not apply to NSU.</i>			
18	Patents & Licenses	<i>Does not apply to NSU.</i>			
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance, Administration, and Technology.					 Achieved

Old Dominion University

Measure	Description	Actual 0708	Target 0708	Threshold	Result
1	In-State Enrollment	19,045	19,088	18,134	 Passed
2	Under-represented Enrollment	7,467	7,395	6,816	 Achieved
3	Degree Awards	4,255	4,085	3,881	 Achieved
4	Affordability	<i>No data at this time.</i>			
5.1	Need-based borrowing \$	\$3,333	\$3,700	\$3,851	 Achieved
5.2	Need-based borrowing %	62.8%	63.5%	71.2%	 Achieved
6	Tuition Assessment	<i>No data at this time.</i>			
7	High-need Degrees	1,660	1,614	1,557	 Achieved
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			 Achieved
9	100-200 Courses	<i>No data at this time.</i>			
10	Degrees per FTE Faculty	4.6	4.6	4.3	 Achieved
11	Retention Rate	79.3%	77.6%	75.1%	 Achieved
12	Degrees per FTE Students	21.4%	20.3%	19.3%	 Achieved
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			 Achieved
14	Degree Transfers	1,101	772	228	 Achieved
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
17	Research Expenditures	\$56,041,918	\$52,300,000	\$43,600,000	 Achieved
18	Patents & Licenses	19	17	16	 Achieved
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance, Administration, and Technology.					 Achieved

Radford University

Measure	Description	Actual 0708	Target 0708	Threshold	Result
1	In-State Enrollment	8,386	8,386	7,967	 Achieved
2	Under-represented Enrollment	3,836	2,805	2,578	 Achieved
3	Degree Awards	2,263	2,255	2,142	 Achieved
4	Affordability	<i>No data at this time.</i>			
5.1	Need-based borrowing \$	\$3,058	\$3,653	\$3,742	 Achieved
5.2	Need-based borrowing %	81.4%	84.3%	89.3%	 Achieved
6	Tuition Assessment	<i>No data at this time.</i>			
7	High-need Degrees	620	521	433	 Achieved
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			 Achieved
9	100-200 Courses	<i>No data at this time.</i>			
10	Degrees per FTE Faculty	5.1	5.1	5.1	 Achieved
11	Retention Rate	81.5%	78.0%	76.5%	 Achieved
12	Degrees per FTE Students	23.0%	21.0%	19.3%	 Achieved
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			 Achieved
14	Degree Transfers	253	110	91	 Achieved
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
17	Research Expenditures	<i>Does not apply to RU.</i>			
18	Patents & Licenses	<i>Does not apply to RU.</i>			
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance, Administration, and Technology.					 Achieved

## Richard Bland College

Measure	Description	Actual 0708	Target 0708	Threshold	Result
1	In-State Enrollment	1,358	1,356	1,288	 Achieved
2	Under-represented Enrollment	480	382	349	 Achieved
3	Degree Awards	174	215	204	 FAILED
4	Affordability	<i>No data at this time.</i>			
5.1	Need-based borrowing \$	<i>Richard Bland College does not participate in student lending programs.</i>			
5.2	Need-based borrowing %	<i>Richard Bland College does not participate in student lending programs.</i>			
6	Tuition Assessment	<i>No data at this time.</i>			
7	High-need Degrees	<i>Does not apply to RBC.</i>			
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			 Achieved
9	100-200 Courses	<i>No data at this time.</i>			
10	Degrees per FTE Faculty	4.3	5.4	4.7	 FAILED
11	Retention Rate	53.9%	58.0%	55.5%	 FAILED
12	Degrees per FTE Students	20.6%	16.5%	7.5%	 Achieved
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			 Achieved
14	Degree Transfers	<i>Does not apply to two-year institutions.</i>			
15	Dual Enrollments	317	300	197	 Achieved
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
17	Research Expenditures	<i>Does not apply to RBC.</i>			
18	Patents & Licenses	<i>Does not apply to RBC.</i>			
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance, Administration, and Technology.					 Achieved

University of Mary Washington

Measure	Description	Actual 0708	Target 0708	Threshold	Result
1	In-State Enrollment	4,038	3,947	3,750	 Achieved
2	Under-represented Enrollment	960	797	741	 Achieved
3	Degree Awards	1,238	1,199	1,139	 Achieved
4	Affordability	<i>No data at this time.</i>			
5.1	Need-based borrowing \$	\$3,166	\$3,460	\$3,542	 Achieved
5.2	Need-based borrowing %	79.6%	80.7%	85.0%	 Achieved
6	Tuition Assessment	<i>No data at this time.</i>			
7	High-need Degrees	233	247	216	 Passed
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			 Achieved
9	100-200 Courses	<i>No data at this time.</i>			
10	Degrees per FTE Faculty	4.9	4.4	4.0	 Achieved
11	Retention Rate	83.9%	85.2%	83.1%	 Passed
12	Degrees per FTE Students	25.5%	24.5%	23.5%	 Achieved
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			 Achieved
14	Degree Transfers	142	88	76	 Achieved
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
17	Research Expenditures	<i>Does not apply to UMW.</i>			
18	Patents & Licenses	<i>Does not apply to UMW.</i>			
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance, Administration, and Technology.					 Achieved

## University of Virginia

Measure	Description	Actual 0708	Target 0708	Threshold	Result
1	In-State Enrollment	15,322	15,547	14,770	 Passed
2	Under-represented Enrollment	3,719	3,509	3,358	 Achieved
3	Degree Awards	6,339	6,143	5,836	 Achieved
4	Affordability	<i>No data at this time.</i>			
5.1	Need-based borrowing \$	\$2,307	\$3,167	\$3,424	 Achieved
5.2	Need-based borrowing %	54.4%	63.4%	67.4%	 Achieved
6	Tuition Assessment	<i>No data at this time.</i>			
7	High-need Degrees	1,618	1,579	1,470	 Achieved
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			 Achieved
9	100-200 Courses	<i>No data at this time.</i>			
10	Degrees per FTE Faculty	5.5	5.2	5.0	 Achieved
11	Retention Rate	93.1%	92.0%	90.0%	 Achieved
12	Degrees per FTE Students	25.0%	24.5%	23.8%	 Achieved
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			 Achieved
14	Degree Transfers	144	117	97	 Achieved
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
17	Research Expenditures	\$242,195,333	\$278,700,000	\$215,300,000	 Passed
18	Patents & Licenses	60	55	53	 Achieved
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance, Administration, and Technology.					 Achieved

University of Virginia's College at Wise

Measure	Description	Actual 0708	Target 0708	Threshold	Result
1	In-State Enrollment	1,695	1,758	1,670	 Passed
2	Under-represented Enrollment	979	997	876	 Passed
3	Degree Awards	308	272	258	 Achieved
4	Affordability	<i>No data at this time.</i>			
5.1	Need-based borrowing \$	\$2,007	\$4,159	\$3,810	 Achieved
5.2	Need-based borrowing %	59.7%	50.0%	46.9%	 FAILED
6	Tuition Assessment	<i>No data at this time.</i>			
7	High-need Degrees	56	46	42	 Achieved
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			 Achieved
9	100-200 Courses	<i>No data at this time.</i>			
10	Degrees per FTE Faculty	3.7	4.1	3.7	 Passed
11	Retention Rate	72.3%	75.8%	73.2%	 FAILED
12	Degrees per FTE Students	19.8%	19.3%	17.5%	 Achieved
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			 Achieved
14	Degree Transfers	59	65	52	 Passed
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
17	Research Expenditures	<i>Does not apply to UVA-W.</i>			
18	Patents & Licenses	<i>Does not apply to UVA-W.</i>			
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance, Administration, and Technology.					 Achieved

Virginia Commonwealth University

Measure	Description	Actual 0708	Target 0708	Threshold	Result
1	In-State Enrollment	27,662	27,150	25,793	 Achieved
2	Under-represented Enrollment	8,919	8,200	7,936	 Achieved
3	Degree Awards	6,059	5,658	5,375	 Achieved
4	Affordability	<i>No data at this time.</i>			
5.1	Need-based borrowing \$	\$3,657	\$3,806	\$4,500	 Achieved
5.2	Need-based borrowing %	88.4%	84.0%	89.0%	 Passed
6	Tuition Assessment	<i>No data at this time.</i>			
7	High-need Degrees	1,321	1,200	1,171	 Achieved
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			 Achieved
9	100-200 Courses	<i>No data at this time.</i>			
10	Degrees per FTE Faculty	3.5	2.4	2.4	 Achieved
11	Retention Rate	82.6%	81.4%	80.9%	 Achieved
12	Degrees per FTE Students	18.7%	17.5%	16.8%	 Achieved
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			 Achieved
14	Degree Transfers	515	190	140	 Achieved
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
17	Research Expenditures	\$117,782,377	\$131,600,000	\$124,600,000	 FAILED
18	Patents & Licenses	36	33	23	 Achieved
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance, Administration, and Technology.					 Achieved

## Virginia Community College System

Measure	Description	Actual 0708	Target 0708	Threshold	Result
2	Under-represented Enrollment	77,431	74,613	73,889	 Achieved
3	Degree Awards	16,986	15,580	14,801	 Achieved
4	Affordability	<i>No data at this time.</i>			
5.1	Need-based borrowing \$	\$518	\$2,680	\$2,730	 Achieved
5.2	Need-based borrowing %	19.6%	19.0%	20.0%	 Passed
6	Tuition Assessment	<i>No data at this time.</i>			
7	High-need Degrees	2,310	2,024	1,984	 Achieved
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			 Achieved
9	100-200 Courses	<i>No data at this time.</i>			
10	Degrees per FTE Faculty	3.7	3.6	3.5	 Achieved
1	In-State Enrollment	157,140	155,500	147,725	 Achieved
12	Degrees per FTE Students	17.0%	0.0%	0.0%	 Achieved
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			 Achieved
14	Degree Transfers	<i>Does not apply to two-year institutions.</i>			
15	Dual Enrollments	30,139	23,341	22,665	 Achieved
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
17	Research Expenditures	<i>Does not apply to VCCS.</i>			
18	Patents & Licenses	<i>Does not apply to VCCS.</i>			
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance, Administration, and Technology.					 Achieved

## Virginia Military Institute

Measure	Description	Actual 0708	Target 0708	Threshold	Result
1	In-State Enrollment	811	803	763	 Achieved
2	Under-represented Enrollment	234	181	148	 Achieved
3	Degree Awards	280	280	266	 Achieved
4	Affordability	<i>No data at this time.</i>			
5.1	Need-based borrowing \$	\$1,159	\$2,400	\$2,600	 Achieved
5.2	Need-based borrowing %	42.8%	50.0%	59.0%	 Achieved
6	Tuition Assessment	<i>No data at this time.</i>			
7	High-need Degrees	75	70	59	 Achieved
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			 Achieved
9	100-200 Courses	<i>No data at this time.</i>			
10	Degrees per FTE Faculty	2.2	2.3	2.2	 Passed
11	Retention Rate	89.4%	83.5%	82.0%	 Achieved
12	Degrees per FTE Students	18.1%	18.5%	17.3%	 Passed
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			 Achieved
14	Degree Transfers	<i>Does not apply to two-year institutions.</i>			
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
17	Research Expenditures	<i>Does not apply to VMI.</i>			
18	Patents & Licenses	<i>Does not apply to VMI.</i>			
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance, Administration, and Technology.					 Achieved

Virginia State University

Measure	Description	Actual 0708	Target 0708	Threshold	Result
1	In-State Enrollment	3,363	3,473	3,299	 Passed
2	Under-represented Enrollment	2,778	2,780	2,504	 Passed
3	Degree Awards	721	736	699	 Passed
4	Affordability	<i>No data at this time.</i>			
5.1	Need-based borrowing \$	\$3,381	\$4,608	\$4,458	 Achieved
5.2	Need-based borrowing %	88.8%	84.0%	85.2%	 FAILED
6	Tuition Assessment	<i>No data at this time.</i>			
7	High-need Degrees	172	43	19	 Achieved
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			 Achieved
9	100-200 Courses	<i>No data at this time.</i>			
10	Degrees per FTE Faculty	2.7	1.6	1.3	 Achieved
11	Retention Rate	75.1%	76.1%	74.9%	 Passed
12	Degrees per FTE Students	15.2%	17.8%	16.5%	 FAILED
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			 Achieved
14	Degree Transfers	31	55	0	 Passed
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
17	Research Expenditures	<i>Does not apply to VSU.</i>			
18	Patents & Licenses	<i>Does not apply to VSU.</i>			
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance, Administration, and Technology.					 Achieved

Virginia Tech

Measure	Description	Actual 0708	Target 0708	Threshold	Result
1	In-State Enrollment	20,917	20,153	19,145	 Achieved
2	Under-represented Enrollment	5,645	5,135	5,039	 Achieved
3	Degree Awards	7,061	6,868	6,525	 Achieved
4	Affordability	<i>No data at this time.</i>			
5.1	Need-based borrowing \$	\$2,904	\$3,618	\$3,762	 Achieved
5.2	Need-based borrowing %	75.6%	80.9%	83.8%	 Achieved
6	Tuition Assessment	<i>No data at this time.</i>			
7	High-need Degrees	1,892	1,786	1,704	 Achieved
8	SACS Program Review	<i>Institution has provided a statement on current SACS program reviews.</i>			 Achieved
9	100-200 Courses	<i>No data at this time.</i>			
10	Degrees per FTE Faculty	5.5	5.3	5.0	 Achieved
11	Retention Rate	89.3%	87.5%	85.5%	 Achieved
12	Degrees per FTE Students	21.6%	21.5%	20.0%	 Achieved
13	Transfer Agreements	<i>Institution has provided evidence of increasing numbers of transfer agreements.</i>			 Achieved
14	Degree Transfers	244	107	94	 Achieved
15	Dual Enrollments	<i>Does not apply to four-year institutions.</i>			
16	Economic Development	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
17	Research Expenditures	\$353,987,667	\$315,328,108	\$278,317,887	 Achieved
18	Patents & Licenses	18	26	15	 Passed
19	K-12 Partnerships	<i>Institution received overall satisfactory scores from survey respondents.</i>			 Achieved
Institution has been passed on the financial and administrative measures by the Secretaries of Finance, Administration, and Technology.					 Achieved

# STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Richmond Omni Hotel  
100 S. 12<sup>th</sup> Street  
Richmond, Virginia  
**June 9, 2009**  
**Discussion Agenda**

## **"The State of Virginia Public Higher Education"**

- 8:30 a.m. Refreshments
- 9:00 a.m. Opening Remarks: Whitt Clement, Chairman, SCHEV
- 9:15 a.m. **Panel 1 Discussion: "The Value of Higher Education"**
- Panelists: Eddie Moore (Virginia State University)  
J. H. Binford Peay (Virginia Military Institute)  
W. Taylor Reveley (College of William & Mary)  
Robert Templin (Northern Va. Comm. College)
- 10:15 a.m. Break
- 10:30 a.m. **Panel 2 Discussion: "Restructuring, Then and Now"**
- Panelists: John Casteen (University of Virginia)  
Patricia Cormier (Longwood University)  
Penelope Kyle (Radford University)  
Eugene Trani (Virginia Commonwealth University)
- 11:30 a.m. Wrap Up: Dan LaVista, Executive Director, SCHEV
- 12:00 p.m. Luncheon for Invited Guests
- Luncheon Topic – "The Frog in the Pot"
- Speaker: John B. Adams, Jr.  
Chairman and CEO, The Martin Agency  
and Former Rector, Longwood University
- 1:00 p.m. Adjournment