State Council of
Higher Education for Virginia

Agenda Book

October 26, 2010

Location:

SCHEV Office
Main Conference Room
Richmond, VA

State Council of Higher Education for Virginia

Advancing Virginia through Higher Education

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Discussion and Meeting Agendas

SCHEV Offices
101 N. 14th St., 9th floor
Richmond, Virginia
October 26, 2010
1:00 p.m.

Meeting Agenda

Call to Order and Announcements	1:00 p.m.	
1. Public Comment Period		
2. Approval of Minutes:		
September 21, 2010 Council meeting		Page 1
3. Interim Director's Report	1:15 p.m.	
4. Briefings and Discussion:	1:45 p.m.	
a. Presentation of Academic Affairs Program Approval Process		
b. Update on Outstanding Faculty Awards Process		
5. Action Items:	2:15 p.m.	
a. Action on 2010-12 Systemwide Operating Budget Amendment Items:		
1. Base Adequacy		Page 10
2. Faculty Salaries		Page 20
3. Operation and Maintenance of New Facilities Coming Online		Page 25
4. Commonwealth Graduate Engineering Program (CGEP)		Page 32
5. Undergraduate and Graduate Student Financial Aid		Page 39
6. Summary of Budget Amendments & Priorities		Page 45
b. Action on Institutional Performance Standards Targets		Page 48
c. Action on Financial Aid Study		Page 88
d. Action on Auxiliary Enterprise Capital Outlay Guidelines for 2-Year Institutions		Page 90

6. **CONSENT AGENDA:**	4:15 p.m.	
a. Action on Private and Out-of-State Postsecondary Education Institutional Certifications		Page 92
b. Action on Programs at Public Institutions		Page 102
7. Items Delegated to Staff	4:30 p.m.	Page 112
8. New Business	4:45 p.m.	
9. Adjournment	5:00 p.m.	

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

NOTE:
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 or contact Lee Ann Rung at LeeAnnRung@schev.edu.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
SEPTEMBER 21, 2010
MINUTES

Ms. Magill called the meeting to order at 9:00 a.m. in the SCHEV main conference room, James Monroe building, 9th floor, Richmond, Virginia. Council members present: Gilbert Bland, Joann DiGennaro, Mimi Elrod, Mary Haddad, Jacob Lutz, Susan Magill, G. Gilmer Minor, and Katharine Webb.

Council members absent: Whittington Clement, James Dyke, Julious Smith

Staff members present: Lee Andes, Tom Daley, Alan Edwards, Joe DeFilippo, Dan Hix, Kirsten Nelson, Lee Ann Rung, and Diane Vermaaten. Jake Belue from the Office of the Attorney General (OAG) was also present.

PUBLIC COMMENT

No requests for public comment were received.

APPROVAL OF MINUTES

On motion by Ms. Haddad and seconded by Mr. Lutz the Council minutes for the July 19 Search Committee, the July 20, 2010 Executive Committee, and the July 20 Council meeting were unanimously approved as submitted.

INTERIM DIRECTOR'S REPORT

Ms. Magill thanked Dr. Fogarty for returning to serve the Commonwealth in his capacity as Interim Director at SCHEV. Dr. Fogarty provided a brief overview of recent and upcoming activities and meetings, including meetings he has had with presidents and legislators. He also provided an overview of the work of the Higher Education Commission, and reminded members of the October 19 meeting with the Council of Presidents as well as the October 20 Boards of Visitors (BOV) conference. Mr. Lutz was thanked for his work with staff in structuring the October 20 BOV conference.

BRIEFINGS AND DISCUSSION

Discussion of 2010-12 Systemwide Operating Budget Amendment Items

Base Adequacy

Ms. Magill reminded members that no actions were to be taken on the budget amendment items until the October meeting. Mr. Hix reviewed the charts that were distributed that calculated base adequacy funding needs by using 2008-09 actual enrollment, and compared this calculation to the 2010-12 biennium resources. He informed the Council that these numbers were being used as a proxy for this meeting only. Staff will rerun the guideline calculation next month when the 2009-10 actual enrollments are available.

Faculty Salaries

Mr. Hix presented several options for Council's consideration and answered questions. The Council requested that staff solicit information from the institutions about how many faculty are lost to other states and for any data that the institutions could share. Members expressed their feelings that faculty salaries are critical to the success of the university and agreed that its importance should be stressed by SCHEV and the Commission.

Operation and Maintenance of New Facilities Coming On-Line

Mr. Hix indicated that this item has not been funded and stated that if base adequacy was fully funded, it would not be necessary. There are 80-90 projects coming online that will have no funding for maintenance of the buildings. He distributed a copy of a presentation that was made to the Senate Finance Committee, Education Subcommittee in January 2008 discussing the funding of operation and maintenance of physical plant and its importance. He also reviewed the calculated funding needs for 2010-12 based on a SCHEV survey of the institutions.

Commonwealth Graduate Engineering Program (CGEP) Online Course Development Proposal

Prior to the discussion of the Commonwealth Graduate Engineering program proposal, Mr. Hix distributed for members' information, a copy of the special addendum resolution that was passed last October with regard to priority budget recommendations. Ms. Vermaaten reminded members that at the May meeting, Dr. Sharon Caraballo shared the first two steps the CGEP program has taken to bring the program courses online. At that meeting, Council asked that CGEP move more quickly to offer courses online. Dr. Caraballo informed members of efforts that are underway and indicated that this is a one-time budget request. The goal would be to begin offering the courses in the 2012-13 academic year. Ms. Vermaaten pointed to ways in which the proposal aligns with the state priorities for higher education as indicated by Executive Order #9. Dr. Caraballo answered questions from members regarding online education and course design. Ms. Haddad suggested that Council might benefit from a demonstration of the ways students access the classes online. Staff agreed to look into the possibility of doing this at a later date.

Undergraduate and Graduate Student Financial Aid

Mr. Andes discussed last year's recommendation to fund 70% of the partnership model phased-in over a four-year period. The program received no increase in the 2010 session. Mr. Andes indicated that the Free Application for Federal Student Aid **(**FAFSA) applications have increased by 22% and the numbers documented may be understated. Two options were provided for Council's consideration. In answer to a question raised by one of the members, Mr. Andes agreed to provide financial aid information by income groups in order to determine patterns during the current recession and pre-recession.

Mr. Andes also presented two options on graduate financial aid for the Council's consideration, but indicated that graduate aid does not lend itself to a model like undergraduate financial aid.

There was some discussion about how to sort and present all of the budget data for the October meeting and members requested that all recommendations be placed on one chart in order to view the overall budget before making recommendations. Ms. Webb also indicated the importance of stating the needs in such a way to make them easily understood by legislators.

Update on Full-Time/Part-Time Faculty Ratios in Base Adequacy With Regard to Virginia's Community Colleges

Dr. DeFilippo provided background of the issue. He indicated that there have been a wide range of discussions and staff would like the Council's input on how to proceed. Dr. DeFilippo indicated that while this is not a current emergency, a trend is emerging. Because Messrs. Dyke and Clement are most interested in this topic and neither was present, staff was asked to bring options to the October meeting. Staff was also asked to provide feedback from discussions with staff from the money committees to get their perspective on the issue.

The chair called for a brief break at 11:05 a.m. the meeting resumed at 11:20 a.m.

ACTION ITEMS

Action on the 2010-12 Systemic Items in SCHEV's Budget

Tuition Assistance Grant (TAG)

Mr. Andes reviewed the history of the TAG award funding. On motion by Mr. Lutz and seconded by Ms. DiGennaro the following resolution was unanimously approved by the Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia affirms its commitment to increase the undergraduate and graduate maximum

annual award for the Tuition Assistance Grant (TAG) program to $3,500 and ultimately $3,700 as originally recommended for the 2008-10 biennium, but also recognizes the Commonwealth's current financial constraints and therefore strongly recommends that funding be increased by $5.8 million for FY12 in order to restore funding levels and attain an undergraduate and graduate maximum annual award of $2,700.

Action on Programs at Public Institutions

Dr. DeFilippo provided information about the program at George Mason University (GMU) and indicated that it would be funded primarily through reallocations within the Department of Global and Community Health. GMU reps were asked to introduce themselves and they were thanked for attending. On motion by Mr. Minor and seconded by Mr. Bland the following resolution was unanimously approved by the Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Doctor of Philosophy (Ph.D.) degree in Rehabilitation Science (CIP: 26.0906), effective fall 2011.

Action on Revised Military Reinstatement Guidelines

Ms. Nelson provided background about the guidelines and answered questions by members. Dr. DeFilippo said SCHEV's duty is to create guidelines that institutions follow to develop their own policies, which will be more detailed than what is presented. An additional clause was added to the Guidelines presented in the agenda book and a copy was distributed to members. The revised guidelines included adding the following:

G. Textbooks. Institutions are encouraged to adopt generous return and refund policies for textbooks purchased by students who are forced to withdraw from a class due to service in the uniformed services.

On motion by Ms. Webb and seconded by Mr. Minor the following resolution was unanimously approved by the Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia (SCHEV) approves the revised Virginia Tuition Relief, Refund and Reinstatement Guidelines. The revised Guidelines shall become effective immediately and the policies of public institutions of higher education shall reflect conformity with the Guidelines no later than the beginning of the 2011-12 academic year. Each institution shall submit a copy of its policy or policies to SCHEV upon approval by its Board of Visitors.

Action on Council Meeting Schedule for Calendar Year 2011

Dr. Fogarty explained that this item was discussed at the July Executive Committee meeting and indicated that staff confirmed the March 2011 date with the University

of Virginia as well as the May 2011 date with the Council of Independent Colleges in Virginia. Ms. Magill suggested that the Council consider a community college location and perhaps involve all community college presidents in the September 2011 meeting. This will be decided at a later date. On motion by Mr. Lutz and seconded by Dr. Elrod the following resolution was unanimously approved by the Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia approve the following meeting schedule for calendar year 2011 and distribute the information to all Council members:

Briefings on Monday afternoon - meetings on Tuesday

- **January 10-11 – SCHEV Offices (Richmond)**
- **March 21-22 – travel to public institution (University of Virginia)**
- **May 16-17 – travel to private institution (TBD)**
- **June 20 – joint meeting with college and university presidents – (TBD)**
- **July 18-19 – SCHEV Offices (Richmond)**
- **September 19-20 – travel to public institution (TBD)**
- **October 24-25 – SCHEV Offices (Richmond)**

CONSENT AGENDA

Action on Private and Out-of-State Post-secondary Education (POPE) Institutions

Dr. DeFilippo was asked to provide a brief background on the resolutions. The following items were unanimously approved by consent:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Dental Discovery School to operate a postsecondary institution in the Commonwealth of Virginia, effective September 21, 2010.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Standard Healthcare Services School of Nursing to operate a postsecondary institution in the Commonwealth of Virginia, effective September 21, 2010.

Action on Programs at Public Institutions

Dr. DeFilippo provided brief background information on the programs. The representatives from ODU and GMU were asked to introduce themselves. The following items were unanimously approved by consent:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Science (M.S.) degree program in Peace Operations (CIP: 30.2801), effective spring 2011.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Old Dominion University to initiate a Master of Arts (M.A.) degree program in Lifespan and Digital Communication (CIP: 09.0199), effective fall 2011.

ITEMS DELEGATED TO STAFF

The following items were reviewed and/or approved by staff as delegated by the Council. Dr. DeFilippo reminded members that Council delegated to staff to approve Associate of Applied degrees. As required, this information is included as part of these minutes:

- Program Actions:
  - George Mason University
  - James Madison University
  - Norfolk State University
  - Central Virginia Community College
  - Germanna Community College
- Discontinuation of Program:
  - Radford University
- Organizational Changes / Off-campus Instructional Sites:
  - Longwood University

NEW BUSINESS

Ms. Magill indicated that she would like to reinstitute a formal Academic Affairs Committee in place of having the Academic Affairs leads. The committee meetings would take place either prior to the briefing sessions or prior to the regular Council meetings. A brief tutorial on the process for approval of programs and how they are reviewed by the staff and committee members is planned for the first meeting. There will also be a review of the number of programs approved and denied in order to demonstrate an analysis of program viability. It is anticipated that the committee will begin meeting in October. Ms. Magill indicated that Dr. Elrod and Ms. Haddad would remain members and asked other members to inform her if interested in serving on the Academic Affairs Committee. Ms. Magill indicated that unless she receives requests for changes from any of the members, the remaining "leads" and committees would remain the same as listed on the sheet that was distributed.

OTHER BUSINESS

Mr. Minor complimented staff for their support and commended Ms. Nelson for sending the weekly Higher Ed News articles to the members, which he finds most useful.

ADJOURNMENT

The meeting was adjourned at 12:00 p.m.

_____
Gilbert T. Bland
Secretary

_____
Lee Ann Rung
Manager for Council and Executive Affairs

Items Delegated to Director/Staff

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Program Approval and Changes," the following items were approved as delegated to staff:

Program Actions

Institution	Degree/Program/CIP	Effective Date
George Mason University	Change the CIP Code of the Master of Science degree program in Geoinformatics and Geospatial Intelligence from 45.0799 to 45.0702.	Fall 2010
George Mason University	Change the CIP Code of the Master of Science degree program in Software Systems Engineering from 14.2799 to 14.0903.	Fall 2010
George Mason University	Change the CIP Code of the Doctor of Philosophy degree program in Statistical Science from 27.0599 to 27.0502.	Fall 2010
George Mason University	Change the CIP Code of the Master of Science degree program in Technology Management from 52.0299 to 52.0211.	Fall 2010
George Mason University	Change the CIP Code of the Doctor of Philosophy, Master of Science, and Bachelor of Science degree programs in Civil and Infrastructure Engineering from 14.0899 to 14.0801.	Fall 2010
George Mason University	Change the CIP Code of the Master of Science degree program in Bioinformatics Management from 26.1199 to 26.1103.	Fall 2010
James Madison University	Spin-off Program Approved: Doctor of Philosophy in Counseling and Supervision (42.2899) from the existing Doctor of Psychology in Combined-Integrated Psychology School and Counseling (13.9999/42.0101).	Fall 2010
Norfolk State University	Change the title of the Bachelor of Science in Exercise Science/Physical Education (31.0505) to Exercise Science/Health and Physical Education (31.0505).	Fall 2010

Norfolk State University	Change the title of the Master of Arts in Severe Disabilities (13.1007) to Special Education (13.1007).	Fall 2010
Central Virginia Community College	New Program Approved: Associate of Applied Science in Culinary Arts and Management (CIP Code: 12.0500).	Fall 2010
Germanna Community College	New Program Approved: Associate of Applied Science in Early Childhood Development (CIP Code: 19.0709).	Fall 2010

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Program Approval and Changes," the following items were reported:

Program Actions

Institution	Degree/Program/CIP	Effective Date
Radford University	Discontinue the Bachelor of Science degree program in Medical Technology (51.1005). [Program Approved: May 6, 1975]	May 2012

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Internal and Off-Campus Organizational Changes," the following items were approved as delegated to staff:

Organizational Changes / Off-campus Instructional Sites

Institution	Change / Site	Effective Date
Longwood University	The Office of Graduate and Extended Studies has been reorganized to create the College of Graduate and Professional Studies. The Center of Faculty Enhancement, the On-line Training Institute, and the Office of Research Initiative will be located in the College.	August 1, 2010

State Council of Higher Education for Virginia
Agenda Item

Item: #5.a.1. – Action on 2010-12 Systemwide Operating Budget Amendment Items: Base Adequacy

Date of Meeting: October 26, 2010

Presenter: Dan Hix, Finance Policy Director
DanHix@schev.edu

Most Recent Review/Action:

☐ No previous Council review/action
☒ Previous review/action

Date: September 21, 2010
Review: Staff presented preliminary calculations for the operating budget items for discussion purposes.

Background Information/Summary of Major Elements:

- Item 1H, Chapter 1, 1998 Acts of Assembly, established the Joint Subcommittee on Higher Education Funding Policies to develop funding guidelines. The Joint Subcommittee adopted higher education funding guidelines for Virginia public institutions in December 2000. The funding guidelines for operation and maintenance of plant were developed and added to the higher education funding guidelines in 2001.

- In addition, the Joint Subcommittee on Higher Education Funding Policies adopted a fund share policy of 67/33 between general fund support and tuition revenue for in-state students in base funding estimates derived by the funding guidelines in 2004.

- The staff of the Joint Subcommittee on Higher Education Funding Policy estimated that there was a funding shortfall of over $400 million in base operations across the public institutions in FY04.

- Between 2004 and 2008, the General Assembly appropriated $499 million in additional general fund and $680 million in additional nongeneral funds for higher education base operations. The additional general fund appropriations represented a serious commitment to higher education and a significant step in addressing the identified funding deficiency in higher education base operations.

- Due to a nationwide economic recession that began in fall 2008, Virginia state tax revenue collections began to shrink. Total tax revenues declined for two consecutive years (FY2009 and FY2010) for the first time in 50 years. As a result, the Governor and General Assembly had to reduce general fund appropriations to all state agencies in consecutive years from FY2009 to FY2011. Total general fund support to higher education institutions will be reduced by $400 million, or 27% over the original FY2010 funding level by FY2012.

- In 2007, the General Assembly directed SCHEV to review and make a report of the funding guideline methodologies and processes related to base adequacy. The Council approved the staff report and adopted the funding methodology that would use actual enrollment rather than projected enrollment in the guideline calculation. The Council also approved that the base adequacy calculation shall be run with complete updated data biennially prior to the even year legislative session, only adjusting for the latest actual enrollments in the odd year legislative session.

- In October 2008, Council approved a resolution directing staff to begin preparing a financial plan that would address the growing imbalance in the higher education cost-sharing policy between the Commonwealth and our in-state students and their parents. While the state of the economy and Virginia's budget shortfall precluded the introduction of a new funding plan in the fall of 2009, staff presents a briefing document http://www.schev.edu/Reportstats/ErosionHigherEducationFunding.pdf?from= for the Council's consideration on the erosion of public higher education funding in Virginia between 1992 and 2010 as a preliminary step towards the development of a long-term financial plan. The comparative data included in the appendices of the document presented last fall have been updated and are provided here as an "Erosion Update."

- Staff made a preliminary funding need calculation by using 2008-09 actual enrollment as a proxy and briefed the Council at the September meeting.

- Using on the 2009-10 actual enrollment, at the system level, higher education is currently funded at 89% of guidelines. A total of $450 million ($245.6 million from the general fund) is necessary to reach the full funding under the guidelines.

- The following options are provided for Council consideration based on the Council suggestion regarding the VCCS full-time faculty ratio issue at the September meeting:

  - Option 1 – Using VCCS FY2011 operating plan

    The budgeted full-time faculty ratio is at 41.3% in the VCCS FY2011 operating plan. This is in line with the ratio of actual filled full-time faculty positions at VCCS in the past years. Under this option, VCCS will require additional $24,548,579 over the calculation using the full-time faculty ratio submitted to the Department of Planning and Budget last year, 37.1%.

- Option 2 – Using the latest 3-year average of actual filled faculty ratios

  The latest 3-year average (FY2008-FY2010) of actual filled faculty FTE ratios is 43.9%. Under this option, VCCS will require additional $14,897,160 over the calculation using the full-time faculty ratio at 41.3%

Materials Provided:
- Erosion Update
- Table of estimated 2009-10 Base Adequacy funding guideline calculations

Financial Impact: see summary table.

Timetable for Further Review/Action: None

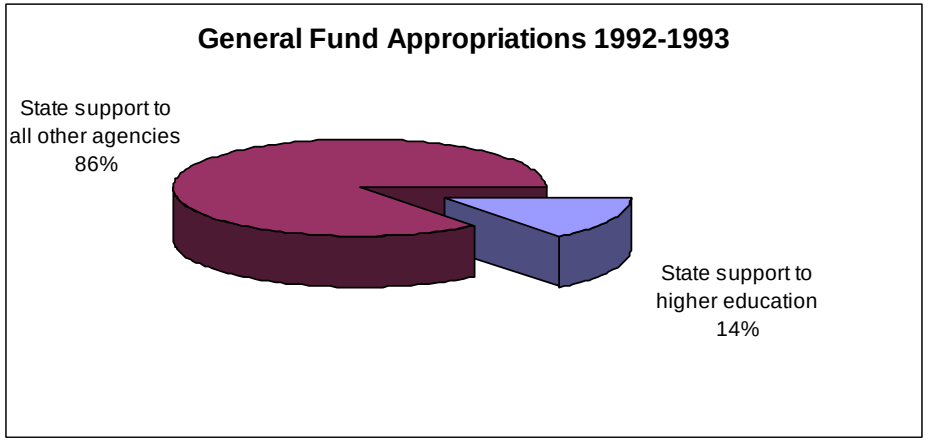
Recommendation:

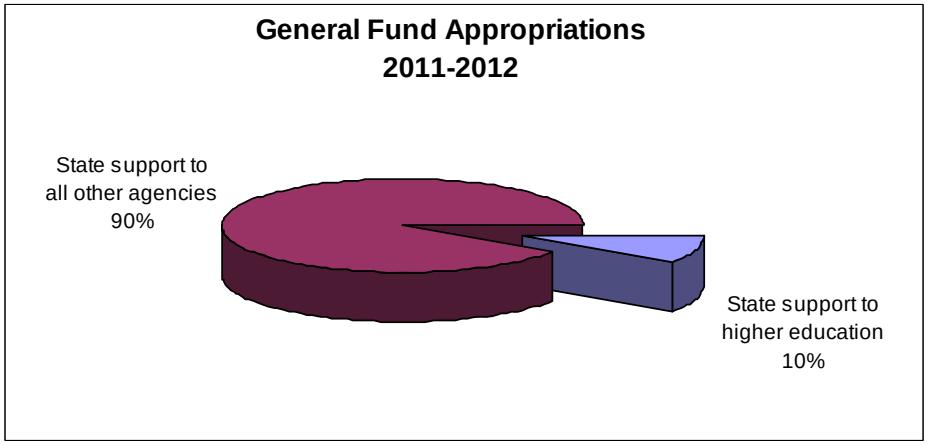
Staff recommends an additional appropriation of $245,649,225 from the general fund and $204,346,826 from nongeneral funds for a total of $449,996,051 in FY 2012 in order to reach FY 2010 full base funding.

Resolution:

A special addendum resolution will be offered at the October 26 Council meeting.

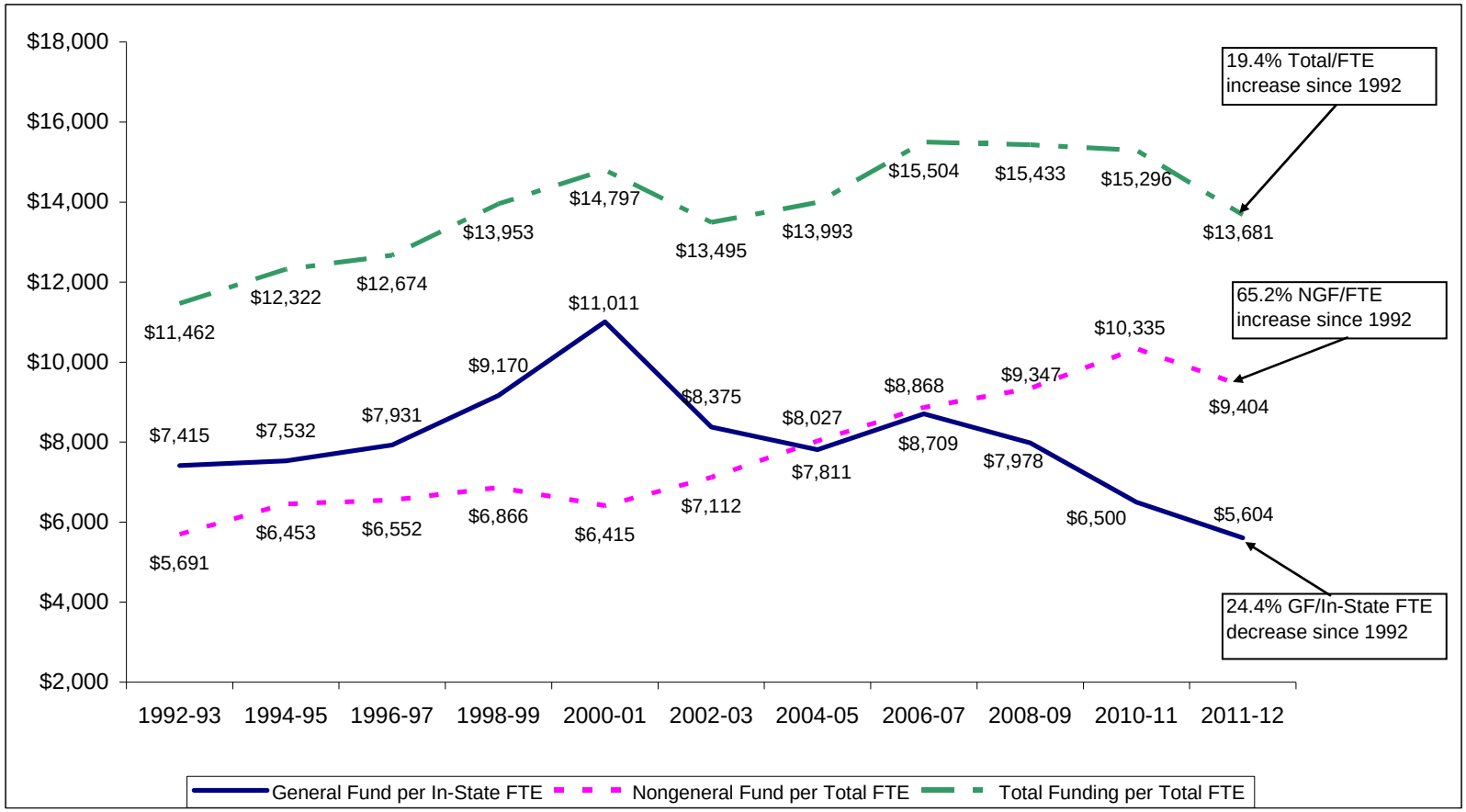
Erosion Update*





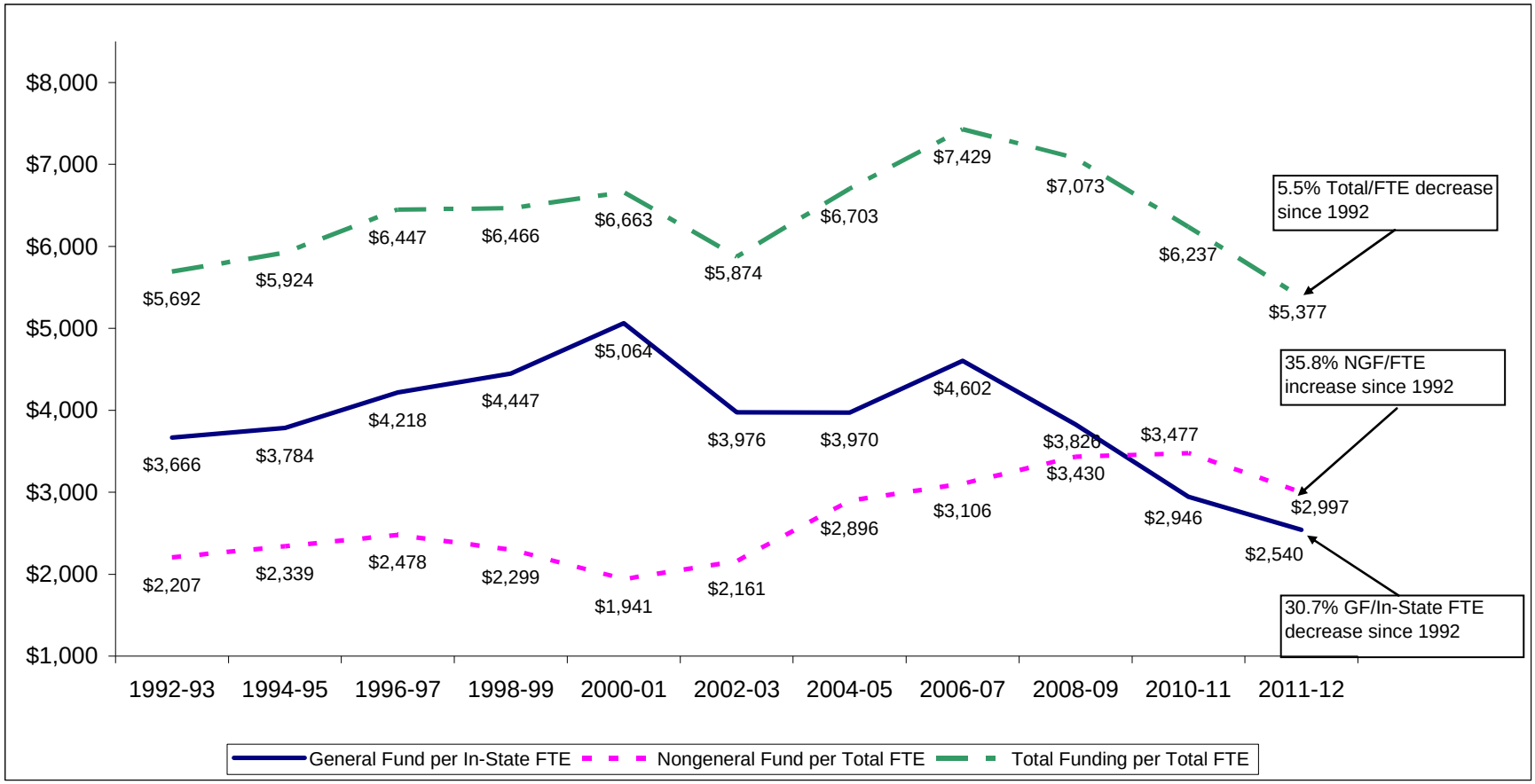
*The appendices to the 2009 staff report, "The Erosion of State Funding for Virginia's Public Higher Education Institutions," have been updated to reflect the latest available data.

Average Funding per FTE Student at Four-Year Institutions
(in 2011-12 constant dollars)



Notes:
(1) Total Funding per Total FTE is not the sum of General Fund per In-State FTE and Nongeneral Fund per Total FTE.
(2) FY10-FY12 are based on projected enrollments. All other years are based on actual enrollments.
(3) FY10 and FY11 Nongeneral Fund per Total FTE include funding from the American Recovery and Reinvestment Act of 2009.

Average Funding per FTE Student at Virginia Community Colleges
(in 2011-12 constant dollars)



Notes:
(1) Total Funding per Total FTE is not the sum of General Fund per In-State FTE and Nongeneral Fund per Total FTE.
(2) FY10-FY12 are based on projected enrollments. All other years are based on actual enrollments.
(3) FY10 and FY11 Nongeneral Fund per Total FTE include funding from the American Recovery and Reinvestment Act of 2009.

FY2009 Public Higher Education Support per Student[1]

State	State and Local Approp. Per FTE	Ranking
Alaska	$15,362	1
Hawaii	$13,739	2
Wyoming	$13,706	3
Connecticut	$10,294	4
New York	$8,923	5
Idaho	$8,611	6
Nevada	$8,451	7
New Mexico	$8,337	8
Georgia	$8,265	9
North Carolina	$8,260	10
Maryland	$8,030	11
Illinois	$7,937	12
Arizona	$7,684	13
Louisiana	$7,596	14
New Jersey	$7,546	15
Nebraska	$7,486	16
Tennessee	$7,317	17
Oklahoma	$7,240	18
Kentucky	$7,134	19
Delaware	$7,104	20
California	$7,043	21
Texas	$7,001	22
Maine	$6,883	23
Wisconsin	$6,810	24
Washington	$6,787	25
Massachusetts	$6,740	26
Iowa	$6,530	27
Utah	$6,504	28
Minnesota	$6,502	29
Arkansas	$6,474	30
Florida	$6,340	31
Missouri	$6,288	32
Kansas	$6,156	33
Mississippi	$5,963	34
Michigan	$5,908	35
Alabama	$5,768	36
Pennsylvania	$5,722	37
Virginia	$5,666	38
North Dakota	$5,480	39
Indiana	$5,439	40
Ohio	$5,210	41
South Carolina	$5,209	42
Rhode Island	$5,192	43
Oregon	$5,172	44
West Virginia	$5,120	45
Montana	$5,087	46
Colorado	$4,687	47
South Dakota	$3,924	48
New Hampshire	$3,505	49
Vermont	$2,962	50
US	$6,904	

State	Tuition and Fee Revenue Per FTE	Ranking
Vermont	$13,422	1
Delaware	$11,715	2
Rhode Island	$9,589	3
New Hampshire	$8,530	4
Michigan	$8,473	5
Pennsylvania	$8,401	6
Maine	$7,636	7
New Jersey	$7,278	8
Connecticut	$7,001	9
Maryland	$6,484	10
North Dakota	$6,340	11
Iowa	$6,238	12
Indiana	$6,156	13
Colorado	$6,085	14
Ohio	$5,657	15
Virginia	$5,631	16
Massachusetts	$5,451	17
Minnesota	$5,363	18
South Dakota	$5,278	19
South Carolina	$5,200	20
Alaska	$5,161	21
West Virginia	$5,088	22
Arizona	$5,022	23
Montana	$4,998	24
Alabama	$4,927	25
Kentucky	$4,669	26
Oregon	$4,562	27
Kansas	$4,498	28
Missouri	$4,328	29
Hawaii	$4,226	30
Nebraska	$4,056	31
Wisconsin	$4,026	32
New York	$3,853	33
Oklahoma	$3,836	34
Arkansas	$3,767	35
Tennessee	$3,704	36
Illinois	$3,593	37
Texas	$3,562	38
Utah	$3,458	39
Mississippi	$3,323	40
Idaho	$2,422	41
Nevada	$2,414	42
Washington	$2,381	43
Louisiana	$2,370	44
North Carolina	$2,237	45
Florida	$2,229	46
Georgia	$1,955	47
Wyoming	$1,842	48
New Mexico	$1,822	49
California	$1,560	50
US	$4,106	

State	Total Revenue per FTE	Ranking
Alaska	$20,523	1
Delaware	$18,819	2
Hawaii	$17,964	3
Connecticut	$17,295	4
Vermont	$16,384	5
Wyoming	$15,548	6
New Jersey	$14,824	7
Rhode Island	$14,781	8
Maine	$14,519	9
Maryland	$14,514	10
Michigan	$14,380	11
Pennsylvania	$14,124	12
New York	$12,776	13
Iowa	$12,768	14
Arizona	$12,706	15
Massachusetts	$12,191	16
New Hampshire	$12,035	17
Minnesota	$11,866	18
North Dakota	$11,820	19
Kentucky	$11,803	20
Indiana	$11,595	21
Nebraska	$11,541	22
Illinois	$11,530	23
Virginia	$11,297	24
Oklahoma	$11,076	25
Idaho	$11,033	26
Tennessee	$11,022	27
Ohio	$10,867	28
Nevada	$10,865	29
Wisconsin	$10,836	30
Colorado	$10,772	31
Alabama	$10,694	32
Kansas	$10,654	33
Missouri	$10,617	34
Texas	$10,563	35
North Carolina	$10,498	36
South Carolina	$10,409	37
Arkansas	$10,241	38
Georgia	$10,220	39
West Virginia	$10,208	40
New Mexico	$10,159	41
Montana	$10,086	42
Louisiana	$9,966	43
Utah	$9,962	44
Oregon	$9,734	45
Mississippi	$9,286	46
South Dakota	$9,202	47
Washington	$9,168	48
California	$8,602	49
Florida	$8,568	50
US	$11,010	

Notes:

(1) Data include tax appropriations, state funded endowment earnings, and financial aid but exclude enrollment and revenue related to agricultural, medial and research funding.

Source: State Higher Education Executive Officers (SHEEO) SHEF 2009 Report (data revised in July 2010).

FY2009 Public Higher Education Support per Student in Competitive States[1]

State	State and Local Approp. Per FTE	Ranking
New York	$8,923	1
North Carolina	$8,260	2
Maryland	$8,030	3
New Jersey	$7,546	4
Delaware	$7,104	5
Pennsylvania	$5,722	6
Virginia	$5,666	7
US Average	$6,904	

State	Tuition and Fee Revenue Per FTE	Ranking
Delaware	$11,715	1
Pennsylvania	$8,401	2
New Jersey	$7,278	3
Maryland	$6,484	4
Virginia	$5,631	5
New York	$3,853	6
North Carolina	$2,237	7
US Average	$4,106	

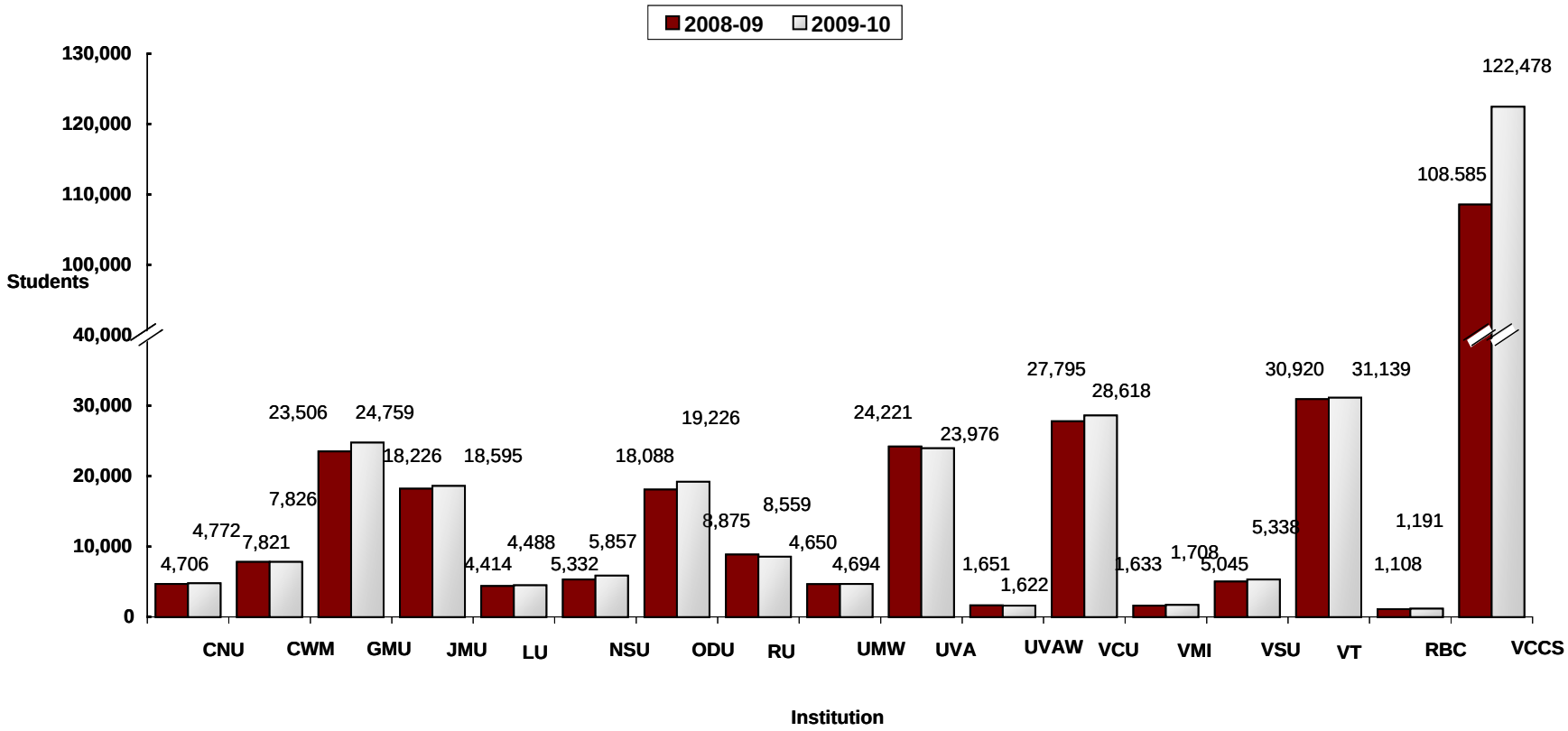
State	Total Revenue per FTE	Ranking
Delaware	$18,819	1
New Jersey	$14,824	2
Maryland	$14,514	3
Pennsylvania	$14,124	4
New York	$12,776	5
Virginia	$11,297	6
North Carolina	$10,498	7
US Average	$11,010	

Notes:

(1) Data include tax appropriations, state funded endowment earnings, and financial aid but exclude enrollment and revenue related to agricultural, medial and research funding.

Source: State Higher Education Executive Officers (SHEEO) SHEF 2009 Report (data revised in July 2010).

Annual Student FTE Enrollment



	CNU	CWM	GMU	JMU	LU	NSU	ODU	RU	UMW	UVA	UVAW	VCU	VMI	VSU	VT	RBC	VCCS	Total
% Change	1.4%	0.1%	5.3%	2.0%	1.7%	9.8%	6.3%	-3.6%	0.9%	-1.0%	-1.8%	3.0%	4.6%	5.8%	0.7%	7.5%	12.8%	6.2%

Estimated 2009-10 Base Adequacy Funding

Institution	Calculated Need[1,2]	Available Resources[3,4,5]	% Funding to Guideline	Funding Shortfall	GF Share	Incremental Funding GF	Incremental Funding NGF	Incremental Funding Total
Christopher Newport University	60,509,583	52,005,381	86%	(8,504,202)	60%	5,119,530	3,384,672	8,504,202
College of William and Mary	136,034,267	136,223,755	100%	0	40%	0	0	0
George Mason University	382,402,902	358,952,264	94%	(23,450,638)	52%	12,194,332	11,256,306	23,450,638
James Madison University	231,580,236	214,401,048	93%	(17,179,188)	47%	7,988,322	9,190,865	17,179,188
Longwood University	58,722,091	49,356,895	84%	(9,365,196)	62%	5,797,056	3,568,140	9,365,196
University of Mary Washington	62,370,072	55,182,666	88%	(7,187,405)	54%	3,909,948	3,277,457	7,187,405
Norfolk State University	70,763,468	61,371,361	87%	(9,392,107)	55%	5,137,483	4,254,625	9,392,107
Old Dominion University	267,152,318	201,246,981	75%	(65,905,337)	56%	36,841,083	29,064,254	65,905,337
Radford University	101,219,632	88,209,624	87%	(13,010,008)	61%	7,988,145	5,021,863	13,010,008
University of Virginia	479,393,232	490,042,931	102%	0	36%	0	0	0
University of Virginia at Wise	20,389,022	17,610,728	86%	(2,778,294)	64%	1,769,773	1,008,521	2,778,294
Virginia Commonwealth University	512,082,392	440,052,731	86%	(72,029,660)	51%	36,447,008	35,582,652	72,029,660
Virginia Military Institute	26,001,157	29,355,046	113%	0	40%	0	0	0
Virginia State University	62,051,888	56,609,837	91%	(5,442,051)	45%	2,465,249	2,976,802	5,442,051
Virginia Tech	555,124,834	483,844,651	87%	(71,280,183)	42%	29,652,556	41,627,627	71,280,183
Richard Bland College	10,093,762	9,053,458	90%	(1,040,305)	66%	689,722	350,583	1,040,305
Virginia Community College Sys[6,7]	910,877,771	771,544,974	85%	(139,332,797)	61%	85,550,337	53,782,459	139,332,797
Total, All Institutions	3,946,768,627	3,515,064,331	89%	(445,897,372)	51%	241,550,546	204,346,826	445,897,372
Eastern Virginia Medical School	13,579,618	9,480,939	70%	(4,098,679)	100%	4,098,679	0	4,098,679
Grand Total	3,960,348,245	3,524,545,270		(449,996,051)		245,649,225	204,346,826	449,996,051

Notes:

(1) Based on actual FY10 student FTE and FY08-FY10 3-year average discipline credit hours.

(2) The cost including blended salary is based on the 2010 activity-based budget (ABB).

(3) Available resources are FY12 GF from Chapter 874 and FY11 NGF from SCHEV NGF survey.

(4) Excludes funding for OCR at NSU and VSU, VCU Qatar campus and VCCS central office.

(5) Including NGF adjustments to reflect the required funding for programs 101-40, 102 and 103.

(6) VCCS funding need is derived based on the full-time faculty ratio of 41.3% in the FY11 operating plan. This represents a total increase in the incremental funding need of $24,548,579 over the calculation using the full-time faculty ratio at 37.1%.

(7) If using 3-year average of actual full-time faculty ratios at 43.9%, VCCS total incremental funding need will increase by $14,897,160 over the calculation using the full-time faculty ratio at 41.3%.

State Council of Higher Education for Virginia
Agenda Item

Item: #5.a.2. – Action on 2010-12 Systemwide Operating Budget Amendment Items: Faculty Salaries

Date of Meeting: October 26, 2010

Presenter: Dan Hix, Finance Policy Director
DanHix@schev.edu

Most Recent Review/Action:

☐ No previous Council review/action
☒ Previous review/action

Date: September 21, 2010
Review: Staff presented preliminary calculations for the operating budget items for discussion purposes.

Background Information/Summary of Major Elements:

- Since the mid 1980s, the Governor and General Assembly have been committed to ensuring that the average salary for teaching and research (T&R) faculty at Virginia public institutions is at the 60th percentile of their national peers. Most of the institutions met or exceeded the 60th percentile of their peers by the 1998-2000 biennium.

- Between FY01 and FY04, impacted by the budget impasse in FY02 and the economic recession in subsequent years, the General Assembly was not able to provide the additional funding to keep up with the national faculty salary increases. As a result, Virginia T&R faculty salaries once again fell short of the stated goal. In FY04, T&R faculty salaries at Virginia four-year institutions ranked, on average, at the 38th percentile of their peers, with rankings ranging between the 24th and 52nd percentile. The average for the VCCS ranked 39th while RBC ranked 66th.

- Between 2004 and 2008, the General Assembly provided additional funding for faculty salaries with an annual increase rate between 4% and 5%. In comparison, nationally the average faculty salary at public institutions increased by less than 4% annually. As a result, Virginia T&R faculty salary ranking to peers increased. In FY08, the average T&R faculty salary at the four-year institution was at the 52nd percentile of their peers. The average for the VCCS was at the 46th percentile and RBC was at the 77th.

- Impacted by the nationwide economic downturn starting in fall 2008, Virginia state tax revenue collections were much weaker than expected. The Governor and General Assembly had to make budget cuts over the original 2008-10 biennial budget and withheld the planned salary increases for state employees including faculty in both FY2009 and FY2010.

- The 2010 General Assembly did not provide funding for salary increases for state employees, including faculty, in the 2010-12 biennium due to the weak economy. While state revenues will allow a 3% bonus for all state employees in December 2010, by FY2012 the state workforce will have endured 4 years without a base salary increase.

- Nationally, the American Association of University Professors (AAUP) reported the average faculty salary increased by 1.2% in FY2010, the lowest annual salary increase in the 50 years of AAUP faculty salary survey due to the national economic recession. In addition, AAUP reported that after inflation adjustments, the salaries of continuing faculty showed an actual decrease for the first time since the late 1970s.

- As Virginia faculty received no salary increases in both FY2009 and FY2010 while nationally the average faculty salary was increased, the ranking of Virginia T&R faculty salaries to peers continued to decrease. The gap to reach the 60th percentile of peers' salaries has widened. The average T&R faculty salary at our four-year institutions ranked at the 38th percentile in FY10, back to the FY04 level. The average for the VCCS ranked at the 40th percentile while RBC ranked at the 69th in FY2010.

- At the September meeting, SCHEV staff presented the following faculty salary budget amendment options under two scenarios for the Council's consideration in the 2010-12 biennium. All options are based on the assumption that peer faculty salaries will increase annually by 1% in 2010-12, 2% in 2012-14 and 3% in 2014-16.

    - Scenario 1 – Annual Salary Increase Evenly Spread Across the Period

        > Option 1 – Reach the 60th percentile goal by FY2012 as this was the targeted year set by the Council. This will require an average increase of 11.9% with increases ranging from 0% to 19.3% among institutions. This option would require additional funding of $80.8 million ($41.6 million in general fund) in FY2012.

        > Option 2 – Reach the 60th percentile goal by FY2014. This option will require an average annual increase of 4.6% with increases ranging from 0.2% to 7.5% among institutions. This option would require additional funding of $34.8 million ($17.8 million in general fund) in FY2012, and total additional funding of $171.2 million ($87.6 million in general fund) by FY14.

- Option 3 – Reach the 60th percentile goal by FY2016. This option will require an average annual increase of 4.0% with increases ranging from 1.3% to 5.7% among institutions. This option would require additional funding of $28.7 million ($14.6 million in general fund) in FY2012, and total additional funding of $261.0 million ($132.9 million in general fund) by FY16.

- Scenario 2 – 3% Increase in FY2012 and Annual Salary Increase Evenly Spread for the Remaining Period

  - A 3% salary increase in FY12 would require additional funding of $19.4 million ($9.8 million in general fund) in FY12.

  - Option 4 – Reach the 60th percentile goal by FY2014. In addition to the 3% requirement above, this option will require an average annual increase, for the remainder of the period, of 6.3% with increases ranging from 0% to 9.8% among institutions. This option would require total additional funding of $163.9 million ($83.8 million in general fund) by FY14.

  - Option 5 – Reach the 60th percentile goal by FY2016. In addition to the 3% requirement above, this option will require an average annual increase, for the remainder of the period, of 4.2% with increases ranging from 0.9% to 6.3% among institutions. This option would require total additional funding of $256.5 million ($130.6 million in general fund) by FY16.

Materials Provided:

Summary of additional faculty salary increases and funding need in order to reach the 60th percentile.

Financial Impact: See summary table.

Timetable for Further Review/Action: None

Recommendation: Staff recommends Option 5, an additional appropriation of $19,429,368 ($9,756,080 from the general fund) in the 2010-12 biennium in order to fund a 3% faculty salary increase in FY2012 and raise the average faculty salary to the 60th percentile goal by FY2016.

Resolution:

A special addendum resolution will be offered at the October 26 Council meeting.

Options for Average Virginia Teaching and Research Faculty Salary to Reach the 60th Percentile of Peers

Inst	FY11 Appro. Va Fac Sal	Scenario 1: Annual Salary Increase Evenly Spread Across the Period						Scenairo 2: 3% Increase in FY12 and Annual Salary Increase Evenly Spread for the Remaining Period			
		Option 1: Goal by FY12		Option 2: Goal by FY14		Option 3: Goal by FY16		Option 4: Goal by FY14		Option 5: Goal by FY16	
		One time to the Goal		Over Three Years		Over Five Years		Over Three Years		Over Five Years	
		Goal	Annual Incr	Goal	Annual Incr	Goal	Annual Incr	Goal	Annual Incr	Goal	Annual Incr
CNU	$69,066	$79,088	14.5%	$82,282	6.0%	$87,294	4.8%	$82,282	7.5%	$87,294	5.2%
CWM	$92,703	$102,486	10.6%	$106,626	4.8%	$113,120	4.1%	$106,626	5.7%	$113,120	4.3%
GMU	$80,531	$91,342	13.4%	$95,032	5.7%	$100,820	4.6%	$95,032	7.0%	$100,820	5.0%
JMU	$73,833	$82,318	11.5%	$85,643	5.1%	$90,859	4.2%	$85,643	6.1%	$90,859	4.5%
LU	$67,573	$71,526	5.8%	$74,415	3.3%	$78,947	3.2%	$74,415	3.4%	$78,947	3.2%
NSU	$64,948	$68,756	5.9%	$71,533	3.3%	$75,889	3.2%	$71,533	3.4%	$75,889	3.2%
ODU	$74,851	$85,500	14.2%	$88,954	5.9%	$94,371	4.7%	$88,954	7.4%	$94,371	5.2%
RU	$66,562	$79,149	18.9%	$82,345	7.4%	$87,361	5.6%	$82,345	9.6%	$87,361	6.2%
UMW	$72,728	$72,928	0.3%	$75,875	1.4%	$80,495	2.1%	$75,875	0.6%	$80,495	1.8%
UVA	$95,608	$105,690	10.5%	$109,960	4.8%	$116,657	4.1%	$109,960	5.7%	$116,657	4.3%
UVAW	$69,076	$66,733	n/a	$69,429	0.2%	$73,658	1.3%	$69,429	n/a	$73,658	0.9%
VCU	$82,720	$92,014	11.2%	$95,731	5.0%	$101,561	4.2%	$95,731	6.0%	$101,561	4.5%
VMI	$72,326	$85,587	18.3%	$89,045	7.2%	$94,468	5.5%	$89,045	9.3%	$94,468	6.1%
VSU	$63,857	$72,163	13.0%	$75,078	5.5%	$79,650	4.5%	$75,078	6.8%	$79,650	4.9%
VT	$89,215	$98,675	10.6%	$102,662	4.8%	$108,914	4.1%	$102,662	5.7%	$108,914	4.3%
RBC	$57,181	$55,955	n/a	$58,215	0.6%	$61,760	1.6%	$58,215	n/a	$61,760	1.2%
VCCS	$59,593	$71,113	19.3%	$73,986	7.5%	$78,492	5.7%	$73,986	9.8%	$78,492	6.3%
Average Incr			11.9%		4.6%		4.0%		6.3%		4.2%

Notes:
(1) 2009-10 peer salary comes from IPEDS SA 2009.
(2) Assumed peer salaries will increase annually by 1% in 2010-2012, 2% in 2012-14, and 3% in 2014-16.
(3) n/a means Virginia institution has reached the 60th percentile of its peer salaries.
(4) Average increase excludes institutions that are already at or above the goal.

Estimated Required Additional Funding for Teaching and Research Faculty Salary Increases to Reach the 60th Percentile[1,2,3]

Effective November 25, 2011

	Scenario 1: Annual Salary Increase Evenly Spread Across the Period									
	Option 1: One Time to Goal		Option 2: Three-Year to Goal				Option 3: Five-Year to Goal			
Institution	FY12 Total	FY12 GF Share	FY12 Total	FY12 GF Share	Total	Total GF Share	FY12 Total	FY12 GF Share	Total	Total GF Share
CWM	3,201,506	1,293,408	1,449,738	585,694	7,073,603	2,857,735	1,238,318	500,281	11,176,657	4,515,369
UVA	10,248,120	3,668,827	4,684,855	1,677,178	22,858,470	8,183,332	4,001,647	1,432,590	36,117,562	12,930,087
VT	11,098,107	4,616,812	5,025,558	2,090,632	24,520,838	10,200,669	4,292,664	1,785,748	38,744,188	16,117,582
VMI	852,950	338,621	335,587	133,228	1,669,348	662,731	256,351	101,771	2,372,610	941,926
VSU	1,409,683	638,586	596,404	270,171	2,926,479	1,325,695	487,967	221,049	4,435,972	2,009,495
NSU	685,697	375,076	383,525	209,788	1,848,714	1,011,247	371,903	203,431	3,302,864	1,806,666
LU	471,043	291,576	268,007	165,897	1,291,881	799,675	259,886	160,869	2,308,041	1,428,677
UMW	33,899	18,441	158,194	86,058	750,844	408,459	237,291	129,086	2,066,137	1,123,978
JMU	4,935,063	2,294,804	2,188,593	1,017,696	10,704,546	4,977,614	1,802,371	838,102	16,296,844	7,578,033
RU	3,156,408	1,938,035	1,235,842	758,807	6,157,460	3,780,680	935,232	574,232	8,671,409	5,324,245
ODU	4,844,325	2,707,978	2,012,783	1,125,146	9,908,351	5,538,768	1,603,403	896,303	14,628,506	8,177,335
VT-extension[4]	1,467,333	1,393,967	664,453	631,230	3,242,016	3,079,916	567,553	539,176	5,122,553	4,866,425
VSU-extension[4]	129,188	122,729	54,656	51,924	268,192	254,783	44,719	42,483	406,527	386,201
VCU[5]	8,879,466	4,559,573	3,964,047	2,035,523	19,372,756	9,947,838	3,329,800	1,709,840	30,107,691	15,460,187
RBC[6]	0	0	7,256	4,810	34,213	22,683	19,348	12,828	166,961	110,695
CNU	1,765,335	1,062,731	730,483	439,751	3,598,855	2,166,511	584,387	351,801	5,341,176	3,215,388
UVAW[6]	0	0	6,570	4,185	30,879	19,670	42,704	27,203	366,528	233,478
GMU	8,491,699	4,415,684	3,612,141	1,878,313	17,752,904	9,231,510	2,915,061	1,515,832	26,547,603	13,804,754
VCCS	18,796,238	11,540,890	7,304,238	4,484,802	36,421,809	22,362,991	5,551,221	3,408,449	51,562,956	31,659,655
VIMS[4]	351,768	334,180	159,291	151,327	777,219	738,358	136,061	129,258	1,228,045	1,166,643
Total Funding	80,817,828	41,611,918	34,842,222	17,802,160	171,209,377	87,570,864	28,677,888	14,580,332	260,970,831	132,856,822

	Scenario 2: 3% Salary Increase in FY12 and Annual Salary Increase Evenly Spread for the Remaining Period							
	Option 4: Three-Year to Goal				Option 5: Five-Year to Goal			
Institution	FY12 Total	FY12 GF Share	Total	Total GF Share	FY12 Total	FY12 GF Share	Total	Total GF Share
CWM	906,086	366,059	6,820,680	2,755,555	906,086	366,059	10,922,410	$4,412,654
UVA	2,928,034	1,048,236	22,041,147	7,890,730	2,928,034	1,048,236	35,295,960	$12,635,954
VT	3,140,974	1,306,645	23,644,075	9,835,935	3,140,974	1,306,645	37,862,836	$15,750,940
VMI	139,828	55,512	1,570,389	623,444	139,828	55,512	2,330,782	$925,320
VSU	325,311	147,366	2,813,857	1,274,677	325,311	147,366	4,414,366	$1,999,708
NSU	348,659	190,717	1,815,906	993,301	348,659	190,717	3,254,881	$1,780,420
LU	243,643	150,815	1,268,955	785,483	243,643	150,815	2,274,511	$1,407,922
UMW	338,987	184,409	824,992	448,796	338,987	184,409	2,028,118	$1,103,296
JMU	1,287,408	598,645	10,215,198	4,750,067	1,287,408	598,645	16,166,000	$7,517,190
RU	501,017	307,625	5,783,488	3,551,062	501,017	307,625	8,482,924	$5,208,515
ODU	1,023,449	572,108	9,482,554	5,300,747	1,023,449	572,108	14,671,982	$8,201,638
VT-extension[4]	415,283	394,519	3,126,095	2,969,791	415,283	394,519	5,006,025	$4,755,724
VSU-extension[4]	29,813	28,322	257,871	244,978	29,813	28,322	404,547	$384,320
VCU[5]	2,378,428	1,221,314	18,629,826	9,566,346	2,378,428	1,221,314	29,865,962	$15,336,060
RBC[6]	36,278	24,052	66,975	44,404	36,278	24,052	166,243	$110,219
CNU	365,242	219,875	3,421,630	2,059,821	365,242	219,875	5,236,039	$3,152,096
UVAW[6]	98,549	62,776	181,936	115,893	98,549	62,776	383,395	$244,223
GMU	1,901,127	988,586	16,833,799	8,753,576	1,901,127	988,586	26,281,955	$13,666,616
VCCS	2,921,695	1,793,921	34,336,491	21,082,606	2,921,695	1,793,921	50,237,140	$30,845,604
VIMS[4]	99,557	94,579	749,428	711,957	99,557	94,579	1,200,110	$1,140,104
Total Funding	19,429,368	9,756,080	163,885,292	83,759,169	19,429,368	9,756,080	256,486,189	130,578,524

Notes:

(1) Based on IPEDS SA 2009-10 data to calculate required annual salary increase rate to reach the goal.

(2) Assuming peer salary increases by 1% in 2010-12, 2% in 2012-14 and 3% in 2014-16.

(3) Faculty base salary is from the FY11 operating plan.

(4) Fund amounts are derived based on the FY10 base adequacy fund share.

(5) These agencies do not have their own national peers. Their salary increases follow the parent agencies of VT for VT-extension, VSU-VSU extension and CWM for VIMS.

(6) Includes funding for family practice program.

(7) No additional funding is needed in Option 1 because the appropriated faculty salary is at or above the 60th percentile goal of peers.

State Council of Higher Education for Virginia
Agenda Item

Item: #5.a.3. - Action on 2010-12 Systemwide Operating Budget Amendment Items: Operation and Maintenance of New Facilities Coming Online

Date of Meeting: October 26, 2010

Presenter: Dan Hix, Finance Policy Director
DanHix@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
Date: September 21, 2010
Review: Staff presented preliminary calculations for the operating budget items for discussion purposes.

Background Information/Summary of Major Elements:

SCHEV has traditionally included incremental resources needed by the institutions to operate new facilities in its biennial budget recommendations. As new E&G and Research facilities come online, incremental resources are needed to provide general maintenance, housekeeping, supervision, grounds maintenance, preventive maintenance, utilities and service contracts expenses.

Institutional requests being considered under this item total $33.9 million GF and $46.2 million NGF for the biennium. In all likelihood, amounts equal to or greater than this will be requested in subsequent years. Requests for operating funds for those projects not included in this request will be included in the 2012-14 and 2014-16 biennial recommendations.

In a January 2008 presentation to the Senate Finance Committee, Education Sub-Committee, Dan Hix outlined the importance of a separate recommendation for O&M costs associated with new space coming online; however, institutions received no such allocation for new space coming on-line in the 2008, 2009, or 2010 sessions.

Materials Provided:

- Results of the August 2010 SCHEV Survey of Operation and Maintenance Costs for New E&G and Research Facilities Coming On-Line in FY 2011 and FY 2012.

- PowerPoint presentation to the Senate Finance Committee, Education Sub-Committee, on Funding for Operation and Maintenance of Physical Plant.

Financial Impact: Please see attached spreadsheet.

Timetable for Further Review/Action: None.

Recommendation:

Staff recommends an additional appropriation of $33,882,123 million from the general fund and $46,199,479 million from nongeneral funds for a total of $80,081,602 for the operation and maintenance of new facilities coming online in the 2010-12 biennium.

Resolution:

A special addendum resolution will be offered at the October 26 Council meeting.

SCHEV Survey of Operation and Maintenance Costs for New E&G and Research Facilities Coming On-Line in FY 2011 and FY 2012

Institution	Building Name	Building E&G Percent	Building Research Percent	FY 11 Months	FY 12 Months	GF Share	SCHEV GF Recommendation FY2011	SCHEV NGF Recommendation FY2011	SCHEV GF Recommendation FY2012	SCHEV NGF Recommendation FY2012
CNU	McMurran Hall	100%	0%	12	12	0.60	$345,187	$228,213	$345,187	$228,213
CNU	Integrated Science Center	100%	0%	0	12	0.60	$0	$0	$367,340	$242,860
Total							**$345,187**	**$228,213**	**$712,527**	**$471,073**
CWM	Small Hall Addition/Renovation	100%	0%	5	12	0.40	$46,719	$68,921	$111,989	$165,211
CWM	Main Power Plant Addition	46%	0%	10	12	0.40	$30,978	$134,992	$38,290	$166,858
CWM	New School of Education	100%	0%	12	12	0.40	$585,062	$863,111	$602,606	$888,994
CWM	Career Center	100%	0%	8	12	0.40	$47,527	$70,113	$73,427	$108,323
CWM	Chilled Water Distribution System	48%	52%	0	12	0.40	$0	$0	$10,954	$25,687
CWM	1314 Mt Vernon	100%	0%	12	12	0.40	$9,433	$13,917	$9,716	$14,334
Total							**$719,718**	**$1,151,055**	**$846,983**	**$1,369,406**
GMU	Krasnow, Phase II, Addition	0.0%	100.0%	6	12	0.52	$25,309	$72,032	$50,618	$144,066
GMU	Performing Arts Building, Addition	100.0%	0.0%	9	12	0.52	$105,423	$97,314	$140,564	$129,752
GMU	Administration Building	100.0%	0.0%	2	12	0.52	$139,929	$129,165	$839,573	$774,991
GMU	Arlington II	96.0%	0.0%	7	12	0.52	$757,161	$759,588	$1,297,990	$1,302,151
GMU	Public Safety Building	100.0%	0.0%	12	12	0.52	$88,324	$81,530	$88,324	$81,530
GMU	Biomedical Research Lab	0.0%	100.0%	12	12	0.52	$159,591	$454,219	$159,591	$454,219
GMU	Surge Space/Data Center	100.0%	0.0%	12	12	0.52	$287,801	$265,662	$287,801	$265,662
Total							**$1,563,537**	**$1,859,511**	**$2,864,461**	**$3,152,370**
JMU	Center for the Arts	100%	0%	12	12	0.47	$540,278	$621,610	$480,758	$553,130
JMU	Music Recital Hall	100%	0%	12	12	0.47	$327,741	$377,078	$299,841	$344,978
JMU	Grace St Property Acquisition	100%	0%	0	9	0.47	$0	$0	$224,070	$257,801
JMU	Wine-Price Building (Hospital-Acquisition)	100%	0%	6	12	0.47	$150,346	$172,978	$221,641	$255,007
JMU	North Campus East Tower (Hospital-Acquisition)	100%	0%	0	12	0.47	$0	$0	$305,536	$351,531
JMU	Other Hospital Buildings/Grounds (unoccupied s	100%	0%	10	12	0.47	$451,930	$519,962	$572,887	$659,127
Total							**$1,470,294**	**$1,691,629**	**$2,104,733**	**$2,421,574**
LU	New Heating Plant	100%	0%	12	12	0.62	$67,446	$41,514	$84,308	$51,892
LU	Jarman (mechanical room addition)	100%	0%	11	12	0.62	$5,958	$3,667	$8,124	$5,001
LU	Wygal (elevator addition)	100%	0%	12	12	0.62	$3,095	$1,905	$3,869	$2,382
LU	Bedford addition	100%	0%	2	12	0.62	$50,159	$30,874	$376,198	$231,553
Total							**$126,659**	**$77,959**	**$472,499**	**$290,828**

SCHEV Survey of Operation and Maintenance Costs for New E&G and Research Facilities Coming On-Line in FY 2011 and FY 2012

Institution	Building Name	Building E&G Percent	Building Research Percent	FY 11 Months	FY 12 Months	GF Share	SCHEV GF Recommendation FY2011	SCHEV NGF Recommendation FY2011	SCHEV GF Recommendation FY2012	SCHEV NGF Recommendation FY2012
NSU	Marie V. McDemmond	60%	40%	12	12	0.55	$348,592	$448,008	$363,337	$466,958
NSU	Police Building	100%	0%	12	12	0.55	$85,232	$70,585	$74,171	$61,425
NSU	Godwin Student Center	100%	0%	6	12	0.55	$287,224	$237,866	$478,706	$396,442
NSU	New Library	100%	0%	0	7	0.55	$0	$0	$448,968	$371,814
Total							**$721,048**	**$756,458**	**$1,365,182**	**$1,296,640**
ODU	New Arts Building (New VAB)	100%	0%	0	2	0.56	$0	$0	$24,007	$18,939
ODU	Monarch Theatre	100%	0%	2	12	0.56	$13,420	$10,124	$82,460	$65,054
ODU	President's House	100%	0%	11	12	0.56	$30,223	$22,799	$33,765	$26,637
ODU	Student Success Facility	100%	0%	2	12	0.56	$19,215	$14,495	$118,345	$93,363
ODU	Diehn Fine & Performing Arts Building	100%	0%	0	0	0.56	$0	$0	$0	$0
Total							**$62,857**	**$47,419**	**$258,577**	**$203,993**
RBC	Science and Technology Building	100%	0%	12	12	0.66	$150,342	$76,418	$154,852	$78,711
Total							**$150,342**	**$76,418**	**$154,852**	**$78,711**
RU	Covington Center for Visual and Performing Arts	100%	0%	12	12	0.61	$164,585	$103,468	$164,585	$103,468
RU	College of Business and Economics Building	100%	0%	0	1	0.61	$0	$0	$35,854	$22,540
Total							**$164,585**	**$103,468**	**$200,438**	**$126,009**
UMW	Lee Hall Addition	100%	0%	12	12	0.54	$130,560	$109,440	$130,560	$109,440
UMW	1201 William Street	100%	0%	12	12	0.54	$48,960	$41,040	$48,960	$41,040
UMW	1004 College Avenue	100%	0%	12	12	0.54	$41,344	$34,656	$41,344	$34,656
UMW	Dahlgren Education Center	100%	0%	-	11	0.54	$0	$0	$228,480	$191,520
Total							**$220,864**	**$185,136**	**$449,344**	**$376,656**

SCHEV Survey of Operation and Maintenance Costs for New E&G and Research Facilities Coming On-Line in FY 2011 and FY 2012

Institution	Building Name	Building E&G Percent	Building Research Percent	FY 11 Months	FY 12 Months	GF Share	SCHEV GF Recommendation FY2011	SCHEV NGF Recommendation FY2011	SCHEV GF Recommendation FY2012	SCHEV NGF Recommendation FY2012
UVA	Thrust Theater	100%	0%	0	4	0.36	$0	$0	$41,342	$74,139
UVA	SEAS Student Projects/Facilities Management S	100%	0%	0	5	0.36	$0	$0	$42,289	$75,836
UVA	ITC Data Center Building	100%	0%	1	12	0.36	$12,425	$22,283	$154,030	$276,221
UVA	Garrett Hall (incremental value)	100%	0%	0	12	0.36	$0	$0	$49,414	$88,614
UVA	Rice Hall (SEAS Info Technology and Eng)	100%	0%	2	12	0.36	$119,691	$214,642	$748,578	$1,342,422
UVA	CA&S Phys & Life Sci Research Building	100%	0%	2	12	0.36	$156,028	$279,805	$975,550	$1,749,450
UVA	Band Practice Facility	100%	0%	5	12	0.36	$36,612	$65,657	$91,386	$163,883
UVA	Claude Moore Medical Education Building	100%	0%	12	12	0.36	$448,306	$803,945	$466,107	$835,868
UVA	South Lawn	100%	0%	12	12	0.36	$856,945	$1,536,755	$881,432	$1,580,668
UVA	Bavaro Hall	100%	0%	12	12	0.36	$378,138	$678,113	$392,100	$703,151
UVA	Claude Moore Nursing Education Building	100%	0%	12	12	0.36	$209,646	$375,958	$209,646	$375,958
UVA	Carter-Harrison Research Bldg (MR-6)	50%	50%	12	12	0.36	$1,118,138	$3,046,248	$1,118,138	$3,046,248
UVA	South Chiller Plant Addition	100%	0%	12	12	0.36	$194,372	$348,566	$194,372	$348,566
UVA	Ruffin Hall	100%	0%	12	12	0.36	$318,097	$570,442	$318,097	$570,442
UVA	Campbell Hall Additions	100%	0%	12	12	0.36	$166,245	$298,127	$166,245	$298,127
UVA	480 Ray C. Hunt Drive Annex (LiSA)	0%	100%	12	12	0.36	$164,392	$753,999	$164,392	$753,999
UVA	Montesano	100%	0%	12	12	0.36	$36,044	$64,637	$36,044	$64,637
Total							**$4,215,079**	**$9,059,177**	**$6,049,161**	**$12,348,230**
UVA-W	Drama Building	100%	0%	12	12	0.64	$287,770	$163,989	$287,770	$163,989
UVA-W	Smiddy/IT	100%	0%	12	12	0.64	$50,160	$28,584	$50,160	$28,584
UVA-W	Multi-Purpose Center	100%	0%	0	11	0.64	$0	$0	$512,176	$291,868
Total							**$337,930**	**$192,573**	**$850,106**	**$484,441**

SCHEV Survey of Operation and Maintenance Costs for New E&G and Research Facilities Coming On-Line in FY 2011 and FY 2012

Institution	Building Name	Building E&G Percent	Building Research Percent	FY 11 Months	FY 12 Months	GF Share	SCHEV GF Recommendation FY2011	SCHEV NGF Recommendation FY2011	SCHEV GF Recommendation FY2012	SCHEV NGF Recommendation FY2012
VCCS	JSRCC	100%	0%	1	12	0.61	$11,322	$7,117	$135,859	$85,409
VCCS	Midlothian Phase II - JTCC	100%	0%	12	12	0.61	$341,271	$214,545	$341,271	$214,545
VCCS	Workforce Services Development Center (Middletown), LFCC	100%	0%	12	12	0.61	$162,507	$102,163	$162,507	$102,163
VCCS	Phase III Academic Building, NVCC-Manassas	100%	0%	1	12	0.61	$30,218	$18,997	$362,611	$227,960
VCCS	Science and Technology Building, PVCC	100%	0%	12	12	0.61	$200,243	$125,885	$200,243	$125,885
VCCS	Portsmouth Campus Relocation - TCC	100%	0%	12	12	0.61	$221,353	$139,157	$221,353	$139,157
VCCS	Regional Health Professions Center - TCC	100%	0%	7	12	0.61	$193,986	$121,952	$332,547	$209,061
VCCS	Snyder Auditorium - WCC	100%	0%	9	12	0.61	$24,498	$15,401	$32,664	$20,535
VCCS	Information Technology Building, BRCC	100%	0%	9	12	0.61	$120,623	$75,832	$160,831	$101,109
VCCS	Occupational Program Building, CVCC	100%	0%	7	12	0.61	$13,385	$8,415	$22,946	$14,425
VCCS	Phase III, Loudon, NVCC	100%	0%	2	12	0.61	$82,411	$51,809	$494,469	$310,855
VCCS	Phase VI, Annandale, NVCC	100%	0%	9	12	0.61	$445,022	$279,770	$593,363	$373,026
VCCS	Academic Building Phase III, Woodbridge, NVCC	100%	0%	0	3	0.61	$0	$0	$142,718	$89,721
VCCS	Support Services Building, Woodbridge, NVCC	100%	0%	0	12	0.61	$0	$0	$58,550	$36,809
VCCS	Motorsports/Workforce Development Center, PHCC	100%	0%	0	3	0.61	$0	$0	$51,447	$32,343
VCCS	TCC	100%	0%	0	1	0.61	$0	$0	$55,817	$35,090
VCCS	Greenhouse and Storage Facility, VHCC	100%	0%	7	12	0.61	$8,722	$5,483	$14,952	$9,400
Total							**$1,855,561**	**$1,166,526**	**$3,384,148**	**$2,127,494**
VCU	School of Engineering - HLSE	0%	100%	12	12	0.51	$105,982	$312,918	$105,982	$312,918
VCU	MSB II	19%	81%	12	12	0.51	$414,196	$961,551	$414,196	$961,551
VCU	Dentistry Addition	67%	33%	12	12	0.51	$163,511	$223,489	$163,511	$223,489
VCU	Massey Laboratory Support	0%	100%	0	5	0.51	$0	$0	$6,102	$18,016
Total							**$683,689**	**$1,497,958**	**$689,791**	**$1,515,973**
VMI	Kilbourne (Bldg 45/Infill)	100%	0%	12	12	0.40	$14,821	$22,512	$14,821	$22,512
VMI	Kilbourne (Main ROTC)	100%	0%	12	12	0.40	$15,483	$23,517	$15,483	$23,517
VMI	Mallory Hall	100%	0%	12	12	0.40	$8,933	$13,568	$8,933	$13,568
VMI	Leadership Center	100%	0%	12	12	0.40	$111,954	$170,046	$111,954	$170,046
VMI	Military Leadership Field Training Grounds	100%	0%	3	12	0.40	$29,577	$44,924	$94,486	$143,514
Total							**180,767**	**274,566**	**245,677**	**373,156**
VSU	Trinkle Hall	100%	0%	12	12	0.45	$57,101	$68,950	$57,101	$68,950
VSU	Singleton Hall	100%	0%	6	12	0.45	$6,360	$7,680	$12,721	$15,360
Total							**$63,461**	**$76,630**	**$69,822**	**$84,310**
VT	Hazardous Waste Facility	100%	0%	10	12	0.42	$31,163	$43,747	$38,090	$53,473
VT	Institute for Critical Technologies and Applied Sc	0%	100%	6	12	0.42	$73,013	$278,011	$149,318	$568,558
VT	Infectious Disease Facility	0%	100%	0	7	0.42	$0	$0	$32,065	$122,093
VT	Visitors & Undergraduate Admin. Center	100%	0%	0	12	0.42	$0	$0	$91,875	$128,979
Total							**$104,176**	**$321,758**	**$311,349**	**$873,102**

SCHEV Survey of Operation and Maintenance Costs for New E&G and Research Facilities Coming On-Line in FY 2011 and FY 2012

Institution	Building Name	Building E&G Percent	Building Research Percent	FY 11 Months	FY 12 Months	GF Share	SCHEV GF Recommendation FY2011	SCHEV NGF Recommendation FY2011	SCHEV GF Recommendation FY2012	SCHEV NGF Recommendation FY2012
VIMS	Field Support Center	100%	0%	12	12	0.95	$21,375	$1,125	$21,375	$1,125
VIMS	Research Storage Building	100%	0%	5	12	0.95	$2,850	$150	$14,250	$750
VIMS	Eastern Shore Seawater Laboratory	90%	10%	3	12	0.95	$23,691	$2,559	$94,763	$10,238
Total							**$47,916**	**$3,834**	**$130,388**	**$12,113**
Grand Total							**$12,922,294**	**$18,689,824**	**$20,959,829**	**$27,509,655**

Please note: Both FY 2011 and FY 2012 are stated in dollars incremental to the base.

Senate Finance Committee Meeting

Education Sub-Committee

January 22, 2008

Funding for Operation and Maintenance of Physical Plant

Dan Hix
Finance Policy Director
State Council of Higher Education for Virginia

Funding for Operation and Maintenance of Plant

Costs Associated with the Operation and Maintenance (O&M) of Physical Plant

- Janitorial/custodial services such as keeping the facility clean and safe.
- Minor building repairs to roofs, exterior walls, floors, foundations, heating/air conditioning equipment, plumbing and electrical wiring.
- Utilities including heat, light, power, water and gas.
- Property and liability insurance.
- Preventive maintenance.

Funding for Operation and Maintenance of Plant

Calculation of the O&M Funding Need

- **Appendix M** -- funding guidelines prior to the current higher education funding guidelines,
  - based on the ratio of total square feet and positions in the physical plant program at an institution.
- **Base Adequacy** -- the current higher education funding guidelines,
  - based on student enrollment and is calculated as a percent of total funding excluding the program of institutional support—an administrative program .

Funding for Operation and Maintenance of Plant

Chapter 847, General Provisions § 4-4.01.3.o7

"It is the policy of the Commonwealth that the institutions of higher education shall treat the maintenance of their facilities as a priority for the allocation of resources. No appropriations shall be transferred from the "Operation and Maintenance of Plant" subprogram except for closely and definitely related purposes, as approved by the Director, Department of Planning and Budget, or his designee. A report providing the rationale for each approved transfer shall be made to the Chairmen of the House Appropriations and Senate Finance Committees."

Funding for Operation and Maintenance of Plant

O&M Budget and Spending

- On average, O&M spending consistently represents about 10 percent of total Educational and General spending at our Virginia public institutions.
- This level of spending is comparable to the national average—typically varying by no more than 1 percentage point.
- SCHEV recommended total additional funding of about $30 million per year for new space coming online in 2008-10. This represents a 1 percent increase over the current O&M spending.

Funding for Operation and Maintenance of Plant

Base Adequacy and O&M Funding

- The Base Adequacy funding guidelines address an institution's need for O&M funding based on the size of enrollment.
- Once the system is fully funded under the guidelines—there will no longer be a need to address O&M as a separate budget issue.
- However, given the importance of the O&M program, the requirements in the General Provisions section of the Act, and the fact that the system is not currently fully funded under the guidelines—SCHEV supports a separate recommendation for the O&M costs associated with new space coming online.

State Council of Higher Education for Virginia
Agenda Item

Item: #5.a. 4. – Commonwealth Graduate Engineering Program (CGEP) Online Course Development Proposal

Date of Meeting: October 26, 2010

Presenter: Diane Vermaaten, Associate for Finance Policy
DianeVermaaten@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
Date: September 21, 2010
Action: Staff presented preliminary calculations for the operating budget items for discussion purposes.

Background Information/Summary of Major Elements:

The Commonwealth Graduate Engineering Program (CGEP) is a consortium of Virginia universities established in 1983 to deliver graduate engineering courses via distance education. CGEP is the longest running distance education cooperative in the Commonwealth. The participating institutions are Virginia Tech, the University of Virginia, Virginia Commonwealth University, Old Dominion University, and George Mason University. The University of Mary Washington serve and the Southern Virginia Higher Education Center serve as receiver sites and marketing partners. The program is designed to provide engineers, and other qualified individuals with strong backgrounds in the sciences, an opportunity to conveniently pursue up to 50% of their engineering Master's degree program coursework. Degrees are not conferred by CGEP, but rather are awarded by the five principal institutions (VT, UVA, VCU, ODU, and GMU), each of which is responsible for reporting candidates for purposes of full-time equivalent student enrollment and viability benchmarks.

Materials Provided:

In an effort to increase online course offerings in accordance with the suggestion of the Council, CGEP has provided an overview of a potential proposal to develop 32 new online courses during the 2011-12 academic year. At this time, CGEP's internet based enrollment represents 24% of total enrollment however, the directors believe that new technology and the asynchronous environment provide the greatest potential

for future growth and innovation. That potential has been clearly demonstrated by several of the CGEP institutions in the past year. For example, Old Dominion University launched a pilot program utilizing iPhones to access the synchronous video streams in the 2010-2011 academic year.

This proposal represents the third step in a process that began in 2009 with the support of a $50,000 donation to CGEP from Micron Corporation to aid in the development of an asynchronous environment for course offerings. The Micron donation facilitated the development of the consortium's first online graduate engineering statistics course that was delivered for the first time in spring 2010. The course received strong positive feedback from students.

The development of online courses in the engineering field requires significant time and expertise. In order to substantially increase online offerings, the consortium is requesting an additional $960,000 from the general fund for their 2011-2012 operating plan to develop 32 additional courses. This would be a one-time budget request. The goal would be to begin offering the courses in the 2012-2013 academic year.

Financial Impact: See summary tables within the proposal.

Timetable for Further Review/Action: None

Recommendation: Staff recommends an additional appropriation of $960,000 from the general fund for FY 2012 to be applied toward the development of 32 online courses. The substantial increase in online course offerings would enable CGEP to better serve its existing students, educate more engineers across the Commonwealth, and better contribute to the development of Virginia's workforce in critical STEM areas. Internet-based courses accounted for 24% of the total CGEP enrollment in the 2009-10 academic year. With this additional appropriation, internet-based enrollment for CGEP is projected to double that number by the 2013-14 academic year.

Resolution: **A special addendum resolution will be offered at the October 26 council meeting.**

Commonwealth
Graduate Engineering Program

CGEP Online Course Development Proposal
for
Fiscal Year 2012

Presented to
State Council of Higher Education for Virginia
October 26, 2010

Presented by
Sharon A. Caraballo, CGEP State Chair and GMU Director
James F. Groves, UVA CGEP Director
Linda Vahala, ODU CGEP Director
Rosalyn Hobson, VCU CGEP Director
Glenda R. Scales, VT CGEP Director

CGEP Online Course Development Proposal

The Commonwealth Graduate Engineering Program (CGEP) provides access to graduate engineering education from George Mason University, Old Dominion University, Virginia Commonwealth University, Virginia Tech, and the University of Virginia to students and employers across the Commonwealth. The delivery method for these courses has evolved over the nearly three decades of the program's existence in order to improve quality and access.

At the present time, most CGEP courses are delivered via video teleconferencing (VTC) technology. While this has been an effective method of instruction, it limits access to students who are able to reach a VTC receive site during class hours, and limits the availability of courses based on the capacity of the VTC facilities of the five CGEP universities. Online instruction presents a solution to these challenges. The CGEP Advisory Board, made up of industry and government representatives, students and alumni, educators, and other stakeholders, has stressed the need for CGEP's offerings to be made available online.

Background

To help support the development of online courses, Micron Corporation donated $50,000 to CGEP in 2008. These funds were used in 2009 and 2010 in support of two initiatives, a faculty workshop and the development and delivery of a pilot course.

In June 2009, CGEP offered a workshop for engineering faculty and instructional design staff from the five CGEP institutions (http://cgep.virginia.gov/workshop.php). This workshop, held in Richmond, included presentations from experts in the field of online engineering education from both within and outside the Commonwealth. Attendees engaged in lively discussion throughout the day on topics relating to pedagogical, technological, and administrative aspects of online courses.

The Micron gift also supported the development of an online graduate engineering statistics course, taught by a University of Virginia faculty member and taken by students from several of the CGEP institutions. This course was developed in 2009 and delivered for the first time in spring 2010, receiving strong positive feedback from students.

The Proposal

Online course development requires significant time and expertise. While each of the five universities has made progress in developing online courses, a large-scale shift will require additional resources. CGEP proposes to build on these experiences and the in-house expertise within the universities to undertake a significant online development effort in the 2011-12 academic year (FY2012). Incorporating best practices and lessons learned from the workshop and University of Virginia pilot, **CGEP proposes to develop 32 new online courses,** greatly expanding the availability and accessibility of the program and adding one degree program not currently available through CGEP in any format. The total budget for this development project is estimated as $960,000. CGEP requests that the program's appropriations be increased by this amount, distributed as follows:

Institution	Number of Courses	Budget
George Mason University	10	$300,000
Old Dominion University	5	$150,000
Virginia Commonwealth University	7	$210,000
Virginia Tech	10	$300,000
TOTAL	32	$960,000

Alignment with State Goals for Higher Education

This proposal aligns well with five of the state priorities for higher education outlined in the Governor's Executive Order #9 which established the *Governor's Higher Education Commission.* These priorities and their applicability to the CGEP proposal are outlined below:

1. **Preserving and enhancing the instructional excellence of Virginia's leading universities and of the higher education system as a whole.**

   Proposal Alignment - These well-designed online courses will help to ensure continued excellence within the CGEP program while increasing accessibility and availability of graduate engineering education.

2. **Attracting and preparing young people for the STEM (science, technology, engineering, and math) areas and other disciplines (e.g., healthcare and advanced manufacturing) where skill shortages now exist and/or unmet demand is anticipated.**

   Proposal Alignment - Increasing the availability of quality online engineering education will help to provide a highly qualified engineering workforce throughout the Commonwealth.

3. **Forging effective public-private partnerships and regional strategies for business recruitment, workforce preparation, and university-based research.**

   Proposal Alignment - CGEP received a $50,000 donation from Micron Corporation to help support the development of online courses in 2008. These funds were used in 2009 and 2010 in support of two initiatives—a faculty workshop and the development and delivery of a pilot course. CGEP works closely with the business community and the Virginia Economic Development Partnership to meet workforce development needs.

4. **Making Virginia a national leader in providing higher education opportunities to military personnel and veterans**.

   Proposal Alignment - Military personnel are one of the groups most able to benefit from online education, which can be completed from any Internet-connected location around the globe

5. **Developing innovative ways to deliver quality instruction, cost-saving reform strategies, and affordable new pathways to degree attainment for capable Virginians regardless of income or background.**

   Proposal Alignment - Online CGEP courses provide a high-quality, lower cost option for engineering education compared to private universities offering graduate engineering education online to Virginians.

Rationale for Change by Institution

The Volgenau School of Information Technology and Engineering at **George Mason University** has identified online education as a critical need for its students and their employers, and cyber security is one of the educational areas most requested by regional employers. The funds requested in this proposal will allow Mason to develop a high-quality online version of its graduate program in Applied Information Technology with a focus on cyber security, adding a completely new degree option to CGEP. This will also allow Mason to better serve its current students, most of whom are working professionals who find it extremely difficult to attend on-campus classes due to work schedules and Northern Virginia traffic congestion. The flexibility of the online degree will also allow local federal sector employers to increase the qualifications of their workforce while still meeting mission requirements for travel outside the area.

Old Dominion University's Batten College of Engineering and Technology will expand its online programs in engineering management, modeling and simulation, nanotechnology, and coastal engineering. ODU serves cohorts of students in the military as well as engineers locally and nationally. This new allocation will allow them to respond to the increasing demands of their workforce.

Virginia Commonwealth University's School of Engineering has established an initiative on online teaching and learning. The school is taking a two pronged approach through faculty involvement and administrative support. It started an Online Learning and Course Development Faculty Learning Community (FLC) in summer 2010 which will continue into the spring 2011 semester. The core focus of this FLC is the exploration of instructional practices that enhance student learning in an online environment. The FLC meets biweekly to learn about and discuss pedagogy, technologies, best practices, etc. The school has committed $35,000 to support faculty participation in the FLC. Engineering has established two new graduate programs, Mechanical & Nuclear Engineering and Computer and Information Systems Security. These programs are the best candidates to move online.

With social-demographic trends moving towards working engineers and scientists communicating and building personal and professional relationships mostly using social networks, digital media, and virtual worlds, **Virginia Tech** has recognized that it must accommodate these learners with mobile learning environments that map to their personal and professional work environments. VT's vision for online learning is to meet the educational needs of working engineers regardless of their location by providing high quality graduate degree programs and flexible learning environments. Given the increased number of multinational companies seeking to locate in Virginia, it is important to provide employees, regardless of their location, with access to online degree programs. Online access is now more reliable and prevalent locally and abroad; learning management systems and online software have proven to be more versatile; and technology tends to blend digital work and learning spaces. Learners expect to obtain a high quality, high tech, and high touch degree regardless of their location. VT seeks to establish online graduate engineering degree programs that will increase its competitiveness on a local, national and global level.

Since 2007, the **University of Virginia's** engineering school has been receiving funds from the Virginia Tobacco Commission to develop an infrastructure for the delivery of courses to the computer desktop. Those investments in the *Engineers PRODUCED in Virginia* initiative have allowed the University to construct an infrastructure that can also support its transition to desktop delivery within CGEP.

Proposal Summary

The general appropriation increase of $960,000 toward the development of 32 online courses would enable CGEP to better serve its existing students, educate more engineers across the Commonwealth, and better contribute to the development of Virginia's workforce in critical STEM areas. Internet-based courses accounted for 24% of the total CGEP enrollment in the 2009-10 academic year. With delivery of the new courses beginning in 2012-13, Internet-based enrollment is projected to reach 34% in 2012-13 and 45% in 2013-14. The impact on CGEP's general fund appropriations for FY2012 and the expenditure plan for the additional funds are detailed in Table 1 and Table 2 respectively.

Table 1 – General Fund Appropriation Adjustment FY 2012

Institution	FY2012 General Fund Appropriation	Proposed FY2012 Increase	Proposed FY2012 General Fund Appropriation
George Mason University	$289,614	$300,000	$589,614
Old Dominion University	$431,013	$150,000	$581,013
University of Virginia	$617,735	$0	$617,735
Virginia Commonwealth University	$332,140	$210,000	$542,140
Virginia Tech	$869,882	$300,000	$1,169,882
Southern Virginia Higher Education Center	$29,050	$0	$29,050
University of Mary Washington	$80,483	$0	$80,483
TOTAL	$2,649,917	$960,000	$3,609,917

Table 2 – Proposal Expenditure Plan

	GMU		ODU		VCU		VT	
Personnel Services	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
1121 Admin Faculty Salaries								
1123 Classified Salaries			0.5	$12,000				
1126 Teaching and Research faculty	1.5	$150,000	0.5	$40,000	1	$112,000	1.5	$100,000
1142 GTA Wages	1.3	$24,550		$40,000			0.25	$23,256
Other Personnel Services	0.8	$69,000	0.5	$31,400				
Fringe Benefits		$16,750		$26,000		$36,960		$1,628
Total Personnel Services	**3.6**	**$260,300**	**1.5**	**$149,400**	**1**	**$148,960**	**1.75**	**$124,884**
Non Personnel Services								
1200 Contractual Services		$9,700				$39,347		$152,216
1300 Supplies and Materials		$10,000		$600		$2,093		$1,500
1400 Transfer payments								$1,400
2200 Equipment		$20,000				$19,600		$20,000
Total Non Personnel Services		**$39,700**		**$600**		**$61,040**		**$175,116**
TOTAL		**$300,000**		**$150,000**		**$210,000**		**$300,000**

State Council of Higher Education for Virginia
Agenda Item

Item: #5.a.5 – Action on 2011-12 Systemwide Operating Budget Amendment Items: Undergraduate and Graduate Student Financial Aid

Date of Meeting: October 26, 2010

Presenter: Lee Andes, Assistant Director for Financial Aid
LeeAndes@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
Date: 09/21/2010
Action: Staff presented preliminary calculations for discussion purposes.

UNDERGRADUATE STUDENT FINANCIAL ASSISTANCE

Background Information/Summary of Major Elements:

- **The 2010 session of the General Assembly provided no increase in VSFAP funds.**

The Funding Model

- The State Council of Higher Education for Virginia annually recommends funds for the Virginia Student Financial Assistance Program (VSFAP). Absent sufficient resources to fully fund the approved goal the funding methodology also serves as an allocation model for distributing limited funds to the institutions.

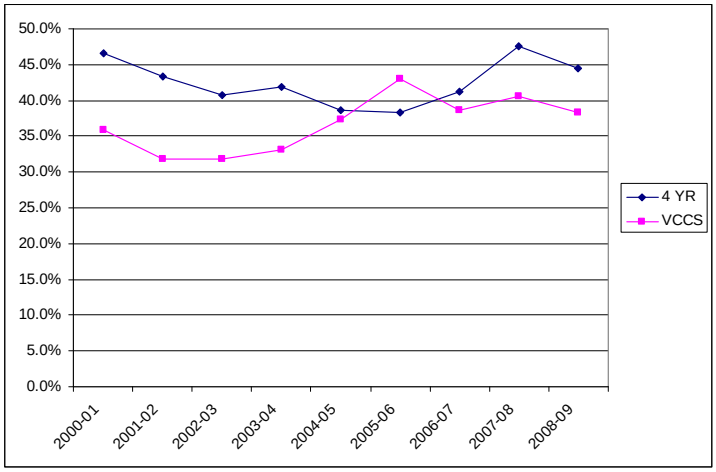
- The Partnership Model was adopted by the Governor's Office and the General Assembly in 2006. For historical context and tracking purposes, SCHEV will continue to provide the percent of Remaining Need being met by VSFAP funds; however, the Partnership Model is used to establish the funding goal and for allocation of funds among the institutions.

Year	Remaining Need	Partnership Model
2001-02	42.1%	
2002-03	38.9%	
2003-04	35.9%	
2004-05	33.6%	56.4%
2005-06	32.7%	46.4%
2006-07	34.4%	55.5%
2007-08	37.8%	60.5%
2008-09	37.0%	60.5%
2009-10	37.3%	60.9%
2010-11	34.2%	54.9%

Program Effectiveness

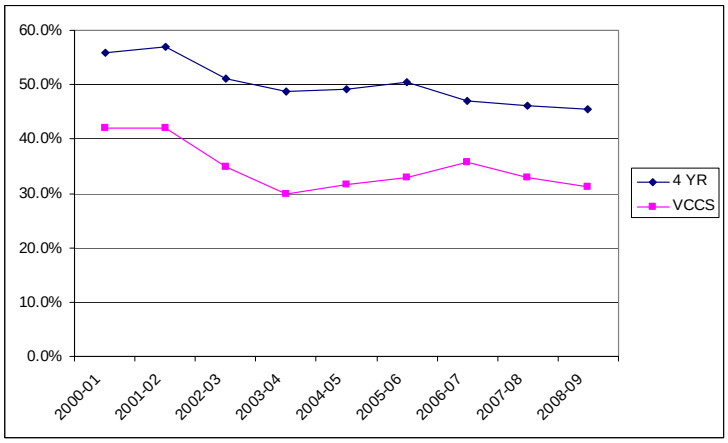
- Below are charts demonstrating the effectiveness of state financial aid dollars in mitigating the increasing cost of Tuition & Fees as well as an increase in the number of students demonstrating financial need during this decade.

Percent of Needy Students Receiving a VSFAP Award



During this decade, the number of students demonstrating financial need has increased system-wide 11.3% from 54,221 to 60,331. However, the program has been able to keep up by increasing the number of awards from 45,140 to 57,433, a 27.2% increase. Four-year institutions experienced a decline in the percent of need-based students receiving an award but recovered ground between FY06 and FY08. Both sectors experienced some regression between FY08 and FY09.

Average Award as a Percentage of Tuition & Fees

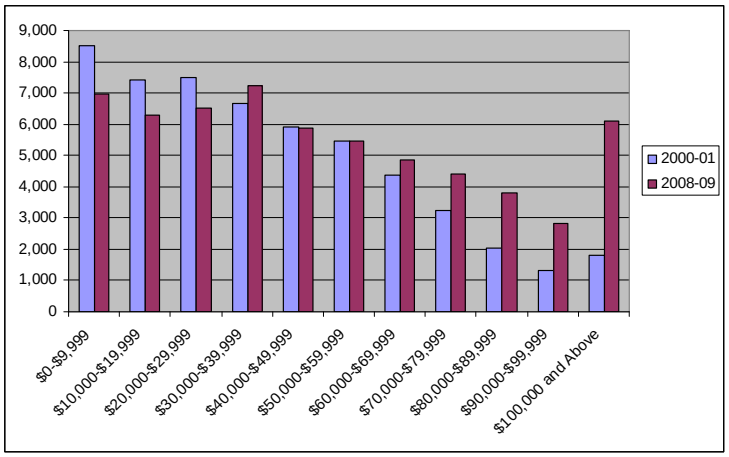


Meanwhile, the average VSFAP award at four-year institutions has increased from $2,124 to $3,441. While this is a 62% increase in dollars, it still represents a steady decline of the award as a percentage of tuition and fees - from 56.0% down to 45.4% - a decline of over 10 percentage points. The same trend can be seen with the VCCS institutions which are experiencing a similar decline – 42.1% to 31.1%.

Collectively, the above data demonstrates that increases in VSFAP funding over the current decade have enabled institutions to mostly keep up with the increasing numbers of students demonstrating financial need but not with increases in Tuition & Fees, resulting in the program losing much of its purchasing power. While the total number of need-based students has increased systemically, the make-up of those students is changing.

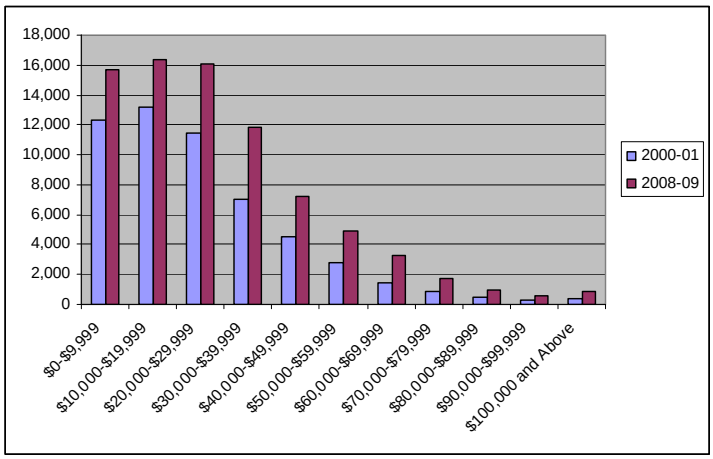
Number of Need-Based Students at Four-Year Public Institutions

At four-year institutions, the number of students from income levels of $60,000 and under is decreasing while the number for those of incomes above $60,000 is rising



Number of Need-Based Students at Public VCCS Institutions

In contrast, every income level is experiencing an increase in the number of students demonstrating need at VCCS institutions; though the largest rise can be found in those from incomes of less than $40,000.



The upper-income increase across all institutions can largely be explained by a probable rise in the number of those students applying and qualifying for financial aid as cost continue to increase as opposed to more of them enrolling. The decline of the lower income students is significant but conclusions should be cautioned as it is not known whether this represents a shift from four-year to two-year institutions, a reduction in the population of these students, or if more of these students are enrolling at non-profit and for-profit institutions.

Need for additional resources

- The increase in the results of the Partnership Model – the recommended levels of state financial aid by institutions and systemically – are a result of the increases in college costs and the number of students meeting the criteria to be included in the VSFAP need calculations. The Partnership Model reflects a 12.1% increase in students demonstrating financial need within the model between FY08 and FY09. FY08 student data was used for making 2010-11 budget recommendations and FY09 is being used for 2011-12.

- Comparing the applications submitted for the Free Application for Federal Student Aid (FAFSA) as of the end of the June preceding each award year, applications for students identifying themselves as from Virginia were up 22.6% from FY09 to FY10 (225,408 to 276,436) and are up another 14.4% from FY10 to FY11 (276,436 to 316,348); based on initial applications sorted by the student's reported state of legal residence. Comparing total applications for the year, there was an 18.7% increase (374,081 to 444,076) between FY09 and FY10 (year end data for FY11 won't be available until summer 2011). http://federalstudentaid.ed.gov/datacenter/application.html

Note that these students are not enrolling just in Virginia public institutions but are also enrolling in private, for-profit, and out-of-state institutions. While not all of these students are necessarily low income or will demonstrate financial need, the percentages do indicate a significant overall upward movement in the number of students believing they will need additional help in order to attend college. This data is not encouraging as the economy continues to stall and the cost of education - tuition & fees, room & board, and books & supplies – continues to increase.

- The current economic crisis will continue to negatively impact low income students. Since standard methodology uses the most recently available financial aid data, the recommendations are built on a foundation that uses two year old data and so is not taking into full account the current effect of the economy on student families and so student need is likely understated.

- Nationally, Virginia has continued to maintain its relative position among the top one-third of states in providing need-based financial aid. According to the National Association of State Student Grant & Aid Programs (NASSGAP), Virginia ranks 13th nationally in state need-based aid expenditures for 2008-09, the most recently available year for comparison; on a dollars per student basis, Virginia ranks 22nd at $395 need-based dollars per full-time equivalent undergraduate. In 2000-01, Virginia ranked 19th in each category.

- If no new funding is provided, the percent of the Partnership Model met may drop to as low as 43 percent depending on the actual cost increases for FY12.

Materials Provided:
2011-12 Virginia Student Financial Assistance Program Funding Recommendations.

Financial Impact:
See table below

Timetable for Further Review/Action: None.

Recommendation:
Staff recommends an additional appropriation of $29.8 million per year from the general fund so that each institution can be phased-in to the percent of the Partnership Model met for FY10 or 70 Percent, which ever is greater, over a five-year period.

Resolution:
A special addendum resolution will be offered at the October 26 Council meeting.

2011-12 Virginia Student Financial Assistance Program Funding Recommendation

Institution	FY11 Funds	100% Funding Goal for FY11	FY11 - Maintain FY10 Percent Met	FY14 Funding Needed to Reach 70% Goal	3-Year Annual Phase-In	Proposed FY12 Total Funding	FY16 Funding Needed to Reach 70% Goal	5-Year Annual Phase-In	Proposed FY12 Total Funding
Christopher Newport University	$3,924,950	$6,831,084	$1,064,361	$6,025,552	$700,200	$4,625,150	$6,898,654	$594,741	$4,519,691
College of William & Mary	$2,842,710	$4,438,901	$96,712	$4,118,471	$425,253	$3,267,963	$4,715,238	$374,506	$3,217,216
George Mason University	$12,663,418	$29,089,887	$2,945,939	$23,313,508	$3,550,026	$16,213,444	$26,691,635	$2,805,643	$15,469,061
James Madison University	$6,334,626	$12,236,180	$924,924	$9,806,442	$1,157,271	$7,491,897	$11,227,395	$978,554	$7,313,180
Longwood University	$3,517,587	$7,187,759	$616,834	$5,760,486	$747,632	$4,265,219	$6,595,180	$615,519	$4,133,106
Norfolk State University	$6,413,601	$14,289,243	$1,487,439	$11,451,828	$1,679,407	$8,093,008	$13,111,198	$1,339,519	$7,753,120
Old Dominion University	$13,750,589	$30,558,745	$2,141,914	$24,490,695	$3,580,032	$17,330,621	$28,039,397	$2,857,762	$16,608,351
Radford University	$6,443,250	$11,730,952	$1,199,262	$9,401,537	$986,095	$7,429,345	$10,763,820	$864,114	$7,307,364
University of Mary Washington	$1,468,704	$3,410,451	$549,479	$2,733,238	$421,511	$1,890,215	$3,129,284	$332,116	$1,800,820
University of Virginia	$5,098,448	$6,369,477	$1,247,550	$6,888,838	$596,796	$5,695,244	$7,887,030	$557,716	$5,656,164
University of Virginia - Wise	$1,762,472	$3,765,553	$582,292	$3,039,751	$425,759	$2,188,231	$3,480,210	$343,548	$2,106,020
Virginia Commonwealth Univ.	$17,514,773	$38,426,406	$5,960,638	$30,796,075	$4,427,096	$21,941,869	$35,258,426	$3,548,731	$21,063,504
Virginia Military Institute	$750,632	$1,261,212	$207,710	$1,167,202	$138,857	$889,489	$1,336,330	$117,140	$867,772
Virginia State University	$4,857,518	$11,793,166	$956,863	$9,451,397	$1,531,291	$6,388,809	$10,820,904	$1,192,677	$6,050,195
Virginia Tech	$13,267,618	$21,896,809	$1,751,808	$19,553,140	$2,095,172	$15,362,790	$22,386,390	$1,823,754	$15,091,372
Four-Year Institution Totals	**$100,610,896**	**$203,285,825**	**$21,733,724**	**$167,998,158**	**$22,462,398**	**$123,073,294**	**$192,341,091**	**$18,346,039**	**$118,956,935**
Richard Bland College	$313,819	$1,117,957	$273,222	$895,964	$194,048	$507,867	$1,025,790	$142,394	$456,213
Virginia Community College System	$27,092,308	$91,097,650	$10,583,274	$73,008,390	$15,305,345	$42,397,653	$83,587,305	$11,298,999	$38,391,307
Two-Year Institution Totals	**$27,406,127**	**$92,215,607**	**$10,856,496**	**$73,904,354**	**$15,499,393**	**$42,905,520**	**$84,613,095**	**$11,441,394**	**$38,847,521**
TOTAL	**$128,017,023**	**$295,501,432**	**$32,590,220**	**$241,902,512**	**$37,961,792**	**$165,978,815**	**$276,954,186**	**$29,787,433**	**$157,804,456**

Based on: 2008-09 Financial Aid Data File; and assumed increases of 10 percent in Tuition / E&G and non E&G Fees for four-year institutions and RBC and 9.5% for VCCS institutions for FY12; 5 percent in indirect costs; and 7 percent in overall need beyond FY12.

GRADUATE STUDENT FINANCIAL ASSISTANCE

Background Information/Summary of Major Elements:

- The 2010 session of the General Assembly did not appropriate new funds for the graduate portion of the VSFAP.

- The Virginia Graduate Commonwealth Award provides funding for graduate students attending Virginia's public four-year institutions. Institutions may award these funds as need-based grants, merit-based scholarships, or awards for duties which require work. Not more than 50 percent of funds awarded as grants or scholarships may be used for non-resident students. The primary purpose of the program is to help Virginia public institutions attract the best possible students by providing competitive financial packages.

- In FY1995, appropriations averaged $569 per full-time graduate student, representing 13.17 percent of the average graduate tuition and fees. For FY2011, those numbers are $690 per student representing 7.3 percent of the average graduate tuition and fees. To regain FY1995 equivalent effectiveness, the average funding per full-time student for FY12 needs to increase $1,554.

- Funding remained stable from FY95 until FY07 when significant increases were provided to the major Research institutions.

Materials Provided: 2011-12 Graduate Student Financial Assistance Funding Recommendation

Financial Impact: See table below.

Timetable for Further Review/Action: None.

2011-12 Graduate Student Financial Assistance

PUBLIC 4-YEAR INSTITUTIONS	FY11 Graduate Funding	FY14 Funding Goal	3-Year Annual Per-Year Phase-In	Proposed FY12 Graduate Funding	FY16 Funding Goal	5-Year Annual Per-Year Phase-In	Proposed FY12 Graduate Funding
Christopher Newport University	$0	$46,741	$15,580	$15,580	$53,513	$10,703	$10,703
College of William & Mary	$684,319	$1,610,093	$308,591	$992,910	$1,843,396	$231,815	$916,134
George Mason University	$1,620,718	$4,314,520	$897,933	$2,518,651	$4,939,694	$663,795	$2,284,513
James Madison University	$390,222	$2,332,599	$647,458	$1,037,680	$2,670,593	$456,074	$846,296
Longwood University	$5,560	$69,570	$21,337	$26,897	$79,651	$14,818	$20,378
University of Mary Washington	$0	$81,852	$27,284	$27,284	$93,713	$18,743	$18,743
Norfolk State University	$340,727	$1,044,192	$234,488	$575,215	$1,195,495	$170,954	$511,681
Old Dominion University	$2,021,528	$4,259,253	$745,908	$2,767,436	$4,876,419	$570,978	$2,592,506
Radford University	$570,400	$1,642,830	$357,476	$927,876	$1,880,876	$262,095	$832,495
University of Virginia	$4,165,121	$8,488,927	$1,441,267	$5,606,388	$9,718,973	$1,110,770	$5,275,891
Virginia Commonwealth University	$2,635,249	$6,343,928	$1,236,225	$3,871,474	$7,263,163	$925,583	$3,560,832
Va. Institute of Marine Sciences	$238,527	$313,255	$24,909	$263,436	$358,646	$24,024	$262,551
Virginia Tech	$4,222,580	$6,959,555	$912,324	$5,134,904	$7,967,994	$749,083	$4,971,663
Virginia State University	$219,888	$631,821	$137,311	$357,199	$723,372	$100,697	$320,585
TOTAL 4-YEAR INSTITUTIONS	**$17,114,839**	**$38,139,137**	**$7,008,092**	**$24,122,931**	**$43,665,498**	**$5,310,132**	**$22,424,971**

Based on: fall 2009 full-time graduate students and assumed annual increase of 7 percent for Tuition and E&G and non E&G fees.

Recommendation:
Staff recommends additional funding of $5.3 million in FY2012 and each year thereafter in order to return to the 1995 award proportionate level over a five-year period.

Resolution:
A special addendum resolution will be offered at the October 26 Council meeting.

State Council of Higher Education for Virginia
Agenda Item

Item: #5.a.6. – Action on 2010-12 Systemwide Operating Budget Amendment Items: Summary of Budget Amendments and Priorities

Date of Meeting: October 26, 2010

Presenter: Dan Hix, Finance Policy Director
DanHix@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
Date: September 21, 2010
Review: Staff presented preliminary calculations for the operating budget amendment items for discussion purposes.

Background Information/Summary of Major Elements:

- One of the State Council of Higher Education's primary responsibilities is to provide operating and capital budget recommendations to the Governor and General Assembly (§ 23-9.9, Code of Virginia). In preparing to make budget amendment recommendations for the 2010-12 biennium the Council met in July and began discussions potential operating budget amendments for systemwide items such as the base adequacy funding guidelines, faculty salaries, O&M of new space coming online and student financial aid. These discussions continued at the September Council meeting.

Materials Provided:

- Budget amendment guidance document from the Department of Planning and Budget
- Mid-session budget amendment priorities summary table

Financial Impact: See summary table.

Timetable for Further Review/Action: None

Resolution: A special addendum resolution will be offered at the October 26 Council meeting.

To: Executive Branch Agency Heads

From: Department of Planning and Budget

In his remarks to the Joint Meeting of the Senate Finance, House Appropriations, and House Finance Committees on August 19, Governor McDonnell reported that the Commonwealth closed FY 2010 with a $403.2 million surplus. This was achieved by collecting $228 million in revenues above what was expected and by agencies spending $175 million less than budgeted. While this is encouraging news, the Governor cautioned the members that most of these dollars were already obligated by statute or by current budget language. In addition to providing for the three percent bonus to state employees, these obligated balances will address needs in the areas of water quality, disaster mitigation, and transportation. The surplus is generally not available for additional appropriation to state agencies.

In addition to these requirements, there is a need to identify other changes in budget requirements across state government. To accomplish this, you will be directed by your respective Cabinet Secretary to prepare a list of potential issues to be addressed in the budget that Governor McDonnell will introduce in December. The Governor and the Chief of Staff have provided general as well as specific guidance to each Secretary about the types of issues that the Governor will consider for such budget amendments.

Amendments to the Commonwealth's biennial budget at mid-session (whether dollars, positions, or language) are traditionally limited to emergencies, legislative or court-ordered mandates, savings, prior commitments, and critical needs. The appropriation act restricts capital requests to emergencies (projects that address immediate life and health situations) and supplemental funding to complete previously approved projects including equipment.

In accordance with the above, this is not the time to request new initiatives that require on-going spending obligations. In general, agency requests should be limited to those funding needs required to address emergency situations that impact life or safety or constitutionally mandated requirements or situations where increases in fixed costs make it difficult to address mission critical service delivery. You should also take this opportunity to identify any savings in programs or any changes to programs or client services that may result in savings. Requests to partially or fully restore budget reductions, in general, without the above justifications likely will not be approved.

Your Cabinet Secretary will be asking you to submit a list of potential budget requests pursuant to the above guidance. Agencies should submit this list on Form ARB (attached) no later than October 1, 2010. Instructions for how to use and what to enter on the form are contained within the spreadsheet file that contains the form. This form, which will be treated as "Governor's Confidential Working Papers," should show your list of proposed requests in priority order including a brief explanation or rationale for each request. By October 12, 2010, your Secretary will provide you with a list of budget requests that have been approved for detailed submission to DPB by October 22, 2010.

Mid-Session Systemwide Budget Amendment Summary by Priority[1]

Priority	Item	Additional Funding in FY2012			GF	NGF
		GF	NGF	Total	% Increase	% Increase
Priority 1	Undergraduate Financial Aid	$29,787,433		$29,787,433	23.3%	
	Graduate Financial Aid	$5,306,312		$5,306,312	31.0%	
Priority 2	Faculty Salaries	$9,756,080	$9,673,288	$19,429,368	0.8%	0.4%
Priority 3	Base Adequacy Funding	$245,649,225	$204,346,826	$449,996,051	21.3%	8.5%
	O&M of New Facilities	$33,882,123	$46,199,479	$80,081,601	2.9%	1.9%
	CGEP[2]	$960,000		$960,000	0.1%	
Priority 4	VCCS Full-Time Faculty Ratio @ 3-Year Average	$9,146,417	$5,750,744	$14,897,160	3.2%	1.2%
Grand Total		**$334,487,590**	**$265,970,337**	**$600,457,926**	**25.7%**	**11.8%**

Notes:
(1) At the September meeting the Council recommended increasing the Tuition Assistance Grant (TAG) program by $5.8 million or 10.8% over the current appropriation of $53.5 million.
(2) The CGEP initiative funding of $960,000 would represent a 36.2% increase over the current program funding.

State Council of Higher Education for Virginia
Agenda Item

Item: #5.b – Action on Institutional Performance Standards Targets

Date of Meeting: October 26, 2010

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

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
Date: January 6, 2009
Action: Approved targets for 2008-09 through 2013-14

Background Information/Summary of Major Elements:

The General Provisions of the 2010 Appropriation Act, § 4-9.02, outline the education-related measures that "shall be the basis on which the State Council of Higher Education shall annually assess and certify institutional performance." In addition, "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. The Council shall review and, if in agreement, approve institutional targets and thresholds."

The Council reviewed and approved the first set of targets in November 2006. Those targets covered the six-year period 2006-07 through 2011-12. This will be the third time institutions have developed targets for the education-related measures. The current targets are for the years 2010-11 through 2015-16.

Institutions prepared their targets and thresholds this past spring and summer. SCHEV staff met with representatives of each institution to review their submissions. Institutions submitted revised targets and thresholds on August 1. The Council's Restructuring Subcommittee – Gilbert Bland (chair), Mary Haddad, and Katherine Webb – reviewed the institution submissions in August. Institutions were given the opportunity to make final adjustments to their targets and thresholds before the second and final review by the Subcommittee on October 6.

There is a general uneasiness among the institutions in setting targets and thresholds this time around. The institutions have now seen the implications on certification on not achieving their targets/thresholds. In addition, the worsening economic climate and its impact on funding, enrollments, and costs, resulted in a more cautious approach to target/threshold development. Rather than over committing, institutions took a more realistic approach to developing their targets/thresholds.

Targets/thresholds are presented for the following Institutional Performance Standards:

A.1.a.: In-State Enrollment
A.1.b.: Under-represented Enrollments
A.1.c.: Degree Awards (Undergraduate)
A.1.c.: Degree Awards (Graduate and Professional)
A.2.: Affordability (Four-Year Institutions/Four-Year Graduation Rates)
A.2.: Affordability (Four-Year Institutions/Six-Year Graduation Rates)
A.2.: Affordability (Two-Year Institutions/Two-Year Graduation Rates)
A.2.: Affordability (Two-Year Institutions/Four-Year Graduation Rates)
A.3.: High-Need Degrees
A.5.a.: Average Retention Rate
A.5.b.: Degree per FTE Students
A.6.a.: Transfer Students
A.6.b.: Dual Enrollments
A.7.: Research

Level II Institutional Measures

- George Mason University
  - In-State six-year graduation rates of first-time freshmen
  - High-need masters degrees
- James Madison University
  - STEM graduates
  - Course redesign
- Longwood University
  - Cooperative teacher licensure programs
  - Course redesign
- Old Dominion University
  - Nursing degrees
  - Course redesign
- Radford University
  - In-State six-year graduation rates of first-time, full-time freshmen
  - Course redesign
- Virginia Military Institute
  - Financial aid
  - Commissions
- Virginia Community College System
  - Community college career pathways programs
  - Successful outcomes for program-placed students (12+ credits)

The Council's Restructuring Subcommittee recommends approval of the institutional targets and thresholds for 2010-11 through 2015-16.

Materials Provided:

- Tables of targets and thresholds by measure and institution

Financial Impact: None

Timetable for Further Review/Action:

Institutions will be evaluated on these targets beginning with 2012 assessment process.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the institutional targets and thresholds for 2010-11 through 2015-16.

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.1.a.: In-State Enrollment

A.1. Access: A.1.a. Institution meets 95 percent of its State Council-approved biennial projection of total in-state student enrollment within the prescribed range of permitted variance.

	Actual							Targets/Thresholds						Δ% Actual Last 6 Years	Δ% Next 6 Years	Δ% Actual Last 3 Years	Δ% Next 3 Years
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
CNU	4,565	4,573	4,626	4,647	4,672	4,679	**Target**	4,637	4,688	4,724	4,748	4,780	4,777	2.5%	3.0%	0.7%	1.9%
							Threshold	4,405	4,454	4,488	4,511	4,541	4,538				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
CWM	4,686	4,826	4,907	5,073	5,080	4,969	**Target**	5,021	5,040	5,059	5,069	5,069	5,069	6.0%	1.0%	-2.1%	0.8%
							Threshold	4,770	4,788	4,806	4,816	4,816	4,816				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
GMU	24,415	24,876	24,902	25,006	25,312	26,412	**Target**	27,053	27,803	28,478	29,149	29,884	30,664	8.2%	13.3%	5.6%	5.3%
							Threshold	25,700	26,413	27,054	27,692	28,390	29,131				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
JMU	11,501	12,019	12,317	12,678	13,069	13,528	**Target**	13,744	14,114	14,449	14,711	14,871	14,989	17.6%	9.1%	6.7%	5.1%
							Threshold	13,057	13,408	13,727	13,975	14,127	14,240				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
LU	4,100	4,123	4,228	4,453	4,436	4,440	**Target**	4,484	4,529	4,574	4,620	4,667	4,713	8.3%	5.1%	-0.3%	2.0%
							Threshold	4,260	4,303	4,345	4,389	4,434	4,477				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
NSU	4,516	4,533	4,806	4,844	5,152	5,712	**Target**	5,742	5,762	5,410	5,468	5,576	5,624	26.5%	-2.1%	17.9%	-5.8%
							Threshold	5,455	5,474	5,140	5,195	5,297	5,343				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
ODU	17,602	18,181	18,596	19,045	20,383	20,250	**Target**	20,483	20,651	20,755	20,856	20,942	21,024	15.0%	2.6%	6.3%	1.3%
							Threshold	19,459	19,618	19,717	19,813	19,895	19,973				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
RU	8,467	8,739	8,500	8,386	8,462	8,215	**Target**	8,018	7,967	7,969	8,055	8,134	8,193	-3.0%	2.2%	-2.0%	-0.6%
							Threshold	7,617	7,569	7,571	7,652	7,727	7,783				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
UMW	3,611	3,651	3,819	4,038	4,099	4,466	**Target**	4,218	4,280	4,336	4,340	4,337	4,324	23.7%	2.5%	10.6%	2.8%
							Threshold	4,007	4,066	4,119	4,123	4,120	4,108				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.1.a.: In-State Enrollment

A.1. Access: A.1.a. Institution meets 95 percent of its State Council-approved biennial projection of total in-state student enrollment within the prescribed range of permitted variance.

UVA	15,287	15,826	15,360	15,322	15,504	15,058	**Target**	15,727	15,850	15,963	16,090	16,223	16,244	-1.5%	3.3%	-1.7%	1.5%
							Threshold	14,941	15,058	15,165	15,286	15,412	15,432				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
UVAW	1,760	1,852	1,818	1,695	1,873	1,917	**Target**	1,797	1,818	1,835	1,921	1,930	1,940	8.9%	8.0%	13.1%	2.1%
							Threshold	1,707	1,727	1,743	1,825	1,834	1,843				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
VCU	25,454	25,699	26,446	27,662	27,585	27,811	**Target**	27,904	28,102	28,251	28,384	28,397	28,408	9.3%	1.8%	0.5%	1.2%
							Threshold	26,509	26,697	26,838	26,965	26,977	26,988				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
VMI	720	744	760	811	857	881	**Target**	872	842	837	832	828	828	22.4%	-5.0%	8.6%	-4.0%
							Threshold	828	800	795	790	787	787				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
VSU	3,390	3,572	3,343	3,363	3,463	3,812	**Target**	3,834	3,859	3,881	3,905	3,943	3,980	12.4%	3.8%	13.4%	1.2%
							Threshold	3,642	3,666	3,687	3,710	3,746	3,781				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
VT	18,839	19,246	19,817	20,917	21,337	21,557	**Target**	21,100	21,126	21,279	21,297	21,315	21,290	14.4%	0.9%	3.1%	0.8%
							Threshold	20,045	20,070	20,215	20,232	20,249	20,226				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
RBC	1,389	1,419	1,350	1,358	1,612	1,612	**Target**	1,612	1,612	1,302	1,612	1,612	1,612	16.1%	0.0%	18.7%	-19.2%
							Threshold	1,531	1,531	1,237	1,531	1,531	1,531				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
VCCS	146,472	149,012	150,429	157,140	167,541	178,210	**Target**	183,555	187,225	189,098	190,989	191,943	192,903	21.7%	5.1%	13.4%	3.0%
							Threshold	174,377	177,864	179,643	181,440	182,346	183,258				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.1.b.: Under-represented Enrollments

A.1. Access: A.1.b. Institution maintains acceptable progress towards agreed upon targets for the percentage of in-state undergraduate students from under-represented populations. (Such populations 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.)

	Actual							Targets/Thresholds						Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
CNU	27.1%	23.9%	23.3%	24.4%	23.7%	23.3%	**Target**	23.0%	23.0%	23.5%	24.0%	24.5%	25.0%	-0.038	0.020	-0.011	0.005
							Threshold	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%				
							Δ	0.030	0.030	0.035	0.040	0.045	0.050				
CWM	30.8%	30.9%	32.3%	34.3%	34.7%	36.6%	**Target**	36.6%	36.6%	36.8%	37.0%	37.0%	37.0%	0.058	0.004	0.023	0.002
							Threshold	32.6%	32.6%	32.8%	33.0%	33.0%	33.0%				
							Δ	0.040	0.040	0.040	0.040	0.040	0.040				
GMU	42.6%	43.3%	43.4%	47.7%	47.8%	52.6%	**Target**	50.0%	51.0%	52.0%	53.0%	54.0%	55.0%	0.100	0.050	0.049	0.020
							Threshold	46.0%	47.0%	48.0%	49.0%	50.0%	51.0%				
							Δ	0.040	0.040	0.040	0.040	0.040	0.040				
JMU	26.6%	26.9%	27.3%	28.1%	28.1%	28.6%	**Target**	28.1%	27.4%	27.0%	27.0%	27.1%	27.3%	0.019	-0.008	0.005	-0.010
							Threshold	26.7%	26.0%	25.6%	25.6%	25.7%	25.9%				
							Δ%	0.014	0.014	0.014	0.014	0.014	0.014				
LU	28.9%	28.7%	29.4%	30.0%	28.5%	32.3%	**Target**	29.0%	29.0%	29.0%	29.0%	29.0%	29.0%	0.034	0.000	0.023	0.000
							Threshold	27.0%	27.0%	27.0%	27.0%	27.0%	27.0%				
							Δ	0.020	0.020	0.020	0.020	0.020	0.020				
NSU	60.0%	56.3%	57.5%	58.3%	59.9%	63.9%	**Target**	60.0%	60.3%	60.6%	60.9%	61.0%	61.3%	0.038	0.013	0.055	0.006
							Threshold	57.0%	57.3%	57.6%	57.9%	58.0%	58.2%				
							Δ	0.030	0.030	0.030	0.030	0.030	0.031				
ODU	54.6%	52.8%	51.7%	52.2%	51.4%	54.8%	**Target**	52.0%	52.5%	53.0%	53.5%	54.0%	54.5%	0.001	0.025	0.026	0.010
							Threshold	48.0%	48.5%	49.0%	49.5%	50.0%	50.5%				
							Δ	0.040	0.040	0.040	0.040	0.040	0.040				
RU	35.8%	34.2%	33.2%	51.8%	51.6%	50.0%	**Target**	50.0%	49.8%	49.7%	49.6%	49.5%	49.5%	0.142	-0.005	-0.018	-0.003
							Threshold	43.7%	43.5%	43.4%	43.3%	43.2%	43.2%				
							Δ	0.063	0.063	0.063	0.063	0.063	0.063				
UMW	25.9%	24.9%	23.1%	28.9%	28.4%	26.6%	**Target**	26.8%	27.1%	27.6%	28.6%	30.1%	32.1%	0.007	0.053	-0.023	0.008
							Threshold	22.5%	22.8%	23.3%	24.3%	25.8%	27.8%				
							Δ	0.043	0.043	0.043	0.043	0.043	0.043				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.1.b.: Under-represented Enrollments

A.1. Access: A.1.b. Institution maintains acceptable progress towards agreed upon targets for the percentage of in-state undergraduate students from under-represented populations. (Such populations 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.)

	Actual							Targets/Thresholds						Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
UVA	34.7%	34.5%	35.7%	36.8%	36.8%	38.4%	**Target**	38.5%	38.8%	39.0%	39.2%	39.4%	39.6%	0.036	0.011	0.016	0.005
							Threshold	36.5%	36.0%	36.1%	36.2%	36.4%	36.6%				
							Δ	0.020	0.028	0.029	0.030	0.030	0.030				
UVAW	53.8%	47.6%	46.3%	57.8%	55.1%	53.6%	**Target**	54.0%	54.2%	54.5%	54.8%	55.1%	55.4%	-0.002	0.014	-0.042	0.005
							Threshold	50.8%	50.9%	51.2%	51.5%	51.8%	52.1%				
							Δ	0.032	0.033	0.033	0.033	0.033	0.033				
VCU	44.9%	44.3%	44.2%	44.5%	45.0%	45.2%	**Target**	44.1%	44.1%	45.0%	45.2%	45.5%	45.8%	0.003	0.017	0.007	0.009
							Threshold	35.0%	35.0%	36.0%	37.0%	37.0%	37.0%				
							Δ	0.091	0.091	0.090	0.082	0.085	0.088				
VMI	27.8%	26.3%	27.8%	28.9%	30.1%	31.7%	**Target**	26.0%	26.0%	26.0%	26.0%	26.0%	26.0%	0.039	0.000	0.028	0.000
							Threshold	23.3%	23.3%	23.3%	23.3%	23.3%	23.3%				
							Δ	0.027	0.027	0.027	0.027	0.027	0.027				
VSU	56.0%	55.7%	55.2%	55.5%	56.3%	73.2%	**Target**	56.5%	56.5%	57.0%	57.0%	57.3%	57.3%	0.172	0.008	0.177	0.005
							Threshold	53.0%	53.0%	53.5%	53.5%	53.8%	53.8%				
							Δ	0.035	0.035	0.035	0.035	0.035	0.035				
VT	32.6%	30.7%	29.4%	33.0%	33.9%	38.5%	**Target**	35.1%	35.1%	35.2%	35.2%	35.3%	35.3%	0.059	0.002	0.055	0.001
							Threshold	32.6%	32.6%	32.7%	32.7%	32.8%	32.8%				
							Δ	0.025	0.025	0.025	0.025	0.025	0.025				
RBC	30.5%	30.4%	34.0%	35.3%	39.6%	40.5%	**Target**	40.0%	40.0%	40.0%	40.0%	40.0%	40.0%	0.100	0.000	0.052	0.000
							Threshold	30.0%	30.0%	30.0%	30.0%	30.0%	30.0%				
							Δ	0.100	0.100	0.100	0.100	0.100	0.100				
VCCS	48.9%	48.3%	48.3%	49.3%	50.0%	59.3%	**Target**	59.5%	59.7%	59.8%	59.9%	60.0%	60.0%	0.104	0.005	0.101	0.003
							Threshold	54.5%	54.7%	54.7%	54.7%	54.7%	54.7%				
							Δ	0.050	0.050	0.051	0.052	0.053	0.053				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.1.c.: Degree Awards (Undergraduate)

A.1. Access: A.1.c. Institution annually meets at least 95 percent of its undergraduate and 90 percent of its graduate and first-professional State Council-approved estimates of degrees awarded.

	Actual					Estimate		Targets/Thresholds						Δ% Actual Last 6 Years	Δ% Next 6 Years	Δ% Actual Last 3 Years	Δ% Next 3 Years
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
CNU	834	779	892	837	955	856	**Target**	876	840	832	841	856	860	2.6%	-1.8%	2.3%	-5.0%
							Threshold	832	798	790	799	813	817				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
CWM	1,472	1,384	1,376	1,454	1,461	1,438	**Target**	1,438	1,483	1,507	1,523	1,528	1,528	-2.3%	6.3%	-1.1%	4.8%
							Threshold	1,366	1,409	1,432	1,447	1,452	1,452				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
GMU	3,416	3,645	3,726	3,809	4,009	4,202	**Target**	4,270	4,362	4,437	4,477	4,541	4,763	23.0%	11.5%	10.3%	3.9%
							Threshold	4,057	4,144	4,215	4,253	4,314	4,525				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
JMU	3,329	3,501	3,475	3,504	3,630	3,733	**Target**	3,646	3,713	3,709	3,715	3,715	3,715	12.1%	1.9%	6.5%	1.7%
							Threshold	3,464	3,527	3,524	3,529	3,529	3,529				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
LU	802	731	669	746	761	800	**Target**	757	797	805	821	829	838	-0.2%	10.7%	7.2%	6.3%
							Threshold	719	757	765	780	788	796				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-4.9%	-5.0%				
NSU	787	753	762	793	837	824	**Target**	807	812	837	849	862	875	4.7%	8.4%	3.9%	3.7%
							Threshold	767	771	795	807	819	831				
							Δ%	-5.0%	-5.0%	-5.0%	-4.9%	-5.0%	-5.0%				
ODU	2,352	2,579	2,765	2,858	2,955	3,027	**Target**	3,065	3,082	3,092	3,097	3,100	3,103	28.7%	1.2%	5.9%	0.9%
							Threshold	2,912	2,928	2,937	2,942	2,945	2,948				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
RU	1,726	1,830	1,898	1,825	1,762	1,724	**Target**	1,706	1,707	1,582	1,574	1,594	1,619	-0.1%	-5.1%	-5.5%	-7.3%
							Threshold	1,621	1,622	1,503	1,495	1,514	1,538				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
UMW	939	936	930	1,012	933	940	**Target**	986	999	988	991	990	987	0.1%	0.1%	-7.1%	0.2%
							Threshold	937	949	939	941	941	938				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-4.9%	-5.0%				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.1.c.: Degree Awards (Undergraduate)

A.1. Access: A.1.c. Institution annually meets at least 95 percent of its undergraduate and 90 percent of its graduate and first-professional State Council-approved estimates of degrees awarded.

	Actual					Estimate		Targets/Thresholds						Δ% Actual Last 6 Years	Δ% Next 6 Years	Δ% Actual Last 3 Years	Δ% Next 3 Years
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
UVA	3,353	3,422	3,367	3,526	3,560	3,560	**Target**	3,620	3,675	3,675	3,680	3,740	3,750	6.2%	3.6%	1.0%	1.5%
							Threshold	3,439	3,491	3,491	3,496	3,553	3,563				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
UVAW	275	271	274	308	287	269	**Target**	211	214	217	220	223	226	-2.2%	7.1%	-12.7%	2.8%
							Threshold	200	203	206	209	212	215				
							Δ%	-5.2%	-5.1%	-5.1%	-5.0%	-4.9%	-4.9%				
VCU	2,684	3,127	3,323	3,570	3,728	3,759	**Target**	3,823	3,872	3,899	3,918	3,931	3,940	40.1%	3.1%	5.3%	2.0%
							Threshold	3,632	3,678	3,704	3,722	3,734	3,743				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
VMI	299	277	325	280	290	283	**Target**	311	299	306	315	316	316	-5.4%	1.6%	1.1%	-1.6%
							Threshold	295	284	291	299	300	300				
							Δ%	-5.1%	-5.0%	-4.9%	-5.1%	-5.1%	-5.1%				
VSU	727	689	720	628	617	629	**Target**	643	659	658	656	658	658	-13.5%	2.3%	0.2%	2.3%
							Threshold	611	626	625	623	625	625				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
VT	4,886	4,948	4,935	5,082	5,358	5,563	**Target**	5,338	5,406	5,289	5,311	5,301	5,302	13.9%	-0.7%	9.5%	-0.9%
							Threshold	5,071	5,136	5,025	5,045	5,036	5,037				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
RBC	214	209	210	174	165	200	**Target**	175	180	180	180	200	200	-6.5%	14.3%	14.9%	2.9%
							Threshold	166	171	171	171	190	190				
							Δ%	-5.1%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
VCCS	15,074	15,224	15,572	16,986	18,258	18,980	**Target**	21,879	22,972	23,893	24,848	25,592	26,361	25.9%	20.5%	11.7%	9.2%
							Threshold	20,785	21,823	22,698	23,606	24,312	25,043				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.1.c.: Degree Awards (Graduate and Professional)

A.1. Access: A.1.c. Institution annually meets at least 95 percent of its undergraduate and 90 percent of its graduate and first-professional State Council-approved estimates of degrees awarded.

	Actual					Estimate		Targets/Thresholds						Δ% Actual Last 6 Years	Δ% Next 6 Years	Δ% Actual Last 3 Years	Δ% Next 3 Years
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
CNU	28	73	67	67	68	104	**Target**	75	75	80	80	85	85	271.4%	13.3%	55.2%	6.7%
							Threshold	68	68	72	72	77	77				
							Δ%	-9.3%	-9.3%	-10.0%	-10.0%	-9.4%	-9.4%				
CWM	695	711	728	722	800	838	**Target**	770	774	781	781	781	781	20.6%	1.4%	16.1%	1.4%
							Threshold	693	697	703	703	703	703				
							Δ%	-10.0%	-9.9%	-10.0%	-10.0%	-10.0%	-10.0%				
GMU	2,941	3,207	3,245	3,315	3,295	3,641	**Target**	3,585	3,756	3,913	4,020	4,229	4,497	23.8%	25.4%	9.8%	9.1%
							Threshold	3,227	3,380	3,522	3,618	3,806	4,047				
							Δ%	-10.0%	-10.0%	-10.0%	-10.0%	-10.0%	-10.0%				
JMU	449	526	559	639	704	678	**Target**	662	678	699	715	724	735	51.0%	11.0%	6.1%	5.6%
			398	406	536	576	**Threshold**	596	610	629	644	652	662				
							Δ%	-10.0%	-10.0%	-10.0%	-9.9%	-9.9%	-9.9%				
LU	128	149	101	160	182	178	**Target**	156	148	140	142	143	145	39.1%	-7.1%	11.3%	-10.3%
							Threshold	140	133	126	128	129	131				
							Δ%	-10.3%	-10.1%	-10.0%	-9.9%	-9.8%	-9.7%				
NSU	222	230	241	226	222	248	**Target**	225	235	247	252	257	261	11.7%	16.0%	9.7%	9.8%
							Threshold	203	212	222	227	231	235				
							Δ%	-9.8%	-9.8%	-10.1%	-9.9%	-10.1%	-10.0%				
ODU	1,408	1,446	1,404	1,397	1,401	1,364	**Target**	1,388	1,423	1,449	1,483	1,515	1,548	-3.1%	11.5%	-2.4%	4.4%
							Threshold	1,249	1,281	1,304	1,335	1,364	1,393				
							Δ%	-10.0%	-10.0%	-10.0%	-10.0%	-10.0%	-10.0%				
RU	361	362	390	438	441	384	**Target**	382	392	423	432	465	473	6.4%	23.8%	-12.3%	10.7%
							Threshold	344	353	381	389	419	426				
							Δ%	-9.9%	-9.9%	-9.9%	-10.0%	-9.9%	-9.9%				
UMW	171	191	238	226	219	259	**Target**	271	277	262	261	261	262	51.5%	-3.3%	14.6%	-3.3%
							Threshold	244	249	236	235	235	236				
							Δ%	-10.0%	-10.1%	-9.9%	-10.0%	-10.0%	-9.9%				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.1.c.: Degree Awards (Graduate and Professional)

A.1. Access: A.1.c. Institution annually meets at least 95 percent of its undergraduate and 90 percent of its graduate and first-professional State Council-approved estimates of degrees awarded.

	Actual					Estimate		Targets/Thresholds						Δ% Actual Last 6 Years	Δ% Next 6 Years	Δ% Actual Last 3 Years	Δ% Next 3 Years
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
UVA	2,524	2,613	2,531	2,813	2,702	2,674	**Target**	2,782	2,802	2,823	2,849	2,875	2,900	5.9%	4.2%	-4.9%	1.5%
							Threshold	2,504	2,522	2,541	2,564	2,588	2,610				
							Δ%	-10.0%	-10.0%	-10.0%	-10.0%	-10.0%	-10.0%				
VCU	2,082	2,199	2,277	2,489	2,482	2,545	**Target**	2,576	2,622	2,657	2,701	2,701	2,701	22.2%	4.9%	2.2%	3.1%
							Threshold	2,318	2,360	2,391	2,431	2,431	2,431				
							Δ%	-10.0%	-10.0%	-10.0%	-10.0%	-10.0%	-10.0%				
VSU	156	138	142	108	102	104	**Target**	105	105	106	106	106	106	-33.3%	1.0%	-3.7%	1.0%
							Threshold	95	95	95	95	95	95				
							Δ%	-9.5%	-9.5%	-10.4%	-10.4%	-10.4%	-10.4%				
VT	1,895	1,947	1,823	1,979	1,951	2,061	**Target**	2,074	2,141	2,160	2,159	2,165	2,168	8.8%	4.5%	4.1%	4.1%
							Threshold	1,867	1,927	1,944	1,943	1,949	1,951				
							Δ%	-10.0%	-10.0%	-10.0%	-10.0%	-10.0%	-10.0%				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.2.: Affordability (Four-Year Institutions/Four-Year Graduation Rates)

A.2. Affordability: A.2. Institution establishes annual targets of graduation rates according to financial aid status with the intent of achieving, where appropriate, a similar graduation rate for each cohort of students. Three cohorts of students shall be used for this measure, as they are identified in their first year of enrollment at the institution:

i. Students receiving Pell grants.

ii. Students receiving other forms of need-based financial assistance other than Pell grants.

iii. Students receiving no need-based financial assistance.

Four-year institutions shall set targets based on four-year and six-year graduation rates.

The Virginia Community College System and Richard Bland College shall use two-year and four-year graduation rates.

		Actual - Four-Year Graduation Rates							Targets/Thresholds							Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	Cohort Entering Year	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13				
	Graduating Year	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
CNU	i. Pell	0.259	0.286	0.271	0.284	0.364	0.347	Target	0.400	0.400	0.420	0.420	0.430	0.450	0.500	0.088	0.050	0.063	0.020
								Threshold	0.320	0.320	0.350	0.350	0.370	0.370	0.380				
								Δ	0.080	0.080	0.070	0.070	0.060	0.080	0.120				
	ii. Other need-based aid	0.238	0.268	0.284	0.415	0.436	0.456	Target	0.450	0.460	0.470	0.480	0.490	0.500	0.500	0.218	0.050	0.041	0.020
								Threshold	0.400	0.400	0.420	0.420	0.440	0.440	0.440				
								Δ	0.050	0.060	0.050	0.060	0.050	0.060	0.060				
	iii. No need-based aid	0.276	0.325	0.325	0.403	0.421	0.460	Target	0.460	0.460	0.470	0.480	0.490	0.500	0.500	0.184	0.040	0.057	0.010
								Threshold	0.400	0.400	0.420	0.420	0.440	0.440	0.440				
								Δ	0.060	0.060	0.050	0.060	0.050	0.060	0.060				
CWM	i. Pell	0.821	0.821	0.637	0.828	0.722	0.773	Target	0.720	0.720	0.730	0.730	0.740	0.740	0.750	-0.048	0.020	-0.055	0.010
								Threshold	0.582	0.582	0.592	0.592	0.602	0.602	0.612				
								Δ	0.138	0.138	0.138	0.138	0.138	0.138	0.138				
	ii. Other need-based aid	0.827	0.903	0.824	0.853	0.813	0.827	Target	0.800	0.810	0.810	0.820	0.820	0.830	0.830	0.000	0.030	-0.026	0.010
								Threshold	0.730	0.740	0.740	0.750	0.750	0.760	0.760				
								Δ	0.070	0.070	0.070	0.070	0.070	0.070	0.070				
	iii. No need-based aid	0.831	0.830	0.840	0.826	0.813	0.799	Target	0.800	0.800	0.810	0.810	0.815	0.815	0.815	-0.033	0.015	-0.027	0.010
								Threshold	0.700	0.700	0.710	0.710	0.715	0.715	0.715				
								Δ	0.100	0.100	0.100	0.100	0.100	0.100	0.100				
GMU	i. Pell	0.280	0.284	0.314	0.367	0.337	0.268	Target	0.335	0.340	0.345	0.350	0.355	0.360	0.365	-0.011	0.025	-0.098	0.010
								Threshold	0.285	0.290	0.295	0.300	0.305	0.310	0.315				
								Δ	0.050	0.050	0.050	0.050	0.050	0.050	0.050				
	ii. Other need-based aid	0.334	0.332	0.389	0.394	0.423	0.350	Target	0.420	0.423	0.426	0.430	0.433	0.436	0.440	0.015	0.016	-0.045	0.006
								Threshold	0.370	0.373	0.376	0.380	0.383	0.386	0.390				
								Δ	0.050	0.050	0.050	0.050	0.050	0.050	0.050				
	iii. No need-based aid	0.310	0.304	0.360	0.391	0.371	0.309	Target	0.410	0.415	0.420	0.425	0.430	0.435	0.440	-0.001	0.025	-0.081	0.010
								Threshold	0.360	0.365	0.370	0.375	0.380	0.385	0.390				
								Δ	0.050	0.050	0.050	0.050	0.050	0.050	0.050				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.2.: Affordability (Four-Year Institutions/Four-Year Graduation Rates)

A.2. Affordability: A.2. Institution establishes annual targets of graduation rates according to financial aid status with the intent of achieving, where appropriate, a similar graduation rate for each cohort of students. Three cohorts of students shall be used for this measure, as they are identified in their first year of enrollment at the institution:

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iii. Students receiving no need-based financial assistance.

Four-year institutions shall set targets based on four-year and six-year graduation rates.

The Virginia Community College System and Richard Bland College shall use two-year and four-year graduation rates.

		Actual - Four-Year Graduation Rates							Targets/Thresholds							Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	Cohort Entering Year	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13				
	Graduating Year	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
JMU	i. Pell	0.540	0.512	0.522	0.533	0.583	0.530	Target	0.510	0.500	0.500	0.500	0.510	0.520	0.530	-0.010	0.010	-0.003	-0.010
								Threshold	0.460	0.450	0.450	0.450	0.460	0.470	0.480				
								Δ	0.050	0.050	0.050	0.050	0.050	0.050	0.050				
	ii. Other need-based aid	0.626	0.644	0.662	0.621	0.642	0.630	Target	0.610	0.600	0.600	0.600	0.610	0.620	0.630	0.004	0.010	0.009	-0.010
								Threshold	0.560	0.550	0.550	0.550	0.560	0.570	0.580				
								Δ	0.050	0.050	0.050	0.050	0.050	0.050	0.050				
	iii. No need-based aid	0.664	0.663	0.697	0.677	0.692	0.666	Target	0.630	0.620	0.620	0.620	0.630	0.640	0.650	0.002	0.010	-0.011	-0.010
								Threshold	0.580	0.570	0.570	0.570	0.580	0.590	0.600				
								Δ	0.050	0.050	0.050	0.050	0.050	0.050	0.050				
LU	i. Pell	0.488	0.390	0.425	0.368	0.333	0.341	Target	0.358	0.359	0.360	0.361	0.362	0.363	0.364	-0.147	0.005	-0.028	0.002
								Threshold	0.322	0.323	0.324	0.325	0.326	0.327	0.328				
								Δ	0.036	0.036	0.036	0.036	0.036	0.036	0.036				
	ii. Other need-based aid	0.474	0.463	0.447	0.365	0.361	0.380	Target	0.388	0.389	0.390	0.391	0.392	0.393	0.394	-0.094	0.005	0.015	0.002
								Threshold	0.349	0.350	0.351	0.352	0.353	0.354	0.355				
								Δ	0.039	0.039	0.039	0.039	0.039	0.039	0.039				
	iii. No need-based aid	0.447	0.478	0.485	0.397	0.423	0.395	Target	0.367	0.368	0.369	0.370	0.371	0.372	0.373	-0.053	0.005	-0.003	0.002
								Threshold	0.330	0.331	0.332	0.333	0.334	0.335	0.336				
								Δ	0.037	0.037	0.037	0.037	0.037	0.037	0.037				
NSU	i. Pell	0.111	0.083	0.104	0.105	0.094	0.084	Target	0.085	0.086	0.087	0.087	0.088	0.089	0.090	-0.026	0.004	-0.020	0.001
								Threshold	0.077	0.077	0.078	0.078	0.079	0.080	0.081				
								Δ	0.008	0.009	0.008	0.009	0.009	0.009	0.009				
	ii. Other need-based aid	0.155	0.163	0.186	0.190	0.188	0.155	Target	0.158	0.159	0.159	0.160	0.160	0.163	0.165	0.000	0.005	-0.035	0.002
								Threshold	0.142	0.143	0.143	0.144	0.144	0.146	0.149				
								Δ	0.016	0.016	0.016	0.016	0.016	0.017	0.016				
	iii. No need-based aid	0.115	0.138	0.139	0.114	0.095	0.135	Target	0.130	0.133	0.135	0.138	0.140	0.143	0.145	0.021	0.013	0.021	0.005
								Threshold	0.117	0.119	0.122	0.124	0.126	0.128	0.131				
								Δ	0.013	0.014	0.013	0.014	0.014	0.015	0.014				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.2.: Affordability (Four-Year Institutions/Four-Year Graduation Rates)

A.2. Affordability: A.2. Institution establishes annual targets of graduation rates according to financial aid status with the intent of achieving, where appropriate, a similar graduation rate for each cohort of students. Three cohorts of students shall be used for this measure, as they are identified in their first year of enrollment at the institution:

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Four-year institutions shall set targets based on four-year and six-year graduation rates.

The Virginia Community College System and Richard Bland College shall use two-year and four-year graduation rates.

		Actual - Four-Year Graduation Rates							Targets/Thresholds							Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	Cohort Entering Year	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13				
	Graduating Year	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
ODU	i. Pell	0.152	0.162	0.181	0.211	0.209	0.118	Target	0.180	0.183	0.187	0.190	0.193	0.197	0.200	-0.034	0.017	-0.093	0.007
								Threshold	0.150	0.153	0.157	0.160	0.163	0.167	0.170				
								Δ	0.030	0.030	0.030	0.030	0.030	0.030	0.030				
	ii. Other need-based aid	0.231	0.198	0.220	0.224	0.228	0.164	Target	0.210	0.213	0.217	0.220	0.223	0.227	0.230	-0.067	0.017	-0.060	0.007
								Threshold	0.170	0.173	0.177	0.180	0.183	0.187	0.190				
								Δ	0.040	0.040	0.040	0.040	0.040	0.040	0.040				
	iii. No need-based aid	0.266	0.275	0.238	0.238	0.262	0.213	Target	0.220	0.225	0.230	0.235	0.240	0.245	0.250	-0.053	0.025	-0.025	0.010
								Threshold	0.190	0.195	0.200	0.205	0.210	0.215	0.220				
								Δ	0.030	0.030	0.030	0.030	0.030	0.030	0.030				
RU	i. Pell	0.283	0.294	0.386	0.339	0.338	0.247	Target	0.296	0.296	0.296	0.296	0.311	0.326	0.341	-0.036	0.030	-0.092	0.000
								Threshold	0.254	0.254	0.254	0.254	0.269	0.284	0.299				
								Δ	0.042	0.042	0.042	0.042	0.042	0.042	0.042				
	ii. Other need-based aid	0.341	0.356	0.422	0.382	0.407	0.290	Target	0.333	0.333	0.333	0.333	0.353	0.373	0.393	-0.051	0.040	-0.092	0.000
								Threshold	0.289	0.289	0.289	0.289	0.309	0.329	0.349				
								Δ	0.044	0.044	0.044	0.044	0.044	0.044	0.044				
	iii. No need-based aid	0.365	0.380	0.422	0.421	0.390	0.294	Target	0.378	0.378	0.378	0.378	0.388	0.398	0.408	-0.071	0.020	-0.128	0.000
								Threshold	0.336	0.336	0.336	0.336	0.346	0.356	0.366				
								Δ	0.042	0.042	0.042	0.042	0.042	0.042	0.042				
UMW	i. Pell	0.721	0.636	0.597	0.689	0.587	0.510	Target	0.497	0.509	0.531	0.563	0.605	0.657	0.719	-0.211	0.160	-0.179	0.034
								Threshold	0.421	0.433	0.455	0.487	0.529	0.581	0.643				
								Δ	0.076	0.076	0.076	0.076	0.076	0.076	0.076				
	ii. Other need-based aid	0.715	0.689	0.679	0.726	0.682	0.622	Target	0.601	0.621	0.642	0.664	0.687	0.711	0.736	-0.093	0.110	-0.104	0.041
								Threshold	0.534	0.554	0.575	0.597	0.620	0.644	0.669				
								Δ	0.067	0.067	0.067	0.067	0.067	0.067	0.067				
	iii. No need-based aid	0.711	0.681	0.701	0.658	0.687	0.622	Target	0.605	0.620	0.635	0.650	0.665	0.680	0.695	-0.089	0.075	-0.035	0.030
								Threshold	0.547	0.562	0.577	0.592	0.607	0.622	0.637				
								Δ	0.058	0.058	0.058	0.058	0.058	0.058	0.058				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.2.: Affordability (Four-Year Institutions/Four-Year Graduation Rates)

A.2. Affordability: A.2. Institution establishes annual targets of graduation rates according to financial aid status with the intent of achieving, where appropriate, a similar graduation rate for each cohort of students. Three cohorts of students shall be used for this measure, as they are identified in their first year of enrollment at the institution:

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iii. Students receiving no need-based financial assistance.

Four-year institutions shall set targets based on four-year and six-year graduation rates.

The Virginia Community College System and Richard Bland College shall use two-year and four-year graduation rates.

		Actual - Four-Year Graduation Rates							Targets/Thresholds							Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	Cohort Entering Year	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13				
	Graduating Year	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
UVA	i. Pell	0.744	0.767	0.731	0.740	0.739	0.829	Target	0.870	0.870	0.870	0.870	0.870	0.870	0.870	0.085	0.000	0.088	0.000
								Threshold	0.720	0.730	0.732	0.734	0.736	0.738	0.740				
								Δ	0.150	0.140	0.138	0.136	0.134	0.132	0.130				
	ii. Other need-based aid	0.782	0.830	0.833	0.808	0.798	0.842	Target	0.870	0.870	0.870	0.870	0.870	0.870	0.870	0.060	0.000	0.034	0.000
								Threshold	0.785	0.788	0.791	0.794	0.797	0.800	0.803				
								Δ	0.085	0.082	0.079	0.076	0.073	0.070	0.067				
	iii. No need-based aid	0.843	0.850	0.863	0.860	0.855	0.870	Target	0.870	0.870	0.870	0.870	0.870	0.870	0.870	0.027	0.000	0.010	0.000
								Threshold	0.840	0.840	0.842	0.844	0.846	0.848	0.850				
								Δ	0.030	0.030	0.028	0.026	0.024	0.022	0.020				
UVAW	i. Pell	0.217	0.236	0.262	0.333	0.354	0.207	Target	0.188	0.188	0.190	0.192	0.196	0.196	0.200	-0.010	0.008	-0.127	0.002
								Threshold	0.177	0.177	0.179	0.180	0.184	0.184	0.188				
								Δ	0.011	0.011	0.011	0.012	0.012	0.012	0.012				
	ii. Other need-based aid	0.184	0.189	0.260	0.281	0.274	0.280	Target	0.277	0.277	0.279	0.281	0.285	0.285	0.289	0.096	0.008	-0.001	0.002
								Threshold	0.260	0.260	0.262	0.264	0.268	0.268	0.272				
								Δ	0.017	0.017	0.017	0.017	0.017	0.017	0.017				
	iii. No need-based aid	0.353	0.280	0.325	0.343	0.378	0.288	Target	0.291	0.291	0.293	0.295	0.299	0.299	0.303	-0.065	0.008	-0.055	0.002
								Threshold	0.273	0.273	0.275	0.277	0.281	0.281	0.285				
								Δ	0.018	0.018	0.018	0.018	0.018	0.018	0.018				
VCU	i. Pell	0.153	0.154	0.172	0.218	0.180	0.183	Target	0.170	0.170	0.175	0.175	0.180	0.180	0.180	0.030	0.010	-0.035	0.005
								Threshold	0.130	0.130	0.130	0.130	0.130	0.130	0.130				
								Δ	0.040	0.040	0.045	0.045	0.050	0.050	0.050				
	ii. Other need-based aid	0.162	0.241	0.240	0.233	0.239	0.236	Target	0.230	0.230	0.235	0.235	0.235	0.235	0.235	0.074	0.005	0.003	0.005
								Threshold	0.160	0.160	0.160	0.160	0.160	0.160	0.160				
								Δ	0.070	0.070	0.075	0.075	0.075	0.075	0.075				
	iii. No need-based aid	0.235	0.209	0.265	0.271	0.261	0.265	Target	0.250	0.250	0.255	0.256	0.270	0.275	0.280	0.030	0.025	-0.007	0.005
								Threshold	0.200	0.200	0.200	0.200	0.200	0.200	0.200				
								Δ	0.050	0.050	0.055	0.056	0.070	0.075	0.080				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.2.: Affordability (Four-Year Institutions/Four-Year Graduation Rates)

A.2. Affordability: A.2. Institution establishes annual targets of graduation rates according to financial aid status with the intent of achieving, where appropriate, a similar graduation rate for each cohort of students. Three cohorts of students shall be used for this measure, as they are identified in their first year of enrollment at the institution:

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Four-year institutions shall set targets based on four-year and six-year graduation rates.

The Virginia Community College System and Richard Bland College shall use two-year and four-year graduation rates.

		Actual - Four-Year Graduation Rates							Targets/Thresholds							Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	Cohort Entering Year	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13				
	Graduating Year	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
VMI	i. Pell	0.500	0.378	0.457	0.488	0.523	0.477	Target	0.425	0.430	0.435	0.440	0.445	0.450	0.450	-0.023	0.025	-0.011	0.010
								Threshold	0.365	0.370	0.375	0.380	0.385	0.390	0.390				
								Δ	0.060	0.060	0.060	0.060	0.060	0.060	0.060				
	ii. Other need-based aid	0.521	0.459	0.520	0.636	0.653	0.605	Target	0.520	0.525	0.530	0.535	0.540	0.545	0.550	0.084	0.025	-0.032	0.010
								Threshold	0.460	0.465	0.470	0.475	0.480	0.485	0.490				
								Δ	0.060	0.060	0.060	0.060	0.060	0.060	0.060				
	iii. No need-based aid	0.619	0.609	0.638	0.668	0.583	0.571	Target	0.570	0.575	0.580	0.585	0.590	0.595	0.600	-0.048	0.025	-0.097	0.010
								Threshold	0.510	0.515	0.520	0.525	0.530	0.535	0.540				
								Δ	0.060	0.060	0.060	0.060	0.060	0.060	0.060				
VSU	i. Pell	0.207	0.211	0.187	0.231	0.233	0.196	Target	0.225	0.225	0.230	0.230	0.235	0.235	0.235	-0.010	0.010	-0.034	0.005
								Threshold	0.175	0.175	0.180	0.180	0.185	0.185	0.185				
								Δ	0.050	0.050	0.050	0.050	0.050	0.050	0.050				
	ii. Other need-based aid	0.229	0.230	0.218	0.279	0.297	0.239	Target	0.245	0.245	0.250	0.250	0.255	0.255	0.255	0.010	0.010	-0.040	0.005
								Threshold	0.195	0.195	0.200	0.200	0.205	0.205	0.205				
								Δ	0.050	0.050	0.050	0.050	0.050	0.050	0.050				
	iii. No need-based aid	0.201	0.307	0.275	0.286	0.212	0.246	Target	0.265	0.265	0.270	0.270	0.275	0.275	0.275	0.044	0.010	-0.040	0.005
								Threshold	0.215	0.215	0.220	0.220	0.225	0.225	0.225				
								Δ	0.050	0.050	0.050	0.050	0.050	0.050	0.050				
VT	i. Pell	0.453	0.384	0.406	0.432	0.446	0.439	Target	0.417	0.442	0.427	0.430	0.435	0.445	0.455	-0.014	0.028	0.007	0.010
								Threshold	0.378	0.403	0.388	0.391	0.394	0.395	0.396				
								Δ	0.039	0.039	0.039	0.039	0.041	0.050	0.059				
	ii. Other need-based aid	0.479	0.505	0.509	0.501	0.507	0.486	Target	0.481	0.475	0.476	0.479	0.484	0.494	0.504	0.007	0.013	-0.015	-0.005
								Threshold	0.443	0.437	0.438	0.441	0.443	0.444	0.445				
								Δ	0.038	0.038	0.038	0.038	0.041	0.050	0.059				
	iii. No need-based aid	0.544	0.529	0.547	0.561	0.554	0.532	Target	0.531	0.525	0.531	0.532	0.532	0.535	0.535	-0.012	0.004	-0.029	0.000
								Threshold	0.501	0.495	0.501	0.502	0.502	0.502	0.502				
								Δ	0.030	0.030	0.030	0.030	0.030	0.033	0.033				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.2.: Affordability (Four-Year Institutions/Six-Year Graduation Rates)

A.2. Affordability: A.2. Institution establishes annual targets of graduation rates according to financial aid status with the intent of achieving, where appropriate, a similar graduation rate for each cohort of students. Three cohorts of students shall be used for this measure, as they are identified in their first year of enrollment at the institution:

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Four-year institutions shall set targets based on four-year and six-year graduation rates.

The Virginia Community College System and Richard Bland College shall use two-year and four-year graduation rates.

		Actual - Six-Year Graduation Rates							Targets/Thresholds							Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	Cohort Entering Year	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11				
	Graduating Year	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
CNU	i. Pell	0.360	0.404	0.454	0.474	0.476	0.448	Target	0.450	0.460	0.480	0.500	0.550	0.600	0.650	0.088	0.150	-0.026	0.030
								Threshold	0.400	0.400	0.400	0.450	0.450	0.500	0.500				
								Δ	0.050	0.060	0.080	0.050	0.100	0.100	0.150				
	ii. Other need-based aid	0.467	0.453	0.505	0.500	0.447	0.585	Target	0.590	0.590	0.600	0.620	0.630	0.640	0.650	0.118	0.050	0.085	0.010
								Threshold	0.540	0.540	0.550	0.560	0.570	0.570	0.570				
								Δ	0.050	0.050	0.050	0.060	0.060	0.070	0.080				
	iii. No need-based aid	0.422	0.458	0.522	0.534	0.506	0.598	Target	0.600	0.600	0.610	0.620	0.630	0.640	0.650	0.176	0.040	0.064	0.010
								Threshold	0.550	0.550	0.560	0.560	0.570	0.570	0.570				
								Δ	0.050	0.050	0.050	0.060	0.060	0.070	0.080				
CWM	i. Pell	0.878	0.841	0.905	0.934	0.802	0.897	Target	0.897	0.897	0.897	0.897	0.897	0.897	0.897	0.019	0.000	-0.037	0.000
								Threshold	0.730	0.730	0.730	0.730	0.730	0.730	0.730				
								Δ	0.167	0.167	0.167	0.167	0.167	0.167	0.167				
	ii. Other need-based aid	0.888	0.905	0.874	0.944	0.900	0.935	Target	0.935	0.935	0.935	0.935	0.935	0.935	0.935	0.047	0.000	-0.009	0.000
								Threshold	0.800	0.800	0.800	0.800	0.800	0.800	0.800				
								Δ	0.135	0.135	0.135	0.135	0.135	0.135	0.135				
	iii. No need-based aid	0.899	0.914	0.918	0.908	0.923	0.905	Target	0.905	0.905	0.905	0.905	0.905	0.905	0.905	0.006	0.000	-0.003	0.000
								Threshold	0.850	0.850	0.850	0.850	0.850	0.850	0.850				
								Δ	0.055	0.055	0.055	0.055	0.055	0.055	0.055				
GMU	i. Pell	0.525	0.563	0.562	0.592	0.640	0.633	Target	0.630	0.633	0.635	0.638	0.640	0.645	0.650	0.108	0.015	0.042	0.005
								Threshold	0.580	0.583	0.585	0.588	0.590	0.595	0.600				
								Δ	0.050	0.050	0.050	0.050	0.050	0.050	0.050				
	ii. Other need-based aid	0.545	0.519	0.530	0.577	0.611	0.625	Target	0.620	0.625	0.630	0.635	0.640	0.645	0.650	0.080	0.025	0.048	0.010
								Threshold	0.570	0.575	0.580	0.585	0.590	0.595	0.600				
								Δ	0.050	0.050	0.050	0.050	0.050	0.050	0.050				
	iii. No need-based aid	0.522	0.519	0.562	0.581	0.600	0.640	Target	0.635	0.638	0.640	0.642	0.645	0.648	0.650	0.118	0.013	0.059	0.005
								Threshold	0.585	0.588	0.590	0.592	0.595	0.598	0.600				
								Δ	0.050	0.050	0.050	0.050	0.050	0.050	0.050				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.2.: Affordability (Four-Year Institutions/Six-Year Graduation Rates)

A.2. Affordability: A.2. Institution establishes annual targets of graduation rates according to financial aid status with the intent of achieving, where appropriate, a similar graduation rate for each cohort of students. Three cohorts of students shall be used for this measure, as they are identified in their first year of enrollment at the institution:

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The Virginia Community College System and Richard Bland College shall use two-year and four-year graduation rates.

		Actual - Six-Year Graduation Rates							Targets/Thresholds							Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	Cohort Entering Year	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11				
	Graduating Year	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
JMU	i. Pell	0.729	0.727	0.698	0.724	0.680	0.714	Target	0.705	0.700	0.700	0.700	0.710	0.720	0.730	-0.016	0.015	-0.010	-0.005
								Threshold	0.655	0.650	0.650	0.650	0.660	0.670	0.680				
								Δ	0.050	0.050	0.050	0.050	0.050	0.050	0.050				
	ii. Other need-based aid	0.798	0.759	0.788	0.804	0.807	0.780	Target	0.760	0.750	0.750	0.750	0.760	0.770	0.780	-0.018	0.010	-0.024	-0.010
								Threshold	0.710	0.700	0.700	0.700	0.710	0.720	0.730				
								Δ	0.050	0.050	0.050	0.050	0.050	0.050	0.050				
	iii. No need-based aid	0.810	0.816	0.811	0.823	0.844	0.831	Target	0.800	0.800	0.800	0.810	0.820	0.820	0.820	0.021	0.020	0.008	0.000
								Threshold	0.750	0.750	0.750	0.760	0.770	0.770	0.770				
								Δ	0.050	0.050	0.050	0.050	0.050	0.050	0.050				
LU	i. Pell	0.600	0.575	0.702	0.631	0.673	0.511	Target	0.524	0.525	0.526	0.527	0.528	0.529	0.530	-0.089	0.005	-0.120	0.002
								Threshold	0.472	0.472	0.473	0.474	0.475	0.476	0.477				
								Δ	0.052	0.053	0.053	0.053	0.053	0.053	0.053				
	ii. Other need-based aid	0.628	0.581	0.661	0.621	0.656	0.593	Target	0.559	0.560	0.561	0.562	0.563	0.564	0.565	-0.035	0.005	-0.028	0.002
								Threshold	0.503	0.504	0.505	0.506	0.507	0.508	0.509				
								Δ	0.056	0.056	0.056	0.056	0.056	0.056	0.056				
	iii. No need-based aid	0.655	0.649	0.641	0.646	0.630	0.577	Target	0.573	0.574	0.575	0.576	0.577	0.578	0.579	-0.078	0.005	-0.069	0.002
								Threshold	0.516	0.517	0.518	0.518	0.519	0.520	0.521				
								Δ	0.057	0.057	0.057	0.058	0.058	0.058	0.058				
NSU	i. Pell	0.235	0.244	0.278	0.251	0.285	0.265	Target	0.270	0.275	0.280	0.285	0.290	0.295	0.300	0.030	0.025	0.013	0.010
								Threshold	0.257	0.261	0.266	0.271	0.276	0.280	0.285				
								Δ	0.013	0.014	0.014	0.014	0.014	0.015	0.015				
	ii. Other need-based aid	0.358	0.340	0.377	0.377	0.372	0.427	Target	0.380	0.385	0.388	0.390	0.395	0.398	0.400	0.069	0.018	0.050	0.008
								Threshold	0.361	0.366	0.368	0.371	0.375	0.378	0.380				
								Δ	0.019	0.019	0.020	0.019	0.020	0.020	0.020				
	iii. No need-based aid	0.293	0.358	0.263	0.356	0.354	0.354	Target	0.350	0.355	0.358	0.360	0.365	0.368	0.370	0.060	0.018	-0.002	0.008
								Threshold	0.333	0.337	0.340	0.342	0.347	0.349	0.352				
								Δ	0.017	0.018	0.018	0.018	0.018	0.019	0.018				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.2.: Affordability (Four-Year Institutions/Six-Year Graduation Rates)

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The Virginia Community College System and Richard Bland College shall use two-year and four-year graduation rates.

		Actual - Six-Year Graduation Rates							Targets/Thresholds							Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	Cohort Entering Year	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11				
	Graduating Year	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
ODU	i. Pell	0.423	0.453	0.442	0.384	0.441	0.493	Target	0.385	0.390	0.395	0.400	0.405	0.410	0.415	0.069	0.025	0.109	0.010
								Threshold	0.350	0.355	0.360	0.365	0.370	0.375	0.380				
								Δ	0.035	0.035	0.035	0.035	0.035	0.035	0.035				
	ii. Other need-based aid	0.501	0.455	0.497	0.481	0.494	0.499	Target	0.490	0.495	0.500	0.505	0.510	0.515	0.520	-0.002	0.025	0.017	0.010
								Threshold	0.440	0.445	0.450	0.455	0.460	0.465	0.470				
								Δ	0.050	0.050	0.050	0.050	0.050	0.050	0.050				
	iii. No need-based aid	0.452	0.521	0.515	0.539	0.503	0.516	Target	0.500	0.505	0.510	0.515	0.520	0.525	0.530	0.064	0.025	-0.023	0.010
								Threshold	0.450	0.455	0.460	0.465	0.470	0.475	0.480				
								Δ	0.050	0.050	0.050	0.050	0.050	0.050	0.050				
RU	i. Pell	0.519	0.460	0.487	0.528	0.553	0.523	Target	0.480	0.468	0.480	0.480	0.495	0.510	0.525	0.004	0.030	-0.005	0.000
								Threshold	0.447	0.435	0.447	0.447	0.462	0.477	0.492				
								Δ	0.033	0.033	0.033	0.033	0.033	0.033	0.033				
	ii. Other need-based aid	0.551	0.495	0.583	0.553	0.618	0.528	Target	0.497	0.479	0.497	0.497	0.507	0.517	0.527	-0.023	0.020	-0.025	0.000
								Threshold	0.454	0.436	0.454	0.454	0.464	0.474	0.484				
								Δ	0.043	0.043	0.043	0.043	0.043	0.043	0.043				
	iii. No need-based aid	0.584	0.536	0.576	0.575	0.605	0.590	Target	0.546	0.546	0.553	0.553	0.565	0.577	0.589	0.006	0.031	0.015	0.007
								Threshold	0.523	0.523	0.530	0.530	0.542	0.554	0.566				
								Δ	0.023	0.023	0.023	0.023	0.023	0.023	0.023				
UMW	i. Pell	0.722	0.764	0.750	0.675	0.649	0.803	Target	0.663	0.675	0.688	0.702	0.718	0.737	0.758	0.082	0.074	0.128	0.025
								Threshold	0.594	0.606	0.619	0.633	0.649	0.668	0.689				
								Δ	0.069	0.069	0.069	0.069	0.069	0.069	0.069				
	ii. Other need-based aid	0.736	0.722	0.774	0.758	0.736	0.767	Target	0.737	0.738	0.740	0.743	0.747	0.752	0.758	0.031	0.015	0.010	0.003
								Threshold	0.681	0.682	0.684	0.687	0.691	0.696	0.702				
								Δ	0.056	0.056	0.056	0.056	0.056	0.056	0.056				
	iii. No need-based aid	0.748	0.773	0.772	0.769	0.774	0.744	Target	0.732	0.733	0.734	0.735	0.736	0.737	0.738	-0.004	0.005	-0.025	0.002
								Threshold	0.693	0.694	0.695	0.696	0.697	0.698	0.699				
								Δ	0.039	0.039	0.039	0.039	0.039	0.039	0.039				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.2.: Affordability (Four-Year Institutions/Six-Year Graduation Rates)

A.2. Affordability: A.2. Institution establishes annual targets of graduation rates according to financial aid status with the intent of achieving, where appropriate, a similar graduation rate for each cohort of students. Three cohorts of students shall be used for this measure, as they are identified in their first year of enrollment at the institution:

i. Students receiving Pell grants.

ii. Students receiving other forms of need-based financial assistance other than Pell grants.

iii. Students receiving no need-based financial assistance.

Four-year institutions shall set targets based on four-year and six-year graduation rates.

The Virginia Community College System and Richard Bland College shall use two-year and four-year graduation rates.

		Actual - Six-Year Graduation Rates							Targets/Thresholds							Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	Cohort Entering Year	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11				
	Graduating Year	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
UVA	i. Pell	0.869	0.881	0.880	0.881	0.841	0.882	Target	0.940	0.940	0.940	0.940	0.940	0.940	0.940	0.013	0.000	0.000	0.000
								Threshold	0.820	0.821	0.822	0.823	0.824	0.825	0.826				
								Δ	0.120	0.119	0.118	0.117	0.116	0.115	0.114				
	ii. Other need-based aid	0.912	0.900	0.875	0.910	0.921	0.903	Target	0.940	0.940	0.940	0.940	0.940	0.940	0.940	-0.010	0.000	-0.008	0.000
								Threshold	0.860	0.861	0.862	0.863	0.864	0.865	0.866				
								Δ	0.080	0.079	0.078	0.077	0.076	0.075	0.074				
	iii. No need-based aid	0.933	0.934	0.931	0.939	0.940	0.939	Target	0.940	0.940	0.940	0.940	0.940	0.940	0.940	0.006	0.000	0.000	0.000
								Threshold	0.910	0.910	0.910	0.910	0.910	0.910	0.910				
								Δ	0.030	0.030	0.030	0.030	0.030	0.030	0.030				
UVAW	i. Pell	0.339	0.407	0.417	0.436	0.447	0.422	Target	0.450	0.450	0.452	0.454	0.458	0.458	0.462	0.083	0.008	-0.014	0.002
								Threshold	0.423	0.423	0.425	0.426	0.431	0.431	0.434				
								Δ	0.027	0.027	0.027	0.028	0.027	0.027	0.028				
	ii. Other need-based aid	0.448	0.410	0.421	0.302	0.440	0.422	Target	0.400	0.400	0.402	0.404	0.408	0.408	0.412	-0.026	0.008	0.120	0.002
								Threshold	0.376	0.376	0.378	0.380	0.384	0.384	0.387				
								Δ	0.024	0.024	0.024	0.024	0.024	0.024	0.025				
	iii. No need-based aid	0.509	0.495	0.504	0.432	0.500	0.518	Target	0.492	0.492	0.494	0.496	0.500	0.500	0.504	0.009	0.008	0.086	0.002
								Threshold	0.462	0.462	0.464	0.466	0.470	0.470	0.474				
								Δ	0.030	0.030	0.030	0.030	0.030	0.030	0.030				
VCU	i. Pell	0.396	0.389	0.411	0.427	0.453	0.471	Target	0.470	0.470	0.475	0.475	0.480	0.480	0.480	0.075	0.010	0.044	0.005
								Threshold	0.390	0.390	0.390	0.390	0.390	0.390	0.390				
								Δ	0.080	0.080	0.085	0.085	0.090	0.090	0.090				
	ii. Other need-based aid	0.443	0.454	0.428	0.526	0.492	0.480	Target	0.480	0.480	0.481	0.481	0.485	0.485	0.485	0.038	0.005	-0.046	0.001
								Threshold	0.420	0.420	0.420	0.420	0.420	0.420	0.420				
								Δ	0.060	0.060	0.061	0.061	0.065	0.065	0.065				
	iii. No need-based aid	0.391	0.444	0.486	0.461	0.519	0.515	Target	0.510	0.510	0.520	0.520	0.530	0.530	0.530	0.124	0.020	0.054	0.010
								Threshold	0.440	0.440	0.440	0.440	0.440	0.440	0.440				
								Δ	0.070	0.070	0.080	0.080	0.090	0.090	0.090				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.2.: Affordability (Four-Year Institutions/Six-Year Graduation Rates)

A.2. Affordability: A.2. Institution establishes annual targets of graduation rates according to financial aid status with the intent of achieving, where appropriate, a similar graduation rate for each cohort of students. Three cohorts of students shall be used for this measure, as they are identified in their first year of enrollment at the institution:

i. Students receiving Pell grants.

ii. Students receiving other forms of need-based financial assistance other than Pell grants.

iii. Students receiving no need-based financial assistance.

Four-year institutions shall set targets based on four-year and six-year graduation rates.

The Virginia Community College System and Richard Bland College shall use two-year and four-year graduation rates.

		Actual - Six-Year Graduation Rates							Targets/Thresholds							Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	Cohort Entering Year	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11				
	Graduating Year	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
VMI	i. Pell	0.673	0.620	0.619	0.511	0.657	0.558	Target	0.540	0.545	0.550	0.555	0.560	0.565	0.570	-0.115	0.025	0.047	0.010
								Threshold	0.480	0.485	0.490	0.495	0.500	0.505	0.510				
								Δ	0.060	0.060	0.060	0.060	0.060	0.060	0.060				
	ii. Other need-based aid	0.578	0.595	0.676	0.608	0.660	0.727	Target	0.625	0.625	0.625	0.625	0.625	0.625	0.625	0.149	0.000	0.119	0.000
								Threshold	0.565	0.565	0.565	0.565	0.565	0.565	0.565				
								Δ	0.060	0.060	0.060	0.060	0.060	0.060	0.060				
	iii. No need-based aid	0.621	0.688	0.767	0.735	0.792	0.762	Target	0.700	0.700	0.700	0.700	0.700	0.700	0.700	0.141	0.000	0.027	0.000
								Threshold	0.640	0.640	0.640	0.640	0.640	0.640	0.640				
								Δ	0.060	0.060	0.060	0.060	0.060	0.060	0.060				
VSU	i. Pell	0.393	0.383	0.390	0.403	0.361	0.424	Target	0.405	0.405	0.415	0.415	0.425	0.425	0.425	0.031	0.020	0.021	0.010
								Threshold	0.355	0.355	0.365	0.365	0.375	0.375	0.375				
								Δ	0.050	0.050	0.050	0.050	0.050	0.050	0.050				
	ii. Other need-based aid	0.470	0.440	0.450	0.417	0.413	0.442	Target	0.440	0.440	0.450	0.450	0.460	0.460	0.460	-0.028	0.020	0.025	0.010
								Threshold	0.390	0.390	0.400	0.400	0.410	0.410	0.410				
								Δ	0.050	0.050	0.050	0.050	0.050	0.050	0.050				
	iii. No need-based aid	0.419	0.440	0.506	0.495	0.473	0.487	Target	0.455	0.455	0.465	0.465	0.475	0.475	0.475	0.068	0.020	-0.008	0.010
								Threshold	0.405	0.405	0.415	0.415	0.425	0.425	0.425				
								Δ	0.050	0.050	0.050	0.050	0.050	0.050	0.050				
VT	i. Pell	0.679	0.661	0.719	0.662	0.706	0.730	Target	0.703	0.715	0.733	0.734	0.721	0.721	0.730	0.051	0.018	0.068	0.030
								Threshold	0.664	0.675	0.685	0.685	0.670	0.670	0.679				
								Δ	0.039	0.040	0.048	0.049	0.051	0.051	0.051				
	ii. Other need-based aid	0.709	0.757	0.768	0.771	0.773	0.777	Target	0.768	0.775	0.809	0.779	0.781	0.781	0.785	0.068	0.013	0.006	0.041
								Threshold	0.720	0.727	0.737	0.728	0.728	0.728	0.729				
								Δ	0.048	0.048	0.072	0.051	0.053	0.053	0.056				
	iii. No need-based aid	0.775	0.788	0.816	0.797	0.802	0.819	Target	0.815	0.822	0.828	0.817	0.825	0.827	0.828	0.044	0.012	0.022	0.013
								Threshold	0.778	0.785	0.789	0.777	0.777	0.777	0.777				
								Δ	0.037	0.037	0.039	0.040	0.048	0.050	0.051				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.2.: Affordability (Two-Year Institutions/Two-Year Graduation Rates)

A.2. Affordability: A.2. Institution establishes annual targets of graduation rates according to financial aid status with the intent of achieving, where appropriate, a similar graduation rate for each cohort of students. Three cohorts of students shall be used for this measure, as they are identified in their first year of enrollment at the institution:

i. Students receiving Pell grants.

ii. Students receiving other forms of need-based financial assistance other than Pell grants.

iii. Students receiving no need-based financial assistance.

Four-year institutions shall set targets based on four-year and six-year graduation rates.

The Virginia Community College System and Richard Bland College shall use two-year and four-year graduation rates.

		Actual - Two-Year Graduation Rates							Targets/Thresholds							Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	Cohort Entering Year	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08		2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15				
	Graduating Year	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
RBC	i. Pell	0.083	0.134	0.016	0.060	0.041	0.038	Target	0.025	0.045	0.045	0.045	0.045	0.045	0.045	-0.046	0.020	-0.023	0.020
								Threshold	0.015	0.020	0.020	0.020	0.020	0.020	0.020				
								Δ	0.010	0.025	0.025	0.025	0.025	0.025	0.025				
	ii. Other need-based aid	0.000	0.195	0.206	0.162	0.205	0.079	Target	0.120	0.120	0.120	0.120	0.120	0.120	0.120	0.079	0.000	-0.083	0.000
								Threshold	0.070	0.070	0.070	0.070	0.070	0.070	0.070				
								Δ	0.050	0.050	0.050	0.050	0.050	0.050	0.050				
	iii. No need-based aid	0.243	0.193	0.188	0.160	0.116	0.136	Target	0.080	0.130	0.130	0.130	0.130	0.130	0.130	-0.107	0.050	-0.024	0.050
								Threshold	0.070	0.070	0.070	0.070	0.070	0.070	0.070				
								Δ	0.010	0.060	0.060	0.060	0.060	0.060	0.060				
VCCS	i. Pell	0.044	0.055	0.053	0.045	0.080	0.061	Target	0.060	0.060	0.062	0.064	0.066	0.066	0.068	0.018	0.006	0.016	0.002
								Threshold	0.045	0.045	0.045	0.045	0.045	0.045	0.045				
								Δ	0.015	0.015	0.017	0.019	0.021	0.021	0.023				
	ii. Other need-based aid	0.077	0.096	0.076	0.093	0.123	0.088	Target	0.090	0.090	0.092	0.094	0.096	0.096	0.096	0.011	0.006	-0.005	0.002
								Threshold	0.075	0.075	0.075	0.075	0.075	0.075	0.075				
								Δ	0.015	0.015	0.017	0.019	0.021	0.021	0.021				
	iii. No need-based aid	0.065	0.070	0.063	0.060	0.102	0.076	Target	0.070	0.070	0.072	0.074	0.076	0.076	0.076	0.011	0.006	0.016	0.002
								Threshold	0.058	0.058	0.058	0.058	0.058	0.058	0.058				
								Δ	0.012	0.012	0.014	0.016	0.018	0.018	0.018				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.2.: Affordability (Two-Year Institutions/Four-Year Graduation Rates)

A.2. Affordability: A.2. Institution establishes annual targets of graduation rates according to financial aid status with the intent of achieving, where appropriate, a similar graduation rate for each cohort of students. Three cohorts of students shall be used for this measure, as they are identified in their first year of enrollment at the institution:

i. Students receiving Pell grants.

ii. Students receiving other forms of need-based financial assistance other than Pell grants.

iii. Students receiving no need-based financial assistance.

Four-year institutions shall set targets based on four-year and six-year graduation rates.

The Virginia Community College System and Richard Bland College shall use two-year and four-year graduation rates.

		Actual - Four-Year Graduation Rates						Targets/Thresholds							Δ Actual Last 5 Years	Δ Next 5 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	Cohort Entering Year	2001-02	2002-03	2003-04	2004-05	2005-06		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13				
	Graduating Year	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
RBC	i. Pell	0.352	0.222	0.343	0.339	0.205	Target	0.160	0.160	0.160	0.160	0.160	0.160	0.160	-0.147	0.000	-0.138	0.000
							Threshold	0.100	0.100	0.100	0.100	0.100	0.100	0.100				
							Δ	0.060	0.060	0.060	0.060	0.060	0.060	0.060				
	ii. Other need-based aid	0.583	0.313	0.512	0.353	0.297	Target	0.270	0.270	0.270	0.270	0.270	0.270	0.270	-0.286	0.000	-0.215	0.000
							Threshold	0.220	0.240	0.240	0.240	0.240	0.240	0.240				
							Δ	0.050	0.030	0.030	0.030	0.030	0.030	0.030				
	iii. No need-based aid	0.409	0.399	0.407	0.432	0.397	Target	0.250	0.250	0.250	0.250	0.250	0.250	0.250	-0.013	0.000	-0.010	0.000
							Threshold	0.230	0.230	0.230	0.230	0.230	0.230	0.230				
							Δ	0.020	0.020	0.020	0.020	0.020	0.020	0.020				
VCCS	i. Pell	0.159	0.156	0.193	0.173	0.160	Target	0.170	0.170	0.172	0.173	0.174	0.174	0.175	0.001	0.004	-0.033	0.002
							Threshold	0.158	0.158	0.160	0.160	0.160	0.160	0.160				
							Δ	0.012	0.012	0.012	0.013	0.014	0.014	0.015				
	ii. Other need-based aid	0.175	0.216	0.259	0.226	0.265	Target	0.240	0.240	0.242	0.243	0.244	0.244	0.246	0.090	0.004	0.006	0.002
							Threshold	0.220	0.220	0.221	0.222	0.222	0.222	0.222				
							Δ	0.020	0.020	0.021	0.021	0.022	0.022	0.024				
	iii. No need-based aid	0.192	0.204	0.204	0.203	0.203	Target	0.203	0.203	0.204	0.205	0.206	0.206	0.208	0.011	0.003	-0.001	0.001
							Threshold	0.195	0.195	0.195	0.195	0.195	0.195	0.195				
							Δ	0.008	0.008	0.009	0.010	0.011	0.011	0.013				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.3.: High-need Degrees

A.3. Breadth of Academics: A.3. Institution maintains acceptable progress towards agreed upon targets for the number of graduates in high-need areas, as identified by the State Council of Higher Education.

	Actual					Estimate		Targets/Thresholds						Δ% Actual Last 6 Years	Δ% Next 6 Years	Δ% Actual Last 3 Years	Δ% Next 3 Years
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
CNU	26	50	66	66	65	97	**Target**	67	67	68	69	70	70	273.1%	4.5%	47.0%	1.5%
							Threshold	62	62	63	63	64	64				
							Δ%	-7.5%	-7.5%	-7.4%	-8.7%	-8.6%	-8.6%				
CWM	222	188	192	178	240	148	**Target**	190	190	190	190	190	190	-33.3%	0.0%	-16.9%	0.0%
							Threshold	150	150	150	150	150	150				
							Δ%	-21.1%	-21.1%	-21.1%	-21.1%	-21.1%	-21.1%				
GMU	1,669	1,970	1,931	1,963	1,977	2,135	**Target**	2,140	2,150	2,170	2,190	2,210	2,230	27.9%	4.2%	8.8%	1.4%
							Threshold	1,990	2,000	2,018	2,037	2,055	2,074				
							Δ%	-7.0%	-7.0%	-7.0%	-7.0%	-7.0%	-7.0%				
JMU	563	647	675	730	810	828	**Target**	800	840	845	845	850	850	47.1%	6.3%	13.4%	5.6%
							Threshold	744	781	786	786	791	791				
							Δ%	-7.0%	-7.0%	-7.0%	-7.0%	-6.9%	-6.9%				
LU	459	464	373	328	398	410	**Target**	350	268	290	296	300	300	-10.7%	-14.3%	25.0%	-17.1%
							Threshold	315	241	261	266	270	270				
							Δ%	-10.0%	-10.1%	-10.0%	-10.1%	-10.0%	-10.0%				
NSU	311	316	316	339	352	329	**Target**	345	348	351	354	357	360	5.8%	4.3%	-2.9%	1.7%
							Threshold	311	313	316	319	321	324				
							Δ%	-10.0%	-10.0%	-10.0%	-10.0%	-10.0%	-10.0%				
ODU	1,628	1,721	1,771	1,660	1,772	1,829	**Target**	1,800	1,825	1,850	1,875	1,900	1,925	12.3%	6.9%	10.2%	2.8%
							Threshold	1,675	1,700	1,725	1,750	1,775	1,800				
							Δ%	-6.9%	-6.8%	-6.8%	-6.7%	-6.6%	-6.5%				
RU	297	509	537	620	610	610	**Target**	556	555	557	556	558	566	105.4%	1.8%	-1.6%	0.2%
							Threshold	528	527	529	528	530	538				
							Δ%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%	-5.0%				
UMW	163	243	243	233	243	239	**Target**	240	242	245	248	252	256	46.6%	6.7%	2.6%	2.1%
							Threshold	221	222	225	228	232	235				
							Δ%	-7.9%	-8.3%	-8.2%	-8.1%	-7.9%	-8.2%				
UVA	1,516	1,522	1,475	1,618	1,573	1,545	**Target**	1,575	1,580	1,585	1,595	1,610	1,630	1.9%	3.5%	-4.5%	0.6%
							Threshold	1,420	1,420	1,425	1,430	1,435	1,440				
							Δ%	-9.8%	-10.1%	-10.1%	-10.3%	-10.9%	-11.7%				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.3.: High-need Degrees

A.3. Breadth of Academics: A.3. Institution maintains acceptable progress towards agreed upon targets for the number of graduates in high-need areas, as identified by the State Council of Higher Education.

	Actual					Estimate		Targets/Thresholds						Δ% Actual Last 6 Years	Δ% Next 6 Years	Δ% Actual Last 3 Years	Δ% Next 3 Years
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
UVAW	48	57	55	56	72	65	**Target**	65	65	67	67	69	69	35.4%	6.2%	16.1%	3.1%
							Threshold	60	60	62	62	64	64				
							Δ%	-7.7%	-7.7%	-7.5%	-7.5%	-7.2%	-7.2%				
VCU	1,102	1,247	1,252	1,321	1,314	1,363	**Target**	1,290	1,290	1,325	1,325	1,325	1,325	23.7%	2.7%	3.2%	2.7%
							Threshold	1,100	1,100	1,225	1,225	1,225	1,225				
							Δ%	-14.7%	-14.7%	-7.5%	-7.5%	-7.5%	-7.5%				
VMI	60	69	69	75	75	81	**Target**	80	72	85	85	85	85	35.0%	6.3%	8.0%	6.3%
							Threshold	73	65	78	78	78	78				
							Δ%	-8.8%	-9.7%	-8.2%	-8.2%	-8.2%	-8.2%				
VSU	230	202	227	177	172	45	**Target**	46	46	48	48	50	50	-80.4%	8.7%	-74.6%	4.3%
							Threshold	41	41	43	43	45	45				
							Δ%	-10.9%	-10.9%	-10.4%	-10.4%	-10.0%	-10.0%				
VT	1,920	2,029	1,851	1,892	1,909	2,013	**Target**	1,875	1,935	1,916	1,973	1,980	1,940	4.8%	3.5%	6.4%	2.2%
							Threshold	1,763	1,819	1,801	1,855	1,861	1,824				
							Δ%	-6.0%	-6.0%	-6.0%	-6.0%	-6.0%	-6.0%				
VCCS	2,788	3,228	3,004	2,310	2,447	3,254	**Target**	3,400	3,450	3,475	3,500	3,525	3,550	16.7%	4.4%	40.9%	2.2%
							Threshold	3,150	3,150	3,150	3,150	3,150	3,150				
							Δ%	-7.4%	-8.7%	-9.4%	-10.0%	-10.6%	-11.3%				

Note: RBC does not offer high-need programs.

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.5.a.: Average Retention Rate

A.5. Student Retention and Timely Graduation: A.5.a. Institution maintains acceptable progress towards agreed upon targets for the average annual retention and progression rates of degree-seeking undergraduate students.

	Actual					Estimate		Targets/Thresholds						Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
CNU	0.804	0.831	0.835	0.838	0.840	0.840	**Target**	0.840	0.840	0.843	0.845	0.847	0.850	0.036	0.010	0.002	0.003
							Threshold	0.810	0.810	0.810	0.810	0.810	0.810				
							Δ	-0.030	-0.030	-0.033	-0.035	-0.037	-0.040				
CWM	0.907	0.907	0.933	0.932	0.928	0.920	**Target**	0.920	0.920	0.920	0.920	0.920	0.920	0.013	0.000	-0.012	0.000
							Threshold	0.896	0.896	0.896	0.896	0.896	0.896				
							Δ	-0.024	-0.024	-0.024	-0.024	-0.024	-0.024				
GMU	0.812	0.813	0.820	0.826	0.832	0.834	**Target**	0.834	0.836	0.838	0.840	0.842	0.844	0.022	0.010	0.008	0.004
							Threshold	0.809	0.811	0.813	0.815	0.817	0.819				
							Δ	-0.025	-0.025	-0.025	-0.025	-0.025	-0.025				
JMU	0.889	0.894	0.893	0.895	0.899	0.880	**Target**	0.880	0.880	0.890	0.890	0.890	0.890	-0.009	0.010	-0.015	0.010
							Threshold	0.855	0.855	0.865	0.865	0.865	0.865				
							Δ	-0.025	-0.025	-0.025	-0.025	-0.025	-0.025				
LU	0.817	0.814	0.836	0.833	0.850	0.830	**Target**	0.832	0.833	0.834	0.835	0.836	0.837	0.013	0.005	-0.003	0.002
							Threshold	0.774	0.775	0.776	0.777	0.777	0.778				
							Δ	-0.058	-0.058	-0.058	-0.058	-0.059	-0.059				
NSU	0.733	0.738	0.744	0.767	0.789	0.783	**Target**	0.782	0.788	0.793	0.800	0.805	0.808	0.051	0.027	0.017	0.012
							Threshold	0.743	0.749	0.754	0.760	0.765	0.768				
							Δ	-0.039	-0.039	-0.039	-0.040	-0.040	-0.040				
ODU	0.778	0.766	0.750	0.793	0.785	0.780	**Target**	0.790	0.800	0.805	0.810	0.815	0.820	0.002	0.030	-0.013	0.015
							Threshold	0.760	0.765	0.765	0.770	0.770	0.780				
							Δ	-0.030	-0.035	-0.040	-0.040	-0.045	-0.040				
RU	0.817	0.788	0.811	0.815	0.812	0.812	**Target**	0.802	0.809	0.820	0.825	0.830	0.835	-0.004	0.033	-0.003	0.018
							Threshold	0.788	0.798	0.809	0.814	0.819	0.824				
							Δ	-0.014	-0.011	-0.011	-0.011	-0.011	-0.011				
UMW	0.848	0.845	0.843	0.839	0.852	0.841	**Target**	0.842	0.843	0.845	0.847	0.850	0.853	-0.007	0.011	0.002	0.003
							Threshold	0.834	0.835	0.837	0.839	0.842	0.845				
							Δ	-0.008	-0.008	-0.008	-0.008	-0.008	-0.008				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.5.a.: Average Retention Rate

A.5. Student Retention and Timely Graduation: A.5.a. Institution maintains acceptable progress towards agreed upon targets for the average annual retention and progression rates of degree-seeking undergraduate students.

	Actual					Estimate		Targets/Thresholds						Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
UVA	0.925	0.927	0.934	0.931	0.947	0.933	**Target**	0.930	0.930	0.930	0.930	0.930	0.930	0.008	0.000	0.002	0.000
							Threshold	0.900	0.900	0.905	0.910	0.910	0.910				
							Δ	-0.030	-0.030	-0.025	-0.020	-0.020	-0.020				
UVAW	0.743	0.736	0.748	0.722	0.742	0.700	**Target**	0.732	0.733	0.733	0.734	0.734	0.735	-0.043	0.003	-0.022	0.001
							Threshold	0.681	0.681	0.682	0.682	0.683	0.683				
							Δ	-0.051	-0.052	-0.051	-0.052	-0.051	-0.052				
VCU	0.801	0.815	0.812	0.826	0.822	0.819	**Target**	0.819	0.819	0.820	0.821	0.822	0.822	0.018	0.003	-0.007	0.001
							Threshold	0.750	0.750	0.750	0.750	0.750	0.750				
							Δ	-0.069	-0.069	-0.070	-0.071	-0.072	-0.072				
VMI	0.869	0.872	0.864	0.894	0.898	0.900	**Target**	0.885	0.890	0.900	0.900	0.900	0.900	0.031	0.015	0.006	0.015
							Threshold	0.852	0.853	0.855	0.857	0.859	0.861				
							Δ	-0.033	-0.037	-0.045	-0.043	-0.041	-0.039				
VSU	0.761	0.777	0.747	0.751	0.779	0.740	**Target**	0.760	0.760	0.770	0.770	0.780	0.780	-0.021	0.020	-0.011	0.010
							Threshold	0.710	0.710	0.720	0.720	0.730	0.730				
							Δ	-0.050	-0.050	-0.050	-0.050	-0.050	-0.050				
VT	0.888	0.884	0.911	0.893	0.901	0.904	**Target**	0.892	0.890	0.891	0.894	0.896	0.898	0.016	0.006	0.011	-0.001
							Threshold	0.872	0.870	0.871	0.870	0.865	0.865				
							Δ	-0.020	-0.020	-0.020	-0.024	-0.031	-0.033				
RBC	0.547	0.574	0.545	0.539	0.472	0.450	**Target**	0.500	0.520	0.550	0.600	0.600	0.600	-0.097	0.100	-0.089	0.050
							Threshold	0.430	0.430	0.430	0.430	0.430	0.430				
							Δ	-0.070	-0.090	-0.120	-0.170	-0.170	-0.170				
VCCS	0.517	0.516	0.530	0.535	0.513	0.516	**Target**	0.518	0.520	0.525	0.525	0.530	0.530	-0.001	0.012	-0.019	0.007
							Threshold	0.495	0.495	0.500	0.500	0.505	0.505				
							Δ	-0.023	-0.025	-0.025	-0.025	-0.025	-0.025				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.5.b.: Degrees per FTE Students

A.5. Student Retention and Timely Graduation: A.5.b. Institution maintains acceptable progress towards agreed upon targets for, the ratio of total undergraduate degree awards to the number of annual full-time equivalent, degree-seeking undergraduate students.

	Actual					Estimate		Targets/Thresholds						Δ% Actual Last 6 Years	Δ% Next 6 Years	Δ% Actual Last 3 Years	Δ% Next 3 Years
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
CNU	0.204	0.186	0.204	0.185	0.209	0.198	**Target**	0.193	0.193	0.195	0.195	0.198	0.200	-0.006	0.007	0.013	0.002
							Threshold	0.170	0.170	0.172	0.172	0.170	0.170				
							Δ%	-0.023	-0.023	-0.023	-0.023	-0.028	-0.030				
CWM	0.261	0.246	0.239	0.254	0.257	0.244	**Target**	0.243	0.249	0.252	0.254	0.255	0.255	-0.016	0.012	-0.009	0.009
							Threshold	0.220	0.226	0.228	0.230	0.231	0.231				
							Δ%	-0.023	-0.023	-0.024	-0.024	-0.024	-0.024				
GMU	0.225	0.231	0.231	0.234	0.239	0.240	**Target**	0.240	0.241	0.242	0.243	0.244	0.245	0.015	0.005	0.006	0.002
							Threshold	0.213	0.214	0.215	0.216	0.217	0.218				
							Δ%	-0.027	-0.027	-0.027	-0.027	-0.027	-0.027				
JMU	0.223	0.226	0.220	0.215	0.215	0.218	**Target**	0.208	0.208	0.205	0.202	0.201	0.200	-0.005	-0.008	0.003	-0.004
							Threshold	0.188	0.188	0.185	0.183	0.182	0.181				
							Δ%	-0.020	-0.020	-0.019	-0.019	-0.019	-0.019				
LU	0.217	0.198	0.179	0.198	0.193	0.185	**Target**	0.186	0.193	0.193	0.195	0.195	0.196	-0.032	0.010	-0.013	0.007
							Threshold	0.173	0.179	0.179	0.181	0.181	0.182				
							Δ%	-0.013	-0.014	-0.014	-0.014	-0.014	-0.014				
NSU	0.177	0.169	0.172	0.177	0.178	0.168	**Target**	0.157	0.158	0.159	0.159	0.160	0.160	-0.009	0.003	-0.009	0.001
							Threshold	0.150	0.150	0.151	0.151	0.152	0.152				
							Δ%	-0.007	-0.008	-0.008	-0.008	-0.008	-0.008				
ODU	0.200	0.208	0.221	0.214	0.206	0.203	**Target**	0.200	0.200	0.200	0.200	0.200	0.200	0.003	0.000	-0.011	0.000
							Threshold	0.185	0.185	0.190	0.190	0.190	0.190				
							Δ%	-0.015	-0.015	-0.010	-0.010	-0.010	-0.010				
RU	0.212	0.221	0.238	0.230	0.219	0.235	**Target**	0.210	0.210	0.214	0.211	0.212	0.214	0.023	0.004	0.005	0.004
							Threshold	0.199	0.199	0.203	0.200	0.201	0.203				
							Δ%	-0.011	-0.011	-0.011	-0.011	-0.011	-0.011				
UMW	0.245	0.241	0.237	0.255	0.236	0.234	**Target**	0.236	0.236	0.237	0.237	0.238	0.239	-0.012	0.003	-0.021	0.001
							Threshold	0.227	0.227	0.228	0.228	0.229	0.230				
							Δ%	-0.009	-0.009	-0.009	-0.009	-0.009	-0.009				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.5.b.: Degrees per FTE Students

A.5. Student Retention and Timely Graduation: A.5.b. Institution maintains acceptable progress towards agreed upon targets for, the ratio of total undergraduate degree awards to the number of annual full-time equivalent, degree-seeking undergraduate students.

	Actual					Estimate		Targets/Thresholds						Δ% Actual Last 6 Years	Δ% Next 6 Years	Δ% Actual Last 3 Years	Δ% Next 3 Years
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
UVA	0.246	0.249	0.245	0.250	0.249	0.249	**Target**	0.245	0.245	0.245	0.245	0.245	0.245	0.003	0.000	-0.001	0.000
							Threshold	0.238	0.238	0.238	0.238	0.238	0.238				
							Δ%	-0.007	-0.007	-0.007	-0.007	-0.007	-0.007				
UVAW	0.184	0.179	0.175	0.198	0.185	0.179	**Target**	0.160	0.160	0.166	0.166	0.170	0.170	-0.004	0.010	-0.019	0.006
							Threshold	0.150	0.150	0.156	0.156	0.160	0.160				
							Δ%	-0.010	-0.010	-0.010	-0.010	-0.010	-0.010				
VCU	0.164	0.179	0.182	0.187	0.189	0.188	**Target**	0.188	0.188	0.188	0.188	0.188	0.188	0.024	0.000	0.001	0.000
							Threshold	0.150	0.150	0.150	0.150	0.150	0.150				
							Δ%	-0.038	-0.038	-0.038	-0.038	-0.038	-0.038				
VMI	0.195	0.182	0.210	0.181	0.178	0.181	**Target**	0.179	0.180	0.181	0.182	0.182	0.182	-0.014	0.003	0.000	0.002
							Threshold	0.153	0.154	0.155	0.156	0.156	0.156				
							Δ%	-0.026	-0.026	-0.026	-0.026	-0.026	-0.026				
VSU	0.176	0.160	0.169	0.155	0.137	0.136	**Target**	0.138	0.140	0.139	0.137	0.136	0.135	-0.040	-0.003	-0.020	0.001
							Threshold	0.118	0.120	0.119	0.117	0.116	0.115				
							Δ%	-0.020	-0.020	-0.020	-0.020	-0.020	-0.020				
VT	0.221	0.222	0.218	0.216	0.218	0.231	**Target**	0.224	0.228	0.224	0.225	0.224	0.224	0.010	0.000	0.015	0.000
							Threshold	0.210	0.214	0.210	0.211	0.210	0.210				
							Δ%	-0.014	-0.014	-0.014	-0.014	-0.014	-0.014				
RBC	0.212	0.230	0.242	0.206	0.163	0.151	**Target**	0.165	0.167	0.165	0.165	0.183	0.183	-0.061	0.018	-0.055	-0.001
							Threshold	0.157	0.159	0.156	0.156	0.174	0.174				
							Δ%	-0.008	-0.008	-0.008	-0.008	-0.009	-0.009				
VCCS	0.173	0.178	0.175	0.170	0.169	0.133	**Target**	0.138	0.142	0.147	0.151	0.155	0.159	-0.041	0.020	-0.037	0.008
							Threshold	0.114	0.117	0.120	0.124	0.127	0.130				
							Δ%	-0.025	-0.025	-0.026	-0.027	-0.028	-0.028				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.6.a.: Transfer Students

A.6. Articulation Agreements and Dual Enrollment: A.6.a. Institution maintains acceptable progress towards agreed upon targets for the total number of transfer students, including as a priority those with an associate degree, 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.

	Actual					Estimate		Targets/Thresholds						Δ% Actual Last 6 Years	Δ% Next 6 Years	Δ% Actual Last 3 Years	Δ% Next 3 Years
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
CNU	49	54	71	74	74	91	**Target**	65	65	68	68	70	70	85.7%	7.7%	23.0%	4.6%
							Threshold	50	50	52	52	53	53				
							Δ%	-23.1%	-23.1%	-23.5%	-23.5%	-24.3%	-24.3%				
CWM	53	67	81	73	71	79	**Target**	79	81	83	85	87	89	49.1%	12.7%	8.2%	5.1%
							Threshold	55	57	59	61	63	65				
							Δ%	-30.4%	-29.6%	-28.9%	-28.2%	-27.6%	-27.0%				
GMU	1,093	1,159	1,228	1,363	1,238	1,674	**Target**	1,395	1,425	1,454	1,484	1,514	1,545	53.2%	10.8%	22.8%	4.3%
							Threshold	1,283	1,311	1,338	1,366	1,393	1,421				
							Δ%	-8.0%	-8.0%	-8.0%	-8.0%	-8.0%	-8.0%				
JMU	363	368	309	304	365	365	**Target**	310	310	315	320	325	330	0.6%	6.5%	20.1%	1.6%
							Threshold	279	279	284	288	293	297				
							Δ%	-10.0%	-10.0%	-9.8%	-10.0%	-9.8%	-10.0%				
LU	136	142	146	118	113	133	**Target**	113	114	115	116	117	118	-2.2%	4.4%	12.7%	1.8%
							Threshold	105	106	107	108	109	110				
							Δ%	-7.1%	-7.0%	-7.0%	-6.9%	-6.8%	-6.8%				
NSU	117	109	124	129	130	130	**Target**	135	137	140	143	147	150	11.1%	11.1%	0.8%	3.7%
							Threshold	127	129	132	134	138	141				
							Δ%	-6.0%	-6.0%	-6.0%	-6.0%	-6.0%	-6.0%				
ODU	1,019	1,030	1,247	1,137	1,037	1,220	**Target**	1,120	1,120	1,120	1,120	1,120	1,120	19.7%	0.0%	7.3%	0.0%
							Threshold	950	950	950	950	950	950				
							Δ%	-15.2%	-15.2%	-15.2%	-15.2%	-15.2%	-15.2%				
RU	458	442	401	458	461	458	**Target**	235	234	234	235	235	235	0.0%	0.0%	0.0%	-0.4%
							Threshold	227	226	226	227	227	227				
							Δ%	-3.4%	-3.4%	-3.4%	-3.4%	-3.4%	-3.4%				
UMW	148	157	123	161	148	151	**Target**	154	157	160	163	166	169	2.0%	9.7%	-6.2%	3.9%
							Threshold	119	121	123	126	128	130				
							Δ%	-22.7%	-22.9%	-23.1%	-22.7%	-22.9%	-23.1%				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.6.a.: Transfer Students

A.6. Articulation Agreements and Dual Enrollment: A.6.a. Institution maintains acceptable progress towards agreed upon targets for the total number of transfer students, including as a priority those with an associate degree, 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.

	Actual					Estimate		Targets/Thresholds						Δ% Actual Last 6 Years	Δ% Next 6 Years	Δ% Actual Last 3 Years	Δ% Next 3 Years
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
UVA	180	196	259	287	272	284	**Target**	285	287	290	292	295	297	57.8%	4.2%	-1.0%	1.8%
							Threshold	230	232	234	236	238	240				
							Δ%	-19.3%	-19.2%	-19.3%	-19.2%	-19.3%	-19.2%				
UVAW	93	85	77	74	72	75	**Target**	80	80	83	83	86	86	-19.4%	7.5%	1.4%	3.8%
							Threshold	75	75	78	78	81	81				
							Δ%	-6.3%	-6.3%	-6.0%	-6.0%	-5.8%	-5.8%				
VCU	1,011	966	971	981	1,114	1,256	**Target**	1,100	1,150	1,200	1,250	1,300	1,350	24.2%	22.7%	28.0%	9.1%
							Threshold	900	900	900	900	900	900				
							Δ%	-18.2%	-21.7%	-25.0%	-28.0%	-30.8%	-33.3%				
VSU	64	46	83	51	63	56	**Target**	50	50	55	55	60	60	-12.5%	20.0%	9.8%	10.0%
							Threshold	45	45	49	49	54	54				
							Δ%	-10.0%	-10.0%	-10.9%	-10.9%	-10.0%	-10.0%				
VT	365	407	499	510	523	562	**Target**	560	560	565	565	570	570	54.0%	1.8%	10.2%	0.9%
							Threshold	477	477	482	482	487	487				
							Δ%	-14.8%	-14.8%	-14.7%	-14.7%	-14.6%	-14.6%				

Note: VMI is exempt from this measure.

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.6.b.: Dual Enrollments

A.6. Articulation Agreements and Dual Enrollment: A.6.b. The Virginia Community College System and Richard Bland College maintain acceptable progress towards agreed upon targets for the number of students involved in dual enrollment programs.

	Actual					Estimate		Targets/Thresholds						Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
RBC	252	305	310	277	317	325	**Target**	230	230	230	230	230	230	29.0%	0.0%	17.3%	0.0%
							Threshold	220	220	220	220	220	220				
							Δ%	-4.3%	-4.3%	-4.3%	-4.3%	-4.3%	-4.3%				
VCCS	22,001	25,018	29,086	30,139	33,029	32,112	**Target**	32,150	32,150	32,100	32,100	32,100	32,100	46.0%	-0.2%	6.5%	-0.2%
							Threshold	30,000	30,000	29,900	29,900	29,800	29,800				
							Δ%	-6.7%	-6.7%	-6.9%	-6.9%	-7.2%	-7.2%				

IPS Targets/Thresholds - 2010-11 through 2015-16

Measure A.7: Research

A.7. Research: A.7. Institution maintains acceptable progress towards agreed upon targets for the three-year moving average of total expenditures in grants and contracts for research.

	Actual					Estimate		Targets/Thresholds						Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
CWM	$53.12	$58.73	$59.52	$61.37	$60.98	$60.35	**Target**	$54.21	$49.67	$48.33	$50.00	$50.00	$50.00	13.6%	-7.8%	-1.7%	-10.8%
							Threshold	$41.57	$38.07	$36.73	$38.40	$38.40	$38.40				
							Δ%	-23.3%	-23.4%	-24.0%	-23.2%	-23.2%	-23.2%				
GMU	$52.37	$57.43	$59.54	$66.02	$74.40	$83.82	**Target**	$90.21	$95.38	$100.89	$105.93	$111.23	$116.79	60.0%	29.5%	27.0%	11.8%
							Threshold	$81.19	$85.84	$90.80	$95.34	$100.11	$105.11				
							Δ%	-10.0%	-10.0%	-10.0%	-10.0%	-10.0%	-10.0%				
ODU	$42.07	$53.75	$65.29	$75.50	$85.78	$93.33	**Target**	$92.00	$90.00	$94.00	$98.00	$102.00	$106.00	121.9%	15.2%	23.6%	2.2%
							Threshold	$84.00	$84.00	$88.00	$92.00	$96.00	$100.00				
							Δ%	-8.7%	-6.7%	-6.4%	-6.1%	-5.9%	-5.7%				
UVA	$226.80	$239.19	$239.85	$248.05	$254.12	$262.58	**Target**	$265.00	$244.70	$249.50	$254.40	$259.40	$264.50	15.8%	-0.2%	5.9%	-5.8%
							Threshold	$233.20	$215.34	$219.56	$223.87	$228.27	$232.76				
							Δ%	-12.0%	-12.0%	-12.0%	-12.0%	-12.0%	-12.0%				
VCU	$144.66	$158.43	$160.25	$163.53	$157.94	$157.87	**Target**	$142.00	$142.00	$144.00	$144.00	$146.00	$146.00	9.1%	2.8%	-3.5%	1.4%
							Threshold	$120.65	$120.65	$122.40	$122.40	$124.10	$124.10				
							Δ%	-15.0%	-15.0%	-15.0%	-15.0%	-15.0%	-15.0%				
VT	$270.37	$296.25	$328.95	$356.68	$380.43	$399.14	**Target**	$425.16	$453.26	$481.54	$510.44	$540.10	$570.15	47.6%	34.1%	11.9%	13.3%
							Threshold	$361.38	$385.27	$409.31	$433.87	$459.09	$484.63				
							Δ%	-15.0%	-15.0%	-15.0%	-15.0%	-15.0%	-15.0%				

Note: Values are in millions

Level II Measures

IPS Targets/Thresholds - 2010-11 through 2015-16
George Mason University

Level II Measure: High-need Masters Degrees

Level II : Institution maintains acceptable progress towards agreed upon targets for the number of master's degree graduates in high-need areas, as identified by the State Council of Higher Education.

Actual							Targets/Thresholds							Δ% Actual Last 6 Years	Δ% Next 6 Years	Δ% Actual Last 3 Years	Δ% Next 3 Years
2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
960	1,064	1,210	1,219	1,194	1,203	**Target**	1,455	1,315	1,325	1,350	1,375	1,400	1,425	25.3%	-3.8%	-1.3%	-8.9%
						Threshold	1,178	1,223	1,232	1,256	1,279	1,302	1,325				
						Δ%	-19.0%	-7.0%	-7.0%	-7.0%	-7.0%	-7.0%	-7.0%				

Level II Measures

IPS Targets/Thresholds - 2010-11 through 2015-16
James Madison University

Level II Measure: Course Redesign

Level II : Institution maintains acceptable progress towards agreed upon targets for the percentage of students earning gradnes of A, B, C, or pass in MATH 205 (Calculus) and MATH 220 (Statistics).

	Actual							Targets/Thresholds							Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
MATH 205 (Calculus)	65.9%	63.0%	64.2%	69.1%	71.1%	71.7%	Target	70.7%	70.7%	71.7%	72.7%	73.7%	74.7%	75.7%	0.058	0.040	0.026	0.010
							Threshold	67.7%	67.7%	68.7%	69.7%	70.7%	71.7%	72.7%				
							Δ	-0.030	-0.030	-0.030	-0.030	-0.030	-0.030	-0.030				

	Actual							Targets/Thresholds							Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
MATH 220 (Statistics)	71.8%	70.8%	71.6%	72.5%	76.0%	76.4%	Target	75.0%	75.0%	76.0%	77.0%	78.0%	79.0%	80.0%	0.046	0.040	0.039	0.010
							Threshold	72.0%	72.0%	73.0%	74.0%	75.0%	76.0%	77.0%				
							Δ	-0.030	-0.030	-0.030	-0.030	-0.030	-0.030	-0.030				

Level II Measures

IPS Targets/Thresholds - 2010-11 through 2015-16
Longwood University

Level II Measure: Cooperative Teacher Licensure Programs

Level II : Institution maintains acceptable progress towards agreed upon targets for the number of students enrolled and graduated in cooperative teacher licensure programs in Southside Virginia

		Targets/Thresholds						Δ% Actual Last 6 Years	Δ% Next 6 Years	Δ% Actual Last 3 Years	Δ% Next 3 Years
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
Cooperative Teacher Licensure Program - Emporia (Enrollment)	Target	-	7	16	26	28	28				
	Threshold	-	5	12	24	26	26				
	Δ%	-	-28.6%	-25.0%	-7.7%	-7.1%	-7.1%				
Cooperative Teacher Licensure Program - Emporia (Graduates)	Target	-	-	-	-	6	8				
	Threshold	-	-	-	-	4	6				
	Δ%	-	-	-	-	-33.3%	-25.0%				
Cooperative Teacher Licensure Program - Martinsville (Enrollment)	Target	13	14	17	25	25	25				
	Threshold	11	12	15	22	22	22				
	Δ%	-15.4%	-14.3%	-11.8%	-12.0%	-12.0%	-12.0%				
Cooperative Teacher Licensure Program - Martinsville (Graduates)	Target	6	3	3	8	8	8				
	Threshold	4	2	2	7	7	7				
	Δ%	-33.3%									

IPS Targets/Thresholds - 2010-11 through 2015-16
Longwood University

Level II Measure: Course Redesign

Level II : Institution maintains acceptable progress towards agreed upon targets for the percentage of students earning gradnes of A, B, C, or pass in MATH 171 (Basic Statistics) and MATH 261 (Calculus I).

	Actual						Estimate		Targets/Thresholds						Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
MATH 171 (Basic Statistics	54.4%	64.1%	66.9%	60.4%	53.0%	61.0%	56.0%	Target	56.0%	59.0%	66.0%	73.0%	80.0%	82.0%	0.066	0.260	0.006	0.100
								Threshold	52.0%	54.0%	61.0%	68.0%	75.0%	77.0%				
								Δ	-0.040	-0.050	-0.050	-0.050	-0.050	-0.050				

	Actual						Estimate		Targets/Thresholds						Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
MATH 261 (Calculus I)	71.8%	44.6%	42.9%	58.2%	39.0%	49.0%	47.0%	Target	47.0%	47.0%	54.0%	61.0%	70.0%	73.0%	-0.228	0.260	-0.092	0.070
								Threshold	40.0%	42.0%	49.0%	56.0%	65.0%	68.0%				
								Δ	-0.070	-0.050	-0.050	-0.050	-0.050	-0.050				

Level II Measures

IPS Targets/Thresholds - 2010-11 through 2015-16
Old Dominion University

Level II Measure: Nursing Degrees

Level II : Institution maintains acceptable progress towards agreed upon targets for the number of Nursing graduates

Actual							Targets/Thresholds							Δ% Actual Last 6 Years	Δ% Next 6 Years	Δ% Actual Last 3 Years	Δ% Next 3 Years
2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
196	169	199	187	195	240	Target	233	240	245	250	255	260	265	22.4%	11.6%	28.3%	5.2%
						Threshold	194	204	209	214	219	224	229				
						Δ%	-16.7%	-15.0%	-14.7%	-14.4%	-14.1%	-13.8%	-13.6%				

IPS Targets/Thresholds - 2010-11 through 2015-16
Old Dominion University

Level II Measure: Course Redesign

Level II : Institution maintains acceptable progress towards agreed upon targets for the percentage of students earning gradnes of A, B, C, or pass in MATH 102 (College Algebra) and CHEM 121/122 (Foundations of Chemistry).

	Actual							Targets/Thresholds							Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
MATH 102 (College Algebra)	55.3%	48.8%	56.7%	51.6%	68.5%	47.0%	Target	54.0%	55.0%	56.0%	57.0%	58.0%	59.0%	60.0%	-0.083	0.050	-0.046	0.020
							Threshold	42.0%	43.0%	44.0%	45.0%	46.0%	47.0%	48.0%				
							Δ	-0.120	-0.120	-0.120	-0.120	-0.120	-0.120	-0.120				

	Actual							Targets/Thresholds							Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
CHEM 115 (Foundations of Chemistry)	47.7%	49.0%	50.0%	47.0%	56.5%	56.0%												
CHEM 121/122 (Foundations of Chemistry)	Replaces CHEM 115 beginning Fall 2010						Target	--	--	55.0%	57.0%	59.0%	--	--	#VALUE!	#VALUE!	#VALUE!	#REF!
							Threshold	--	--	45.0%	47.0%	49.0%	--	--				
							Δ	--	--	-0.100	-0.100	-0.100	--	--				

Level II Measures

IPS Targets/Thresholds - 2010-11 through 2015-16
Radford University

Level II Measure: In-State six-year gradaution rates of first-time, full-time freshmen

Level II : Institution maintains acceptable progress towards agreed upon targets for six-year graduation rates of students who enter as in-state, first-time, full-time freshmen.

	Actual - Six-Year Graduation Rates							Six-Year Graduation Rate Targets/Thresholds							Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
Cohort Entering Year	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11				
Graduating Year	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
	0.570	0.530	0.570	0.570	0.600	0.570	Target	0.560	0.550	0.600	0.570	0.570	0.580	0.590	0.000	0.020	0.000	0.040
							Threshold	0.530	0.520	0.570	0.540	0.540	0.550	0.560				
							Δ	0.030	0.030	0.030	0.030	0.030	0.030	0.030				

IPS Targets/Thresholds - 2010-11 through 2015-16
Radford University

Level II Measure: Course Redesign

Level II : Institution maintains acceptable progress towards agreed upon targets for the percentage of students earning gradnes of A, B, C, or pass in ITEC 120 (Principles of Computer Science I) and ITEC 220 (Principles of Computer Science II).

	Actual							Targets/Thresholds							Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
ITEC 120 (Principles of Computer Science I	63.6%	61.1%	60.1%	51.6%	49.2%	56.2%	Target	49.2%	50.2%	51.2%	52.2%	53.3%	54.4%	55.4%	-0.075	0.051	0.045	0.020
							Threshold	49.0%	50.0%	51.0%	52.0%	53.0%	54.1%	55.2%				
							Δ	-0.003	-0.003	-0.003	-0.003	-0.003	-0.003	-0.003				
	Actual							Targets/Thresholds							Δ Actual Last 6 Years	Δ Next 6 Years	Δ Actual Last 3 Years	Δ Next 3 Years
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
ITEC 220 (Principles of Computer Science I	71.5%	54.5%	67.9%	69.9%	56.6%	65.1%	Target	56.6%	57.8%	58.9%	60.1%	61.3%	62.5%	63.8%	-0.064	0.059	-0.048	0.023
							Threshold	56.4%	57.5%	58.6%	59.8%	61.0%	62.2%	63.5%				
							Δ	-0.003	-0.003	-0.003	-0.003	-0.003	-0.003	-0.003				

Level II Measures

IPS Targets/Thresholds - 2010-11 through 2015-16
Virginia Military Institute

Level II Measure: Financial Aid

Level II : Institution will meet agreed upon percentage of demonstrated need of Virginia cadets through scholarships, grants, and loans. Institute will strive to minimize loans, in particular those for "high-need" (those with an expected family contribution of zero) Virginia cadets.

	Actual							Targets/Thresholds							Δ% Actual Last 6 Years	Δ% Next 6 Years	Δ% Actual Last 3 Years	Δ% Next 3 Years
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
Need-Based Cadets	81.4%	86.8%	85.4%	82.7%	88.2%	87.6%	Target	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	7.6%	0.0%	5.9%	0.0%
							Threshold	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%				
							Δ%	-0.200	-0.200	-0.200	-0.200	-0.200	-0.200	-0.200				

	Actual							Targets/Thresholds							Δ% Actual Last 6 Years	Δ% Next 6 Years	Δ% Actual Last 3 Years	Δ% Next 3 Years
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
High-Need Cadets	61.3%	60.6%	68.0%	70.4%	66.5%	76.8%	Target	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	25.2%	0.0%	9.0%	0.0%
							Threshold	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%				
							Δ%	-0.200	-0.200	-0.200	-0.200	-0.200	-0.200	-0.200				

IPS Targets/Thresholds - 2010-11 through 2015-16
Virginia Military Institute

Level II Measure: Commissions

Level II : Institution maintains acceptable progress towards agreed upon targets for the percentage of cadets who accept military commissions upon graduation. Commissions will be tracked based on matriculating class and will be computed based on five-year rolling averages.

Actual							Targets/Thresholds							Δ% Actual Last 6 Years	Δ% Next 6 Years	Δ% Actual Last 3 Years	Δ% Next 3 Years
2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
35.0%	36.7%	38.5%	41.0%	43.6%	45.5%	Target	45.0%	45.0%	45.0%	45.0%	45.0%	45.0%	45.0%	30.1%	0.0%	11.0%	0.0%
						Threshold	42.5%	42.5%	42.5%	42.5%	42.5%	42.5%	42.5%				
						Δ%	-0.03	-0.03	-0.03	-0.03	-0.03	-0.03	-0.03				

Level II Measures

IPS Targets/Thresholds - 2010-11 through 2015-16
Virginia Community College System

Level II Measure: Community College Career Pathways Programs

Level II : Institution maintains acceptable progress towards agreed upon targets for the number of students completing community college career pathways programs.

Actual							Targets/Thresholds							?% Actual Last 5 Years	?% Next 5 Years	?% Actual Last 3 Years	?% Next 3 Years
2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
12,531	14,612	14,164	16,274	18,050			18,250	18,595	18,874	19,158	19,445	19,737	20,032	44.0%	6.5%	27.4%	3.4%
						Threshold	17,500	17,479	17,742	17,817	18,084	18,158	18,429				
						?%	-4.1%	-6.0%	-6.0%	-7.0%	-7.0%	-8.0%	-8.0%				

IPS Targets/Thresholds - 2010-11 through 2015-16
Virginia Community College System

Level II Measure: Successful Outcomes for Program-placed Students (12+ Credits)

Level II : Of the first-time in college(FTIC), program-placed entering cohort in a given fall term who complete at least 12 credits at the community college, the percent of these students who complete an award(associate degree, certificate, or diploma) or transfer to a four-year institution within five years.)

Actual							Targets/Thresholds							Δ% Actual Last 4 Years	Δ% Next 4 Years	Δ% Actual Last 3 Years	Δ% Next 3 Years
2003-04	2004-05	2005-06	2006-07	2007-08	2008-09		2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16				
		0.4722	0.4578	0.4761	0.4854		0.485	0.493	0.495	0.498	0.503	0.508	0.510	0.013	0.013	0.060	0.021
						Threshold	0.460	0.462	0.465	0.468	0.470	0.473	0.475				
						Δ%	-0.025	-0.030	-0.030	-0.030	-0.033	-0.035	-0.035				

State Council of Higher Education for Virginia
Agenda Item

Item: #5.c. – Action on Financial Aid Study

Date of Meeting: October 26, 2010

Presenter: Lee Andes, Assistant Director for Financial Aid
LeeAndes@schev.edu

Most Recent Review/Action:
☒ No previous Council review/action
☐ Previous review/action
Date:
Action:

Background:

The 2010 Acts of the Assembly, Chapter 874, directs the State Council of Higher Education for Virginia (SCHEV) to conduct a study on state financial aid. Specifically, the directive is as follows:

M.1. The State Council of Higher Education for Virginia shall review funding requirements for student financial assistance and examine:

a) The costs of education used to determine student need by category;
b) The use of cost allowances and their impact on financial aid;
c) Gift aid received by students and expected family contribution and their application in the financial process; and
d) The impact on financial aid requirements of alternative financial aid methodologies.

2. The State Council of Higher Education for Virginia shall communicate the results of this study to the Chairmen of the House Appropriations and Senate Finance Committees and the Director, Department of Planning and Budget, by October 1, 2010.

In support of this directive, SCHEV conducted a series of meetings with representatives from each public four-year college or university, Richard Bland College, and representatives from the Virginia Community College System. In addition to SCHEV and institutional staff, the meetings were widely attended by other central agency representatives including staff from the House Appropriations Committee, the Senate Finance Committee, the Secretary of Education's office, and the Department of Planning and Budget. These meetings focused on the administration of state financial aid, especially the creation and use of the Cost of

Attendance budget. SCHEV also contacted seven states to determine how their primary state need-based aid program is funded and awarded to students. These states are Indiana, Kentucky, Maryland, Minnesota, North Carolina, Oregon, and Washington.

SCHEV also reviewed a financial aid funding proposal considered by the Virginia House of Delegates during the 2010 session of the General Assembly.

In order to allow for Council review and action in October, SCHEV staff requested an extension of the October 1, 2010 submission date until after the October 26 Council meeting

Materials Provided:

- 2010 SCHEV Review of the Funding Model for Student Financial Assistance

Financial Impact: None

Timetable for Further Review/Action: None.

Recommendation:

Staff recommends that the Council approve the study.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the report on the Review of the Funding Model for Student Financial Assistance and recommends that it be transmitted to the Chairmen of the House Appropriations and Senate Finance Committees and the Director, Department of Planning and Budget.

October 26, 2010

SCHEV Review of the Funding Model for Student Financial Assistance

State Council of Higher Education for Virginia

Advancing Virginia through Higher Education

SCHEV Review of the Funding Model for Student Financial Assistance

October 26, 2010

The 2010 Acts of the Assembly, Chapter 874, directs the State Council of Higher Education for Virginia (SCHEV) to conduct a study on state financial aid. Specifically, the directive is as follows:

> M.1. The State Council of Higher Education for Virginia shall review funding requirements for student financial assistance and examine:
>
> a) The costs of education used to determine student need by category;
> b) The use of cost allowances and their impact on financial aid;
> c) Gift aid received by students and expected family contribution and their application in the financial process; and
> d) The impact on financial aid requirements of alternative financial aid methodologies.
>
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SCHEV also reviewed a financial aid funding proposal considered by the Virginia House of Delegates during the 2010 session of the General Assembly.

a) The costs of education used to determine student need by category

The federal government standardized the elements and definitions of COA in order to provide nationwide consistency in the administration of federal student financial assistance programs. Included in these programs are the federal Pell grant, Supplemental Education Opportunity Grant, federal student loans, and federal work study, among others.

The 2009-10 federal student aid handbook – Vol. 3, Chap. 2, "Cost of Attendance (Budget)" (www.ifap.ed.gov/fsahandbook/attachments/0910FSAHbkVol3Ch2Sept30.pdf) - states that these costs are "…the cornerstone of establishing a student's financial need…" and intended to reflect "…an estimate of that student's educational expenses for the period of enrollment." While states and institutions have the prerogative to establish a separate COA or alternative need-based formula for their own programs, most that use a COA vary little from the federal formula when determining state or institutional awards for an individual student.

The federally sanctioned COA elements include:

- The normal Tuition & Fees (includes both instructional and non-instructional) assessed for a given academic workload;
- An allowance for Room and Board (including "on-campus," "off-campus," and "living with parents"); and
- Allowances for books, supplies, transportation, and personal expenses.

Allowances for dependent care, obtaining a professional license, study abroad, disabilities, and student loan fees are also permitted, but are generally granted by the institution on a case-by-case basis. The amount used for each COA item is either the actual cost borne by the student or an allowance as determined by the institution using a methodology also determined by the institution.

While some of the elements are readily recognized as an educational expense to the student (Tuition & Fees, books), other elements are included in recognition that life costs do not cease while a student is enrolled. If these costs are not considered, many low-income students would be unable to pursue higher education. These elements take into account the opportunity cost of pursuing a college degree as a student's ability to find employment is greatly reduced during periods of enrollment. For many low-income families, the student's employment is a necessity in order to meet monthly household expenses.

Also of note is the allowance for "living with parents." Federal methodology for determining a family's ability to pay for college (resulting in the Expected Family Contribution, or EFC) assumes a minimum living allowance depending on the size of the family, but reduces that allowance by approximately $2,700 for each additional family member enrolled in college. In this way, double counting a student's living expenses is reduced (the "family living allowance" within the EFC calculation and as a part of Room & Board in the COA) by moving a portion of the student's living allowance from the household budget to an educational cost.

For example, a family of four with one in college has a living allowance of $24,970 for FY11. But if two are enrolled into college, the living allowance for the family is reduced to $22,190. The living costs are picked back up in the COA budget line under Room & Board. If this budget cost were set to zero, those students would be at a disadvantage in relation to other students who also have their housing cost reduced within their EFC calculation but have on-campus or off-campus Room & Board cost assumptions built into their COA budget.

Virginia institutions utilize a variety of methods for determining the amounts used in the COA. Tuition & Fees and on-campus Room & Board are determined by the respective Boards of Visitors, while the indirect costs (off-campus Room & Board, transportation and personal expenses) are based on allowances determined by using one or more of the following:

- average regional indirect cost reported by the College Board,
- average indirect cost reported by the College Scholarship Service,
- college cost guides,
- periodic survey of institution bookstore averages,
- periodic survey/review of local living and transportation costs,
- periodic survey of students, or
- the Consumer Price Index from the Bureau of Labor and Statistics, which is commonly used to determine indirect cost increases during years when a survey is not conducted.

Variances among the institutions' COA items are primarily due to differences in:

1) location of the institutions (cost of living, urban vs. rural, etc.),
2) methodology in determining allowances (regional vs. student-specific surveys, source of information, frequency of updates, etc.), and
3) typical program costs (differences in number of classes in the hard sciences, computer requirements, etc.).

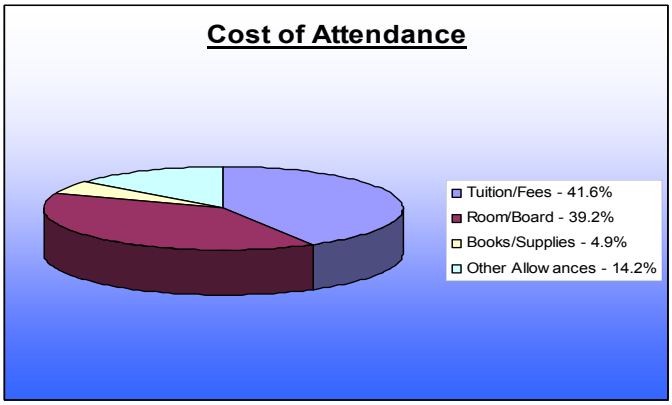
A spreadsheet listing the actual COA used by each public institution to determine need-based awards for 2010-11 can be found in Addendum A. Note that the spreadsheet lists a maximum of three COA calculations per institution, but each college could maintain a unique COA for each degree program, which can result in several dozen student COAs in actual use.

b) The use of cost allowances and their impact on financial aid

Virginia's colleges and universities use the institutionally calculated COA for determining student need and making individual student awards. For making financial aid (undergraduate funds appropriated under program 108, also known as Virginia Student Financial Assistance Programs - VSFAP) funding recommendations, SCHEV averages the institutions' COA for indirect costs by sector (four-year and two-year) so that the differences in aggregate need among the institutions directly correlate to each institution's direct costs and the unique individual characteristics – economics and enrollment patterns – of its student body.

With this state calculation, SCHEV attempts to standardize the COA while representing the educational costs incurred by the average student attending a Virginia public institution. SCHEV uses only three COA calculations per institution based on student housing. The average COA costs for students "living on campus" at the four-year institutions are as follows:

Tuition & Fees:	$8,782
Room & Board:	$8,284
Books/Supplies:	$1,043
Other Allowances:	$3,375
Total:	$21,484



After building the COA for each individual student, SCHEV's current funding model, known as the Partnership Model, reduces the COA by 30 percent. This reduction acknowledges that there is an amount of the COA that is "not the state's responsibility" and recognizes that there are many partners with an interest in supporting higher education, including federal and state governments, business, private organizations, and the student's family.

Cost of Attendance
- 30% of COA
- EFC
- Gift Aid

= Student Need

- Restrict to Tuition and Fees
- Aggregate for institution

Note that the size of the discount is arbitrary. This will be addressed later when reviewing the appropriation methodology utilized by other states, but the principle used across the country is consistent in that there is some sort of "offset" or "set aside" to any student-need calculation for purposes of determining state funding.

Note that under the Partnership Model, the principal driver of student need is the COA (used twice in the formula), while the EFC and gift aid are only slightly less important. The greater the COA, the more "need" a student is likely to demonstrate and vice versa.

c) Gift aid received by students and expected family contribution and their application in the financial process

Financial aid can be broken into two distinct types: self-help and gift aid. Self help, as the name denotes, includes programs that create opportunities for the student to do more to help themselves. Work-study and student loans are typical examples.

Gift aid can be need-based, merit-based, residency-based, or some combination of these and other criteria. Though these grants and scholarships often require a student to meet certain criteria at the time an award is made (demonstrating financial need or meeting a specific grade point average) or require specific activities during the term (participation on an athletic team or in the arts), they do not place a requirement or responsibility upon the student after the term is completed. They are often referred to as "free money."

When an institution determines individual student awards, gift aid is typically processed first and self help is awarded only if a student still demonstrates financial need. Federal rules, which most programs (including state aid from Virginia) also adopt, restrict a combination of self help and gift aid to no more than a student's COA. Though need-based grants can also be impacted, any additional gift aid received after the initial award process typically results in a reduction in a student's loan or work-study eligibility.

The EFC is federally calculated based on information provided annually by the student on their Free Application for Federal Student Aid (FAFSA). The EFC is based on family income and assets, allowances based on parental age and the number of people in the family or in college, and other factors. The resulting EFC is a theoretical amount that a family should have available for educational costs. A full explanation of the methodology can be found on the federal website: www.ifap.ed.gov/efcformulaguide/attachments/111609EFCFormulaGuide20102011.pdf.

After the initial 30 percent reduction of the COA mentioned in the preceding section, Virginia's Partnership Model further reduces student costs by subtracting the full EFC and gift aid; including most grants and scholarships regardless of the source, but not loans, work study, or assistance from institutional endowments (per state law). Below is an example of how the model works for fictional ABC University. A more detailed summary of how the VSFAP funding formula, the Partnership Model, is designed can be found in Addendum B.

ABC University has a total COA of $21,000 and just two students enrolled; one is Pell eligible, while the other is not.

Base Data:

ABC University	
$8,600	Tuition & Fees
$1,000	Books/Supplies
$8,200	Room & Board
$3,200	Other Allowance
$21,000	COA

Student A		Student B	
$7,000	EFC	$2,000	EFC
$3,000	Gift Aid	$2,000	Pell
		$1,000	Gift Aid

Under the Partnership Model, the calculation begins with the full COA reduced by 30 percent for four-year institutions along with each student's full EFC and all gift aid. The remaining balance cannot exceed the original cost of Tuition & Fees.

Need Calculations:

Student A		**Student B**	
$21,000	**COA**	**$21,000**	**COA**
- $6,300	**30% COA reduction**	**- $6,300**	**30% COA reduction**
- $7,000	**EFC**	**- $2,000**	**EFC**
- $3,000	**Gift Aid**	**- $2,000**	**Pell**
= $4,700	**Student Need**	**- $1,000**	**Gift Aid**
	Already less than Tuition &	**= $9,700**	**Student Need**
	Fees, no adjustment necessary	**$8,600**	**Adjust down to Tuition & Fees**

ABC University
Student A = $4,700
Student B = $8,600
Total Need = $13,300

In the example above, Student A is calculated to have $4,700 of student need, while Student B has $9,700. However, since the VSFAP award can typically only award up to Tuition & Fees, all student need is reduced to no more than that amount for each institution. As a result, only $8,600 of need is recognized for Student B and the aggregate need for this institution of two students is $13,300. For 2009-10, the state met approximately 60 percent of the total need identified under the Partnership Model, which would equate to $7,980 for this fictional institution.

The 30 percent reduction of COA accounts for much of the reduction of student need. Due to the way the formula is designed, most of the student's resources are counted against the student's remaining books and supplies, Room & Board, and other allowances before they are counted against a student's Tuition & Fees. As a result, the amount of need recognized under the state funding recommendations may equal full Tuition & Fees for high-need students, such as Student B.

Looking again at Student B, there is a great deal of need not recognized by the formula: $6,300 due to the 30 percent reduction and $1,100 due to reducing need to no more than Tuition & Fees. These costs can be met in a variety of ways:

1. **Self-help** – Students utilize loans from the federal government and private lenders or obtain work-study or other forms of employment.
2. **Increases from current sources** – It is anticipated that resources, including family contributions, federal, institutional, and other gift aid, will also increase in the future.
3. **Lifestyle choices** – Students find cost savings by cutting back in non-education related areas.
4. **Reduced cost of attendance** – Students enroll part-time or otherwise might not incur the full estimated allowance for indirect costs.
5. **Hidden gift aid** - Students may receive assistance from other resources not reported to the college. A gift from a relative or church may be simply recorded by the institution as a student payment. Student and parent payments in excess of the EFC are not included in the student need calculations.

6. **Endowments** – Some students receive support from institutional endowments (private donations administered by the institution). By law, these are not included in institutional funding calculations.

As commonly understood, the purpose of the federal EFC calculation is to determine the student's and parent's ability to pay for educational costs; however, the formula is used primarily to support federal education funding goals (e.g. the policy to grant an automatic zero EFC to students meeting specific criteria) and is not always current (e.g. just recently the state income tax table was updated for the first time in approximately 20 years). Future decisions regarding the simplification of the FAFSA could further erode the reliability of the EFC calculation to accurately estimate a family's ability to pay for their child's education.

Finally, although the EFC is treated equally with gift aid in the funding and need calculations, it is theoretical in that some families may choose not to contribute financially to their student's education and strong anecdotal evidence suggests that many families are unable to pay out-of-pocket in the amount of their EFC, relying on unsubsidized student loans instead. For these reasons, grants and scholarships are more reliable funding for the student. An alternative treatment within a funding model might include only a percentage of the EFC in the calculation. Further analysis would be needed to determine the viability of this change and the correct percentage to use.

d) The impact on financial aid requirements of alternative financial aid methodologies

As part of this study, SCHEV reviewed state undergraduate grant aid as reported in the "38th Annual Survey Report on State-Sponsored Student Financial Aid" produced by the National Association of State Student Grant & Aid Programs (NASSGAP). This report on 2008-09 state financial aid can be obtained at http://www.nassgap.org/.

According to the report, need-based grant aid is universally available with 52 out of 52 "states" (the 50 states, Puerto Rico, and Washington DC, henceforth collectively referred to simply as the "states") maintaining a program that is referred to as primarily "need based." The term "need-based" aid is defined by the NASSGAP survey as "the recipient must meet some standard of need using such measures as EFC, remaining costs, or maximum income to be eligible for an award."

The category "non need-based aid" is available in 41 states and includes any program where financial need is not a requirement. These include merit-based programs (such as Georgia's Helping Outstanding Pupils Educationally Scholarship, commonly referred to as the Georgia HOPE Scholarship) as well as residency-based programs (such as the Virginia Tuition Assistance Grant Program). Of the 41 states, 30 have programs based solely on merit.

Just 12 states have non need-based programs whose total funding exceeds the total funding of their need-based programs. In the 10 year period between FY1999 and FY2009, non need-based aid grew at twice the rate of need-based grant aid (105.4% vs. 230.4%), but need-based grant aid still represents well over twice the dollars as non need-based grant aid ($6.1 billion vs. $2.4 billion). A number of states have programs that combine both need-based and merit criteria.

Not specifically identified in the NASSGAP report is another growing type of financial aid program commonly referred to as an "Early Commitment Program." These programs identify students while they are still in middle or high school and provide a specific financial aid or college admission guarantee in exchange for the student making a commitment to pursue higher education, maintain a minimum grade point average, take specific academic programs, and/or maintain overall good behavior.

SCHEV identified seven states to review for examples of state need-based grant funding methods. Selected based on regional affiliation and national diversity, those states are Indiana, Kentucky, Maryland, Minnesota, North Carolina, Oregon, and Washington.

Virginia employs a standard student-need calculation using COA (based primarily on the institutional calculations), the federally calculated EFC, and actual student gift aid. When calculating program funding goals the sample states calculate student need as follows:

- Indiana – a percentage of Tuition & Fees less the EFC
- Kentucky – Pell eligibility
- Maryland – standard student-need calculation based on COA
- Minnesota – state modified student-need calculation based on COA
- North Carolina – state modified student-need calculation based on COA

- Oregon - state modified student-need calculation based on COA
- Washington – income based

Because of the variety of methods used to identify a student with need, there is no strong correlation between the recipients of one state compared to another. Most of the programs would include Pell-eligible students, while some identify students with family incomes up to $100,000 or more; large families or those that have multiple children in college.

Once eligible students are identified, the selected states each have a unique approach and calculation for determining the state award. Each formula also adds an arbitrary "set aside" that minimizes or reduces the resulting state award or funding goal. By comparison, Virginia's 30 percent reduction of the COA (resulting in approximately a $6,300 reduction from a sample $21,000 COA) is in the lower end of the amount of need set aside or discounted and so, by extension, its resulting funding recommendations will tend to be higher on a per student basis.

Each state has its own methodology for determining program funding levels or individual student awards:

- Indiana bases its plan on family contribution and the state award meeting a percentage of Tuition & Fees (based on the student's high school academic record). All other costs and student resources are ignored.
- Kentucky makes no determination of student need or of meeting a percentage of COA or Tuition & Fees. They provide a flat award to all eligible students, which is reduced based on enrollment level only.
- Maryland uses a standardized formula to determine student need, but has a goal of only meeting a percentage of the calculated need: 40 percent for most institutions and only 60 percent for public two-year colleges.
- In Minnesota, the availability of state funds plays heavily in how the state adjusts its grant formula. Depending upon funding, the state can adjust the student share (currently at 46 percent), the family contribution (various percentages assigned), the Tuition & Fee target, and the standard living & miscellaneous expense number.
- North Carolina adjusts the family EFC based upon an internal formula, resulting in a higher EFC than the federally calculated number. In addition, the state takes into consideration the estimated federal tax credit (about $950) and a self-help allowance of $4,500 (assumed to be covered by work or loans).
- Oregon assigns a student share based on the expectation of work during the fiscal year (about $4,698), $3,000 in student loans, federal tax credit, and an additional reduction based on a percentage of EFC.
- Washington does not compute student financial need and so ignores cost of attendance. Instead, its goal is to assist students from specific income brackets with a percentage of Tuition & Fees; however, total state assistance cannot exceed 75 percent of the student's COA.

As seen above, each state has a formula or practice that sets aside a portion of the student's COA when determining awards or funding goals. In some cases student resources are also ignored. The amounts set aside are mostly arbitrary based on the goals of each state and availability of funds; for example Minnesota can adjust

the student share and the Tuition & Fee target according to the availability of state funds so that the final student need can be fully funded.

The financial aid strategies among the seven states essentially boil down to three different types:

1. A flat state grant mirroring the federal Pell grant.
2. A tuition-centric program that considers only Tuition & Fees (E&G and non-E&G), while ignoring other educational costs. This model also ignores most forms of financial assistance and student resources.
3. A full-cost model that starts with a calculation that includes recognition of costs other than just Tuition & Fees and most forms of gift assistance.

It is not within the time or scope of this paper to conduct an accurate comparison of the methodologies amongst the states because of the number of factors involved. Differences in the states' economies and average family income, percentage of jobs requiring a college degree, state funding of higher education, goals for financial aid, etc., would each have to be factored into the equation along with financial aid support.

Below is a table showing basic requirements and statistics for each state's primary need-based grant program so that their respective differences and some of the possible options available to Virginia can be better understood.

Indiana

Eligibility criteria:

- State resident
- Public or private institution
- Full-time enrollment
- High school academics (see below)

Award formula:

Prior year tuition or a designated tuition cap (based on available funds)
x by a percentage based on academics (detailed below)
– Ability to Pay
= State Award

Percentage multiplied is:

- 100% for Academic Honors graduates (minimum 3.0 GPA)
- 90% for Core 40 graduates (minimum 2.0 GPA) standard diploma
- 80% for all other students

Ability to Pay is:

- Parent contribution for dependent students
- EFC for independent students

2006-07 Statistics:

- 48,408 recipients
- 2008-09 average Tuition & Fees for comprehensive university = $7,334
- Average award = $3,375

Kentucky

Eligibility criteria:

- State resident
- Public or private institution
- At least half-time enrollment
- Pell eligible
- First baccalaureate degree

Award formula:

Pell eligible students enrolled full-time receive $1,900; which is pro-rated based on the enrollment level.

2006-07 Statistics:

- 38,970 recipients
- Average 2008-09 Tuition & Fees = $6,316
- Average award = $1,530

Maryland

Eligibility criteria:

- State resident
- Public or private institution
- Full-time enrollment

Award formula:

COA (institution determined)
– EFC
+/- COL adjustment by zip code
– Pell grant and other known awards
= Adjusted Need

Multiplied by:

- 40% for 4-year institutions
- 60% for 2-year institutions

2006-07 Statistics:

- 26,992 recipients
- 2008-09 average Tuition & Fees = $7,598
- Average award = $2,243

FY2009:
$62,010,901 for 28,194 recipients
Average = $2,199;
Range = $400 to $3,000

Minnesota

Eligibility criteria:

- State resident
- Public or private institution
- Enrolled in as little as 3 credit hours

Award formula:

Average Tuition & Fees (uniform number per institution)
+ standard living & miscellaneous expense allowance: about $7,000 for 9-month year
= State Grant Budget

State grant budget
X 46% (student share)
– family contribution (96% of parent contribution for dependent students; 86% EFC for independent students w/ dependents; 68% of EFC for independent students w/no dependents)
– Pell grant
= State Award.

2006-07 Statistics:

- 80,182 recipients
- 2008-09 average Tuition & Fees = 6,083
- Average award = $1,947

North Carolina

Eligibility criteria:

- State resident
- 4-year public institutions only
- Half time or more enrollment
- Financial need

Award formula:

Tuition & Fees
+ standard living allowance
– state calculated EFC (tends to be higher than the federal calculation; parent contribution for dependent students and EFC for independent students)
– est. tax credit ($950 min.)
– $4,500 self help
= State Award

2006-07 Statistics:

- $133 million for 61,500 recipients
- 2008-09 average Tuition & Fees = $3,967
- Average award = $2,156

Oregon

Eligibility criteria:

- Public and private non-profit institutions
- Max income of $70,000 (current formula drops this to $40,000)

Award formula:

COA
– student share (based on 90% of 15hrs/wk @ Oregon minimum wage for 48 weeks - $4,698)
– $3,000 in loans (for 4-year only)
– EFC
– Federal Share (Pell and assumed tax credit)
– Additional EFC reduction: 19% of EFC
= State Share

State share can be capped: $3,200 for students at 4-year institutions in FY10; Will be capped at $1,950 FY11.

2006-07 Statistics:

- FY10: $76.7 million for 43,100 recipients
- 2008-09 average Tuition & Fees = $6,106
- Average award = $1,779

Washington

Eligibility criteria:

- State resident
- Public or private institutions
- Enrolled in at least 3 credit hours
- Financial need
- Student is classified as at least one of the following:
  - Meets income cutoff
  - Considered a disadvantaged student
  - Participant in foster care system
- Income cutoff: percentage of Median Family Income (the percent can vary, but is currently at 70% or $54,500 for family of four in Washington). Those at 50% or lower get full award; those at more than 50% receive a percentage.

Award formula:
Find family of four income

- $39,000 and below: multiply Tuition & Fees by 100%
- $39,001 to 42,500: multiply Tuition & Fees by 70%
- $42,501 to 46,500: multiply Tuition & Fees by 65%
- $46,501 to 50,500: multiply Tuition & Fees by 60%
- $50,501 to 54,500: multiply Tuition & Fees by 50%

EFC, loans, work study, veteran's benefits, grants, scholarships, federal, unmet need, etc., must total at least 25% of all assistance

2006-07 Statistics:

- 66,364 recipients
- 2008-09 average Tuition & Fees = $4,819
- Average award = $2,518

Notes:

- The term "private institutions" includes for-profit unless otherwise noted.
- 2008-09 Tuition & Fee numbers from "2008-09 Tuition and Fee Rates: A National Comparison" by the Washington Higher Education Coordinating Board, March 2009 (http://www.hecb.wa.gov/research/issues/documents/TAB6.TuitionandFees2008-09Report-FINAL.pdf)
- All other information obtained by SCHEV state survey in August 2010.

Review of Virginia House of Delegates Proposal

In 2010, the Virginia House of Delegates proposed an alternative formula for determining state VSFAP funding that is based upon funding instructional costs (tuition, E&G fees, and a book allowance). The specific language is as follows:

> M.1. The State Council of Higher Education for Virginia shall determine funding requirements for student financial assistance using the following methodology:
> a. The instructional cost of education for a student will be based on tuition, mandatory educational and general enrollment and course fees, and a book allowance. The student life cost of education for a student will be based on mandatory non-E & G fees, actual on-campus room and board or an allowance not to exceed actual on-campus room and board for students living off campus except for those students living with parents, and other actual expenses, not allowances, associated with their education.
> b. All gift aid received by the student shall be allocated proportionally between the instructional cost and the student life cost of education determined in paragraph M.1.a.
> c. Expected Family Contribution (EFC) shall be allocated proportionally between the instructional cost and the student life cost of education determined in paragraph M.1.a.
> d. State financial aid shall not exceed tuition, mandatory educational and general enrollment and course fees, plus a book allowance less the proportional allocation of gift aid and EFC.

Under this format, a percentage of the student's EFC and gift aid is applied to the calculated instructional costs. The balance of the remaining aggregate instructional cost then becomes the state appropriation to the institution. This proposal resembles a tuition-centric model as opposed to the full-cost model Virginia currently employs.

Taking the earlier examples of the funding model on page 5, this proposal would result in the following calculations for instructional costs and student life costs:

Base Data:

ABC University Data
$6,800 Tuition, E&G Fees
$1,800 Non E&G Fees
$1,000 Books / Supplies
$8,200 Room & Board
$3,200 Other Allowance
$21,000 COA

Instructional Costs
$6,800 Tuition, E&G Fees
$0 Non E&G Fees
$1,000 Books / Supplies
$0 Room & Board
$0 Other Allowances
$7,800 Instructional Costs

Student Life Costs
$0 Tuition, E&G Fees
$1,800 Non E&G Fees
$0 Books / Supplies
$8,200 Room & Board
$0 Other Allowances
$10,000 Student Life Costs

Note that fees are separated under this model with E&G fees considered to be an instructional cost while non-E&G fees (athletic fees, student center, etc.) are considered a student life cost. Other allowances – personal, travel, etc. - are excluded from the formula for purposes of determining funding for institutions.

The formula calls for a calculation to determine what percentage of the total costs recognized within the calculation come from instructional costs (reminder: other allowances are set aside).

$7,800	Instructional Costs
$10,000	Student Life Costs
$17,800	Total

For ABC University, the $7,800 in Instructional Costs makes up about 43.8 percent of the $17,800 in total costs recognized by the formula. This percentage is important for the next step of the process where a portion of resources – EFC and gift aid – are then assigned to instructional costs. Under this example, each student's total EFC and gift aid is multiplied by 43.8 percent (note the calculation and percentage will be different for each institution and even vary by student) and the resulting number is subtracted from the instructional costs to determine the adjusted student need as follows:

Student Data:

Student A
$7,000 EFC
$3,000 Gift Aid
Student B
$2,000 EFC
$2,000 Pell
$1,000 Gift Aid

Need Calculations:

Student A	Student B
$7,800 Instructional Costs	$7,800 Instructional Costs
- $3,067 43.8% of EFC	- $876 43.8% of EFC
- $1,315 43.8% of Gift Aid	- $876 43.8% of Pell
= $3,418 Adjusted Student Need	- $439 43.8% of Gift Aid
	= $5,609 Adjusted Student Need

ABC University
Student A = $3,418
Student B = $5,609
Total Need = $9,027

Under the House Proposal, the aggregate student need for the institution drops from $13,300 in the earlier example to just $9,027. Since state financial aid is funded under the Partnership Model at 60 percent for FY10, the equivalent current funding for ABC University is $7,980. So, if adopted, the state would be funding a higher percentage of need under the House Proposal and be closer to meeting full funding.

The difference in funding between the two formulas is primarily the result of three components within the House Proposal:

1. Substitution of the typically lower cost of books and supplies in place of non-E&G fees produces a lower maximum award. While that might not affect students with moderate amounts of need, it does reduce the amount of need the neediest student can demonstrate and; therefore, will lower the aggregate amount of need for an institution.
2. Assigning a percentage of all gift aid and EFC to the instructional costs ensures that a portion of these resources are always covering the maximum award. This further reduces the maximum need calculated per student as none of the individual calculations (all students in the formula have, at minimum, either a positive EFC or Pell grant award) would produce a need amount equal to the full instructional costs.
3. Removal of Room & Board expenses for students "living with parents" significantly changes the distribution of student resources with a far greater share assigned to instructional costs. This will drive more student resources to instructional costs and reduce the final calculated need.

Preliminary analysis indicates the following but it should be emphasized here that the formula is intended only to determine institutional funding and is not intended to be used to determine actual awards to individual students.

1. The proposal would least affect institutions having low non-E&G fees. Under the proposal, the maximum award is adjusted by subtracting non-E&G fees and adding a book allowance. For some institutions, that substitution of costs is minimal and so the maximum award is not significantly impacted.
2. Institutions most affected are those having low tuition and E&G fees coupled with relatively high non-E&G fees. Once non-E&G fees are removed in favor of a book allowance, the maximum award for these institutions is reduced more so than other institutions. If that institution also has a relatively low tuition and E&G fee, the reduction, as a percentage, is even greater.
3. As described above, the exclusion of the Room & Board costs for students "living with parents" drives down need under the formula. Those institutions having a higher percentage of their enrollment "living with parents" would be most impacted.
4. Increases in any of the cost components within the formula increases the final aggregate need calculations with instructional costs having a larger impact than student life costs. An increase in non-E&G fees or Room & Board costs would raise the percentage of resources assigned to student life costs. This will cause fewer resources to be counted against instructional costs and raise the calculated need; meanwhile, increases in tuition or E&G fees raise the maximum award.

Further analysis is needed in order to determine the actual impact of the proposal on each institution. If the proposal retained non-E&G fees within the maximum award and "living with parents" Room & Board within the student life costs, many of the institutional differences identified above are likely to be minimized or eliminated.

Summary findings:

Cost of Attendance

Virginia's current VSFAP funding formula, the Partnership Model, is a full cost formula that uses projected institutional Tuition & Fees for a given year and standardizes the indirect costs estimated by the institution. The indirect costs - off-campus Room & Board, transportation and personal expenses - are averaged by sector using actual institutional budgets. Indirect expenses are an important consideration since these expenses continue while a student is enrolled and has reduced opportunity for employment.

The formula is applied to actual data from the most recently available award year to take into account student enrollment patterns (full-time vs. half-time) and subtract resources (Expected Family Contribution, grants, scholarships, etc.). The formula also sets aside 30 percent of the Cost of Attendance with the expectation that there are other partners helping students. The resulting student need is then reduced to no more than Tuition & Fees. The results are aggregated by institution to arrive at the recommended funding levels for each institution.

Each institution's Cost of Attendance allowances for indirect costs can vary considerably due to differing methodologies and frequency of updates; however, they are consistent with federal regulations and many differences can be explained by each institution's unique regional, academic, and economic circumstances. By averaging the numbers for use in the funding formula, these differences are eliminated and the resulting aggregate institutional need is based primarily upon the Tuition & Fees and unique student characteristics at each institution. Because of the averaging already taking place, creation of a state-calculated indirect cost based on standardized methodology would prove to have limited value.

One factor receiving considerable attention is the indirect cost of Room & Board for students living with their parents. Some question whether this was a valid expense since students live with their parents before enrolling and so no real additional expense is incurred; however, federal methodology for calculating the Expected Family Contribution sets aside about $2,700 in living expenses for each additional family member in college, including those living at home. If the Room & Board for "living with parents" were set to zero, these students would be at a disadvantage when calculating need.

One final consideration for change in the funding formula is the treatment of the EFC. Since this is a theoretical source of funding as opposed to the guaranteed dollars presented by a grant or scholarship, the state could consider a change in how the EFC is treated in funding calculations by not assigning it as much weight (i.e. use only a percentage of the EFC) as a grant or scholarship.

Funding Models & Other Financial Aid Options

There are a number of different models and strategies that can be employed when determining the appropriate award levels for students or funding allocations to institutions. Virginia employs a full-cost model while some states are more tuition-centric. Each of these models, full-cost or tuition-only, projects student need using

a combination of the educational costs and available resources to provide an equitable allocation of funds; with institutions having needier students receiving more funding than those with less need. These models are also responsive to changes in education costs; however, they make it difficult to predict state budgetary needs or an individual student award in advance.

A simpler model is the flat award system where all eligible students receive the same award. Costs can be contained by creating eligibility restrictions based on family income, student grade point average, and/or student behavior/activities. The model has some appeal in that budgeting for the state, as well as the specific award a student can expect to receive, is easier to predict than under other models. On the negative side, a flat award typically does not address overall access or affordability, the varying costs of attending one college over another, or attempt equitable distribution of resources.

If Virginia were to employ one of the other state aid funding models reviewed, or even a different variation of a full-cost model, the formula would likely result in a smaller budgetary recommendation than currently produced. However, the result is unlikely to mean a reduction in actual funding; rather the state would meet a higher percentage of a new funding goal.

Other financial aid models to consider include Early Commitment Programs where student eligibility criteria reach back into middle and high school. These programs are growing in popularity as they encourage the student to better prepare to enter college and complete their degree. This provides the state a better return on its investment and supports state enrollment and graduation goals. It also provides the student some assurance of an award in advance of enrollment.

These programs do not address "late bloomers" or students under-achieving in high school due to unusual circumstances so a separate state program would serve as a safety net for those who need a chance to qualify themselves, perhaps via a two-year college program. Since a commitment is made by the state, budgeting can become an issue. In order to control costs, many states with similar programs have resorted to increasing eligibility criteria or have reduced their financial assurance to the student.

Lastly, the state could consider a program of "shared risk" where the state plays the role of an investor in a student's education. A conditional grant or loan is provided to eligible students to assist with higher education. In return, the student repays all or a portion of the award based on a reasonable percentage of their actual income following graduation. While there are no current examples of a state program used in this manner as a grant, conceptually it would be similar to the federal government's new Income Based Repayment provision for student loan borrowers and would also work as a state loan program.

Virginia's current financial aid model provides a great deal of flexibility for the state and assistance to tens of thousands of low-income students. As other models are considered, there are varying degrees of choices to be made between a model that has budgetary flexibility or one that proactively supports specific state goals but as a result is more rigid in its funding requirements in order to be successful.

Addendum A

2010-11 Cost of Attendance Information (source: SCHEV S5 Report)

		Tuition	Fees	R/B	B/S	Personal	Trans.	Other 1	Other 2	Total
Four-Year Public Institutions										
Christopher Newport University	On-Campus	5,280	3,970	9,660	1,000	1,875	1,350	97	0	23,232
	With Parents	5,280	3,970	4,977	1,000	2,201	2,152	97	0	19,677
	Off Campus	5,280	3,970	9,660	1,000	1,875	1,350	97	0	23,232
College of William and Mary	On-Campus	7,523	4,665	8,684	1,100	1,250	500	0	0	23,722
	With Parents	7,523	4,665	2,050	1,100	1,250	1,000	0	0	17,588
	Off Campus	7,523	4,665	8,684	1,100	1,250	500	0	0	23,722
George Mason University	On-Campus	8,520	163	8,990	900	1,440	1,300	0	0	21,313
	With Parents	8,520	163	4,000	900	1,440	1,660	0	0	16,683
	Off Campus	8,520	127	12,030	900	1,440	1,660	0	0	24,677
James Madison University	On-Campus	4,182	3,678	7,700	900	1,984	1,924	34	0	20,402
	With Parents	4,182	3,678	3,672	900	1,984	1,924	34	0	16,374
	Off Campus	4,182	3,678	7,700	900	1,984	1,924	34	0	20,402
Longwood University	On-Campus	5,370	4,485	8,114	1,000	1,500	1,000	1,400	0	22,869
	With Parents	5,370	4,485	2,854	1,000	1,500	1,500	1,400	0	18,109
	Off Campus	5,370	4,485	8,114	1,000	1,500	1,500	1,400	0	23,369
University of Mary Washington	On-Campus	3,984	3,878	8,116	1,000	1,600	1,152	0	0	19,730
	With Parents	3,984	3,878	3,000	1,000	1,500	1,538	0	0	14,900
	Off Campus	3,984	3,878	7,730	1,000	1,600	1,538	0	0	19,730
Norfolk State University	On-Campus	2,859	3,468	8,296	1,600	1,790	1,547	0	0	19,560
	With Parents	2,859	3,468	3,095	1,600	1,790	1,547	0	0	14,359
	Off Campus	2,859	3,468	8,296	1,600	1,790	1,547	0	0	19,560
Old Dominion University	On-Campus	4,390	2,582	8,759	1,000	1,875	1,000	84	350	20,040
	With Parents	4,390	2,582	8,759	1,000	1,875	1,000	84	350	20,040
	Off Campus	4,390	2,582	8,759	1,000	1,875	1,000	84	350	20,040
Radford University	On-Campus	5,012	2,682	7,098	1,100	1,900	1,000	275	0	19,067
	With Parents	5,012	2,682	3,000	1,100	1,900	1,400	275	0	15,369
	Off Campus	5,012	2,682	7,098	1,100	1,900	1,400	275	0	19,467
University of Virginia	On-Campus	8,156	2,480	8,590	1,167	1,950	350	200	0	22,893
	With Parents	8,156	2,480	2,230	1,167	1,950	350	0	0	16,333
	Off Campus	8,156	2,480	9,000	1,167	2,270	350	0	0	23,423
UVA-Wise	On-Campus	3,910	3,284	8,300	802	1,254	832	0	0	18,382
	With Parents	3,910	3,284	1,964	802	1,254	1,384	0	0	12,598
	Off Campus	3,910	3,284	8,128	802	1,298	1,384	0	0	18,806
Virginia Commonwealth University	On-Campus	6,885	1,932	9,670	1,000	1,200	1,465	1,224	36	23,412
	With Parents	6,885	1,932	4,055	1,000	1,200	1,465	1,224	36	17,797
	Off Campus	6,885	1,932	9,670	1,000	1,200	1,465	1,224	36	23,412
Virginia Military Institute	On-Campus	6,024	6,304	7,132	775	1,750	400	0	0	22,385
Virginia State University	On-Campus	3,886	2,684	8,152	1,200	675	750	150	0	17,497
	With Parents	3,886	2,684	4,890	1,200	675	1,000	150	0	14,485
	Off Campus	3,886	2,684	8,152	1,200	675	750	150	0	17,497
Virginia Tech	On-Campus	7,400	2,100	7,000	1,100	1,000	1,300	2,500	100	22,500
	With Parents	7,400	2,100	7,000	1,100	1,000	1,300	2,500	100	22,500
	Off Campus	7,400	2,100	7,000	1,100	1,000	1,300	2,500	100	22,500
Four-Year Averages	**On-Campus**	**5,559**	**3,224**	**8,284**	**1,043**	**1,536**	**1,058**	**653**	**45**	**21,484**
	With Parents	**5,526**	**3,004**	**3,968**	**1,062**	**1,537**	**1,373**	**710**	**45**	**16,915**
	Off Campus	**5,526**	**3,001**	**8,573**	**1,062**	**1,547**	**1,262**	**710**	**45**	**21,417**

Notes: Averages for Other1 and Other2 do not include zeros

Other1 and Other2 include allowances for computers, loan fees, etc.

Fees = E&G and non E&G fees; R/B = Room and Board; B/S = Books and Supplies; Trans. = Transportation

Source: Reported by each institutional financial aid office as used for packaging 2010-11 financial aid during the initial spring award cycle. Because these numbers represent the tuition and fees actually used for determining financial aid awards, they are not updated with the final Tuition & Fees approved by the respective Board of Visitors.

2010-11 Cost of Attendance Information (source: SCHEV S5 Report)

		Tuition	Fees	R/B	B/S	Personal	Trans.	Other 1	Other 2	Totals
Two-Year Public/Community Colleges										
Richard Bland College	On-Campus	2,770	1,138	10,650	1,200	1,996	1,041	0	0	18,795
	With Parents	2,770	514	8,300	1,200	1,996	1,445	0	0	16,225
	Off Campus	2,770	514	9,300	1,200	1,996	1,445	0	0	17,225
Blue Ridge	With Parents	3,000	300	3,300	1,000	1,900	2,800	0	0	12,300
	Off Campus	3,000	300	6,500	1,000	1,900	2,800	0	0	15,500
Central Virginia	With Parents	3,038	126	2,324	1,200	2,138	2,578	0	0	11,404
	Off Campus	3,038	126	4,624	1,200	2,794	2,578	0	0	14,360
Dabney S. Lancaster	With Parents	2,897	203	3,602	1,098	1,816	1,444	0	0	11,060
	Off Campus	2,897	203	7,204	1,098	1,996	1,444	0	0	14,842
Danville	With Parents	2,815	185	3,000	900	1,900	2,800	0	0	11,600
	Off Campus	2,815	185	6,000	900	1,900	2,800	0	0	14,600
Eastern Shore	With Parents	2,646	210	1,500	950	1,568	2,560	0	0	9,434
	Off Campus	2,646	210	4,882	950	1,568	2,560	0	0	12,816
Germanna	With Parents	2,424	210	3,400	900	3,000	2,146	0	0	12,080
	Off Campus	2,424	210	6,750	900	3,000	2,146	0	0	15,430
J. Sargeant Reynolds	With Parents	2,300	310	3,500	1,200	1,900	1,380	0	0	10,590
	Off Campus	2,300	310	7,340	1,200	1,900	1,380	0	0	14,430
John Tyler	With Parents	2,626	219	4,500	1,098	1,996	1,445	0	0	11,884
	Off Campus	2,626	219	7,202	1,098	1,996	1,445	0	0	14,586
Lord Fairfax	With Parents	2,740	460	5,800	1,600	1,388	3,072	0	0	15,060
	Off Campus	2,740	460	5,800	1,600	1,388	3,072	0	0	15,060
Mountain Empire	With Parents	2,818	238	2,600	1,000	1,300	3,500	3,000	0	14,456
	Off Campus	2,818	238	2,600	1,000	1,300	3,500	3,000	0	14,456
New River	With Parents	2,850	250	4,000	1,300	1,600	2,700	0	0	12,700
	Off Campus	2,850	250	4,000	1,300	1,600	2,700	0	0	12,700
Northern Virginia	With Parents	3,285	185	3,430	1,600	4,166	2,548	26	0	15,240
	Off Campus	3,285	185	6,796	1,600	4,814	2,548	26	0	19,254
Patrick Henry	With Parents	3,005	220	2,864	972	2,292	1,426	0	0	10,779
	Off Campus	3,005	220	6,970	972	2,542	1,426	0	0	15,135
Paul D. Camp	With Parents	2,828	210	8,129	1,489	1,002	2,400	0	0	16,058
	Off Campus	2,828	210	8,129	1,489	1,002	2,400	0	0	16,058
Piedmont Virginia	With Parents	2,847	285	3,000	1,077	1,908	2,300	0	0	11,417
	Off Campus	2,847	285	6,920	1,077	1,908	2,300	0	0	15,337
Rappahannock	With Parents	3,118	216	5,200	1,098	2,168	3,200	0	0	15,000
	Off Campus	3,118	216	5,200	1,098	2,168	3,200	0	0	15,000
Southside Virginia	With Parents	3,030	270	2,100	1,215	2,469	3,027	0	0	12,111
	Off Campus	3,030	270	5,247	1,215	2,469	3,027	0	0	15,258
Southwest Virginia	With Parents	2,894	196	2,800	1,000	950	3,140	750	0	11,730
	Off Campus	2,894	196	2,800	1,000	950	3,140	750	0	11,730
Thomas Nelson	With Parents	2,424	193	5,874	1,300	1,996	1,446	0	0	13,233
	Off Campus	2,424	193	7,874	1,300	1,996	1,446	0	0	15,233
Tidewater	With Parents	2,626	854	3,578	1,500	772	1,260	0	0	10,590
	Off Campus	2,626	854	6,728	1,500	882	1,260	0	0	13,850
Virginia Highlands	With Parents	2,768	202	3,200	1,000	1,730	3,200	0	0	12,100
	Off Campus	2,768	202	3,200	1,000	1,730	3,200	0	0	12,100
Virginia Western	With Parents	2,884	448	2,700	1,500	1,500	2,500	0	0	11,532
	Off Campus	2,884	448	6,588	1,500	1,500	2,500	0	0	15,420
Wytheville	With Parents	3,112	40	3,000	1,200	1,000	3,200	0	0	11,552
	Off Campus	3,112	40	3,000	1,200	1,000	3,200	0	0	11,552
VCCS Averages	With Parents	2,825	262	3,626	1,182	1,846	2,438	1,259	0	**12,344**
	Off Campus	2,825	262	5,755	1,182	1,926	2,438	1,259	0	**14,552**
Two-Year Averages	**With Parents**	**2,823**	**273**	**3,821**	**1,183**	**1,852**	**2,397**	**1,259**	**0**	**12,506**
	Off Campus	**2,823**	**273**	**5,902**	**1,183**	**1,929**	**2,397**	**1,259**	**0**	**14,664**

Note: Averages for Other1 and Other2 do not include zeros

Other1 and Other2 include allowances for computers, loan fees, etc.

Fees = E&G and non E&G fees; R/B = Room and Board; B/S = Books and Supplies; Trans. = Transportation

Addendum B
Virginia Student Financial Assistance Program
~ Funding Model Detail ~

PURPOSE:
The function of the Virginia Student Financial Assistance Program (VSFAP) funding formula is to serve as a basis for recommending state financial aid funding levels and for allocating those funds among the senior public colleges and universities, Richard Bland College, and the Virginia Community College System (VCCS).

What it does.

- **Provides a basis for recommending state financial aid funds for public institutions**
  Council goals for financial aid determine how the funding formula is designed. The formula then determines the appropriate state funding level for each institution.
- **Provides a basis to allocate limited state funds**
  This may be the formula's most significant function as funds have rarely been sufficient to provide full funding for any variation of the funding formula. When funding is limited, the formula is designed to determine how to equitably divide the funds among the institutions.

What it does not do.

- **Does not determine the actual total "financial need" on an individual student basis or in the institutional aggregate.**
  - By law, VSFAP awards to students are generally capped at "Tuition & Fees" (the Virginia Guaranteed Assistance Program permits a book allowance), so the funding formula similarly caps the calculated individual student need and ignores any need in excess of "Tuition & Fees."
  - Varying methodologies in determining allowances and differences due to geography result in significant differences among the institutions when calculating indirect student cost allowances such as Books, Supplies, Transportation, and Personal Expenses. In order to determine the relative impact Tuition & Fee increases have on students, SCHEV computes Cost of Attendance based on standardized indirect cost allowances based on institutional averages.
  - All calculations use actual student data and behaviors (i.e. enrollment level and Expected Family Contribution) from the latest available year and then project increases in costs; however, student data and cost increases will change.

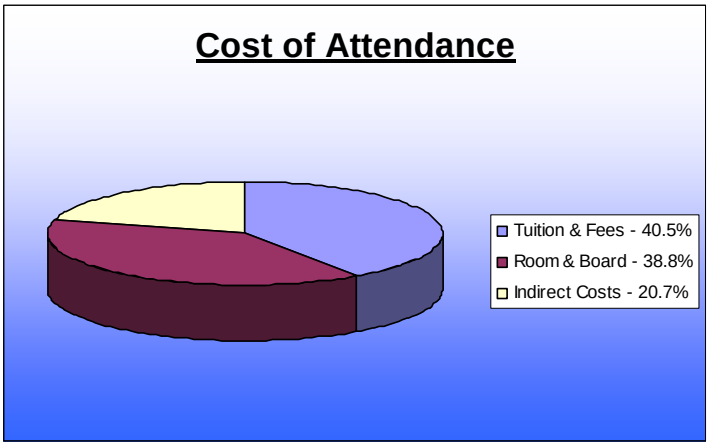
  For the above reasons, the "actual" need, individual or aggregate, for each institution may by greater or less than the calculations demonstrate.
- **Does not determine individual student awards**
  - Virginia's decentralized financial aid system enables institutions to take into account individual student circumstances and campus demographics when determining individual student awards. This enables the institution to use information important to the awarding process, but not available at the system level, and allows for the use of individual award schedules among the colleges and universities.
- **Does not provide a student affordability index**
  - The VSFAP program supports affordability but does not directly address affordability. An affordability index requires an in-depth analysis of student resources compared to educational cost; including a study of the role of student borrowing/indebtedness and lifestyle choices. Further, no policy has been developed to describe the state definition of affordability or state affordability goals (i.e. all students should be able to afford *any* state institution or should all students be able to afford at least *one* state institution).
  - In addition, state financial aid is not structured to address affordability because the maximum award is "Tuition & Fees" regardless of the student's calculated need in excess of that amount. Further, current funding models do not determine whether the recommended allocation would be sufficient to ensure affordability for all students enrolled at the institution or whether any additional state funding is even necessary (i.e. Is funding half of an average need of $4,000 enough? or Is additional state funding necessary if the average student need is only $500?).
  - Current funding models use data for students enrolled in college. The models do not address those students who were not able to enroll due to lack of finances. If fewer low-income students enroll as costs continue to climb, then the "percent of need met" calculations may actually show improvement while masking the decreasing affordability of an institution. The reverse may also be true.
  - Finally, state aid recommendations are based upon projected increases in educational costs months in advance and without knowledge of the level of state general fund support. The actual change in costs will vary by institution and may be greater or less than projections.

BASIC PROCESS:

State allocation formulas use institutional data to obtain the federal Expected Family Contributions, grants, and enrollment levels from the most recent available year (normally a three-year lag as FY08 data is used to project FY11 need). Projections are made for increases in direct costs at each institution and for increases of standardized indirect costs. As a result, behavior and circumstances of actual students from a recent year are compared against anticipated costs in order to determine future state funding levels for each institution. Since the VSFAP awards are primarily limited to Tuition & Fees, student need for state funding calculations is capped at this amount for each institution.

Step 1: **Build the Cost of Attendance**
(Percentages displayed are approximate and may vary by institution and year.)

Cost of Attendance Components:



- Tuition & Fees: Take the most current actual charges and multiply by the estimated percentage increase for tuition & E&G fees and non-E&G fees.
- Room & Board: Estimate percentage increase.
  The formula uses actual on-campus and estimated off-campus and w/family cost of Room & Board.
- Indirect Costs: Use Books, Supplies, Transportation, and Personal Expense allowances.
  These cost items are estimated and standardized separately for two-year and four-year institutions.

(Chart based on average four-year institution, on-campus student as reported for FY10)

Step 2: **Calculate Estimated Student Need**

- The student's resources are subtracted from the SCHEV calculated Cost of Attendance (COA) on a student-by-student basis.

Cost of Attendance (COA)
- **30% of COA** State set-aside under the current Partnership Model (explained further below).
- **EFC** Expected Family Contribution (adjusted to state minimum).
- **Gift Aid** Federal, institution, and other sources (does not consider institutional endowments).
= **Student Need** If Student Need exceeds Tuition & Fees, then reduce to Tuition & Fees.

- Total the need calculated for each student and aggregate for **Institutional Total Student Need.**

Note: The basic need formula does not take into consideration student loans or work-study.

Partnership Model This model recommends that the state fund 100% of calculated student need after setting aside a portion of Cost of Attendance (COA).

- *Assigns a percentage of Cost of Attendance to other resources thus recognizing the partnership needed to meet student need.*
- *Adjusts well to changes in Cost of Attendance.*
  - ***By setting aside a portion of the Cost of Attendance on the front end of the formula rather than after restricting to Tuition & Fees, this methodology directs more funds toward institutions with the neediest students.***

Cost of Attendance
– 30% of COA
– EFC
– Gift Aid
= Student Need

* Restrict to Tuition and Fees
* Aggregate for institution

The Partnership Model out performs the 50% of Remaining Need model by providing the highest "average funds per student" to institutions with the highest "average need per student."

Reminder: The state funding formula does not determine the individual student award. Each institution has its own Award Schedule that includes awards of full Tuition & Fees for the neediest students and a methodology for determining the VSFAP award for students with varying levels of financial need.

NOTE: Since significant need remains after EFC and gift aid, it would appear that the average student is unable to attend college. However, *all* of the students in the calculations were enrolled during the academic year. Students meet their "remaining need" in a variety of ways:

1. **State Assistance** – VSFAP funding is not included in Gift Aid calculations.
2. **Self-help** – Students utilize loans from federal government and private lenders or obtain work-study or other forms of employment.
3. **Increases from current sources** – Just as cost increases, it is anticipated that resources, including family contributions, federal, institutional, and other gift aid, will also increase in the future.
4. **Lifestyle Choices** – Students will find cost savings by cutting back in other non-education related areas.
5. **Reduced Cost of Attendance** – Students who enroll part-time or otherwise may not incur the full estimated allowance for indirect costs.
6. **Hidden gift aid** - Students may receive assistance from other resources not reported to the college. A gift from a relative or church may be simply recorded by the institution as a student payment. Student and parent payments are not included in the student need calculations.
7. **Endowments** – Some students receive support from institutional endowments (private donations administered by the institution). By law, these are not included in state funding calculations.

State Council of Higher Education for Virginia
Agenda Item

Item: #5.d – Action on Auxiliary Enterprise Capital Outlay Guidelines for Two-Year Institutions

Date of Meeting: October 26, 2010

Presenter: Thomas Daley, Deputy Director
ThomasDaley@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☐ Previous review/action
Date:
Action:

Background Information/Summary of Major Elements:

Pursuant to language in 2010 Acts of Assembly, Chapter 874 (the Appropriation Act), Item 139, N. the State Council of Higher Education has been directed to,

> "… (E)stablish guidelines to govern recommendations on the construction of student housing, student centers, and other auxiliary facilities at two-year institutions of higher education…".

The State Council of Higher Education, under authority of the Code of Virginia, evaluates the need among the institutions for new academic space under its Higher Education Fixed Asset Guidelines for Educational and General Programs. These guidelines constitute a valuable means for the equitable distribution of available resources among the colleges and universities and have long been relied upon by the Governor and General Assembly as an important source of empirically based impartial analysis in the development of the Commonwealth's long-range capital outlay planning for higher education.

However, until now SCHEV's guidelines dealt with fixed assets only within educational and general programs. There have been no statewide fixed asset guidelines for auxiliary enterprises.

Inclusion in the 2010 Appropriation Act of language directing the Council to establish such guidelines is largely a reaction to the increase in requests for major auxiliary enterprise facilities by two-year institutions. Traditionally, these types of facilities have not been essential features on two-year college campuses and the Council has been directed to develop a means to evaluate the need for them now.

Materials Provided:

- Report on the Development of Auxiliary Enterprise Fixed Asset Guidelines for Two-Year Institutions (Under separate cover).

- Proposed guidelines (Under separate cover).

Financial Impact:

Timetable for Further Review/Action:

The deadline for Council approval of the new guidelines has been extended until November 1, 2010.

Resolution:

BE IT RESOLVED that the State Council of Higher Education modifies its Fixed Asset Guidelines to include the proposed language related to Auxiliary Enterprise Facilities at Two-Year Institutions.

Report on the Development of Auxiliary Enterprise Guidelines

Introduction

The State Council of Higher Education for Virginia (SCHEV), under authority of the Code of Virginia, evaluates the need among the Commonwealth's public institutions of higher education for new academic space under its Higher Education Fixed Asset Guidelines for Educational and General Programs. The relevant section is found at:

> **§ 23-9.9. Preparation of budget requests; submission of budget requests to Council; coordinating requests; submission of recommendations to Governor and General Assembly.**
>
> The Council of Higher Education shall develop policies, formulae and guidelines for the fair and equitable distribution and use of public funds among the public institutions of higher education, taking into account enrollment projections and recognizing differences as well as similarities in institutional missions. Such policies, formulae and guidelines as are developed by the Council shall include provisions for operating expenses and **capital outlay programs** and shall be utilized by all public institutions of higher education in preparing requests for appropriations. The Council shall consult with the Department of Planning and Budget in the development of such policies, formulae and guidelines to insure that they are consistent with the requirements of the Department of Planning and Budget[1] (Emphasis added).

SCHEV's Fixed Asset Guidelines are the means by which the capital outlay portion of this mandate is implemented. These guidelines constitute a valuable means for the equitable distribution of available resources among the colleges and universities and have long been relied upon by the Governor and General Assembly as an important source of empirically based impartial analysis in the development of the Commonwealth's long-range capital outlay planning for higher education.

However, until now SCHEV's guidelines dealt with fixed assets only within Educational and General programs. There have been no statewide fixed asset guidelines for Auxiliary Enterprises.

Inclusion in the 2010 Appropriation Act of language directing the Council to establish such guidelines is largely a reaction to the increase in requests for major auxiliary enterprise facilities by two-year institutions that has occurred over the last

[1] § 23-9.9 Code of Virginia. Preparation of budget requests; submission of budget requests to Council; coordinating requests; submission of recommendations to Governor and General Assembly. LIS Code of Virginia 23-9.9

several years.[2] Traditionally, these types of facilities have not been essential features on two-year college campuses and the Council has been directed to develop a means to evaluate the need for them now.

Educational and General V. Auxiliary Enterprises

Within higher education finance, "Educational and General" (E&G) is a term used to describe all operations related to an institution's core educational objectives.

> All activities associated with instruction, research, public service, academic support, student services, institutional support and operation and maintenance of plant are included in this classification. Excluded are expenditures for student financial assistance, auxiliary enterprises, and independent operations. [3]

It has been the long-standing policy of the Commonwealth that E&G operations at public colleges and universities receive significant financial support from the general fund. This is also true for institutions' E&G capital outlay budgets. Such facilities are routinely financed with general funds or with state-supported debt.

In the treatment of construction of new E&G facilities, SCHEV's Fixed Asset Guidelines, in most cases, prescribe the amount of academic and support space, by program and category, needed to accommodate any given level of full-time equivalent on-campus enrollment.[4] Further, the guidelines also prescribe productivity targets for the instructional component of this space. For example, under the guidelines classrooms should be in use, on average, forty hours per week with an occupancy rate of 60%.

It is possible for SCHEV's guidelines to achieve this level of precision in their treatment of E&G space because they are the product of many years of shared experience among campus facility planners and higher education executives applied to similar sets of activities nationwide. In other words, certain activities are common to all institutions of higher education and require roughly an equivalent amount of space to perform depending on the number of students involved. As will be discussed below, this is not necessarily the case with Auxiliary Enterprise space.

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[2] 2010 Acts of Assembly, Chapter 874, Item 139, N. the State Council of Higher Education has been directed to,"… (E)stablish guidelines to govern recommendations on the construction of student housing, student centers, and other auxiliary facilities at two-year institutions of higher education…"

[3] Chart of Accounts for Virginia State-Supported Colleges and Universities, Virginia Department of Accounts and the State Council of Higher Education for Virginia, 1990.

[4] For the categories of Public Service and Libraries, there are no square-footage space need guidelines. Council's recommendations are based on programmatic justification on a case-by-case basis. http://www.schev.edu/AdminFaculty/Fixed_Asset_Guidelines_2001.pdf

Auxiliary Enterprises is the term used to describe operations that are not related to an institution's core educational objectives. Unlike E&G operations, Auxiliary Enterprise operations receive no general fund support. The National Association of College and University Business Officers (NACUBO) provides this definition of Auxiliary Enterprises:

> An Auxiliary Enterprise exists to furnish goods or services to students, faculty, staff, other institutional departments, or incidentally to the general public, and charges a fee directly related to, although not necessarily equal to, the cost of the goods or services. **The distinguishing characteristic of an auxiliary enterprise is that it is managed to operate as a self-supporting activity.** Over time, the revenues will equal or exceed the expenses, although in any individual year there may be a deficit or a surplus. Examples are residence halls, food services, intercollegiate athletics (only if essentially self-supporting), college stores, faculty clubs, parking, and faculty housing. Student health services, when operated as an auxiliary enterprise, also are included. Hospitals, although they may serve students, faculty, or staff, are classified separately because of their financial significance.[5] (Emphasis added).

Not only are Auxiliary Enterprise operations required to be self supporting but also Auxiliary Enterprise capital projects. Therefore, such facilities are routinely financed through the issuance of revenue bonds whose debt service payments are generated by user fees.

As noted above, SCHEV's Fixed Asset Guidelines do not address the need for Auxiliary Enterprise space. This is primarily due to the fact that, unlike E&G programs, Auxiliary Enterprise programs receive no state support, are not related to the core educational objectives of the institution and they lack the commonality across institutions and institution types that is ordinarily required to develop meaningful standards.

The General Assembly's requirement that SCHEV develop capital outlay guidelines for Auxiliary Enterprises, therefore, will require the addition of a new category of programmatic activity to the existing guidelines. The Council will need to develop a framework within which it can assess a public two-year institution's need for dormitories, student centers, *etc.* and to make recommendations related to specific proposals for such projects. Notwithstanding the novelty of capital outlay guidelines for self-supporting activities, the guidelines will, nevertheless, need to conform in principle to those that currently govern the Council's recommendations. The fundamental principles underpinning these guidelines are an adherence to Council's traditional support for

[5] Financial Accounting and Reporting Manual (FARM), National Association of College and University Business Officers. 2009.

institutional autonomy tempered with its traditional insistence on institutional accountability.[6]

The Changing Model

Considerable disparity exists between the scale of Auxiliary Enterprise operations at the four-year and two-year institutions in Virginia but this is simply a natural reflection of the differences in the roles played by four- and two-year institutions in the Commonwealth's system of higher education. As residential institutions, Auxiliary Enterprises at Virginia's four-year colleges and universities include dormitories, dining halls, telecommunications systems, student health services, student unions, transportation systems, bookstores, and parking. At the two-year non-residential institutions Auxiliary Enterprises have traditionally been limited to bookstores, parking facilities and food service (vending) operations.

This disparity can best be illustrated by a comparison of the annual auxiliary enterprise expenditures at the four-year and two-year institutions. At the public four-year institutions in Virginia, in the most recent year for which national data are available, expenditures in the program of Auxiliary Enterprise totaled $829 million.[7] By contrast, at the public two-year institutions the amount was $14 million. To put this in a real life context, the total Auxiliary Enterprise expenditures for the entire community college system were less than half of those posted for Longwood University.

The disparity is also evident in the amount of space dedicated to Auxiliary Enterprise programs in the institutions' facilities inventories. In the most recent year for which data were submitted, the public four-year institutions reported having 18,000,000 assignable square feet of space dedicated to Auxiliary Enterprise programs. The two-year institutions reported only 162,000 assignable square feet.

The traditional model in the Commonwealth that these examples represent is changing, however. During the past several years the Governor and General Assembly have broken new ground in Virginia by authorizing the construction of major new student

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[6] State Council of Higher Education for Virginia, *Change and Improvement in Virginia Higher Education: A Preliminary Report to the Governor and General Assembly*, 1993. "Central state government should adopt a corporate management model of operation, at least in regard to higher education. It should set general policy, provide service to institutions in their decisions on how to implement those policies, and monitor results. Operational decisions should be made at the closest point to the delivery of services -- at the college or university. The term often used to describe this approach is **decentralization**… This flexibility should permit those institutions that have the capacity and wish to do so to operate their own financial, personnel, purchasing, and capital outlay systems. The institutions, of course, would comply with both state law and state policy and generally accepted accounting principles and other standards. Other models should be established to accommodate colleges and universities that do not have the capacity to decentralize to this degree... The objective of these changes is to give institutions maximum flexibility to concentrate their resources on direct services to their clients." (Emphasis added).

[7] Source: Integrated Postsecondary Education Data System (IPEDS) Finance Survey 2007-08, National Center for Education Statistics .

fee-supported student centers and residential facilities on the campuses of its two-year institutions.

Displayed below are excerpts from the legislation which authorized, or modified the authorization, of these projects. It is important to note that these projects were authorized in the absence of any relevant state-wide fixed asset guidelines for such projects. It is also important to note that the language in Chapter 874 directing SCHEV to establish Auxiliary Enterprise guidelines contains the following provision, "…In developing these guidelines the State Council shall not utilize previous authorizations as precedents." Nevertheless, an analysis of the rationale for these projects, an assessment of their impact on student fees, and a general evaluation of their overall success can serve as a valuable resource in the development of the guidelines

Recently Authorized Auxiliary Enterprise Projects at Two-Year Institutions

Richard Bland College (241)

C-37.10. Richard Bland College is authorized to enter into a long-term lease or other financing agreement with its affiliated foundation relating to the construction, operation, and payment of debt service on residential facilities in an amount up to **$27 million** for housing up to 258 students on Richard Bland College land to be leased to said foundation for such purposes. Richard Bland College is further authorized to enter into a written agreement with the foundation for the support, maintenance, and operation of such student housing facilities Alternatively, Richard Bland College may finance said project through the issuance of 9(d) revenue bonds of the college. In the event student fees are inadequate to provide debt service, Richard Bland College intends to support such project financing with its general revenues.[8]

Virginia Community College System (260)

C-62. New Construction: Construct Student Center, Norfolk Campus, Tidewater (17068) $1,100,000
Fund Sources: Trust and Agency $1,100,000

Additional funds provided in this Item are for the equipment portion of a previously approved capital project authorized in 2004, (Chapter 4, 2004 Acts of Assembly). The total cost of the project with the supplement is **$18,695,000**.[9]

Virginia Community College System (260)

C-63. New Construction: Construct Student Center, Virginia Beach Campus, Tidewater (17067) $1,700,000
Fund Sources: Trust and Agency $1,700,000

[8] Chapter 781, 2007 Virginia Acts of Assembly, Item C-37.10
[9] Chapter 874, 2010 Virginia Acts of Assembly, Item as noted.

Additional funds provided in this Item are for the equipment portion of a previously approved capital project authorized in 2004, (Chapter 4, 2004 Acts of Assembly). The total cost of the project with the supplement is **$29,070,000**.[10]

Virginia Community College System (260)

C-64. New Construction: Construct Student Center,
Portsmouth Campus, Tidewater (17397)..... $1,100,000
Fund Sources: Trust and Agency $1,100,000

Additional funds provided in this Item are for the equipment portion of a previously approved capital project authorized in 2007, (Chapter 847, 2007 Acts of Assembly). The total cost of the project with the supplement is **$19,496,000**.[11]

Virginia Community College System (260)

C-65. New Construction: Construct Student Center,
Chesapeake Campus, Tidewater (17625)..... $1,100,000
Fund Sources: Trust and Agency $1,100,000
Additional funds provided in this Item are for the equipment portion of a previously approved capital project authorized in 2008, (Chapter 879, 2008 Acts of Assembly). The total cost of the project with the supplement is **$21,853,000**.[12]

Virginia Community College System (260)

C-58. New Construction: Construct Student Housing,
Northern Virginia (17854)..... $0
Fund Sources: Higher Education Operating..... $0

The General Assembly authorizes Northern Virginia Community College, Alexandria Campus to enter into a written agreement either with its affiliated foundation or a private contractor to construct a facility to provide on-campus housing on College land to be leased to said foundation or private contractor for such purposes. Northern Virginia Community College, Alexandria Campus, is also authorized to enter into a written agreement with said foundation or private contractor for the support of such student housing facilities and management of the operation and maintenance of the same.[13]

The projects listed above will be discussed in the next section of the report in the categories of Student Housing Facilities and Student Centers.

[10] Ibid., Item as noted.
[11] Ibid., Item as noted.
[12] Ibid., Item as noted.
[13] Ibid., Item as noted.

Student Housing Facilities

The locations of the two recently authorized student housing projects at two-year institutions, the first such facilities in Virginia, are: 1) The Richard Bland College of William and Mary (RBC) and 2) the Alexandria Campus of Northern Virginia Community College (NVCC). The project at RBC has been completed and is in its third year of operation. The project at NVCC has only recently been authorized and is still in the planning stage.

Richard Bland College

The 258 bed dormitory at Richard Bland College, as noted above, is now in its third year of operation. The $27 million dollar facility was financed with Industrial Development Authority bonds (IDAs) backed by a pledge of user fees (rental payments). The facility consists of 1, 2, 3, and 4 bedroom units with one occupant per bedroom. Management reports that to-date the project has been very successful.

The single largest source of financial risk associated with dormitory construction is overestimation of demand in the planning process. Despite allowing for enrollment variations and for the accumulation of cash reserves, a substantial vacancy rate can lead to significant institution-wide fiscal distress. This has not been the case at RBC. In fact, management reports that in each year of operation demand for on-campus housing has exceeded supply leading to waiting lists for dorm rooms. Revenues from housing rental fees have met expectations and have been sufficient to satisfy debt service requirements and reserve fund contribution requirements.

The keys to the success of this venture are sound financial planning, accurate demand estimates, and attractive residential facilities. An issue that still requires close monitoring is the adequacy of the cash reserves intended to fund routine maintenance and periodic major system renewal and replacement as the facility ages.

Two points of particular interest regarding this project relate to comprehensive fees and student grades. Comprehensive fees are of interest because none are required to support this project. Revenues from user fees in the form of dorm rental income have been sufficient to service the debt and defray normal operating costs. Therefore, costs associated with this project are not borne by students not living in the dorms, thus keeping the overall cost of attendance down. Student grades are of interest because, as noted above, demand for rooms exceeds supply and management has, therefore, established minimum GPA requirements as a condition of qualifying for on-campus housing. This could ultimately have a beneficial effect on overall retention and graduation rates at the college.

Northern Virginia Community College

Though still in the preliminary stages, documents supplied by NVCC describe the project as follows:

> The project consists of the construction of an approximately 300-bed student housing complex on the upper portion of the Alexandria Campus. This project will be accomplished through a PPEA, and the College has been approached by three different developers with interests in financing and constructing such a project. Preliminary estimate indicate that the 300-bed scope is accurate, and the College is currently engaged in a comprehensive demand study to ratify the current proposed scope and better determine the ultimate scope for the project.

The cost of the project is estimated at $32 million. As envisioned, the total cost of debt service and operations would be covered by revenues from user fees (rental payments). There are no plans to assess a comprehensive student fee to support the project.

Although both of the housing projects discussed here involve two-year institutions, it would be impossible to generalize the Richard Bland experience to this project. In the first place, enrollment at the Alexandria Campus of NVCC is several times that at RBC. Thus, a much smaller percent of the student population would be required to achieve full occupancy. Secondly, the demographics of the student bodies differ significantly between the institutions. For example, 68% of RBC's students are full-time versus 37% for NVCC. Also, 78% of RBC's students are in the 17 to 21 age group whereas the comparable figure for NVCC is 44%. These differences could have a material impact on the need for or desirability of on-campus housing at the two institutions. Finally, the Alexandria Campus of NVCC is situated in an highly urban area with abundant alternatives to on-campus housing. This would result in much less price elasticity when setting dorm rental charges.

One point of particular interest regarding this project is that it represents the Commonwealth's first venture into on-campus housing for Community College students. This is a significant departure from past practice. A review of state policy documents regarding the establishment of the Community College System clearly demonstrate that the colleges were not envisioned as residential institutions. In 1975, the Joint Legislative Audit and Review Commission (JLARC) conducted the first comprehensive state-wide review of the VCCS. In several sections, that report notes the significance of the concept of "geographic accessibility" in establishing the system and the strategies designed to achieve that goal.

> The General Assembly established the VCCS to make educational opportunities more accessible to Virginians. Accessibility was viewed as encompassing three major areas; geographic, financial and program access… **Geographic access to post-secondary education was perhaps the primary factor influencing the decision to create a community college system**…The 32 existing campuses are located throughout the

> Commonwealth and offer virtually complete geographic coverage of the State.[14] (Emphasis added).
>
> The master plan divided the state into 22 regions and colleges were to be located within either 35 miles or 45 minutes of at least the majority of potential students. This meant that some colleges would have more than one campus, e.g. Northern Virginia (5), Tidewater (3), Rappahannock (2), J. Sargeant Reynolds (2), and Southside (2).[15]

In a follow-up report JLARC re-emphasized the importance of "geographic access" to the mission of the VCCS:

> The Virginia Community College System (VCCS) plays a unique role in Virginia higher education. The VCCS was specifically structured to be geographically and financially accessible to Virginia citizens desiring further education and skill development… The State Board, as one of its first actions, commissioned a consultant to develop A Proposed Master Plan for a Statewide System of Community College Education in Virginia. Recommending that a college campus be within commuting distance of every citizen, the plan divided the entire state into 22 college regions, each to be served by a community college.[16]

The residential facility at NVCC authorized by the 2010 General Assembly should prove to be an interesting pilot. Given the original mission of the VCCS, an unusual feature of the initial project proposal was that the project was targeted to meet the needs of foreign students. The following excerpt is from that proposal.

> In addition, the Alexandria Campus is the one most likely to be attended by foreign students, which the College is actively recruiting. However, a consistently mentioned drawback of NOVA, based on comments and observations by touring groups trying to establish a foreign student program, is that the College lacks housing. Housing could allow these students to attend NOVA…

Since the project is still in the early planning stages it will be several years before an occupancy permit is awarded. The VCCS does not have any other proposals for student housing facilities in its Board-approved Six-Year Capital Outlay Plan.

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[14] Joint Legislative Audit and Review Commission, *Program Evaluation: The Virginia Community College System*, March 17, 1975. p. 34.

[15] Ibid., p. S-2

[16] Joint Legislative Audit and Review Commission, *Follow-Up Report of the Joint Legislative Audit and Review Commission on Review of the Virginia Community College System*, Senate Document No. 4, 1991. pp. 1-3.

In terms of the guidelines under development these two examples provide valuable but incomplete policy direction. Richard Bland College's experience clearly demonstrates that on-campus student housing facilities can become a successful component of the small, public junior college model in the Commonwealth. Unfortunately, its impossible to generalize this experience to other such institutions because RBC is the Commonwealth's only small public junior college.

NVCC's experience thus far hasn't yielded any meaningful policy direction simply because the process is just getting underway. The implications that this project may have on the development of Auxiliary Enterprise space guidelines are years away.

Student Centers

The location of the four recently authorized student center projects at two-year institutions are the Norfolk, Virginia Beach, Chesapeake and Portsmouth campuses of Tidewater Community College (TCC). These are the first large-scale student centers authorized for construction at a community college in the Commonwealth.

Each of the student centers authorized for TCC are designed to accommodate student support activities, student services, SGA offices, lounge/study areas, copier services, recreation rooms, bookstores, food service operations, child care services and other support offices.

The Financial Feasibility Study submitted by the VCCS in support of these projects provided the following rationale for their construction.

> Increasingly, traditional college age students – many directly out of high school – are choosing to begin their collegiate education at community colleges. These students have a greater tendency to be enrolled on a full-time basis and to be engaged in the co-curricular programs of the college. They – and many of their non-traditional classmates – need places to go between classes and they need services such as those typically provided by a student union or center on a traditional 4-year campus. The college has no alternatives available to provide these kinds of amenities to the students who increasingly expect and demand them.

This group of projects represents a significant departure from past practice that will radically alter the physical profile of the college.

In Fall 2008 the VCCS reported a total of 17,166 square feet of Auxiliary Enterprise space across all four campuses of Tidewater Community College. These four new projects will add 257,000 square feet of such space.

The total cost of the combined projects, as detailed in the Appropriation Act, is $88,914,000. Of this amount $73,412,000 is student-fee supported debt.[17] The impact on

[17] Source: Financial Feasibility Studies submitted by the VCCS.

student fees is significant. The revenue to support the debt service is generated by a $600 per year mandatory non-E&G fee assessed against all TCC students.[18] The current base annual tuition and mandatory fees for the VCCS is $3,285. Thus, the $600 fee to support these projects translates into an 18% premium being paid by TCC's students.

Since none of the facilities are completed it is premature to assess their performance. The student center at the Norfolk Campus, with an anticipated opening date of January 2011, will be the first to go into operation.

In terms of the guidelines under development these projects, although not yet on-line, do provide useful information. They serve to illustrate the large impact on student fees that a commitment to this course of action entails. By consciously incorporating elements of the cost structure and physical facilities traditionally associated with four-year institutions TCC has relinquished some of the unique characteristics of the other institutions in the Community College System.

The Guidelines

As noted earlier in this report the guidelines under development here are a new type of guideline. During the deliberations on the proposed residential facility at NVCC in January 2010, one member of a legislative committee asked if SCHEV had guidelines related to the construction of such projects. It was clear from the context of the discussion that the legislator wasn't looking for guidance on the appropriate number of square feet per student nor on the recommended size of the kitchen. The policy guidance sought from SCHEV on this issue was whether construction of a student residence facility was consistent with the mission of a community college. Until now, SCHEV's capital outlay guidelines have been silent on such issues.

Further, student fees assessed to pay the debt service and operating costs of Auxiliary Enterprise facilities are an increasingly significant cost driver of financial aid need. As these costs escalate, especially at our lowest cost institutions, policy makers are wondering whether or not the Commonwealth can afford to continue to include these fees in the calculation of student need for financial assistance.[19]

It's no accident that in the same legislation requiring the development of Auxiliary Enterprise guidelines for two-year institutions SCHEV is also being asked to perform a review of funding requirements for student financial assistance.[20] The General Assembly is seeking policy guidance from SCHEV on whether or not construction of student centers and other auxiliary facilities, and their attendant cost to students,

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[18] A full-time student load is defined as 15 credit hours per semester or 30 credit hours per year. The student fee is assessed at $20 per credit hour. Therefore 30 hrs X $20 = $600 per full-time student per year.

[19] Please see: *SCHEV Review of the Funding Model for Student Financial Assistance*, October 2010. p. 13. Also please see floor approved amendments to 2010 HB 30, Item 139.M.1.

[20] 2010 Virginia Acts of Assembly, Chapter 874, Item 139.M.1

constitutes a barrier to attendance for the populations traditionally served by this sector of the higher education system.

Fortunately, the conceptual framework that provides Council the avenue to address these critical policy issues in its biennial capital outlay recommendations is already in place. This framework consists of two major components; 1) the Financial Feasibility Study, which is already a legislative requirement for institutions requesting state-sponsored debt and 2) qualitative, as opposed to quantitative, capital outlay guidelines that rely on programmatic justification rather than square-foot-per-student formulas. Libraries and Public Service space guidelines are examples of this type of guideline already in use by the Council.

Financial Feasibility Studies

Colleges and universities in Virginia are required by law to submit Financial Feasibility Studies to SCHEV and/or the State Treasurer for projects where debt service is to be paid from student fees or other institutional funds. The language in the Act is shown below.

> § 4-4.01 GENERAL
>
> j. Capital Projects Financed with Bonds: Capital projects proposed to be financed with (i) 9 (c) general obligation bonds or (ii) 9(d) obligations where debt service is expected to be paid from project revenues or revenues of the agency or institution, shall be reviewed as follows:
> …
> 2. By August 15 of each year, institutions shall also prepare and submit copies of financial feasibility studies to the State Council of Higher Education for Virginia for 9(d) obligations where debt service is expected to be paid from project revenues or revenues of the institution. The State Council of Higher Education shall identify the impact of all projects requested by the institutions of higher education, and as described in § 4-4.01 j.1. of this act, on the current and projected cost to students in institutions of higher education and the impact of the project on the institution's need for student financial assistance. The State Council of Higher Education for Virginia shall report such information to the Secretary of Finance and the Chairmen of the House appropriations and Senate Finance Committees no later than October 1 of each year.[21]

Financial Feasibility Studies (FFS) are comprehensive debt-financed capital outlay project evaluation instruments. Financial Feasibility Studies allow the borrowing institution to provide a complete description of the projects for which state-sponsored debt is being requested and to provide detailed information on the anticipated costs associated with the project and on the sources and uses of funds associated with the

[21] 2010 Acts of Assembly, Chapter 874, § 4-4.01.j.2

project.[22] Part 1 of the instrument consists of four sections; General Information, Cost Information, Revenue Information and General Financial Condition. Part 2 consists of Cost, Revenue and Net Revenues/Coverage spreadsheets.

Under current law, for each applicable project, SCHEV is responsible for receiving FFSs from the institutions, determining the cost to students, estimating the impact of the project on the institution's need for student financial aid, and reporting its findings to the Secretary of Finance and to the money committee chairmen.

Currently, SCHEV's findings are transmitted simply as an information item. They do not constitute a recommendation of the Council.

Recommendation #1: The State Council of Higher Education should include not only an assessment of the impact on student fees in its statutorily required Financial Feasibility Report but also its recommendation on the programmatic justifiability of the two-year institutions' auxiliary enterprise projects contained therein. This approach would:

- Respect the autonomy of the governing boards in developing each institutions' comprehensive Six-Year Capital Outlay plan. Each project submitted would have been subject to its Board approval process and to the criteria applicable to that institution.

- Not impose any new reporting requirements. The Financial Feasibility Studies are already a legal requirement for requesting participation in state-sponsored debt issues.

- Ensure accountability by requiring the disclosure of the impact of the projects on student fees and their impact on the need for student financial assistance.

Qualitative Capital Outlay Guidelines

SCHEV's Fixed Asset Guidelines, which underlie the Council's biennial capital outlay recommendations, have remained largely unchanged for many years. The Council's recommendations have long been relied upon by the Governor and General Assembly in the development of the Commonwealth's long-range capital outlay planning for higher education.

Many of the programmatic activities in higher education, such as instruction, academic support, student services, *etc*. readily lend themselves and their attendant space requirements to quantitative measurement and standardization. Credit hours of instruction, converted to full-time equivalence, and student headcount are the primary drivers of the need for space in these programs and therefore serve as the primary inputs to the quantitative components of SCHEV's capital outlay model.

[22] A copy of the Financial Feasibility Study appears as Appendix A.

However, the Council recognized the existence of certain programmatic activities that did not readily lend themselves nor their attendant space requirements to quantitative measurement. Among these, for example, are academic libraries. Recent technological innovations ranging from on-line catalogs to entire collections of digital material allowed for radically different physical space requirements among what are otherwise similar institutions. Therefore, SCHEV's capital outlay recommendations treat requests for library construction on a case-by-case basis.

Public Service is another example of a program area for which standard space requirements are difficult, if not impossible, to establish. This broad program encompasses workforce development services which are often characterized by irregularly scheduled instructional activity of varying durations. It also encompasses agricultural extension activities, lecture series for the general public, community service functions and even public broadcasting studios. Recognizing that these types of activities had unique space requirements, Council, again, incorporated into its guidelines the flexibility to assess the need for new construction projects in this program on a case-by-case basis.

Auxiliary Enterprises activities, like Public Service activities, have unique space requirements that defy standardization. For example, among four-year institutions, not all campuses have dormitories and among those that do the capacity varies widely. Some institutions have sufficient capacity to house over 80% of their undergraduates while others can only accommodate 25% to 30%. Similarly, the existence of transportation systems and parking garages can be influenced by the residential character of an institution or by its size or by the degree of urbanization of its surroundings.

Telecommunication systems are another example of Auxiliary Enterprises that can have widely varying capital outlay requirements on campus. Some institutions have land-line systems while other campuses have gone almost completely wireless.

There are numerous other examples of Auxiliary Enterprise activities whose space needs cannot be standardized based on typical higher education inputs such as credit hours of instruction or student headcount.

Recommendation #2: The State Council of Higher Education should incorporate into its Fixed Asset Guidelines the new category of Auxiliary Enterprise Space for Two-Year Institutions which, like Public Service and Library Space, relies on programmatic justification rather than square-foot-per-student formulae. Adding this guideline would:

- Provide the Council with the flexibility to consider the unique character of each institution and its unique needs in formulating its recommendations. It would not impose a one-size-fits-all formula across all institutions.

- Allow the Council to consider the detailed Financial Feasibility Studies submitted by the institutions in support of their projects. Each major Auxiliary Enterprise

project submitted by a two-year institution could be thoroughly evaluated on a case-by-case basis with particular attention paid to the:

- Centrality of the project to the institution's mission,
- Probable effects of the project on the community and environment,
- Effects of the project on student fees and on the institution's need for student financial aid,
- Probable effect on student retention and graduation, and
- Impact of the project on the institution's debt ratio.

Conclusion

In order to meet its ongoing statutory obligation to develop policies, formulae and guidelines for the fair and equitable distribution and use of public funds among the public institutions of higher education, and in order to meet the more immediate requirement to establish guidelines to govern recommendations on the construction of student housing, student centers, and other auxiliary facilities at two-year institutions of higher education the Council should modify its existing fixed asset guidelines as described above in Recommendations 1 and 2 and communicate these changes to the General Assembly.

Addendum

Council staff would like to gratefully acknowledge the assistance provided by the leadership and the staffs of the two-year institutions, the money committee staffs and representatives of the Department of Planning and Budget in the development of this report. Without their help this project would not have been possible.

Furthermore, its critically important to note that a central theme recurred throughout this study. That theme is the perceived need for additional individual and group study space and for social and cultural development space at our two-year institutions. It's no secret that enrollment at Virginia's community colleges is growing rapidly. This raises the question: Is there sufficient space on these campuses to accommodate this enrollment surge and is the existing space configured appropriately to accommodate the needs of these students?

Historically, SCHEV would have measured the adequacy of various types of space, including student study space, by referencing its Fixed Asset Guidelines and comparing the institutions' actual space inventory against its formula-driven estimate of the need for such space. Unfortunately, the formulaic determinant in the guidelines was a component of the Library Space guide and the use of this component of the guidelines

was discontinued in the mid-90s. Therefore, there is no longer a simple way to measure the adequacy of this space through the traditional means.

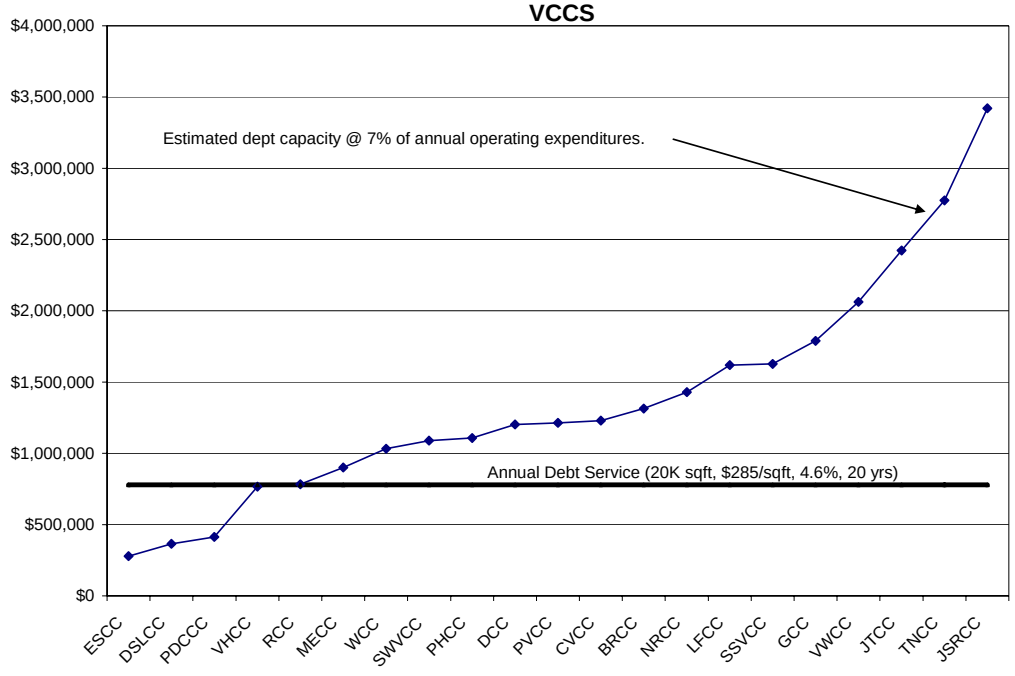
Insofar as this and similar types of space are also usually included in auxiliary enterprise student centers, a possible strategy on the part of the two-year institutions to address the perceived shortage is to include such facilities in their Six-Year Capital Outlay Plans.

The Auxiliary Enterprise guidelines proposed earlier in this report, would appear to provide a sound approach for Council to evaluate these types of proposals. Modest student fee-financed student centers could be designed to provide individual and group study space, space for student activities and appropriate dining facilities. In fact, two-year institutions with large enough student populations could realistically finance such projects. (Please see Figures 1 and 2 below).

These figures illustrate the approximate debt service payments on a 20 year bond issued at 4.6% used to finance a hypothetical auxiliary enterprise general purpose facility of about 20,000 square feet. They also show the approximate estimated debt capacity of the institutions. Using these rough approximations, all but four of the VCCS institutions could support this project under a debt capacity ceiling of 7% of operating expenses.

The second figure superimposes the revenue that could be generated by assessing

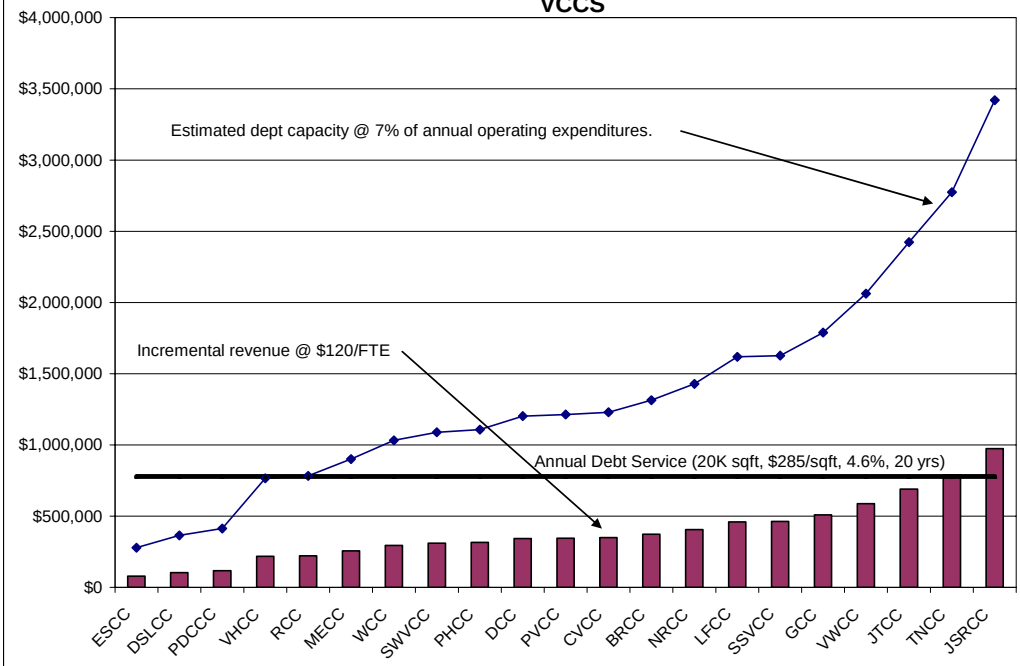
Figure 1
Hypothetical Student Fee Financed Construction Project
VCCS



Please note: Debt capacity is very roughly estimated based on proration of CARS data. For illustrative purposes only.

a $120 per year annual student fee by each institution to support the project. Please note that while most institutions could afford the debt service under the 7% ceiling, very few could actually raise sufficient incremental revenue at this fee level.

Figure 2
Hypothetical Student Fee Financed Construction Project
VCCS



Please note: Debt capacity is very roughly estimated based on proration of CARS data. For illustrative purposes only.

However, the question remains: Shouldn't the E&G guidelines provide for much of this type of space, especially study space, rather than requiring the institutions to fund it themselves with student fees?

As the institutions develop their Six-Year Capital Outlay Plans for submission in 2011, SCHEV staff will continue to explore ways to insure that appropriate strategies are available for use by the two-year institutions to address their student's need for study space and space for unstructured activities.

FINANCIAL FEASIBILITY STUDY

For the Biennial Budget for 2010 – 12

Submission Date _____

Name of Agency/Institution _____ Agency Code _____

Project Name _____ Project Code _____

Project Amount $ _____

Proposed Financing Arrangement: Bond _____ Capital Lease ____ Other (specify) _____

Requested Type of Financing ____ **9(c)** *- Obligations secured by project revenues (e.g., dormitory, dining) and the full faith and credit of the Commonwealth. **Submit to Treasury.**

____ **9(d) *** - Any other financing arrangement. **Submit to SCHEV.**

Submitted by: Name _____

Title _____

E-mail _____

Telephone Number _____

Fax Number _____

The attached Financial Feasibility Study has been prepared using information and projections believed to be reliable and accurate for the purpose of estimating the demand and affordability of the proposed capital project.

_____
Chief Financial/Fiscal Officer

Feasibility Studies may be submitted via e-mail to:

9(c) Feasibility Studies
Department of the Treasury
leslie.english@trs.virginia.gov
debora.greene@trs.virginia.gov
DUE DATE: **September 7, 2010**

9(d) Feasibility Studies
State Council of Higher Education for Virginia
thomasdaley@schev.edu
DUE DATE: **August 15, 2010**

Key Terms

9(c) Debt – Refers to bonds or other obligations authorized under the provisions of Article X, Section 9(c) of the *Constitution of Virginia*. Such debt is secured by (i) net project revenues and (ii) the full faith and credit of the Commonwealth (i.e., a general obligation pledge). Consequently, only revenue-producing capital projects are eligible (e.g., dormitories, dining facilities, etc.). Authorization for 9(c) bonds requires an affirmative vote of two-thirds of the members elected to each house of the General Assembly. Further, prior to its authorization by the General Assembly, and again prior to its issuance, the Governor must certify that the anticipated net revenues of the project will be sufficient to pay principal and interest on the debt. The FFS is a critical part of this determination. 9(c) bonds are issued by the Treasury Board.

9(d) Debt – Refers to bonds or other obligations authorized for issuance under the provisions of Article X, Section 9(d) of the *Constitution of Virginia.* Such debt may or may not be secured by state funds. Project authorization must be provided in the Appropriation Act or other Act of the General Assembly. A financial feasibility study should be completed for any project expected to be supported in whole or in part from project revenues or general revenues of the agency or institution. This includes projects to be financed under the Virginia College Building Authority (VCBA) Pooled Bond Program. The project may or may not be revenue producing. Capital leases and other obligations are included in this category

FFS's for 9(d) projects must be submitted to State Council of Higher Education for Virginia by August 15th of each year. The State Council of Higher Education shall identify the impact of all projects requested by the institutions of higher education on the current and projected costs to students in institutions of higher education and the impact of the project on the institution's need for student financial assistance. The State Council of Higher Education for Virginia shall report such information to the Secretary of Finance and the Chairman of the House Appropriations and Senate Finance Committees no later than October 1 of each year.

Capital Lease – Capital leases are considered long-term obligations for accounting purposes. The State Comptroller defines capital leases as leases which meet any one (or more) of the following criteria:

1) transfer of ownership of the property to the lessee at the end of the lease term;
2) bargain purchase option at the end of the lease term;
3) lease term equal to 75% or more of the estimated economic life of the leased property; and
4) present value of the net minimum lease payments equal to or exceeding 90% of the fair market value of the property.

Capitalized Interest – Interest to be paid on the bonds during the period of construction that is financed as part of the bond issue. Capitalizing interest increases the overall cost of borrowing, but may be necessary in cases where project revenues are to be used to pay debt service. Conversely, where revenues are already being collected (i.e., a fee or fee increase has already been implemented), capitalized interest may not be appropriate.

General Revenue Pledge – A pledge of all general operating revenues of the institution of higher education (as opposed to a pledge of a specific revenue or revenue stream). The general revenue pledge is generally stronger than a specific revenue pledge. A general revenue pledge is required for the VCBA Pooled Bond Program. General operating revenues include: total gross university sponsored overhead, unrestricted endowment income, tuition and fees, indirect cost recoveries, auxiliary enterprise revenues, general fund appropriations and other revenues not required by law to be used for another purpose.

Incremental Annual Operating Expenses – The increase in annual operating costs attributable to the project.

Non-recurring costs – One-time project costs (e.g., land acquisition, special utility fees, permits, etc.) required for project completion.

Private Use – means any use by a trade or business that is carried on by persons or entities other than state or local governmental entities. Such use could involve ownership, management, service or incentive payment contracts, research agreements, leases, subleases, loans, or any other arrangement that conveys special legal entitlements or economic benefit to the non-governmental entity from the beneficial use of the project.

Reserve Fund – An amount set aside, usually from project revenues or bond proceeds, to mitigate the impact of fluctuations or interruptions in the flow of revenues to pay debt service. The presence of a reserve fund may enhance the credit. For the purposes of the feasibility study, reserve funds are generally for debt service and are funded from project or institutional revenues. 9(c) projects are expected to generate sufficient net revenues to fund a reserve at an amount equal to approximately 10% of the amount financed.

Section 1 - General Information – To be completed for all projects.

1. Describe the project in sufficient detail so that an uninformed reader has a clear understanding of the project. Indicate whether the project involves new construction or is a renovation/addition to an existing facility.

2. Describe how the project is essential to fulfilling the institution's/agency's mission. What alternatives are available?

3. Was the project part of the agency's capital outlay submission? If so, include a copy of the project narrative.

4. Describe the effect the project will have on those students or users who will financially support the project.

5. Describe the probable effects of the project on the community and environment, including changes to the value of property as a result of the project.

6. Explain how the project and its impact have been conveyed to local officials and their reaction/response.

7. Describe any other positive or negative aspects of the project.

8. Briefly describe the financing proposal. Indicate if this proposal is for a bond financing, a capital lease, or some alternative financing arrangement.

9. Are specific revenues planned to support debt service or lease payments? (If so, you will need to complete Section 3.)

10. Describe how the financing fits within your debt management policy?

11. Provide your institution's debt ratios as estimated under your debt management policy:
    (a) as of June 30, 2010, including any authorized and unissued estimated debt; and
    (b) including the financing of this project.

Private Use

12. Will any person or entity other than the governmental unit provide (directly or indirectly) any part of debt service on the portion of the bonds issued for the project? For example, will a private foundation or federal agency be required (or expected) to make an annual contribution toward the payment of debt service.

    ___ Yes ___ No. If yes, please identify the person or entity and the percent of debt service to be provided.

13. Do you anticipate that any person or entity other than the state institution/agency will have a contractual right, different from the rights available to the general public or students, to use any part of the project or to use or buy goods or services produced at the project? For instance, have you contracted parking spaces in a parking deck to a nearby corporate office?

    _ Yes _ No If yes, briefly summarize the planned contractual agreement.

14. Do you contemplate any part of the project being managed or operated by any person or entity other than the state institution/agency under a management or service contract, incentive payment or other "privatized" arrangement? Examples include contracts for food service, parking service, dormitory management, bookstore management, etc.

    _ Yes _ No If yes, summarize the anticipated contractual arrangement (i.e., contract term, renewal options, compensation arrangements, etc.).

Note: These arrangements may impact whether the project is eligible for tax-exempt financing. Once tax-exempt bonds have been issued, entering into this type of contract or arrangement may affect the bond's tax-exempt status. **So long as the bonds are outstanding**, the terms of any such arrangement must be reviewed and approved by the State Treasurer prior to the execution of any contract.

Section 2 – Cost Information (complete for all projects)

15. Do you anticipate the need for capitalized interest on any bond financing (i.e., to pay interest during construction)? If so, explain.

16. Itemize the capital costs of the project. Estimate the costs of issuance at 2% of the cost of the project. Please subtotal project costs net of the 2% cost of issuance and then show a gross cost of project including the cost of issuance. Note that the total cost should be used as the AMOUNT BORROWED field of the worksheet. Attach the CO-2 estimate or further estimate of project cost, if available.

A & E	$
Land Acquisition	
Sitework/Utilities	
Construction	
Equipment/Furnishings	
Contingencies and Other Costs	
Subtotal	0
Costs of Issuance (2% of Subtotal)	
Capitalized Interest (Estimate)	
Total Cost	0

17. What is the anticipated useful life of the project?

18. List and describe any initial **Non-Recurring Costs** related to the project and the source of funding for each of these items.

19. List and estimate the **Incremental Annual Operating Expenses**. Provide any supporting documentation and illustrate how your estimate was made. These expenses include personnel costs, utilities, contractual services, supplies and materials, indirect costs, equipment, etc.

Using 2.0% as the rate for investment of the Reserve Fund (reinvestment rate) and the following borrowing assumptions,

complete Spreadsheet #1 – Cost Components

Please contact the Department of the Treasury for current Borrowing Rates.

Term	9(c) Borrowing Rate	9(d) Borrowing Rate
20 years	4.40%	4.60%
15 years	4.10%	4.30%
10 years	3.50%	3.70%
7 years		3.50%

Section 3 Revenue Information. (Complete for all revenue-producing projects)

20. Describe the Revenue Sources that will be used for payment of debt service and the expenses associated with these revenues. Consider what other expenses are planned to be supported by the revenues, and how much revenue will actually be available for debt service.

21. If revenues will be derived from a group of similar facilities (a system) and an increase in system revenues will be used to support the debt, provide justification for any system contribution and any marginal increase in system-wide fees.

22. If revenues will be derived from just one facility of several similar facilities in a campus system, show all fees for all similar facilities and justify any differential in pricing between the facilities.

23. Will project revenues or revenues pledged to the payment of debt service be available prior to completion of the project? Describe the timing of revenues and when they will be available and sufficient to begin servicing the debt.

24. What studies have been completed to demonstrate the demand for the facility and the reliability of the revenue stream? (Attach copies if available.)

25. If any portion of the revenues are already pledged or otherwise committed to other debt service payments, provide a schedule of debt service payments (by issue). Identify the portion of the revenue source that is committed or being used to pay debt

26. If any revenues are projected to increase, explain how the projections were calculated. Do not use an automatic growth rate.

27. If institutional reserves are to be used to service the debt, include the source of funds, balances for the last five years, and impact on future balances. Identify the authorization for using these funds to pay debt service and other costs.

28. If any amounts currently used for debt service are expected to be available and used for debt service on this project (i.e., the existing debt will be retired), provide the project(s), the bond series, and the annual amount to be available. Address the status of the existing facility's physical condition and plans for repair or maintenance. Conversely, explain why any such amounts scheduled to be available are not planned for use for debt service on this project.

Using the information described above, complete Spreadsheet #2 – Revenue Components

Section 4 General Financial Condition - Complete this section for all projects

29. Provide the following FTE enrollment and admissions information.

	Last 5 years				
Enrollment	2009-10	2008-09	2007-08	2006-07	2005-06
Undergraduate					
Graduate & 1st Prof.					
Total	0	0	0	0	0
On-Campus					
Off-Campus					
Admissions					
Applications Received					
Applications Accepted					
Students Enrolled					

30. Provide the annual Per Student Fee(s) to be assessed to support the project

	Domicile	
Student Level	**Virginian**	**Nonvirginian**
Undergraduate		
First Professional		
Graduate		
Unclassified		

31. Provide the Total Annual Student Fee(s) Revenue assessed to support the project

	Domicile	
Student Level	**Virginian**	**Nonvirginian**
Undergraduate		
First Professional		
Graduate		
Unclassified		

Section 5 Capital Lease Projects – Complete Items 32 through 35 only if the financing involves a capital lease.

32. Discuss the alternatives that were considered before deciding that the capital lease structure was the best option.

33. Who is the Lessor? Who is the Lessee?

34. Who will manage the facility during and after construction?

35. Who will be issuing bonds or otherwise financing the project? Will it be tax-exempt debt?

Financial Feasibility Study - Part 2
Instructions

Note: To provide users with an example, the spreadsheets provided include certain debt and revenue information. It may be necessary to clear or "zero-out" some or all of this data. User input areas have been shaded or highlighted and appear in blue type.

Spreadsheet #1 - Cost Components

1. Complete agency name and project name at the top of Spreadsheet #1.

2. At the bottom of Spreadsheet #1 under DEBT INFORMATION, input the planned year the financing would occur, the amount to be borrowed (which should agree to the Total Cost as it appears in Question 15 of Part 1), the appropriate borrowing rate (see Question 19 of Part 1), the term (5, 10, 15 or 20 years), and the Reserve Fund Target (typically 10% of the financed amount).

3. Also at the bottom of Spreadsheet #1 under ANNUAL OPERATING EXPENSES, input the Incremental Annual Operating Expenses described in your response to Question 19 of Part 1.

4. At the top of the Spreadsheet in Column J, input the Non-Recurring Costs identified in Question 18. Such costs may occur in a single year or may cover several years.

This determines the Total Cost of financing the project.

Worksheet 2 - Revenue Components

5. If revenues are to be derived from User Fees (e.g., a dormitory fee or a dining fee), enter the fee amount and the number of users on which the fee is based at the bottom of Spreadsheet #2. The Summertime/Part Time input area permits an alternative fee scenario, if applicable.

   Example: If the project involves an across-the-board increase in dormitory fees, then you might indicate the number of dormitory students in # Units and the amount of the incremental fee increase in Session Fee. Alternatively, for a project creating new capacity (i.e., a new dormitory), you might indicate the new dorm occupancy in # Units and the Dormitory Fee to be charged.

6. If all or a portion of project revenues are to be derived from operations (e.g., a bookstore), complete the Net Revenues From Operations portion at the bottom of the spreadsheet.

7. Revenues derived from any other source (e.g., other student fees, indirect cost recoveries, institutional reserves, and retirement of existing debt) should be entered directly to the spreadsheet in amounts estimated for each year.

This determines the Total Revenues available to support the project.

Worksheet 3 - Net Revenues/Coverage

This spreadsheet loads information from sheets 1 and 2 and provides revenue to debt coverage information. The debt coverage ratio determines if the project being financed generates sufficient net revenues (net of operating expenses) to pay debt service, plus a margin of at least 10% (i.e., 110% coverage).

Print all three worksheets and include in your FFS package.

Financial Feasibility Study - Part II
Spreadsheet 1 - Cost Components
Agency/Institution
Project Name (Number)

		Debt Service	Principal	Interest	Reserve Fund Payment	Reserve Fund Balance	Total Debt Service	Annual Expenses	Non Recurring Initial Outlays	Total Cost
	2011									0
1	2012	0	0	0	0	0	0	0	0	0
2	2013	0	0	0	0	0	0	0		0
3	2014	0	0	0	0	0	0	0		0
4	2015	0	0	0	0	0	0	0		0
5	2016	0	0	0	0	0	0	0		0
6	2017	0	0	0	0	0	0	0		0
7	2018	0	0	0	0	0	0	0		0
8	2019	0	0	0	0	0	0	0		0
9	2020	0	0	0	0	0	0	0		0
10	2021	0	0	0	0	0	0	0		0
11	2022	0	0	0	0	0	0	0		0
12	2023	0	0	0	0	0	0	0		0
13	2024	0	0	0	0	0	0	0		0
14	2025	0	0	0	0	0	0	0		0
15	2026	0	0	0	0	0	0	0		0
16	2027	0	0	0	0	0	0	0		0
17	2028	0	0	0	0	0	0	0		0
18	2029	0	0	0	0	0	0	0		0
19	2030	0	0	0	0	0	0	0		0
20	2031	0	0	0	0	0	0	0		0
21	2032	0	0	0	0	0	0	0		0
22	2033	0	0	0	0	0	0	0		0
23	2034	0	0	0	0	0	0	0		0
24	2035	0	0	0	0	0	0	0		0
25	2036	0	0	0	0	0	0	0		0
26	2037	0	0	0	0	0	0	0		0
27	2038	0	0	0	0	0	0	0		0
28	2039	0	0	0	0	0	0	0		0
29	2040	0	0	0	0	0	0	0		0
30	2041	0	0	0	0	0	0	0		0
		0	0	0	0		0	0	0	0
	PV @4.40%	0			0		0	0	0	0

(1) DEBT INFORMATION

Borrowing Year	2011
Amount Borrowed	0
Borrowing Rate	4.400%
Term (Years)	20
Reinvestment Rate	2.00%
Reserve Fund Target	0

(2) ANNUAL OPERATING EXPENSES

Personal Services	0
Contractual Services	0
Supplies and Materials	0
Indirect Cost	0
Utilities	0
Equipment	0
Other	0
Total Annual Expenses	0

	User Fees	Part Time User Fees	Other Student Fees	Indirect Cost Recoveries	Revenue From Operations	Institutional Reserves	Retirement of Existing Debt	Other	Total Revenues
2011									
2012	0	0	0	0	0	0	0	0	0
2013	0	0	0	0	0	0	0	0	0
2014	0	0	0	0	0	0	0	0	0
2015	0	0	0	0	0	0	0	0	0
2016	0	0	0	0	0	0	0	0	0
2017	0	0	0	0	0	0	0	0	0
2018	0	0	0	0	0	0	0	0	0
2019	0	0	0	0	0	0	0	0	0
2020	0	0	0	0	0	0	0	0	0
2021	0	0	0	0	0	0	0	0	0
2022	0	0	0	0	0	0	0	0	0
2023	0	0	0	0	0	0	0	0	0
2024	0	0	0	0	0	0	0	0	0
2025	0	0	0	0	0	0	0	0	0
2026	0	0	0	0	0	0	0	0	0
2027	0	0	0	0	0	0	0	0	0
2028	0	0	0	0	0	0	0	0	0
2029	0	0	0	0	0	0	0	0	0
2030	0	0	0	0	0	0	0	0	0
2031	0	0	0	0	0	0	0	0	0
2032	0	0	0	0	0	0	0	0	0
2033	0	0	0	0	0	0		0	0
2034	0	0	0	0	0	0		0	0
2035	0	0	0	0	0	0		0	0
2036	0	0	0	0	0	0		0	0
2037	0	0	0	0	0	0		0	0
2038	0	0	0	0	0	0		0	0
2039	0	0	0	0	0	0		0	0
2040	0	0	0	0	0	0		0	0
2041	0	0	0	0	0	0		0	0
	0	0	0	0	0	0	0	0	0
PV @4.40%	0	0	0	0	0	0	0	0	0

USER FEE INFO

# of Units	0
Session Fee	0
Rate increase years 1-4	0.000%
Rate increase years 5+	0.000%

SUMMER/PARTIME USER FEES

# of Units	0
Session Fee	0
Rate increase years 1-4	0.000%
Rate increase years 5+	0.000%

NET REVENUES FROM OPERATIONS

Net Sales	
Cost	
Profit	0
Operating Expenses	
Selling	
General Administrative	
Lease Payment	
Gross Operating Income	0
Rate increase years 1-4	0.000%
Rate increase years 5+	0.000%

	Total Cost	Reserve Fund Payment	Adjusted Total Cost	Total Revenues	Net Revenues	Coverage Percent
2011	0					
2012	0	0	0	0	0	0.00%
2013	0	0	0	0	0	0.00%
2014	0	0	0	0	0	0.00%
2015	0	0	0	0	0	0.00%
2016	0	0	0	0	0	0.00%
2017	0	0	0	0	0	0.00%
2018	0	0	0	0	0	0.00%
2019	0	0	0	0	0	0.00%
2020	0	0	0	0	0	0.00%
2021	0	0	0	0	0	0.00%
2022	0	0	0	0	0	0.00%
2023	0	0	0	0	0	0.00%
2024	0	0	0	0	0	0.00%
2025	0	0	0	0	0	0.00%
2026	0	0	0	0	0	0.00%
2027	0	0	0	0	0	0.00%
2028	0	0	0	0	0	0.00%
2029	0	0	0	0	0	0.00%
2030	0	0	0	0	0	0.00%
2031	0	0	0	0	0	0.00%
2032	0	0	0	0	0	0.00%
2033	0	0	0	0	0	0.00%
2034	0	0	0	0	0	0.00%
2035	0	0	0	0	0	0.00%
2036	0	0	0	0	0	0.00%
2037	0	0	0	0	0	0.00%
2038	0	0	0	0	0	0.00%
2039	0	0	0	0	0	0.00%
2040	0	0	0	0	0	0.00%
2041	0	0	0	0	0	0.00%
	0	0	0	0	0	

State Council of Higher Education for Virginia
Agenda Item

Item: # 6.a. – Action on Private and Out-of-State Postsecondary Education Institutional Certifications **(Consent Agenda)**

Date of Meeting: October 26, 2010

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
JoeDeFilippo@schev.edu

Linda H. Woodley
Director, Private and Out-of-State Postsecondary Education
LindaWoodley@schev.edu

Most Recent Review/Action:
☒ No previous Council review/action
☐ Previous review/action
Date:
Action:

Background Information/Summary of Major Elements:
Four postsecondary institutions, The Bodywork Institute, Kaplan College, Boston University Metropolitan College, and Virginia Allied Health Careers School, are seeking certification to operate in Virginia.

Materials Provided:

- The Bodywork Institute application summary
- Kaplan College application summary
- Boston University Metropolitan College application summary
- Virginia Allied Health Careers School application summary

Financial Impact:
Each institution has submitted the required certification fee to operate a postsecondary educational institution in Virginia.

Timetable for Further Review/Action: N/A

Resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies The Bodywork Institute to operate a postsecondary institution in the Commonwealth of Virginia, effective October 26, 2010.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Kaplan College to operate a postsecondary institution in the Commonwealth of Virginia, effective October 26, 2010.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Boston University Metropolitan College to operate a postsecondary institution in the Commonwealth of Virginia, effective October 26, 2010.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Virginia Allied Health Careers School to operate a postsecondary institution in the Commonwealth of Virginia, effective October 26, 2010.

The Bodywork Institute
Application Summary

School Overview
The Bodywork Institute is a private, career-technical school located in Fairfax, VA created to train students in the theory and application of Massage therapy. The school will operate in conjunction with the Comfort & Joy Wellness Spa.

School Officer
Owner/Operator, Julie Smalfelt

School Mission Statement
The school's mission statement is as follows:

> *The mission of The Bodywork Institute is to offer students the theoretical knowledge and practical skills they need to pass the national Certification Exam and go on to be caring and effective practitioners of Massage Therapy, providing a fulfilling and financially stable career.*

Proposed Educational Programs and Credentials Conferred
Diploma – Massage Therapy

Proposed Location
The Bodywork Institute will operate from the following address:

The Bodywork Institute
At the Comfort & Joy Wellness Spa
9514-A Main Street
Fairfax, VA 22031

Financial Stability Indicator
The Bodywork Institute submitted the Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 3.0 out of a possible 3.0, which indicates that the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument
The Bodywork Institute submitted a $5,500 surety instrument, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of school closure, pursuant to 8 VAC 40-31-160 (I).

Evidence of Compliance

The Bodywork Institute provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

Virginia Administrative Code Citation	Area of Compliance
8 VAC 40-31-30	Advertising/Publications
8 VAC 40-31-160 (E) (5)	Maintenance of Student Records
8 VAC 40-31-140 and 150	Faculty Qualifications
8 VAC 40-31-160	Student Services
8 VAC 40-31-160 (M)	Library Resources and Services
8 VAC 40-31-160 (E)	Student Admissions Standards

Staff Recommendation

The Bodywork Institute has demonstrated compliance with § 23-276.3 (B) of the *Code of Virginia*, which outlines the minimal standards for operating a postsecondary institution in the Commonwealth of Virginia. As such, staff recommends that Council adopt the following resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies The Bodywork Institute to operate a postsecondary institution in the Commonwealth of Virginia, effective October 26, 2010.

Kaplan College
Application Summary

School Overview
Kaplan College is a branch campus of TEEST College of Technology in Beltsville, MD. TEEST College of Technology is a part of Kaplan Higher Education Corporation, a division of Kaplan, Inc., a subsidiary of The Washington Post Company. It is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC).

School Officer
Executive Director – Amy Beauregard

School Mission Statement
Kaplan College Sawyer Business School's mission statement is as follows:

> *In order to fulfill its mission, Kaplan College strives to provide excellence in education by hiring experienced faculty and staff; by maintaining a facility that fosters educational growth in a pleasant and safe environment with current classroom equipment, library/learning resource center facilities with Internet access, and computer labs; and by providing tutoring and advising services to help students successfully complete their programs of study.*

Proposed Educational Programs and Credentials Conferred
Associate of Applied Science – Criminal Justice
Associate of Occupational Science – Computer Networking Technology
Associate of Occupational Science – Medical Practice Management
Associate of Occupational Science – Physical Therapist Assistant
Diploma – Medical Assistant
Diploma – Medical Office Specialist
Diploma – Computer Support Technician

Proposed Location
Kaplan College will operate from the following address:

1987 S. Military Highway
Chesapeake, VA 23320

Financial Stability Indicator
Kaplan College completed the Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 1.8 out of a possible 3.0, which indicates that the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument
Kaplan College submitted a $50,000 surety instrument, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any

given enrollment period in the event of school closure, pursuant to 8 VAC 40-31-160 (I).

Evidence of Compliance

Kaplan College provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

Virginia Administrative Code Citation	Area of Compliance
8 VAC 40-31-30	Advertising/Publications
8 VAC 40-31-160 (E) (5)	Maintenance of Student Records
8 VAC 40-31-140 and 150	Faculty Qualifications
8 VAC 40-31-160	Student Services
8 VAC 40-31-160 (M)	Library Resources and Services
8 VAC 40-31-160 (E)	Student Admissions Standards

Staff Recommendation

Kaplan College has demonstrated compliance with § 23-276.3 (B) of the *Code of Virginia*, which outlines the minimal standards for operating a postsecondary institution in the Commonwealth of Virginia. As such, staff recommends that Council adopt the following resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Kaplan College to operate a postsecondary institution in the Commonwealth of Virginia, effective October 26, 2010.

Boston University Metropolitan College
Application Summary

School Overview
Boston University is the fourth-largest independent university in the U.S. The Metropolitan College is one of the 17 degree-granting bodies that make up Boston University. The school is accredited by the New England Association of Schools and Colleges, Inc. (NEASC).

School Officer
Dean, Metropolitan College & Extended Education – Dr. Jay A. Halfond

School Mission Statement
The school's mission statement is as follows:

> *As one of the schools and colleges of Boston University, Metropolitan College and Extended Education consisting of the degree-granting body of Metropolitan College together with its administrative departments in extended education referred to henceforth as the "College" combines the University's standards of excellence in teaching and research with academic programs and offerings that are responsive to student's interest and commitments. The quality, flexibility, and scope of the course offerings attract student with a broad range of educational needs who desire continued educational development and prefer convenient, flexible, and innovative delivery formats. The College and its Faculty focus on a wide variety of fields. The College's hallmark is it academic programs, which are characterized by their quality and rigor and are distinguished by their special emphasis on responsiveness to changing societal, institutional and professional needs. The strength of the College's academic programs is maintained and guided by the educational teaching and research expertise of its full-time faculty.*

Proposed Educational Programs and Credentials Conferred
Master of Science – Leadership
Graduate Certificate – Project Management

Proposed Location
Boston University Metropolitan College operates from the following address:

Building 29, Henderson Hall
Arlington, VA 22214

Financial Stability Indicator
Boston University Metropolitan College submitted the Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 3.0 out of a possible 3.0, which indicates that the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

Boston University Metropolitan College submitted an $80,000 surety instrument, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of school closure, pursuant to 8 VAC 40-31-160 (I).

Evidence of Compliance

Boston University Metropolitan College provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

Virginia Administrative Code Citation	Area of Compliance
8 VAC 40-31-30	Advertising/Publications
8 VAC 40-31-160 (E) (5)	Maintenance of Student Records
8 VAC 40-31-140 and 150	Faculty Qualifications
8 VAC 40-31-160	Student Services
8 VAC 40-31-160 (M)	Library Resources and Services
8 VAC 40-31-160 (E)	Student Admissions Standards

Staff Recommendation

Boston University Metropolitan College Institute has demonstrated compliance with § 23-276.3 (B) of the *Code of Virginia*, which outlines the minimal standards for operating a postsecondary institution in the Commonwealth of Virginia. As such, staff recommends that Council adopt the following resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Boston University Metropolitan College to operate a postsecondary institution in the Commonwealth of Virginia, effective October 26, 2010.

Virginia Allied Health Careers School
Application Summary

School Overview
The Virginia Allied Health Careers School is a private, career-technical school located in Richmond, VA. The school is certified by the National Health Careers Association

School Officer
CEO/President – Haley Bakhshi

School Mission Statement
The school's mission statement is as follows:

> *Provision of affordable and quality medical education programs that would enable the students to advance in their medical profession.*

Proposed Educational Programs and Credentials Conferred
Certificate – Phlebotomy
Certificate – Clinical Medical Assistant
Certificate – EKG Technician

Proposed Location
The Virginia Allied Health Careers School will operate from the following address:

6411 Horsepen Road
Richmond, VA 23226

Financial Stability Indicator
The Virginia Allied Health Careers School submitted the Projected Accounting Budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 2.9 out of a possible 3.0, which indicates that the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument
The Virginia Allied Health Careers School submitted a $5,000 surety instrument, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of school closure, pursuant to 8 VAC 40-31-160 (I).

Evidence of Compliance

The Virginia Allied Health Careers School provided the appropriate evidence to demonstrate compliance with each of the following requirements of the *Virginia Administrative Code*.

Virginia Administrative Code Citation	Area of Compliance
8 VAC 40-31-30	Advertising/Publications
8 VAC 40-31-160 (E) (5)	Maintenance of Student Records
8 VAC 40-31-140 and 150	Faculty Qualifications
8 VAC 40-31-160	Student Services
8 VAC 40-31-160 (M)	Library Resources and Services
8 VAC 40-31-160 (E)	Student Admissions Standards

Staff Recommendation

The Virginia Allied Health Careers School has demonstrated compliance with § 23-276.3 (B) of the *Code of Virginia*, which outlines the minimal standards for operating a postsecondary institution in the Commonwealth of Virginia. As such, staff recommends that Council adopt the following resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Virginia Allied Health Careers School to operate a postsecondary institution in the Commonwealth of Virginia, effective October 26, 2010.

State Council of Higher Education for Virginia
Agenda Item

Item: #6.b. - Action on Programs at Public Institutions **(Consent Agenda)**

Date of Meeting: October 26, 2010

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs and Planning
JoeDeFilippo@schev.edu

Most Recent Review/Action:
☒ No previous Council review/action
☐ Previous review/action
Date:
Action:

Background Information/Summary of Major Elements:
One public two-year institution (Jon Tyler Community College) and two public four-year institutions are requesting Council action on a total of three proposals for new degree programs, all of which would be implemented in spring 2011. Staff's review of the proposals finds that each meets the criteria established by Council for program approval.

Materials Provided:

Programs at Public Institutions:

- John Tyler Community College
  - Associate of Science (A.S.) degree program in Information Systems (CIP: 11.0103)

- James Madison University
  - Bachelor of Science (B.S.) degree program in Sport and Recreation Management (CIP: 31.0504)

- Virginia Polytechnic Institute and State University
  - Bachelor of Science (B.S.) degree program in Applied Economic Management (CIP: 45.0602)

Financial Impact: The proposed programs will be funded primarily through internal reallocations. In each case, the institution attests that it will not seek additional state resources to initiate and sustain the program.

Timetable for Further Review/Action: N/A

Resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to John Tyler Community College to initiate an Associate of Science (A.S.) degree program in Information Systems (CIP: 11.0103) effective spring 2011.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to James Madison University to initiate a Bachelor of Science (B.S.) degree program in Sport and Recreation Management (CIP: 31.0504), effective spring 2011.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Bachelor of Science (B.S.) degree program in Applied Economic Management (CIP: 45.0602), effective spring 2011.

Virginia Community College System

John Tyler Community College
Associate of Science (A.S.) in Information Systems
(CIP: 11.0103)

Program Description

John Tyler Community College (JTCC) proposes a new Associate of Science (AS) degree program in Information Systems to be initiated in spring 2011. The proposed program is designed to fulfill requirements for the first two years of a baccalaureate degree at Virginia four-year institutions and requires a total of 61 credit hours. The curriculum includes 24 hours of information systems, business, and accounting coursework, and 37 credit hours of preparatory and general education. Graduates of the program will demonstrate both general education and program specific learning outcomes.

Justification for the Proposed Program

The Associate of Science in Information Systems is a transfer associate degree designed to provide students with the first two years of an undergraduate degree in Information Systems. The program curriculum was developed by the JTCC Division of Engineering, Business, and Public Services in consultation with the Schools of Information Systems and similar disciplines at Virginia State University, the University of Richmond, Longwood University, Averett University, and the University of Mary Washington to meet transfer requirements and enable graduates of the program to continue in an information systems degree program at four-year institutions. The AS curriculum will prepare students for the demanding upper division information systems courses at senior institutions. Graduates of a four-year degree will become fully-qualified information systems managers and administrators in the private sector, as well as nonprofit and government entities.

Student Demand

Student demand for the degree has been documented through survey research conducted with students enrolled in information systems-related courses at John Tyler Community College. Additionally, eleven high schools in the John Tyler service area offer computer-related courses to their students through the dual enrollment program with JTCC. These courses enroll a total of 585 students. Computer-related courses have become some of the most popular offerings for dual enrollment at high schools in the JTCC service area.

Employment Demand

The establishment of the JTTC Information Systems AS degree is, in part, a response to the demand from local employers for information technology professionals to work in and lead their organizations. As a transfer degree, it will ultimately contribute to the employment of graduates who subsequently earn a baccalaureate degree. The collaboration with JTCC and the area four-year institutions may serve to maximize the probability of students living and working in the area after graduation. Letters of support from local businesses and other appropriate stakeholders have been submitted.

Issues of Duplication

There are nine other information systems, information technology, computer science, or related discipline transfer programs within the VCCS. None will be considered competitors for the same population of students because of the geographical size of the region and distance from JTCC.

Resource Needs

John Tyler Community College will reallocate departmental funds to operate the program, and increased enrollment will provide a source of funding. JTCC attests that the institution will not seek additional state resources to initiate and sustain the program.

Board Approval

The State Board for Community Colleges approved the program on March 18, 2010.

Staff Recommendation

Based on a thorough review of the application, staff recommends that the Council adopt the following resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to John Tyler Community College to initiate an Associate of Science (A.S.) degree program in Information Systems (CIP: 11.0103) effective spring 2011.

James Madison University
Bachelor of Science (B.S.) in Sport and Recreation Management
(CIP: 31.0504)

Program Description

James Madison University (GMU) is proposing the creation of a Bachelor of Science (BS) degree program in Sport and Recreation Management to be initiated spring 2011. The proposed program builds on the existing Sport and Recreation Management concentration in the BS in Kinesiology degree program and allows faculty to emphasize the skills and real-life experience that are essential to the program. The program would combine sport and management skills and prepare students to apply business principles in public and private sport and recreation enterprises. Students would complete coursework in ethics and law, fiscal management, marketing, facility management and planning; and leadership in hospitality, sport, and recreation. The curriculum will prepare students to: 1) apply fundamental marketing concepts to the sport and recreation industry; 2) develop site plans utilizing guidelines for planning and designing a sport, recreation, and/or exercise facility; and, 3) manage sport and recreation programs and facilities. The program will expose students to content-specific coursework and classroom theory as well as ensure students gain practical experience. Students will be required to complete a minor in General Business. To meet the curriculum requirements, JMU is developing three new lecture courses.

The BS in Sport and Recreation Management would require 120 -121 credit hours for graduation: 21 credit hours of major coursework; nine credit hours of core coursework: 18 credit hours coursework for general business (minor); 41 credit hours of general education coursework; three credit hours of quantitative coursework; 3 to 4 hours of coursework in scientific literacy; 10 credit hours of elective coursework; a three credit hour practicum; and 12 credit hours of internship. JMU does not expect the required additional credit hour to impede students' progress to timely graduation.

Justification for the Proposed Program

JMU contends that the proposed program is a direct response to address industry need for managers to organize and administer facilities dedicated to health and fitness. The Bureau of Labor Statistics noted that "entry-level supervisory or professional jobs in recreation sometimes require completion of a 2-year associate degree in parks and recreation at a community or junior college. Completing a 4-year bachelor's degree in this field is necessary for high-level supervisory positions" (http://www.bls.gov/oco/cg/cgs031.htm). JMU notes that as the field of sport and recreation has developed, so has the need for trained professionals to guide and manage leisure activities and the facilities that house them. In 2009, a 4% increase in gym membership was projected as people sought recreational activities to stay healthy in both good and bad times (http://www.forbes.com/2009/01/20/consumer-spending-essentials-forbeslife-cx_ls_0120spending.html). Moreover, increasing leisure time and growing awareness of the health benefits of physical activity are projected to increase the demand for sports, entertainment, and recreation services (http://www.bls.gov/oco/cg/cgs031.htm). In 2010, President Obama's Council on

Physical Fitness and Sports addressed all facets of national health, including exercise for diverse populations, sports, and health nutrition. JMU contends that sport and recreation management specialists can make important contributions to communities, educators, and groups who wish to organize and administer leisure and sport activities.

Student Demand

In fall 2009, JMU surveyed undergraduate students enrolled in courses within the Department of Kinesiology. Of the 179 respondents, 134 (approximately 75%) indicated they would definitely choose to major in the proposed program; 32 (approximately 18) indicated they would probably choose to major in the proposed program.

Student enrollment in the Sport and Recreation Management concentration indicates student demand. Between 2005 and 2009, the number of students in the concentration has remained above 500. In 2005, 609 students were enrolled in the concentration.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 499.0 in the program's first year (2010-11). The projections continue as follows: FTES 2011-12, 499.0; 2012-13, 523.0; and 2013-14, 523.0. JMU anticipates producing 150 graduates each year beginning in 2014-15. If these projections are met, this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

JMU contends that career opportunities for graduates of the proposed program are robust. Positions for graduates would be available in health clubs, gyms, and recreational facilities. In 2008, it was noted that baby boomers are expected to seek involvement in activities offered by recreational facilities; employment opportunities are expected to be available for recreation and fitness workers. Graduates of the proposed program would be suited to fill positions as administrators/supervisors of sport and recreation programs, business managers and agents, sport marketers, and coaches. Letters of support indicate a need for professionals with "a strong business background" in the sport management. Employment announcements indicate demand in Virginia and nationally. The Bureau of Labor Statistics (BLS) projects employment of recreation workers is expected to grow 15% (http://www.bls.gov/oco/ocos058.htm). Employment of athletes, coaches, umpires, and other athletic related workers is expected to grow 23%. The BLS notes "a larger population overall that will continue to participate in organized sports for entertainment, recreation, and physical conditioning will boost demand for these workers, particularly coaches, umpires, sports instructors, and other related workers" (http://www.bls.gov/oco/ocos251.htm). The Virginia Employment Commission (VEC) projects that between 2008 and 2018 employment of recreation workers is expected to increase 20.4% or 1.9% annually; employment of coaches and scouts is expected to increase 32.7% or 2.9% annually (Available at: www.vawc.virginia.gov/analyzer).

Issues of Duplication

Five public institutions (GMU, Longwood, ODU, Radford, and VSU) offer similar or related undergraduate programs; the names of these programs vary slightly across the institutions. GMU has two bachelor-level degree programs. One program is similar to the proposed program in that it requires a practicum, internship, and coursework in ethics and marketing. However, GMU's program does not require a minor in business. GMU's second program differs from the proposed program in that GMU's program emphasizes outdoor recreation and therapeutic recreation. The proposed program does not offer courses in these fields. Longwood's program differs from the proposed program in that it focuses on recreation and therapeutic recreation and health. ODU has two bachelor-level degree programs. One program is similar to the proposed program in that it requires the same courses in management and business and requires a practicum and internship. ODU's second program differs from the proposed program in that it emphasizes tourism or therapeutic recreation. Radford's program differs from the proposed in that it emphasizes recreation and sport management and business courses are not required. VSU offers a program in health, physical education and recreation. However, the program offers a concentration in recreation or sport marketing and not management. JMU states that the proposed program is unique in that "it unites the study of sport and the study of recreation through their common management foundation."

Resource Needs

The proposed program will be funded primarily through reallocations in the College of Business and the College of Integrated Science and Technology. JMU affirms that the institution will not seek additional state resources to initiate and sustain the program.

Board Approval

The JMU Board of Visitors approved the proposed program on June 4, 2010.

Staff Recommendation

Based on a thorough review of the application, staff recommends that Council adopt the following resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to James Madison University to initiate a Bachelor of Science (B.S.) degree program in Sport and Recreation Management (CIP: 31.0504), effective spring 2011.

Virginia Polytechnic Institute and State University
Bachelor of Science Degree (B.S.) in Applied Economic Management
(CIP: 45.0602)

Program Description

Virginia Polytechnic Institute and State University (VT) proposes a Bachelor of Science degree (BS) in Applied Economic Management to replace the existing BS degree in Agricultural and Applied Economics, which will be discontinued. The new degree would be initiated in spring, 2011. The program would be located in the College of Agriculture and Life Sciences in the Department of Agricultural and Applied Economics. The goal of the proposed degree is to produce professionals with a solid framework for analysis and decision-making related to applied economic management. This goal would be attained through an integrated set of coursework in which students learn the principles of economic theory and the application of these principles to a variety of contexts relevant to individuals, small businesses, communities, and international or environmental economics policy.

The new degree will carry the CIP code 45.0602, which is defined as a field of study "…that focuses on the application of economic principles and analytical techniques to the study of particular industries, activities, or the exploitation of particular resources." VT contends that this is a more general definition that better expresses the breadth of knowledge covered in the proposed degree than does the current degree designation Agricultural and Applied Economics.

The proposed program requires 120 credits divided among these categories of courses: university general education; department core requirements; major courses; area of specialization, and free electives. The proposed program derives its curriculum from four concentrations of the source degree, BS in Agricultural and Applied Economics. The concentrations are: 1) Community Economic Development; 2) Environmental Economics, Management, and Policy; 3) Financial Planning; and 4) International Trade and Development. The required number of credits of major courses varies according to the concentration area.

Justification for the Proposed Program

As a land grant university, VT has an historic mission to provide knowledge and training to Virginia citizens in a constantly evolving job market. Historically, the Department of Agricultural and Applied Economic Management has contributed to this mission by educating students for employment in the agricultural sector. While training for careers in agriculture continues to be important, a broader applied economic focus is needed because of changes in social and economic problems and the corresponding need for trained professionals to address these challenges. The internationalization of the U.S. economy, recent economic slowdowns, growing public concern about the environment, and uneven economic development in rural areas are challenges VT is responding to through the proposed Applied Economic Management degree. VT contends that its broadened focus will serve to produce an increased number of professionals prepared to successfully address these social and economic problems.

Student Demand

Of the 150 majors enrolled in the current Agricultural and Applied Economics Degree, approximately 60 percent (some 90 students) are already enrolled in the four concentrations that will be included in the proposed degree program. In the spring of 2010, these 150 students were sent an online survey regarding their preferences for replacing the current single degree in Agricultural and Applied Economics with two degrees: 1) Agribusiness; and 2) Applied Economic Management. Of the 132 respondents, 65% (86) favored this change. Additionally, a majority of respondents indicated that the proposed degree changes would help them better market themselves to employers.

VT anticipates relatively stable enrollment of approximately 90 students in the Applied Economic Management degree program. A minimum of 25 graduates per year is projected.

Employment Demand

Graduates from the proposed degree program may find jobs in both the public and the private sector in the following domains: financial planning, financial/economic management, economic development, and management analysis. Applied economics graduates can be found in almost any sector of the economy. The job outlook for these occupations is good overall, as most jobs are expected to grow at above average rates for the next decade. According to the U.S. Bureau of Labor Statistics (http://www.bls.gov/oco), and the Virginia Employment Commission, (http://www.vawc.virginia.gov) the occupational outlook from 2008 to 2018 is positive, largely due to the increased need for targeted economic assessment and management as businesses and government expand, and as more of the baby-boomer population retires.

Issues of Duplication

There are no other degree programs in Virginia in Applied Economics (CIP: 45.0602). The proposed program is unique in its application of economic principles to management of individual and small business finances, natural resources and the environment, economic development, and international trade.

Resource Needs

All administrative, faculty, and other proposed resources are currently used to support the four concentrations within the existing Agricultural and Applied Economics degree (Community Economic Development; Environmental Economics, Management, and Policy; Financial Planning; and International Trade and Development). These resources will be transferred to the proposed Applied Economic Management degree. VT attests that the institution will not seek additional state resources to initiate and sustain the program.

Board Approval

The VT Board of Visitors approved the proposed degree program on June 7, 2010.

Staff Recommendation

Based on a thorough review of the application, staff recommends that Council adopt the following resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Bachelor of Science (B.S.) degree program in Applied Economic Management (CIP: 45.0602), effective spring 2011.

State Council of Higher Education for Virginia
Agenda Item

Item: #7 – Items Delegated to Staff

Date of Meeting: October 26, 2010

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
JoeDeFilippo@schev.edu

Most Recent Review/Action:
☐ No previous Council review/action
☒ Previous review/action
Date: March 20, 2002, July, 2002, September 2006
Action: The Council approved delegation of certain items to staff

Background Information/Summary of Major Elements:

Council delegated certain items to staff for approval and reporting to the Council on a regular basis.

Materials Provided:

Program Actions:
- Virginia Polytechnic Institute and State University
- Germanna Community College

Organizational Changes / Off-campus Instructional Sites:
- University of Mary Washington

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Resolution: N/A

Items Delegated to Director/Staff

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Program Approval and Changes," the following items were approved as delegated to staff:

Program Actions

Institution	Degree/Program/CIP	Effective Date
Virginia Polytechnic Institute and State University	Spin-off Program Approved: Bachelor of Science in Agribusiness (01.0102) from the existing Bachelor of Science in Agricultural and Applied Economics (01.0103).	Spring 2011
Germanna Community College	New Program Approved: Associate of Applied Science in Technical Studies (CIP Code: 15.0612).	Spring 2011

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Internal and Off-Campus Organizational Changes," the following items were approved as delegated to staff:

Organizational Changes / Off-campus Instructional Sites

Institution	Change / Site	Effective Date
University of Mary Washington	Create the University of Mary Washington Dahlgren campus. The site will be located along U.S. 301 north of State Route 206 in King George County, Virginia.	January 1, 2011