



Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia Four- Year Institutions

*Prepared for the State Council of Higher Education for
Virginia By:*

Whitney Bonham

Patrick O'Brien

Sarah Lyon-Hill

Gulshan Motwani

Updated March 2012

Virginia Tech Office of Economic Development

702 University City Blvd • Blacksburg, VA 24061 • 540.231.5278 • www.econdev.vt.edu

Table of Contents

Report Summary	i-vii
Introduction	1
Section A: Background Data Collection and Analysis	3
▪ Data Collection Series I: Educational Attainment	4
▪ Data Collection Series II: Working-Age Adult Undergraduate Enrollment	15
▪ Data Collection Series III: Working-Age Adult Bachelor Degree Completions	27
▪ Data Collection Series IV: Affordability	32
Section B: Adult Bachelor Degree Completion- Influencing Factors For Success and Promising Approaches	44
Section C: Adult Degree Programs in Virginia	60
Section D: Key Findings - Adult Degree Completion Programs in Virginia	68
Appendix	

Charts and Tables

Chart 1: Educational Attainment for the United States, Population Age 25-64	4
Chart 2: Educational Attainment of a Bachelor's Degree or Higher, by Age and Gender for the United States	5
Chart 3: Educational Attainment for the United States, Age 25+, by Race/Ethnicity	5
Table 1: Top Ten States, % of Adults 25-64 with a Bachelor's Degree or Higher	6
Chart 4: Educational Attainment for Virginia, Population Age 25-64	7
Chart 5: Educational Attainment of at Least a Bachelor's Degree for Population Age 25-64, Neighboring States	7
Chart 6: Educational Attainment of a Bachelor's Degree or Above, by Age and Gender for Virginia	8
Chart 7: Educational Attainment for Virginia, Age 25+, by Race/Ethnicity	9
Table 2: Top 5 Jurisdictions for Highest/Lowest Bachelor Degree Attainment Rates	10
Figure 1: Virginia's Workforce Investment Areas	10
Chart 8: Percentage of Population Age 25-64 with a Bachelor's Degree or Higher, by Workforce Investment Area	11
Chart 9: Percentage of Population Age 25-64 with "Some College," by Workforce Investment Area	11
Figure 2: Estimate Headcount of Virginians with "Some College" Experience	13
Chart 10: Undergraduate Fall Enrollment, Population Age 25-64: United States' 4-Year Public Institutions	15
Chart 11: Undergraduate Fall Enrollment, Population Age 25-64: Virginia's 4-Year Public Institutions	17
Chart 12: Undergraduate Fall Enrollment, Population Age 25-64: Virginia's 4-Year Private Non-Profit Institutions	17
Chart 13: Undergraduate Fall Enrollment, Population Age 25-64: Virginia's 4-Year Private For-Profit Institutions	18
Chart 14: Undergraduate Fall 2009 Enrollment, by Gender and Age: Virginia's 4-Year Public Institutions	18
Chart 15: Undergraduate Fall 2009 Enrollment, by Gender and Age: Virginia's 4-Year Private Non-Profit Institutions	19
Chart 16: Undergraduate Fall 2009 Enrollment, by Gender and Age: Virginia's 4-Year Private For-Profit Institutions	19
Chart 17: Undergraduate Fall Enrollment, by Attendance Status: Virginia's 4-Year Public Institutions, Population Age 25-64	20
Chart 18: Undergraduate Fall Enrollment, by Attendance Status: Virginia's 4-Year Private Non-Profit Institutions, Population Age 25-64	20
Chart 19: Undergraduate Fall Enrollment, by Attendance Status: Virginia's 4-Year Private For-Profit Institutions, Population Age 25-64	21

Table 3: Undergraduate Fall 2009 Enrollment for Public Institutions, Population Age 25-64	22
Table 4: Undergraduate Fall 2009 Enrollment for Private Non-Profit Institutions, Population Age 25-64	22
Table 5: Undergraduate Fall 2009 Enrollment for Private For-Profit Institutions, Population Age 25-64	24
Chart 20: Bachelor Degree Completions AY 2004-2009: Virginia's 4-Year Public and Private Non-Profit Institutions, Population Age 25-64	27
Table 6: AY 2009-2010 Completions, by CIP: Virginia's 4-Year Public Institutions	28
Table 7: AY 2009-2010 Completions, by CIP: Virginia's 4-Year Private Non-Profit Institutions	29
Chart 21: AY 2009-2010 Completions, by CIP and Age Category: Virginia's Public 4-Year Institutions, Population Age 25-64	30
Chart 22: AY 2009-2010 Completions, by CIP and Age Category: Virginia's Private Non-Profit 4-Year Institutions, Population Age 25-64	30
Chart 23: AY 2009-2010 In-State Tuition for Full-Time Undergraduates, Average for Neighboring States' 4-Year Public Institutions	33
Chart 24: AY 2009-2010 In-State Per-Credit Hour Charge for Part-Time Undergraduates, Average for Neighboring States' 4-Year Public Institutions	33
Table 8: Average Amount of Financial Assistance, by Age/Type to Full-Time/Full-Year Undergraduates at Public Institutions (US)	34
Table 9: Average Amount of Financial Assistance, by Age/Type to Part-Time/Part-Year Undergraduates at Public Institutions (US)	34
Table 10: Average Tuition for Full-Time Undergraduates - AY 2009-2010, Virginia's 4-Year Public Institutions	35
Table 11: Per-Credit-Hour Charge for Part-Time Undergraduates - AY 2009-2010, Virginia's 4-Year Public Institutions	36
Table 12: Average Tuition for Full-Time Undergraduates and Per-Credit-Hour Charges for Part-Time Undergraduates - AY 2009-2010, Virginia's 4-Year Private Non-Profit Institutions	37
Table 13: Average Tuition for Full-Time Undergraduates and Per-Credit-Hour Charges for Part-Time Undergraduates - AY 2009-2010, Virginia's 4-Year Private For-Profit Institutions	38
Chart 25: % of Undergraduate Population Submitting FASFA Forms Demonstrating Need-Based Eligibility for Federal and/or State Assistance, AY 2009-2010	39
Table 14: Federal Financial Assistance Resources - As of October 2011	40
Table 15: State Financial Assistance Resources - As of October 2011	41
Table 16: Total Value of Awards AY 2009-2010 to Undergraduate Students Age 25-64	42

Report Summary

The State Council of Higher Education for Virginia (SCHEV) contracted with the Virginia Tech Office of Economic Development (OED) to assess adult degree completion programs at Virginia universities and colleges, and identify strategies to improve these programs and related services. This research is part of a broader effort by stakeholders in Virginia's higher education system to increase degree and credential attainment by working-age adults (age 25-64), and tailor programs to serve these non-traditional students more effectively. This study places a specific emphasis on bachelor degree completion programs at Virginia's public and private non-profit four-year institutions. These programs allow working adults who have previously earned college credits to re-enter the postsecondary education system and complete their bachelor's degree.

OED conducted three main research tasks to assess adult degree completion programs in Virginia: collection and analysis of demographic and educational attainment data for Virginia regions; interviews with representatives of adult degree programs at Virginia universities and colleges to identify trends in Virginia's existing programs; and identification of best practices and promising strategies for adult bachelor degree completion programs and related services.

This research identifies the following key findings:

- The proportion of working-age adults (25-64 years old) in Virginia who have attained a bachelor's degree or higher compares favorably to other states. Virginia's rate of 35.8% is significantly higher than the national rate of 29.5%. Among neighboring states, only Maryland has a higher rate than Virginia (37.4%).
- The relatively high state-wide educational attainment rate for Virginia masks significant discrepancies between regions of the state, and between various demographic groups. Many rural regions and economically distressed urban areas have significantly lower than average rates of educational attainment. For example, only 5.3% of working-age adults in Greensville County have earned a bachelor's degree or higher. Similarly, young males, African-Americans, and Hispanics have degree attainment rates significantly lower than the overall rate. Efforts to increase educational attainment rates across the Commonwealth must include targeted outreach to citizens in these lagging regions and demographic groups, and tailored services that address the specific needs of these groups.

- Affordability is a common barrier to degree completion for adult students. For example, over half of 25-64 year olds enrolled as students at four-year colleges enroll part-time, which precludes eligibility in many federal financial aid programs.
- Accessibility is another common barrier to degree completion. The majority of students enrolled in adult degree programs work more than 20 hours a week, and must schedule their coursework around their work schedule and other responsibilities. Similarly, most students are within a one hour drive time of the program location, which suggests that working adults in rural areas with few nearby institutions or programs may be underserved.
- Virginia's existing adult degree completion programs serve primarily those students with a strong motivation to obtain a degree. Most students in these programs have chosen degree completion paths which serve their career advancement goals. While many adult degree programs across the state are successful at serving students who know they want or need a degree, few programs at four-year institutions serve individuals who do not have this strong motivation to obtain a degree or a clear path for career advancement. Additional outreach and supportive services for those working-age adults who are less well prepared to pursue a degree may be necessary to increase credential attainment among these groups.
- Existing adult degree completion programs at Virginia institutions serve highly motivated students well, tailoring course offerings and supportive services to student needs. Several programs also offer specialized degree programs that serve the needs of regionally important industry sectors for specific occupations (see Section C).

The authors provide the following recommendations to address challenges to degree completion among Virginia's working adults, and to realize opportunities to improve or expand degree completion programs and related support services.

General Recommendations

- *Designate a state-level position to serve as a central point of contact for institutions that provide adult degree programs.*
 - This state-level liaison would provide several important functions in support of improving bachelor's degree attainment by working adults: provide information and assistance to individual institutions

seeking to improve adult degree programs; increase awareness among working-age adults of options and resources to complete a degree; advocate for changes in state policy and legislation that reduces working adults' barriers to degree completion; and provide leadership and accountability for initiatives that seek to increase credential attainment for target regions and demographic groups. The following recommendations identify several strategies that this state-level liaison could initiate.

Key Stakeholders: SCHEV, Higher Education Commission, Workforce Development

- *Undertake a regionally focused research and engagement pilot project, in order to test strategies to tailor degree completion programs to the needs of regional residents and employers. This process will require several related efforts:*
 - *Identify target populations of residents with 'some college' and assess the characteristics of this population that may have implications for necessary features of degree completion programs and supportive/outreach services.*
 - *Identify regionally significant industry sectors and the employment/training needs of firms in these industries. Explore options for creating new and modifying existing regional degree programs to serve these industry needs.*
 - *Identify existing regional programs providing adult degree completion and career development services. Determine the adequacy of these programs to meet the needs of employers and target populations.*

Several Virginia regions display characteristics that suggest residents and employers would benefit from targeted, regionally focused efforts to identify employer needs for workers with advanced degrees, ensure appropriate degree programs are available, and improve regional services to encourage local residents to pursue degree completion opportunities. These regions include the following, but the process can be replicated in any area of the state:

- The **Crater** region includes the counties of Dinwiddie, Greensville, Prince George, Surry, and Sussex, and the independent cities of Colonial Heights, Emporia, Hopewell, and Petersburg. Crater has one of Virginia's lowest degree completion rates, but has more residents with 'some college' than average. In addition, the state has made substantial investments to promote advanced manufacturing in this region, and an existing coalition of manufacturing employers provides a ready source for gathering insights about

workforce development and education needs of regional employers.

- o **Regional 2000** consists of the counties of Amherst, Appomattox, Bedford, Campbell and the independent cities of Bedford and Lynchburg. Region 2000's degree attainment rates are considerably lower than both the national and statewide averages, despite growing industry demands for workers with advanced postsecondary credentials. To respond to this demand, Region 2000 has created successful multi-sectorial partnerships in support of career pathways models for high-tech industries.
- o The **Southwest Virginia** region includes the counties of Buchanan, Dickenson, Lee, Russell, Scott, Tazewell, Wise, and the City of Norton. Southwest Virginia has the state's lowest degree attainment rates in the Commonwealth. A very rural and economically distressed region, adult degree seekers within this region often face barriers of accessibility and affordability. See Appendix for general data on Virginia's workforce investment area regions, which provides preliminary identification for target populations and regionally prevalent industries.

Key Stakeholders: Higher Education Advisory Committee/ Higher Education Commission, Commonwealth Center for Advanced Manufacturing, Virginia Community College System, Higher Education Institutions, Regional Economic and Workforce Development Partners, SCHEV

Strategies for Increasing Affordability and Accessibility

- *Standardize procedures for providing credits for 'prior work experience.'*
 - o Pennsylvania's Prior Learning Assessment (PLA) Consortium provides a model for standardizing this process at a state level which Virginia's adult degree programs may find useful. Additional information at http://pa.gov/portal/server.pt/community/prior_learning_assessment/13463/pla_consortium/598109.
 - Key Stakeholders: SCHEV, Higher Education Institutions
 - o In Virginia, George Mason University's Bachelor of Individualized Studies (BIS) program provides an example of an innovative procedure to streamline the review process for determining prior learning experience credits. By implementing the Prior Learning Activity for Credit Evaluation (PLACE) model used by Northern

Virginia Community College (NVCC), the BIS program has a standardized procedure for evaluation which they then “outsource” for review by external partners. For lower-level coursework credit, NVCC acts as the reviewing entity, and Thomas Edison State College provides the service for upper-level courses.

Key Stakeholders: SCHEV, Higher Education Institutions

- *Modify financial aid programs or create new programs which allow eligibility for part-time students.*
 - West Virginia’s Higher Education Adult Part-Time Student (HEAPS) Grant Program provides a model that Virginia stakeholders could consider. Grant awards reflect actual per credit hour tuition and required fees at the eligible higher education institution at which the student is enrolled. Additional information about the HEAPS program at:
http://www.cfwv.com/Financial_Aid_Planning/Scholarships/Scholarships_and_Grants/WV_HEAPS_Grant.aspx.
Key Stakeholders: General Assembly, Department of Education/Higher Education Commission and Higher Education Advisory Committee, SCHEV, Higher Education Institutions

- *Modify curriculum and coursework requirements to shorten completion time necessary for working-age adults.*
 - Examples include applied-baccalaureate degree program that promote articulated career pathway models, and standardize general education curricula across degree programs. The Arizona and Florida Applied-baccalaureate degree programs provide examples of the framework for these programs. Additional information at:
<http://occrll.illinois.edu/files/Projects/lumina/Report/LuminaABFinalReport.pdf>.
Key Stakeholders: SCHEV, Higher Education Institutions

- *Ensure that the counseling services and remedial skills development programs of community colleges and adult education providers prepare participating adult students to meet the admissions standards of four-year institutions.*
 - The strategies and outcomes identified by Jobs for the Future’s *Breaking Through* program offer insights into how career pathways opportunities align with the needs of low-skilled adults who often face significant barriers to degree completion. Piedmont Virginia Community College in Charlottesville is the only Virginia institution participating in the Breaking Through program at present. More information on the Breaking Through program at:

http://www.jff.org/sites/default/files/BT_description_one_pager_010_411.pdf.

Key Stakeholders: Adult Education/DOE, Virginia Community College System, Higher Education Institutions, SCHEV, K-12

- *Improve the flexibility and “user-friendliness” of articulation agreements between community colleges and four-year universities to respond to evolving industry and occupation dynamics.*
 - Develop career pathways that allow community college students to earn a credential (certificate or associate’s degree), as well as apply the credits earned through this process toward a bachelor’s degree.
 - Ensure that articulation agreements allow students to satisfy general education requirements at the community college level, so that students are well-prepared for college-level academics when they progress to a four-year institution, and can focus their time and resources on the courses specific to the bachelor’s degree area of study.

Key Stakeholders: SCHEV, Virginia Community College System, Higher Education Institutions

- *Increase awareness of existing regional facilities with capacity to support distance learning activities.*
 - Create an inventory of higher education centers and community facilities across Virginia that have the existing equipment/ capacity necessary to deliver degree completion program courses or services. This resource is especially important for students in areas with few or no four-year institutions nearby. Distribute this inventory to higher education providers across the state, and explore opportunities for providers to offer services at these locations.

Key Stakeholders: SCHEV, Higher Education Centers, Higher Education Institutions

Outreach and Marketing Strategies

- Create “one-stop” shops within higher education centers, or in community centers of traditionally underserved communities. These ‘one-stops’ provide a centralized location for degree completion resources, including *outreach/marketing, admissions, advising, academic and career counseling, and supportive services for working-age adults.*
 - The Graduate! Philadelphia initiative provides a model for partnerships between higher education, the public workforce

system, non-profit service providers, and local governments to leverage assets and deliver sustainable programmatic and supportive services. For more information visit

<http://www.graduatephiladelphia.org/>.

Key Stakeholders: Higher Education Centers, Workforce Investment Boards, Higher Education Institutions, Higher Education Advisory Committee, Non-profit Service Providers

- *Promote the use of the VA Education Wizard by adult workers and non-traditional students, especially the 'Careers by Cluster' and 'Career Pathway Plans of Study' functions.*

Key Stakeholders: Virginia Community College System, Virginia Employment Commission, Adult Education, Workforce Investment Boards

- *Identify and engage regional employers in targeted sectors, both public and private.*

- Assess the types of bachelor's degrees necessary for their workforce and develop relationships with education institutions that can offer these programs.

Key Stakeholders: Virginia Economic Development Partnership (VEDP), Higher Education Institutions, Higher Education Advisory Committee

- Identify opportunities for employers to contribute financially to employees' education in approved degree programs.

Key Stakeholders: Higher Education Institutions

- *Identify students who have earned credits at community colleges or four-year institutions but have not completed a degree. Provide these students with information on the resources that are available should they chose to return to school to complete a degree.*

- Examples of this type of outreach strategy include Kentucky's KnowHow2GoKY (<http://knowhow2goky.org/adults/index.php>) and Oklahoma's Reach Higher

(<http://www.okhighered.org/reachhigher/>).

Key Stakeholders: Higher Education Commission, SCHEV

Introduction

The State Council of Higher Education for Virginia (SCHEV) contracted with the Virginia Tech Office of Economic Development (OED) to assess adult degree completion programs at Virginia universities and colleges, and identify strategies to improve these programs and related services. This research is part of a broader effort by stakeholders in Virginia's higher education system to increase degree and credential attainment by working-age adults (age 25-64), and tailor programs to serve these non-traditional students more effectively. This study places a specific emphasis on bachelor degree completion programs at Virginia's public and private non-profit four-year institutions. These programs allow working-age adults who have previously earned college credits to re-enter the postsecondary education system and complete their bachelor's degree.

OED conducted a variety of research tasks to analyze Virginia's working-age adult, non-traditional student population and identify the characteristics of successful adult degree completion programs. First, the report presents demographic data detailing the educational attainment characteristics of Virginia's population aged 25-64, especially as relates to bachelor's degree completion, as well as enrollment of working-age students in Virginia's four-year universities. This section presents comparative data for Virginia, neighboring states, and the US, as well as detailed data specific to Virginia's diverse sub- regions.

The characteristics of Virginia's sub-regions are especially relevant for this study, as Virginia communities vary greatly in their demographic profiles, educational attainment levels, and the prevalence of various industry sectors and jobs with differing skills and credential requirements. These differences require higher education stakeholders to tailor degree completion programs to address regional needs, both to reach target populations of working adults (i.e. students), as well as to ensure degree programs address regional employer needs for skilled workers. The Appendix provides detailed profiles of Virginia regions that supplement the basic summary in Section A, which include a variety of demographic, industry, and educational statistics.

Second, Section B discusses OED's research findings regarding efforts in other states to support adult degree completion, including a discussion of the features of successful degree completion programs and other promising degree completion strategies. In addition, OED interviewed representatives of adult degree programs at public and private non-profit four-year institutions in Virginia. Section C highlights the characteristics of Virginia's current adult degree completion programs and services, with detailed summaries of each institution's program in the Appendix, including information on student

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia Four-Year Institutions

characteristics, the types of degrees and services the completion programs offer, as well as specific aspects of the programs that have shown promising success.

Finally, the report provides key findings of the research process outlined above, and offers recommendations for strategies to improve Virginia's adult degree programs. These recommendations focus on several elements of successful initiatives, including affordability, accessibility, and outreach and marketing. All of the recommendations reflect the importance of tailoring program activities and opportunities to respond to regional industry and workforce needs.

Section A: Background Data Collection and Analysis

Presently, the United States ranks sixth amongst developed nations in terms of postsecondary degree attainment for adults age 25-64. Data from the Organisation for Economic Co-operation and Development suggests that the United States will struggle to keep pace with rising educational attainment rates in other nations. For example, the U.S. ranks fourth out of 36 nations for individuals age 55-64 with educational attainment at the associate degree level or higher, but ranks 12th for the population age 25-34. Other troubling trends add to the challenge of increasing degree attainment in the nation, including declining college and high school retention rates, and significantly lower educational attainment levels among low-income and minority residents.¹ At the same time, postsecondary degree attainment, particularly at the baccalaureate level and above, is increasingly vital to supporting the growth of high-tech, innovative industries. For example, 67% of the 164 fastest growing occupations (as defined by the Department of Labor's O*NET program) most often require at least a bachelor's degree. As industry demand for advanced technical skills and specialized occupations increases, workers at all skill and education levels need to upgrade their knowledge.

The following section considers national, state, and regional data on current educational attainment levels, as well as enrollment and completion trends of the working-age adult population (25-64) for bachelor's degree programs. This data includes a focus on factors that influence the success of adult degree attainment, including labor market demographics and household income levels. To help supplement material provided in Section A, OED created an Appendix which includes regional summaries containing analysis of labor, industry, occupational, income, and educational attainment data. Additional tables and charts referenced in Section A may also be found on pages A131-A153 of the Appendix.

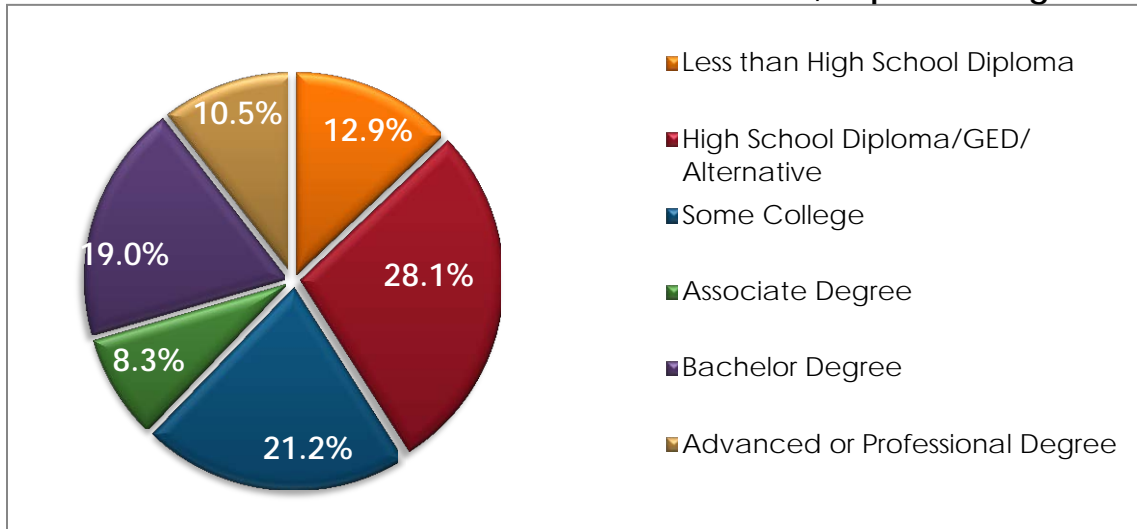
¹ CollegeBoard Advocacy and Policy Center. "The College Completion Agenda: 2010 Progress Report." 2010, 10. (Citing the Organisation for Economic Co-operation and Development, Education at a Glance, 2009, 30.) Postsecondary degree is used in this context to mean educational attainment of at least an associate's degree

Data Collection Series I: Educational Attainment

National Trends

According to the U.S. Census Bureau (American Community Survey Five-Year Estimates 2005-2009), 29.5% of Americans age 25-64 have obtained a bachelor's degree or higher, and an additional 8.3% have obtained an associate degree. The 21.2% of Americans with "some college," are especially relevant to efforts to increase postsecondary credential attainment. The U.S. Census defines "some college" as either those individuals who have "some college credit, but less than 1 year of college credit" or "1 or more years of college credit, no degree."¹ Within the United States, an estimated 70% of the "some college" population (age 25+) in the United States have completed 1 or more years of college credit.² Even without a degree, individuals classified as "some college" may have completed the program for which they earned the credits, such as an occupation-specific certificate or other workforce-related program.

Chart 1: Educational Attainment for the United States, Population Age 25-64



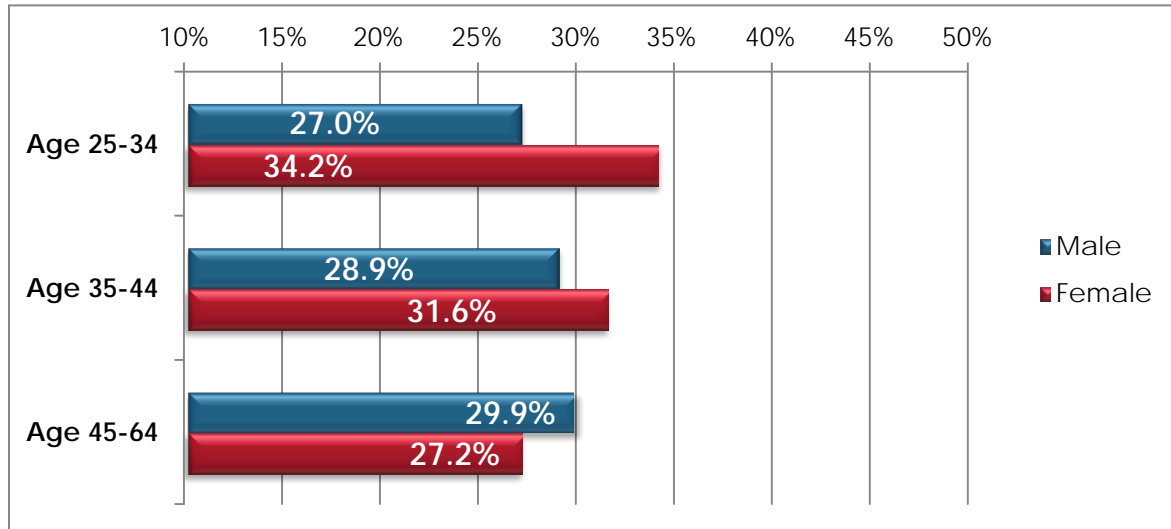
American Community Survey, Five-Year Estimates: 2005-2009

Within the population age 25-64, younger subgroups have slightly higher attainment rates for bachelor's degrees and above, but degree attainment is notably lower among younger men than among younger women. Young women have significantly higher educational attainment rates than older women as well.

² Source: U.S. Census Bureau. American Community Survey. 2010 Subject Definitions.

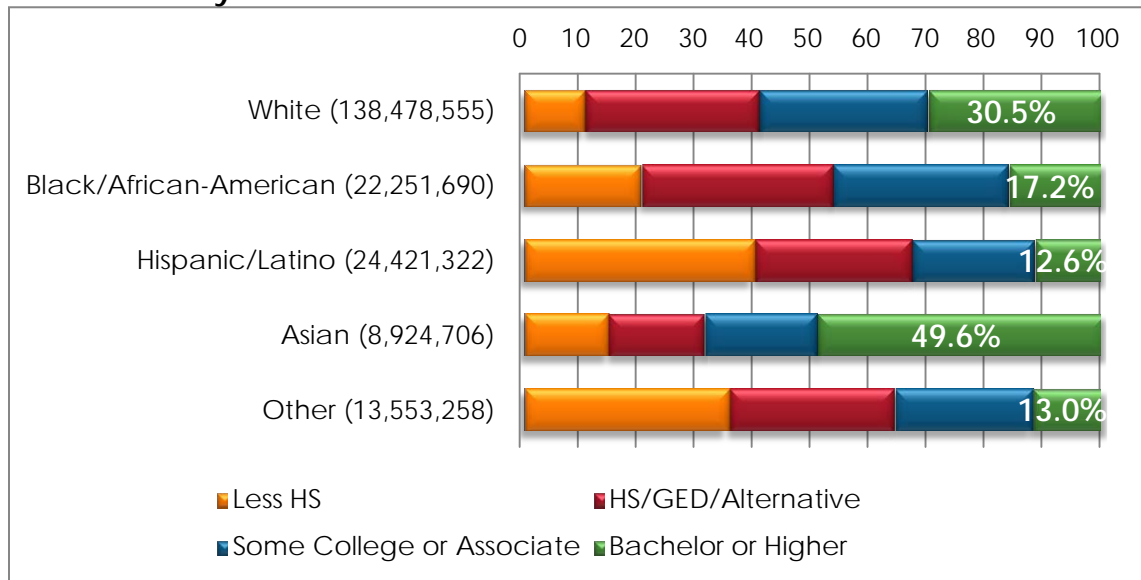
³ Source: U.S. Census Bureau. American Community Survey. 3-Year Estimates 2008-2010. Please note this is for population age 25+. Comparable "some college" breakout data currently unavailable for ACS 5-Year estimates and thus percentage may not account for data from counties/cities with populations less than 20,000.

Chart 2: Educational Attainment of a Bachelor's Degree or Higher, by Age and Gender for the United States



American Community Survey, Five-Year Estimates: 2005-2009

Chart 3: Educational Attainment for the United States, Age 25+, by Race/Ethnicity³



American Community Survey, Five-Year Estimates: 2005-2009

Almost half of Asian Americans have a bachelor's degree or higher (49.6%), as do 30% of whites. These rates are at or above the overall national average for bachelor degree attainment, but attainment rates for the Hispanic and Black/African-American subgroups are significantly lower, at 12% and 17%,

³ "Other" category includes American Indian/Alaska Native; Native Hawaiian and Other Pacific Islander, Some Other Race, and 2 or More Races Categories. Please note that comparable data is not available to specifically isolate the 25-64 population.

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

respectively. These lower rates indicate that these groups may face special barriers to success in the traditional education system, such as limited English language proficiency, and may require targeted assistance to increase rates of degree attainment. Additional information for national race/ethnicity trends appear on pages A131-A132 of the Appendix.

Virginia Trends

Virginia ranks sixth in the nation for the percentage of adults age 25-64 with a bachelor's degree or higher. Massachusetts leads the nation in this category, while West Virginia ranks the lowest at 19.3%.

Table 1: Top Ten States, % of Adults 25-64 with a Bachelor's Degree or Higher⁴

1	Massachusetts	41.8%
2	Connecticut	38.3%
3	Maryland	37.8%
4	New Jersey	37.7%
5	Colorado	37.4%
6	Virginia	36.2%
7	New York	35.1%
8	Vermont	34.8%
9	Minnesota	34.1%
10	New Hampshire	34.0%

National Center of Higher Education Management Systems-Based on 2009 ACS Microdata Sample File

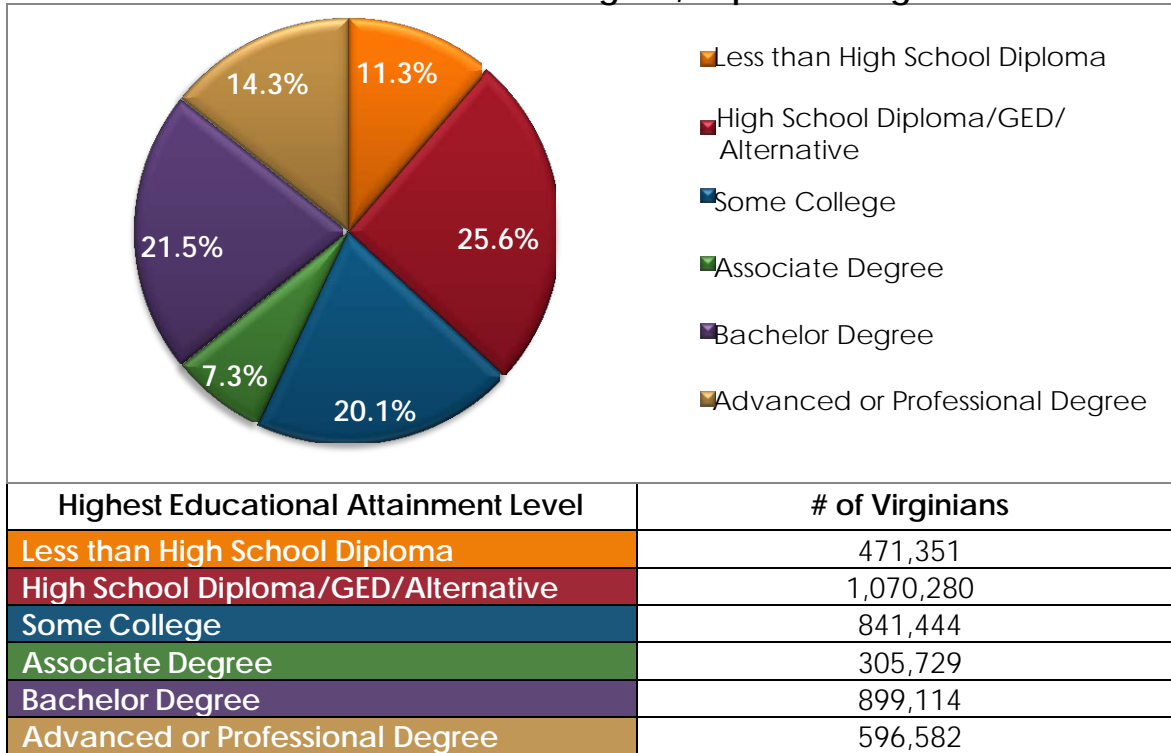
An estimated 1.5 million Virginians age 25-64 have a bachelor's degree or higher (36%), and just over 300,000 have an associate's degree (7%). Over 840,000 Virginians age 25-64 have "some college" (20%). An estimated 70% of the "some college" population over the age of 25 have at least one year of college credit, while 30% have less than one year.⁵ Over 1.5 million Virginians age 25-64 have educational attainment levels of a high school diploma or less.

⁴ Source: National Center of Higher Education Management Systems. 2009 Estimates. Percent of Adults 25 to 64 with a Bachelor's Degree or Higher. Please note this source different from previously cited US Census data.

⁵ Source: U.S. Census Bureau. American Community Survey. 3-Year Estimates 2008-2010. Please note this is for population age 25+. Comparable "some college" breakout data currently unavailable for ACS 5-Year estimates and thus percentage may not account for data from counties/cities with populations less than 20,000.

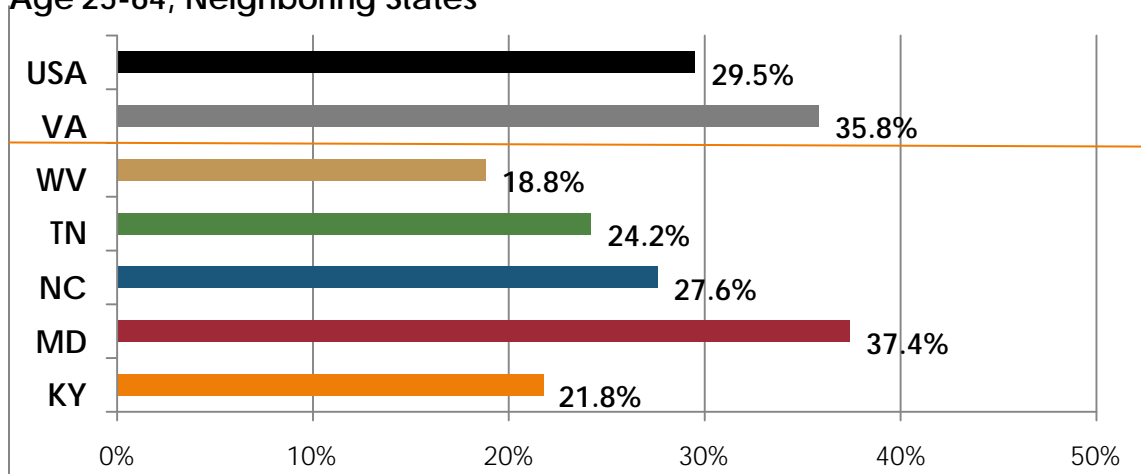
Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

Chart 4: Educational Attainment for Virginia, Population Age 25-64



American Community Survey, Five-Year Estimates: 2005-2009

Chart 5: Educational Attainment of at Least a Bachelor's Degree for Population Age 25-64, Neighboring States



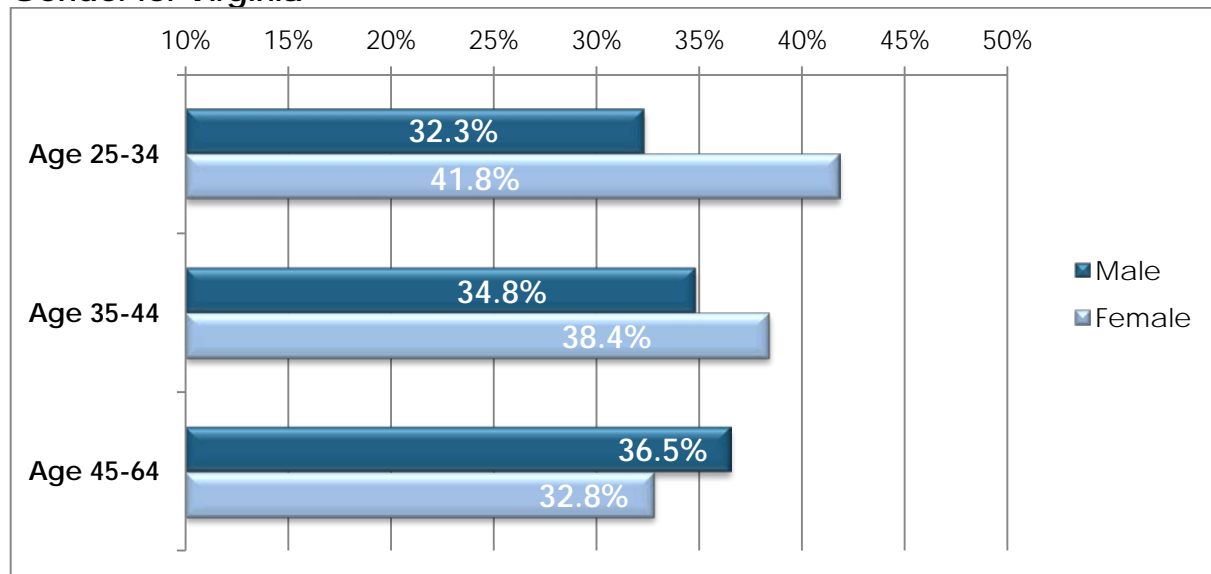
American Community Survey, Five-Year Estimates: 2005-2009

Among Virginia's neighboring states, only Maryland has a greater proportion of residents with a bachelor's degree or higher. Both Virginia and Maryland are above the national average for attainment of a bachelor's degree or above. Educational attainment rates in North Carolina, Tennessee, and Kentucky are somewhat lower than in Virginia, and West Virginia ranks last in the nation.

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

Educational attainment rates by gender and age in Virginia evince similar trends to the national figures noted above. Overall, attainment of bachelor's degrees and above is greater among younger sub-groups of the 25-64 year old population (see Chart VI on page A133 in the Appendix). Despite this overall increase in degree attainment among younger Virginians, attainment for men age 25-44 is notably lower than for men age 45-64. In contrast to the lower levels of attainment among young men, young women have much higher rates than both their male peers and older women.

Chart 6: Educational Attainment of a Bachelor's Degree or Above, by Age and Gender for Virginia



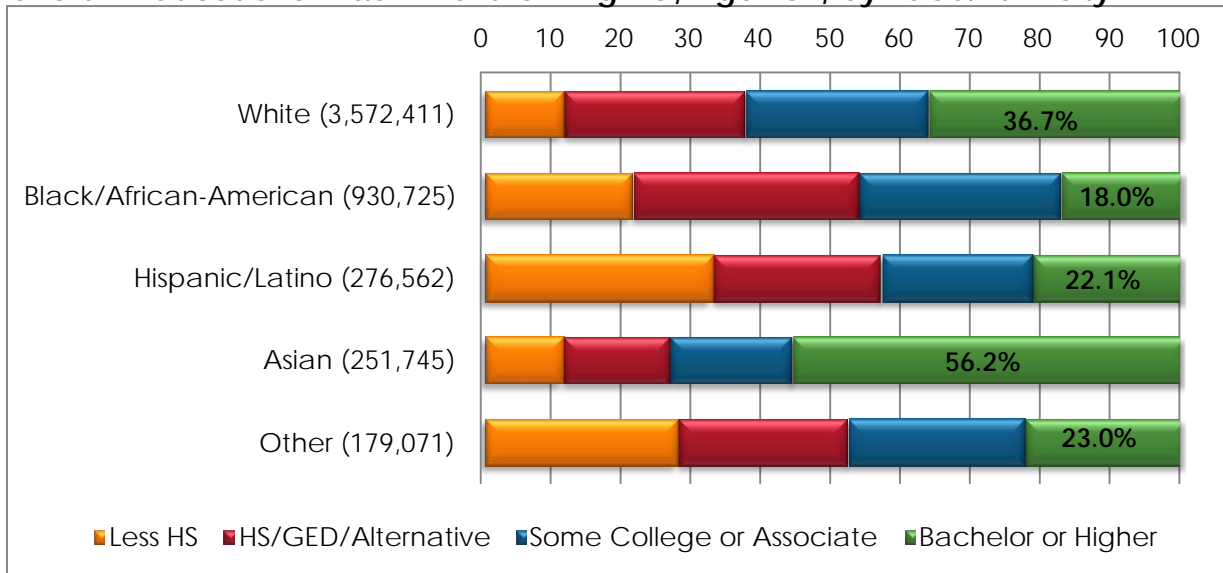
American Community Survey, Five-Year Estimates: 2005-2009

Virginia's educational attainment levels among racial and ethnic groups are similar to national trends as well. Virginia's Asian population has the highest percentage of individuals with a bachelor's degree or higher (56%), with the second highest percentage among whites (36%). Whites are the largest ethnic group in Virginia, and account for over 85% of Virginia's population with a bachelor's degree or higher (1.3 million).

Of ethnic groups with populations of 100,000 or greater in Virginia, African-Americans had the lowest attainment rate for bachelor degrees and above, at 18%. Despite low rates of bachelor degree attainment, Virginia's African-American population has the highest percentage of adults 25+ who have completed at least some college or an associate's degree (28.8%, or 267,736 individuals).

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

Chart 7: Educational Attainment for Virginia, Age 25+, by Race/Ethnicity⁶



American Community Survey, Five-Year Estimates: 2005-2009

Regional Trends

Education attainment rates vary greatly between urban, suburban, and rural regions of Virginia. The Northern Virginia “national capital region” and the large urban areas in Richmond and Tidewater have much higher educational attainment levels than the rest of the state. High-tech and government (including military) employment in these areas has resulted in a workforce with much higher skills requirements than the traditional manufacturing and agricultural industries in other regions of the state.

In contrast to these urban areas, many suburban and rural regions in southern and western Virginia face significant challenges in terms of bachelor degree attainment. Very often, these localities have attainment rates well below the state and national average, as well as characteristics that make postsecondary education less accessible. Fewer higher education institutions and opportunities exist in these regions, and income levels are significantly lower, which may impact affordability of postsecondary education.

⁶ Source: U.S. Census Bureau. American Community Survey. 5-Year Estimates, 2005-2009. *Other category includes American Indian/Alaska Native; Native Hawaiian and Other Pacific Islander, Some Other Race, and 2 or More Races Categories. These categories were combined because each had populations less than 100,000. Please note that comparable data is not available to specifically isolate the 25-64 population.

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

Table 2: Top 5 Jurisdictions for Highest/Lowest Bachelor Degree Attainment Rates

Highest Attainment Rate		Lowest Attainment Rate	
Falls Church City	73.5%	Greensville	5.3%
Arlington	72.1%	Bath	9.0%
Alexandria City	61.8%	Amelia	9.2%
Fairfax	60.2%	Buchanan	9.9%
Loudoun	58.3%	Scott	10.1%

American Community Survey, Five-Year Estimates: 2005-2009

Regional profiles for each of Virginia's 17 workforce investment areas (WIAs) help to highlight differences in workforce dynamics and educational attainment in the state's varied regions. Each regional profile examines educational attainment rates for regional residents age 25-64 with 'some college' or a degree, as well as regional labor force characteristics, industry and occupational trends, and household income levels. The figures and tables provided below offer a brief overview of regional profile findings. Complete regional summaries appear in the Appendix beginning on page A2, as well as several summary tables: Table I (page A135) includes a count of individuals with 'some college' in each region and county; Table III (page A143) identifies regionally important industry sectors for each WIA, as well as the average educational attainment rates in these sectors nationally as compared to the actual attainment rate of the local workforce.

Figure 1: Virginia's Workforce Investment Areas

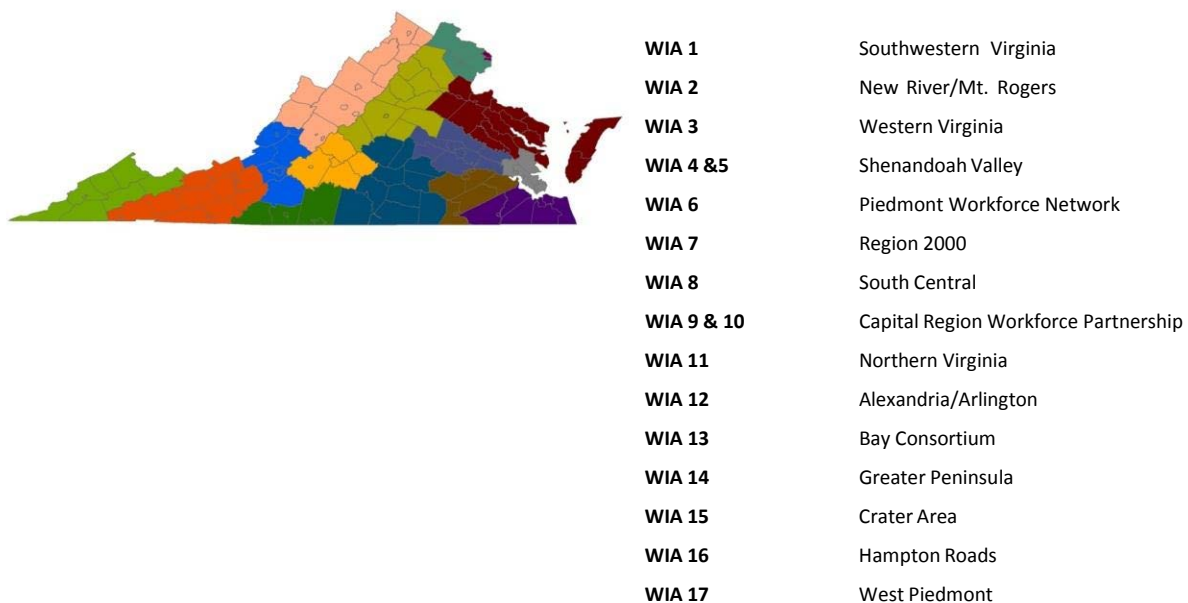
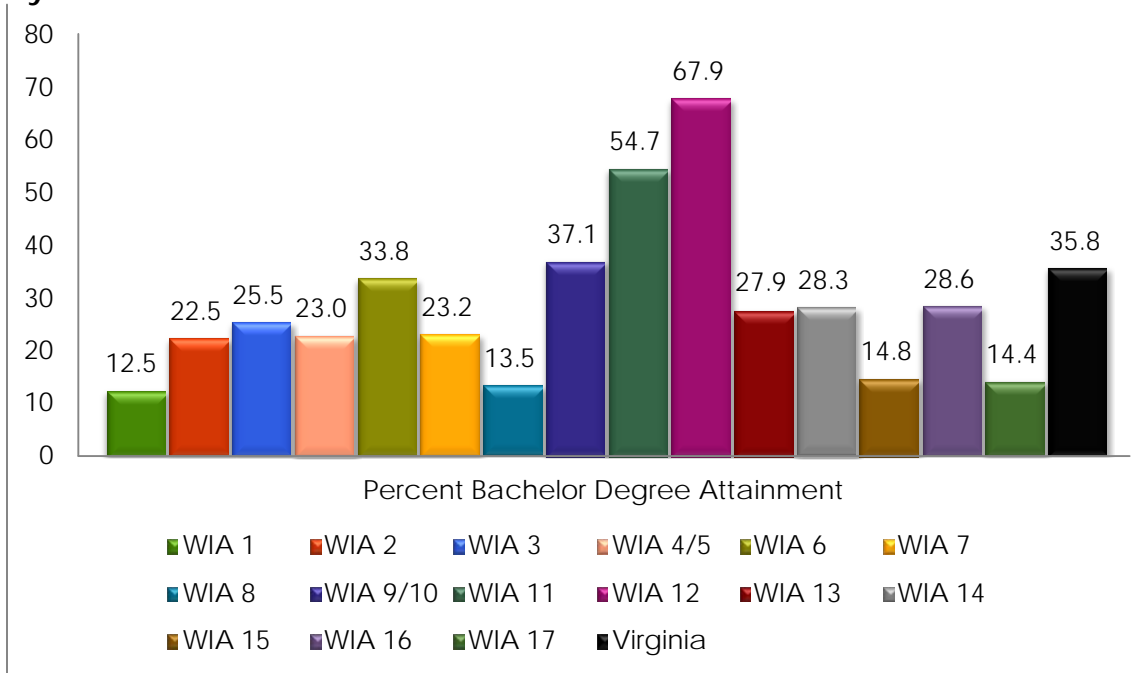
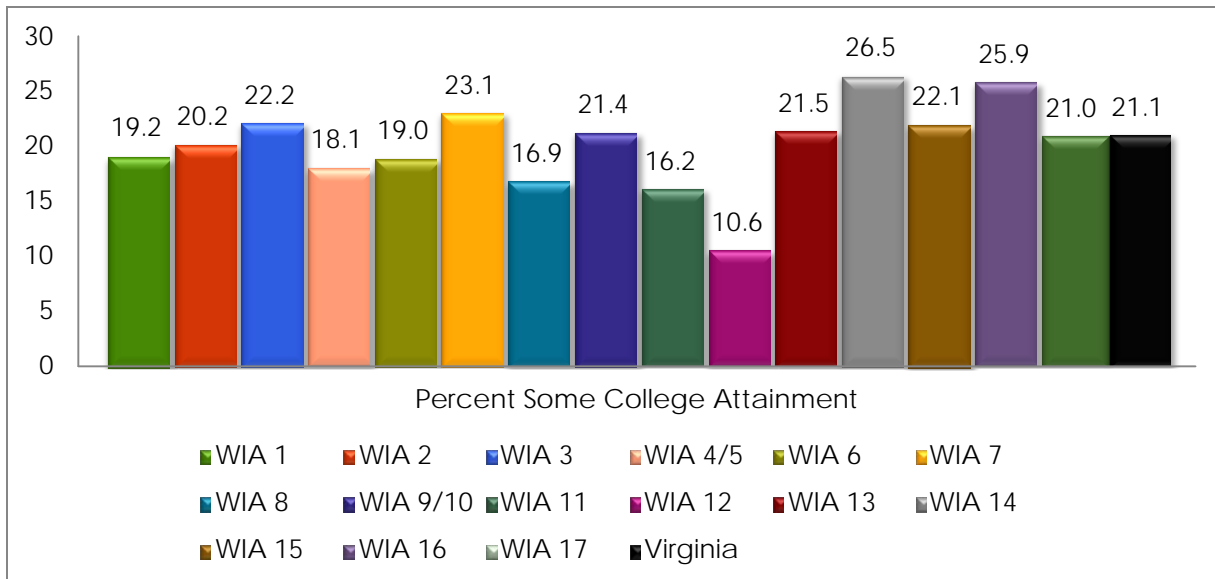


Chart 8: Percentage of Population Age 25-64 with a Bachelor's Degree or Higher, by Workforce Investment Area⁷



American Community Survey, Five-Year Estimates: 2005-2009

Chart 9: Percentage of Population Age 25-64 with "Some College", by Workforce Investment Area⁸



American Community Survey, Five-Year Estimates: 2005-2009

⁷ See Appendix Table I and II for the count of individuals in each WIA-region and county.

⁸ See Appendix Table I and II for the count of individuals in each WIA-region and county.

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

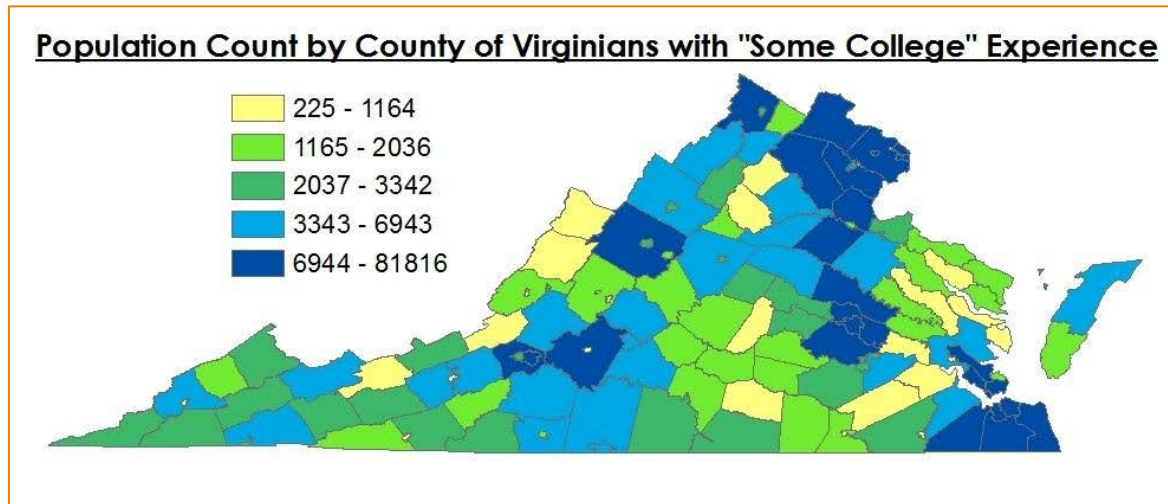
The Alexandria/Arlington (WIA 12) and Northern Virginia (WIA 11) workforce investment areas are the top ranking workforce areas of the state and well above the state average, with over 50% of the population with a bachelor's degree or above. These well-educated areas pull the state average higher and mask the lower educational attainment levels of the rest of the state. The attainment rates for the remaining workforce investments regions in Virginia are often below both the statewide and national averages. For example, fewer than 15% of residents have achieved at least a bachelor's degree in the Southwest Virginia, South Central, Crater, and West Piedmont workforce investment areas.

Several states across the United States are exploring opportunities to target adults with "some college" as a strategy to increase adult bachelor degree attainment rates, encouraging these working adults to build on their existing college credits and complete a degree. In Virginia, an estimated 20% of adults age 25-64 are estimated to fall into this "some college" category, near the national average of 21.2%. This strategy may prove fruitful for the estimated 70% of Virginia's "some college" population age 25+ that have one or more years of college credit.⁹ Table II (on page A139 of the Appendix) provides an overview of "some college" disaggregation by county/city.

Several workforce investment areas in Virginia have "some college" rates above the national average including Greater Peninsula (26.5%), Hampton Roads (25.9%), Region 2000 (23.1%), Western Virginia (22.2%), and Crater Area (22.1%). The map below displays the number of residents in each jurisdiction with 'some college,' with colors representing the counties with the largest (blue) and smallest (yellow) number of residents with 'some college.'

⁹ Source: U.S. Census Bureau. American Community Survey. 3-Year Estimates 2008-2010. Please note this is for population age 25+. Comparable "some college" breakout data currently unavailable for ACS 5-Year estimates and thus percentage may not account for data from counties/cities with populations less than 20,000. Chart XXI in the Appendix provides regional data.

Figure 2: Estimate Headcount of Virginians with "Some College," Population Age 25-64



American Community Survey, Five-Year Estimates: 2005-2009

Similar to population levels generally, Virginia's urban areas have higher concentrations of individuals between ages 25-64 with "some college". Fairfax County (81,816), Virginia Beach (62,255), and Prince William County (42,986) have the state's largest "some college" population pools. Together, these three jurisdictions account for 22% of the statewide "some college" population.

Key Findings-Data Collection Series I

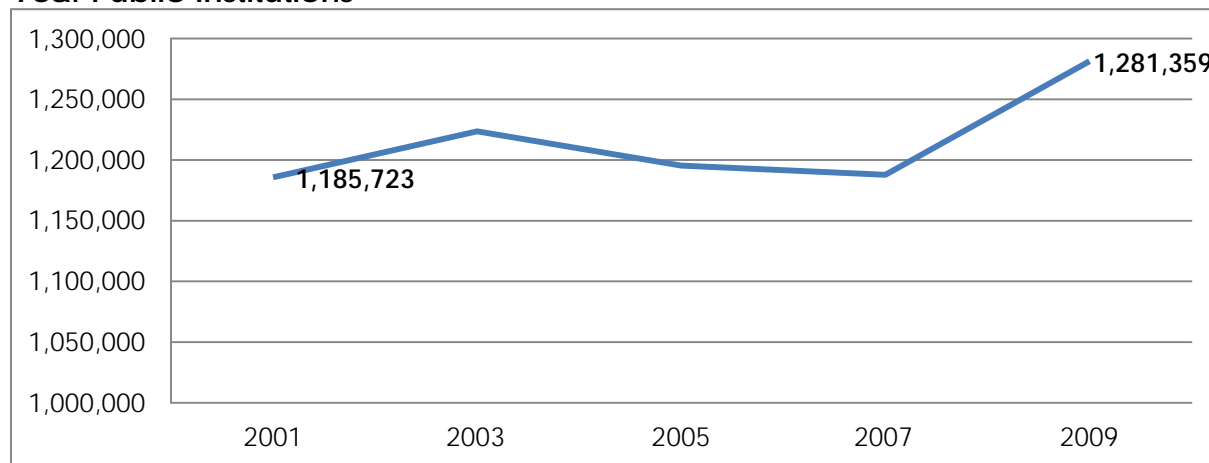
- Overall, Virginia ranks sixth in the nation for the proportion of the working age population (25-64) who have attained a bachelor's degree or higher.
- Bachelor degree attainment levels are higher for younger Virginians (35-44) than older Virginians (45-64), but significant differences exist between men and women in these younger age groups; 41% of Virginia women age 25-34 have at least a bachelor's degree, compared to 32% of Virginia men.
- African-American and Hispanic/ Latino Virginians have lower rates of degree attainment than their White and Asian peers, especially among young men. These groups may be appropriate groups to target efforts to increase credential attainment among working adults.
- Educational attainment levels in Virginia's "urban crescent" of Northern Virginia, Richmond, and Hampton Roads are significantly higher than in the rural regions of the Commonwealth, and are often well above the national average. These urban areas have numerous opportunities for employment in government and high-tech industry sectors, which attract educated workers from around the world, as well as numerous educational assets to support degree attainment among regional adult workers.
- In contrast, many rural and suburban regions of southern and western Virginia have critical shortages of adult workers with high levels of educational attainment. The loss of employment in traditional industries that did not require higher education has left the regional workforce without the skills necessary to transition to occupations with more demanding skills requirements. Similarly, rural areas have fewer higher education resources nearby, making accessibility and affordability of higher education important challenges for increasing degree attainment in southern and western Virginia.

Data Collection Series II: Working-Age Adult Undergraduate Enrollment

National Trends

Enrollment by working age adults at public four-year institutions generally correlates with broader economic trends. Higher enrollment during periods of high unemployment reflects workers' decisions to upgrade their skills or transition to a new career in search of employment opportunities. This trend was evident over the past decade, with spikes in enrollment during the recession in 2001 (peak unemployment occurred in 2003), as well as the recent recession of 2007-09 (peak unemployment in 2009).

Chart 10: Undergraduate Fall Enrollment, Population Age 25-64: United States' 4-Year Public Institutions¹



IPEDS. Mandatory Reporting Years Only.

Growth of Private For-Profit Institutions

Over the past 30 years, private for-profit colleges (also known as proprietary schools or career colleges) have experienced tremendous enrollment growth. As of 2010, an estimated 7% of all academic year enrollment nationwide is attributable to these for-profit institutions, and may be as high as 10% of total enrollment if year-round enrollment is considered.²

The tremendous growth in popularity of for-profit institutions' degree programs results from their efforts to offer programs that train students for front-line or in-demand occupational skills, and target outreach to working-age adult students

¹ Source: IPEDS. Chart includes total full-time and part-time fall enrollment totals for adults age 25-64. Data presented for mandatory IPEDS reporting years only.

² Wilson, Robin. 2010. "For-Profit Colleges Change Higher Education's Landscape." *The Chronicle of Higher Education*. February 7, 2010. Note: Many proprietary schools enroll students beyond a traditional academic/semester calendar schedule.

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

looking for marketable employment skills.³ These elements remain central to the for-profit model, but many other characteristics of for-profit institutions have changed considerably over the past decade. Many for-profit schools were once stand-alone enterprises, generally located in urban areas and addressing specific technical training requirements. Today, many institutions are local branches of larger firms that serve larger areas and on-line students. For instance, an estimated 40% of the nation's 3,000 for-profit institution campus locations are owned by 13 publicly-traded companies.⁴

The substantial growth of private for-profit institutions enrollment is an important trend, with these institutions enrolling a substantial percentage of all working-age adult students pursuing bachelor's degrees. Several features of the for-profit model allow these institutions to tailor their services to working-age adult students, such as flexible course delivery options, including on-line and distance learning, and greater administrative discretion to add or remove degree programs in response to demand for specific types of occupational training and skills education. Although these institutions play an important role in increasing postsecondary credential attainment, the for-profit sector faces criticism for certain marketing practices and the heavy reliance of their students on loans to finance their education.⁵

Virginia Trends

As of fall 2009, approximately 259,130 individuals of all ages were enrolled as undergraduate students at Virginia's public, private non-profit and private for-profit four-year institutions. Of this total, 61,182 students were working age adults (25-64 years old). Of these working-age adult students, 19,961 were enrolled at public 4-year institutions, 21,899 were enrolled at 4-year private nonprofit institutions, and 19,322 were enrolled at private for-profit four-year institutions with locations in Virginia.

The private for-profit sector has experienced significant growth in both enrollments and the number of institutions operating in the state. In fall 2001, a total of six private for-profit institutions enrolled 1,813 students in Virginia. By fall 2009, 22 institutions enrolled a total of 19,322 students.

³ Wilson, Robin. 2010. "For-Profit Colleges Change Higher Education's Landscape." *The Chronicle of Higher Education*. February 7, 2010. Note: Many proprietary schools enroll students beyond a traditional academic/semester calendar schedule.

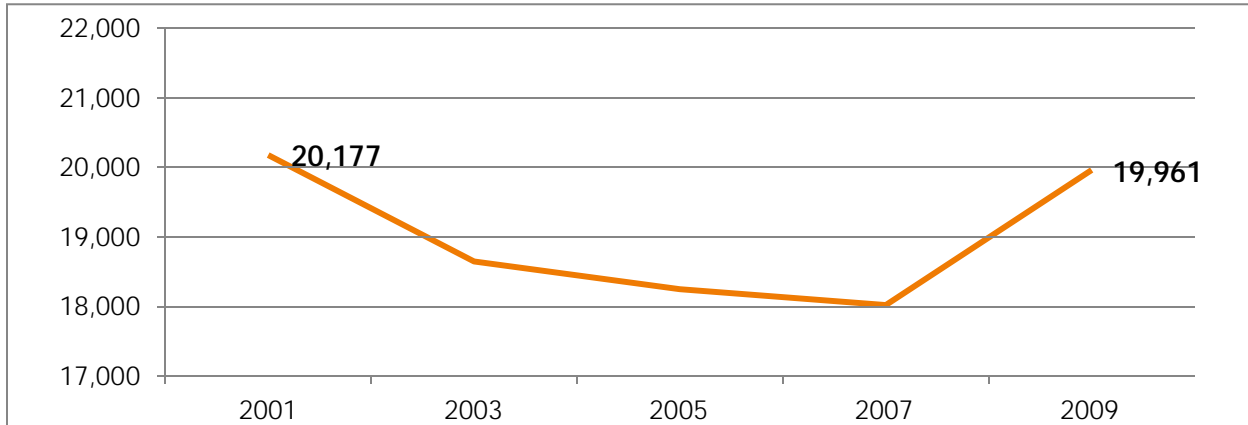
⁴ Wilson, Robin. 2010. "For-Profit Colleges Change Higher Education's Landscape." *The Chronicle of Higher Education*. February 7, 2010. Note: Many proprietary schools enroll students beyond a traditional academic/semester calendar schedule.

⁵ GAO Report Overview and Congressional Testimony can be found at this link: <http://www.gao.gov/new.items/d10948t.pdf>

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

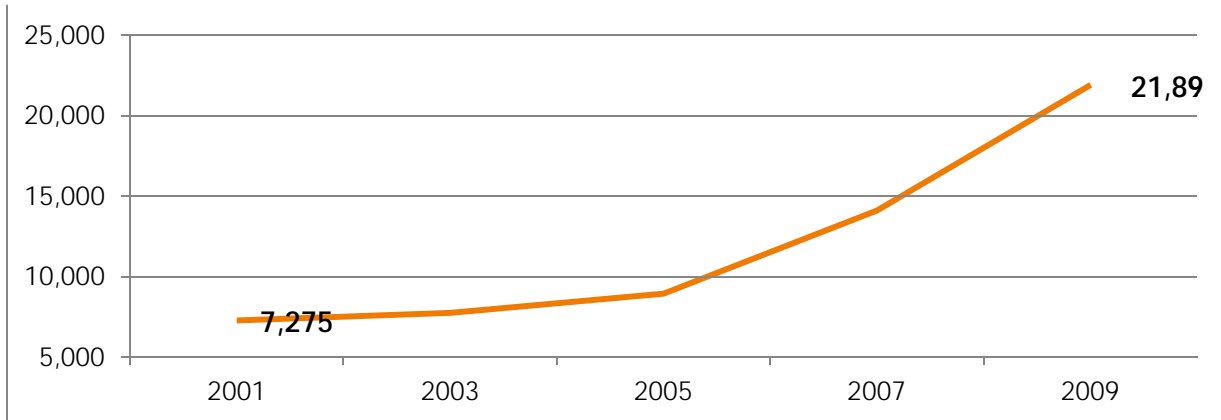
The majority of overall enrollment growth in the targeted 25-64 year-old population occurred at private non-profit and private for-profit institutions. A significant portion of private non-profit growth is attributable to increased enrollments at Liberty University, which began an on-line degree completion program during this period. Enrollment growth for public institutions remained relatively steady during the decade, experiencing a slight decline between years 2003-2007 (see charts 12-14).

Chart 11: Undergraduate Fall Enrollment, Population Age 25-64: Virginia's 4-Year Public Institutions⁶



IPEDS. Mandatory Reporting Years Only.

Chart 12: Undergraduate Fall Enrollment, Population Age 25-64: Virginia's 4-Year Private Non-Profit Institutions⁷

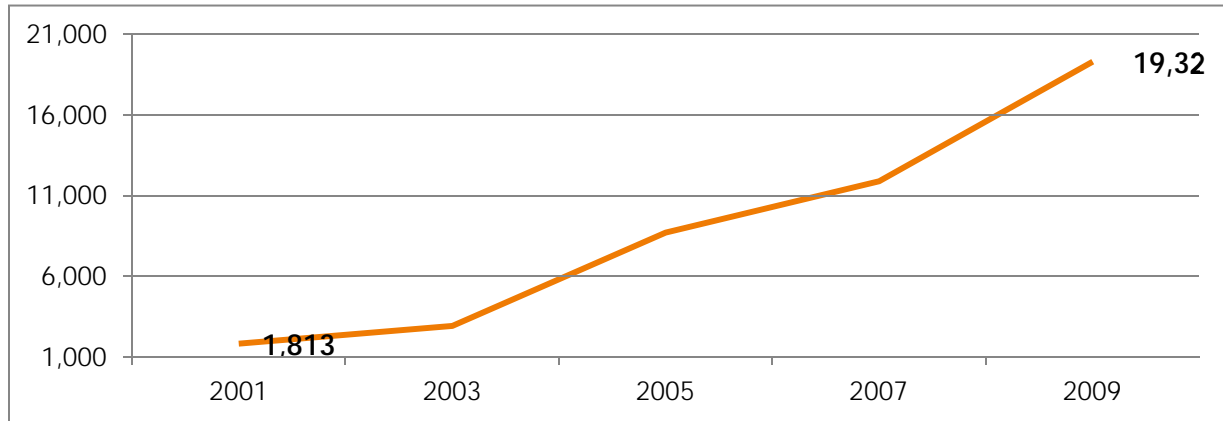


IPEDS. Mandatory Reporting Years Only.

⁶ Source: IPEDS. Chart includes total full-time and part-time fall enrollment totals for adults age 25-64. Data presented for mandatory IPEDS reporting years only.

⁷ Source: IPEDS. Chart includes total full-time and part-time fall enrollment totals for adults age 25-64. Data presented for mandatory IPEDS reporting years only.

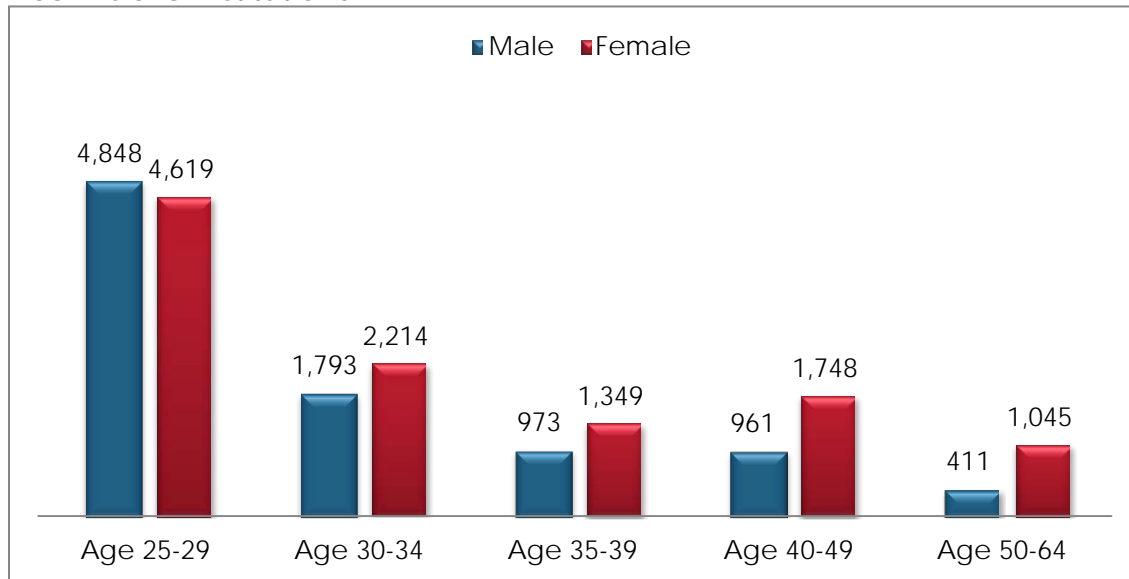
Chart 13: Undergraduate Fall Enrollment, Population Age 25-64: Virginia's 4-Year Private For-Profit Institutions⁸



IPEDS. Mandatory Reporting Years Only.

Among students age 25-64, more students age 25-29 were enrolled as undergraduates in Virginia 4-year public and private non-profit institutions (36%, or 15,174) than any other age group. Women account for 57% of the total age 25-64 enrollment.

Chart 14: Undergraduate Fall 2009 Enrollment, By Gender and Age: Virginia's 4-Year Public Institutions⁹

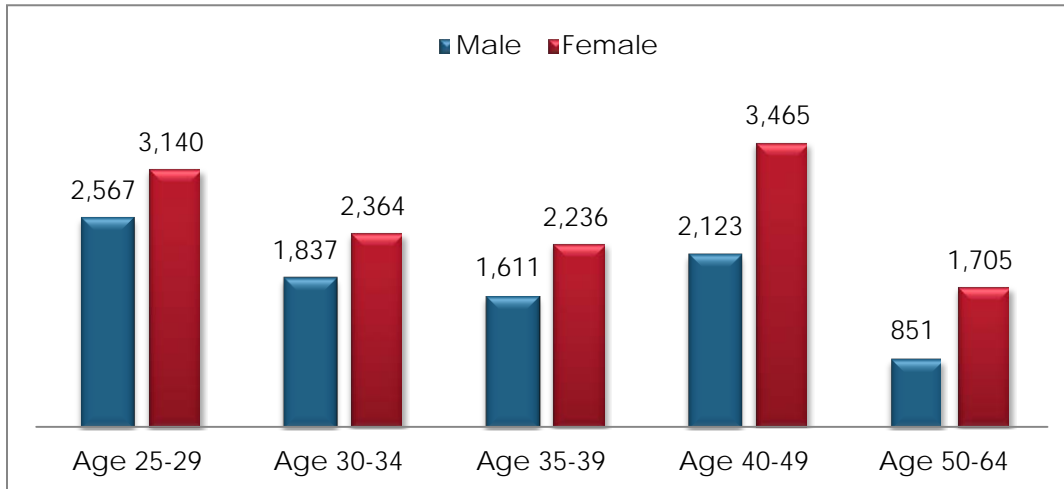


IPEDS. Fall 2009.

⁸ Source: IPEDS. Chart includes full-time and part-time fall enrollment totals for adults age 25-64.

⁹ Source: IPEDS. Chart includes full-time and part-time fall enrollment totals for adults age 25-64.

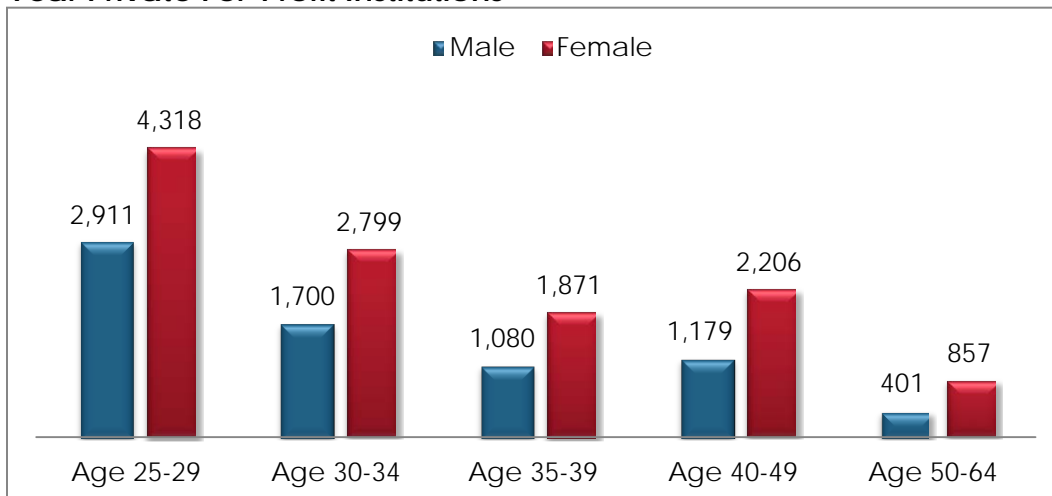
Chart 15: Undergraduate Fall 2009 Enrollment, By Gender and Age: Virginia's 4-Year Private Non-Profit Institutions¹⁰



IPEDS. Fall 2009.

Similar to public and private non-profit sector trends, women account for the majority (62%) of total working-age adult undergraduate enrollment in the for-profit sector (12,051). Women under 35 are the largest single subgroup of individuals age 25-64 enrolled as undergraduates in private for-profit institutions in Virginia, accounting for 36.8% of all students.

Chart 16: Undergraduate Fall 2009 Enrollment, By Gender and Age: Virginia's 4-Year Private For-Profit Institutions¹¹



IPEDS. Fall 2009.

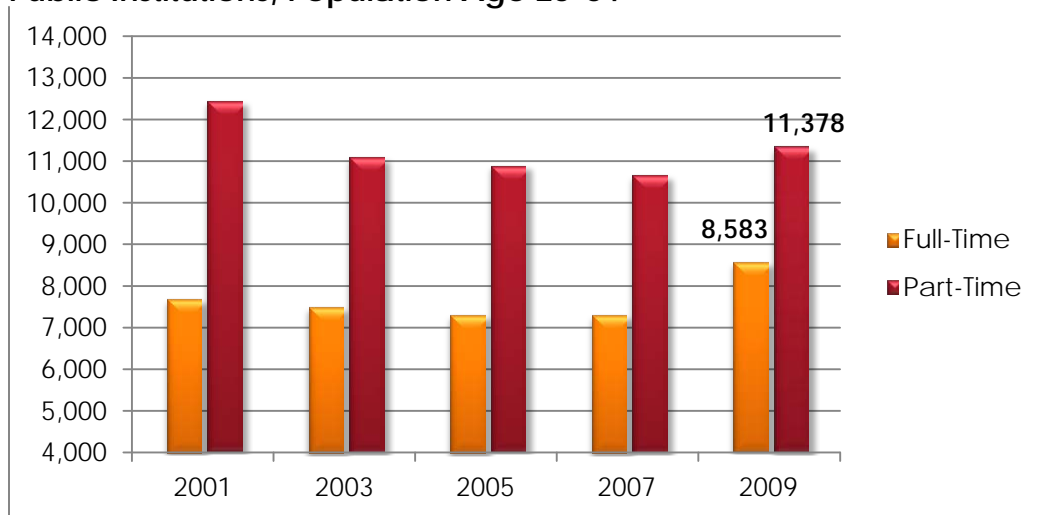
¹⁰ Source: IPEDS. Chart includes total full-time and part-time fall enrollment totals for adults age 25-64.

¹¹ Source: IPEDS. Chart includes full-time and part-time fall enrollment totals for adults age 25-64.

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

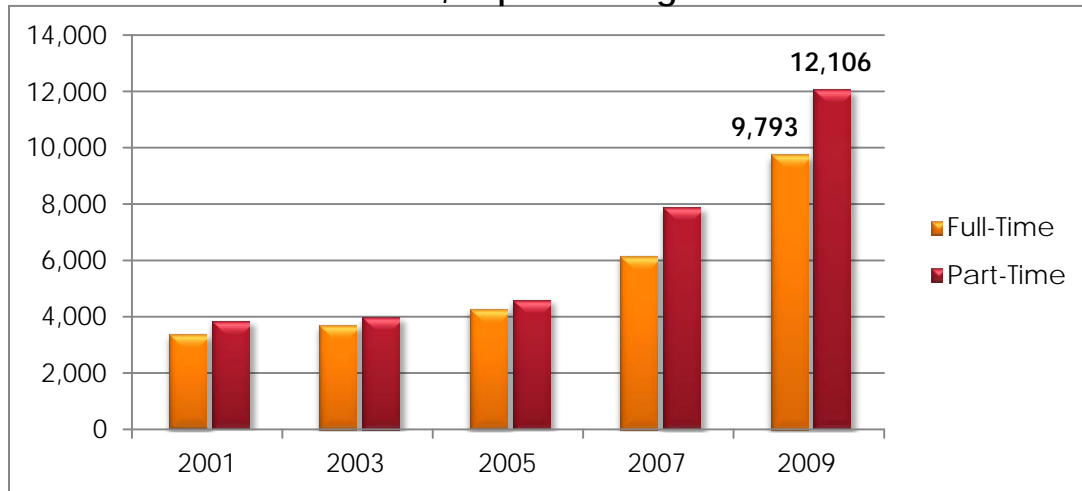
Most students age 25-64 at public and private non-profit institutions attend as part-time students. Students over age 30 are more likely to attend part-time, as opposed to students age 25-29 who more often attend full-time. The Appendix provides more detailed tables on enrollment attendance status trends by age groups (See Chart XI and XII on page A147).

Chart 17: Undergraduate Fall Enrollment, by Attendance Status: Virginia's 4-Year Public Institutions, Population Age 25-64¹²



IPEDS. Mandatory Reporting Years Only

Chart 18: Undergraduate Fall Enrollment, by Attendance Status: Virginia's 4-Year Private Non-Profit Institutions, Population Age 25-64¹³

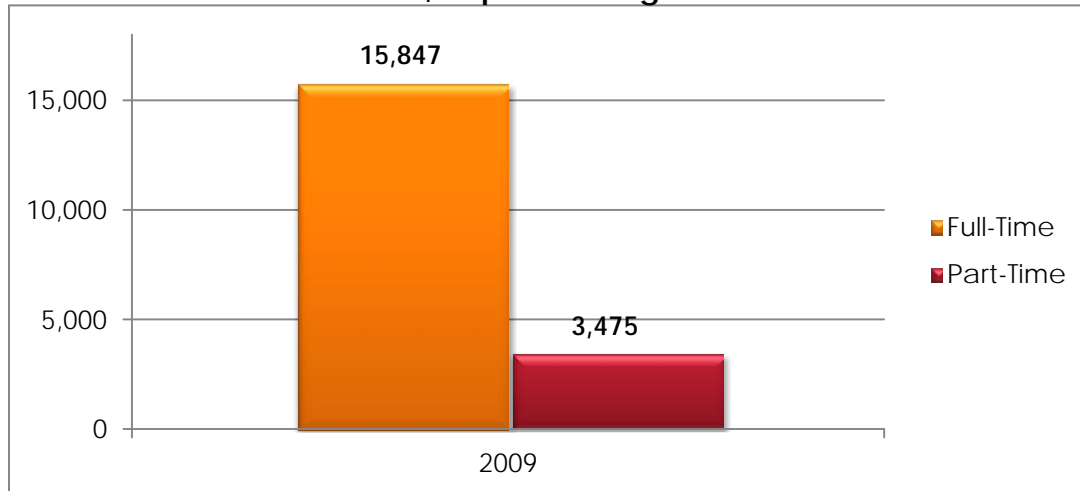


IPEDS. Mandatory Reporting Years Only

¹² Source: IPEDS. Chart includes full-time and part-time fall enrollment totals for adults age 25-64.

¹³ Source: IPEDS. Chart includes full-time and part-time fall enrollment totals for adults age 25-64. Data presented for mandatory IPEDS reporting years only

Chart 19: Undergraduate Fall Enrollment, by Attendance Status: Virginia's 4-Year Private For-Profit Institutions, Population Age 25-64¹⁴



IPEDS. 2009 Reporting Years Only. Comparable historic data difficult to provide.

In contrast to public and private non-profit institutions, a significant majority (82%) of individuals age 25-64 attend private for-profit institutions as full-time students. Individuals age 25-29 account for the highest percentage of working-age adults who attend full-time (6,083) or part-time (1,146).

Public universities vary in the proportion of their students who are non-traditional students. For most public universities, working-age students account for between 2% and 10% of all enrolled students. However, working-age students account for 20-25% of students at many northern Virginia, Richmond, and Hampton Roads institutions, with the majority of these students enrolled on a part-time basis (See Table 3).

Private, non-profit universities have many fewer working-age students in general, with the notable exception of Liberty University. This population at Liberty has increased significantly with the recent introduction of Liberty's on-line degree programs. The 14,800 25- to 64-year-old students at Liberty account for 68% of all working age students enrolled at private non-profit universities throughout Virginia, and comprise 51% of all students at Liberty. Working-age students represent the majority of enrolled students at several other private non-profit universities as well, including Virginia University at Lynchburg, Regent University, Randolph-Macon College, and Averett University. As a whole, slightly more students at private non-profits attend on a part-time basis, but full-time students are the majority at many of these universities as well.

¹⁴ Source: IPEDS. Chart includes full-time and part-time fall enrollment totals for adults age 25-64. Data presented for mandatory 2009 IPEDS reporting year only.

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

Table 3: Undergraduate Fall 2009 Enrollment for Public Institutions, Population Age 25-64¹⁵

	Full-Time	Part-Time	Total	% Total Enrollment (All Ages)
Christopher Newport University	69	72	141	2.9%
College of William & Mary	93	33	126	2.2%
George Mason University	1,882	2,773	4,655	23.6%
James Madison University	208	293	501	2.9%
Longwood University	55	46	101	2.5%
Norfolk State University	834	615	1,449	23.6%
Old Dominion University	1,888	2,912	4,800	26.3%
Radford University	340	173	513	6.6%
The University of Virginia's College at Wise	88	401	489	24.3%
University of Mary Washington	147	366	513	11.7%
University of Virginia	435	506	941	6.1%
Virginia Commonwealth University	1,856	2,913	4,769	20.8%
Virginia Military Institute	6	0	6	.4%
Virginia Tech	455	137	592	2.5%
Virginia State University	227	138	365	7.5%
TOTAL	8,583	11,378	19,961	

IPEDS. Fall 2009.

Table 4: Undergraduate Fall 2009 Enrollment for Private Non-Profit Institutions, Population Age 25-64¹⁶

	Full-Time	Part-Time	Total	% Total Enrollment (All Ages)
Averett University	93	47	140	16.2%
Averett University-Non-Traditional Program	232	692	924	93.2%
Bluefield College	245	72	317	42.1%
Bridgewater College	13	4	17	1.1%
Eastern Mennonite University	185	60	245	22.8%
Emory and Henry College	18	46	64	6.6%
Ferrum College	22	22	44	3.1%
Hampden-Sydney College	7	0	7	.7%
Hampton University	255	199	454	9.9%

¹⁵ Source: IPEDS. Chart includes full-time and part-time fall enrollment totals for adults age 25-64.

¹⁶ Source: IPEDS. Chart includes full-time and part-time fall enrollment totals for adults age 25-64.

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

	Full-Time	Part-Time	Total	% Total Enrollment (All Ages)
Hollins University	73	20	93	11.7%
Jefferson College of Health Sciences	226	217	443	49.6%
Liberty University	6,167	8,716	14,883	51.3%
Lynchburg College	115	62	177	8.0%
Mary Baldwin College	446	276	722	45.9%
Marymount University	259	197	456	20.5%
Randolph College	20	10	30	6.1%
Randolph-Macon College	10	9	19	1.5%
Regent University	566	730	1296	67.2%
Roanoke College	39	36	75	3.7%
Saint Paul's College	118	11	129	22.1%
Shenandoah University	234	55	289	16.4%
Southern Virginia University	54	8	62	9.7%
Sweet Briar College	6	18	24	3.2%
University of Richmond	120	318	438	12.9%
Virginia Intermont College	97	50	147	25.5%
Virginia Union University	42	8	50	3.8%
Virginia University of Lynchburg	75	51	126	54.1%
Virginia Wesleyan College	56	171	227	17.0%
Washington and Lee University	0	1	1	.1%
TOTAL	9,793	12,106	21,899	

IPEDS. Fall 2009.

As shown in Table 5, ECPI, ITT, and National College locations had the highest enrollment totals for working-age adults at private for-profit institutions, accounting for 73% of enrollment at for-profit institutions. Individuals age 25-64 account for at least half of total enrollment at nearly all of the for-profit institutions reporting to IPEDS, significantly higher than at public and private non-profit institutions. In some instances, the percentage of working-age enrollment at private for-profit institutions is as high 70-85%.

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

Table 5: Undergraduate Fall 2009 Enrollment for Private For-Profit Institutions, Population Age 25-64¹⁷

	Full-Time	Part-Time	Total	% Total Enrollment (All Ages)
Argosy University-Washington, D.C.	29	22	51	65.4%
Bryant and Stratton College-Richmond	196	250	446	61.1%
Bryant and Stratton College-Virginia Beach	168	299	467	62.1%
Centura College	1178	0	1,178	71.9%
DeVry University-Virginia	304	266	570	57.8%
ECPI College of Technology	7,300	52	7,352	60.3%
ECPI Technical College	110	0	110	53.7%
ECPI Technical College	260	0	260	57.8%
ITT Technical Institute-Chantilly	294	82	376	59.3%
ITT Technical Institute-Norfolk	607	129	736	64.9%
ITT Technical Institute-Richmond	343	74	417	51.2%
ITT Technical Institute-Springfield	375	89	464	51.8%
National College-Salem	3,197	1,299	4,496	68.8%
Potomac College	34	21	55	84.6%
Sanford-Brown College	192	129	321	42.9%
Stratford University	59	401	460	66.8%
The Art Institute of Washington	399	189	588	27.6%
The Art Institute of Washington-Northern Virginia	5	4	9	26.5%
University of Phoenix-Northern Virginia Campus	356	0	356	86.2%
University of Phoenix-Richmond Campus	214	0	214	74.0%
Westwood College-Annandale	132	116	248	52.5%
Westwood College-Arlington Ballston	95	53	148	31.4%
TOTAL	15,847	3,475	19,322	

IPEDS, Fall 2009 Undergraduate Enrollment

¹⁷ Source: IPEDS. Chart includes full-time and part-time fall enrollment totals for adults age 25-64.

Student Success Story...

University of Virginia-
Bachelor of
Interdisciplinary
Studies



For Marisela Perez, the Bachelor of Interdisciplinary Studies (BIS) at UVa represents the opportunity to fulfill her ambition of being the first person in her family to complete college. "It's very important to me to set an example for my three children," she says. "And making progress toward the degree is a source of personal satisfaction."

As is the case with most adults raising a family and pursuing a career, Marisela knew that the only way she would earn a bachelor's degree was to be a part-time student. She was finishing her associate's degree program at Piedmont Virginia Community College when she heard about BIS. "I was very excited to learn that something like this was available," she recalls.

Marisela entered the program in fall 2010 and attends classes in Charlottesville. She enjoys the mix of students in her cohort and appreciates the attentiveness of her professors, but she admits that it takes discipline to carve out the time needed to study and complete her assignments.

On the day of her weekly class, Marisela leaves work early and spends a few hours studying at UVa's Clemons Library before class. "I also stay up late to work after my kids go to bed and study on weekends," she says, "but it's well worth it." Marisela is quick to note that her pursuit of a higher degree is a joint effort. She credits her husband, Gelasio, for his support and encouragement and her employer, Tri-Dim Filter Corporation, for sponsoring her degree program.

From program website-Used with Permission of Marisela Perez and the University of Virginia's School of Continuing & Professional Studies

Key Findings-Data Collection Series II

- During fall 2009, a total of 61,182 individuals between the ages of 25-64 were enrolled as undergraduates at Virginia's 4-year public, private non-profit, and private for-profit institutions.
- The majority of growth in adult enrollment occurred within programs at Virginia's private non-profit (especially Liberty University) and for-profit institutions.
- Individuals age 25-34 represent 57% (35,110) of the total working-age adult undergraduate Fall 2009 enrollment in institutions.
- Females represent 57% of total public and private nonprofit Fall 2009 undergraduate enrollment (Age 25-64). Females also represent the majority of working-age adult enrollment at private for-profit institutions, accounting for 62% (12,051) of total fall 2009 enrollment.
- Most working-age adults attend public and private non-profit institutions as part-time students. This trend is reversed for the private for-profit sector where most adults (average 82%) attend as full-time students.

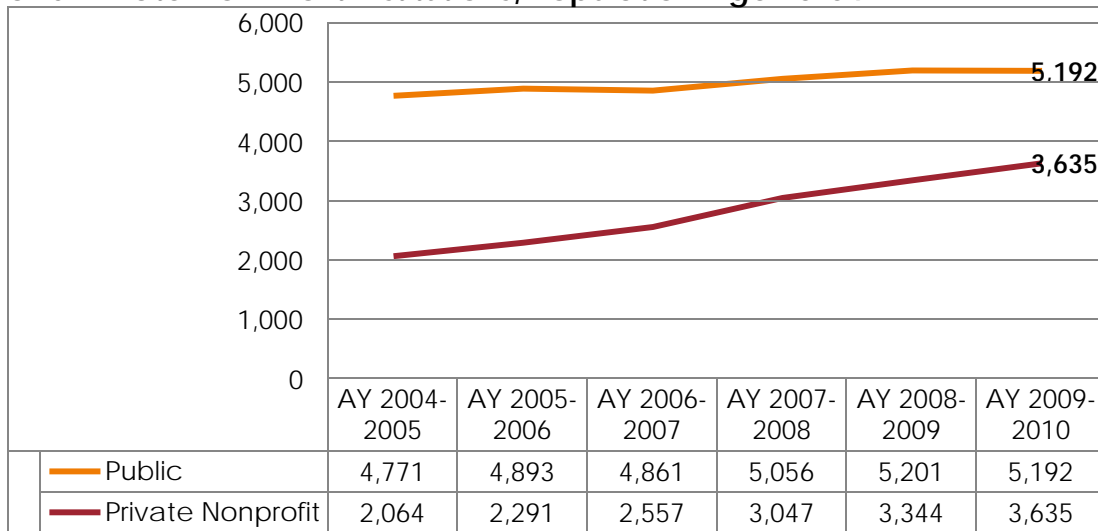
Data Collection Series III: Working-Age Adult Bachelor Degree Completions

Virginia Trends

During academic year 2009-2010, a total of 8,827 individuals age 25-64 completed a bachelor’s degree at a four-year public or private non-profit institution in Virginia. Of this total, 5,192 individuals age 25-64 completed a bachelor’s degree at a public institution, accounting for 16.2% of all degrees conferred by public institutions in academic year 2009-2010 (31,969). A total of 3,635 individuals age 25-64 completed bachelor degrees at Virginia’s private non-profit institutions during academic year 2009-2010, which represents 32.8% of 2009-2010 graduates of any age (11,085).

Public and private institutions differed significantly in the proportion of 25-64 year old students who are Virginia residents, with fully 91% of completers at public institutions being ‘in-state’ (4,749). In contrast, only 50% of students at private non-profit institutions were considered ‘in-state’ (see Appendix page A148 Charts XIII and XIV). A large factor in this difference is the greater availability of online and distance learning options at certain private non-profit institutions. Comparable data for private for-profit institutions is unavailable.

Chart 20: Bachelor Degree Completions AY 2004-2009: Virginia’s 4-Year Public and Private Non-Profit Institutions, Population Age 25-64¹



SCHEV.

¹ Source: SCHEV degree completions. Academic year completions only.

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

Subject of Study- Virginia Institutions

As defined by the National Center for Education Statistics (NCES) Classification of Instructional Program (CIP) system, the most common majors/occupational fields for which students age 25-64 received their degree at public institutions were Business Management/Marketing, Health and Related Clinical Sciences, Social Sciences, Multi/Interdisciplinary Studies, and Engineering, respectively. These five subject areas represented 55% of all completions at Virginia's 4-year public institutions by working age students, with Business Management/Marketing alone accounting for 18%.

Business Management/Marketing was the most popular subject area for individuals age 25-64 at Virginia's private non-profit institutions as well, representing 27% of all completions. Multi/interdisciplinary Studies (including the Bachelor of Individualized or Interdisciplinary studies common to many adult degree completion programs), Health and Related Clinical Sciences, Philosophy and Religious studies, and Psychology round out the top five subject areas at private non-profit institutions. Together, these five subject areas account for 78% (2,840) of all bachelor degree completions for individuals age 25-64 at Virginia's private non-profit institutions.

Table 6: AY 2009-2010 Completions, by CIP: Virginia's 4-Year Public Institutions²

	Total Completions
Computer and Information Sciences and Support Services	123
Education	143
Engineering	289
Engineering Technologies/Technicians	93
Foreign Languages, Literature, and Linguistics	44
Family/Consumer/Human Sciences	24
Legal Professions and Studies	3
English	250
Liberal Arts/General Studies/Humanities	198
Biological and Biomedical Sciences	208
Math/Statistics	43
Multi/Interdisciplinary Studies	421
Parks/Rec and Leisure Studies	26
Philosophy and Religious Studies	46
Physical Sciences	82
Psychology	274
Security and Protective Services	143
Public Administration/Social Service	77
Social Sciences	461
Visual and Performing Arts	264

² Source: SCHEV degree completions. Academic year completions only.

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

	Total Completions
Health and Related Clinical Sciences	762
Business Management/Marketing	909
History	158
Other	150
TOTAL	5,192

SCHEV. AY 2009-2010

Table 7: AY 2009-2010 Completions, by CIP: Virginia's 4-Year Private Non-Profit Institutions³

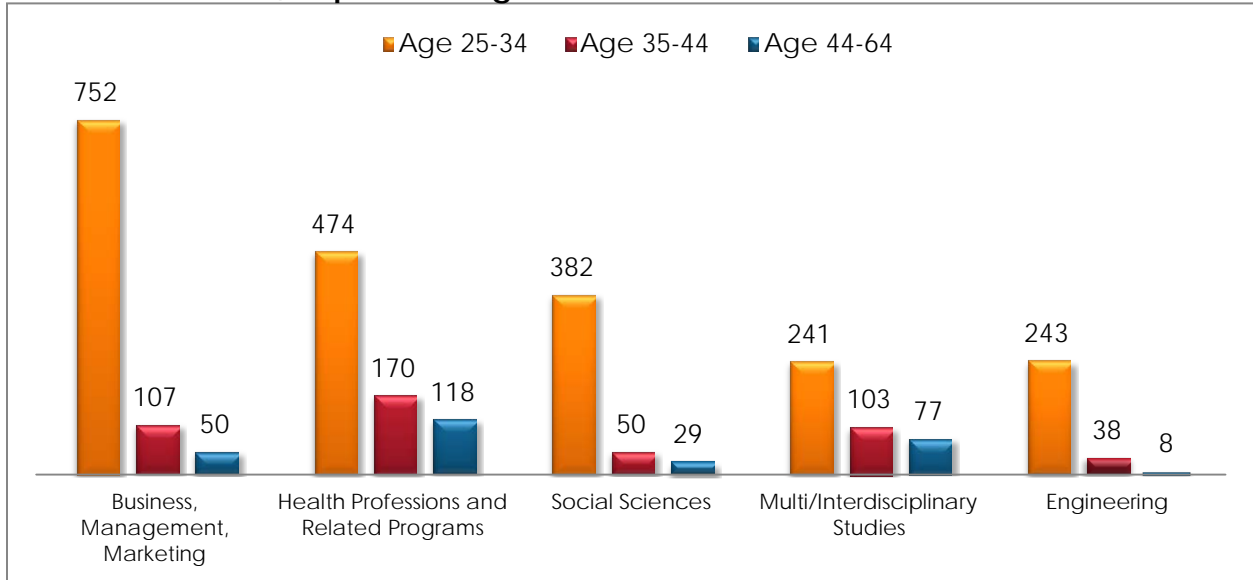
	Total Completions
Communications Technologies/Technicians	4
Computer and Information Sciences	30
Education	92
Engineering	2
Foreign Languages/Linguistics	9
Family/Consumer/Human Sciences	11
Legal Professions and Studies	10
English	40
Liberal Arts/General Studies/Humanities	66
Biological and Biomedical Sciences	45
Math/Statistics	8
Multi/Interdisciplinary Studies	563
Parks/Rec and Leisure Studies	28
Philosophy and Religious Studies	432
Theology and Religious Vocations	36
Physical Sciences	4
Psychology	417
Security and Protective Services	132
Public Administration/Social Service	21
Social Sciences	90
Transportation and Materials Moving	4
Visual and Performing Arts	63
Health and Related Clinical Sciences	459
Business Management/Marketing	969
History	42
Other	58
Total	3,635

SCHEV. AY 2009-2010

³ Source: SCHEV degree completions. Academic year completions only.

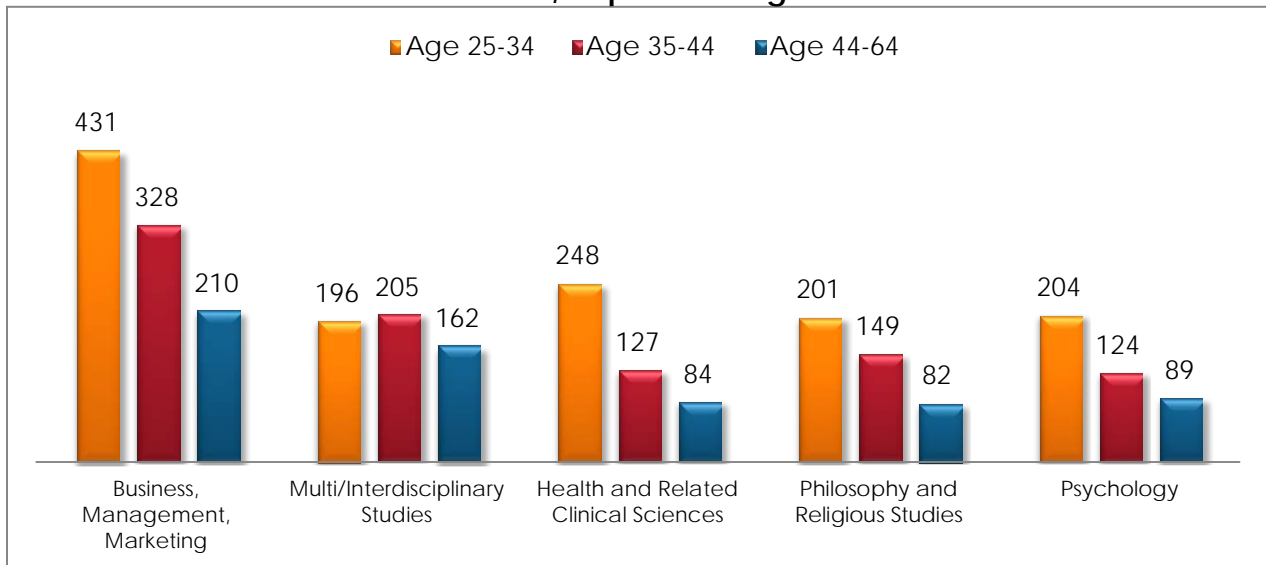
Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

Chart 21: AY 2009-2010 Completions, by CIP and Age Category: Virginia's Public 4-Year Institutions, Population Age 25-64⁴



SCHEV. AY 2009-2010

Chart 22: AY 2009-2010 Completions, by CIP and Age Category: Virginia's Private Non-Profit 4-Year Institutions, Population Age 25-64⁵



SCHEV. AY 2009-2010

⁴ Source: SCHEV degree completions. Academic year completions only.

⁵ Source: SCHEV degree completions. Academic year completions only.

Key Findings- Data Collection Series III

- During Academic Year (AY) 2009-2010, a total of 8,827 individuals age 25-64 completed a bachelor's degree at Virginia's public and private non-profit institutions. Of this total, 58% of students received their degree from a public institution.
- In-state, Virginia residents accounted for 91% of public bachelor degree completions for adults age 25-64, as compared to 50.2% of private non-profit completions.
- Business Management/Marketing was the most popular subject of study for students age 25-64.

Data Collection Series IV: Affordability

National Trends

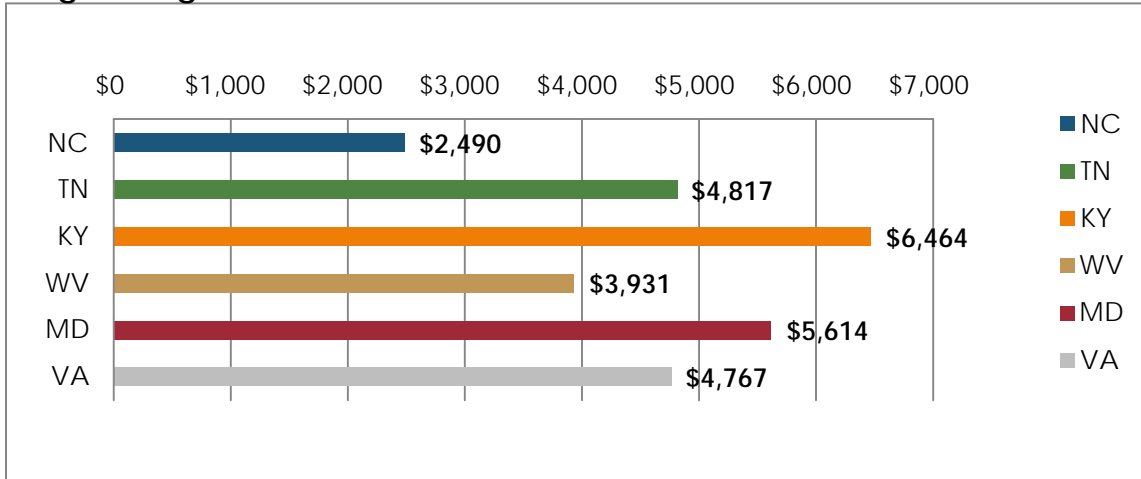
According to a 2011 survey by the Pew Research Center, 75% of Americans age 18 and older said that college was financially “out of reach for most people.” Results of this survey indicated that the “belief that college has become prohibitively expensive is shared across class and race lines, among Americans of all income levels, by those who went to college and those who didn’t.”¹ Since 1980, the cost of a college education at both public and private institutions has roughly tripled in inflation-adjusted dollars. For example, the average tuition and fees for in-state undergraduate students at a public four year university was \$7,605 in 2010, as compared to \$2,119 in 1980 (all figures adjusted to 2010 \$). Similarly, the average tuition and fees at private colleges and universities increased from \$9,535 in 1980 to \$27,293 in 2010. As a result, the typical student graduates from a four-year college with an outstanding loan balance of around \$23,000.²

Among Virginia and neighboring states, only North Carolina and West Virginia provide lower tuition rates than Virginia for full-time in-state undergraduates at public institutions. However, Virginia has the highest average tuition rates for comparable out-of-state students (See Chart XV on page A149-A152 of Appendix). Virginia is among the most expensive for average per-credit-hour rates for part-time, in-state undergraduates at public institutions, but per-credit-hour rates for out-of-state part-time students are comparable or slightly lower than those of neighboring states (See Chart XVI on page A149-A152 of Appendix.)

¹ Fischer, Karin. May 15, 2011. “Crisis of Confidence Threatens Colleges.” The Chronicle of Higher Education. <http://chronicle.com/article/Higher-Education-in-America-a/127530/> and <http://pewsocialtrends.org/2011/05/15/is-college-worth-it/#executive-summary>

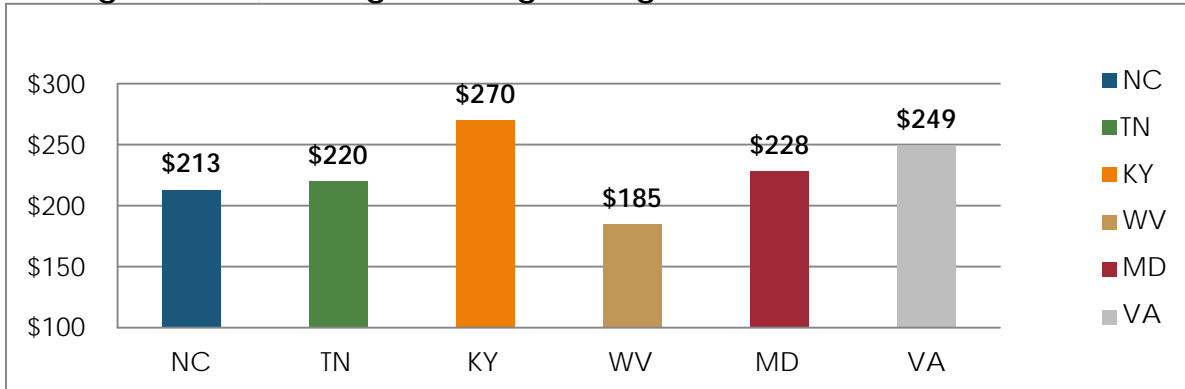
² Pew Social Trends Staff. 2011. Is College Worth It? College Presidents, Public Assess, Value, Quality, and Mission of Higher Education. May 15, 2011. Accessible online at <http://pewsocialtrends.org/2011/05/15/is-college-worth-it/#executive-summary>

Chart 23: AY 2009-2010 In-State Tuition for Full-Time Undergraduates, Average for Neighboring States' 4-Year Public Institutions



IPEDS, AY 2009-2010 (Academic Programs Only).

Chart 24: AY 2009-2010 In-State Per-Credit-Hour Charge for Part-Time Undergraduates, Average for Neighboring States' 4-Year Public Institutions



IPEDS, AY 2009-2010 (Academic Programs Only).

During academic year 2007-2008, an estimated 61.8% of undergraduates over the age of 30 received assistance (either from federal or nonfederal sources), compared to 66.3% of students age 24-29 and 66.9% for students age 15-23.³ Of those receiving assistance, 42.1% of individuals over age 30 received aid from federal sources, compared to 52.5% of individuals age 24-29 and 49.3% of students age 15-23.⁴ This data suggests that although the majority of all students

³ National Center for Education Statistics. Digest of Education Statistics: 2010. Table 349: Percentage of Undergraduates Receiving Aid, by Type and Source of Aid and Selected Student Characteristics: 2007-2008. (Most current available with age breakout). Accessible online at: http://nces.ed.gov/programs/digest/d10/tables/dt10_349.asp?referrer=report
⁴ National Center for Education Statistics. Digest of Education Statistics: 2010. Table 349: Percentage of Undergraduates Receiving Aid, by Type and Source of Aid and Selected Student Characteristics: 2007-2008. (Most current available with age breakout). Accessible online at: http://nces.ed.gov/programs/digest/d10/tables/dt10_349.asp?referrer=report

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

receive some type of assistance to pursue higher education, older students either do not seek aid or are above the threshold levels for eligibility for many aid programs.

Table 8: Average Amount of Financial Assistance, by Age/Type to Full-Time/Full-Year Undergraduates at Public Institutions (US)

	Any Aid		Grants		Loans	
	Federal	Nonfederal	Federal	Nonfederal	Federal	Nonfederal
Age 15-23	\$7,820	\$8,570	\$3,730	\$6,870	\$7,040	\$8,170
Age 24-29	\$9,140	\$5,740	\$3,560	\$3,740	\$7,130	\$6,710
Age 30+	\$8,510	\$5,310	\$3,490	\$3,520	\$6,990	\$6,320

Digest of Education Statistics, AY 2007-2008

Table 9: Average Amount of Financial Assistance, by Age/Type to Part-Time/Part-Year Undergraduates at Public Institutions (US)

	Any Aid		Grants		Loans	
	Federal	Nonfederal	Federal	Nonfederal	Federal	Nonfederal
Age 15-23	\$5,020	\$4,120	\$2,300	\$2,980	\$5,160	\$5,590
Age 24-29	\$5,520	\$3,000	\$2,480	\$1,830	\$5,220	\$4,600
Age 30+	\$5,080	\$2,680	\$2,210	\$1,860	\$5,190	\$4,640

Digest of Education Statistics, AY 2007-2008

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

Virginia Trends

During academic year 2009-2010, the statewide average full-time tuition rate at public institutions was \$4,767 for in-state students and \$17,615 for out-of-state students. The University of Virginia (\$7,496), Virginia Tech (\$6,639), and the College of William & Mary (\$6,388) were the most expensive public institutions for in-state students attending full-time. Per-credit-hour charges for part-time students at public institutions averaged \$249 for in-state students and \$693 for out-of-state students. Christopher Newport University (\$335), George Mason University (\$326), and Longwood University (\$298) had the highest per-credit-hour rates for in-state residents.

Table 10: Average Tuition for Full-Time Undergraduates - AY 2009-2010, Virginia's 4-Year Public Institutions⁵

	In-State	Out-of-State
Christopher Newport University	\$4,380	\$12,082
College of William & Mary	\$6,388	\$26,180
George Mason University	\$5,840	\$21,824
James Madison University	\$3,734	\$15,506
Longwood University	\$4,680	\$13,590
Norfolk State University	\$2,952	\$15,011
Old Dominion University	\$3,516	\$13,236
Radford University	\$4,396	\$14,060
The University of Virginia's College at Wise	\$3,586	\$15,714
University of Mary Washington	\$3,554	\$15,282
University of Virginia	\$7,496	\$29,054
Virginia Commonwealth University	\$5,253	\$18,477
Virginia Military Institute	\$5,500	\$23,048
Virginia Tech	\$6,639	\$19,522
Virginia State University	\$3,584	\$11,646
TOTAL- AVERAGE TUITION	\$4,767	\$17,615

IPEDS. AY 2009-2010- Academic Programs.

⁵ Source: IPEDS. Tuition and fees for undergraduate students-academic programs: 2009-2010. Figures include both fall and spring semester tuition and fees.

Table 11: Per-Credit-Hour Charge for Part-Time Undergraduates - AY 2009-2010, Virginia's 4-Year Public Institutions⁶

	In-State	Out-of-State
Christopher Newport University	\$335	\$665
College of William & Mary	\$240	\$880
George Mason University	\$326	\$992
James Madison University	\$124	\$517
Longwood University	\$298	\$608
Norfolk State University	\$260	\$662
Old Dominion University	\$236	\$651
Radford University	\$288	\$690
The University of Virginia's College at Wise	\$153	\$666
University of Mary Washington	\$249	\$737
University of Virginia	\$250	\$550
Virginia Commonwealth University	\$221	\$772
Virginia Military Institute	Not Applicable	
Virginia Tech	\$282	\$814
Virginia State University	\$218	\$492
TOTAL- AVERAGE PER-CREDIT CHARGE	\$249	\$693

IPEDS. AY 2009-2010- Academic Programs

The average full-time tuition rate for private non-profit institutions in Virginia is \$22,306, with the highest rates at the University of Richmond (\$40,010), Washington & Lee University (\$37,990), and Hampden-Sydney College (\$29,518). The statewide average per-credit-hour charge for part-time undergraduate students was \$732. The University of Richmond (\$2,000), Roanoke College (\$1,375), and Washington and Lee University (\$1,267) had the highest per-credit-hour charges for part-time students at private non-profit institutions (see Table 12).

Table 13 provides an overview of full-time tuition rates and per-credit-hour charges for 22 private for-profit institutions in Virginia. The average full-time tuition rate for this sector during academic year 2009-2010 was \$16,126. Sanford-Brown College (\$43,028) and The Art Institute of Washington (\$22,656) had the highest rates for the sector, while National College –Salem (\$8,028) had the lowest. The statewide average per-credit-hour charge for part-time undergraduate students was \$430.

⁶ Source: IPEDS. Tuition and fees for undergraduate students-academic programs: 2009-2010

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

Table 12: Average Tuition for Full-Time Undergraduates and Per-Credit-Hour Charges for Part-Time Undergraduates - AY 2009-2010, Virginia's 4-Year Private Non-Profit Institutions

	Full-Time Avg. Tuition	Part-Time Avg. Per-Credit-Hour Charge
Averett University	\$21,112	\$360
Averett University-Non-Traditional Program	\$7,680	\$320
Bluefield College	\$17,250	\$520
Bridgewater College	\$24,500	\$825
Eastern Mennonite University	\$24,120	\$1,010
Emory and Henry College	\$24,880	\$995
Ferrum College	\$23,520	\$470
Hampden-Sydney College	\$29,518	NA
Hampton University	\$15,464	\$390
Hollins University	\$27,550	\$860
Jefferson College of Health Sciences	\$17,740	\$515
Liberty University	\$15,992	\$533
Lynchburg College	\$27,980	\$390
Mary Baldwin College	\$24,370	\$420
Marymount University	\$22,370	\$725
Randolph College	\$27,920	\$1,165
Randolph-Macon College	\$28,397	\$1,052
Regent University	\$11,160	\$465
Roanoke College	\$28,734	\$1,375
Saint Paul's College	\$11,880	\$495
Shenandoah University	\$23,850	\$695
Southern Virginia University	\$17,000	\$950
Sweet Briar College	\$28,860	\$760
University of Richmond	\$40,010	\$2,000
Virginia Intermont College	\$23,373	\$231
Virginia Union University	\$12,680	\$422
Virginia University of Lynchburg	\$4,000	\$167
Virginia Wesleyan College	\$26,976	\$1,124
Washington and Lee University	\$37,990	\$1,267
TOTAL-AVERAGE TUITION	\$22,306	\$732

IPEDS. Tuition and fees for undergraduate students-academic programs: 2009-2010

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

Table 13: Average Tuition for Full-Time Undergraduates and Per-Credit-Hour Charges for Part-Time Undergraduates - AY 2009-2010, Virginia's 4-Year Private For-Profit Institutions

Institution Name	Average Tuition for Full-Time Undergraduates	Average Per-Credit-Hour Charge for Part-Time Undergraduates
Argosy University-Washington D.C.	\$18,360	\$510
Bryant and Stratton College-Richmond	\$14,670	\$489
Bryant and Stratton College-Virginia Beach	\$14,670	\$489
Centura College	Not Available	Not Available
DeVry University-Virginia	\$14,080	\$550
ECPI College of Technology	\$11,725	\$366
ECPI Technical College	\$11,725	Not Available
ECPI Technical College	\$11,725	Not Available
ITT Technical Institute-Chantilly	\$16,848	\$468
ITT Technical Institute-Norfolk	\$16,848	\$468
ITT Technical Institute-Richmond	\$16,848	\$468
ITT Technical Institute-Springfield	\$16,848	\$468
National College-Salem	\$8,028	\$223
Potomac College	\$16,020	\$445
Sanford-Brown College	\$43,028	\$335
Stratford University	\$13,770	\$340
The Art Institute of Washington	\$22,656	\$472
The Art Institute of Washington-Northern Virginia	\$22,656	\$472
University of Phoenix-Northern Virginia Campus	\$10,032	Not Available
University of Phoenix-Richmond Campus	\$10,032	Not Available
Westwood College-Annandale	\$14,043	\$377
Westwood College-Arlington Ballston	\$14,043	\$373
TOTAL AVERAGE	\$16,126	\$430

IPEDS. AY 2009-2010. Academic Programs Only. Data reflects only institutions reporting to IPEDS during this time period.

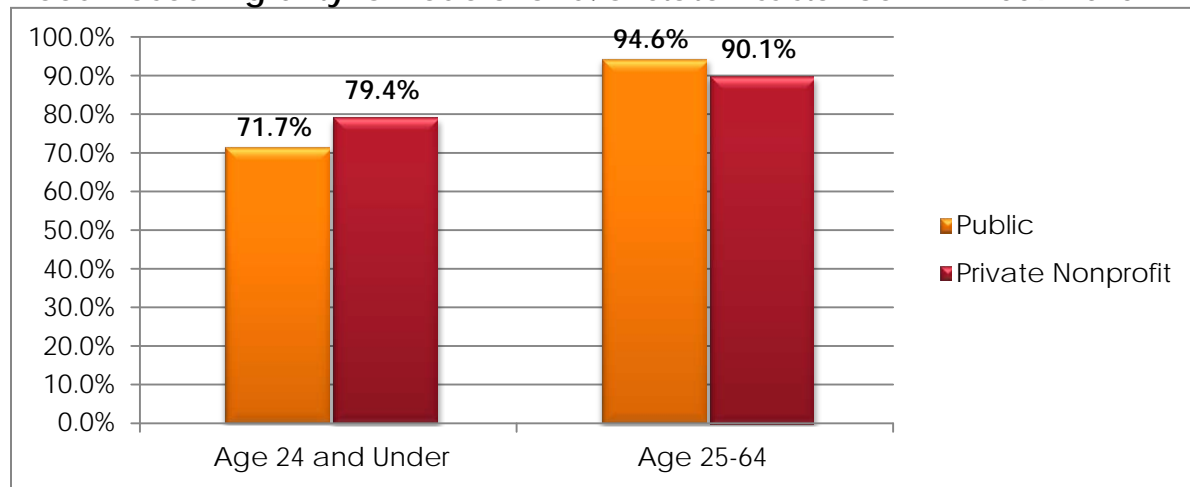
Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

Financial Need

During academic year 2009-2010, 13,305 students age 25-64 enrolled at 4-year public Virginia institutions completed a Free Application for Federal Student Aid (FAFSA) form, representing 67% of total undergraduate age 25-64. Of these students completing the FAFSA, 94.6% were determined to be eligible for federal and/or state need-based assistance.⁷

Only 43% of individuals age 25-64 completed FAFSA forms at 4-year private non-profit Virginia institutions (9,407 students). Of these students, 8,474 (90.1%) were eligible for federal and/or state need-based assistance. Comparable data is unavailable from SCHEV for private for-profit institutions.

Chart 25: % of Undergraduate Population Submitting FAFSA Forms Demonstrating Need-Based Eligibility for Federal and/or State Assistance - AY 2009-2010⁸



SCHEV- Academic Year 2009-2010

Financial Assistance Resources

The following tables provide an overview of federal and state financial assistance resources. In addition to the programs listed below, many colleges and universities offer institutional merit and need-based assistance opportunities, including several specifically targeted to adult and nontraditional students.

⁷ Financial need is defined as the difference between the Budget (NB-6) and Total Family Contribution Used.

⁸ SCHEV. Need-based financial aid.

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

Table 14: Federal Financial Assistance Resources - As of October 2011

	Program Title	Eligibility	Award Amount
Grants	Federal Pell Grant	-U.S. Citizen or eligible noncitizen -Demonstrate financial need -Undergraduate	-Depends on program funding, cost of attendance, Expected Family Contribution, and Attendance status. <u>Max</u> Pell Grant award for 2011-2012 is \$5,500.
	Federal Supplemental Education	-U.S. Citizen or eligible noncitizen -Financial need and recipient of a Pell Grant -Undergraduate enrolled at least half-time at qualifying college	-Depends on amount of funds college has to award, and Attendance status. <u>Average award is</u> usually between \$100 and \$4,000.
Loans	Federal Perkins Loan	-U.S. Citizen or eligible noncitizen -Undergraduate or graduate student enrolled at least half-time at a qualifying college -Demonstrate sufficient financial need	-Undergraduate students: \$5,500 per year, up to a maximum of \$27,500.
	Federal Stafford Loan (Subsidized and Unsubsidized)+	-U.S. Citizen or eligible noncitizen -Undergraduate or graduate student enrolled at least half-time at a qualifying college -To receive a subsidized loan, demonstrate sufficient financial need	-Varies based on dependent or independent status. For independent students, award based on a scale with class year; aggregate undergraduate borrowing limit is \$57,500 with a maximum of \$23,000 in subsidized loans
Other	Teach Grants, Work-study, and Federal Plus Loan		

Source: ECMC. *Opportunities: 2011-2012 Preparing for higher education guide and workbook*

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

Table 15: State Financial Assistance Resources - As of October 2011

	Program Title	Eligibility	Award Amount
General	Academic	-VA Resident	-In-state tuition rate of host state is charged
	Common Market (attending non-VA college)	-Eligible degree programs at participating SREB member public institutions	
	Virginia Tuition Assistance Grant Program	-VA Resident -Full-time enrollment at participating Virginia private colleges	-Maximum 2011-2012 annual award is \$2,650
Need-Based	College Scholarship Assistance Program	-VA Resident -Extreme financial need -Participating public and private VA institutions	-Varies from \$400-\$5,000 based on need
	Senior Citizens Tuition Waiver	-VA Resident -Age 60+ /income limitations -VA public institutions	-Waiver of tuition and required fees
	Virginia Commonwealth Award	-VA Resident -Financial need -VA public institutions	-Varies; based on need, up to tuition/fees
	Virginia Part-time Assistance Program	-VA Resident -Financial need -VCCS institutions	-Varies
	Need-Based and Merit	Granville P. Meade Scholarship	-VA Residents -Complete high school in VA -Financial need and competitive selection -VA colleges
2-year College Transfer Grant Program		-VA Residents -Completers of Associate degrees at VA public 2-year institutions -Financial need -3.0 GPA -Participating VA 4-year institutions	-\$1,000 annual award -Additional \$1,000 for students enrolled in specified degree programs
Virginia Guaranteed Assistance Program		-Financial need -Full-time enrollment -Some merit -VA residents -VA public institutions	-Varies based on need -Up to tuition/fees and books
Other		Child Care Provider Scholarship Program, Virginia Military Survivors and Dependents Education Program, Foster Children Program, Virginia Department of Disability Services, Lee-Jackson Scholarship, Soil Scientist Program, Southside Tobacco Loan Forgiveness Program, Southwest Burley Tobacco Scholarship, State Cadetship, VDOT Civil Engineering Scholarship Program, Virginia National Guard Tuition Assistance Program, Virginia Nursing Scholarship Program, Virginia Space Grant Consortium, Virginia Teacher Scholarship/Loan Program, Virginia Vocational Scholarship Program for Shipyard Workers	

Source: ECMC. *Opportunities: 2011-2012 Preparing for higher education guide and workbook*

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

Financial Assistance Awards

During academic year 2009-2010, a total of 6,678 federal grant awards were made to working-age adult undergraduates at Virginia's 4-year public institutions. These grant awards amounted to a total of \$24,377,291. In comparison, 3,833 federal grants were awarded to working-age adult undergraduates at private non-profit institutions in Virginia, totaling \$13,490,709.

Federal loan awards for the comparable population and timeframe show that a total of 8,687 awards were given to undergraduate students at 4-year public institutions, tallying \$75,144,501. Within the private non-profit sector, a total of 5,457 loan awards were given to working-age adult undergraduates, reflecting a total of \$43,954,154. Comparable data is unavailable for private for-profit institutions.

Table 16: Total Value of Awards AY 2009-2010 to Undergraduate Students Age 25-64⁹

	Federal Grants		Federal Loans	
	# of Awards	Total Value of Awards (\$)	# of Awards	Total Value of Awards (\$)
Public	6,678	\$24,377,291	8,687	\$75,144,501
Private Non-profit	3,833	\$13,490,709	5,457	\$43,954,154
TOTAL	10,511	\$37,868,000	14,144	\$119,098,655

SCHEV. AY 2009-2010

⁹ SCHEV. AY 2009-2010 Financial Assistance Awards by Award Source.

Key Findings- Data Collection Series IV

- Virginia's public institutions rank well for affordability to full-time students; however, these institutions have higher per-credit-hour rates for part-time students when viewed in comparison to neighboring states.
- An estimated 66-68% of adult students at Virginia's public institutions submit FASFA forms, compared to only 43% of adult learners at private non-profit institutions.
- In total, over \$37.8 million of federal grants were awarded to adult undergraduate students at Virginia's public and private non-profit institutions during AY 2009-2010.
- Federal loan awards to adult undergraduate students at Virginia's public and private non-profit institutions were in excess of \$119 million during AY 2009-2010.
- A total of 2,270 awards of Virginia Tuition Assistance Grants were awarded to working-age adult undergraduate students during AY 2009-2010, reflecting a total value of \$5.8 million.

Student Success Story

Mary Baldwin College, Adult Degree Program



"ADP is perfect for busy, working adults. I completed my degree in just less than three years and graduated in May 2010. It is a wonderful program with wonderful staff and professors who are more than willing to help you accomplish your educational goals. I strongly recommend that anyone looking to start or finish working on their degrees consider ADP."

–Curtis Jones

Section B: Adult Bachelor Degree Completion - Influencing Factors for Success and Promising Approaches

For the past several decades, research foundations, policy makers and higher education institutions have been searching for new, innovative ways of improving adult postsecondary education programs and outcomes. The following section presents examples of programs from other states that include elements that Virginia stakeholders may seek to integrate into Virginia's postsecondary education system. Some examples highlight statewide policies, while others detail examples of programs at individual higher education institutions that may be replicated on a broad scale throughout the state. These strategies fall into three basic categories: affordability, accessibility and flexibility of program offerings, and outreach and marketing. Although these categories often overlap, they provide a basic framework to focus efforts to increase adult credential attainment.

Affordability

Includes Information for Scholarships and Need-Based Funding, Funding for Part-Time Students, Private-Public Partnerships and Work Study Programs

- Higher Education Adult Part-Time Student (HEAPS) Grant Program
This West Virginia program provides financial support to students who demonstrate financial need and wish to continue their postsecondary education on a part-time basis. Participating institutions include community colleges, state colleges and universities, as well as independent colleges and universities. Award recipients are selected by these institutions based on their eligibility and available funds, with awards calculated based on per-credit-hour tuition rates at the students' institutions. Additional aid awards through the workforce development system can be added for students who are enrolled in approved programs that complement West Virginia Development Office initiatives for targeted industries or employers.

To learn more, please visit:

https://secure.cfww.com/Financial_Aid_Planning/Scholarships/Scholarships_and_Grants/WV_HEAPS_Grant.aspx

- Tennessee Education Lottery Scholarships
Tennessee offers numerous lottery scholarship options that address the needs of various populations. In addition to traditional scholarships for those just leaving high school, the Tennessee HOPE Scholarship targets non-traditional students who are age 25 or older, and are enrolling "as an entering freshman in an eligible postsecondary institution or have not been enrolled for at least two (2) years after last attending any

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

postsecondary institution." There is also the Wilder-Naifeh Technical Skills Grant for those enrolled in a certificate or diploma program at a Tennessee Technology Center (see below). The Lumina Foundation has examined Tennessee's Education Lottery Program and has offered suggestions for improvement. Suggestions include allowing scholarship money to be used for summer courses and capping aid at 120-credit hours, thereby speeding up the matriculation process.

To learn more about Lumina's suggestions for improving scholarship guidelines or to see all Tennessee Lottery Scholarships, please go to:

http://www.luminafoundation.org/about_us/president/speeches/2011-03-16-testimony.html and http://www.tn.gov/collegepays/mon_college/lottery_scholars.htm

- Tennessee Loan Forgiveness Programs

To address growing workforce needs, Tennessee offers Loan Forgiveness Programs for those interested in careers in rural medicine and for teachers who wish to further their study of math and science. Both programs offer a set sum of tuition assistance per term and a maximum amount of assistance per program. The loans are cancelled when participants have worked a designated amount of time in their field of study. Time required to fulfill obligations depends on how many years students spent in their program. Medical students, for instance, must work one year in a Tennessee health resource shortage area for each year of funding in the program.

To learn more: http://www.tn.gov/collegepays/mon_college/lottery_scholars.htm

- Florida Work Experience Program (FWEP)

FWEP is a need-based scholarship program "providing eligible Florida students work experiences to complement and reinforce their education and career goal." The postsecondary institution determines an applicant's eligibility, number of work hours per week, and the award amount. Students receive funding directly from the employer. Students must enroll for and receive a minimum of six credit hours per term for associate or baccalaureate degree programs, or no less than half-time for career certificate programs. Student must also maintain a cumulative grade point average of 2.0 on a 4.0 scale.

More information can be found at:

<http://www.floridastudentfinancialaid.org/SSFAD/factsheets/FWEP.htm>

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

Accessibility

Includes Information for Incentives to Higher Education Institutions, Accelerated Learning, Easier Transfer Policies, Alternative Learning Centers, Prior Learning Assessment, Support Counseling and Services, ESL Best Practices, and Flexibility of Course Offerings – Tailoring programs to workforce and adult population needs, Commissioned Programs for Specific Employers, Applied-Degrees, Accelerated Learning, Distance Learning, Evening Courses, Clear Road Maps to Degree Completion

Incentives to Higher Education Institutions

- Tennessee Higher Education Commission Outcome-Based Funding
The Tennessee Higher Education Commission has designed an outcomes-based funding formula for institutions of higher education. The Commission expects the new formula to provide incentives for productivity, including student retention, degree production, transfer activity, student access, and adult enrollment. The formula will be tailored to reflect the emphasis of each institution's mission. The formula includes a set of outcome measures: number of degrees attained, level of transfer activity, student retention rate, etc. The commission compiles data on those outcomes from Statutory Reports, Institution Operating Budgets, and the Tennessee budget.

Institutions are awarded points, which are calculated by multiplying standardized (scaled) outcome data by weights that each institution determines based on their mission. The total points multiplied by the Average Southern Regional Education Board Salary provides the outcomes-based funding portion of an institution's budget, which is added to a number of fixed costs to determine the total funding for a given institution.

For more information, please visit:

http://www.state.tn.us/thec/Divisions/Fiscal/funding_formula_presentation.html

- Tennessee's Race to the Top Program
Tennessee initiated the Race to the Top Program with federal funding to provide higher education institutions with funding resources so that they may act as "programmatic and fiscal managers for numerous programs." These programs will address educational and workforce needs in the state. For example, the Tennessee Higher Education Commission recently distributed a portion of the Race to the Top funds to higher education institutions to provide professional development to K-12 teachers in Science, Technology, Engineering, and Math (STEM) fields. These institutions have partnered with local school systems "to deliver targeted professional development to meet local needs."

For more information, please visit: <http://www.tn.gov/thec/>

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

Accelerated Learning Programs and Facilitating Easier Transfers

- The Complete College Tennessee Act
The Complete College Tennessee Act has set the 2010-2015 public agenda for Tennessee's higher education system, emphasizing increased connectivity between institutions so that students may more easily transition between them. Under the act, the Tennessee Higher Education Commission is charged with "developing a university parallel program consisting of 60 credit hours that allow a student to transfer from a community college as a junior." In doing so, THEC will create a common course numbering system for all community colleges and develop dual admissions policies "to allow applicants who meet the admissions requirements of both a community college and a university to be admitted to both institutions simultaneously." Finally, the act calls for the development of a comprehensive community college system "to be managed as a unified system."

To learn more, please see:

http://www.tn.gov/thecc/completingcollege/tn/ccta_summary.html.

- Jobs for the Future (JFF) – Breaking Through
Jobs for the Future consists of partnering community college systems in Kentucky, North Carolina, and Michigan, which work to modify adult remedial education programs in order to increase and accelerate completion rates for "low-skilled adults" in occupational-technical credential programs. This program uses four key strategies to develop career and college pathways for students to complete their studies. These modifications to existing programs include the following components:
 - **Accelerated Learning:** Using assessment tools, restructured curricula, targeted instruction, contextualization, and changing delivery methods and content so that students can meet their goals faster
 - **Comprehensive Support Services:** Make academic, economic, and social support services easily accessible to students
 - **Labor Market Payoffs:** Connect course content with the workplace and connect students with actual employers and workplace
 - **Aligning Programs for Low-Skilled Adults:** Coordinate college and remedial programming so that students have a better understanding of the pathways to and through college-level degree programs

To promote adult education program development in higher education institutions, the Breaking Through program also identifies and disseminated information about state-level policies that support these types of programs. In conjunction with the Breaking Through program, JFF has also

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

initiated a Developmental Education initiative outlining the state policy framework used to encourage such programs as Breaking Through. Policy suggestions include financial and policy incentives for innovative remediation curriculum.

To learn more about Breaking Through, please see:

<http://www.jff.org/projects/current/workforce/breaking-through/20>

For information on the Developmental Education Initiative, go to:

<http://www.jff.org/policy/state/developmental-education-initiative-state>

- Ivy Tech Community College in Indiana

This community college has 23 campuses throughout Indiana and specializes in accelerated remedial and technical programming to prepare students for Indiana's workforce. Ivy Tech has numerous flexible offerings: online and evening remedial courses; dual credit courses that go simultaneously towards a GED and higher degree; programs tailored for mid-career professionals (e.g. Associate of Science in Nursing); a *College for Working Adults* that offers eight-week courses instead of the traditional 16-weeks, and; contracts with employers to conduct customized training and assessments of particular jobs.

With aid from the Lumina Foundation, Ivy Tech's most recent innovation is a one-year associate's degree pilot program. The goal of the program is to increase the number of graduates by speeding up the matriculation process and decreasing the financial burden on students, two key components to retaining at-risk student populations. In this program, a cohort of students takes classes on campus each weekday from 8 a.m. to 5 p.m. The program covers the cost of books, fees and tuition, as well as a weekly stipend for transportation and food. Currently, the pilot program targets graduating high school students; however, supporters of the program are looking to future programs that target unemployed workers.

For more information, please visit: <http://www.ivytech.edu/workforce-solutions/> and

<http://chronicle.com/article/Experiment-at-Ivy-Tech-a/65221/>

- Skill Up Kentucky

Kentucky has strengthened partnerships between adult education programs and community colleges in the state through projects like Skill Up Kentucky. This expanding pilot project helps adult learners update their professional soft skills sets. Upon completion of the program, students receive their GED, National Career Readiness Certificate, Microsoft digital literacy certifications, college credit in "the contextualized field of study," and the option to make a smooth transition to postsecondary education.

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

To learn more, please see: <http://p20.education.uky.edu/labs/ccrlab/skill-up-kentucky/>

Alternative Learning Centers

- Tennessee Technology Centers

Tennessee's 26 Technology Centers are independent institutions that provide easier access to workforce development training throughout the state. These centers offer affordable technical training through certificate and diploma programs in over "50 distinct occupational fields as well as customized training for business and industry." During these programs, students work in cohort groups through accelerated course-work and receive financial aid through Tennessee's Lottery Scholarship program. Remedial education is also integrated into the regular curriculum to guarantee competent accelerated learning. The Bill & Melinda Gates Foundation has referred to these centers as "a potential model for community colleges to improve completion rates."

To see a listing of these centers and their specific programs, please visit: <http://www.tbr.edu/schools/default.aspx?id=2654>

Prior Learning Assessment

- Wisconsin Prior Learning Assessment (PLA) Pilot Program

The University of Wisconsin System Administration is expanding its prior learning assessment capabilities across its 14 institutions. Currently two key planning committees, Academic Planning/Policy Task Force and Implementation Advisory Committee, are leading the push to implement the pilot program in several two- and four-year institutions, focusing chiefly on portfolio and examinations as the means of assessment. Key considerations for expanding the PLA program statewide are:

- Developing comprehensive PLA policies/practices including transfer policies.
- Training academic advisors on PLA. Many faculty and administrative staff have already attended workshops and online PLA certification programs conducted by the Council for Adult and Experiential Learning.
- Emphasizing the benefits of PLA to faculty and staff particularly in terms of learner outcome.
- Expanding department-level exams/test banks.
- Engaging employers around employees who use PLA.
- Marketing PLA to target populations.

To learn more, visit: <http://www.wisconsin.edu/audit/Credit4PriorLearn.pdf> and <http://www.adultcollegecompletion.org/content/wisconsin-prior-learning-assessment-expansion>

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

- Pennsylvania Prior Learning Assessment (PLA) Consortium

Developed by the Pennsylvania Department of Education, the PLA Consortium is establishing a statewide prior learning assessment initiative by inviting higher education institutions to become pledged members of the consortium. A brochure outlining the benefits of PLA to schools was sent out to all Pennsylvania schools. The Consortium offers members free advertising for their institutions to adult learners on the PLA website, an information network describing PLA best practices, and a common set of requirements that will align all member institutions within Pennsylvania, allowing for easier credit transfers.

For more information, go to:

http://www.portal.state.pa.us/portal/server.pt/community/prior_learning_assessment/13463

- Edinboro University of Pennsylvania

The PLA program at Edinboro University is run through the Commuter/Non-Traditional Student Services office and uses various methods to assess students' extra-institutional learning for college-level credit. Edinboro offers Competency/Challenge Exams including chiefly College Level Examination Program (CLEP) examinations but also Advanced Placement (AP) and DANTES Subject Standardized Tests (DSST) exams. The University has developed a portfolio evaluation process in order to award "life experience credits." Edinboro has also made some effort to evaluate external training programs in the region, such as nurse training programs, in order to award block credits to any student coming from those programs.

To learn more, see the Edinboro University website:

http://www.edinboro.edu/departments/adult_services/accelerated_means_of_earning_credits.dot?host_id=1

Support Counseling and Services

- Kentucky Higher Education Assistance Authority- Adult Learners

The Kentucky Higher Education Assistance Authority provides an online source for prospective students to access higher education resources, similar to the resources available in Virginia. The notable feature of the KHEAA website is the separate section for 'adult learners.' This portion of the site is designed for the specific needs of adults returning to the education system, including information on remedial coursework, distance learning, academic and career counseling, and financial aid programs. This site provides an example of how Virginia might 'repackage' existing online resources to target the 'adult learner' audience.

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

For more information, visit: <http://www.kheaa.com/website/kheaa/adults?main=2>

- Oregon's Pathways Statewide Initiative

This initiative is the result of participation in the National Governor's Association (NGA) Pathways to Advancement Initiative. The Pathways Statewide Initiative partners several institutions, including 17 community colleges, the Oregon Department of Education, Employment Department, and local Workforce Development Boards in order to "transform Oregon's education systems to focus on helping youth and adults attain degrees, certificates, and credentials that lead to demand occupations, increased wage gain, and lifelong learning." Through this program, community colleges develop Career Pathways programs that address the needs of local employers and workforce demand in their regions. They have created online occupational roadmaps that provide students with information and counseling to achieving expertise in high demand industries in their area of residence.

For more information: <http://www.worksourceoregon.org/index.php/career-pathways/113-about-oregon-statewide-pathways-initiative>

- Indiana: Purdue University Span Plan

Similar to KHEAA's tailoring of web-based information for adult learners, Purdue University offers student services tailored to adult students who are returning to Purdue after an absence, or transferring from other state colleges. Purdue defines 'adult students' as:

- a student who experienced a minimum three year break between completing high school and attending higher education
- a student who experienced an interruption of two or more years while pursuing higher education
- a student who is married and/or a parent

These students may require different advice and resources than your 'typical' undergraduate. Services include individualized advising, career assessment and counseling, resume development, and access to unique grant and scholarship programs.

For more information, please visit: <http://www.purdue.edu/odos/spanplan/services.php>.

ESL Best Practices

- A policy document for the California Community College Practitioners, "*Promising Practices for Transitioning Students from Adult Education to Postsecondary Education*," offers several suggestions for improving ESL student retention and continuation to postsecondary degree programs. Among them are:
 - A highly qualified ESL faculty – ideally with MA degrees in TESOL

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

- o A committed faculty that engages students on a personal level
- o Strong collaborations between adult basic education programs and community colleges
- o Interdepartmental partnerships to provide a better support system for these students

The best practices document also states that ESL learners have shown a particular affinity for dual or concurrent degree programs because they enable ESL students to “follow a non-linear path of enrolling in credit and noncredit classes at the same time,” thereby giving them the opportunity to achieve near-term employment goals. Integrating English as a Second Language (ESL) and Adult Basic Education (ABE) coursework was also shown to encourage student progression through the academic program and beyond.

Related to this kind of program are vocational ESL programs (VESL). For example, students at Bunker Hill Community College in Boston and at City College of San Francisco have the ability to enroll in ESL courses simultaneously with other vocational courses. In Boston, program outcomes have shown that the 25% of students who have opted for this approach are more likely to go on to college-level coursework. San Francisco's program states that the students who take both ESL and other subject courses simultaneously are six times more likely to transition to credit courses than those who take ESL classes alone.

This report also lauded supportive services and other “enhanced” coursework as a means of greater retention and transition. Students who received more aid such as placement testing, orientation, and counseling were 50% more likely to transition to credit courses. Furthermore, increased support services can better inform ESL students about postsecondary options and pathways. In Seminole Community College in Florida, for instance, students in intermediate and advanced ESL courses attend a two-hour seminar on the American education system. ESL courses that focused on one skill and accelerated ESL courses designed to move students through two levels of ESL in one semester were also credited from increases in transition rates to credited course.

- Rio Salado College's Adult Education Program (Tempe, Arizona)
Rio Salado College has incorporated an adult basic education program into its community college system in order to better assist in the smooth transition between remedial education and postsecondary degree programs. In addition to providing adult basic education and English as a second language courses, the program offers a comprehensive transition program. In this program, counseling services recruits ESL students directly

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

from classes and works with them to provide career pathway advice, financial assistance, free workshops in basic subjects like computer skills, and other basic assistance (e.g. registration). Through the adult Achieving a College Education (ACE) program, adults can receive small scholarships to prepare for college learning. One of the reasons for the transition program's success is the collaboration between the program's coordinator and the departments of financial aid, admissions, advisement, credit and non-credit staff, as well as the ESL faculty.

To learn more, please go to

<http://www.riosalado.edu/programs/abe/Pages/default.aspx>

- CUNY Language Immersion Program (CLIP)
The CUNY Language Immersion Program is offered to students who have been admitted to a City University of New York, but who could benefit from additional ESL training, particularly in the context of the academic setting. Offered at nine CUNY Campuses, the CLIP program is a non-credit ESL program that "provides 36 weeks of sustained content-based teaching through the arts, humanities and sciences." Coursework includes research projects, computer-assisted learning, orientation to college, and individual tutoring. The program prepares students for postsecondary degree programs by situating the program's course content in the context of college-level coursework. Most students who complete this program move on to degree programs at CUNY.

For further information, please visit <http://www.york.cuny.edu/clip>

Curricula Flexibility

- North Carolina Community College System
The Community College System in North Carolina is recognized nationally for its progressive and innovative techniques. With funding from the Bill and Melinda Gates Foundation and its new initiative *Completion by Design*, NC Community College System is now devising new approaches to boost graduate levels by making the college experience more responsive to student needs. Distance learning program provides 248 curriculum and 45 continuing education courses that may be downloaded or offered online at the local colleges. Community colleges offer no-cost, company-specific training to local eligible companies to train individuals for new or expanding positions. In addition, Workforce Continuing Education programs provide training through a single course or a series of courses, according to the recipient's needs, resulting in certificates of completion as well as recognized credentials (licensure, certification, renewal, or registry listing).

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

For more information, http://www.ncccommunitycolleges.edu/pr/Get_The_Facts/

- Arizona Applied-Baccalaureate Degree

Arizona's higher education system consists of several universities and community colleges connected through the "Arizona Universities Network." Applied-Baccalaureate (AB) degree programs in Arizona have grown as a result of four-year universities' push to address workforce gaps in the state. These efforts were supported through state legislation to strengthen transfer programs. Arizona students have several options for transferring credits between programs (including associates to baccalaureate programs), resulting from standardized general education curricula, course equivalency guides, and now pilot programs for a common course numbering system.

AB degree programs vary between universities and can be highly specialized. Programs at Northern Arizona University are specifically designed for community college graduates and evolve with student and workforce demands. Institution officials also note that these programs have developed from "an upside-down (inverted), completion-oriented degree model to a more career- and management-focused model [...] called a *capstone model*." Hence, while advanced technical courses are still taught earlier on in the program to ensure employment, these programs also focus on organizational, supervisory, and human resource development skills for those looking to advance in their present careers. Many of the AB courses/programs are offered as distance learning courses.

To learn more,

<http://occr.illinois.edu/files/Projects/lumina/Report/LuminaABFinalReport.pdf> and <http://extended.nau.edu/Programs/>

- Florida Applied-Baccalaureate Degree

Florida offers a growing number of Community College Baccalaureate programs throughout the state. These Applied-Baccalaureate programs have proliferated thanks to three pieces of legislation: one allowing St. Petersburg College to pursue five different baccalaureate degree programs, another charging the Florida Board of Education to monitor and authorize community colleges the right to award baccalaureate degrees, and a third that establishes the approval process for these programs. Certain conditions must exist for these programs to gain approval, including a documented workforce need for the degree by employers, evidence that current programs are not meeting these needs (to avoid program duplication in the area), and proof that the community

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

college has the resources and capacity to support this new program. The Board of Trustees of these schools can play the role of program selection committee, basing their consensus on workforce needs and opportunities in surrounding counties.

Florida's AB degree programs may follow four different degree structures: inverted, management, advanced discipline and management, and discipline saturation. All but two AB degree programs offer some kind of online component in addition to on-campus instruction. As when transferring to four-year public universities in Florida, students who earn an associate degree can transfer all units from core courses as a block to AB programs.

For more information,

<http://occr.illinois.edu/files/Projects/lumina/Report/LuminaABFinalReport.pdf> and the Florida Department of Education website, http://www.fldoe.org/cc/students/bach_degree.asp

- Manufacturing Skills Certification System

The Manufacturing Skills Certification System is a program offering stackable credentials applicable to all sectors in the manufacturing industry. This competency-based education and training system was derived from the 2006 Department of Labor Advanced Manufacturing Competency Model, a model that "aligned foundational competencies, education, skills and occupations into a usable framework." It maps out career pathways across the manufacturing sector and education pathways in postsecondary education, using pre-existing, well recognized credentials as benchmarks. Combining these pathways results in a comprehensive credential pathway for both entry-level and incumbent workers to identify and receive training in their respective field levels. (See graphic below).

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions



Community Colleges in North Carolina, Ohio, Texas, Washington, and Indiana have adopted this program and its comprehensive framework with the help of the Bill and Melinda Gates Foundation and the Lumina Foundation. These programs align postsecondary degree programs with manufacturing industry needs, strengthen employer engagement in these programs, increase the number of manufacturing employees with postsecondary degrees, and “modularize the college curriculum along the pathway to shorten the time to credentials and provide more on- and off-ramps in post-secondary education.”

For more information on the skills certificate program and to see specific state examples, visit http://institute.nam.org/page/edu_workforce_skills_cert. To see a detailed example of a pathway: http://institute.nam.org/state/pathways/nc#NC_Forsyth_IST

- American Association of Community Colleges - Plus 50 Initiative**
 In 2008, the American Association of Community Colleges (AACC) launched a three-year pilot project, the Plus 50 Initiative. This initiative supports students over age 50 in reaching their educational, career, and volunteering goals. AACC published a report - *Standards of Excellence* – that discusses the essential, core program elements for creating a successful and sustainable Plus 50 program. These standards emphasize the importance of tailoring services to 50+ populations in terms of needs assessments/evaluations, programming, learner support services, accommodating materials and environments, and financial support. While encouraging marketing through community-involved program development, the standards also advise avoiding stereotype “senior” identifiers when advertising this program.

For more details on initiative standards, please see http://plus50.aacc.nche.edu/Documents/Standards_of_Excellence.pdf

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

Several community colleges across the U.S. have begun Plus 50 Programs. For instance, Wake Tech Community College in Raleigh, North Carolina offers a balanced selection of courses that enhance a student's work profile (mainly computer courses), are leisure focused, and that offer education on health and wellness. The program also encourages students to participate in course offerings by expressing their needs and desires for subject matter.

To see more examples of Plus 50 Programs and to learn how to start a program at a local community college, please visit

<http://plus50.aacc.nche.edu/colleges/plus50program/Pages/default.aspx>

Outreach and Marketing

Includes Information for Market Study Research, Targeted Subpopulations, Clear and Concise Messaging, Advertising and Media Attention

- Kentucky GoHigher and Project Graduate Campaigns
Both programs sent out messages through broadcast and print media, highlighting the benefits of continuing education, and encouraging adults to visit comprehensive websites that help to explain the requirements of postsecondary education. For instance, *Project Graduate* targets Kentucky residents with 90+ credit hours and encourages them to go back to school and complete a degree. The program sent out one official letter and two follow-up postcards to the targeted population, outlining benefits to these candidates such as a free application, priority enrollment, tuition assistance, and individual advising. As of fall 2010, a total of 492 students had re-entered school and received bachelor's degrees thanks to the incentives offered through the Project Graduate program.

To learn more, see Kentucky Adult Learner Summit Proceedings-

<http://cpe.ky.gov/policies/academicinit/KALLsummitproceedings.htm>. For websites, see <http://knowhow2goky.org/pg/index.php> and <http://www.GoHigherKy.org>

- Graduate! Philadelphia
Graduate! Philadelphia is a multi-sector initiative of the Philadelphia Workforce Investment Board, the United Way of Southeastern Pennsylvania, and the City of Philadelphia working to increase the number of adults with college degrees in the Philadelphia region. In addition to increasing public awareness about the value of completing a degree, the Graduate! Philadelphia initiative also provides free supportive services for completing college application and financial assistance forms, balancing work-school demands, improving study skills, and academic counseling.

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

Graduate! Philadelphia is partnered with fifteen institutions of higher education, and works to influence policy and system change.

For more information about Graduate! Philadelphia, please visit http://www.graduatephiladelphia.org/our_story.asp

- Continuum for All Louisiana Learners (CALL)

CALL is a statewide partnership between the Louisiana Board of Regents, the Southern Regional Education Board (SREB), and the Consortium for Education, Research and Technology of North Louisiana. CALL improves access to college and better jobs for adults in three categories: adults with no college experience, adults with some college experience but no degree, and adults who wish to further their careers through higher academic credentials. To address the needs of these populations, CALL initiated a three-tiered project consisting of market research, program and support services development, and adult learning campaigns. To gain a better understanding of workforce needs and postsecondary educational demand, CALL partners used free labor market data gained from public and non-profit sources and commissioned a professional market research group, the Aslanian Group, to conduct surveys, including a "demand analysis," and prepare a report. Using this market data, the CALL initiative implemented a large marketing campaign, relying heavily on SREB. SREB provided an Adult Learning ToolKit that consists of a "how-to framework for building media campaigns, including message development and effective community outreach." After a message (*Fast Track & Online – That's How You Can Finish Your Degree*) and image were selected, CALL partners advertised on websites, billboards, newspapers, television and radio, a \$100,000 campaign financed by SREB.

For more information on CALL's market research and campaign, please visit: <http://www.bpcc.edu/call/documents/conferencepaper100807.pdf>

To see SREB's Adult Learner ToolKit,

http://www.sreb.org/page/1274/adult_learning_campaign_toolkit.html

- Ivy Tech Community College Adult Reengagement Project

In conjunction with Indiana University's Division of Continuing Studies, Ivy Tech is identifying and re-engaging adult students using the following strategies:

- Conduct degree audits of former students to identify adults who have completed at least 45 credits but did not earn a degree
- Initiate statewide outreach/marketing to the target population to increase awareness of the benefits and accessibility of associate and bachelor's degree programs

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

- o Intensive counseling and support services
- o Align Ivy Tech associate degrees with Indiana University's bachelor degrees in general studies
- o Accelerate/facilitate degree completion through prior learning assessment, distance learning, and related programs.

To learn more, visit <http://www.adultcollegecompletion.org/content/ivy-tech-community-college-adult-reengagement-project> and to see an example of Ivy Tech's market research, go to http://www.ivytech.edu/institutional-research/survey/07_Non_Ret_Stud_Svy_Summary_Report_Final.pdf

Marketing-Virginia Programs/Assets

- In the Interim Report of the Governor's Commission on Higher Education Reform, Innovation and Investment, the Commission sites both the Virginia Community College System's "Education Wizard" portal and SCHEV's "Adults Completing their Bachelor's Degree" website as excellent resources for adults looking to enhance their education. More importantly, however, the Commission suggests that these two sites be enhanced and marketed as free-standing electronic portals of the Commonwealth.

The Interim report also recommends "aggressively" marketing both the Two-Year Transfer Grant Program, a program meant to encourage students to transfer to a four-year institution for their bachelor's degree after completing an Associate's degree at a community college, and the Uniform Certificate of General Studies, a one-year certificate now being developed by SCHEV, which allows all attained credits to be transferred to a public four-year institution (pg. 50-51).

Please see the link below for additional information:

<http://www.education.virginia.gov/initiatives/HigherEducation/>

- Distance Learning Marketing Campaigns: In fiscal year 2009, the Virginia Community College System offered small project grants (Just-In-Time \$1500 Projects) to workforce development initiatives in Community Colleges to "help meet the on-line training/education and non-credit web registration." This funding translated into several marketing campaigns from many institutions including Blue Ridge CC, Central Virginia CC, the Community College Workforce Alliance, Dabney S. Lancaster CC, and Danville CC.

Please see the link below for additional information:

<http://www.vccs.edu/Portals/0/ContentAreas/Workforce/IESummaryofJIT1500ProjectsFinal.pdf>

Section C: Adult Degree Programs in Virginia

OED conducted an analysis of 15 existing adult degree completion programs at public and private non-profit institutions based in Virginia, in order to develop a greater understanding of the characteristics of these programs and their student populations. These programs are listed on SCHEV's webpage at: <http://www.schev.edu/AdultEd/default.asp>. Institutions with degree completion programs included:

Public Institutions

- George Mason University
- James Madison University
- Norfolk State University
- University of Mary Washington
- University of Virginia
- University of Virginia's College at Wise
- Virginia State University

Private Non-profit Institutions

- Averett University
- Bluefield College
- Eastern Mennonite University
- Hollins University
- Liberty University Online
- Mary Baldwin College
- Virginia Intermont College
- Virginia Wesleyan College

Analysis of these Virginia degree completion programs included both qualitative and quantitative aspects. Quantitative measures include institutional enrollment and completion trends (IPEDS/SCHEV), as well as program and participant data provided by individual institutions when possible. Qualitative information includes interviews with program directors and/or program staff representatives, focusing on the topics listed under Figure I on page A84 in the Appendix. The Appendix also includes detailed notes from each institutional interview that supplement the summaries below.

Program Overviews

Averett University-IDEAL Program

The Averett University IDEAL (Individually Designed Education for Adult Learners) program targets non-traditional students for bachelor's degrees in five subject areas: Business Administration/Management Science, Criminal Justice, Sociology, Sport Management, and Applied Science. Of these subject areas, Business Administration/Management Science and Sociology are the most popular. The IDEAL program provides flexible course scheduling and delivery. IDEAL courses are offered exclusively online or through distance-learning formats.

Approximately 50-55 students per year enroll in the IDEAL program, with a majority of female students (estimated 75%). The average age of students is mid-30s. Almost all program participants enter with prior college credit, usually from the Virginia Community College System (VCCS). Although the majority of students are full-time attendees, at least three-fourths of all IDEAL students work at least 20 hours per week. Most students are residents of southern Virginia or northern North Carolina.

Bluefield College-inSPIRE Program

Bluefield College began offering a degree completion program in the early 1990s. Since this time, the program has evolved into an online course delivery model offering four bachelor degree completion options: Management & Leadership, Human Services, Public Safety, and an RN-BSN Nursing. Course delivery occurs in a cohort model which progresses a group of students through the program at the same pace. Depending on their starting point, some students may complete the program in as little as 13 months. Each cohort has a maximum of 25 students and all individuals must enter the program with at least 54 transferrable credits.

Eastern Mennonite University- Adult Degree Completion Program

Eastern Mennonite University (EMU) currently offers two degree completion program tracks that include a Bachelor's of Science (B.S.) for Management and Organizational Development and a B.S. for Nursing. Each degree opportunity is provided through 16-18 month cohorts, which tend to average 18-22 individuals per cohort, per major. Individuals remain with the same cohort throughout their course of study. EMU matriculated their 69th cohort in August 2011. EMU also offers nursing through a program based in Lancaster, PA.

Prior to program enrollment, EMU staff of the Adult Degree Completion (ADC) program conduct a series of detailed interviews and consultation with all prospective students. EMU has found that investing this time and effort improves

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

overall program retention. In addition, EMU has explored option to promote accessibility of a wide variety of services in efforts to reduce common barriers to completion. For example, the ADCP purchases all required textbooks for students, and serves as a liaison for financial aid and the registrar. EMU's ADC program also allocates 5% of total program income for need-based financial assistance.

George Mason University- Bachelor of Individualized Studies

GMU's Bachelor of Individualized Studies (BIS) program allows students to construct a unique plan of study (concentration) which incorporates multiple academic subject areas, even if this concentration is not an existing major currently offered by the university. Examples of popular concentration focuses include those which blend business management and communication tracks, as well as those which include education with specialized subject training. A relationship with NVCC helps to service Head Start employees seeking degree completion.

GMU's location in northern Virginia allows this program to attract a very diverse student body. The GMU BIS program has a sizeable population of current and former military personnel as well, many of who bring prior learning credits from multiple institutions. At present, an estimated 220-240 students are currently active in the BIS program, with an average age in the early-to mid-40s. An estimated 80% are part-time students. GMU notes that the percentage of full-time students has increased during recent years, especially with military personnel applying GI Bill education benefits.

Hollins University- Horizon Program

Hollins first began offering adult degree programs in 1974. Since this period, the Horizon program has evolved to offer adult students access to all academic majors/programs provided by Hollins University. The most common majors pursued by Horizon students include Business, Communications, English/Creative Writing, Studio Art, Psychology, and Teacher Licensure.

Because the Horizon program offers students access to all programs/majors at the University, most Horizon students are required to take courses offered in a traditional timeframe (classes during business hours), as well as with traditional-age students. Many Horizon students express preference for learning in a traditional classroom model, but program staff recognizes that adult learners may require unique assistance and supportive services. The Horizon program provides an informal learning and support environment for the program's adult students within the campus office space, which includes a centralized location to meet program staff, a study lounge, computer terminals, kitchen, and patio to support networking opportunities.

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

James Madison University-Adult Degree Program

James Madison University (JMU) Adult Degree Program (ADP) first began in 1977 as an interdisciplinary program. Today, the ADP program continues to support flexible, interdisciplinary opportunities primarily through a Bachelor of Individualized Studies (BIS) degree. B.A. and B.S. degree options are available as well.

ADP students pursuing BIS degrees may select concentration areas in all majors/minors offered by JMU, except for Nursing. Business and Education are the most popular concentration areas; Psychology and Counseling are also frequent choices. The ADP program attracts students mostly between the ages of 35-44; however, the program also has a sizeable pool of retirees and current JMU employees.

Liberty University-Online

Liberty University's Online programs represent a significant portion Virginia's adult undergraduate enrollment. According to the University Registrar, the Liberty University Online programs have a current enrollment total of 29,200 students, 5,423 of whom are considered Virginia residents. The average age of Liberty University Online students is 30.

Although Liberty has offered distance learning opportunities since the mid-1980s, the University did not experience rapid enrollment growth until the mid-2000s when the program began to offer online courses. Presently, 13 bachelor degree programs are available. Psychology, Religion, and Business Administration are the most popular program options for Virginia students.

Mary Baldwin College- Adult Degree Program

The Mary Baldwin Adult Degree Program (ADP) is one of the largest adult degree programs in the Commonwealth. ADP has an estimated 1,000-1,200 program participants, with 800-1,000 enrolling each semester. All MBC majors/minors are open to ADP students except for a few specific courses which require on-campus attendance. Business, Psychology, Sociology, and History are the most popular majors.

MBC provides multiple classroom sites for the ADP program across the Commonwealth, including sites in Charlottesville, Richmond, Roanoke, South Boston, and Weyers Cave. Participants in ADP programs are about 85% female, with an average age of the mid-30s. Most ADP students begin as part-time attendees (avg. 6 credit hours) who then elect to increase their course loads to 9-12 hours as they become more adjusted to program demands and individual capacity.

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

Norfolk State University- Reclamation Project

The Norfolk State University (NSU) Reclamation Project is a targeted initiative to attract or "reclaim" former NSU students who did not complete a degree. When the project first began in 1999, NSU staff believed that efforts would be most appealing to individuals who need only 3-12 credit hours for completion; however, demand has been notable for all former NSU non-completers with varying levels of credits. Through project start-up and early-stage implementation, NSU identified two main factors which were challenges to degree completion or readmission. These included affordability and low GPA. To help former students overcome these barriers, the NSU program set a flat per credit hour rate for Reclamation students (almost ½ rate of traditional NSU students), and instituted a Forgiveness Policy for low grades in previous coursework.

Presently, the program has 600-700 active students, with about half taking classes during any given semester. All NSU bachelor degree options are available to Reclamation Project students; however, a sizeable percentage of individuals choose to pursue a Bachelor of Individualized Study (BIS) program which offers options for more focused program content and course delivery flexibility. Course delivery options across all programs include classroom instruction, online, or distance learning opportunities.

University of Mary Washington-Bachelor of Professional Studies and Bachelor of Liberal Studies Program

UMW first began offering programs providing a foundation for the Bachelor of Liberal Studies (BLS) program in 1976, as part of institutional outreach efforts. By academic year 1999-2000, efforts to target non-traditional students expanded with the creation of a Bachelor of Professional Studies (BPS) program at the UMW facilities in Stafford, Virginia. At present, the BPS program has 255 active students, while the BLS program has 127 students. During academic year 2010-2011, the BPS program stopped enrolling new students and began consolidation into the BLS program.

As the BPS program is merged into the BLS program, several methods are under development to increase the flexibility and accessibility of the program for non-traditional students. For example, the BPS program has attracted adult learners because courses were offered in 8-week sessions meeting one evening per week. These courses are often in a blended learning environment which included both classroom and online/distance instruction. At present, BLS courses are offered primarily through a traditional face-to-face classroom format on UMW's central campus. Many of UMW's non-traditional students are military personnel or defense contractors based around the Stafford/Quantico

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

area, so travel to central campus during daytime hours may present challenges. Nonetheless, BLS offers unique assets to non-traditional students by providing great flexibility for designing a plan of study to align with specific topics of research interest.

University of Virginia-Bachelor of Interdisciplinary Studies

UVA first began the Bachelor of Interdisciplinary Studies (BIS) program in 1999 as an effort to provide services for non-traditional students, especially those seeking course offerings that occur outside of the traditional business day timeframe, with additional flexibility for subject of study opportunities. Currently, students enrolled in the BIS program can choose a concentration in Business, Humanities, Social Sciences, or an Individualized Concentration. All concentrations of the BIS program are considered upper division (third year and above). Social Sciences and Humanities concentrations are amongst the most popular.

All classes and the program environment have been created specifically for BIS students, including course delivery during evening hours. The UVA BIS program is currently offered on campus, as well on-site at Tidewater CC and NVCC. In total, an estimated 340 students are enrolled the BIS program.

University of Virginia-Wise: Programs Offered at the Southwest Virginia Higher Education Center

The University of Virginia-Wise provides four bachelor degree programs on-site or through distance learning at the Southwest Virginia Higher Education Center (SWVHEC) in Abingdon, Virginia. These degree programs include Accounting, Business Administration, Psychology, and Management Information Systems. Although UVA-Wise does not specifically target working-age adults, these programs service non-traditional students (mid-20s to early 60s) almost exclusively. The existing structure does not tailor supportive services specifically for adults, but all UVA-Wise students at the SWVHEC have access to all resources of UVA's central campus. Courses at SWVHEC have generated informal peer learning networks as well.

In total, 150-200 students are estimated as pursuing coursework through SVHEC. The average age of participants range from late 20s to early 30s. Almost all individuals enter with prior college credit, generally from regional VCCS institutions. A strong majority of students UVA-Wise students, regardless of full-time or part-time attendance status, work more than 20 hours per week.

Virginia Intermont College-Evening and Weekend College

The Evening and Weekend College (EWC) of Virginia Intermont College (VIC) provides four bachelor degree options for non-traditional students which include Business Administration, Pre-Law/Criminal Justice, Social Work, and

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

Interdisciplinary Studies (focus on PreK-6 Teacher Education with an optional special education endorsement). EWC student enrollment averages between 140-150 individuals. The average age is in the late 20s, and the majority of students are female.

The most popular subject of study for EWC students is the Interdisciplinary Studies: PreK-6 Teacher Education program. In particular, EWC is currently structuring program outreach and course delivery of this program to cater to regional Head Start employees who have new requirements for baccalaureate degree attainment. For example, EWC has taken course delivery off-site to regional locations throughout Southwestern Virginia to reduce barriers to accessibility for this population.

Virginia State University-Bachelor of Individualized Studies Program

VSU currently offers a Bachelor of Individualized Studies (BIS) degree which allows individuals an opportunity to concentrate course work in any VSU program (with restrictions to education and business courses). Logistics is the most popular concentration of study. Current enrollment for the BIS program is estimated to be 100-150. Of those students pursuing the BIS degree, most are African-American, and fall between the ages of 30-50.

Similar to Virginia Intermont College, the BIS Program at Virginia State University has explored strategies for on-site delivery to respond to the demands of regional employers. VSU offers programs at nearby Fort Lee, a major logistics hub for the U.S. Army. VSU's program provides flexibility for individuals whose education may be varied in background, or periodically interrupted. In particular, program faculty at VSU worked with Army personnel to structure a BIS concentration for logistics.

Virginia Wesleyan College-Adult Studies Program

The Virginia Wesleyan College (VWC) Adult Studies Program (ASP) currently provides five baccalaureate degree programs, which include Business, Social Science, Social Studies, Interdivisional Studies, and Elementary and Special Education. Business and Education (including a teacher licensure program) are the most popular subjects of study for VWC ASP students. Courses are offered in a variety of day and evening formats, predominately through classroom instruction, which is the preferred method for most ASP students.

VWC courses are delivered in 4 hour blocks as opposed to the typical 3 hours. The course restructuring allows students an additional hour for experiential or "hands on" learning activities, which are intended to help students increase their applied subject matter knowledge. VWC expects these changes to show many positive benefits for adult learners in particular. For example, the transition to 4-hour courses means that an individual would have to take fewer courses to

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

be considered full-time and qualify for financial assistance. In addition, the overall length of time to completion for some individuals may be reduced as the new classes replace multiple classes in the original format.

Section D: Key Findings - Adult Degree Completion Programs in Virginia

Virginia's adult degree completion program directors confirmed that the individuals they serve usually have a strong motivation to obtain a degree, and a good sense of the course of study they should pursue. Most have a direct goal and identified path for career advancement that they need a degree to achieve, or are returning to complete a degree that they had started before personal obligations forced them to take a break from school. The programs that exist serve these populations well, tailoring course offerings and supportive services to the needs of these populations (Hollins, MBC, VWC). Similarly, many programs offer specific degree programs that instill the skills necessary for regionally important industry sectors (VSU, VIC, EMU).

Most adult students have work/life responsibilities in addition to their coursework responsibilities, and need course options and supportive services that are flexible enough to fit into their daily schedule. This includes evening/weekend course offerings, online course options, and/or distributed classroom locations nearer to their homes (higher ed centers). Many of Virginia's private non-profit institutions and public institutions in urban regions have created structures for course delivery to recognize this need, including non-traditional course scheduling and integration of new online/distance learning technologies. Continuing and expanding efforts to promote integration of new technologies which promote course flexibility for non-traditional students remains an area for opportunity for public institutions serving rural localities. While flexibility for course content delivery was frequently cited as a potential strategy for overcoming barriers to accessibility, institutional interviews revealed that many adults do have at least some initial difficulties adapting to online or distance learning models.

While most programs are successful at serving students who know they want or need a degree, few programs at four-year institutions serve individuals who do not have this strong motivation to obtain a degree or a clearly identified path for career advancement. Generally, degree completion programs do not target individuals with limited prior education or other barriers that may require higher levels of support to achieve success. These individuals may need to take advantage of the more extensive career counseling services and academic preparedness resources that the community colleges and workforce investment boards' one-stops offer before pursuing a degree completion program.

Strong degree completion programs are fairly well distributed throughout the state, but the institutions that offer adult degree completion programs usually serve a fairly local population (within an hour's drive), and some areas of the

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

state are not as well served as others. Similarly, the programs that offer degree options tailored to regional employment and career advancement opportunities have developed organically over time- most have not done a systematic analysis of regionally important industry sectors and their occupational skill needs, and may be missing opportunities to provide degree programs for local residents that align with their career goals.

Recommendations

The authors provide the following recommendations to address challenges to adult degree completion among Virginia's working adults, and to realize opportunities to improve or expand degree completion programs.

General Recommendations

- *Designate a state-level position to serve as a central point of contact for institutions that provide adult degree programs.*
 - This state-level liaison would provide several important functions in support of improving bachelor's degree attainment by working adults: provide information and assistance to individual institutions seeking to improve adult degree programs; increase awareness among working-age adults of options and resources to complete a degree; advocate for changes in state policy and legislation that reduces working adults' barriers to degree completion; and, provide leadership and accountability for initiatives that seek to increase credential attainment for target regions and demographic groups. The following recommendations identify several strategies that this state-level liaison could initiate.
Key Stakeholders: SCHEV, Higher Education Commission, Workforce Development
- *Undertake a regionally focused research and engagement pilot project, in order to test strategies to tailor degree completion programs to the needs of regional residents and employers. This process will require several related efforts:*
 - *Identify target populations of residents with 'some college' and assess the characteristics of this population that may have implications for necessary features of degree completion programs and supportive/outreach services.*
 - *Identify regionally significant industry sectors and the employment/training needs of firms in these industries. Explore options for creating new and modifying existing regional degree*

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

- programs to serve these industry needs.*
- o *Identify existing regional programs providing adult degree completion and career development services. Determine the adequacy of these programs to meet the needs of employers and target populations.*

Several Virginia regions display characteristics that suggest residents and employers would benefit from targeted, regionally focused efforts to identify employer needs for workers with advanced degrees, ensure appropriate degree programs are available, and improve regional services to encourage local residents to pursue degree completion opportunities. These regions include the following, but the process can be replicated in any area of the state:

- o The **Crater** region includes the counties of Dinwiddie, Greensville, Prince George, Surry, and Sussex, and the independent cities of Colonial Heights, Emporia, Hopewell, and Petersburg. Crater has one of Virginia's lowest degree completion rates, but has more residents with 'some college' than average. In addition, the state has made substantial investments to promote advanced manufacturing in this region, and an existing coalition of manufacturing employers provides a ready source for gathering insights about workforce development and education needs of regional employers.
- o **Region 2000** consists of the counties of Amherst, Appomattox, Bedford, Campbell and the independent cities of Bedford and Lynchburg. Region 2000's degree attainment rates are considerably lower than both the national and statewide averages, despite growing industry demands for workers with advanced postsecondary credentials. To respond to this demand, Region 2000 has created successful multi-sectorial partnerships in support of career pathways models for high-tech industries.
- o The **Southwest Virginia** region includes the counties of Buchanan, Dickenson, Lee, Russell, Scott, Tazewell, Wise, and the City of Norton. Southwest Virginia has the state's lowest degree attainment rates in the Commonwealth. A very rural and economically distressed region, adult degree seekers within this region often face barriers of accessibility and affordability.
- o See Appendix for general data on Virginia's workforce investment area regions, which provides preliminary identification for target populations and regionally prevalent

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

industries.

Key Stakeholders: Higher Education Advisory Committee/Higher Education Commission, Commonwealth Center for Advanced Manufacturing, Virginia Community College System, Higher Education Institutions, Regional Economic and Workforce Development Partners, SCHEV

Strategies for Increasing Affordability and Accessibility

- *Standardize procedures for providing credits for 'prior work experience.'*
 - Pennsylvania's Prior Learning Assessment (PLA) Consortium provides a model for standardizing this process at a state level which Virginia's adult degree programs may find useful. Additional information at http://pa.gov/portal/server.pt/community/prior_learning_assessment/13463/pla_consortium/598109.
Key Stakeholders: SCHEV, Higher Education Institutions
 - In Virginia, George Mason University's Bachelor of Individualized Studies (BIS) program provides an example of an innovative procedure to streamline the review process for determining prior learning experience credits. By implementing the Prior Learning Activity for Credit Evaluation (PLACE) model used by Northern Virginia Community College (NVCC), the BIS program has a standardized procedure for evaluation which they then "outsource" for review by external partners. For lower-level coursework credit, NVCC acts as the reviewing entity, and Thomas Edison State College provides the service for upper-level courses.
Key Stakeholders: SCHEV, Higher Education Institutions

- *Modify financial aid programs or create new programs which allow eligibility for part-time students.*
 - West Virginia's Higher Education Adult Part-Time Student (HEAPS) Grant Program provides a model that Virginia stakeholders could consider. Grant awards reflect actual per credit hour tuition and required fees at the eligible higher education institution at which the student is enrolled. Additional information about the HEAPS program at: http://www.cfwv.com/Financial_Aid_Planning/Scholarships/Scholarships_and_Grants/WV_HEAPS_Grant.aspx.
Key Stakeholders: General Assembly, Department of Education/Higher Education Commission and Higher Education Advisory Committee, SCHEV, Higher Education Institutions

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

- *Modify curriculum and coursework requirements to shorten completion time necessary for working-age adults.*
 - Examples include applied-baccalaureate degree program that promote articulated career pathway models, and standardize general education curricula across degree programs. The Arizona and Florida Applied-baccalaureate degree programs provide examples of the framework for these programs. Additional information at:
<http://occrll.illinois.edu/files/Projects/lumina/Report/LuminaABFinalReport.pdf>.
Key Stakeholders: SCHEV, Higher Education Institutions

- *Ensure that the counseling services and remedial skills development programs of community colleges and adult education providers prepare participating adult students to meet the admissions standards of four-year institutions.*
 - The strategies and outcomes identified by Jobs for the Future's *Breaking Through* program offer insights into how career pathways opportunities align with the needs of low-skilled adults who often face significant barriers to degree completion. Piedmont Virginia Community College in Charlottesville is the only Virginia institution participating in the Breaking Through program at present. More information on the Breaking Through program at:
http://www.jff.org/sites/default/files/BT_description_one_pager_010411.pdf.
Key Stakeholders: Adult Education/DOE, Virginia Community College System, Higher Education Institutions, SCHEV, K-12

- *Improve the flexibility and "user-friendliness" of articulation agreements between community colleges and four-year universities to respond to evolving industry and occupation dynamics.*
 - Develop career pathways that allow community college students to earn a credential (certificate or associate's degree), as well as apply the credits earned through this process toward a bachelor's degree.
 - Ensure that articulation agreements allow students to satisfy general education requirements at the community college level, so that students are well-prepared for college-level academics when they progress to a four-year institution, and can focus their time and resources on the courses specific to the bachelor's degree area of study.
Key Stakeholders: SCHEV, Virginia Community College System,

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

Higher Education Institutions

- *Increase awareness of existing regional facilities with capacity to support distance learning activities.*
 - Create an inventory of higher education centers and community facilities across Virginia that have the existing equipment/ capacity necessary to deliver degree completion program courses or services. This resource is especially important for students in areas with few or no four-year institutions nearby. Distribute this inventory to higher education providers across the state, and explore opportunities for providers to offer services at these locations.
Key Stakeholders: SCHEV, Higher Education Centers, Higher Education Institutions

Outreach and Marketing Strategies

- *Create "one-stop" shops within higher education centers, or in community centers of traditionally underserved communities. These 'one-stops' provide a centralized location for degree completion resources, including outreach/marketing, admissions, advising, academic and career counseling, and supportive services for working-age adults.*
 - The Graduate! Philadelphia initiative provides a model for partnerships between higher education, the public workforce system, non-profit service providers, and local governments to leverage assets and deliver sustainable programmatic and supportive services. For more information visit <http://www.graduatephiladelphia.org/>.
Key Stakeholders: Higher Education Centers, Workforce Investment Boards, Higher Education Institutions, Higher Education Advisory Committee, Non-profit Service Providers
- *Promote the use of the VA Education Wizard by adult workers and non-traditional students, especially the 'Careers by Cluster' and 'Career Pathway Plans of Study' functions.*
Key Stakeholders: Virginia Community College System, Virginia Employment Commission, Adult Education, Workforce Investment Boards
- *Identify and engage regional employers in targeted sectors, both public and private.*
 - Assess the types of bachelor's degrees necessary for their workforce and develop relationships with education institutions that can offer these programs.

Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia's Four-Year Institutions

Key Stakeholders: Virginia Economic Development Partnership (VEDP), Higher Education Institutions, Higher Education Advisory Committee

- Identify opportunities for employers to contribute financially to employees' education in approved degree programs.
Key Stakeholders: Higher Education Institutions
- *Identify students who have earned credits at community colleges or four-year institutions but have not completed a degree. Provide these students with information on the resources that are available should they chose to return to school to complete a degree.*
 - Examples of this type of outreach strategy include Kentucky's KnowHow2GoKY (<http://knowhow2goky.org/adults/index.php>) and Oklahoma's Reach Higher (<http://www.okhighered.org/reachhigher/>).
Key Stakeholders: Higher Education Commission, SCHEV

APPENDIX

Contents

	Page#
Section I: Regional Summaries	
Overview	A-2
Summaries LWIA I-XVII	A-5
Section II: Institutional Interviews	
Overview/Methodology	A-83
Interview Notes	A-85
Section III: Maps and Supplemental Charts	
▪ Educational Attainment	A-131
▪ Working-Age Adult Undergraduate Enrollment	A-147
▪ Working-Age Adult Bachelor Degree Completion	A-148
▪ Affordability	A-149

Regional Summaries

Overview

Regional data is organized according to Local Workforce Investment Area (LWIA), as indicated in the map below.



LWIA I	Southwestern Virginia
LWIA II	New River/Mt. Rogers
LWIA III	Western Virginia
LWIA IV & V	Shenandoah Valley
LWIA VI	Piedmont Workforce Network
LWIA VII	Region 200
LWIA VIII	South Central
LWIA IX & X	Capital Region Workforce Partnership
LWIA XI	Northern Virginia
LWIA XII	Alexandria/Arlington
LWIA XIII	Bay Consortium
LWIA XIV	Greater Peninsula
LWIA XV	Crater Area
LWIA XVI	Hampton Roads
LWIA XVII	West Piedmont

Data collected for the regional summaries were assembled from the following sources:

Labor Force Characteristics

- Labor Force Trends, Population Age 25-64: *American Community Survey 5-Year Estimates 2005-2009*, Sex by Age by Employment Status for the Population 16 Years and Over
- Labor Force Trends, by Gender, Population Age 25-64: *American Community Survey 5-Year Estimates 2005-2009*, Sex by Age by Employment Status for the Population 16 Years and Over
- Civilian Labor Force Employment, by Age/Gender, Population Age 25-64: *American Community Survey 5-Year Estimates 2005-2009*, Sex by Age by Employment Status for the Population 16 Years and Over
- Civilian Labor Force Unemployment, by Age/Gender, Population Age 25-64: *American Community Survey 5-Year Estimates 2005-2009*, Sex by Age by Employment Status for the Population 16 Years and Over
- Not in Labor Force, by Age/Gender, Population Age 25-64: *American Community Survey 5-Year Estimates 2005-2009*, Sex by Age by Employment Status for the Population 16 Years and Over

Key Findings - Civilian Labor Force Unemployment

- Region with Highest % of Age 25-64 Civilian Labor Force Unemployed: **LWIA XVII-West Piedmont**
- Region with Lowest % of Age 25-64 Civilian Labor Force Unemployed: **LWIA VI - Piedmont Workforce Network**

Industry and Occupational Employment

- Top Industries, by Employment (Average Quarterly Employment): *U.S. Census Bureau-Local Employment Dynamics*, Top 10 Industry Sectors Ranked on the Greatest Employment-Average Quarterly Employment (Q3 2009-Q2 2010) and Average Monthly Earnings (Q3 2009-Q2 2010).
- Top Occupations, by Employment (2008-2018 Projections VEC): *Virginia Workforce Connection*, Occupational Employment Distribution by WIA Region (Estimated Employment 2008)

- Employee Distribution by Age and Sex: This chart is reflective of the industry sector with the most significant LQ (location quotient) for each region, when compared to Virginia as a base-industry. Data for each industry sector obtained from the *U.S. Census Bureau-Local Employment Dynamics*, Industry Focus: Workforce Characteristics Results Q2 2010 Employment

Educational Attainment

- Educational Attainment Rates, Population Age 25-64: *American Community Survey 5-Year Estimates 2005-2009*, Sex by Age by Educational Attainment for the Population 18 Years and Over
- Educational Attainment to at Least a Bachelor's Degree, by Age/Gender: *American Community Survey 5-Year Estimates 2005-2009*, Sex by Age by Educational Attainment for the Population 18 Years and Over

Income

- Age of Householder, by Household Income: *American Community Survey 5-Year Estimates 2005-2009*, Age of Householder by Household Income in the Past 12 Months (in 2009 Inflation-Adjusted Dollars)

Key Findings - Educational Attainment

- Region with Highest % of Age 25-64 Population with at Least a Bachelor's Degree: **LWIA XII - Alexandria/Arlington (67.0%)**
- Region with Lowest % of Age 25-64 Pop with at Least a Bachelor's Degree: **LWIA I - Southwest Virginia (12.5%)**

Regional Summary: LWIA I - Southwestern Virginia



Counties: Buchanan, Dickenson, Lee, Russell, Scott, Tazewell, Wise
Cities: Norton

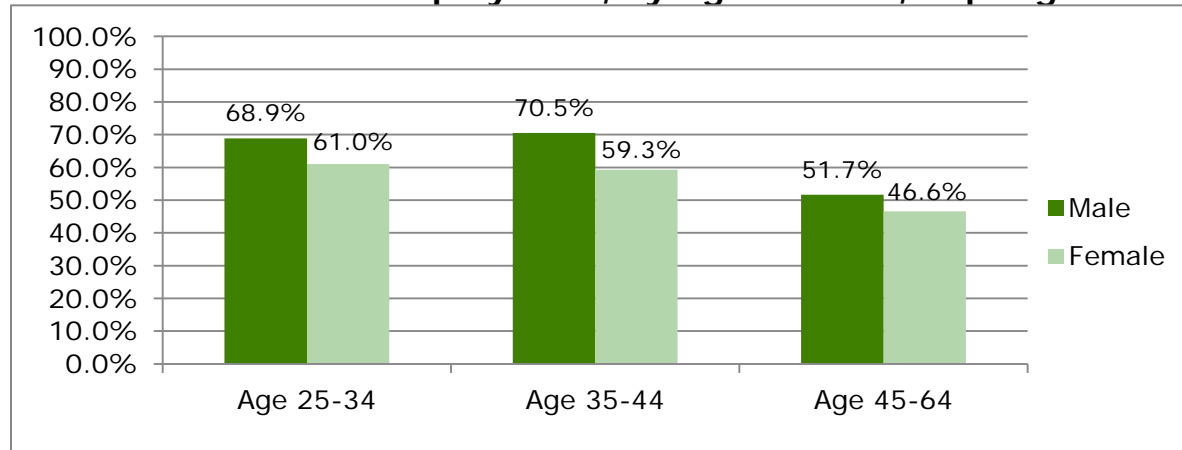
Labor Force Trends, Population Age 25-64

	# of Individuals	%
In Armed Forces	62	.1%
In Civilian Labor Force	68,202	59.8%
Employed	64,704	56.7%
Unemployed	3,498	3.1%
Not in Labor Force	45,772	40.1%

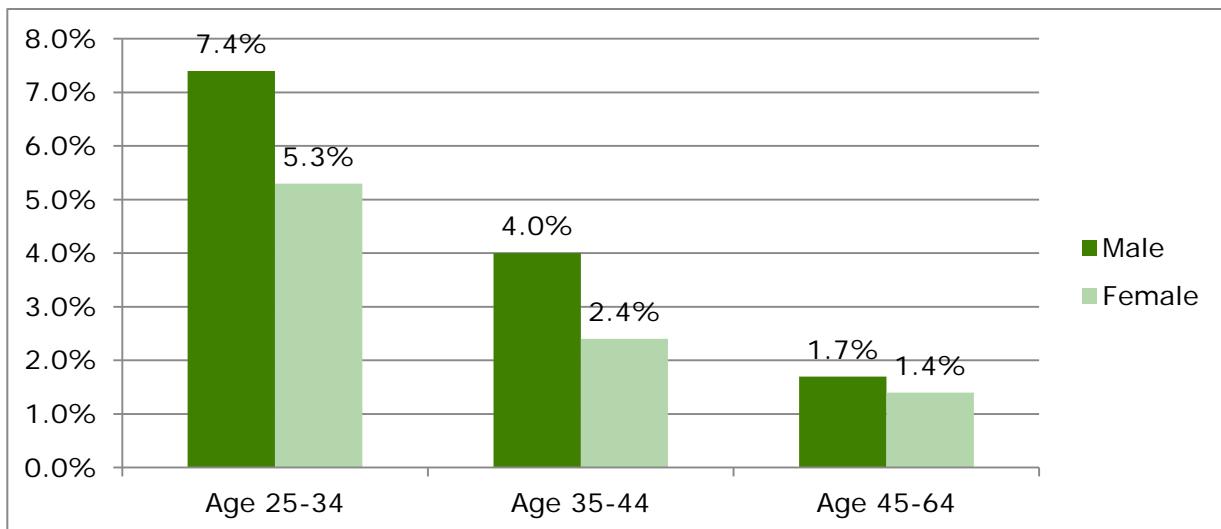
Labor Force Trends, by Gender, Population Age 25-64

	Male		Female	
	#	%	#	%
In Armed Forces	62	.1%	0	0%
In Civilian Labor Force	37,143	64.1%	31,059	55.4%
Employed	35,041	60.5%	29,663	52.9%
Unemployed	2,102	3.6%	1,396	2.5%
Not in Labor Force	20,721	35.8%	25,051	44.6%

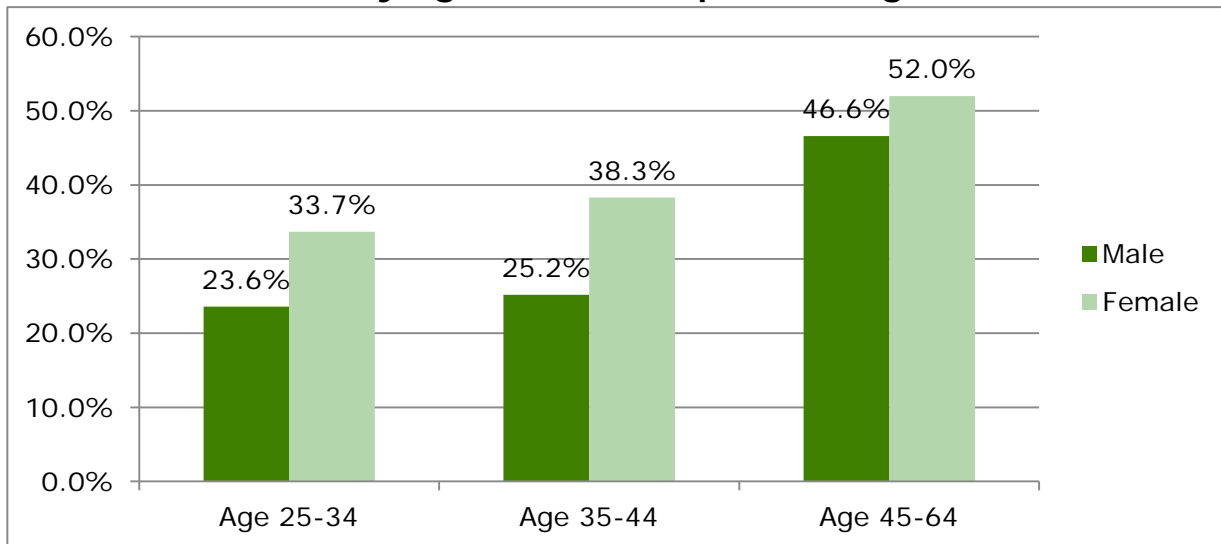
Civilian Labor Force Employment, by Age/Gender, Pop. Age 25-64



Civilian Labor Force Unemployment, by Age/Gender, Population Age 25-64



Not in Labor Force, by Age/Gender, Population Age 25-64



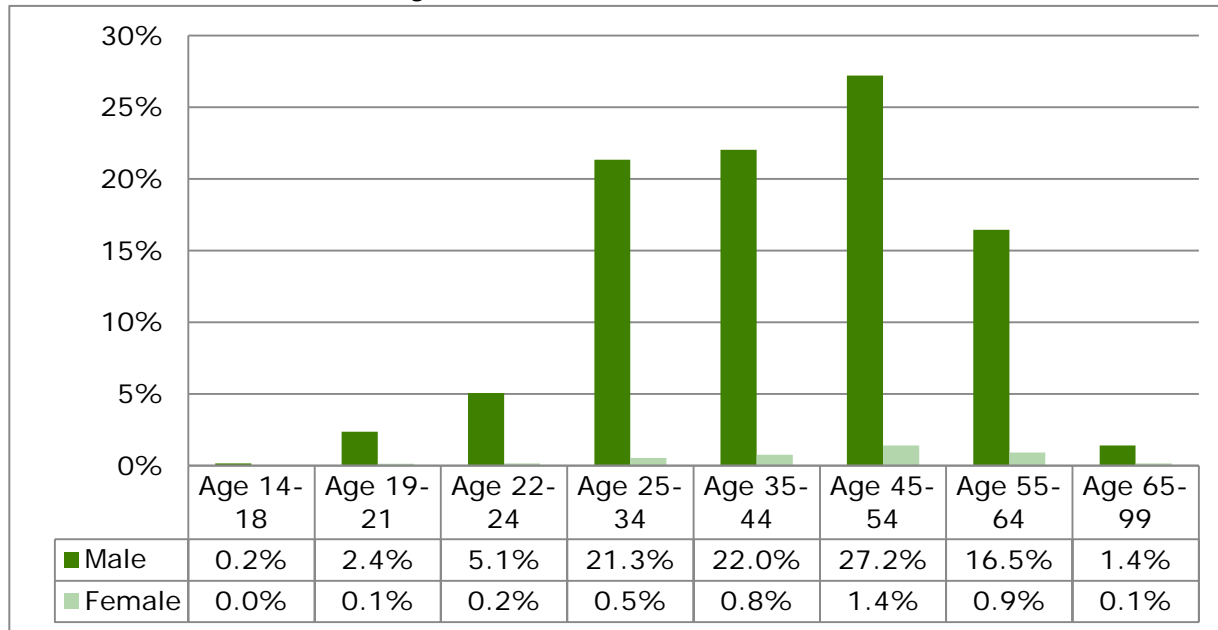
Top Industries, by Employment (Average Quarterly Employment-LED)

	# of Employees	Average Monthly Wage
Retail Trade	11,155	\$2,116
Health Care and Social Assistance	9,287	\$2,808
Mining, Quarrying, and Oil and Gas Extraction	5,761	\$5,540

Top Occupations, by Employment (2008-2018 Projections - VEC)

	# of Employees-2008
Office and Administrative Support Occupations	10,254
Sales and Related Occupations	8,400
Construction and Extraction Occupations	7,693

Employee Distribution by Age and Sex, Mining, Quarrying, and Oil and Gas Extraction Industry - WIA I (LED)



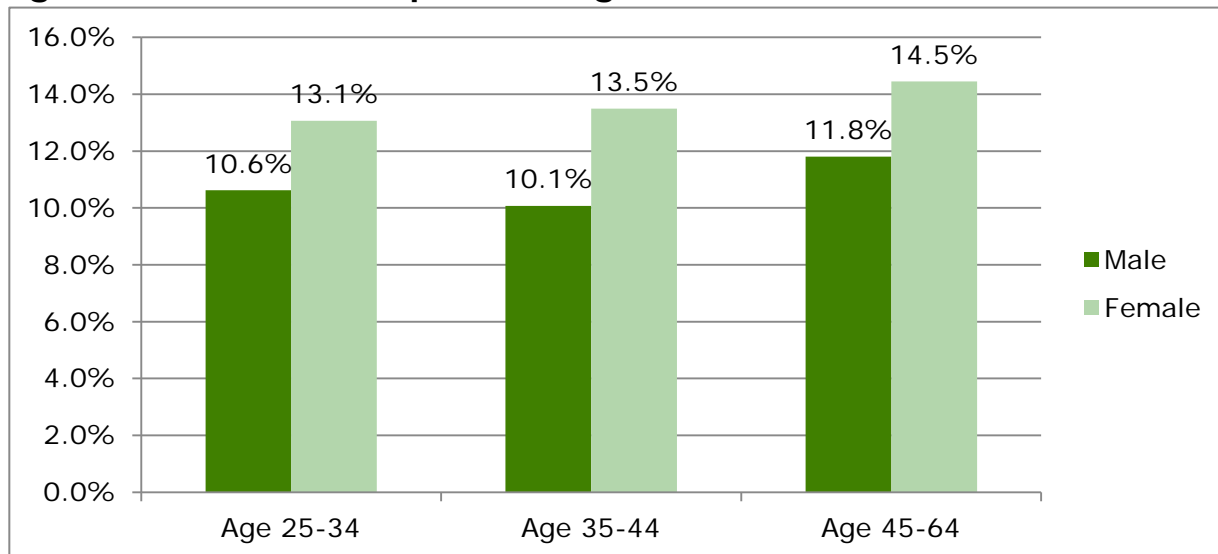
Employee Distribution by Educational Attainment and Sex, Mining, Quarrying, and Oil and Gas Extraction Industry - WIA I (LED)

	Less than HS	HS Diploma or Equivalent	Some College or Associate Degree	Bachelor Degree or Above
Female	.27%	1.28%	1.39%	.95%
Male	12.55%	39.37%	30.94%	13.26%

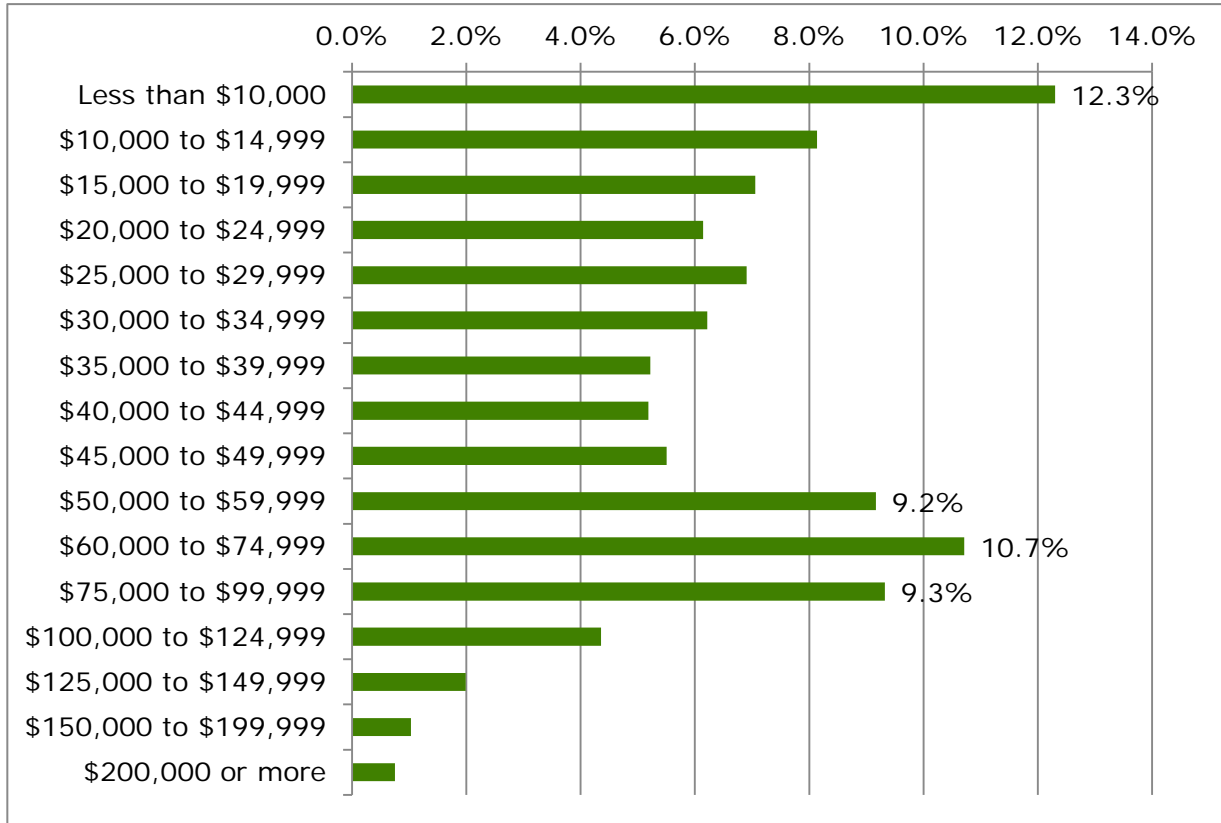
Educational Attainment Rates, Population Age 25-64

Jurisdiction	Total Population (Age 25-64)	Associate's Degree %	Bachelor's Degree and Above %	Some College %
Buchanan	13,810	9.3%	9.9%	18.4%
Dickenson	8,760	6.4%	10.5%	15.3%
Lee	14,118	9.7%	13.0%	20.0%
Russell	16,182	9.6%	10.8%	20.6%
Scott	12,315	11.1%	10.1%	18.0%
Tazewell	24,358	9.4%	15.2%	20.8%
Wise	22,633	7.2%	13.3%	18.6%
Norton City	1,860	11.6%	22.4%	20.6%

Educational Attainment to at least Bachelor's Degree, by Age/Gender, WIA I Population Age 25-64



Age of Householder, by Household Income, WIA I Population Age 25-64



Regional Summary: LWIA II - New River/Mt. Rogers



Counties: Pulaski, Montgomery, Giles, Floyd, Bland, Wythe, Carroll, Grayson, Washington, Smyth
Cities: Bristol, Galax, Radford

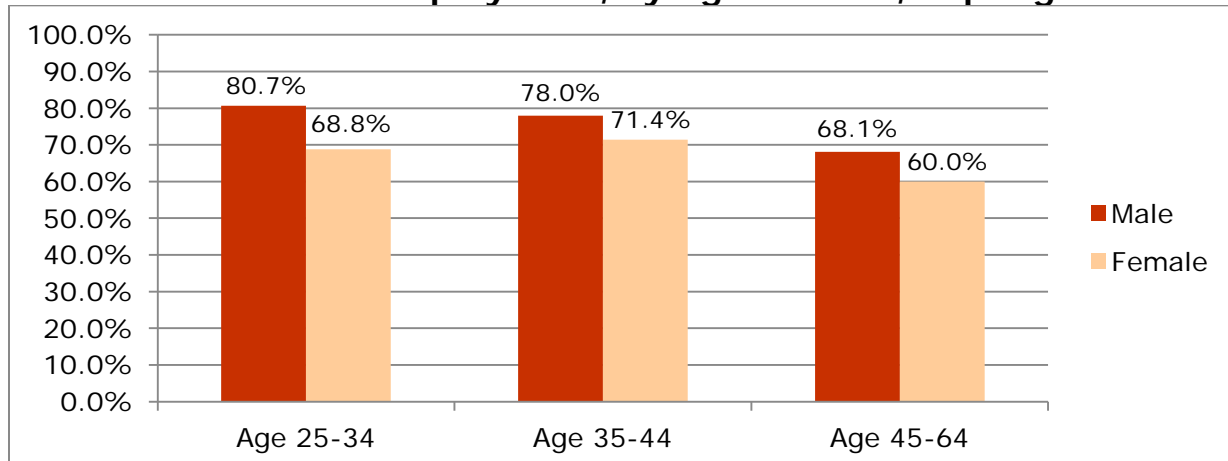
Labor Force Trends, Population Age 25-64

	# of Individuals	%
In Armed Forces	277	.2%
In Civilian Labor Force	131,161	73.2%
Employed	124,078	69.2%
Unemployed	7,083	4.0%
Not in Labor Force	47,744	26.6%

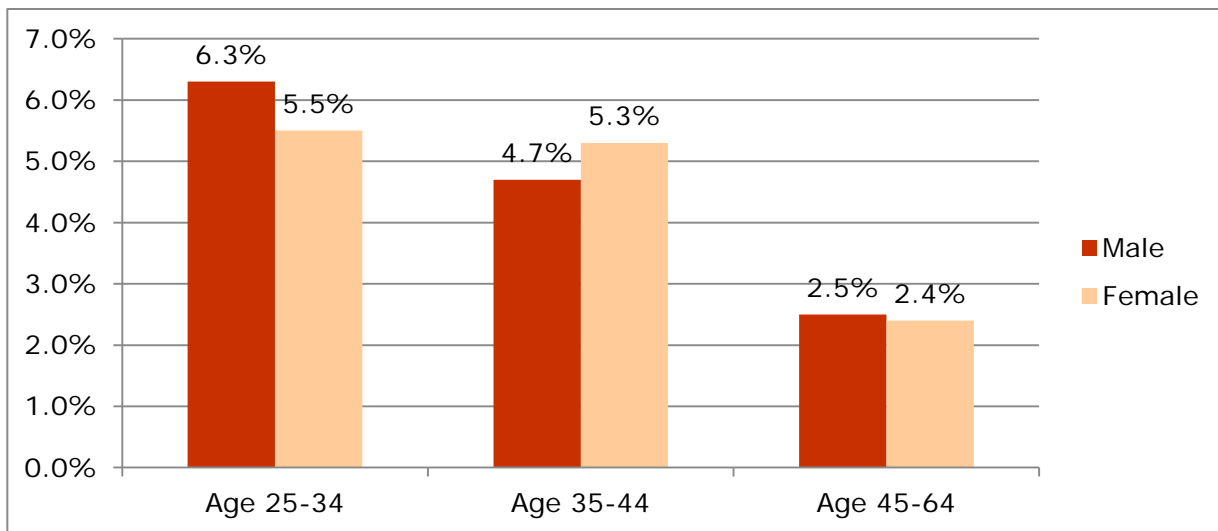
Labor Force Trends, by Gender, Population Age 25-64

	Male		Female	
	#	%	#	%
In Armed Forces	234	.3%	43	0.0%
In Civilian Labor Force	69,785	77.7%	61,376	68.7%
Employed	66,215	73.7%	57,863	64.8%
Unemployed	3,570	4.0%	3,513	3.9%
Not in Labor Force	19,834	22.1%	27,910	31.2%

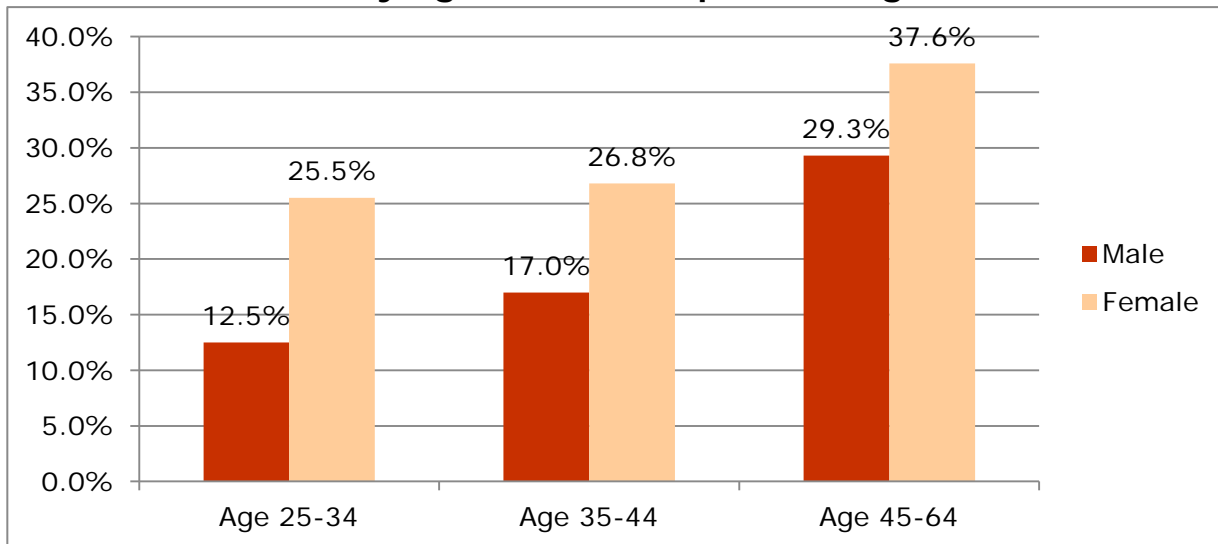
Civilian Labor Force Employment, by Age/Gender, Pop. Age 25-64



Civilian Labor Force Unemployment, by Age/Gender, Population Age 25-64



Not in Labor Force, by Age/Gender, Population Age 25-64



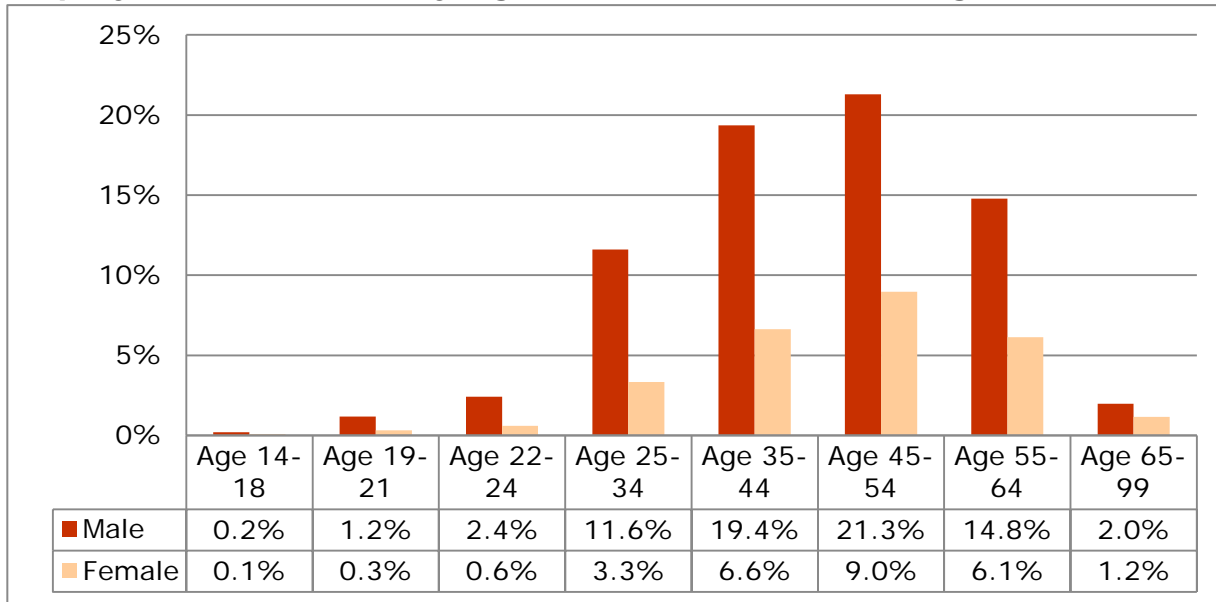
Top Industries, by Employment (Average Quarterly Employment-LED)

	# of Employees	Average Monthly Wage
Manufacturing	25,140	\$3,565
Retail Trade	20,275	\$1,946
Health Care and Social Assistance	13,898	\$2,893

Top Occupations, by Employment (2008-2018 Projections - VEC)

	# of Employees-2008
Office and Administrative Support Occupations	21,253
Production Occupations	21,070
Sales and Related Occupations	18,018

Employee Distribution by Age and Sex, Manufacturing - WIA II (LED)



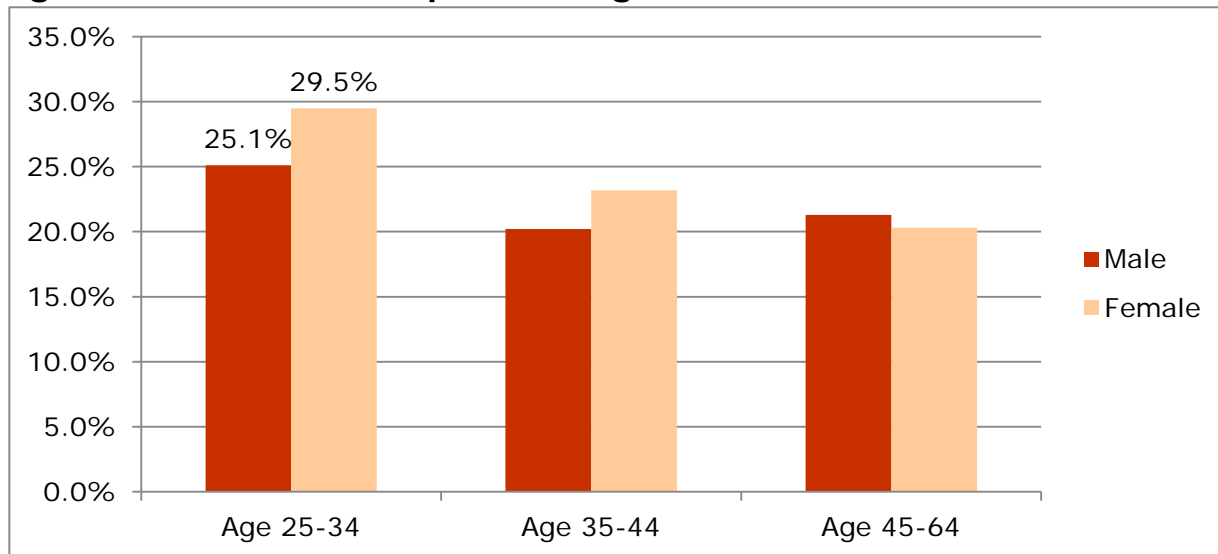
Employee Distribution by Educational Attainment and Sex, Manufacturing - WIA II (LED)

	Less than HS	HS Diploma or Equivalent	Some College or Associate Degree	Bachelor Degree or Above
Female	2.72%	11.33%	9.07%	4.05%
Male	8.91%	29.91%	23.22%	10.78%

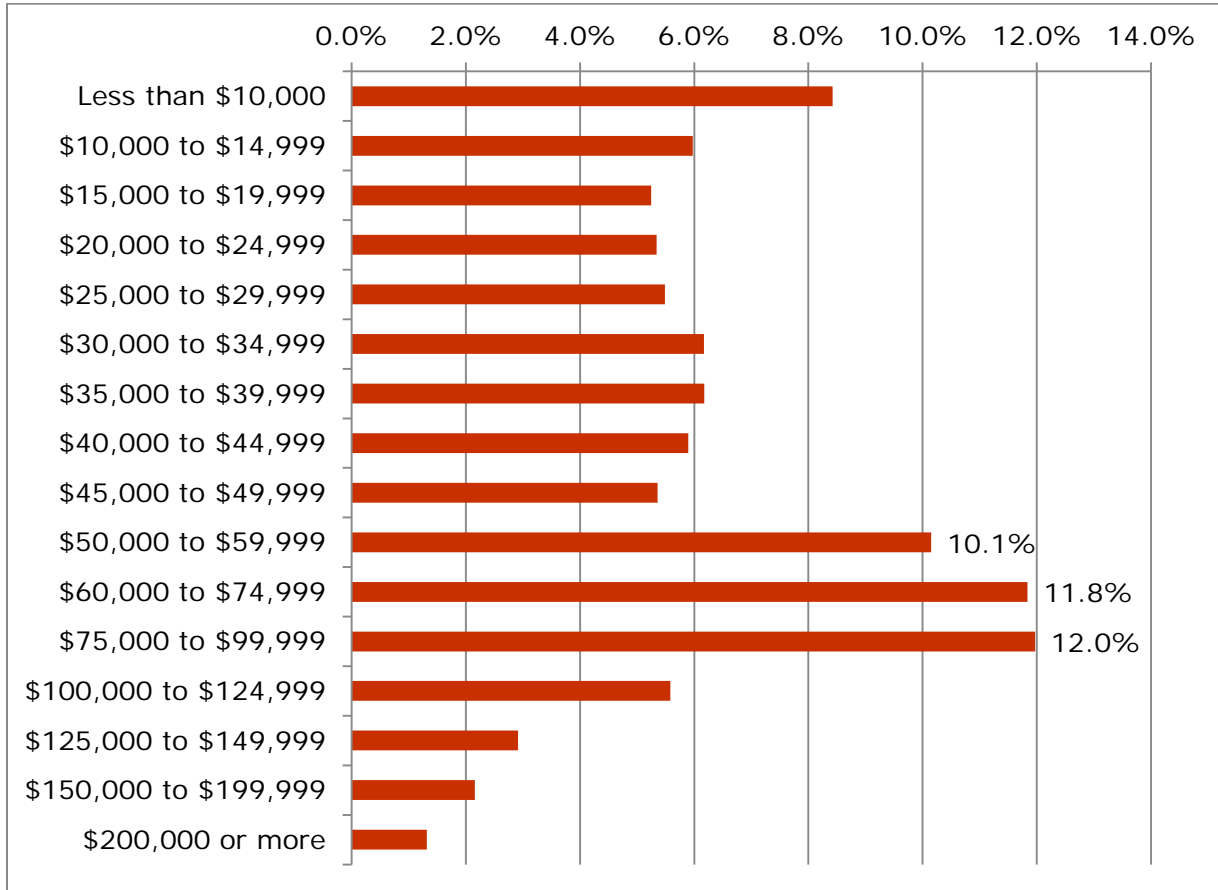
Educational Attainment Rates, Population Age 25-64

Jurisdiction	Total Population (Age 25-64)	Associate's Degree %	Bachelor's Degree and Above %	Some College %
Pulaski	19,766	11.0%	15.0%	21.6%
Montgomery	35,253	8.5%	42.4%	16.6%
Giles	9,401	8.5%	16.1%	22.4%
Floyd	8,052	7.6%	22.2%	18.1%
Bland	3,825	9.0%	15.7%	23.6%
Wythe	15,382	9.5%	15.3%	21.7%
Carroll	16,153	9.7%	13.7%	17.4%
Grayson	8,762	10.4%	11.0%	20.8%
Washington	29,016	9.6%	21.7%	22.3%
Smyth	17,239	10.5%	15.3%	19.4%
Galax	3,148	8.7%	16.5%	20.4%
Radford	4,540	12.7%	35.7%	23.6%
Bristol	8,645	10.6%	21.4%	24.5%

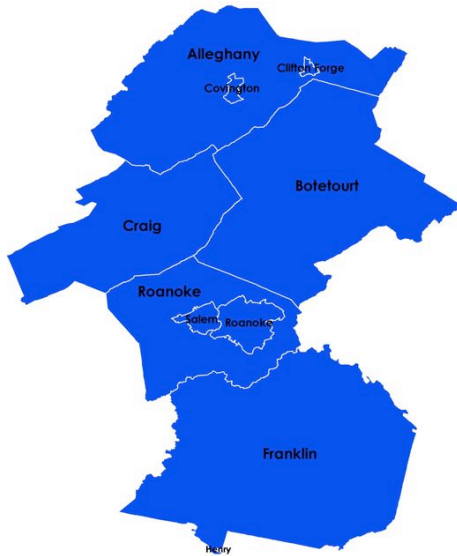
Educational Attainment to at least Bachelor's Degree, by Age/Gender, WIA II Population Age 25-64



Age of Householder, by Household Income, WIA II Population Age 25-64



Regional Summary: LWIA III - Western Virginia



Counties: Alleghany, Botetourt, Craig, Franklin, Roanoke

Cities: Covington, Roanoke, Salem

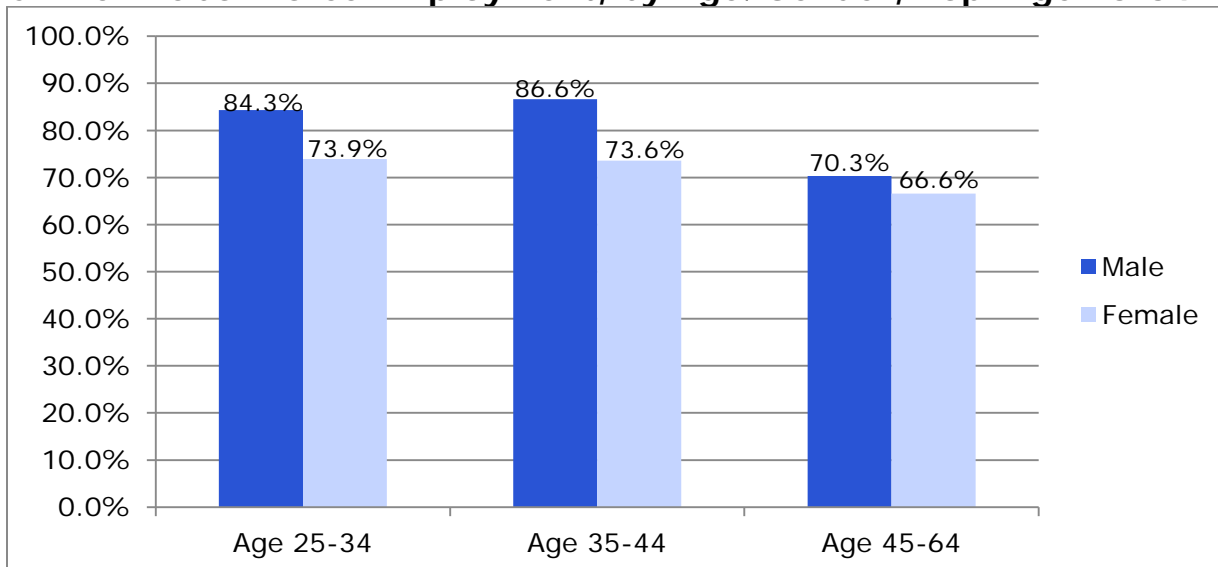
Labor Force Trends, Population Age 25-64

	# of Individuals	%
In Armed Forces	123	.1%
In Civilian Labor Force	130,885	76.7%
Employed	125,631	73.6%
Unemployed	5,254	3.1%
Not in Labor Force	39,640	23.2%

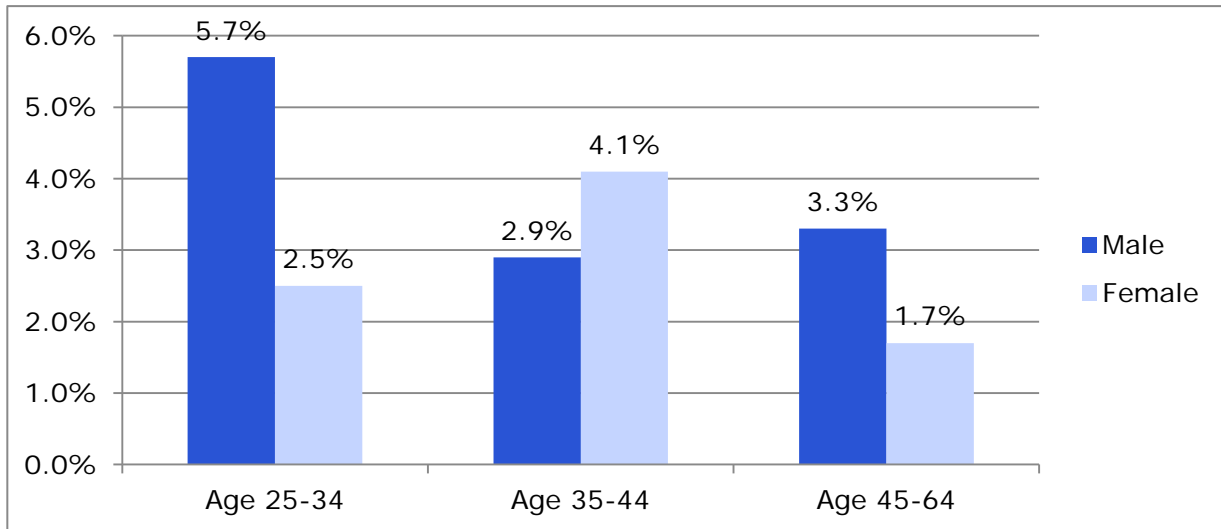
Labor Force Trends, by Gender, Population Age 25-64

	Male		Female	
	#	%	#	%
In Armed Forces	87	.1%	36	0.0%
In Civilian Labor Force	67,367	81.3%	63,518	72.4%
Employed	64,280	77.5%	61,351	69.9%
Unemployed	3,087	3.7%	2,167	2.5%
Not in Labor Force	15,441	18.6%	24,199	27.6%

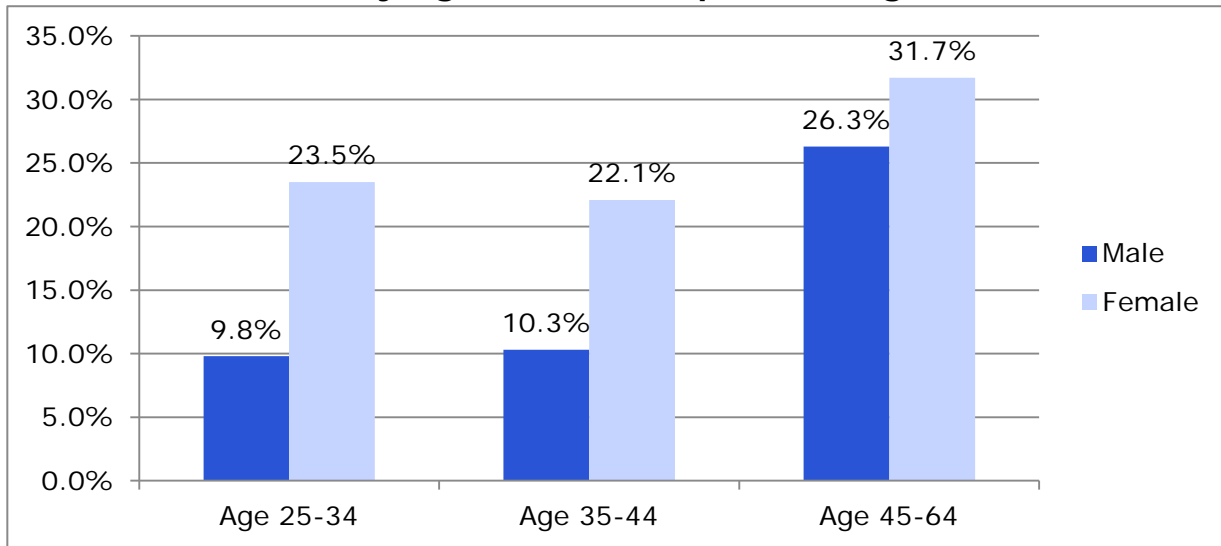
Civilian Labor Force Employment, by Age/Gender, Pop. Age 25-64



Civilian Labor Force Unemployment, by Age/Gender, Population Age 25-64



Not in Labor Force, by Age/Gender, Population Age 25-64



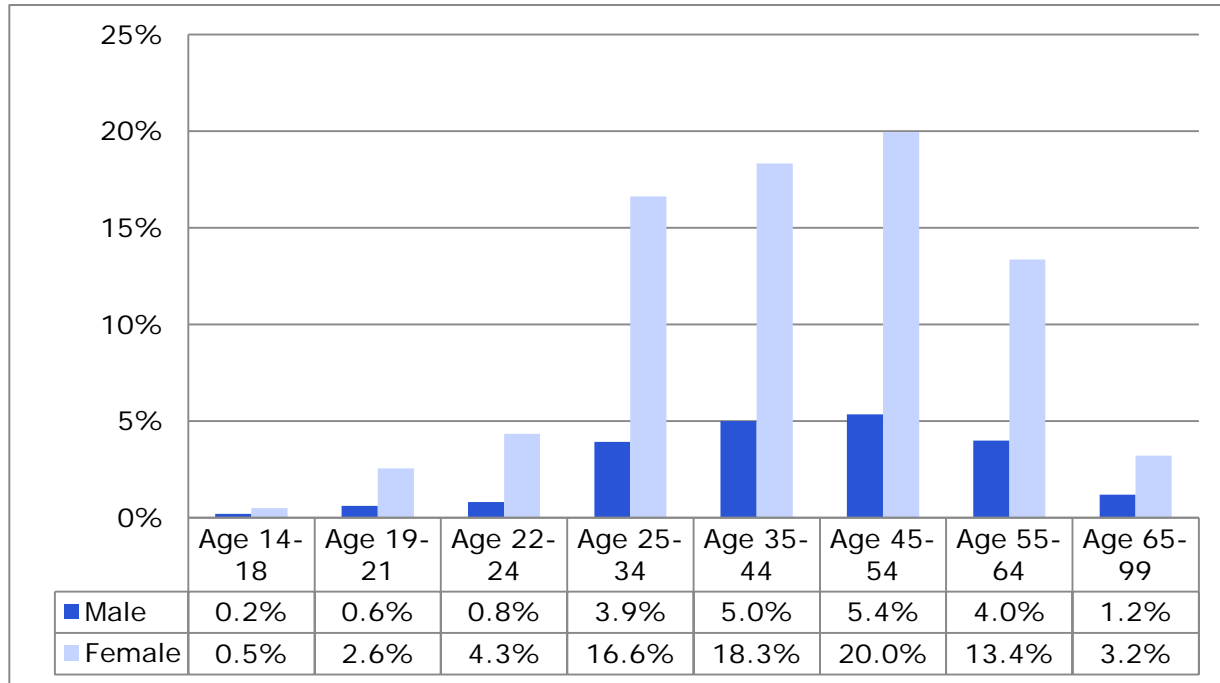
Top Industries, by Employment (Average Quarterly Employment-LED)

	# of Employees	Average Monthly Wage
Health Care and Social Assistance	23,786	\$3,967
Retail Trade	21,237	\$2,072
Manufacturing	16,905	\$4,154

Top Occupations, by Employment (2008-2018 Projections - VEC)

	# of Employees-2008
Office and Administrative Support Occupations	29,628
Sales and Related Occupations	20,491
Production Occupations	14,042

Employee Distribution by Age and Sex, Health Care and Social Assistance- WIA III (LED)



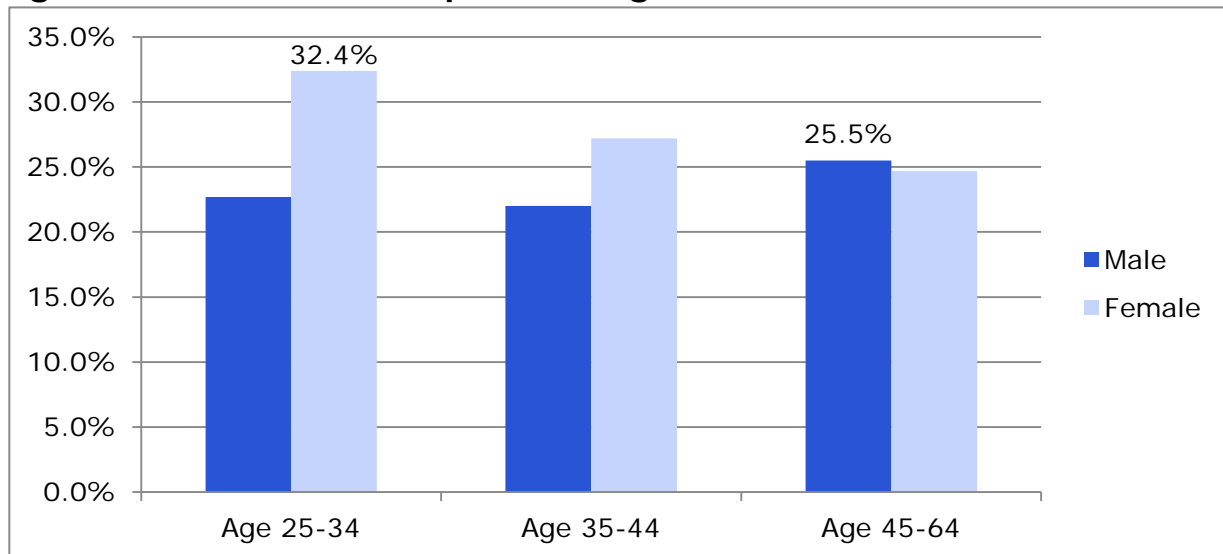
Employee Distribution by Educational Attainment and Sex, Health Care and Social Assistance - WIA III (LED)

	Less than HS	HS Diploma or Equivalent	Some College or Associate Degree	Bachelor Degree or Above
Female	6.09%	20.27%	30.33%	21.76%
Male	2.01%	5.14%	6.28%	8.13%

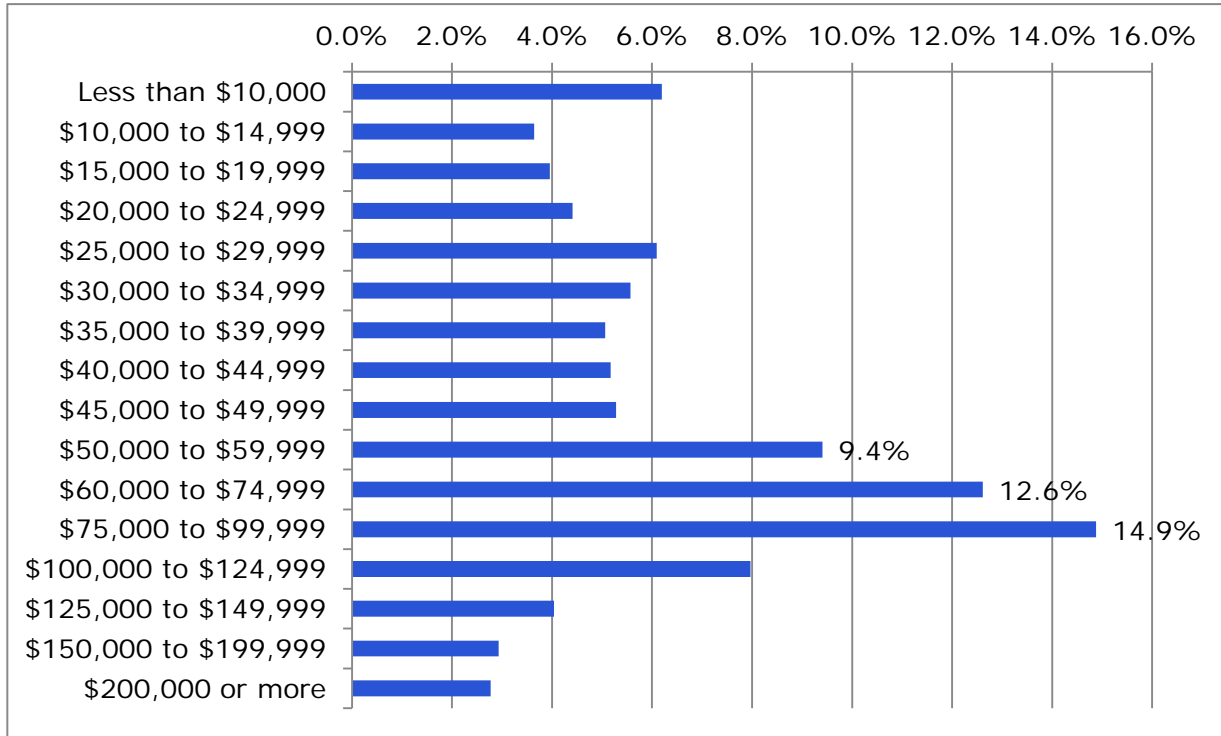
Educational Attainment Rates, Population Age 25-64

Jurisdiction	Total Population (Age 25-64)	Associate's Degree %	Bachelor's Degree and Above %	Some College %
Alleghany	8,549	13.3%	17.3%	21.1%
Botetourt	18,043	10.3%	25.1%	20.9%
Craig	2,914	8.3%	14.6%	18.4%
Franklin	27,835	7.9%	14.9%	21.8%
Roanoke	47,843	9.7%	35.9%	23.0%
Covington City	3,097	6.9%	11.0%	27.0%
Roanoke City	49,682	8.2%	23.2%	22.1%
Salem City	12,685	8.3%	30.5%	23.2%

Educational Attainment to at least Bachelor's Degree, by Age/Gender, WIA III Population Age 25-64



Age of Householder, by Household Income, WIA III Population Age 25-64



Regional Summary: LWIA IV and V - Shenandoah Valley



Counties: Augusta, Bath, Highland, Page, Rockbridge, Rockingham, Frederick, Clarke, Shenandoah, Warren

Cities: Buena Vista, Harrisonburg, Lexington, Staunton, Waynesboro, Winchester

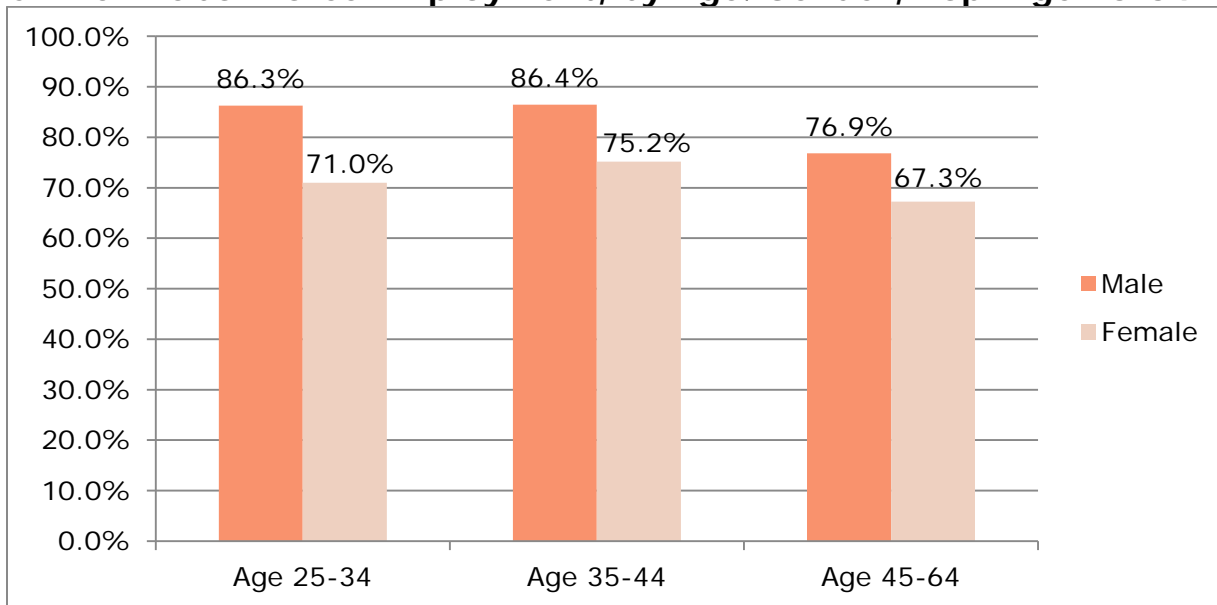
Labor Force Trends, Population Age 25-64

	# of Individuals	%
In Armed Forces	364	.1%
In Civilian Labor Force	198,220	78.6%
Employed	191,358	75.9%
Unemployed	6,862	2.7%
Not in Labor Force	53,538	21.2%

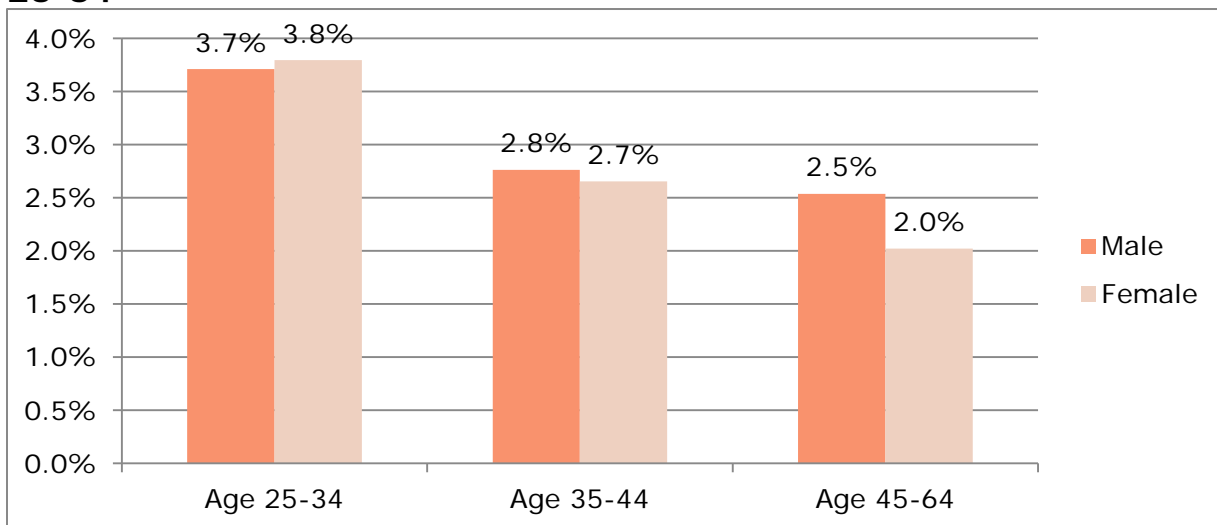
Labor Force Trends, by Gender, Population Age 25-64

	Male		Female	
	#	%	#	%
In Armed Forces	309	.2%	55	0%
In Civilian Labor Force	106,895	84.5%	91,325	72.7%
Employed	103,262	81.6%	88,096	70.2%
Unemployed	3,633	2.9%	3,229	2.6%
Not in Labor Force	19,373	15.3%	34,165	27.2%

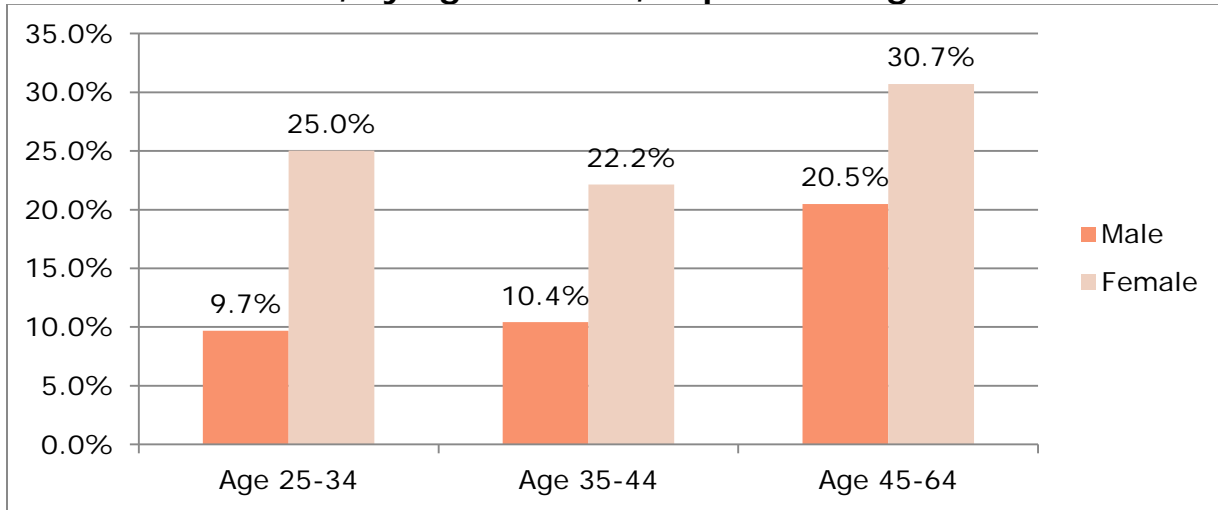
Civilian Labor Force Employment, by Age/Gender, Pop. Age 25-64



Civilian Labor Force Unemployment, by Age/Gender, Population Age 25-64



Not in Labor Force, by Age/Gender, Population Age 25-64



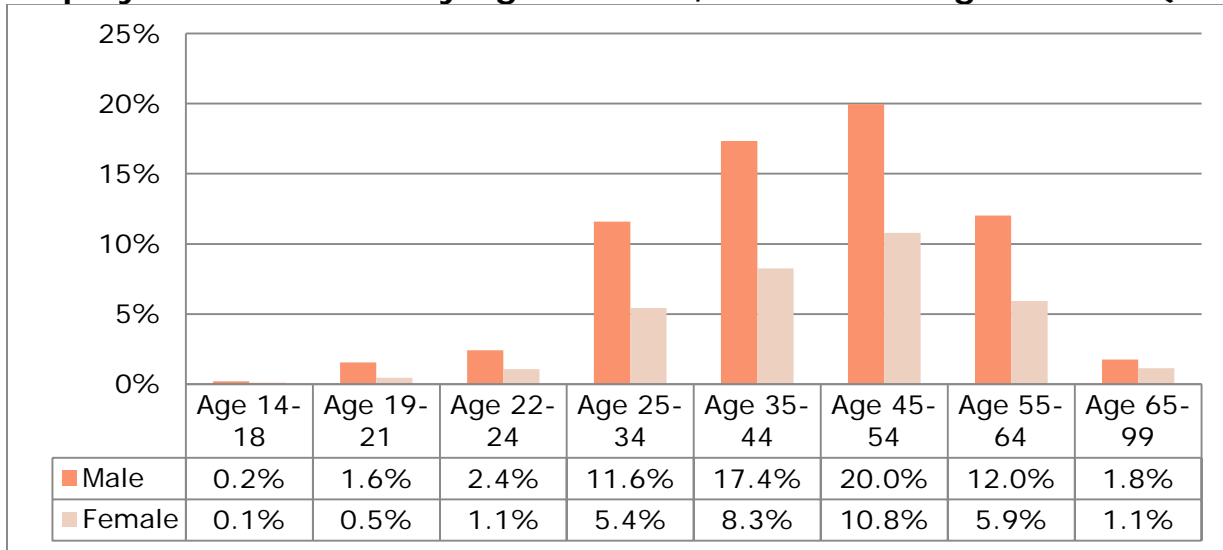
Top Industries, by Employment (Average Quarterly Employment-LED)

	# of Employees	Average Monthly Wage
Manufacturing	34,004	\$3,711
Retail Trade	25,010	\$2,094
Health Care and Social Assistance	22,927	\$3,425

Top Occupations, by Employment (2008-2018 Projections - VEC)

	# of Employees-2008
Office and Administrative Support Occupations	32,418
Sales and Related Occupations	26,308
Production Occupations	25,948

Employee Distribution by Age and Sex, Manufacturing - WIA IV (LED)



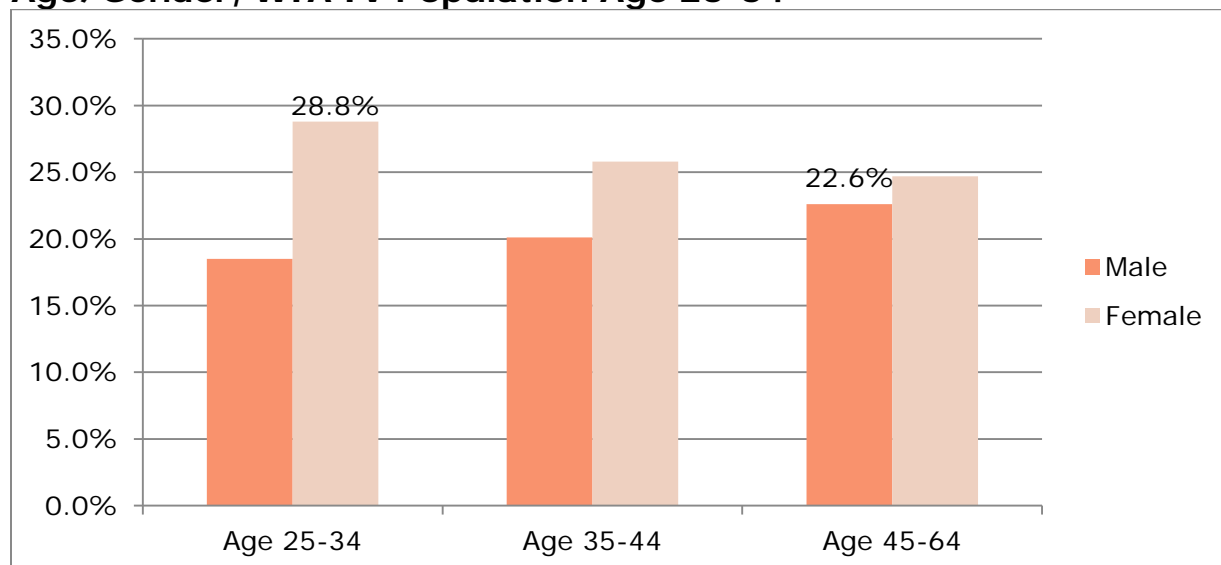
Employee Distribution by Educational Attainment and Sex, Manufacturing - WIA IV (LED)

	Less than High School	High School Diploma or Equivalent	Some College or Associate Degree	Bachelor Degree or Above
Female	4.54%	12.41%	10.38%	5.36%
Male	10.57%	25.8%	20.12%	10.83%

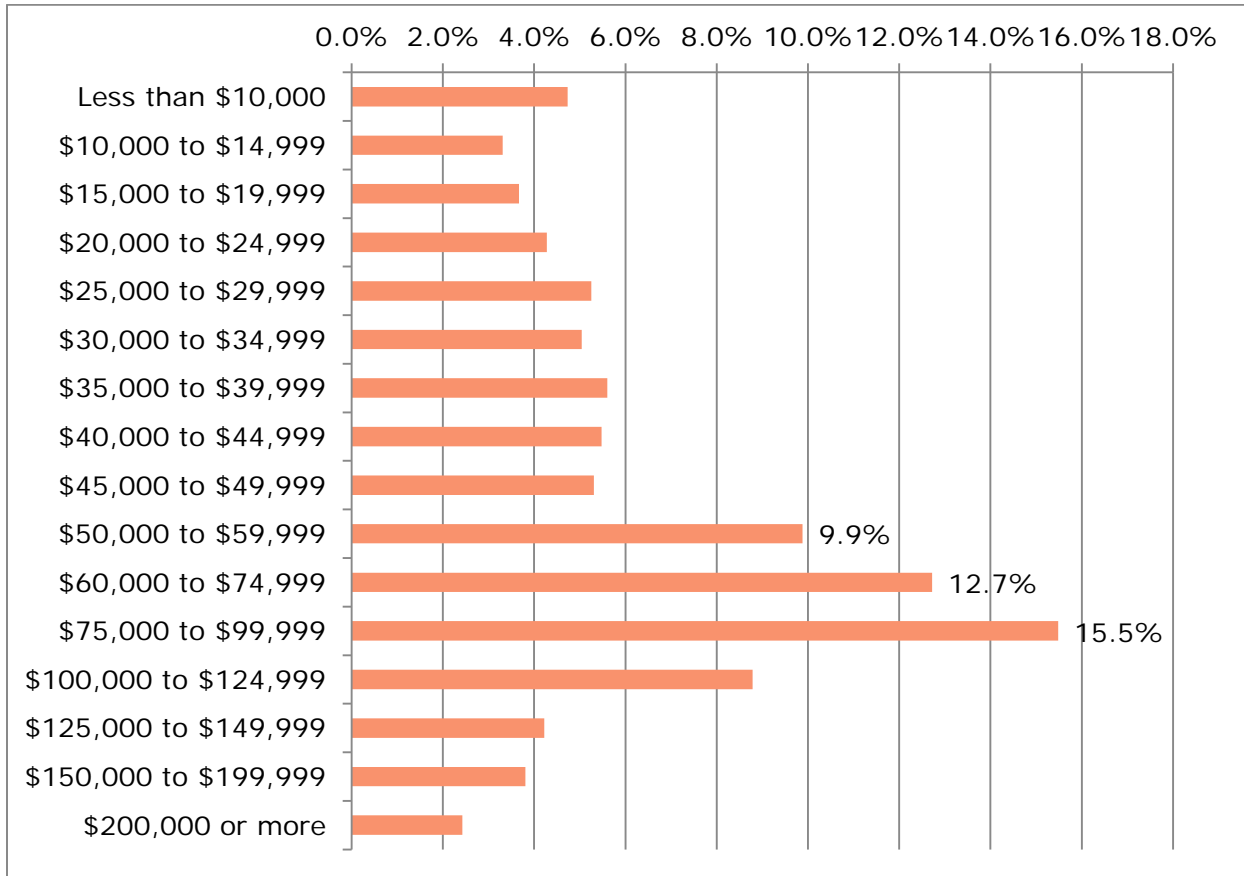
Educational Attainment Rates, Population Age 25-64

Jurisdiction	Total Population (Age 25-64)	Associate's Degree %	Bachelor's Degree and Above %	Some College %
Augusta	40,279	5.8%	19.7%	17.6%
Bath	2,527	4.6%	9.0%	18.6%
Highland	1,439	4.5%	22.2%	16.7%
Page	12,929	4.7%	11.4%	16.1%
Rockbridge	11,610	6.7%	23.6%	16.1%
Rockingham	38,970	6.1%	22.5%	15.1%
Buena Vista City	3,084	5.7%	15.5%	17.2%
Harrisonburg City	14,680	3.9%	35.0%	14.6%
Lexington City	1,701	4.2%	55.5%	13.2%
Staunton City	11,952	6.7%	28.6%	18.6%
Waynesboro City	10,759	5.7%	22.7%	17.1%
Clarke	8,036	7.7%	29.8%	20.7%
Frederick	39,735	8.1%	23.4%	21.2%
Shenandoah	21,281	5.8%	18.6%	21.7%
Warren	19,783	6.1%	21.9%	20.7%
Winchester City	13,357	5.9%	30.5%	16.3%

Educational Attainment to at least Bachelor's Degree, by Age/Gender, WIA IV Population Age 25-64



Age of Householder, by Household Income, WIA IV Population Age 25-64



Regional Summary: LWIA VI -Piedmont Workforce Network



Counties: Albemarle, Culpeper, Fauquier, Fluvanna, Greene, Louisa, Madison, Nelson, Orange, Rappahannock

Cities: Charlottesville

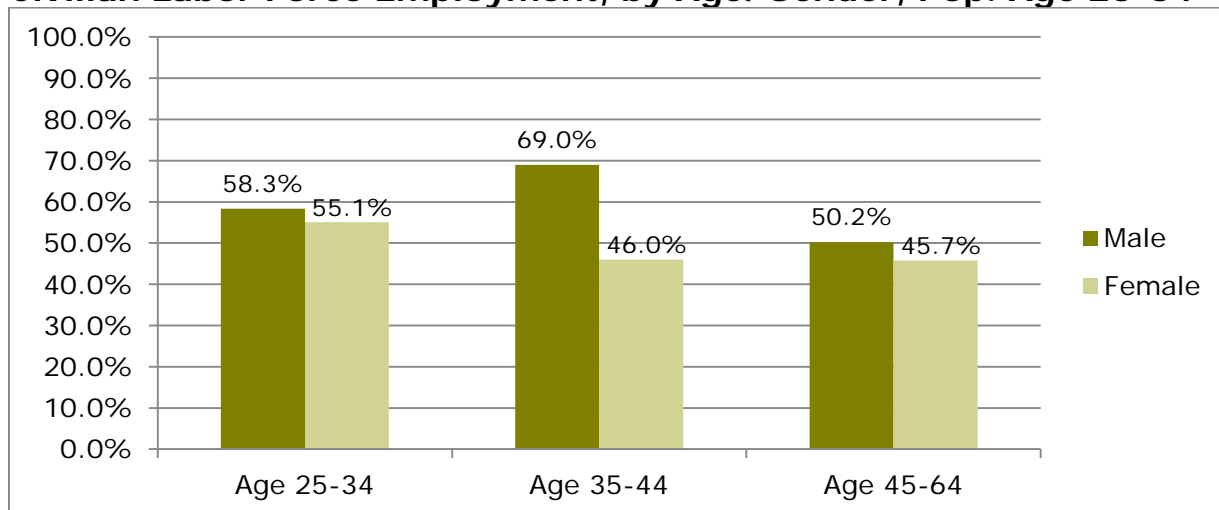
Labor Force Trends, Pop Age 25-64

	# of Individuals	%
In Armed Forces	535	0.3%
In Civilian Labor Force	112,473	54.9%
Employed	103,171	50.4%
Unemployed	2,822	1.4%
Not in Labor Force	24,450	11.9%

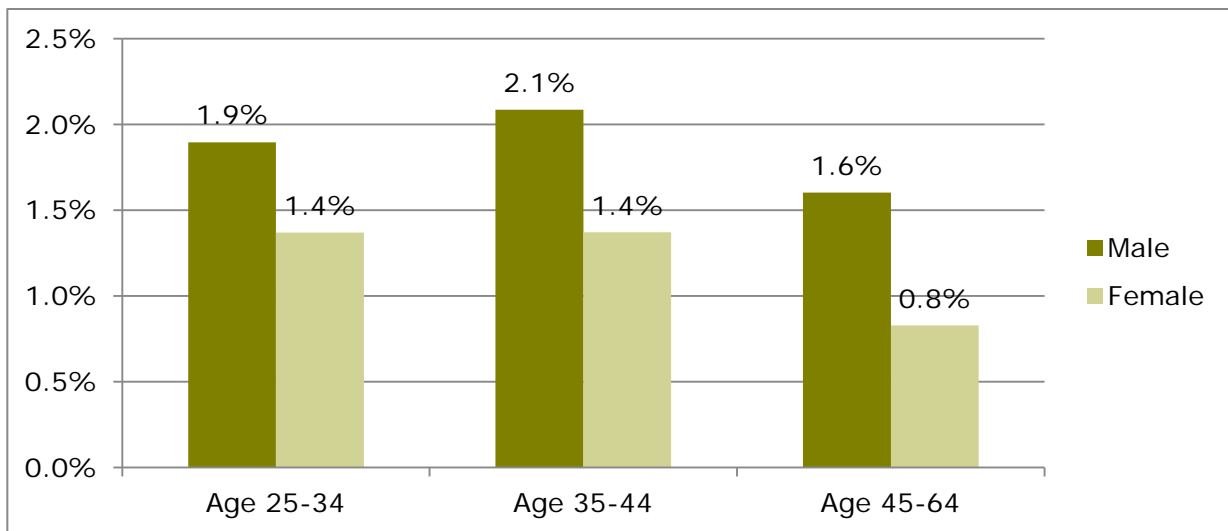
Labor Force Trends, by Gender, Population Age 25-64

	Male		Female	
	#	%	#	%
In Armed Forces	455	0.5%	80	0.1%
In Civilian Labor Force	58,129	66.3%	54,344	51.7%
Employed	52,871	60.3%	50,300	47.9%
Unemployed	1,672	1.9%	1,150	1.1%
Not in Labor Force	8,368	9.5%	16,082	15.3%

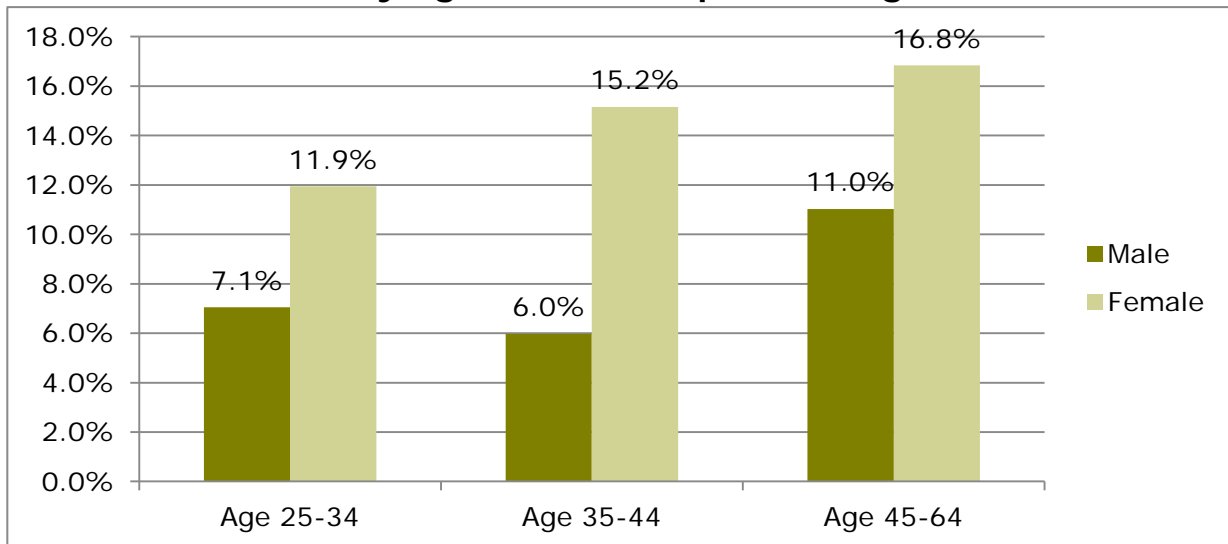
Civilian Labor Force Employment, by Age/Gender, Pop. Age 25-64



Civilian Labor Force Unemployment, by Age/Gender, Population Age 25-64



Not in Labor Force, by Age/Gender, Population Age 25-64



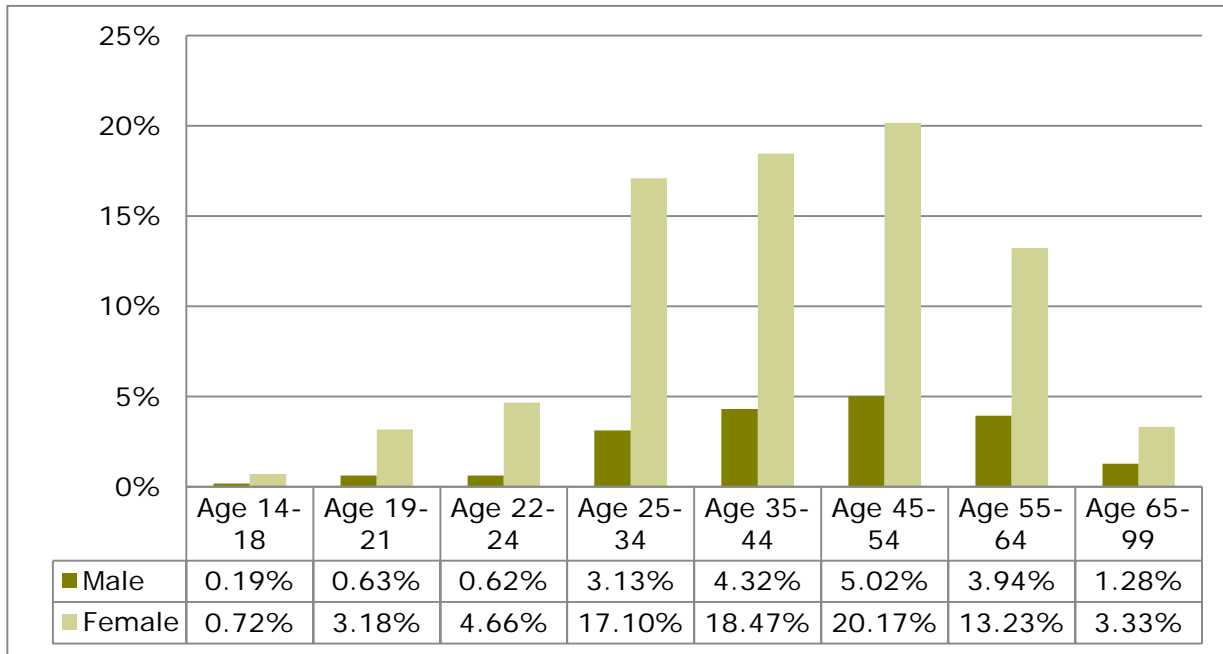
Top Industries, by Employment (Average Quarterly Employment-LED)

	# of Employees	Average Monthly Wage
Retail Trade	16,316	\$2,313
Health Care and Social Assistance	13,524	\$3,765
Accommodation and Food Services	13,381	\$1,463

Top Occupations, by Employment (2008-2018 Projections - VEC)

	# of Employees-2008
Office and Administrative Support Occupations	25,359
Sales and Related Occupations	16,645
Education, Training and Library Occupations	13,670

Employee Distribution by Age and Sex, Health Care and Social Assistance- WIA VI (LED)



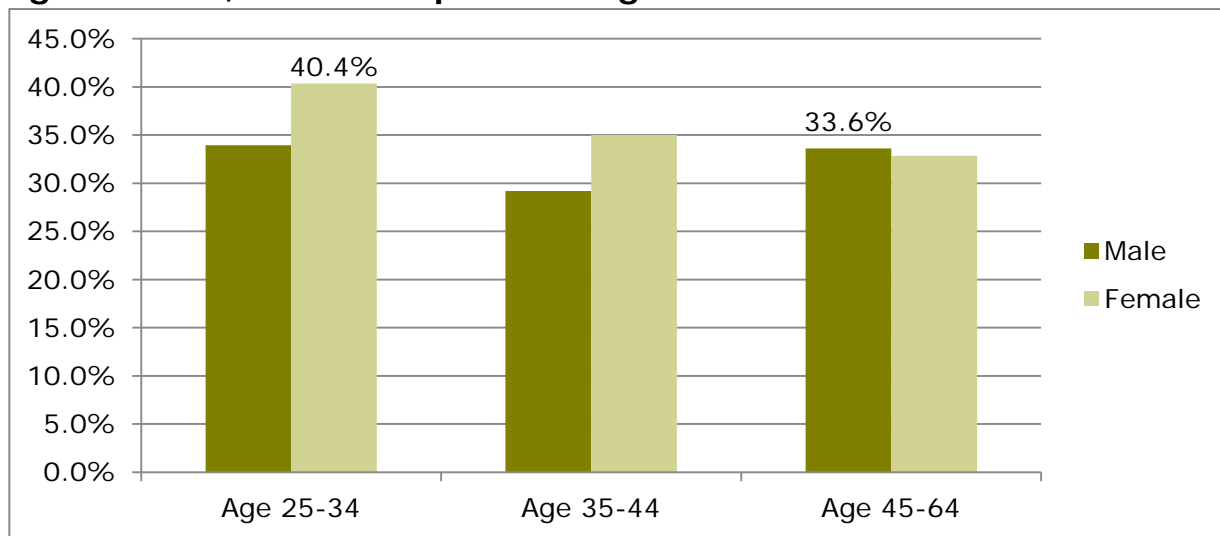
Employee Distribution by Educational Attainment and Sex, Health Care and Social Assistance - WIA VI (LED)

	Less than High School	High School Diploma or Equivalent	Some College or Associate Degree	Bachelor Degree or Above
Female	6.68%	19.83%	29.58%	24.25%
Male	1.49%	3.83%	5.06%	9.28%

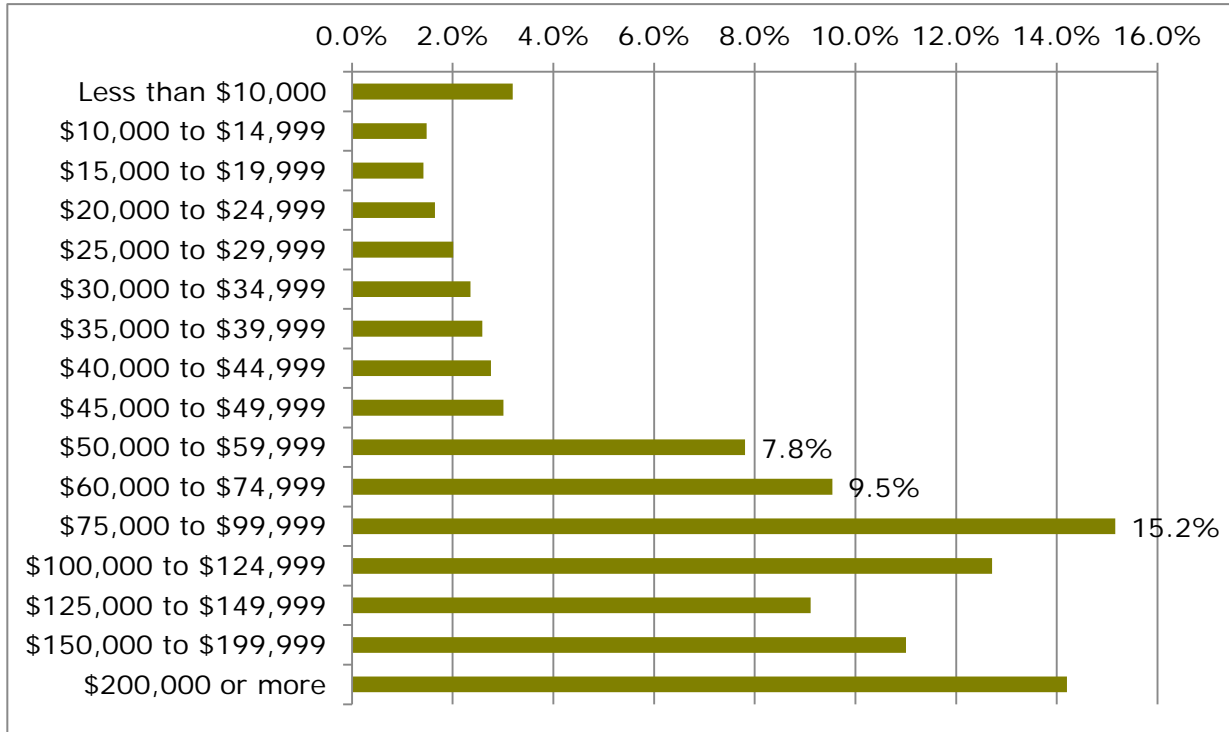
Educational Attainment Rates, Population Age 25-64

Jurisdiction	Total Population (Age 25-64)	Associate's Degree %	Bachelor's Degree and Above %	Some College %
Albemarle	48,484	5.5%	55.7%	14.3%
Culpeper	24,621	6.7%	22.3%	20.6%
Fauquier	36,442	7.5%	30.2%	23.0%
Fluvanna	14,053	9.0%	25.6%	21.3%
Green	9,832	5.1%	20.8%	20.1%
Louisa	17,738	5.5%	17.7%	20.1%
Madison	7,244	6.1%	24.9%	15.9%
Nelson	8,321	5.5%	22.9%	19.2%
Orange	16,995	6.3%	21.4%	22.5%
Rappahannock	3,985	3.2%	36.1%	14.8%
Charlottesville	17,096	3.8%	48.3%	16.0%

Educational Attainment to at least Bachelor's Degree, by Age/Gender, WIA VI Population Age 25-64



Age of Householder, by Household Income, WIA VI Population Age 25-64



Regional Summary: LWIA VII - Region 2000



Counties: Amherst, Appomattox, Bedford, Campbell
Cities: Bedford, Lynchburg

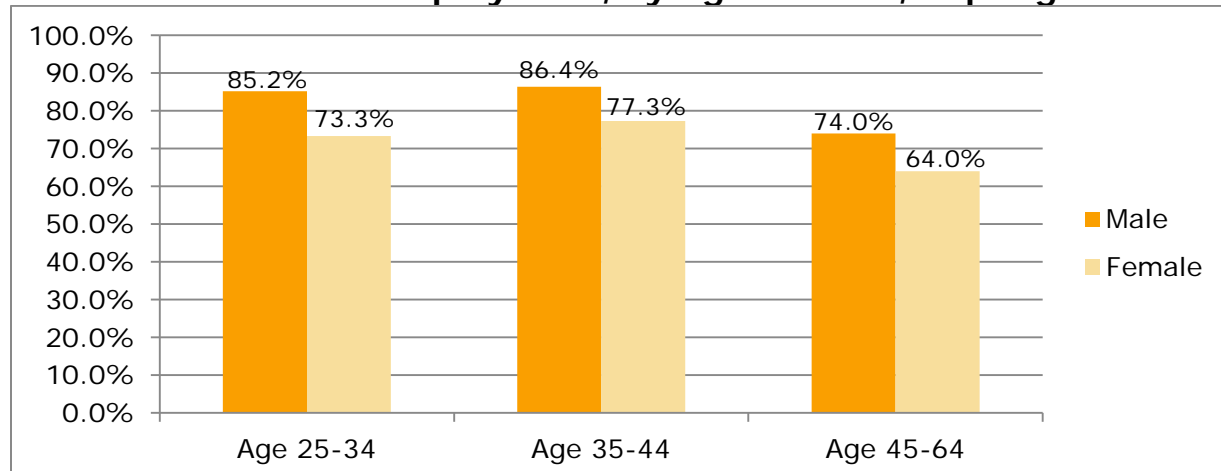
Labor Force Trends, Population Age 25-64

	# of Individuals	%
In Armed Forces	242	0.2%
In Civilian Labor Force	96,113	77.4%
Employed	92,425	74.4%
Unemployed	3,688	3.0%
Not in Labor Force	27,883	22.4%

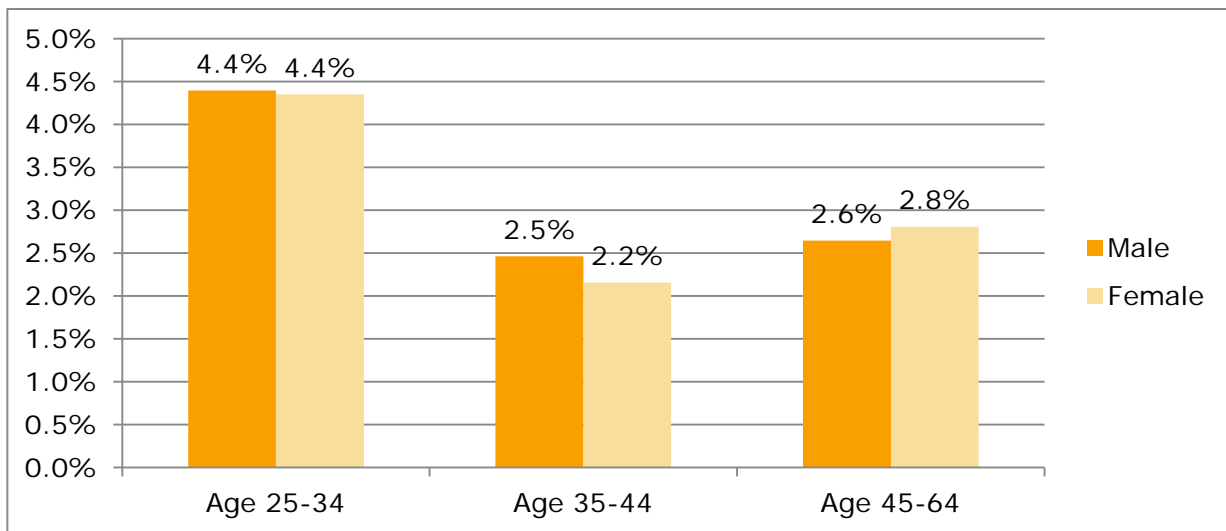
Labor Force Trends, by Gender, Population Age 25-64

	Male		Female	
	#	%	#	%
In Armed Forces	220	0.4%	22	0.0%
In Civilian Labor Force	50,024	82.6%	46,089	72.4%
Employed	48,216	79.6%	44,209	69.4%
Unemployed	1,808	3.0%	1,880	3.0%
Not in Labor Force	10,338	17.1%	17,545	27.6%

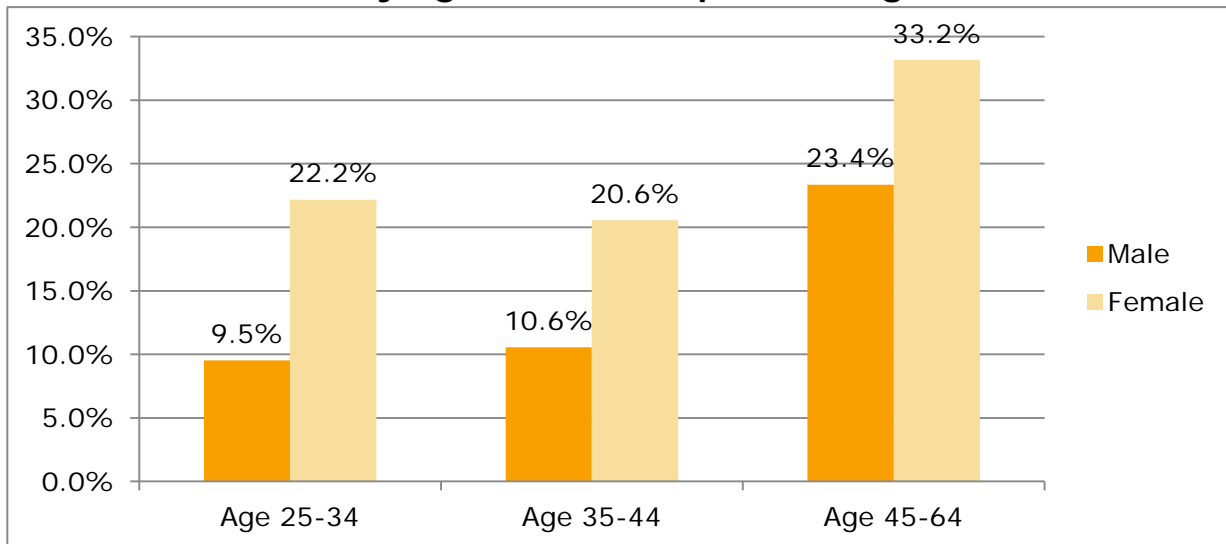
Civilian Labor Force Employment, by Age/Gender, Pop. Age 25-64



Civilian Labor Force Unemployment, by Age/Gender, Population Age 25-64



Not in Labor Force, by Age/Gender, Population Age 25-64



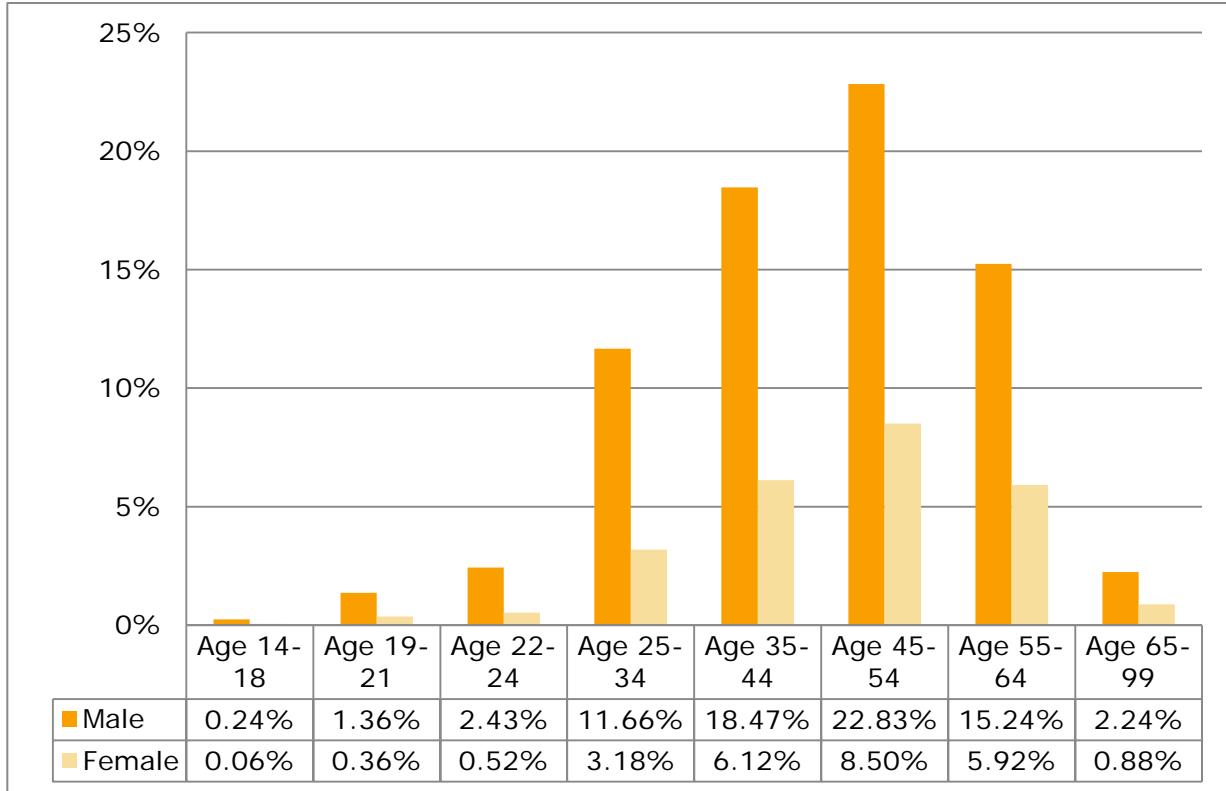
Top Industries, by Employment (Average Quarterly Employment-LED)

	# of Employees	Average Monthly Wage
Manufacturing	13,606	\$4,171
Health Care and Social Assistance	12,399	\$3,263
Retail Trade	11,828	\$1,914

Top Occupations, by Employment (2008-2018 Projections - VEC)

	# of Employees-2008
Office and Administrative Support Occupations	16,545
Sales and Related Occupations	12,367
Production Occupations	11,528

Employee Distribution by Age and Sex, Manufacturing - WIA VII (LED)



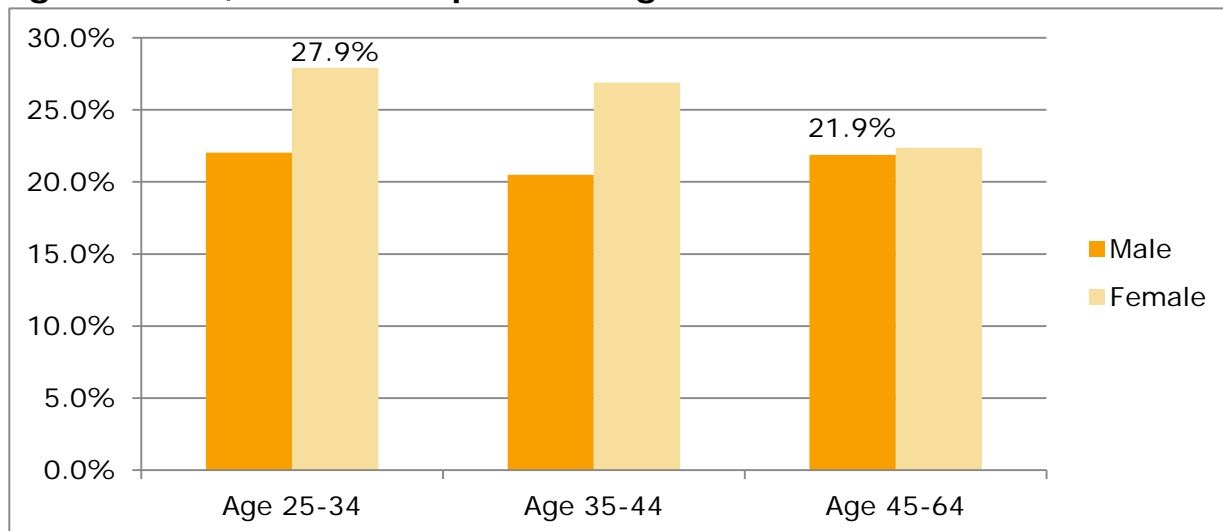
Employee Distribution by Educational Attainment and Sex, Manufacturing - WIA VII (LED)

	Less than High School	High School Diploma or Equivalent	Some College or Associate Degree	Bachelor Degree or Above
Female	2.89%	9.79%	8.66%	4.14%
Male	8.63%	27.88%	24.76%	13.24%

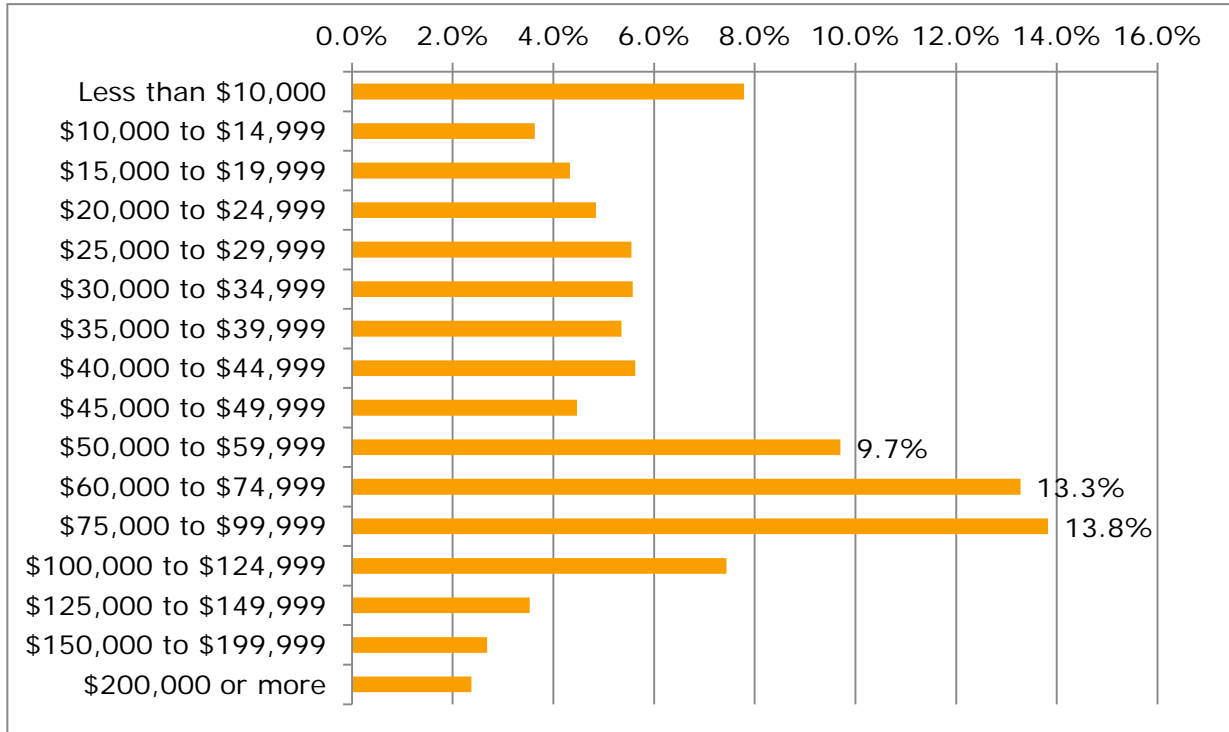
Educational Attainment Rates, Population Age 25-64

Jurisdiction	Total Population (Age 25-64)	Associate's Degree %	Bachelor's Degree and Above %	Some College %
Amherst	16,530	7.6%	19.1%	21.4%
Appomattox	7,592	6.7%	12.3%	20.2%
Bedford	37,438	7.7%	24.7%	23.5%
Campbell	28,473	9.8%	17.7%	24.3%
City of Bedford	3,049	8.3%	23.7%	31.0%
Lynchburg	31,156	6.1%	31.1%	22.2%

Educational Attainment to at least Bachelor's Degree, by Age/Gender, WIA VII Population Age 25-64



Age of Householder, by Household Income, WIA VII Population Age 25-64



Regional Summary: LWIA VIII - South Central



Counties: Amelia, Buckingham, Brunswick, Charlotte, Cumberland, Halifax, Lunenburg, Mecklenburg, Nottoway, Prince Edward

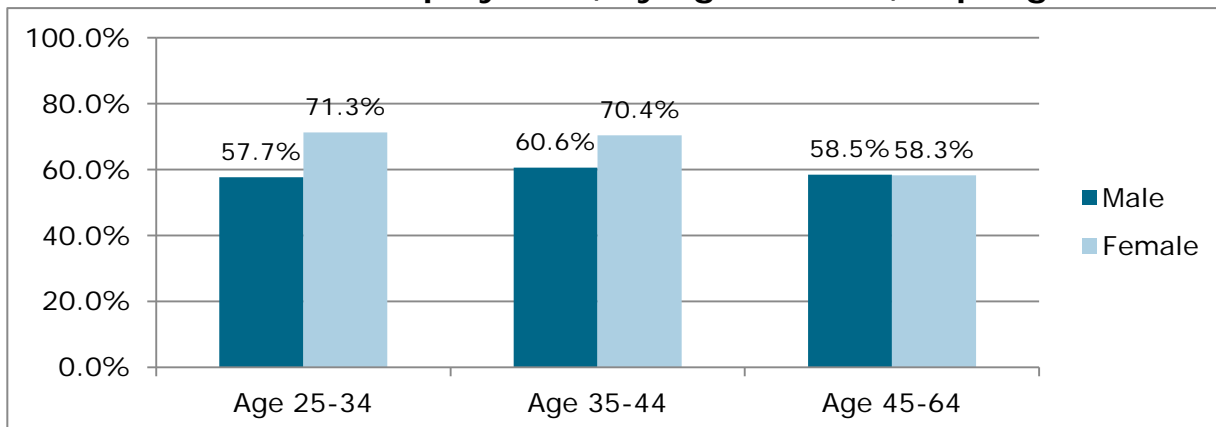
Labor Force Trends, Population Age 25-64

	# of Individuals	%
In Armed Forces	169	0.2%
In Civilian Labor Force	64,009	64.8%
Employed	60,417	61.2%
Unemployed	3,592	3.6%
Not in Labor Force	34,553	35.0%

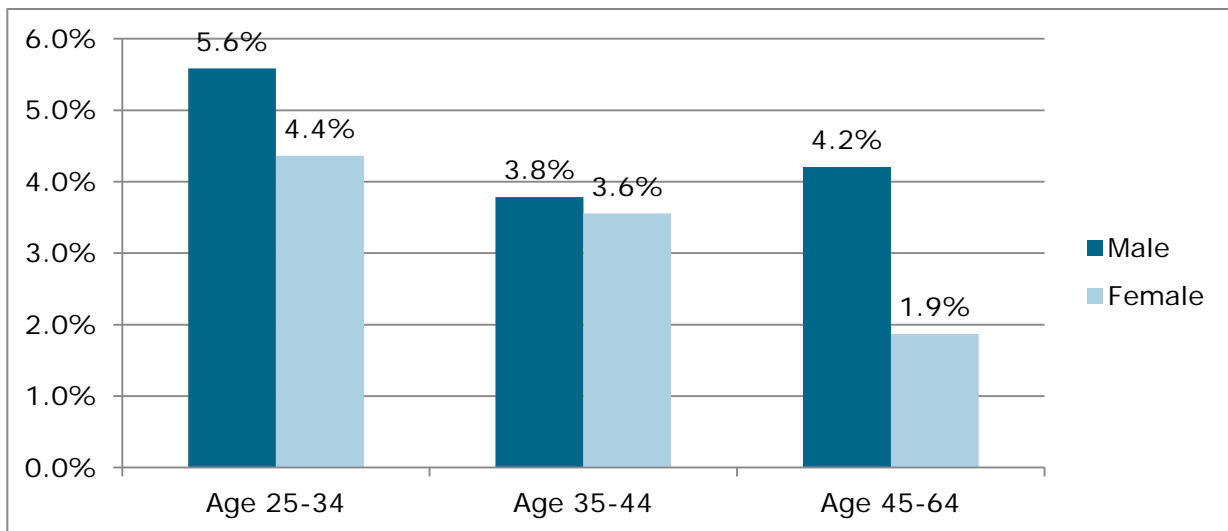
Labor Force Trends, by Gender, Population Age 25-64

	Male		Female	
	#	%	#	%
In Armed Forces	168	0.3%	1	0.0%
In Civilian Labor Force	33,200	63.3%	30,809	66.6%
Employed	30,890	58.9%	29,527	63.8%
Unemployed	2,310	4.4%	1,282	2.8%
Not in Labor Force	19,088	36.4%	15,465	33.4%

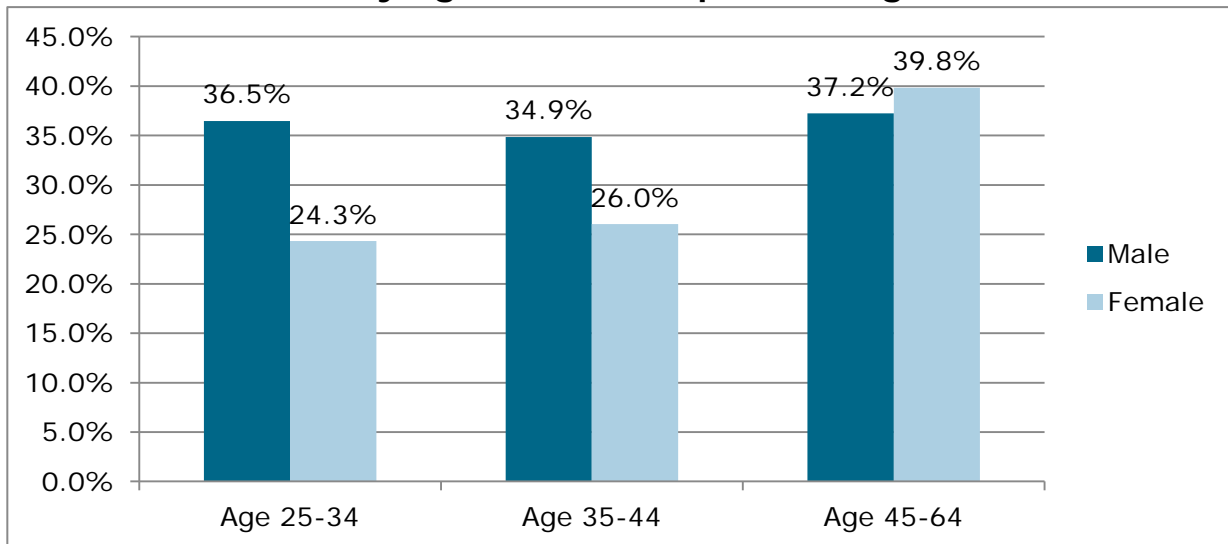
Civilian Labor Force Employment, by Age/Gender, Pop. Age 25-64



Civilian Labor Force Unemployment, by Age/Gender, Population Age 25-64



Not in Labor Force, by Age/Gender, Population Age 25-64



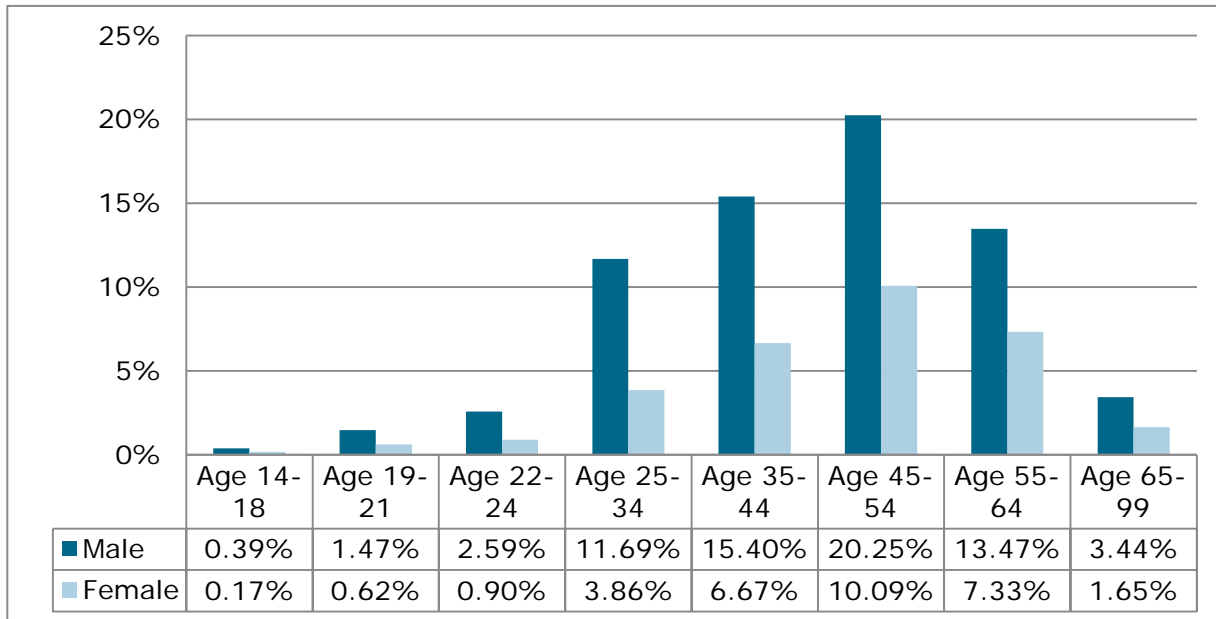
Top Industries, by Employment (Average Quarterly Employment-LED)

	# of Employees	Average Monthly Wage
Health Care and Social Assistance	7,606	\$2,675
Retail Trade	6,662	\$2,006
Manufacturing	5,617	\$2,857

Top Occupations, by Employment (2008-2018 Projections - VEC)

	# of Employees-2008
Office and Administrative Support Occupations	8,350
Sales and Related Occupations	6,037
Education, Training and Library Occupations	5,052

Employee Distribution by Age and Sex, Manufacturing - WIA VIII (LED)



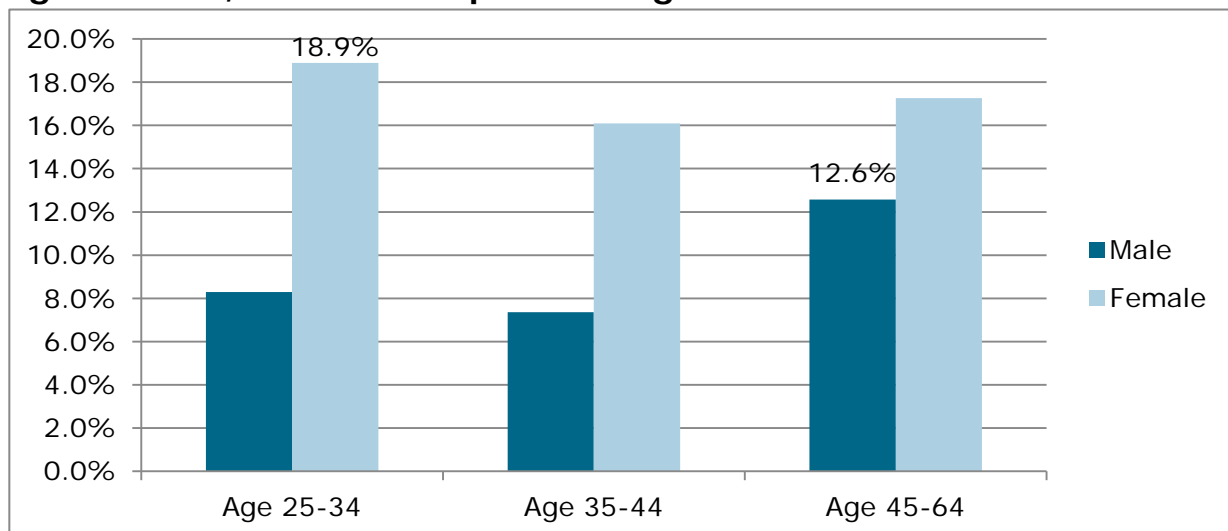
Employee Distribution by Educational Attainment and Sex, Manufacturing - WIA VIII (LED)

	Less than High School	High School Diploma or Equivalent	Some College or Associate Degree	Bachelor Degree or Above
Female	5.38%	13.71%	9.78%	3.47%
Male	13.21%	26.88%	19.46%	8.12%

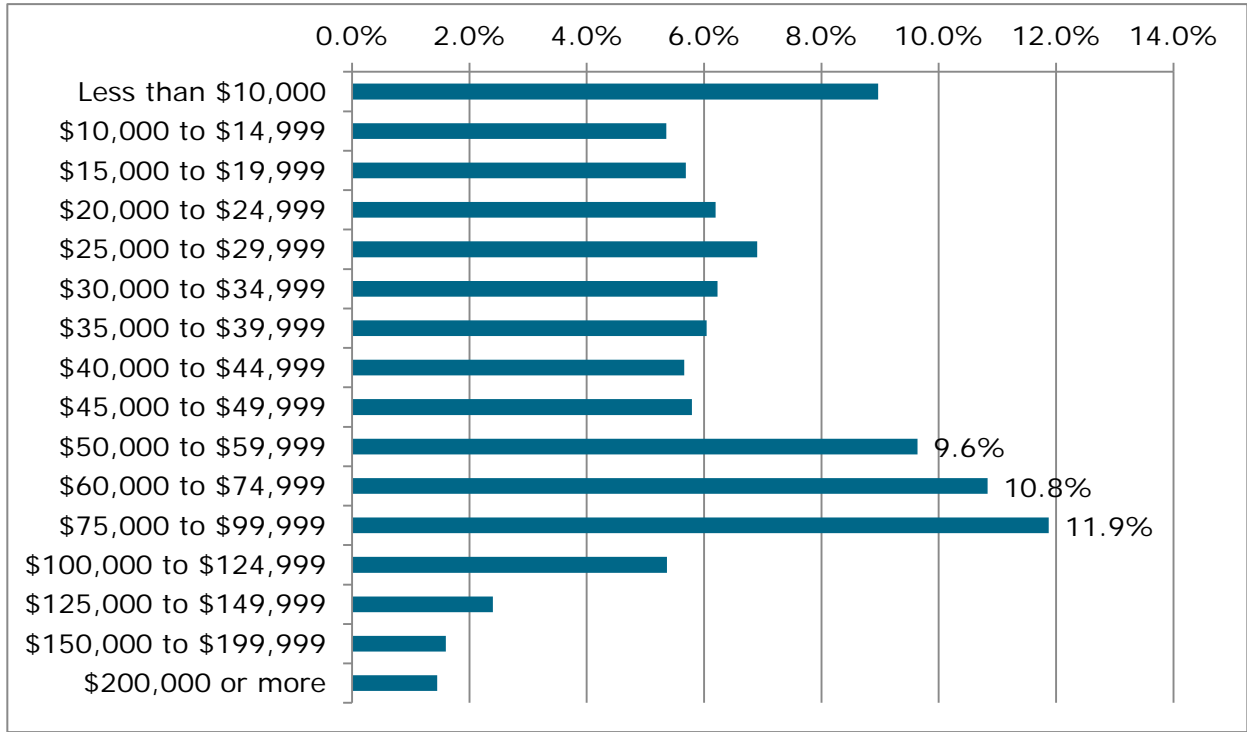
Educational Attainment Rates, Population Age 25-64

Jurisdiction	Total Population (Age 25-64)	Associate's Degree %	Bachelor's Degree and Above %	Some College %
Amelia	6,879	6.4%	9.2%	19.6%
Brunswick	9,648	7.4%	11.3%	16.3%
Buckingham	11,674	5.2%	13.1%	10.7%
Charlotte	6,132	6.5%	15.2%	22.2%
Cumberland	5,152	6.8%	11.0%	16.4%
Halifax	18,230	9.2%	14.0%	18.2%
Lunenburg	6,876	6.1%	10.3%	16.9%
Mecklenburg	16,801	6.9%	14.1%	18.5%
Nottoway	8,234	7.7%	12.4%	18.4%
Prince Edward	9,105	2.9%	20.9%	13.6%

Educational Attainment to at least Bachelor's Degree, by Age/Gender, WIA VIII Population Age 25-64



Age of Householder, by Household Income, WIA VIII Population Age 25-64



Regional Summary: LWIA IX & X - Capital Region



Counties: Charles City, Chesterfield, Goochland, Hanover, Henrico, New Kent, Powhatan

Cities: Richmond

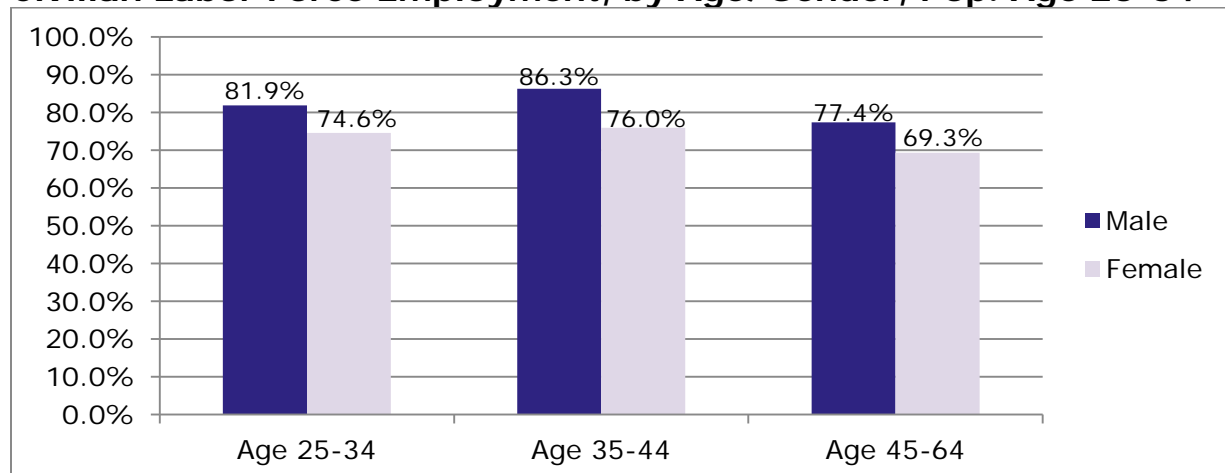
Labor Force Trends, Population Age 25-64

	# of Individuals	%
In Armed Forces	1,627	0.3%
In Civilian Labor Force	421,804	79.8%
Employed	403,104	76.3%
Unemployed	18,700	3.5%
Not in Labor Force	104,870	19.9%

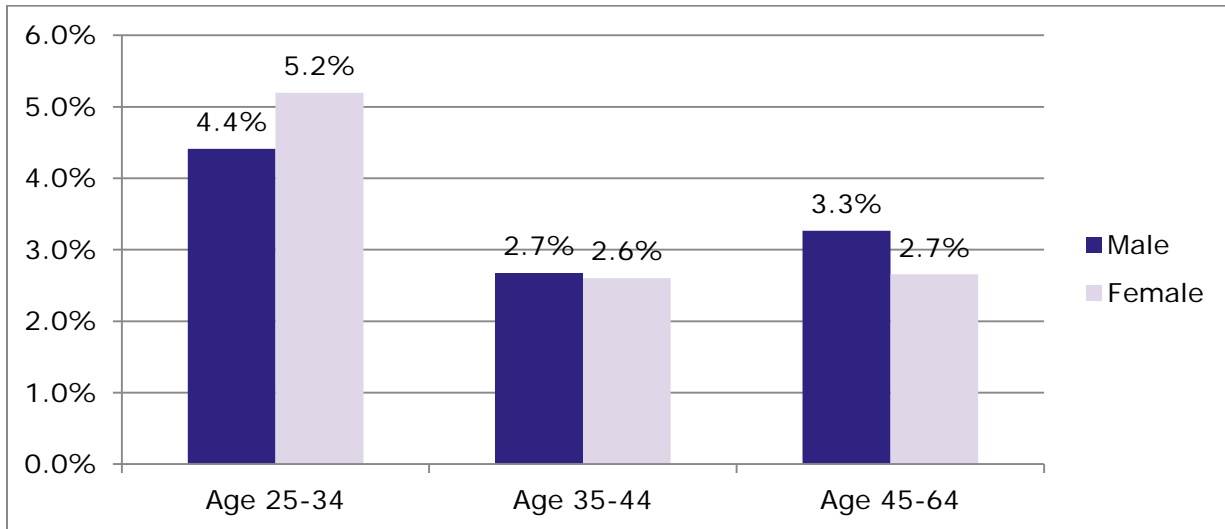
Labor Force Trends, by Gender, Population Age 25-64

	Male		Female	
	#	%	#	%
In Armed Forces	1,394	0.5%	233	0.0%
In Civilian Labor Force	215,040	84.3%	206,764	75.7%
Employed	205,807	80.7%	197,297	72.2%
Unemployed	9,233	3.6%	9,467	3.5%
Not in Labor Force	38,716	15.2%	66,154	24.2%

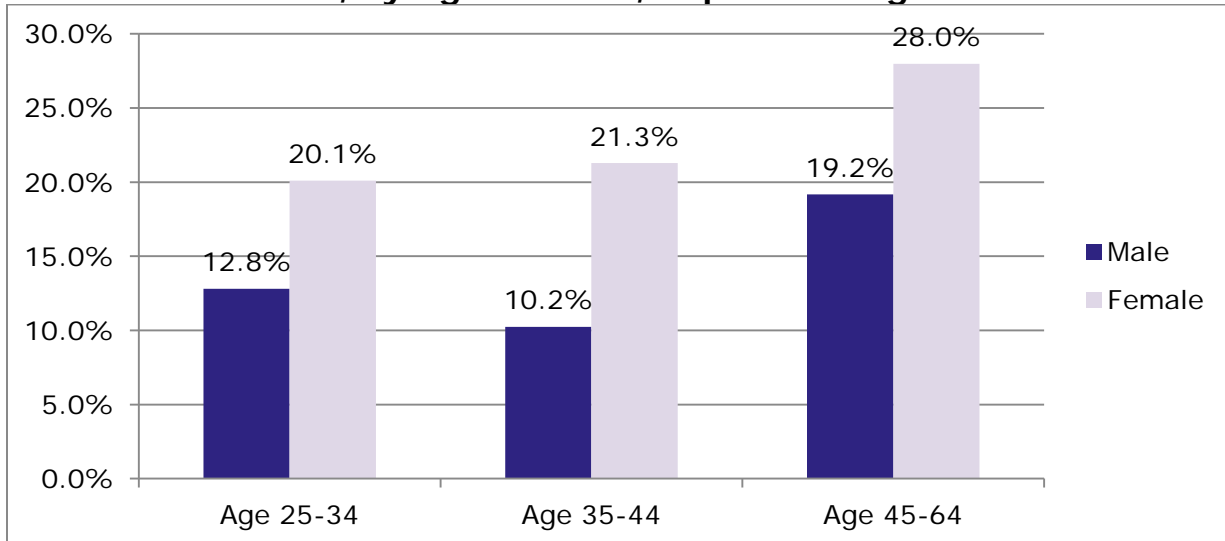
Civilian Labor Force Employment, by Age/Gender, Pop. Age 25-64



Civilian Labor Force Unemployment, by Age/Gender, Population Age 25-64



Not in Labor Force, by Age/Gender, Population Age 25-64



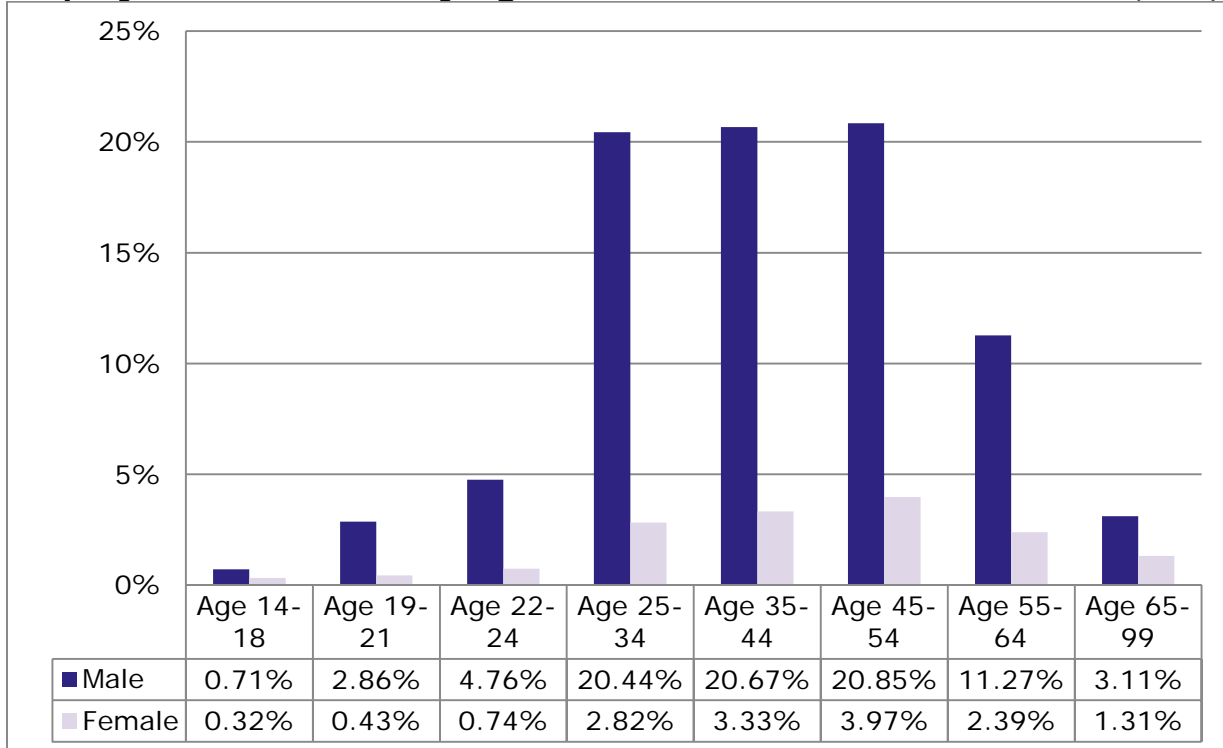
Top Industries, by Employment (Average Quarterly Employment-LED)

	# of Employees	Average Monthly Wage
Health Care and Social Assistance	61,132	\$4,040
Retail Trade	56,614	\$4,746
Accommodation and Food Services	35,508	\$3,769

Top Occupations, by Employment (2008-2018 Projections - VEC)

	# of Employees-2008
Office and Administrative Support Occupations	92,169
Sales and Related Occupations	64,859
Business and Financial Operations Occupation	39,584

Employee Distribution by Age and Sex, Construction - WIA IX (LED)



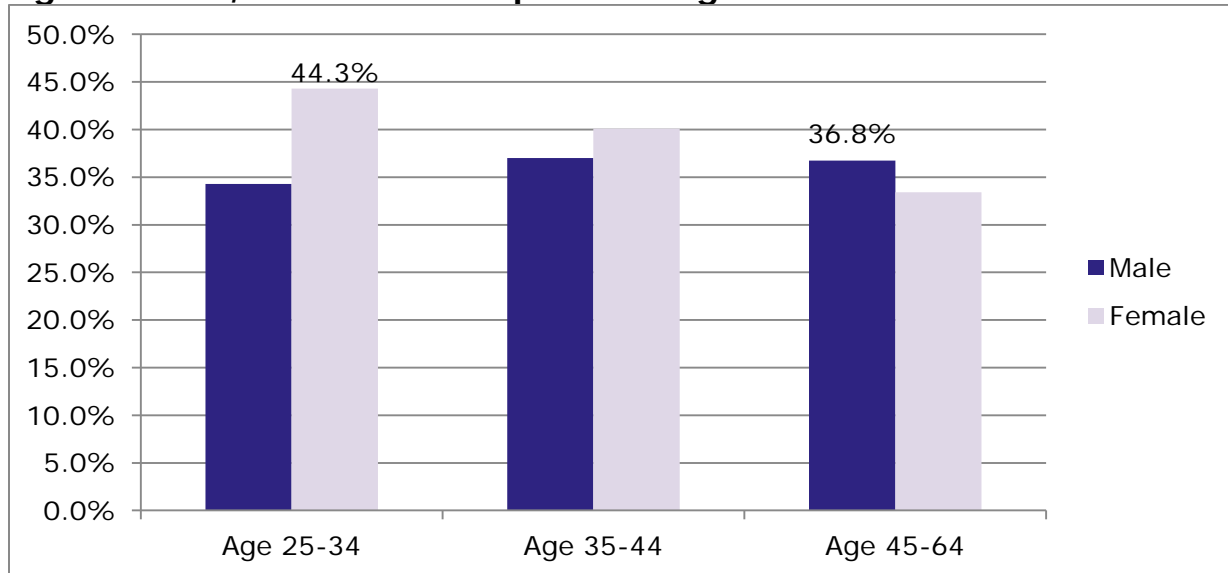
Employee Distribution by Educational Attainment and Sex, Construction - WIA IX (LED)

	Less than High School	High School Diploma or Equivalent	Some College or Associate Degree	Bachelor Degree or Above
Female	1.89%	4.59%	5.1%	3.68%
Male	16.55%	30.61%	24.84%	12.73%

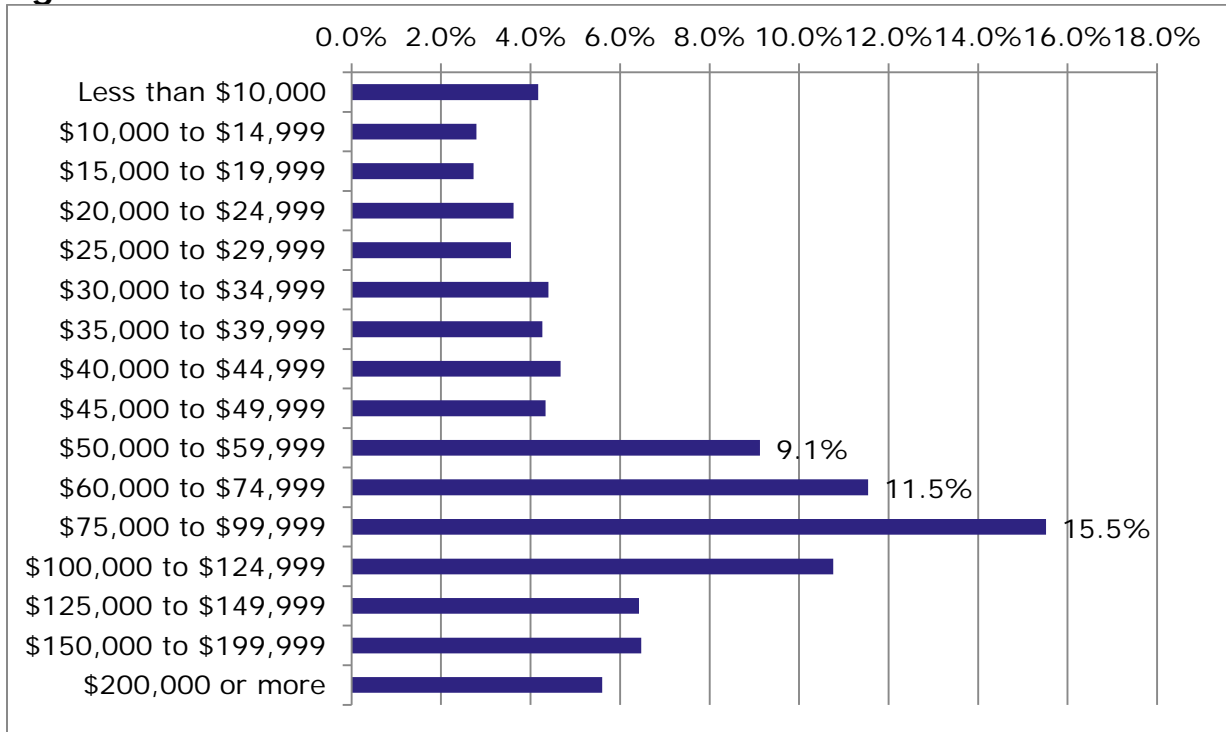
Educational Attainment Rates, Population Age 25-64

Jurisdiction	Total Population (Age 25-64)	Associate's Degree %	Bachelor's Degree and Above %	Some College %
Charles City	4,085	5.1%	12.3%	18.5%
Chesterfield	166,891	7.4%	37.7%	22.6%
Goochland	12,591	3.7%	27.6%	19.1%
Hanover	53,004	7.2%	36.3%	23.6%
Henrico	159,716	6.4%	41.7%	21.4%
New Kent	10,507	9.1%	25.0%	19.4%
Powhatan	17,209	6.1%	21.8%	19.4%
Richmond	104,298	5.0%	35.0%	19.1%

Educational Attainment to at least Bachelor's Degree, by Age/Gender, WIA IX & X Population Age 25-64



Age of Householder, by Household Income, WIA IX & X Population Age 25-64



Regional Summary: LWIA XI - Northern Virginia



Counties: Fairfax, Prince William, Loudoun
Cities: Fairfax, Falls Church, Manassas, Manassas Park

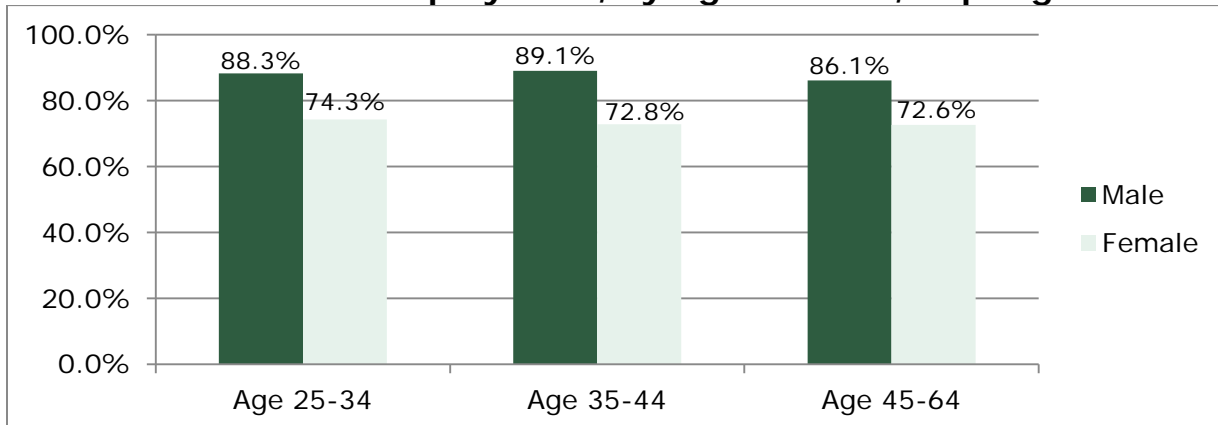
Labor Force Trends, Population Age 25-64

	# of Individuals	%
In Armed Forces	16,169	1.6%
In Civilian Labor Force	811,500	82.7%
Employed	786,905	80.2%
Unemployed	24,595	2.5%
Not in Labor Force	153,092	15.6%

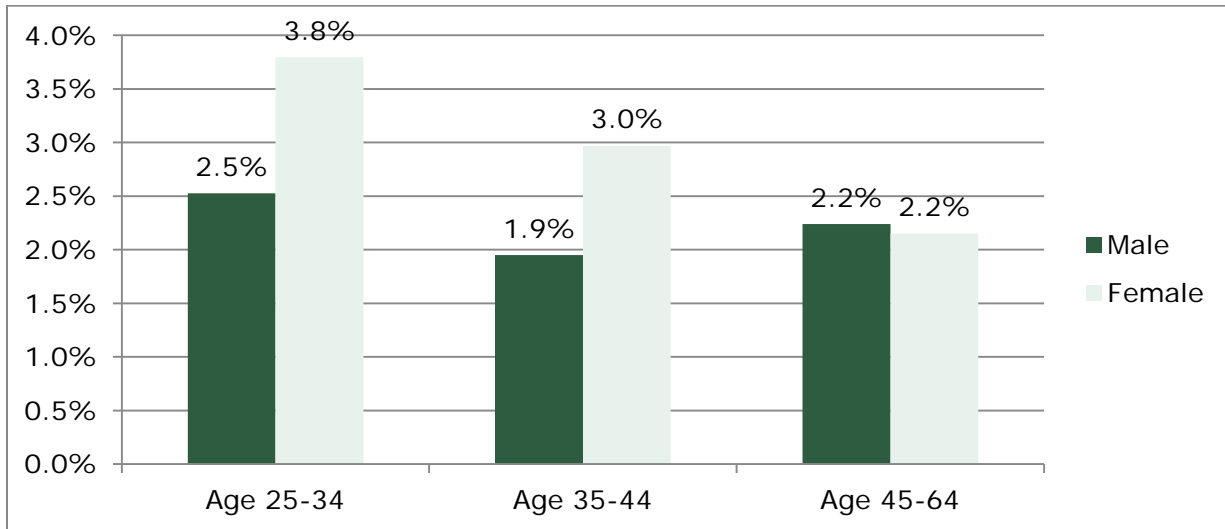
Labor Force Trends, by Gender, Population Age 25-64

	Male		Female	
	#	%	#	%
In Armed Forces	13,282	2.7%	2,887	0.0%
In Civilian Labor Force	434,989	89.8%	376,511	75.9%
Employed	424,209	87.6%	362,696	73.1%
Unemployed	10,780	2.2%	13,815	2.8%
Not in Labor Force	36,248	7.5%	116,844	23.5%

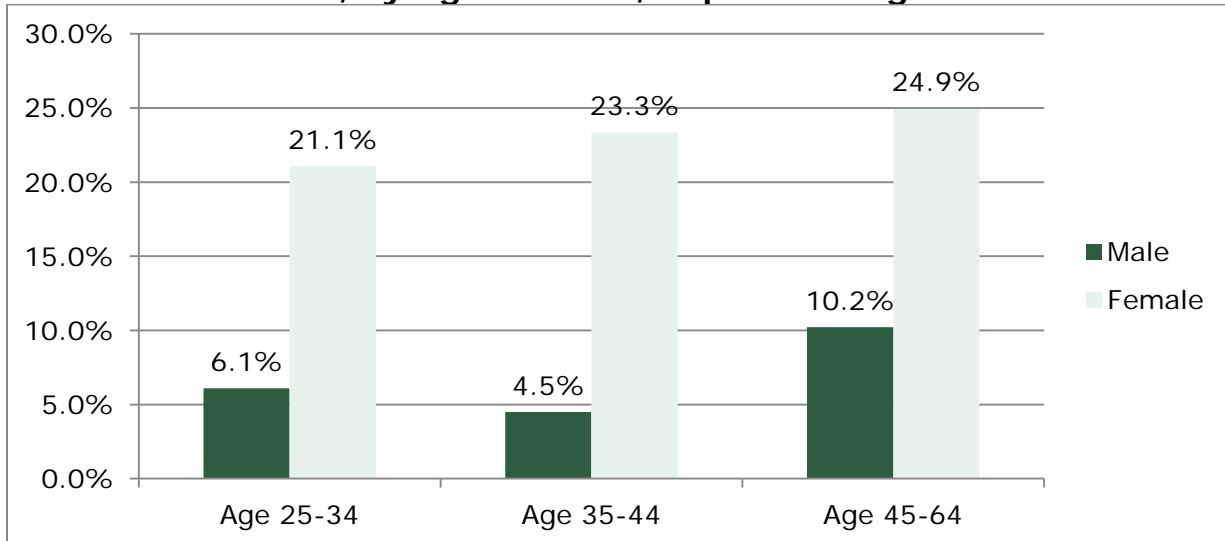
Civilian Labor Force Employment, by Age/Gender, Pop. Age 25-64



Civilian Labor Force Unemployment, by Age/Gender, Population Age 25-64



Not in Labor Force, by Age/Gender, Population Age 25-64



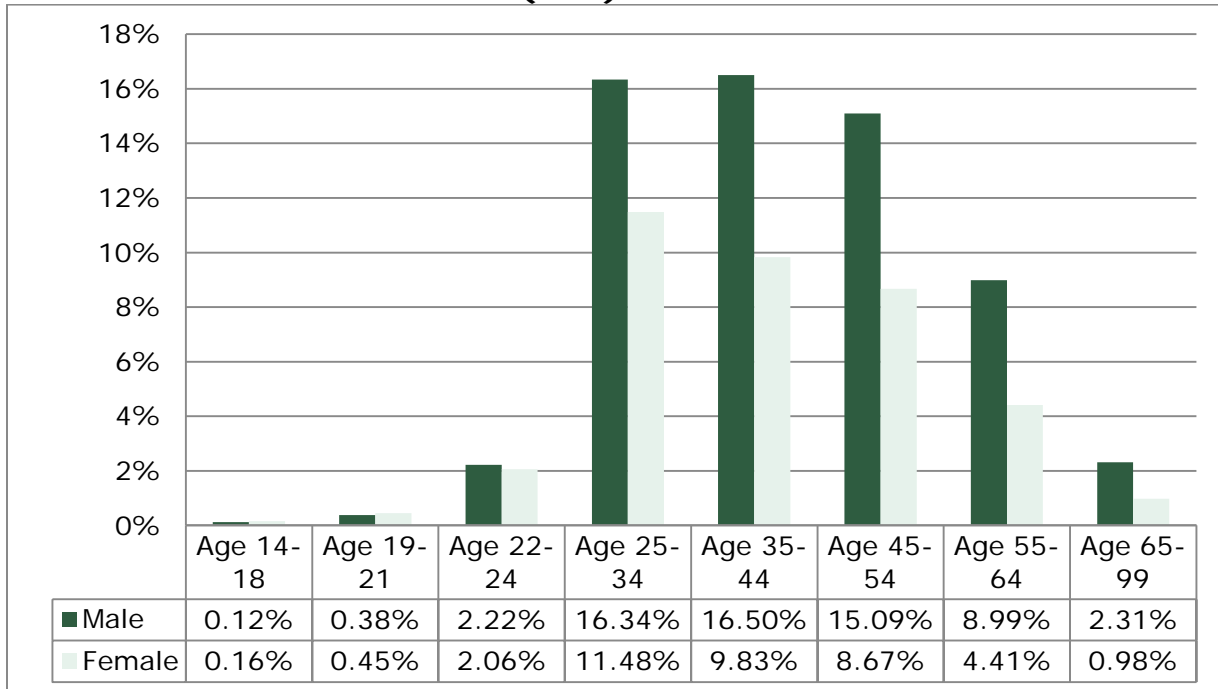
Top Industries, by Employment (Average Quarterly Employment-LED)

	# of Employees	Average Monthly Wage
Professional, Scientific and Technical Services	203,747	\$8,529
Retail Trade	96,195	\$2,590
Health Care and Social Assistance	72,091	\$4,266

Top Occupations, by Employment (2008-2018 Projections - VEC)

	# of Employees-2008
Office and Administrative Support Occupations	174,609
Computer and Mathematical Occupations	123,020
Business and Financial Operations Occupation	120,158

Employee Distribution by Age and Sex, Professional, Scientific, and Technical Services - WIA XI (LED)



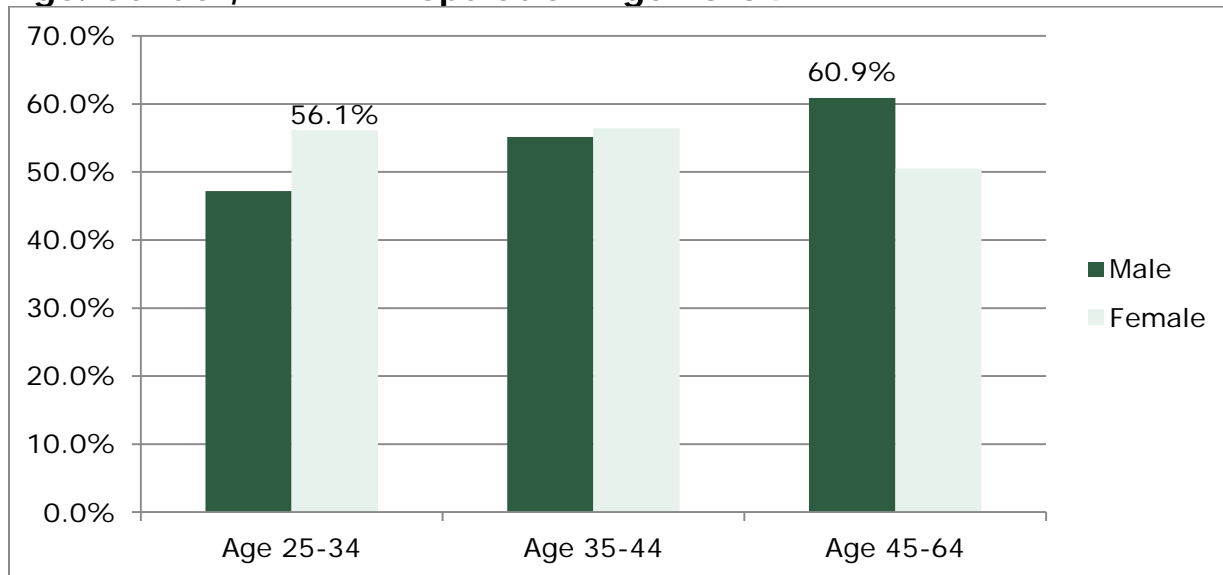
Employee Distribution by Educational Attainment and Sex, Professional, Scientific, and Technical Services - WIA XI (LED)

	Less than High School	High School Diploma or Equivalent	Some College or Associate Degree	Bachelor Degree or Above
Female	1.64%	4.55%	8.74%	21.81%
Male	2.69%	6.89%	13.06%	40.63%

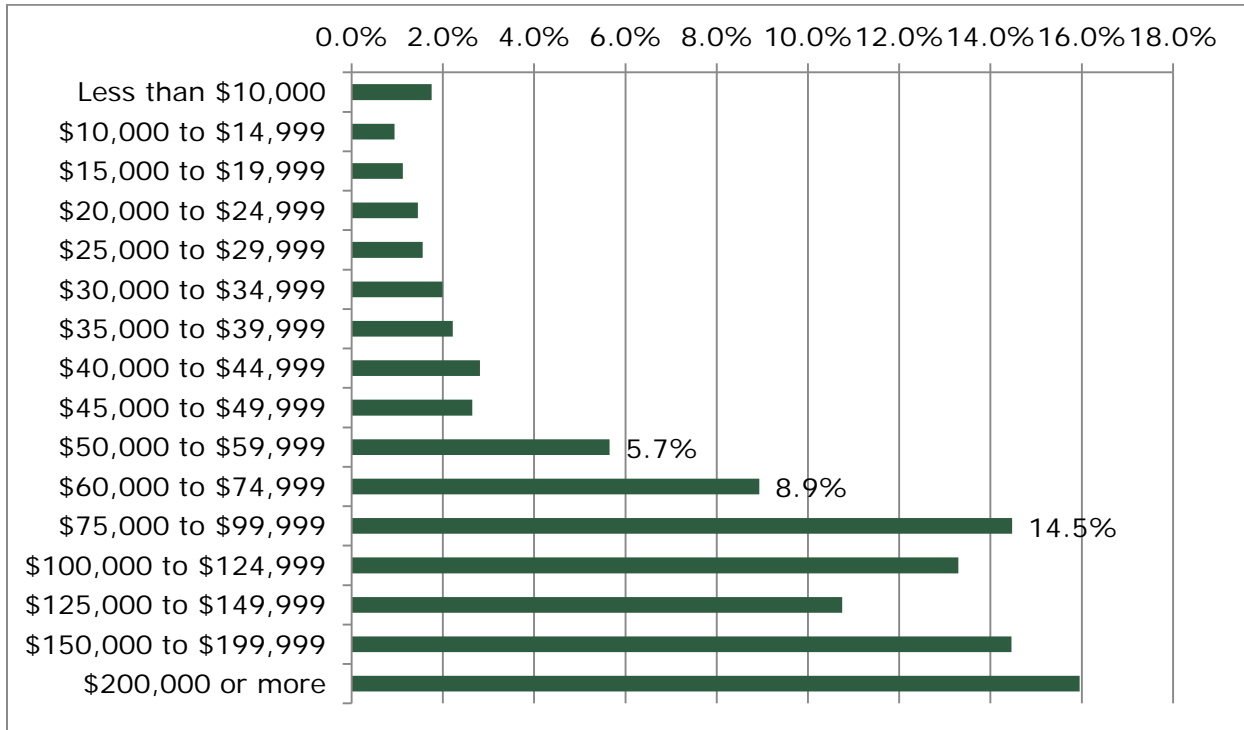
Educational Attainment Rates, Population Age 25-64

Jurisdiction	Total Population (Age 25-64)	Associate's Degree %	Bachelor's Degree and Above %	Some College %
Fairfax	577,315	5.6%	60.2%	14.2%
Loudoun	160,167	6.7%	58.3%	16.0%
Prince William	199,157	7.5%	38.7%	21.6%
City of Fairfax	12,824	6.5%	52.4%	20.2%
Falls Church	5,795	3.8%	73.5%	10.4%
Manassas	19,055	6.7%	27.9%	21.2%
Manassas Park	6,448	9.7%	26.1%	15.7%

Educational Attainment to at least Bachelor's Degree, by Age/Gender, WIA XI Population Age 25-64



Age of Householder, by Household Income, WIA XI Population Age 25-64



Regional Summary: LWIA XII - Alexandria/Arlington



Counties: Alexandria, Arlington

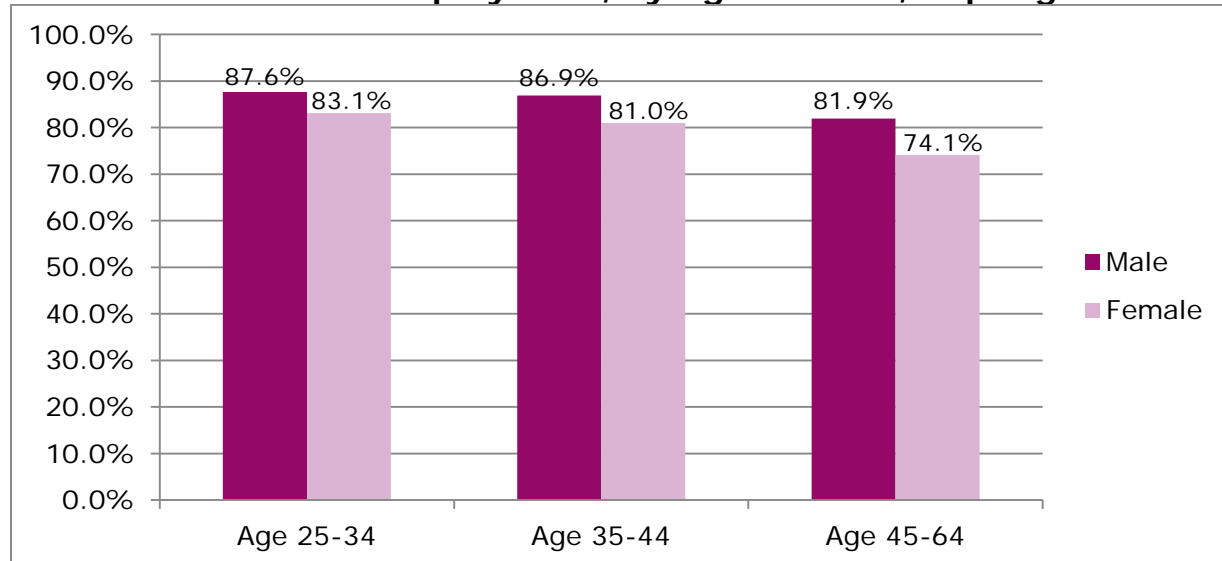
Labor Force Trends, Pop Age 25-64

	# of Individuals	%
In Armed Forces	4,667	2.1%
In Civilian Labor Force	192,116	85.1%
Employed	186,150	82.5%
Unemployed	5,966	2.6%
Not in Labor Force	28,943	12.8%

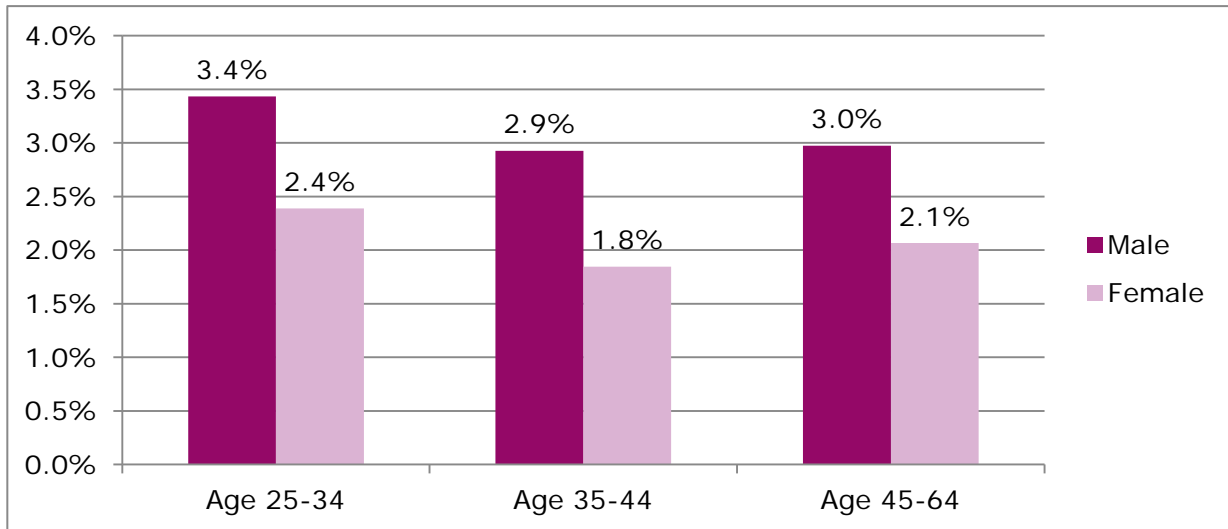
Labor Force Trends, by Gender, Population Age 25-64

	Male		Female	
	#	%	#	%
In Armed Forces	3,287	2.9%	1,380	0.0%
In Civilian Labor Force	99,651	88.6%	92,465	81.6%
Employed	96,115	85.5%	90,035	79.5%
Unemployed	3,536	3.1%	2,430	2.1%
Not in Labor Force	9,522	8.5%	19,421	17.1%

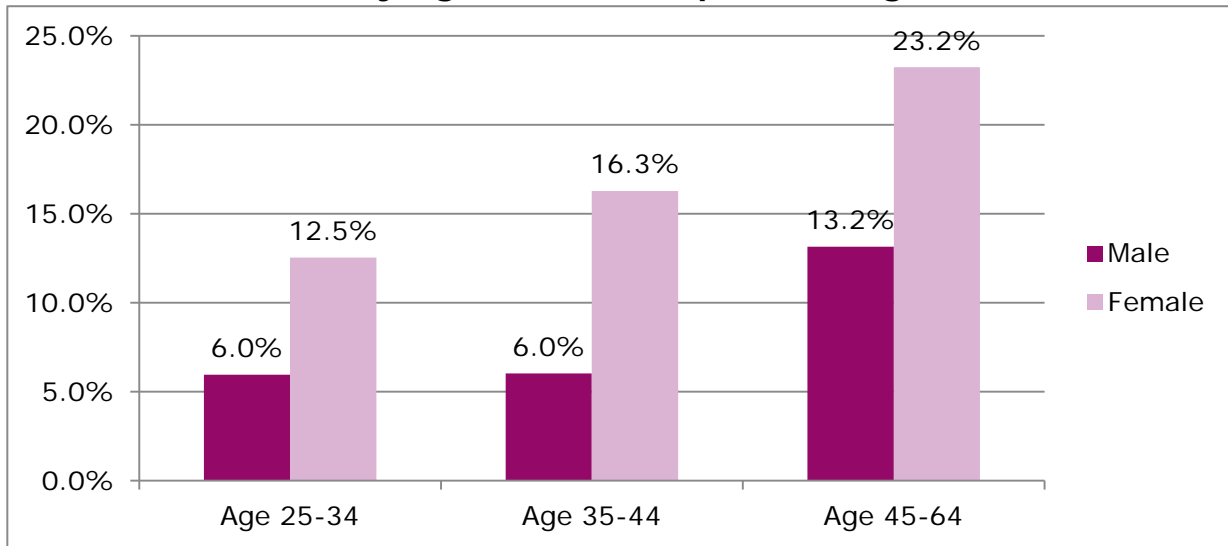
Civilian Labor Force Employment, by Age/Gender, Pop. Age 25-64



Civilian Labor Force Unemployment, by Age/Gender, Population Age 25-64



Not in Labor Force, by Age/Gender, Population Age 25-64



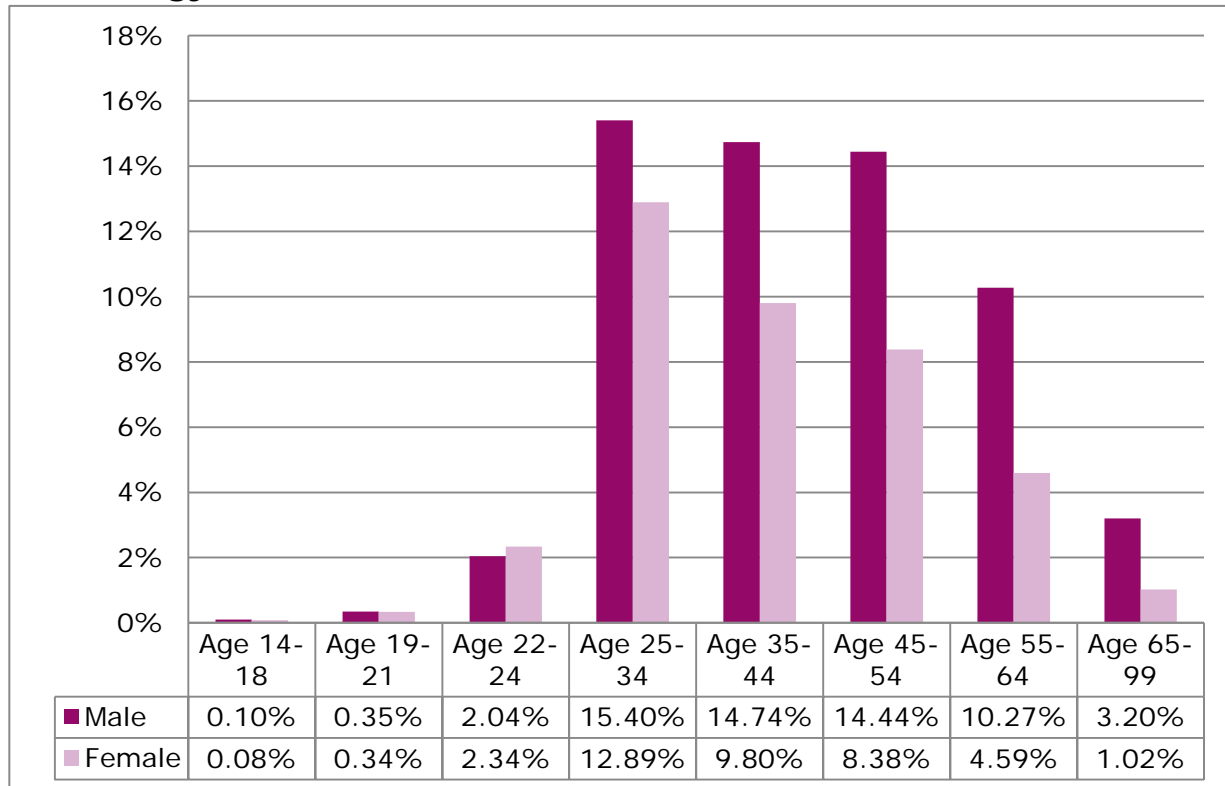
Top Industries, by Employment (Average Quarterly Employment-LED)

	# of Employees	Average Monthly Wage
Professional, Scientific and Technical Services	52,152	\$8,466
Other Services (except Public Administration)	20,081	\$5,462
Accommodation and Food Services	20,045	\$2,048

Top Occupations, by Employment (2008-2018 Projections - VEC)

	# of Employees-2008
Office and Administrative Support Occupations	590,740
Sales and Related Occupations	442,972
Food Preparation and Serving Related Occupations	300,103

Employee Distribution by Age and Sex, Professional, Scientific, and Technology Services - WIA XII (LED)



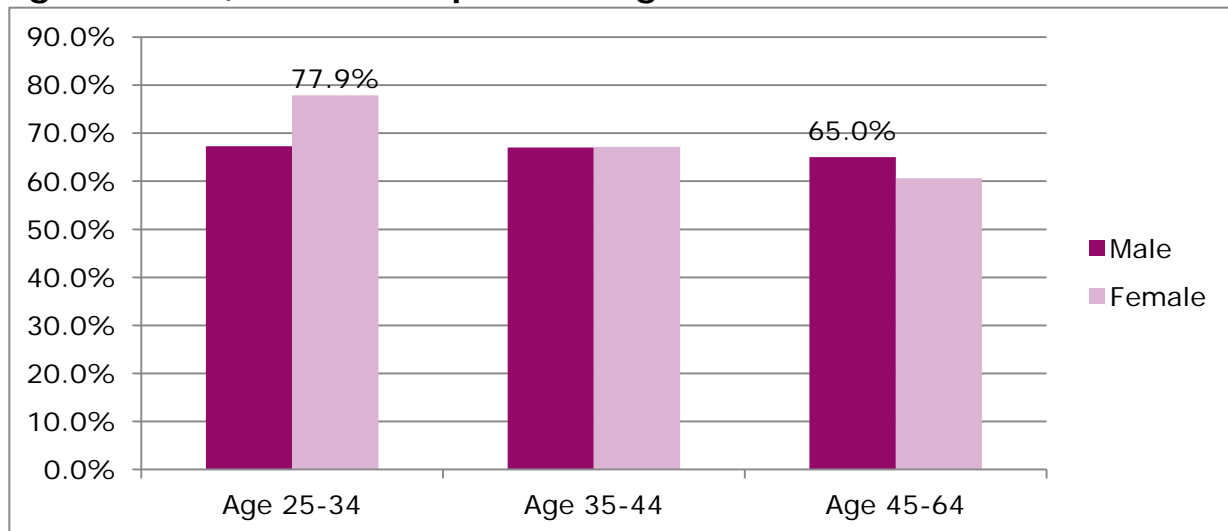
Employee Distribution by Educational Attainment and Sex, Professional, Scientific, and Technical Services - WIA XII (LED)

	Less than High School	High School Diploma or Equivalent	Some College or Associate Degree	Bachelor Degree or Above
Female	1.98%	5.3%	9.69%	21.25%
Male	2.99%	7.58%	13.45%	37.76%

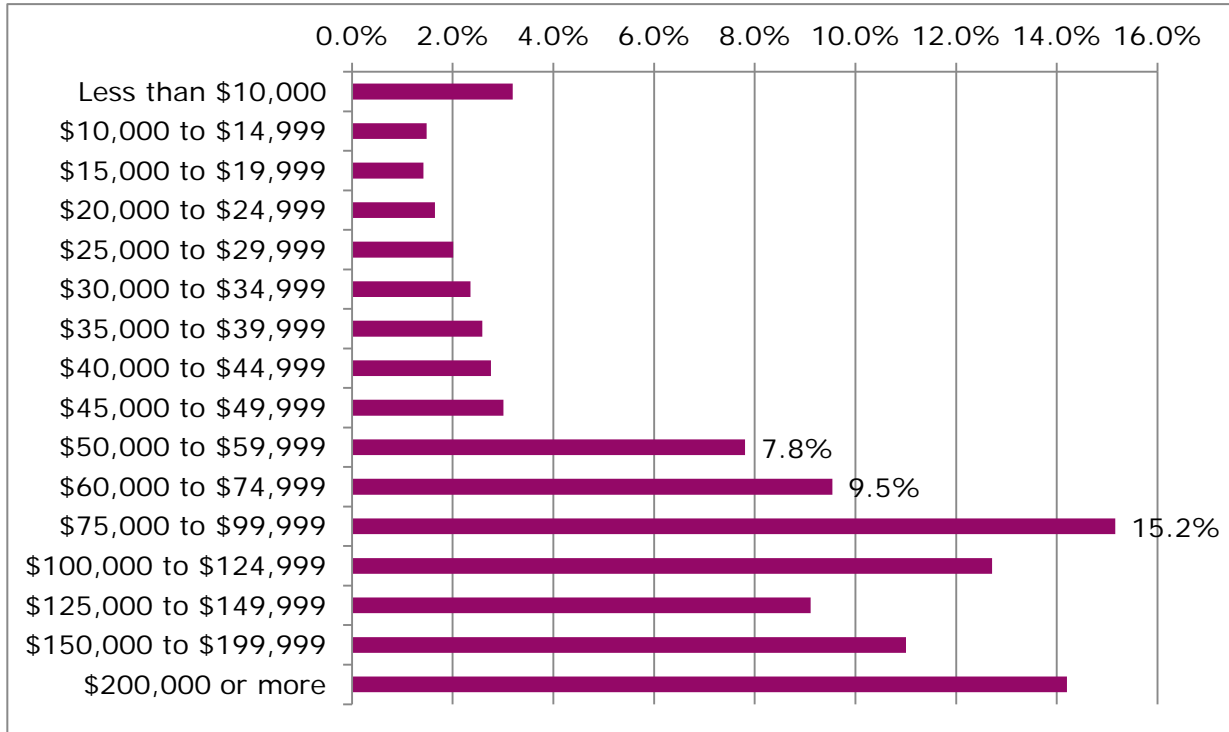
Educational Attainment Rates, Population Age 25-64

Jurisdiction	Total Population (Age 25-64)	Associate's Degree %	Bachelor's Degree and Above %	Some College %
Arlington	134,328	3.6%	72.1%	8.4%
Alexandria	91,398	4.0%	61.8%	13.8%

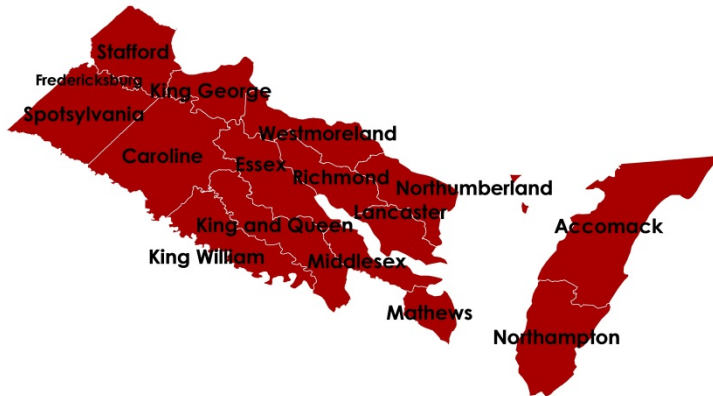
Educational Attainment to at least Bachelor's Degree, by Age/Gender, WIA XII Population Age 25-64



Age of Householder, by Household Income, WIA XII Population Age 25-64



Regional Summary: LWIA XIII - Bay Consortium



Counties: Accomack, Caroline, Essex, King William, King George, King and Queen, Lancaster, Matthews, Middlesex, Northampton, Northumberland, Richmond, Spotsylvania, Stafford, Westmoreland

Cities: Fredericksburg

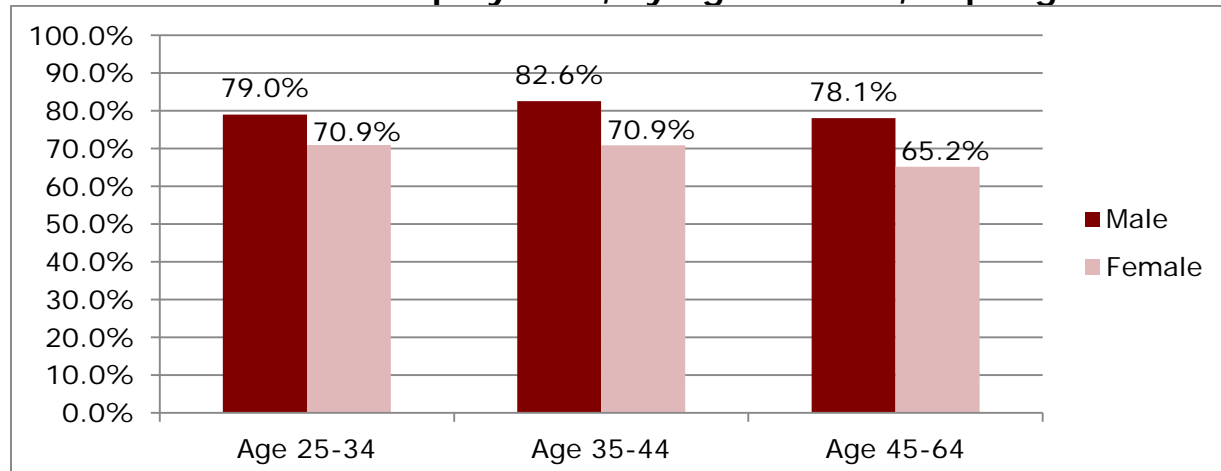
Labor Force Trends, Population Age 25-64

	# of Individuals	%
In Armed Forces	5,591	2.3%
In Civilian Labor Force	189,717	76.9%
Employed	181,829	73.7%
Unemployed	7,888	3.2%
Not in Labor Force	51,402	20.8%

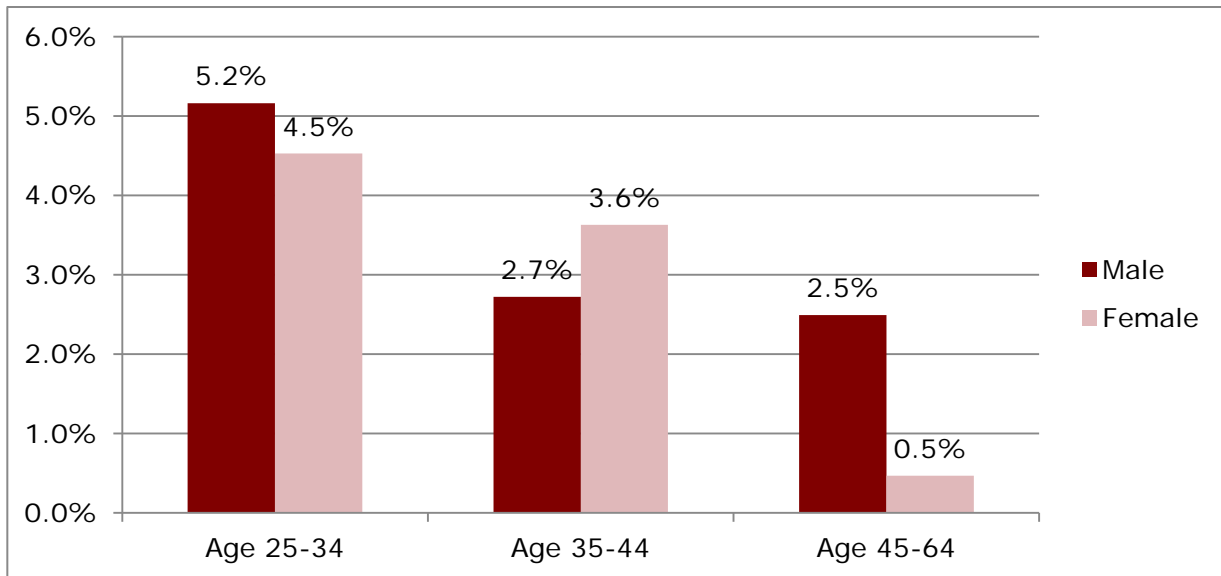
Labor Force Trends, by Gender, Population Age 25-64

	Male		Female	
	#	%	#	%
In Armed Forces	4,874	4.0%	717	0.0%
In Civilian Labor Force	100,430	82.7%	89,287	71.3%
Employed	96,596	79.6%	85,233	68.0%
Unemployed	3,834	3.2%	4,054	3.2%
Not in Labor Force	16,103	13.3%	35,299	28.2%

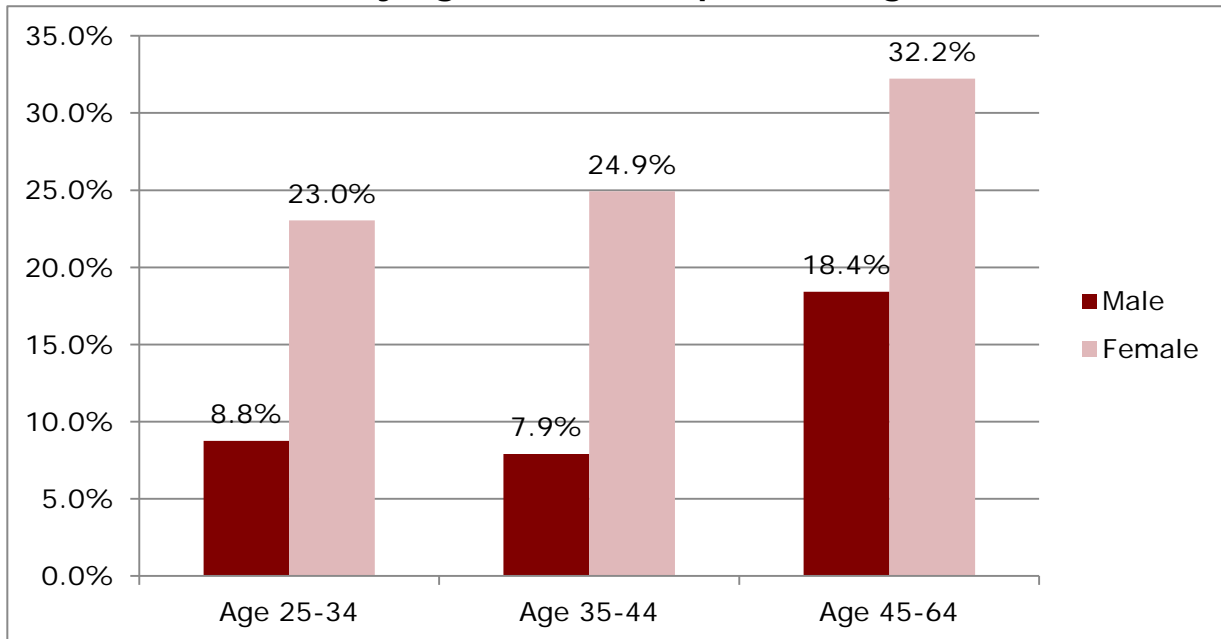
Civilian Labor Force Employment, by Age/Gender, Pop. Age 25-64



Civilian Labor Force Unemployment, by Age/Gender, Population Age 25-64



Not in Labor Force, by Age/Gender, Population Age 25-64



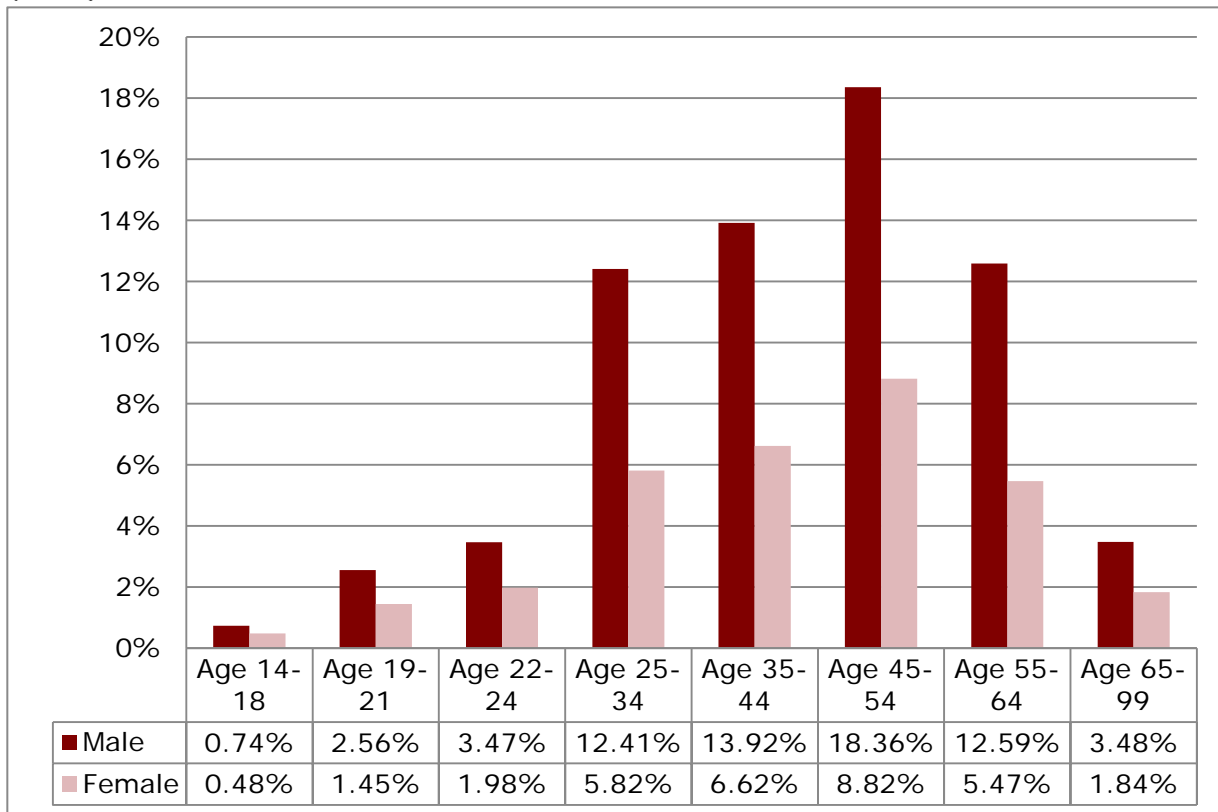
Top Industries, by Employment (Average Quarterly Employment-LED)

	# of Employees	Average Monthly Wage
Retail Trade	19,332	\$2,152
Health Care and Social Assistance	17,533	\$3,435
Accommodation and Food Services	14,038	\$1,266

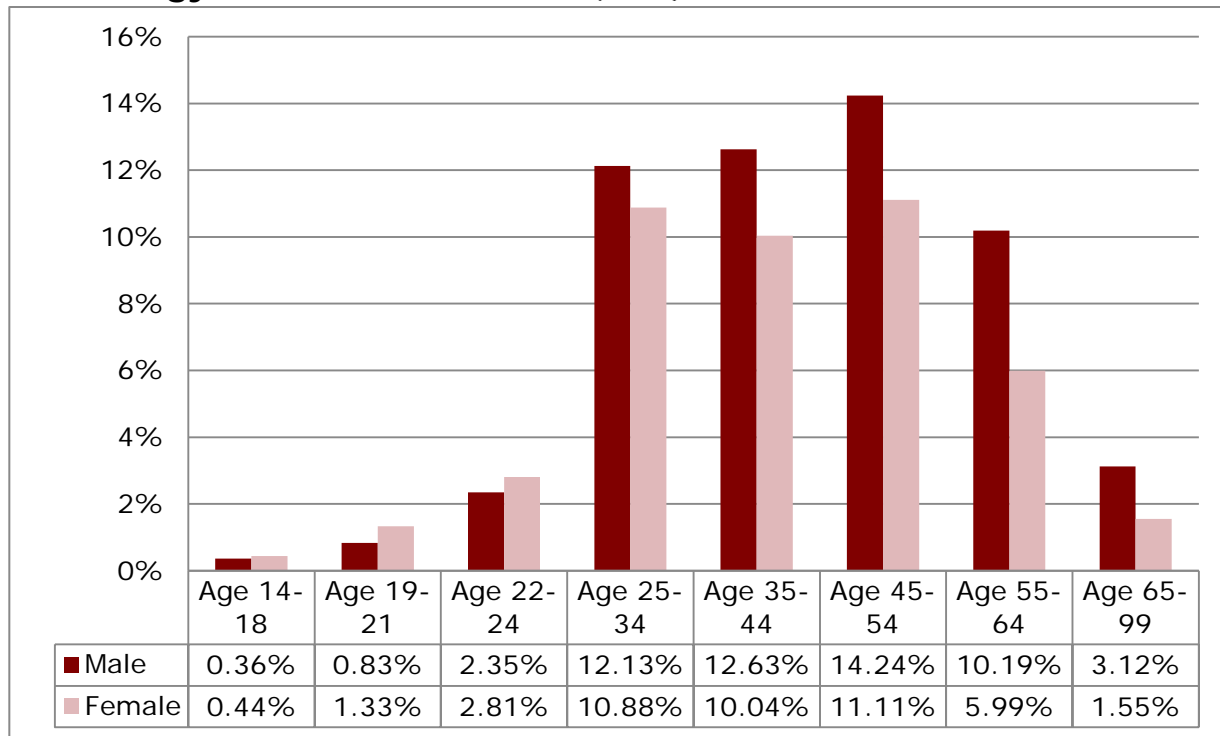
Top Occupations, by Employment (2008-2018 Projections - VEC)

	# of Employees-2008
Office and Administrative Support Occupations	22,383
Sales and Related Occupations	19,502
Food Preparation and Serving Related Occupations	14,372

Employee Distribution by Age and Sex, Manufacturing - WIA XIII (LED)



Employee Distribution by Age and Sex, Professional, Scientific, and Technology Services - WIA XIII (LED)¹



Employee Distribution by Educational Attainment and Sex, Manufacturing - WIA XIII (LED)

	Less than High School	High School Diploma or Equivalent	Some College or Associate Degree	Bachelor Degree or Above
Female	6.89%	11.55%	9.48%	4.25%
Male	14.16%	24.38%	19.42%	9.87%

¹ The Bay Consortium region is very economically diverse. The western portion of the region situated along I-95 is home to many large governmental institutions and therefore is more reflective of higher percentage of professional, scientific, and technology services. In contrast, the eastern region is largely dominated by agricultural and manufacturing industries. To highlight this diversity, OED provides an assessment of both manufacturing and professional, scientific, and technology services.

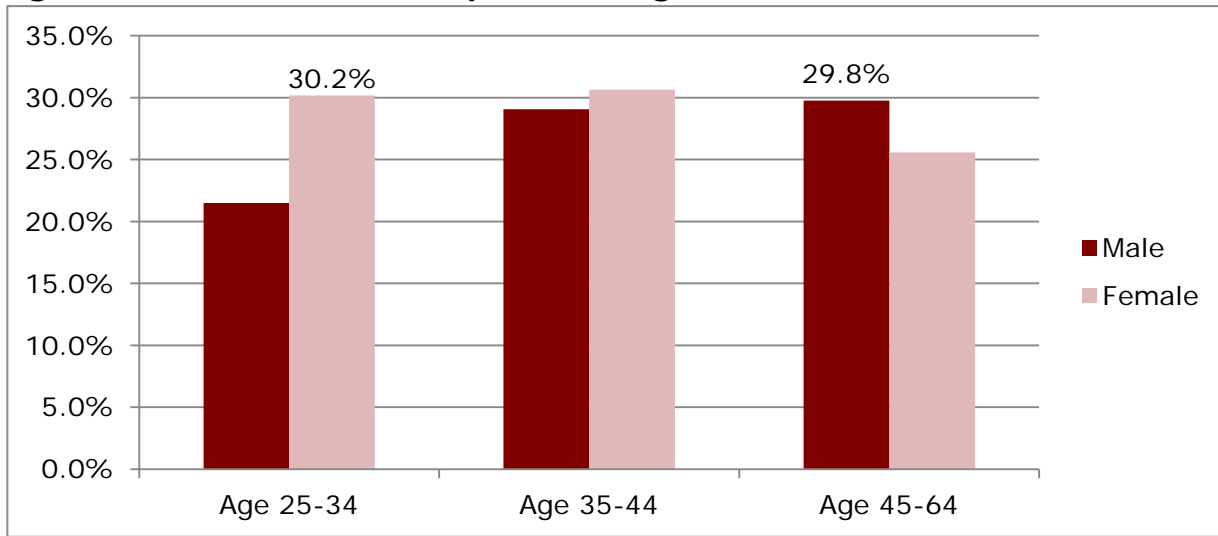
**Employee Distribution by Educational Attainment and Sex,
Professional, Scientific, and Technical Services - WIA XIII (LED)**

	Less than High School	High School Diploma or Equivalent	Some College or Associate Degree	Bachelor Degree or Above
Female	2.57%	8.86%	13.29%	17.89%
Male	3.27%	8.64%	14.71%	30.76%

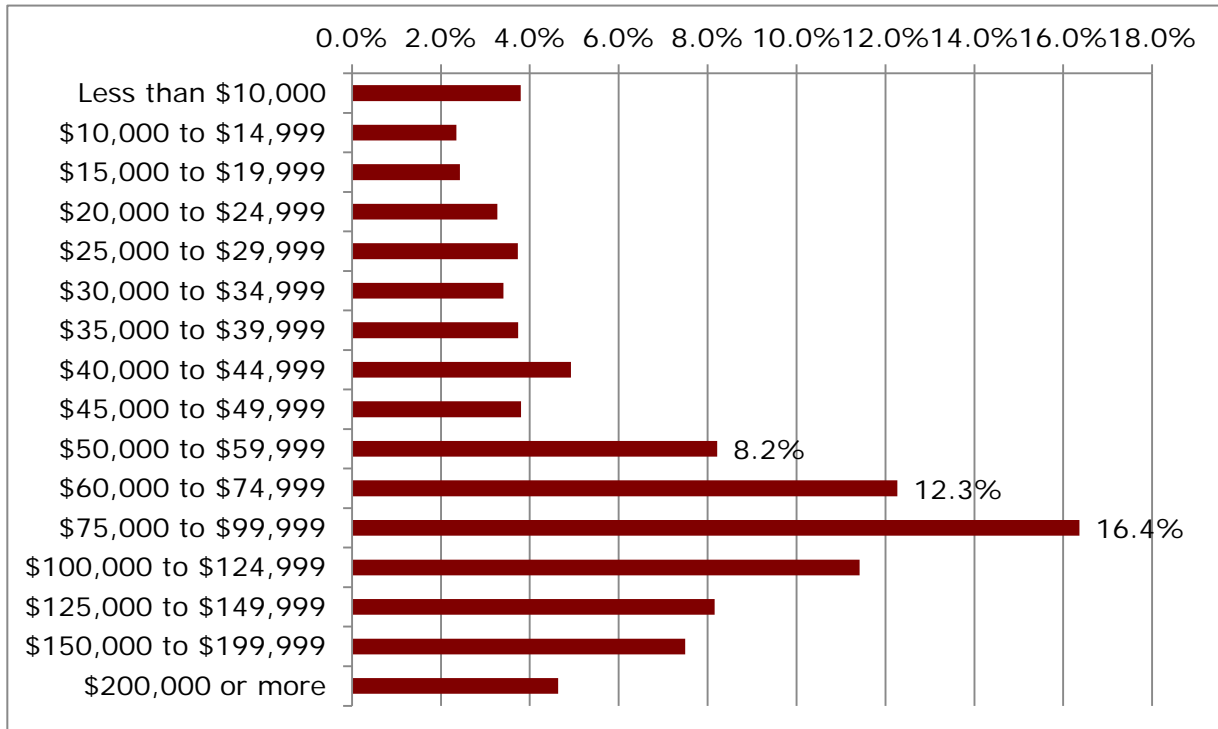
Educational Attainment Rates, Population Age 25-64

Jurisdiction	Total Population (Age 25-64)	Associate's Degree %	Bachelor's Degree and Above %	Some College %
Accommack	20,327	5.5%	18.0%	18.2%
Caroline	15,066	6.5%	14.9%	23.5%
Essex	5,780	6.5%	17.9%	22.7%
King and Queen	3,721	6.8%	10.2%	19.7%
King George	12,039	7.5%	30.6%	23.2%
King William	8,544	6.6%	21.3%	22.1%
Lancaster	5,364	7.0%	24.9%	22.3%
Matthews	4,433	5.8%	21.2%	21.2%
Middlesex	5,582	7.2%	27.0%	14.1%
Northampton	6,701	8.2%	20.1%	20.2%
Northumberland	6,278	5.4%	19.4%	31.1%
Richmond	4,821	6.9%	12.0%	19.0%
Spotsylvania	64,081	7.5%	31.4%	22.6%
Stafford	65,075	9.2%	37.0%	20.9%
Westmoreland	8,922	6.9%	15.8%	22.4%
Fredericksburg	9,976	6.0%	33.7%	18.5%

Educational Attainment to at least Bachelor's Degree, by Age/Gender, WIA XIII Population Age 25-64



Age of Householder, by Household Income, WIA XIII Population Age 25-64



Regional Summary: LWIA XIV - Greater Peninsula

Counties: Gloucester, James City, York

Cities: Hampton, Newport News, Poquoson, Williamsburg



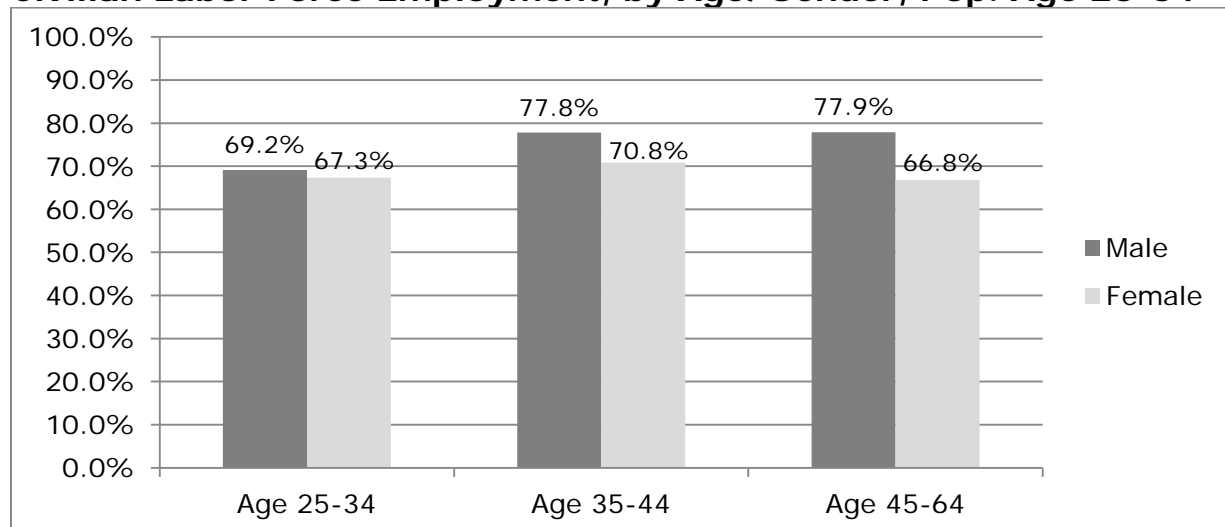
Labor Force Trends, Population Age 25-64

	# of Individuals	%
In Armed Forces	14,100	5.2%
In Civilian Labor Force	203,048	75.1%
Employed	193,834	71.7
Unemployed	9,214	3.4%
Not in Labor Force	53,303	19.7%

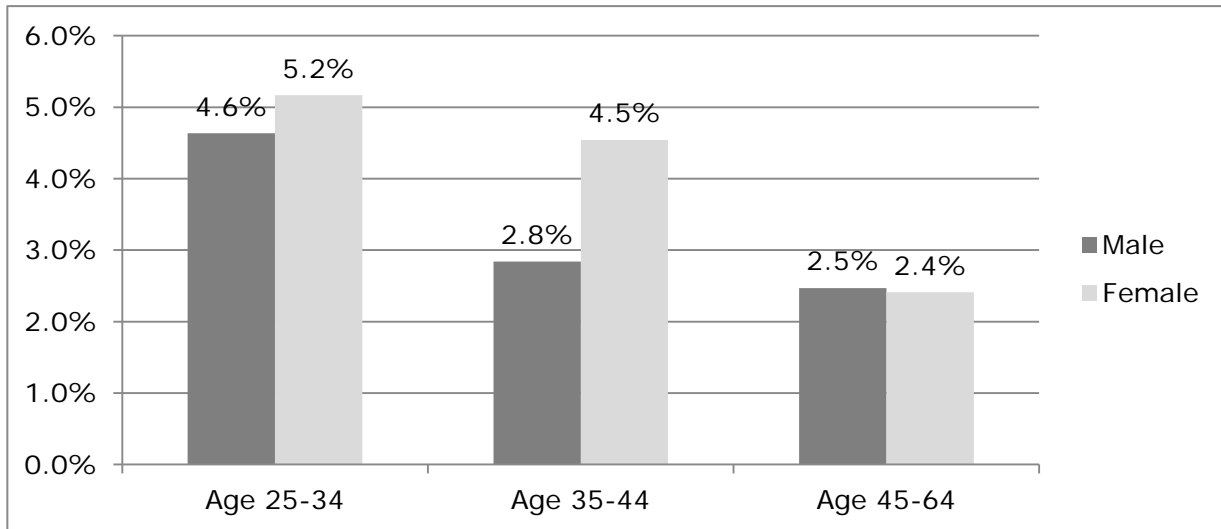
Labor Force Trends, by Gender, Population Age 25-64

	Male		Female	
	#	%	#	%
In Armed Forces	11,569	8.8%	2,531	0.0%
In Civilian Labor Force	102,987	78.7%	100,061	71.7%
Employed	98,887	75.6%	94,947	68.0%
Unemployed	4,100	3.1%	5,114	3.7%
Not in Labor Force	16,263	12.4%	37,040	26.5%

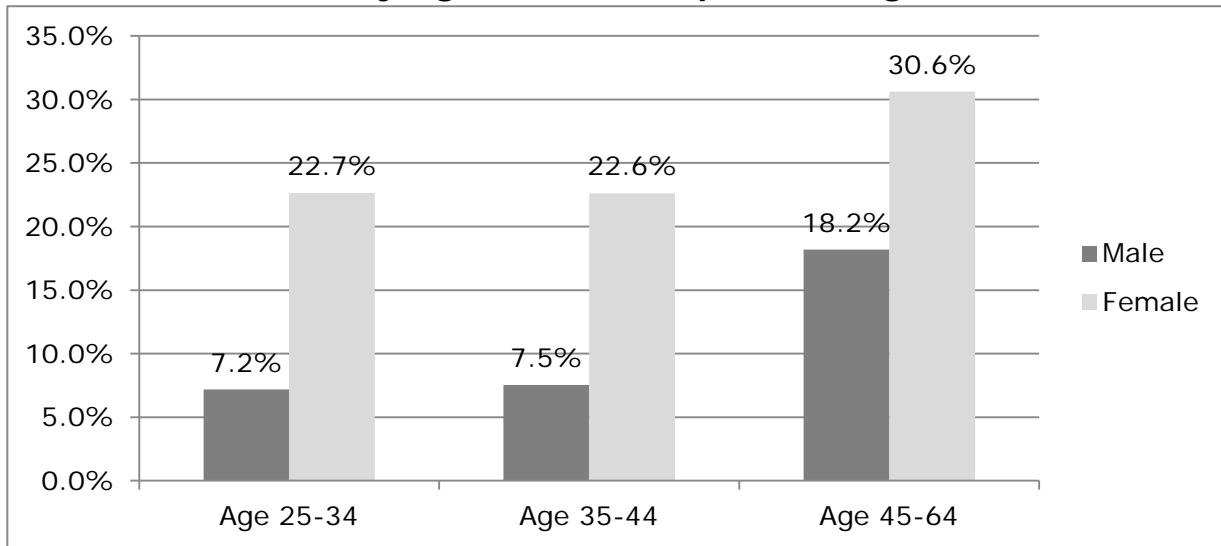
Civilian Labor Force Employment, by Age/Gender, Pop. Age 25-64



Civilian Labor Force Unemployment, by Age/Gender, Population Age 25-64



Not in Labor Force, by Age/Gender, Population Age 25-64



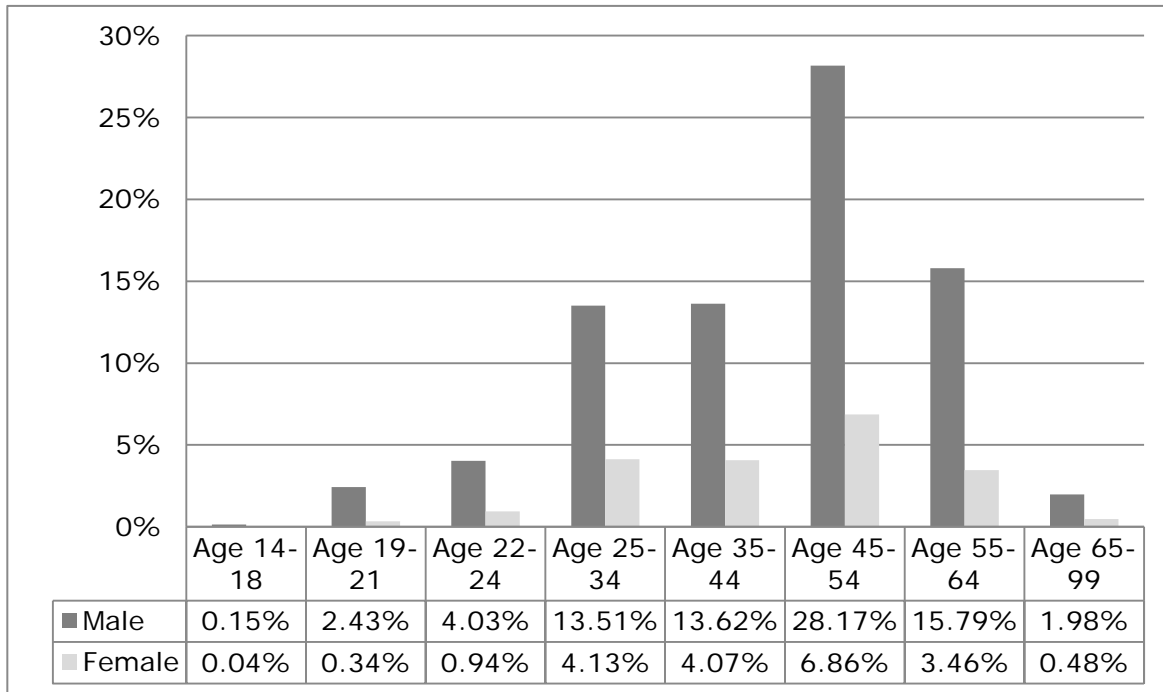
Top Industries, by Employment (Average Quarterly Employment-LED)

	# of Employees	Average Monthly Wage
Manufacturing	31,223	\$5,145
Retail Trade	25,394	\$2,064
Accommodation and Food Services	23,330	\$1,356

Top Occupations, by Employment (2008-2018 Projections - VEC)

	# of Employees-2008
Office and Administrative Support Occupations	22,383
Sales and Related Occupations	19,502
Food Preparation and Serving Related Occupations	14,372

Employee Distribution by Age and Sex, Manufacturing - WIA XIV (LED)



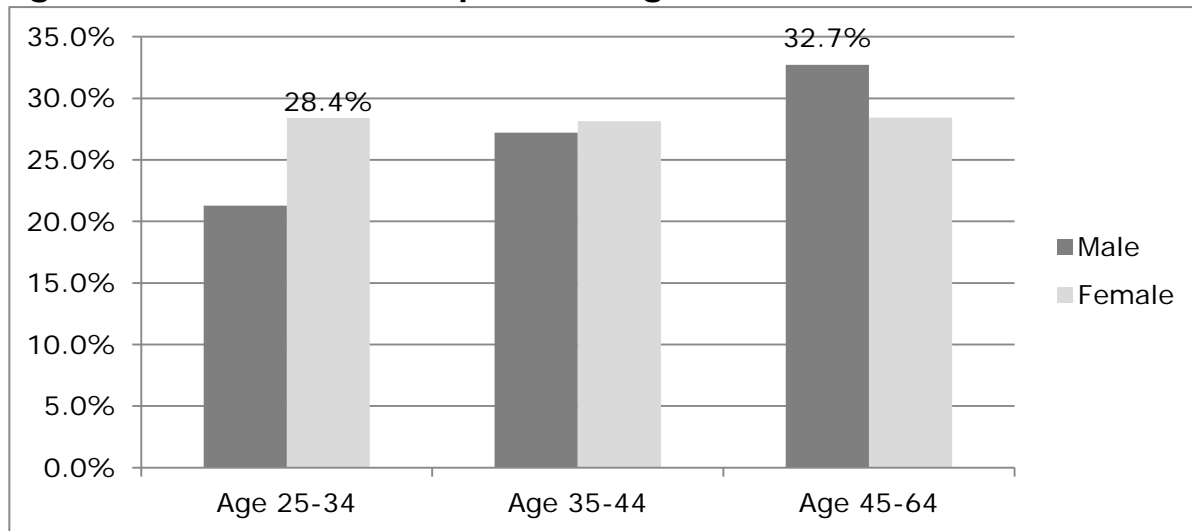
Employee Distribution by Educational Attainment and Sex, Manufacturing - WIA XIV(LED)

	Less than High School	High School Diploma or Equivalent	Some College or Associate Degree	Bachelor Degree or Above
Female	2.38%	6.8%	7.57%	3.96%
Male	9.35%	28.05%	27.59%	14.29%

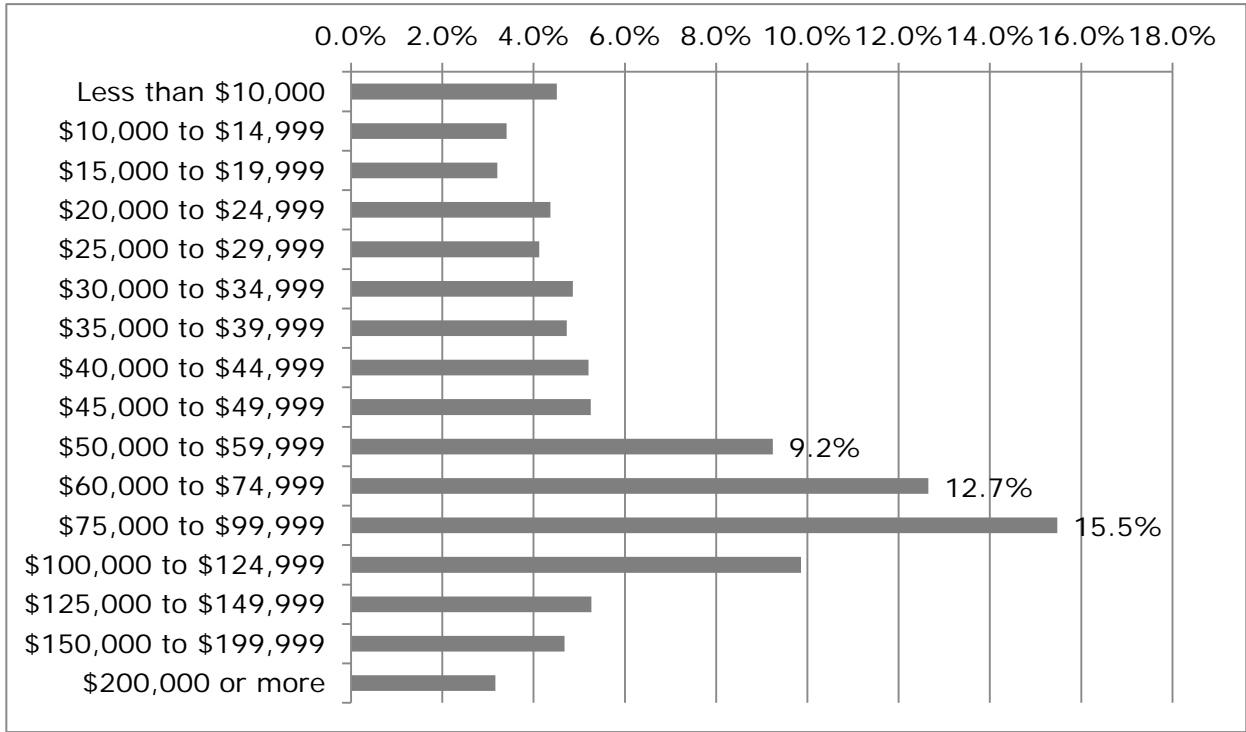
Educational Attainment Rates, Population Age 25-64

Jurisdiction	Total Population (Age 25-64)	Associate's Degree %	Bachelor's Degree and Above %	Some College %
Gloucester	21,234	7.6%	17.4%	27.3%
James City	32,196	7.4%	45.4%	20.1%
York	32,290	11.3%	44.1%	22.5%
Hampton	76,884	9.3%	21.7%	28.8%
Newport News	98,444	9.7%	23.7%	28.3%
Poquoson	6,120	10.8%	38.9%	22.9%
Williamsburg	3,283	7.6%	46.1%	19.8%

Educational Attainment to at least Bachelor's Degree, by Age/Gender, WIA XIV Population Age 25-64



Age of Householder, by Household Income, WIA XIV Population Age 25-64



Regional Summary: LWIA XV - Crater Area



Counties: Dinwiddie, Greensville, Prince George, Surry, Sussex
Cities: Colonial Heights, Emporia, Hopewell, Petersburg

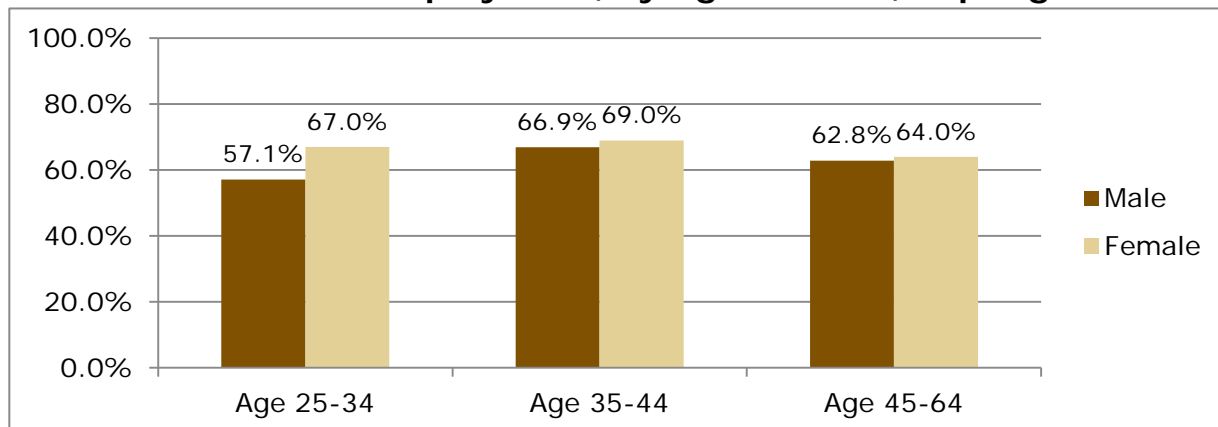
Labor Force Trends, Population Age 25-64

	# of Individuals	%
In Armed Forces	2,087	2.3%
In Civilian Labor Force	63,383	68.9%
Employed	59,044	64.2%
Unemployed	4,339	4.7%
Not in Labor Force	26,556	28.9%

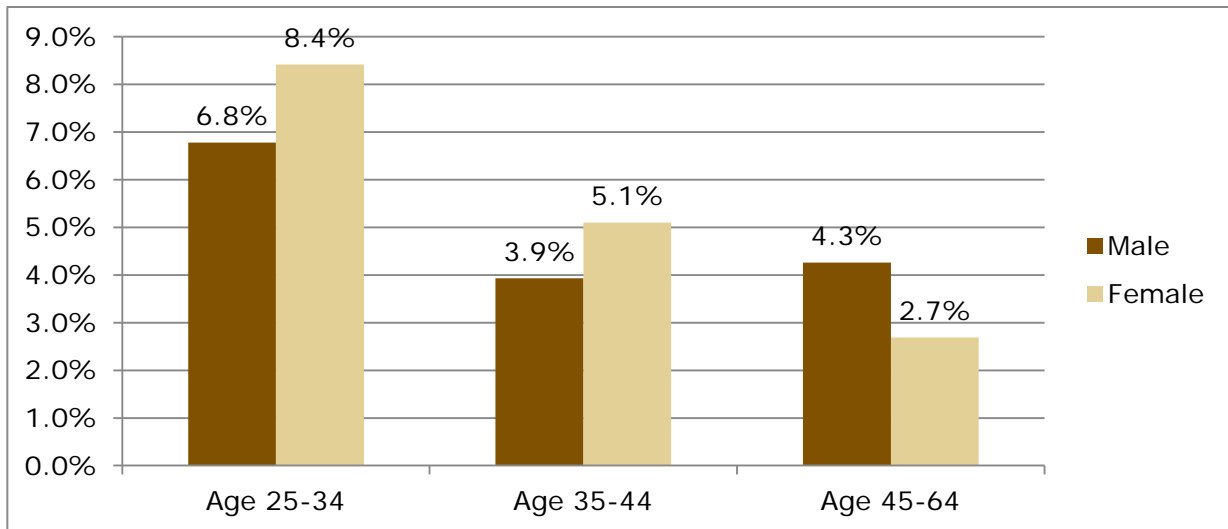
Labor Force Trends, by Gender, Population Age 25-64

	Male		Female	
	#	%	#	%
In Armed Forces	1,633	3.4%	454	0.0%
In Civilian Labor Force	32,175	67.3%	31,208	70.6%
Employed	29,871	62.5%	29,173	66.0%
Unemployed	2,304	4.8%	2,035	4.6%
Not in Labor Force	14,006	29.3%	12,550	28.4%

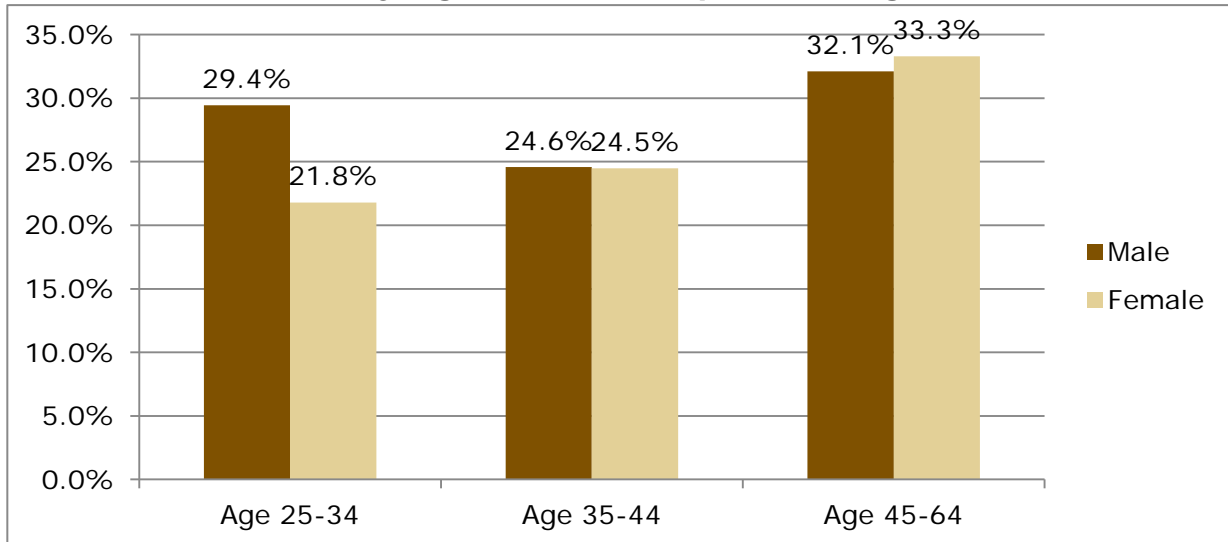
Civilian Labor Force Employment, by Age/Gender, Pop. Age 25-64



Civilian Labor Force Unemployment, by Age/Gender, Population Age 25-64



Not in Labor Force, by Age/Gender, Population Age 25-64



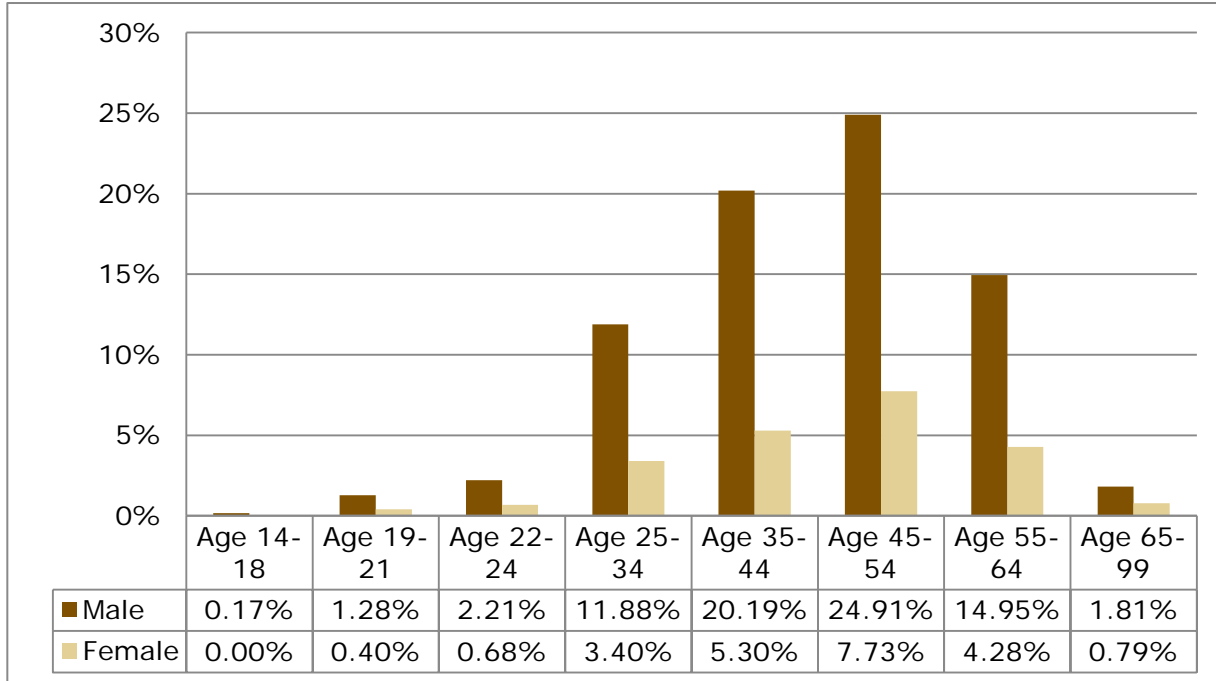
Top Industries, by Employment (Average Quarterly Employment-LED)

	# of Employees	Average Monthly Wage
Health Care and Social Assistance	8,375	\$2,814
Retail Trade	8,093	\$2,011
Manufacturing	6,028	\$4,858

Top Occupations, by Employment (2008-2018 Projections - VEC)

	# of Employees-2008
Office and Administrative Support Occupations	10,117
Transportation and Material Moving Occupations	6,950
Sales and Related Occupations	6,724

Employee Distribution by Age and Sex, Manufacturing - WIA XV (LED)



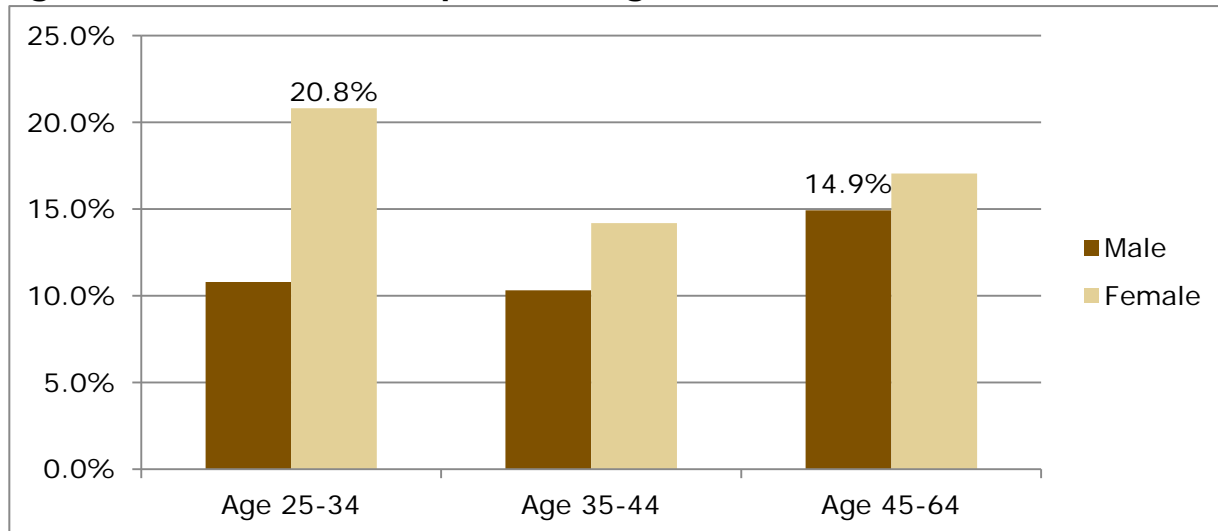
Employee Distribution by Educational Attainment and Sex, Manufacturing - WIA XV (LED)

	Less than High School	High School Diploma or Equivalent	Some College or Associate Degree	Bachelor Degree or Above
Female	3.18%	7.75%	7.14%	4.27%
Male	10.2%	27.53%	25.3%	14.62%

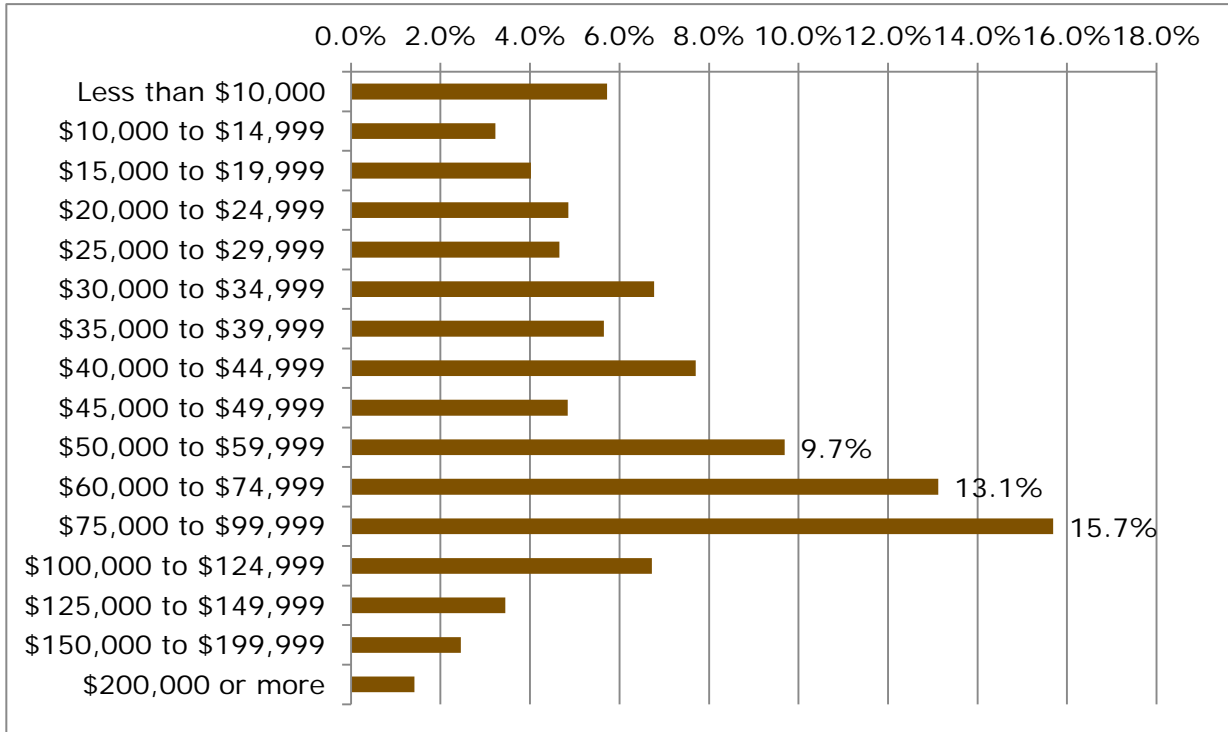
Educational Attainment Rates, Population Age 25-64

Jurisdiction	Total Population (Age 25-64)	Associate's Degree %	Bachelor's Degree and Above %	Some College %
Greenville	7,321	6.2%	5.3%	18.3%
Prince George	20,172	7.4%	19.0%	26.3%
Surry	3,888	7.2%	14.5%	24.1%
Sussex	6,524	4.4%	10.2%	17.6%
Colonial Heights	8,753	7.4%	21.2%	26.3%
Emporia	2,968	4.2%	16.2%	12.9%
Hopewell	11,498	5.9%	10.4%	22.5%
Petersburg	16,327	4.9%	15.0%	20.0%
Dinwiddie	14,575	7.0%	14.7%	21.0%

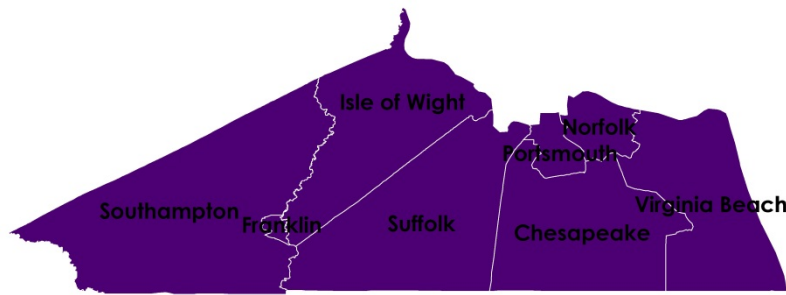
Educational Attainment to at least Bachelor's Degree, by Age/Gender, WIA XV Population Age 25-64



Age of Householder, by Household Income, WIA XV Population Age 25-64



Regional Summary: LWIA XVI - Hampton Roads



Counties: Isle of Wight, Southampton

Cities: Chesapeake, Franklin, Norfolk, Portsmouth, Suffolk, Virginia Beach

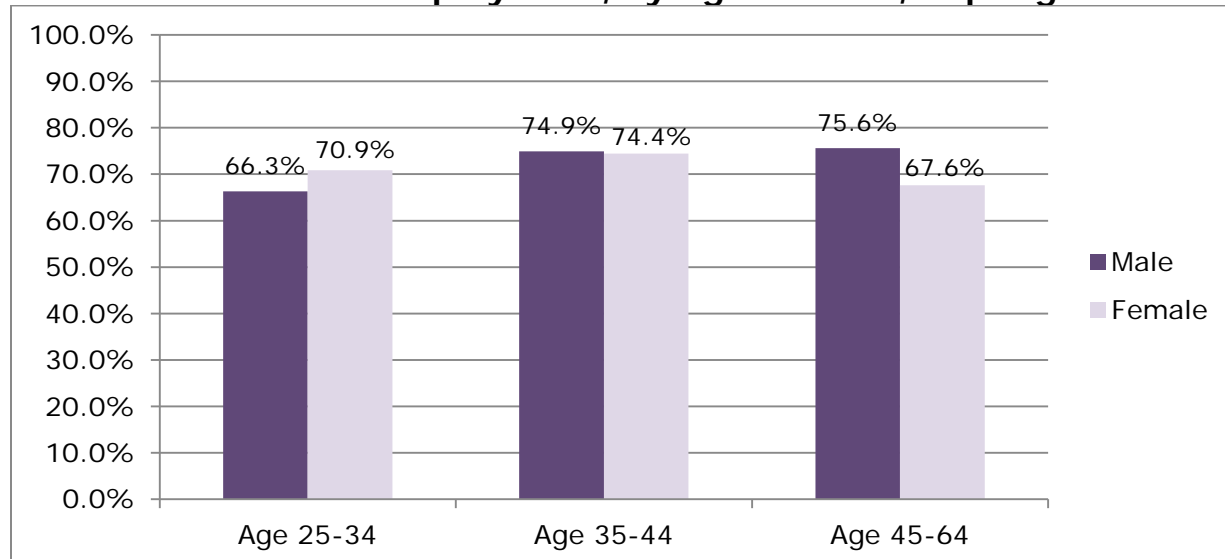
Labor Force Trends, Population Age 25-64

	# of Individuals	%
In Armed Forces	35,733	6.0%
In Civilian Labor Force	443,923	74.7%
Employed	424,789	71.5%
Unemployed	19,134	3.2%
Not in Labor Force	114,273	19.2%

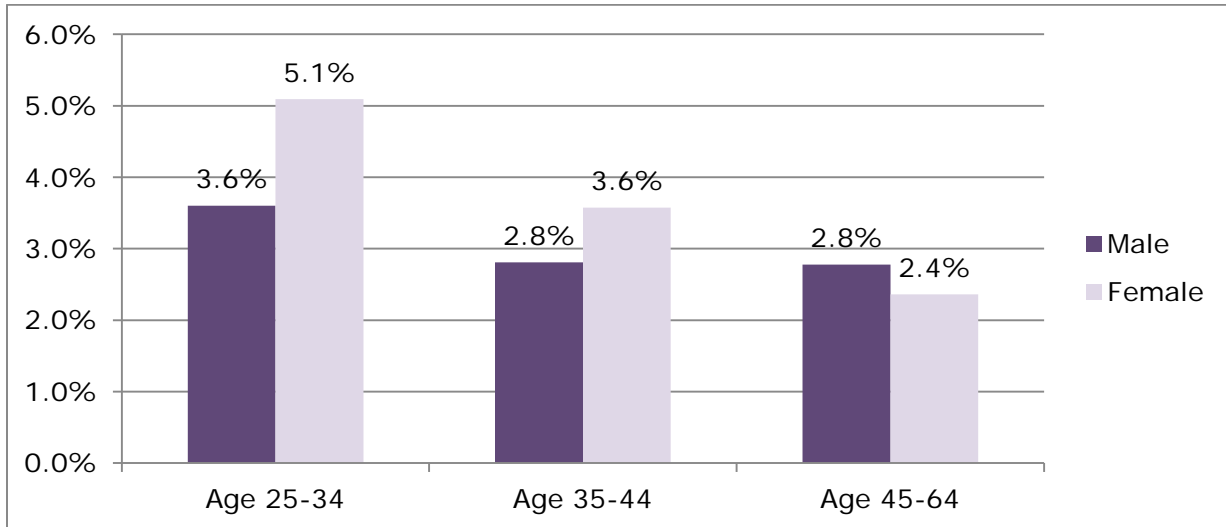
Labor Force Trends, by Gender, Population Age 25-64

	Male		Female	
	#	%	#	%
In Armed Forces	30,702	10.6%	5,031	0.0%
In Civilian Labor Force	218,796	75.8%	225,127	73.7%
Employed	210,080	72.8%	214,709	70.3%
Unemployed	8,716	3.0%	10,418	3.4%
Not in Labor Force	39,084	13.5%	75,189	24.6%

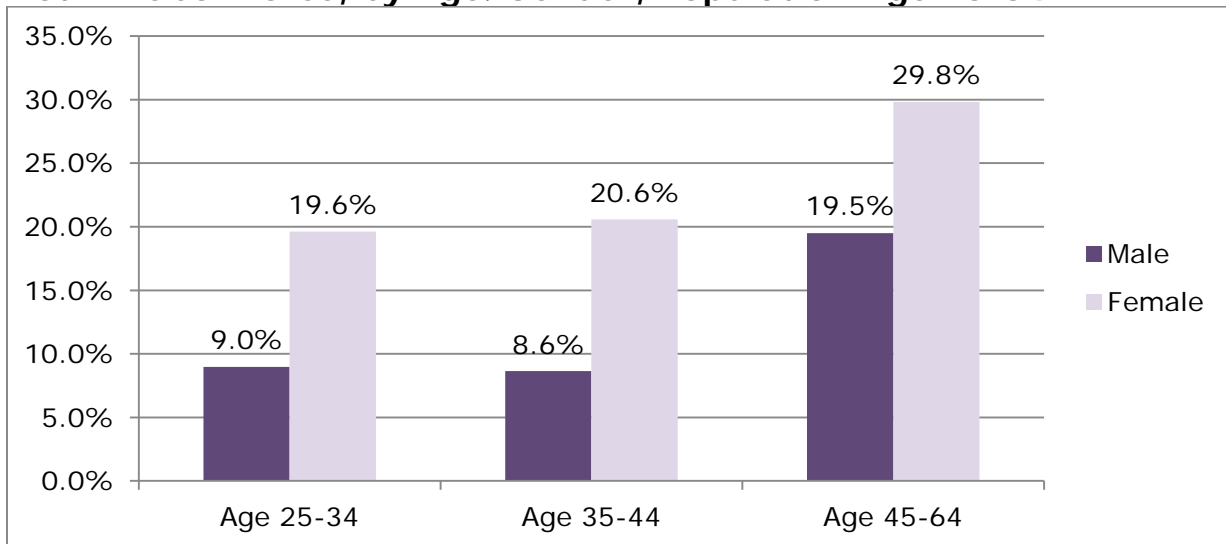
Civilian Labor Force Employment, by Age/Gender, Pop. Age 25-64



Civilian Labor Force Unemployment, by Age/Gender, Population Age 25-64



Not in Labor Force, by Age/Gender, Population Age 25-64



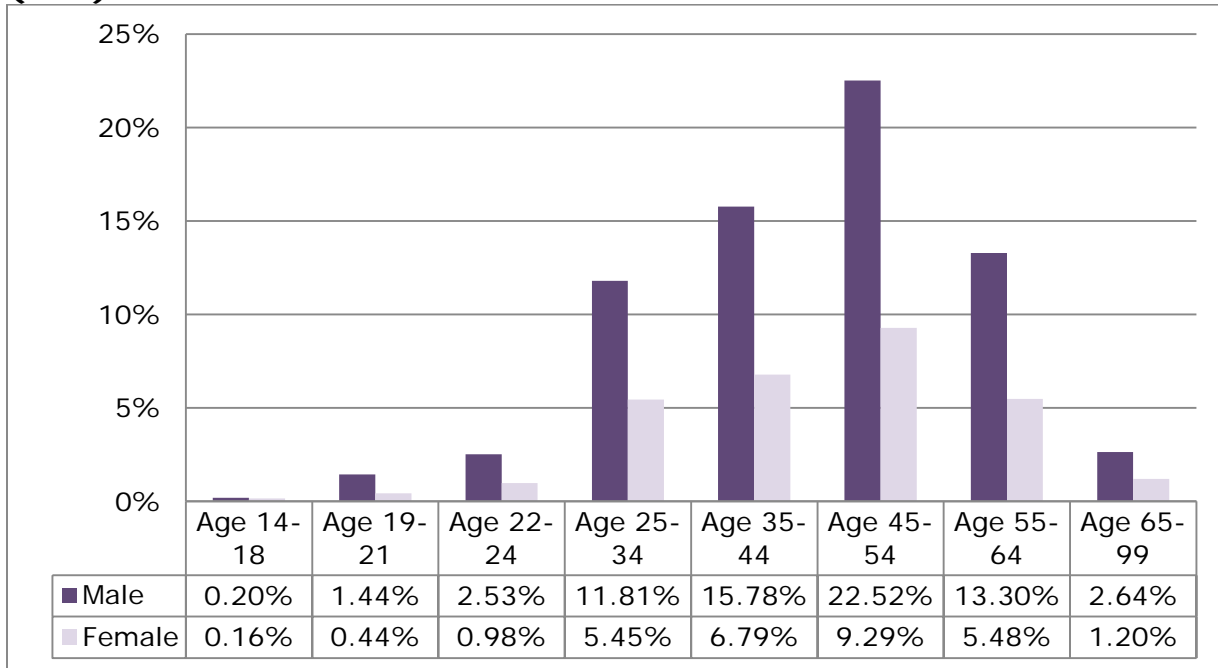
Top Industries, by Employment (Average Quarterly Employment-LED)

	# of Employees	Average Monthly Wage
Retail Trade	56,705	\$2,151
Health Care and Social Assistance	55,434	\$3,710
Accommodation and Food Services	45,120	\$1,316

Top Occupations, by Employment (2008-2018 Projections - VEC)

	# of Employees-2008
Office and Administrative Support Occupations	87,308
Sales and Related Occupations	62,229
Food Preparation and Serving Related Occupations	46,838

Employee Distribution by Age and Sex, Manufacturing - WIA XVI (LED)



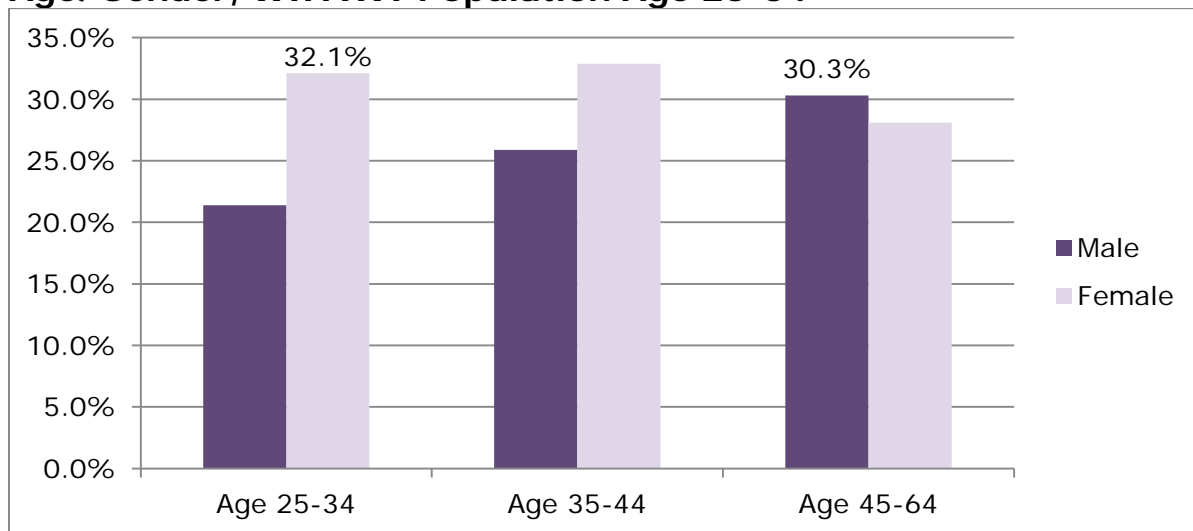
Employee Distribution by Educational Attainment and Sex, Manufacturing - WIA XVI (LED)

	Less than High School	High School Diploma or Equivalent	Some College or Associate Degree	Bachelor Degree or Above
Female	4.85%	10.27%	9.71%	5.22%
Male	10.72%	24.25%	22.32%	12.66%

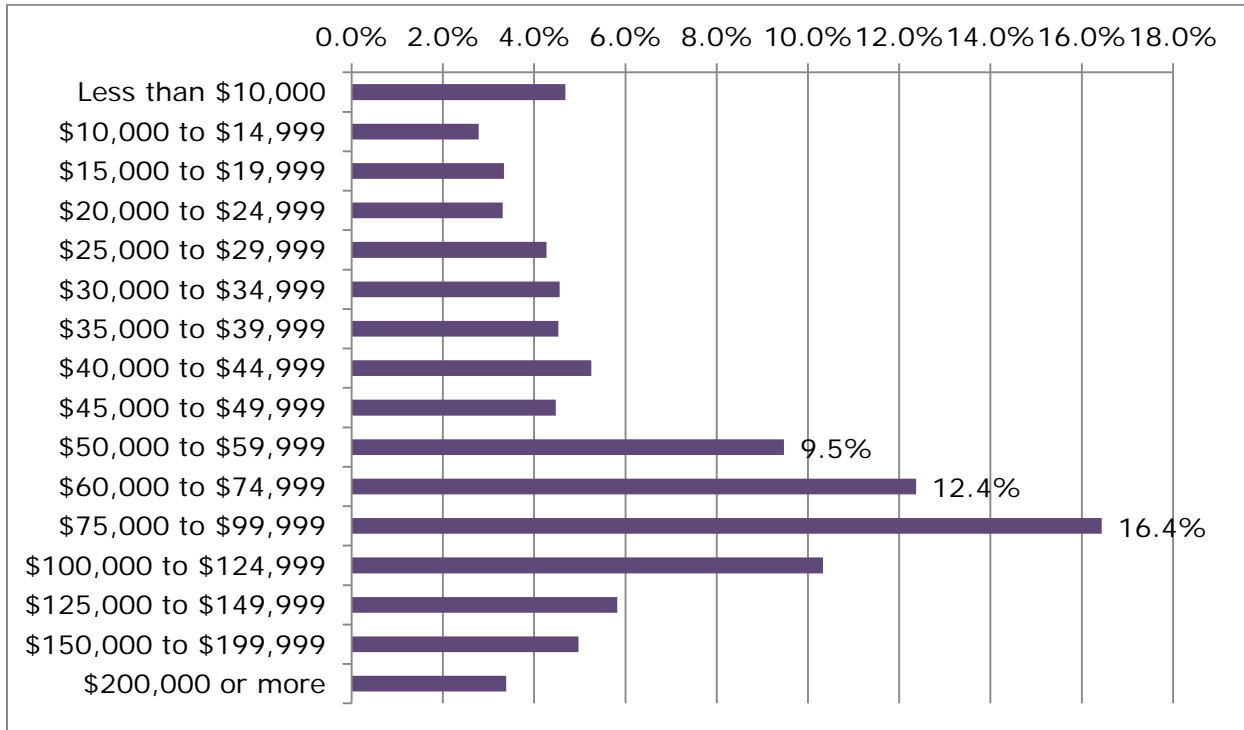
Educational Attainment Rates, Population Age 25-64

Jurisdiction	Total Population (Age 25-64)	Associate's Degree %	Bachelor's Degree and Above %	Some College %
Isle of Wight	19,463	9.9%	27.4%	22.1%
Southampton	10,048	8.8%	13.1%	25.7%
Chesapeake	118,246	9.5%	29.9%	25.9%
Franklin	4,156	6.2%	20.7%	20.7%
Norfolk	113,637	7.2%	24.7%	25.3%
Portsmouth	50,649	8.2%	20.2%	27.1%
Suffolk	43,922	8.4%	26.5%	24.1%
Virginia Beach	233,808	10.4%	32.8%	26.6%

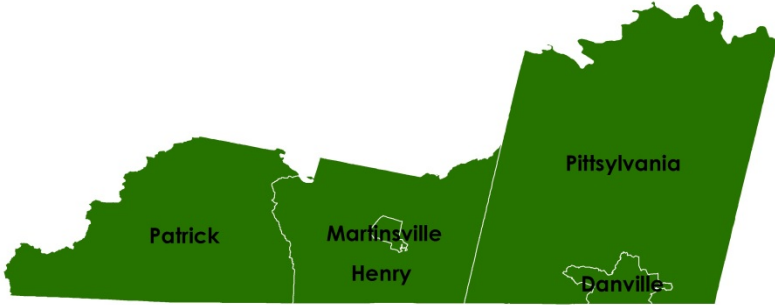
Educational Attainment to at least Bachelor's Degree, by Age/Gender, WIA XVI Population Age 25-64



Age of Householder, by Household Income, WIA XVI Population Age 25-64



Regional Summary: LWIA XVII - West Piedmont



Counties: Henry, Patrick, Pittsylvania
Cities: Danville, Martinsville

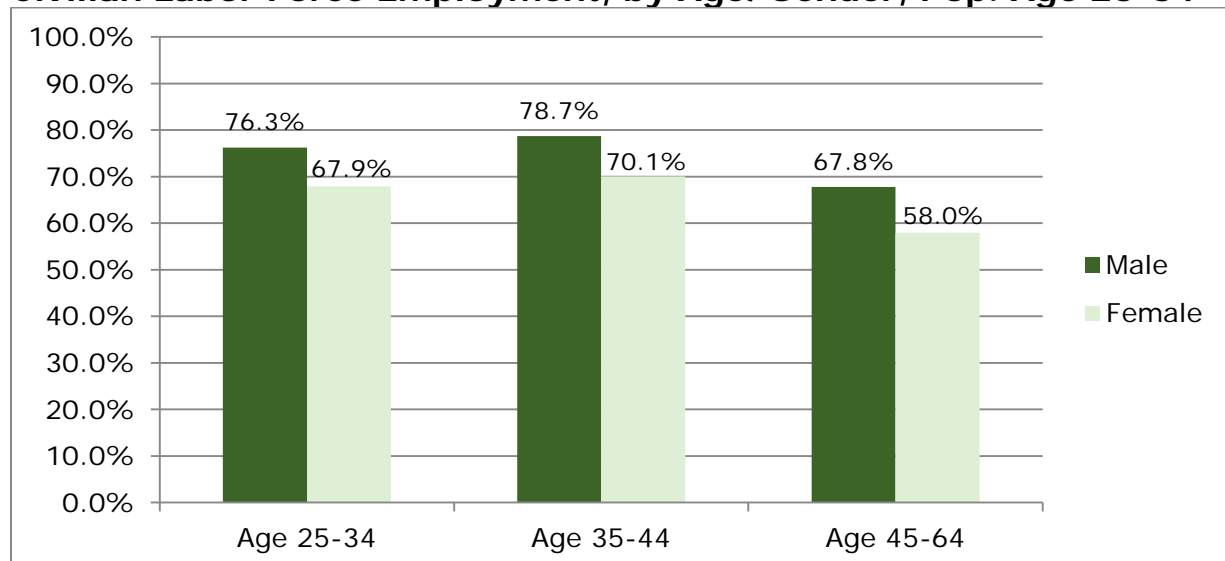
Labor Force Trends, Population Age 25-64

	# of Individuals	%
In Armed Forces	125	0.1%
In Civilian Labor Force	75,241	73.2%
Employed	69,446	67.5%
Unemployed	5,795	5.6%
Not in Labor Force	27,462	26.7%

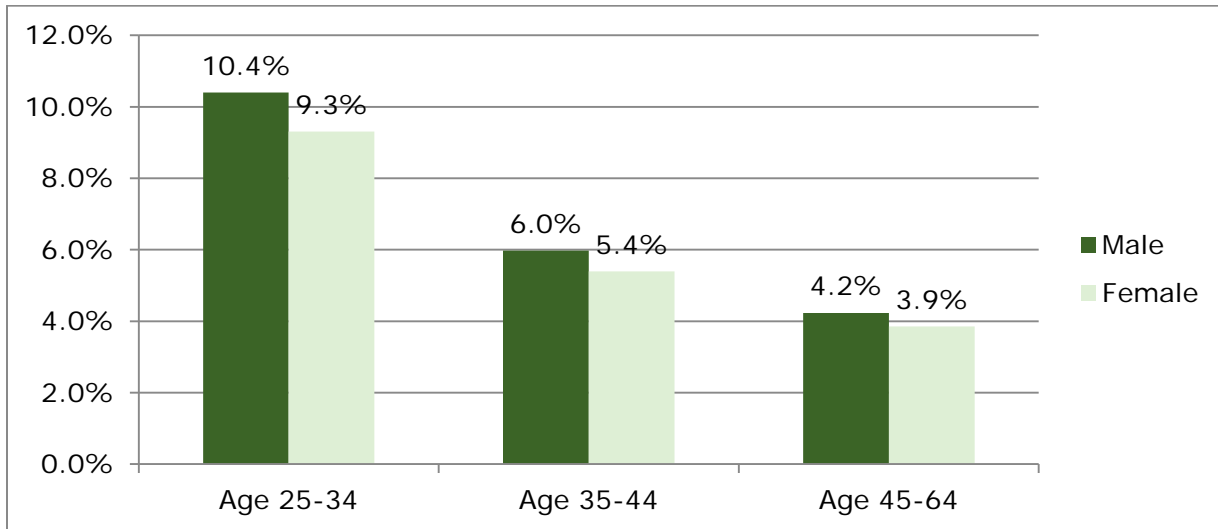
Labor Force Trends, by Gender, Population Age 25-64

	Male		Female	
	#	%	#	%
In Armed Forces	75	0.2%	50	0.0%
In Civilian Labor Force	39,110	78.3%	36,131	68.3%
Employed	36,131	72.4%	33,315	63.0%
Unemployed	2,979	6.0%	2,816	5.3%
Not in Labor Force	10,750	21.5%	16,712	31.6%

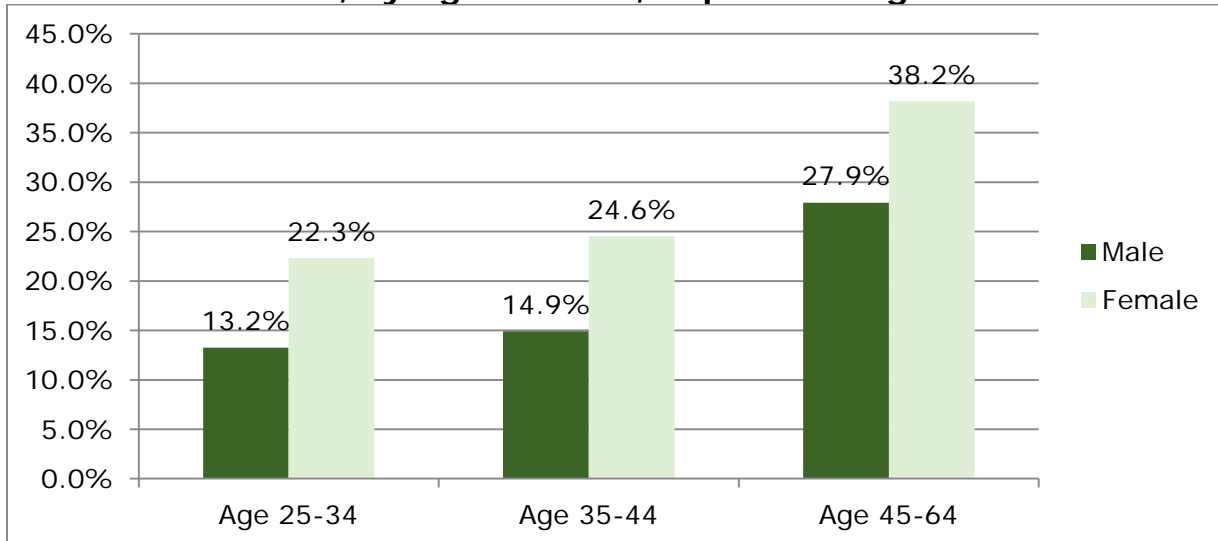
Civilian Labor Force Employment, by Age/Gender, Pop. Age 25-64



Civilian Labor Force Unemployment, by Age/Gender, Population Age 25-64



Not in Labor Force, by Age/Gender, Population Age 25-64



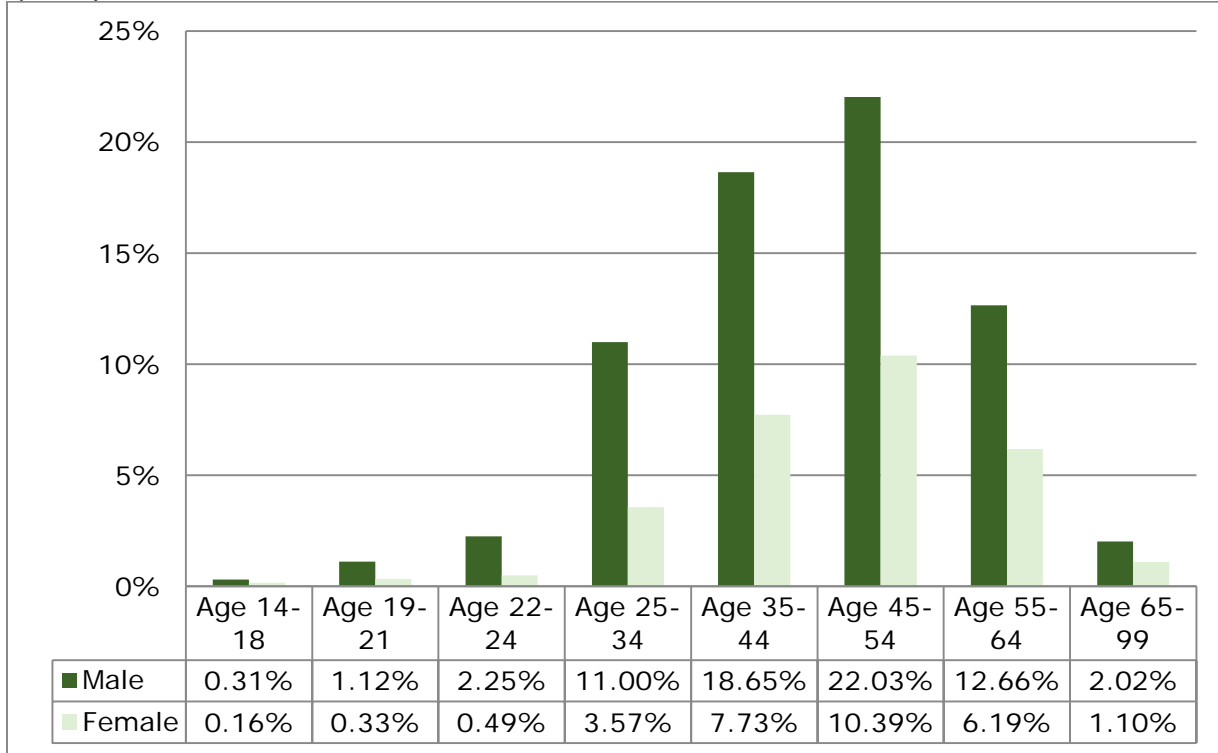
Top Industries, by Employment (Average Quarterly Employment-LED)

	# of Employees	Average Monthly Wage
Manufacturing	12,786	\$3,218
Retail Trade	9,272	\$1,955
Health Care and Social Assistance	9,072	\$2,856

Top Occupations, by Employment (2008-2018 Projections - VEC)

	# of Employees-2008
Office and Administrative Support Occupations	12,684
Production Occupations	12,968
Sales and Related Occupations	8,171

Employee Distribution by Age and Sex, Manufacturing - WIA XVII (LED)



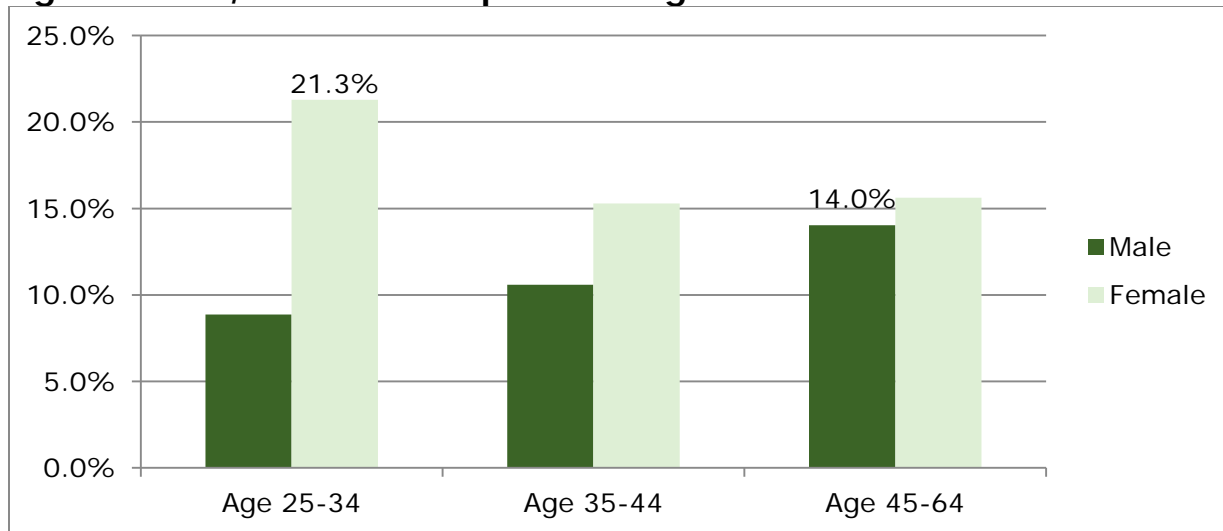
Employee Distribution by Educational Attainment and Sex, Manufacturing - WIA XVII (LED)

	Less than High School	High School Diploma or Equivalent	Some College or Associate Degree	Bachelor Degree or Above
Female	4.5%	12.79%	9.92%	3.17%
Male	10.78%	27.49%	22.37%	8.98%

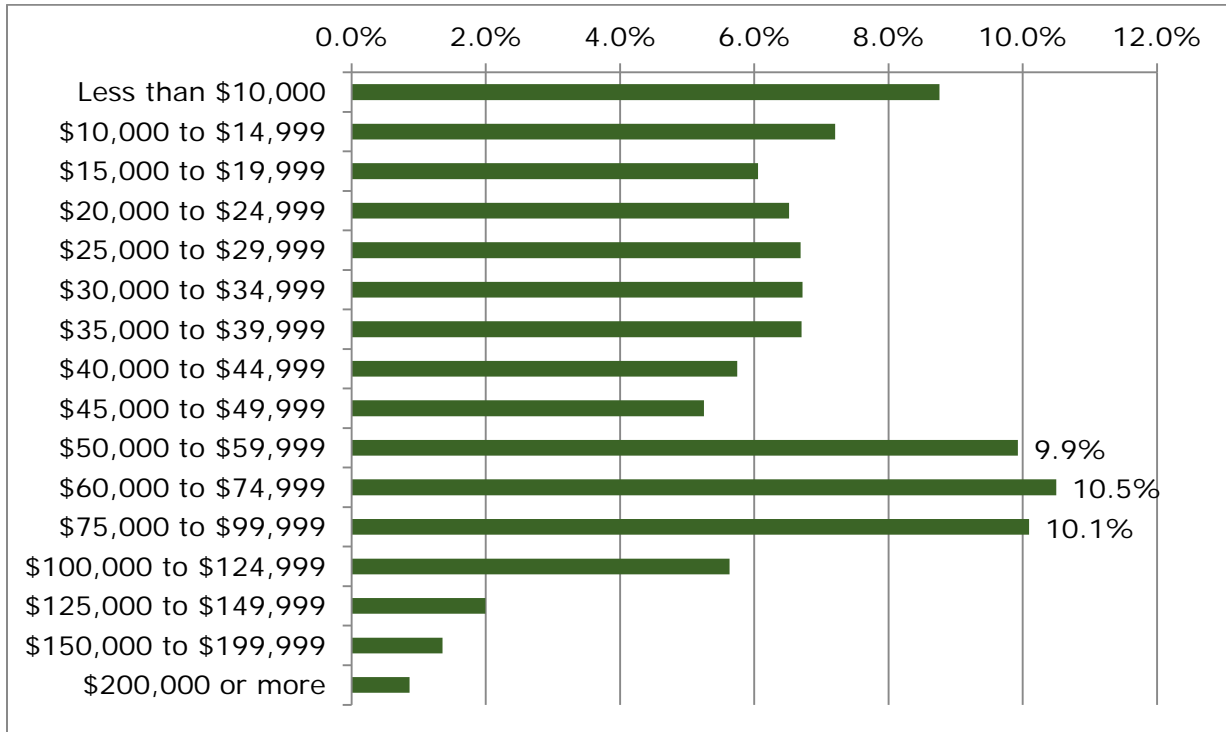
Educational Attainment Rates, Population Age 25-64

Jurisdiction	Total Population (Age 25-64)	Associate's Degree %	Bachelor's Degree and Above %	Some College %
Henry	30,106	10.7%	12.1%	20.0%
Patrick	9,854	11.9%	10.3%	20.7%
Pittsylvania	34,105	10.2%	14.5%	19.8%
Danville	21,840	10.2%	17.7%	23.3%
Martinsville	6,923	9.3%	19.8%	24.5%

Educational Attainment to at least Bachelor's Degree, by Age/Gender, WIA XVII Population Age 25-64



Age of Householder, by Household Income, WIA XVII Population Age 25-64



List of 4-Year Public and Private Nonprofit Institutions, by WIA Region

Public Institutions	WIA Region
Christopher Newport University	LWIA XIV: Greater Peninsula
College of William & Mary	LWIA XIV: Greater Peninsula
George Mason University	LWIA XI: Northern Virginia
James Madison University	LWIA IV: Shenandoah Valley
Longwood University	LWIA VIII: South Central
Norfolk State University	LWIA XVI: Hampton Roads
Old Dominion University	LWIA XVI: Hampton Roads
Radford University	LWIA II: New River/ Mt. Rogers
The University of Virginia's College at Wise	LWIA I: Southwestern Virginia
University of Mary Washington	LWIA XIII: Bay Consortium
University of Virginia	LWIA VI: Piedmont Workforce Network
Virginia Commonwealth University	LWIA IX&X: Capital Region
Virginia Military Institute	LWIA IV: Shenandoah Valley
Virginia Tech	LWIA II: New River/Mt. Rogers
Virginia State University	LWIA XV: Crater Area

Private Nonprofit Institutions	WIA Region
Averett University	LWIA XVII-West Piedmont
Averett University-Non-Traditional Program	
Bluefield College	LWIA II: New River/Mt. Rogers
Bridgewater College	LWIA IV: Shenandoah Valley
Eastern Mennonite University	LWIA IV: Shenandoah Valley
Emory and Henry College	LWIA II: New River/Mt. Rogers
Ferrum College	LWIA III: Western Virginia
Hampden-Sydney College	LWIA VIII: South Central
Hampton University	LWIA XIV: Greater Peninsula
Hollins University	LWIA III: Western Virginia
Jefferson College of Health Sciences	LWIA III: Western Virginia
Liberty University	LWIA VII: Region 2000
Lynchburg College	LWIA VII: Region 2000
Mary Baldwin College	LWIA IV: Shenandoah Valley
Marymount University	LWIA XII-Alexandria/Arlington
Randolph College	LWIA VII: Region 2000
Randolph-Macon College	LWIA IX&X: Capital Region
Regent University	LWIA XVI: Hampton Roads
Roanoke College	LWIA III: Western Virginia
Saint Paul's College	LWIA VIII: South Central
Shenandoah University	LWIA IV: Shenandoah Valley
Southern Virginia University	LWIA IV: Shenandoah Valley
Sweet Briar College	LWIA VII: Region 2000
University of Richmond	LWIA IX & X: Capital Region
Virginia Intermont College	LWIA II: New River/Mt. Rogers
Virginia Union University	LWIA IX&X: Capital Region
Virginia University of Lynchburg	LWIA VII: Region 2000
Virginia Wesleyan College	LWIA XVI: Hampton Roads
Washington and Lee University	LWIA IV: Shenandoah Valley

Institutional Interviews

Overview of Methodology

In order to develop a greater understanding of program characteristics and participant trends for existing bachelor degree attainment/completion programs specifically targeting adult learners across the Commonwealth, OED conducted an analysis of 15 programs at public and private nonprofit institutions based in Virginia. Institutions were selected based upon their inclusion on SCHEV's webpage for "Adults Completing Their Bachelor's Degree-All Institutions Offering Adult Education Program." Please see <http://www.schev.edu/AdultEd/default.asp> for additional information.

Institutional/program analysis included both qualitative and quantitative research, as noted in the final project report. Quantitative research efforts included analysis of institutional enrollment and completion trends (IPEDS/SCHEV), as well as program and participant data provided to OED by institutions where this information was tracked in a way to be reasonably accessible during the timeframe necessary to complete this report. Qualitative research included both in-person and telephone interviews with program directors and/ or program staff representatives. To guide qualitative research efforts, OED constructed a rubric of questions to be addressed during each institutional interview. This rubric was presented to the Ad Hoc Committee for review prior to the institutional interview process, and is included as Figure I on the following pages.

Results of findings from each institutional interview are provided within this section of the Appendix. Please note that estimations or observations of trends have been noted in some instances where quantitative information/formal data was not available.

Figure I: Institutional Interview Rubric

Part I: Program Characteristics

Admission	Requirements
	General Policies
	Credit for Work/Life Experience
Academic Program	Enrollment
	Major/Minor Availability and Popularity
	Course Delivery (Methods and Timeframe)
	# of Credits/ Length of Time for Completion
	Program Faculty
	Program Administrative Structure
Student Services	Academic Services (ie: Tutoring, Peer Networks- Learning Communities)
	Career Services (ie: Career Counseling, OTJ Training)
	Supportive Services (ie: Childcare, Transportation)
Completion	Completion Rate/Program Retention
	Job Placement – Employer Outreach and Engagement
	Pursuit of Advanced Study

Part II: Profile of Program Participants

Demographic	Gender
	Age
	Race/Ethnicity
	Marital/Family Status
Attendance Status and Educational Attainment	Full-Time/ Part-Time
	Educational Attainment
	First in Family to Pursue Bachelor Degree
	Working More than 20 Hours/Week

Part III: Affordability

Program Costs	Program Tuition- Full-Time/Part-Time
	Additional Fees
Financial Aid	Federal Assistance
	State Assistance
	Institutional Assistance

Institutional Interview: Averett University IDEAL Program

Part I: Program Characteristics

Admission	Requirements/ General Policies	<ul style="list-style-type: none"> IDEAL admission process operates separate from traditional Averett admissions process Transcripts/ SAT-ACT scores
	Credit for Work/Life Experience	<ul style="list-style-type: none"> Credit for prior learning is available through IDS 103. This course is not required, and it is estimated that about 10% of IDEAL students elect this option. IDS is a portfolio course-amount of credit varies case-by-case
Academic Program	Enrollment	<ul style="list-style-type: none"> 50-55 IDEAL students
	Major/Minor Availability & Popularity	<ul style="list-style-type: none"> Business Administration: Management Science, and Sociology most popular concentration areas
	Course Delivery (Methods and Timeframe)	<ul style="list-style-type: none"> Totally delivered by distance learning/online
	# of Credits/Length of Time for Completion	<ul style="list-style-type: none"> This will vary student-by-student depending on how many credits that may transfer An estimated 98% of IDEAL students enter the program with prior college credit; however most have not yet obtained 30-40 hours
	Program Faculty	<ul style="list-style-type: none"> Use campus full-time faculty and adjuncts
	Program Administrative Structure	<ul style="list-style-type: none"> Reports to Vice President of Academic Affairs
Student Services	Academic Services	<ul style="list-style-type: none"> All IDEAL students have access to services provided to traditional Averett students
	Career Services	<ul style="list-style-type: none"> All IDEAL students have access to services provided to traditional Averett students
	Supportive Services	<ul style="list-style-type: none"> All IDEAL students have access to services provided to traditional Averett students

Completion	Completion Rate/Program Retention	<ul style="list-style-type: none"> Estimate not provided; Program retention was noted to be affected by regional economic conditions
	Job Placement/Employer Outreach	<ul style="list-style-type: none"> Occurs mostly through Averett's career services office
	Pursuit of Advanced Study	<ul style="list-style-type: none"> Have noted a few trends for student transfer to Averett Master's programs or other regional 4-year institutions

Part II: Profile of Program Participants

Program Participant Demographics	Gender	<ul style="list-style-type: none"> Estimate 75% Female; 25% Male
	Age	<ul style="list-style-type: none"> Estimate 34
	Race/Ethnicity	<ul style="list-style-type: none"> Data not available
	Marital/Family Status	<ul style="list-style-type: none"> Data not available; however, many instances of single parents
Program Participant Attendance Status and Other	Full-Time/Part-Time Status	<ul style="list-style-type: none"> Majority attend full-time (12 hours+)
	Educational Attainment	<ul style="list-style-type: none"> Estimate 98% enter with previous college credit from the VCCS
	First in Family to Pursue Bachelor Degree	<ul style="list-style-type: none"> No data or estimates available at this time
	Working More than 20 Hours/Week	<ul style="list-style-type: none"> Estimate 75% are working 20+ hours/week

Part III: Affordability

Program Costs	Program Tuition (Per Credit Hour)	<ul style="list-style-type: none"> \$410 per-credit-hour Active duty military-rate adjustment
	Additional Fees	<ul style="list-style-type: none"> No
Financial Aid	Federal Assistance	<ul style="list-style-type: none"> IDEAL students work through Averett financial aid office; IDEAL has a dedicated contact within the office
	State Assistance	<ul style="list-style-type: none"> IDEAL students work through Averett financial aid office; IDEAL has a dedicated contact within the office
	Institutional Assistance	<ul style="list-style-type: none"> IDEAL students work through Averett financial aid office; IDEAL has a dedicated contact within the office

Institutional Interview: Bluefield College inSPIRE Program

Part I: Program Characteristics

Admission	Requirements/ General Policies	<ul style="list-style-type: none"> At least 54 credits (maximum of 68 credits/2-year institution)- minimum GPA of 2.0 All degree completion students must have access to internet and personal email accounts One week prior to course log-in, students must have either paid all tuition/fee charges or confirmed financial aid to cover all tuition/fee charges
	Credit for Work/Life Experience	<ul style="list-style-type: none"> No credit for work/life experiences, unless documentable military/police academy, CLEP, etc. Bluefield College is a yellow ribbon program
Academic Program	Enrollment	<ul style="list-style-type: none"> 25 max per program cohort/ new cohorts begin every 8 weeks
	Major/Minor Availability & Popularity	<ul style="list-style-type: none"> 4 degree completion tracks available: Management & Leadership, Public Safety, Human Services, and BSN Nursing Management & Leadership is the most popular
	Course Delivery (Methods and Timeframe)	<ul style="list-style-type: none"> Began in a hybrid format, but has recently transitioned to 100% online
	# of Credits/Length of Time for Completion	<ul style="list-style-type: none"> Most individuals take 3 semesters to complete, but some finish in as little as 13 months
	Program Faculty	<ul style="list-style-type: none"> Faculty integrated within each department and therefore serve inSpire and traditional students
	Program Administrative Structure	<ul style="list-style-type: none"> Academic faculty/departments report to the VP for Academic Affairs inSpire Admissions Officers and Financial Aid will report to the VP for Enrollment Management beginning in Fall 2011
Student Services	Academic Services	<ul style="list-style-type: none"> Resources commonly utilized include an online writing center, library, etc. BC services available to inSpire
	Career Services	<ul style="list-style-type: none"> BC services available, but little/no demand for these services as most inSpire students are incumbent employees
	Supportive Services	<ul style="list-style-type: none"> BC services available

Completion	Completion Rate/Program Retention	<ul style="list-style-type: none"> No formal data provided
	Job Placement/Employer Outreach	<ul style="list-style-type: none"> No targeted efforts- do recruit many incumbent employees in healthcare, law enforcement, etc.
	Pursuit of Advanced Study	<ul style="list-style-type: none"> No formal data or estimates provided

Part II: Profile of Program Participants

Program Participant Demographics	Gender	<ul style="list-style-type: none"> No data available - estimate higher percentage of females
	Age	<ul style="list-style-type: none"> Most students in late 30's-early 40's
	Race/Ethnicity	<ul style="list-style-type: none"> No formal data - reflective of service regions in rural Virginia with some increased diversity of African-Americans in the Richmond area
	Marital/Family Status	<ul style="list-style-type: none"> No formal data - but do note many to be single parents
Program Participant Attendance Status and Other	Full-Time/Part-Time Status	<ul style="list-style-type: none"> All are considered full-time/no part-time
	Educational Attainment	<ul style="list-style-type: none"> Most enter with VCCS credit
	First in Family to Pursue Bachelor Degree	<ul style="list-style-type: none"> Estimate this is heavy majority
	Working More than 20 Hours/Week	<ul style="list-style-type: none"> Strong majority are working full-time jobs or multiple part-time jobs

Part III: Affordability

Program Costs	Program Tuition (Per-Credit-Hour)	<ul style="list-style-type: none"> \$4620/Semester (\$385 per-credit-hour)
	Additional Fees	<ul style="list-style-type: none"> Application fees (\$30) Lab fee for certain science courses (\$30) Graduation fee (\$110)

Financial Aid	Federal Assistance	<ul style="list-style-type: none"> ▪ FAFSA-Pell, Stafford Loan
	State Assistance	<ul style="list-style-type: none"> ▪ VTAG
	Institutional Assistance	<ul style="list-style-type: none"> ▪ Transfer Scholarship (\$250/semester available to students with a cumulative GPA of 3.0 or above and a minimum of 46 credits from an accredited college or university) ▪ Other institutional scholarships may be applicable

Institutional Interview: Eastern Mennonite University Adult Degree Completion Program

Part I: Program Characteristics

Admission	Requirements/ General Policies	<ul style="list-style-type: none"> ▪ Admission to program differs by which degree option the student elects to pursue ▪ Prior to admission application/enrollment, EMU ADCP has a series of in-depth interviews with individuals to outline program expectations and help to ensure that individuals career development vision and aptitude will help foster program completion and academic success ▪ For Nursing, requirements for admission include: <ul style="list-style-type: none"> ○ Ability to transfer to EMU with a minimum 2.0 GPA, or complete an approved diploma program and pass NCLEX-RN ○ State licensure as a registered nurse ○ Life experience as a registered nurse from which learning can be demonstrated ○ Writing skills that allow student to complete summary papers for each course, life-learning papers as needed, and longer research-based writing assignments ○ Current work experience or significant volunteer involvement as a registered nurse that will provide a forum to practice professional nursing concepts and provide the setting for the evidence-based practice project ▪ For Management and Organization Development, requirements for admission include: <ul style="list-style-type: none"> ○ Ability to transfer to EMU with at least 60 semester hours of college credit from accredited community colleges or 4-year institutions, with a minimum 2.0 GPA ○ Life and work experience from which learning can be demonstrated and which will provide a forum for the practice of management and organizational development concepts, as well as provide a setting for the Application of Research Project ○ Writing skills that will allow the student to complete summary papers for each course, life-learning papers as needed, and longer
-----------	--------------------------------------	--

		<p>research-based writing assignments</p> <ul style="list-style-type: none"> o Must be at least 25 years old
	Credit for Work/Life Experience	<ul style="list-style-type: none"> ▪ CLEP and DANTES Testing Available ▪ All ADCP students are required to produce a portfolio to document informal learning experiences. For students who wish to seek credit for their portfolio experiences, the student would need to expand upon the portfolio requirements. Students who seek this option will work directly with an academic advisor. Credit is offered based upon the recommendations of a faculty portfolio review committee. This credit is usually no more than 25%
Academic Program	Enrollment	<ul style="list-style-type: none"> ▪ Management & Organizational Development (max. 25 per 16 month cohort - tends to average 18-22 per cohort) ▪ Nursing (max. 22 per 18 month cohort - tends to average 18-20 per cohort)*Students at EMU-Lancaster site also counted in this total.
	Major/Minor Availability & Popularity	<ul style="list-style-type: none"> ▪ Bachelor of Science - Management & Organizational Development ▪ Bachelor of Science - Nursing
	Course Delivery (Methods and Timeframe)	<ul style="list-style-type: none"> ▪ All courses offered in a traditional classroom model - most students have no more than a 1-hour drive-time to the site ▪ Classes typically held one night per week
	# of Credits/Length of Time for Completion	<ul style="list-style-type: none"> ▪ While length of time will likely vary student-student, Management & Organizational Development cohorts take 16 months to complete and Nursing cohorts take 18 months to complete ▪ General Education courses are also required for a student to graduate from EMU - varies by program ▪ Nursing students must have a total of 43 semester hours to major requirements. Must complete a total of 124 semester hours to graduate from EMU ▪ Management & Organizational Development students must complete required curriculum. Students must also complete a total of 124 semester hours to graduate from EMU - a minimum of 30 hours must be general education coursework
	Program Faculty	<ul style="list-style-type: none"> ▪ Some faculty teach specifically for this program

		<ul style="list-style-type: none"> Some faculty may also teach traditional student courses
	Program Administrative Structure	<ul style="list-style-type: none"> Program Director reports directly to the Provost
Student Services	Academic Services	<ul style="list-style-type: none"> ADCP students may access all services provided to EMU students- these include the library, academic services, computers and email Program purchases all books/classroom materials for the students
	Career Services	<ul style="list-style-type: none"> ADCP students may access all services provided to EMU students-this includes a career services office
	Supportive Services	<ul style="list-style-type: none"> ADCP students may access all services provided to EMU students-this includes personal counseling ADCP students tend to form informal peer/study groups within each program/major Each cohort has a Cohort Coordinator who serves as a liaison between the cohort and the ADCP program office Program office is the primary door to EMU for ADCP students. In this one location they receive their admission, registration, financial aid, programmatic and support service info
Completion	Completion Rate/Program Retention	<ul style="list-style-type: none"> No data available
	Job Placement/ Employer Outreach	<ul style="list-style-type: none"> Occurs through college/strong ties with regional hospitals
	Pursuit of Advanced Study	<ul style="list-style-type: none"> No formal data available

Part II: Profile of Program Participants

Program Participant Demographics	Gender	<ul style="list-style-type: none"> Varies by program; for Management & Organizational Development estimate 52% female and 48% male. Nursing is at least 80-90% female
	Age	<ul style="list-style-type: none"> Est. Average Age: 38 (Large Range: 35-45)
	Race/Ethnicity	<ul style="list-style-type: none"> Diversity reflective of region - mostly white; do have some international students
	Marital/Family	<ul style="list-style-type: none"> Most are married with children

	Status	
Program Participant Attendance Status and Other	Full-Time/Part-Time Status	<ul style="list-style-type: none"> Most students tend to enroll full-time for at least one semester; will usually take 75% of full-time load the remaining semesters
	Educational Attainment	<ul style="list-style-type: none"> Most nurses have an Associate's degree upon program entry - usually this Associate's degree was award by a regional community college (Blue Ridge, Lord Fairfax, Piedmont) An estimated 40% of Management & Organizational Development students enter with prior college credit from the VCCS system
	First in Family to Pursue Bachelor Degree	<ul style="list-style-type: none"> No data or estimate available
	Working More than 20 Hours/Week	<ul style="list-style-type: none"> Almost 100% are working more than 20 hours/week

Part III: Affordability

Program Costs	Program Tuition (Per-Credit-Hour)	<ul style="list-style-type: none"> \$14,300 (MOD) - Website as source \$15,480 (RN-BSN) - Website as source Cost includes 38/43 hours credit, all textbooks, additional materials/fees, etc.
	Additional Fees	<ul style="list-style-type: none"> See note above
Financial Aid	Federal Assistance	<ul style="list-style-type: none"> Administered through EMU financial aid office; however, program staff also provide assistance
	State Assistance	<ul style="list-style-type: none"> Administered through EMU financial aid office; however, program staff also provide assistance
	Institutional Assistance	<ul style="list-style-type: none"> Program in the process of developing an ADCP scholarship fund ADCP allocates up to 5% of program income to be set aside for need-based assistance Some students also receive financial assistance from their employer

Institutional Interview: George Mason University – Bachelor of Individualized Studies Program

Part I: Program Characteristics

Admission	Requirements/ General Policies	<ul style="list-style-type: none"> ▪ Completion of HS/GED at least 7 years prior to BIS program admission ▪ Possess at least 30 semester hours of college credit- at least 15 of these hours must have been earned through conventional classroom instruction ▪ GPA of at least 2.5 in previous higher education course work
	Credit for Work/Life Experience	<ul style="list-style-type: none"> ▪ Available through a portfolio program- use NOVA CC Place Program - portfolio credit is evaluated by outside parties (NOVA CC-lower level courses) and Thomas Edison for upper level courses-this helps to reduce institutional burden of establish committees, etc. ▪ Will accept ACE courses if demonstrate academic experience - exp. theory, critical thinking, process and procedures, etc. ▪ CLEP is accepted but must be taken prior to matriculation at GMU
Academic Program	Enrollment	<ul style="list-style-type: none"> ▪ 220-240 students active; 100-200 inactive
	Major/Minor Availability & Popularity	<ul style="list-style-type: none"> ▪ Interdisciplinary - students create their own plan of study/concentration. Each concentration area may not be an existing major currently offered by GMU ▪ A popular concentration area includes those which blend together business and communications courses , as well as those which may blend together education with a particular focus area (exp. ESL/Education/Psychology)
	Course Delivery (Methods and Timeframe)	<ul style="list-style-type: none"> ▪ As BIS students may take courses from across GMU, course timeframe and delivery formats will vary. BIS does require 10 credits (3 courses + a 1-credit capstone presentation). All BIS courses are currently face-to-face
	# of Credits/Length of Time for Completion	<ul style="list-style-type: none"> ▪ Will vary by individual. Common length of times is estimated for 2 years
	Program Faculty	<ul style="list-style-type: none"> ▪ Concentration faculty will come from a variety of departments ▪ BIS course instruction provided by program

		director or carefully selected adjuncts as necessary
	Program Administrative Structure	<ul style="list-style-type: none"> Program reports to the Dean of the College of Humanities and Social Sciences – reports to Provost
Student Services	Academic Services	<ul style="list-style-type: none"> All GMU services available to BIS students
	Career Services	<ul style="list-style-type: none"> All GMU services available to BIS students
	Supportive Services	<ul style="list-style-type: none"> All GMU services available to BIS students
Completion	Completion Rate/Program Retention	<ul style="list-style-type: none"> Estimated 65-80 graduate annually
	Job Placement/Employer Outreach	<ul style="list-style-type: none"> GMU has been working with NOVA CC for creating pathways for opportunities for those individuals interested in early childhood education. These discussions have arisen partly in response to new demands for Head Start program operators
	Pursuit of Advanced Study	<ul style="list-style-type: none"> Data is difficult to track- est. at least 1/3, but could be as high as 1/2

Part II: Profile of Program Participants

Program Participant Demographics	Gender	<ul style="list-style-type: none"> Majority are female
	Age	<ul style="list-style-type: none"> Average Age: Early-Mid 40's
	Race/Ethnicity	<ul style="list-style-type: none"> Very diverse - reflects diversity of NOVA region. Also have diversity of individuals with physical disabilities, and religious beliefs
	Marital/Family Status	<ul style="list-style-type: none"> Estimate 75% are partnered; of this total, est. 50% have dependents
Program Participant Attendance Status and Other	Full-Time/Part-Time Status	<ul style="list-style-type: none"> Estimate 80% Part-Time, 20% Full-Time Number of Full-Time students has increased as enrollment of individuals eligible for the GI Bill has also increased
	Educational Attainment	<ul style="list-style-type: none"> Of those who enter with a credential, most come from the VCCS Military students often bring credits from multiple 2 and 4 year institutions
	First in Family to Pursue	<ul style="list-style-type: none"> This data is not formally tracked Have noted several instances where the

	Bachelor Degree	adult may be returning to pursue their education after having their own children complete a baccalaureate degree
	Working More than 20 Hours/Week	<ul style="list-style-type: none"> Estimate this around 80%

Part III: Affordability

Program Costs	Program Tuition (Per-Credit-Hour)	<ul style="list-style-type: none"> Same as all GMU undergraduate rates/fees In-state/Credit Hour- \$378 (Out-of-State-\$1,065)
	Additional Fees	<ul style="list-style-type: none"> Education Resource Free (6 Credits or Less-\$60/+6 Credits-\$100) Undergraduate New Student Fee-\$180
Financial Aid	Federal Assistance	<ul style="list-style-type: none"> All GMU services provided to BIS students through university's financial aid office
	State Assistance	<ul style="list-style-type: none"> All GMU services provided to BIS students through university's financial aid office
	Institutional Assistance	<ul style="list-style-type: none"> All GMU services provided to BIS students through university's financial aid office BIS program operates a modest scholarship fund BIS program students may also apply for Osher Family Foundation funding.

Institutional Interview: Hollins University Horizon Program

Part I: Program Characteristics

Admission	Requirements/ General Policies	<ul style="list-style-type: none"> Admission process is very flexible to reduce barriers Required essay/writing exercise-ability to effectively communicate and strong writing skills are VERY important to ensuring overall success at Hollins-this is evaluated closely Proof of high school or GED completion/transcripts for other college credit Informational Interview Recommendation letters
	Credit for Work/Life Experience	<ul style="list-style-type: none"> No credit for work/life experience For students who may not be ready for program enrollment, or those who wish to seek prior credit from the VCCS system, the Horizon program has outlined a transfer module which can be applicable to fulfilling Hollins general education core. Students do not have to complete an Associate's degree to fulfill requirements of this transfer module. Course grade of a "C" is required to be transferable
Academic Program	Enrollment	<ul style="list-style-type: none"> Estimate 80 (Roughly 11% of total Hollins undergraduate enrollment)
	Major/Minor Availability & Popularity	<ul style="list-style-type: none"> All Hollins programs are open to Horizon students Most popular majors include Business, Communications, English/Creative Writing, Studio Art, Psychology, and Teacher Licensing
	Course Delivery (Methods and Timeframe)	<ul style="list-style-type: none"> Traditional Classroom Some online or hybrid options may be available, varied by course/department
	# of Credits/Length of Time for Completion	<ul style="list-style-type: none"> Will vary student-by-student Horizon program will accept students with some previous college credit, or no college credit
	Program Faculty	<ul style="list-style-type: none"> Horizon students serviced by traditional Hollins faculty Overall, 98% of Hollins faculty have a Ph.D. or highest degree in their field-over 70% of Hollins faculty are full-time

	Program Administrative Structure	<ul style="list-style-type: none"> Horizon director reports directly to the Vice President for Academic Affairs
Student Services	Academic Services	<ul style="list-style-type: none"> Horizon students have access to all academic supportive services at Hollins
	Career Services	<ul style="list-style-type: none"> Horizon students have access to all career services available to Hollins students
	Supportive Services	<ul style="list-style-type: none"> Horizon students have access to all supportive services available to Hollins students In addition, Horizon students have access to Eastnor, the campus offices for the Horizon program. Eastnor has facilities which have helped to create a sense of community and place for Horizon students and their families. The Eastnor house has a student lounge, kitchen facilities, computer access, and an outdoor patio which serves as a venue for study and peer networking and support. In addition, Eastnor is also the site for 3-4 programs each month designed to promote familiarity and accessibility to other Hollins services such as the library and financial aid office. These programs have also addressed other "barriers to adult degree completion" such as stress management
Completion	Completion Rate/Program Retention	<ul style="list-style-type: none"> 2010-2011-26 graduates
	Job Placement/Employer Outreach	<ul style="list-style-type: none"> Occurs at department level or career services under most circumstances
	Pursuit of Advanced Study	<ul style="list-style-type: none"> Estimate at least 35% (9) of 2010-2011 graduates went on to graduate school or advanced study

Part II: Profile of Program Participants

Program Participant Demographics	Gender	<ul style="list-style-type: none"> Strong Majority Female
	Age	<ul style="list-style-type: none"> Late 20's to Early 40's
	Race/Ethnicity	<ul style="list-style-type: none"> Reflective of institutional trends; predominately white
	Marital/Family Status	<ul style="list-style-type: none"> Diverse; however program does have a notable population of single mothers

Program Participant Attendance Status and Other	Full-Time/Part-Time Status	<ul style="list-style-type: none"> Estimate 75% attend full-time
	Educational Attainment	<ul style="list-style-type: none"> Almost 50% transfer credit from VCCS institutions (primarily Virginia Western CC)
	First in Family to Pursue Bachelor Degree	<ul style="list-style-type: none"> Estimate majority may be first in family to pursue a Bachelor's degree
	Working More than 20 Hours/Week	<ul style="list-style-type: none"> Only a few individuals work

Part III: Affordability

Program Costs	Program Tuition (Per-Credit-Hour)	<ul style="list-style-type: none"> \$945 per credit hour (part-time Horizon students) \$30,220/full academic year (full-time Horizon students)
	Additional Fees	<ul style="list-style-type: none"> Full-time Horizon students also have a \$275 student government association fee, a \$290 technology fee, and a \$10 green fee
Financial Aid	Federal Assistance	<ul style="list-style-type: none"> Horizon students serviced by Hollins Financial Aid Office Examples include federal grants, student loans, tax credits, and veterans' benefits
	State Assistance	<ul style="list-style-type: none"> Horizon students serviced by Hollins Financial Aid Office Examples of state assistance include VTAG and VACSAP
	Institutional Assistance	<ul style="list-style-type: none"> Horizon students serviced by Hollins Financial Aid office Examples of institutional assistance available to Horizon students include talent and service awards, academic and need-based awards, Hollins offers budget payment plans through their Academic Management Services. These plans are interest free and tuition payments can be spread over eight or ten monthly installments

Institutional Interview: James Madison University Adult Degree Program

Part I: Program Characteristics

Admission	Requirements/ General Policies	<ul style="list-style-type: none"> ▪ Must be 23 years of age or older ▪ Must have 30 or more transferable college credits ▪ Must have an overall GPA of 2.0 or better
	Credit for Work/Life Experience	<ul style="list-style-type: none"> ▪ Offer a Portfolio of Prior Learning Experience- this may provide student up to 30 credits for documentable work/professional development activities. Each portfolio contains a written term paper highlighting skills, and certificates or applicable letters of recommendation. An estimated 90% of ADP students take the portfolio development workshop (1 credit course); upon completion of the portfolio, the product is review by the appropriate department head. Student awarded credit as recommended. Credit is awarded in 2 ways which include credit for specific courses or elective credit
Academic Program	Enrollment	<ul style="list-style-type: none"> ▪ Fall: estimated 25 students ▪ Spring: estimated 25 students ▪ Summer: estimated 4-9 students
	Major/Minor Availability & Popularity	<ul style="list-style-type: none"> ▪ Offer BIS, BA, and BS degrees ▪ Education and Business are primary concentration areas ▪ Psychology and Counseling also very popular ▪ ADP students can select concentration areas in all majors/minors offered by JMU, except nursing
	Course Delivery (Methods and Timeframe)	<ul style="list-style-type: none"> ▪ ADP students attend courses with traditional JMU students ▪ Course delivery methods include classroom, online, and hybrid models ▪ JMU's Outreach & Engagement division offering some specific ADP courses online- these courses are closed to traditional students and often focused in the area of general education requirements ▪ Most courses held during the 8am-5pm period
	# of Credits/Length of Time for Completion	<ul style="list-style-type: none"> ▪ Students must earn a minimum of 120 semester hours of credit acceptable at JMU; a minimum of 30 semester hours must be at JMU

		<ul style="list-style-type: none"> No more than 8 hours of nontraditional credit may be counted towards 30 JMU hours; No more than 60 hours of nontraditional credit may be counted towards the 120 hour total A minimum of 60 semester hours must also be from 4-year colleges or universities
	Program Faculty	<ul style="list-style-type: none"> ADP students are serviced by traditional JMU faculty
	Program Administrative Structure	<ul style="list-style-type: none"> ADP is part of JMU's Outreach & Engagement division. Outreach & Engagement reports to the Vice Provost for Research and Public Service, who then reports to the Provost
Student Services	Academic Services	<ul style="list-style-type: none"> ADP students may access all services available to traditional JMU students
	Career Services	<ul style="list-style-type: none"> ADP students may access all services available to traditional JMU students
	Supportive Services	<ul style="list-style-type: none"> ADP students may access all services available to traditional JMU students ADP program has offered some specialized academic, career, and supportive services to ADP students; however, demand has been low
Completion	Completion Rate/Program Retention	<ul style="list-style-type: none"> No formal data available - tracked through departments
	Job Placement/Employer Outreach	<ul style="list-style-type: none"> Many students are currently working - low ADP student demand for career/job placement assistance
	Pursuit of Advanced Study	<ul style="list-style-type: none"> Several instances of ADP students who receive their Bachelor's degree and elect to pursue advanced study. This past Spring, the 2 top students in JMU's Phi Beta Kappa Chapter were ADP students

Part II: Profile of Program Participants

Program Participant Demographics	Gender	<ul style="list-style-type: none"> Reflective of traditional campus trends; est. 60% female and 40% male
	Age	<ul style="list-style-type: none"> Est. Average Age: 35-44 years old; Significant pool of retirees as well
	Race/Ethnicity	<ul style="list-style-type: none"> Majority white; reflective of regional diversity for African-American population, but not for regional Hispanic/Latino population
	Marital/Family	<ul style="list-style-type: none"> Est. 60-70% have been married/divorced

	Status	with children
Program Participant Attendance Status and Other	Full-Time/Part-Time Status	<ul style="list-style-type: none"> Majority of students are part-time
	Educational Attainment	<ul style="list-style-type: none"> Varies by student-Credit mostly from regional community colleges, or JMU ADP has a number of JMU employees
	First in Family to Pursue Bachelor Degree	<ul style="list-style-type: none"> No data available- estimate ADP population similar to national average
	Working More than 20 Hours/Week	<ul style="list-style-type: none"> Almost all ADP students are working more than 20 hours a week

Part III: Affordability

Program Costs	Program Tuition (Per-Credit-Hour)	<ul style="list-style-type: none"> \$374/in-state per-credit-hour \$1,003/ out-of-state per-credit-hour
	Additional Fees	<ul style="list-style-type: none"> Applicable other university fees
Financial Aid	Federal Assistance	<ul style="list-style-type: none"> ADP students serviced by JMU financial aid office
	State Assistance	<ul style="list-style-type: none"> ADP students serviced by JMU financial aid office
	Institutional Assistance	<ul style="list-style-type: none"> ADP students serviced by JMU financial aid office ADP Scholarship funds are available; program is experiencing difficulty in having students to apply to access these funds

Institutional Interview: Liberty University Online

Part I: Program Characteristics

Admission	Requirements/ General Policies	<ul style="list-style-type: none"> Students may complete an online, phone, or paper application Minimum of a 2.0 HS GPA and good standing or Minimum 2.0 GPA on transcripts of previous coursework earned
	Credit for Work/Life Experience	<ul style="list-style-type: none"> Accept CLEP, DANTE, appropriate military credit Offer prior learning portfolio options
Academic Program	Enrollment	<ul style="list-style-type: none"> Online undergraduate enrollment is 29,200 (5,423 are Virginia residents)
	Major/Minor Availability & Popularity	<ul style="list-style-type: none"> Offer 13 bachelor degree options online Most popular amongst Virginia residents include Psychology, Religious, and Business
	Course Delivery (Methods and Timeframe)	<ul style="list-style-type: none"> Courses are delivered online through Blackboard
	# of Credits/Length of Time for Completion	<ul style="list-style-type: none"> Courses are offered in 8-week modules (1 module/week) Most courses are 3 credits Length of time to completion with vary on number of transferable credits and course load
	Program Faculty	<ul style="list-style-type: none"> Use traditional/residential faculty, adjuncts, and faculty specifically devoted to the online program - estimate about 600 work predominately with the online program
	Program Administrative Structure	<ul style="list-style-type: none"> Online programs are part of each individual department and through this structure report to the Provost
Student Services	Academic Services	<ul style="list-style-type: none"> Traditional/residential services available to online students Online program has a designated unit/call center open 9am-9pm which provides assistance for admissions, registration/course scheduling, and financial aid Online writing center/library resources
	Career Services	<ul style="list-style-type: none"> Traditional/residential services available to online students
	Supportive Services	<ul style="list-style-type: none"> Traditional/residential services available to online students

Completion	Completion Rate/Program Retention	<ul style="list-style-type: none"> Estimate that 85% will complete online class/course; overall estimate for individuals completing online degree program not provided
	Job Placement/Employer Outreach	<ul style="list-style-type: none"> Internship connections occur within department structure No formal job placement or outreach services specific to online program
	Pursuit of Advanced Study	<ul style="list-style-type: none"> Estimate this may be as high as 20% - noticeable percent of completers continue on to graduate studies at Liberty

Part II: Profile of Program Participants

Program Participant Demographics	Gender	<ul style="list-style-type: none"> *All data in Part II for VA students in the online program 2061 male (38%) 3,335 female (62%)
	Age	<ul style="list-style-type: none"> Avg. 30
	Race/Ethnicity	<ul style="list-style-type: none"> 49% White 26% Unknown 18% African-American 2% Hispanic Less 1% Asian
	Marital/Family Status	<ul style="list-style-type: none"> Estimate 52% Married, 33% Single, 6% Divorced
Program Participant Attendance Status and Other	Full-Time/Part-Time Status	<ul style="list-style-type: none"> 52% Part-Time 42% Full-Time
	Educational Attainment	<ul style="list-style-type: none"> Not formally tracked- average student has 2.2 transcripts documenting previous coursework Average student is estimated to transfer 60 hours of credit
	First in Family to Pursue Bachelor Degree	<ul style="list-style-type: none"> No formal data
	Working More than 20 Hours/Week	<ul style="list-style-type: none"> No formal data- estimate this is high

Part III: Affordability

Program Costs	Program Tuition (Per-Credit-Hour)	<ul style="list-style-type: none">▪ \$304 Full-Time▪ \$342 Part-Time
	Additional Fees	<ul style="list-style-type: none">▪ Tech Fee-\$175 Per Semester
Financial Aid	Federal Assistance	<ul style="list-style-type: none">▪ Eligible for most common federal assistance opportunities
	State Assistance	<ul style="list-style-type: none">▪ Eligible for most common state assistance opportunities
	Institutional Assistance	<ul style="list-style-type: none">▪ Limited - most resources dedicated to residential students

Institutional Interview: Mary Baldwin Adult Degree Program

Part I: Program Characteristics

Admission	Requirements/ General Policies	<ul style="list-style-type: none"> ▪ Must be at least 21 years old, or have an Associate's degree (A.A. or A.S.) with a minimum GPA of 2.0 ▪ Have completed a high school diploma or hold an equivalent certificate ▪ Demonstrated writing skills (essay)
	Credit for Work/Life Experience	<ul style="list-style-type: none"> ▪ CLEP testing ▪ Documented military, medical, or other specialized training credentials (case-by-case review) ▪ Prior Learning Portfolio-must demonstrate college –level competency to receive credit; can include work/internship experience
Academic Program	Enrollment	<ul style="list-style-type: none"> ▪ Program participants (1,000-1,200)- average semester enrollment (800-1,000); this headcount is double on-campus enrollment
	Major/Minor Availability & Popularity	<ul style="list-style-type: none"> ▪ All MBC majors/minors are available to ADP students; however, there are some restrictions for accessing certain classes remotely (example: labs, etc.) ▪ Business, Psychology, Sociology, and History are the most popular majors ▪ Education minor is also very popular
	Course Delivery (Methods and Timeframe)	<ul style="list-style-type: none"> ▪ Day and evening courses offered at main campus in Staunton ▪ Group classes offered at regional centers in Charlottesville, Richmond, Roanoke, South Boston, and Weyers Cave (group classes typically meet a few times each month usually during the evening or on Saturday) ▪ Online and hybrid courses are also available ▪ Concentrated summer sessions and independent tutorials may also be applicable
	# of Credits/Length of Time for Completion	<ul style="list-style-type: none"> ▪ This will vary student-by-student/program-by-program ▪ 126 hours required for graduation; only 36 of these are required to be MBC hours
	Program Faculty	<ul style="list-style-type: none"> ▪ At least one faculty member will be on-site, as well as staff advisors ▪ All faculty servicing ADP students are considered part of "campus" faculty

	Program Administrative Structure	<ul style="list-style-type: none"> ADP director is at an Associate Dean level; reports to Vice President of Academic Affairs/Dean of the college
Student Services	Academic Services	<ul style="list-style-type: none"> All MBC services are available to ADP students Library services is especially helpful to ADP students and has engaged with the program in several ways to help promote utilization of library assets The student's advisor provides necessary academic support and serves as a liaison to other services-Every student is assigned an advisor Tutoring is a need- especially in remote site locations where there the educational attainment level is low across the region
	Career Services	<ul style="list-style-type: none"> MBC services available to ADP students
	Supportive Services	<ul style="list-style-type: none"> MBC services available to ADP students
Completion	Completion Rate/Program Retention	<ul style="list-style-type: none"> No data available
	Job Placement/ Employer Outreach	<ul style="list-style-type: none"> Most students currently employed - not very necessary as majority of this occurs in each major/minor program
	Pursuit of Advanced Study	<ul style="list-style-type: none"> Do routinely see ADP graduates pursue graduate study

Part II: Profile of Program Participants

Program Participant Demographics	Gender	<ul style="list-style-type: none"> Estimate- 85% Female; 15% Male
	Age	<ul style="list-style-type: none"> Estimate Age- mid 30's; Trend is to younger population, program historically individuals in their 40's
	Race/Ethnicity	<ul style="list-style-type: none"> Diversity reflective of region and traditional campus - mostly white
	Marital/Family Status	<ul style="list-style-type: none"> Notable trends for single mothers
Program Participant Attendance Status and Other	Full-Time/Part-Time Status	<ul style="list-style-type: none"> 75-80% ADP students begin as part-time (6 hours); this gives the adult an opportunity to assess their abilities and this promotes program success As students continue through program,

		there are noted instances that some will increase their hour requirements to 9-12 hours
	Educational Attainment	<ul style="list-style-type: none"> Estimated 40% have an Associate's degree upon ADP enrollment-will vary by region/subject Most who enter with prior credit earned such at a VCCS institution
	First in Family to Pursue Bachelor Degree	<ul style="list-style-type: none"> No data available
	Working More than 20 Hours/Week	<ul style="list-style-type: none"> At least 90% work more than 20 hours per week

Part III: Affordability

Program Costs	Program Tuition (Per-Credit-Hour)	<ul style="list-style-type: none"> \$415/per semester hour of coursework \$208/per internship semester hour
	Additional Fees	<ul style="list-style-type: none"> Orientation Fee: \$50 Prior Learning Portfolio Evaluation Fee: \$415 Graduation Fee: \$100 Reactivation Fee : \$50 Technology Fee: \$10/semester hour- not to exceed \$100 per academic year
Financial Aid	Federal Assistance	<ul style="list-style-type: none"> MBC has designated financial aid officers for graduate and adult students
	State Assistance	<ul style="list-style-type: none"> MBC has designated financial aid office for graduate and adult students
	Institutional Assistance	<ul style="list-style-type: none"> ADP offers financial assistance through the ADP Loyalty Fund

Institutional Interview: Norfolk State University Reclamation Project

Part I: Program Characteristics

Admission	Requirements/ General Policies	<ul style="list-style-type: none"> ▪ Must be a former NSU student ▪ Must be 24 years of age or older ▪ No enrollment in NSU classes for the previous 5 years
	Credit for Work/Life Experience	<ul style="list-style-type: none"> ▪ Do not offer credit for work/life experience through a portfolio model ▪ Will accept CLEP, DANTES, and up to 60 credits from VCCS or other institutions with which NSU has articulation agreements. Must be documentable. ▪ Forgiveness Policy
Academic Program	Enrollment	<ul style="list-style-type: none"> ▪ Between 600-700 students classified as active in the program; about 300-350 are taking classes during any given semester
	Major/Minor Availability & Popularity	<ul style="list-style-type: none"> ▪ All NSU Bachelor degree options are available to Reclamation students ▪ Most pursue the Bachelor of Individualized Studies- all BIS classes online and this works well given most Reclamation students seek flexibility of time/location
	Course Delivery (Methods and Timeframe)	<ul style="list-style-type: none"> ▪ Varied by major program; includes classroom, distance, and hybrid
	# of Credits/Length of Time for Completion	<ul style="list-style-type: none"> ▪ Varied by major program and unique student situation
	Program Faculty	<ul style="list-style-type: none"> ▪ NSU faculty serving traditional students also serve Reclamation students
	Program Administrative Structure	<ul style="list-style-type: none"> ▪ Program reporting structure may change due to installation of new NSU President ▪ Reclamation Project Director reports to Director of the Virginia Beach Higher Education Center who then reports to the Dean of the School of Extended Learning. This individual then reports to the Provost/ Vice President of Academic Affairs
Student Services	Academic Services	<ul style="list-style-type: none"> ▪ All NSU services accessible to Reclamation students
	Career Services	<ul style="list-style-type: none"> ▪ All NSU services accessible to Reclamation students
	Supportive Services	<ul style="list-style-type: none"> ▪ All NSU services accessible to Reclamation students

Completion	Completion Rate/Program Retention	<ul style="list-style-type: none"> Estimate program graduates 35-40 students annually (roughly 2-3% of NSU graduating student body)
	Job Placement/Employer Outreach	<ul style="list-style-type: none"> Program does not have enough staff or student mass to justify targeted employer outreach
	Pursuit of Advanced Study	<ul style="list-style-type: none"> Small number estimated to pursue advanced study

Part II: Profile of Program Participants

Program Participant Demographics	Gender	<ul style="list-style-type: none"> Estimate 66-67% female (Reflective of NSU trends)
	Age	<ul style="list-style-type: none"> Estimate most in upper 30's to lower 50's
	Race/Ethnicity	<ul style="list-style-type: none"> Majority African-American (Reflective of NSU demographic)
	Marital/Family Status	<ul style="list-style-type: none"> Most are married/divorced with grown or older children
Program Participant Attendance Status and Other	Full-Time/Part-Time Status	<ul style="list-style-type: none"> Estimate about 50% Full-Time; 50% Part-Time
	Educational Attainment	<ul style="list-style-type: none"> Former NSU credit
	First in Family to Pursue Bachelor Degree	<ul style="list-style-type: none"> Estimate a high percentage of individuals are first in family to pursue a Bachelor degree
	Working More than 20 Hours/Week	<ul style="list-style-type: none"> Majority do work more than 20 hours/week

Part III: Affordability

Program Costs	Program Tuition (Per-Credit-Hour)	<ul style="list-style-type: none"> \$138/hour; \$414 for each 3-credit course
	Additional Fees	<ul style="list-style-type: none"> No additional fees unless occurring in department
Financial Aid	Federal Assistance	<ul style="list-style-type: none"> Reclamation students serviced by NSU financial aid office
	State Assistance	<ul style="list-style-type: none"> Reclamation students serviced by NSU financial aid office
	Institutional Assistance	<ul style="list-style-type: none"> Reclamation students serviced by NSU financial aid office

Institutional Interview: University of Mary Washington Bachelor of Professional Studies and Bachelor of Liberal Studies

Part I: Program Characteristics

		BPS	BLS
Admission	Requirements/ General Policies	<ul style="list-style-type: none"> ▪ 30 credits ▪ Min. 2.0 GPA 	<ul style="list-style-type: none"> ▪ 30+ credits at a regionally accredited higher education Institution ▪ Min. 2.5 GPA ▪ Must meet at least one of the following criteria: Out of HS at least 6 years, married, have dependents, military (current or former), or ability to demonstrate self-sufficient/self-supporting
	Credit for Work/Life Experience	<ul style="list-style-type: none"> ▪ CLEP (max 30 credits) ▪ ACE (max 30 credits) ▪ Life Experience Portfolio 	<ul style="list-style-type: none"> ▪ CLEP (max 30 credits) ▪ ACE (max 30 credits) ▪ Life Experience Portfolio (Pass/Fail Course + Portfolio Completion)NOTE: Trend is that only about 20% of people who take this course pursue portfolio creation.
Academic Program	Enrollment	<ul style="list-style-type: none"> ▪ 255 	<ul style="list-style-type: none"> ▪ 127
	Major/Minor Availability & Popularity	<ul style="list-style-type: none"> ▪ Leadership and Management ▪ Computer Information Systems ▪ Accounting ▪ GIS 	<ul style="list-style-type: none"> ▪ All programs of the College of Arts and Science are open to BLS students. Most popular are Psychology, History, English, Studio Art/Art History

			<ul style="list-style-type: none"> ▪ Interdisciplinary-Special Major is also very popular
	Course Delivery (Methods and Timeframe)	<ul style="list-style-type: none"> ▪ Occurs through 2 eight-week sessions per semester and 1 summer session; ▪ Majority are hybrid models 1-night per week at the Stafford campus 	<ul style="list-style-type: none"> ▪ Course delivery on central campus in traditional classroom (face-to-face) scheduling and format
	# of Credits/Length of Time for Completion	<ul style="list-style-type: none"> ▪ Time to complete will vary by individual based on number of credits they bring in- 120 minimum credit hours to complete 	<ul style="list-style-type: none"> ▪ Will vary by student
	Program Faculty	<ul style="list-style-type: none"> ▪ Designated faculty serving adults and graduate students (Stafford campus) 	<ul style="list-style-type: none"> ▪ Traditional faculty-most all are full-time professors
	Program Administrative Structure	<ul style="list-style-type: none"> ▪ Program has shifted to report to the Dean of the College of Businesses and program phased into BLS 	<ul style="list-style-type: none"> ▪ Program reports to Dean of College of Arts and Sciences; Dean reports to Provost
Student Services	Academic Services	<ul style="list-style-type: none"> ▪ All UMW services available to BPS students 	<ul style="list-style-type: none"> ▪ All UMW services available to BLS students
	Career Services	<ul style="list-style-type: none"> ▪ All UMW services available to BPS students 	<ul style="list-style-type: none"> ▪ All UMW services available to BLS students
	Supportive Services	<ul style="list-style-type: none"> ▪ All UMW services available to BPS students ▪ Also have an adult studies lounge to foster sense of community 	<ul style="list-style-type: none"> ▪ All UMW services available to BLS students ▪ BLS students do participate in an orientation course (meets first 4-5 evenings of first semester); purpose of this

			course is to increase BLS student familiarity with all services and assets of UMW
Completion	Completion Rate/Program Retention	<ul style="list-style-type: none"> Est. 75%-80%; if stop out for 1+ semester, must reapply 	<ul style="list-style-type: none"> Difficult to assess as students are tracked through the academic department where they are pursuing study
	Job Placement/Employer Outreach	<ul style="list-style-type: none"> Engaged through multiple units of the University (strong connections with military and Geico) 	<ul style="list-style-type: none"> Occurs through UMW outreach and career service offices
	Pursuit of Advanced Study	<ul style="list-style-type: none"> No formal data available. 	<ul style="list-style-type: none"> Popular trends for continued study; many students have pursued additional teacher licensure or Master's opportunities through UMW programs at Stafford campus

Part II: Profile of Program Participants

Program Participant Demographics	Gender	<ul style="list-style-type: none"> Female: 142 Male: 113 	<ul style="list-style-type: none"> Female: 87 Male: 40
	Age	<ul style="list-style-type: none"> Under 25: 18 25-34: 106 35-49: 105 50+: 26 	<ul style="list-style-type: none"> Under 25: 22 25-34: 41 35-49: 46 50+: 18
	Race/Ethnicity	<ul style="list-style-type: none"> White: 150 African-American: 32 Asian: 12 Hispanic: 7 American Indian: 1 	<ul style="list-style-type: none"> White: 75 Hispanic: 8 African-American: 6 Asian: 4 American Indian: 1

		<ul style="list-style-type: none"> Unknown: 53 	<ul style="list-style-type: none"> Unknown: 33
	Marital/Family Status	<ul style="list-style-type: none"> No data 	<ul style="list-style-type: none"> No data
Program Participant Attendance Status and Other	Full-Time/Part-Time Status	<ul style="list-style-type: none"> 74 Full-Time 181 Part-Time 	<ul style="list-style-type: none"> 60 Full-Time 67 Part-Time
	Educational Attainment	<ul style="list-style-type: none"> Most bring prior credits from VCCS; however many will also bring credit from other 4-year institutions; this true for current/former military 	<ul style="list-style-type: none"> Most bring prior credits from VCCS (Germanna and NOVA CC); Military students likely to bring credits from multiple institutions
	First in Family to Pursue Bachelor Degree	<ul style="list-style-type: none"> No formal data. 	<ul style="list-style-type: none"> No formal data; however, there is a strong possibility BLS students have a higher likelihood of being first in family to pursue degree, as opposed to traditional student population
	Working More than 20 Hours/Week	<ul style="list-style-type: none"> Estimate as high as 90% 	<ul style="list-style-type: none"> Estimate at least 70% work 20+ hours/week

Part III: Affordability

Program Costs	Program Tuition (Per-Credit-Hour)	<ul style="list-style-type: none"> ▪ \$313/hour rate below 12 (in-state) ▪ \$801/hour rate below 12 (out-of-state) 	<ul style="list-style-type: none"> ▪ \$313/hour rate below 12 (in-state) ▪ \$801/hour rate below 12 (out-of-state) ▪ Full-Time in-state=\$4,403 ▪ Full-Time out-of-state=\$10,267
	Additional Fees	<ul style="list-style-type: none"> ▪ \$30 registration fee each semester ▪ Others if applicable to UMW students 	<ul style="list-style-type: none"> ▪ Fee applicable to UMW Fredericksburg students may apply
Financial Aid	Federal Assistance	<ul style="list-style-type: none"> ▪ Students serviced by UMW financial aid office 	<ul style="list-style-type: none"> ▪ Students serviced by UMW financial aid office
	State Assistance	<ul style="list-style-type: none"> ▪ Students serviced by UMW financial aid office 	<ul style="list-style-type: none"> ▪ Students serviced by UMW financial aid office
	Institutional Assistance	<ul style="list-style-type: none"> ▪ Students serviced by UMW financial aid office 	<ul style="list-style-type: none"> ▪ Students serviced by UMW financial aid office

Institutional Interview: University of Virginia-Bachelor of Interdisciplinary Studies

Part I: Program Characteristics

Admission	Requirements/ General Policies	<ul style="list-style-type: none"> Must enter with 60 credit hours transferrable to UVA. Minimum GPA 2.0 and in good academic standing Must be 4 years or more out of high school
	Credit for Work/Life Experience	<ul style="list-style-type: none"> NA; some instances for military, etc.
Academic Program	Enrollment	<ul style="list-style-type: none"> Estimate 340 Students
	Major/Minor Availability & Popularity	<ul style="list-style-type: none"> Fully liberal arts curriculum with concentrations in Business, Humanities, Social Sciences, and an Individualized Concentration Social sciences and Humanities most popular
	Course Delivery (Methods and Timeframe)	<ul style="list-style-type: none"> Traditional Face-to-Face Classroom Instruction Program offered on UVA campus in Charlottesville as well as on-site at Tidewater Community College and Northern Virginia Community College Courses held during the evenings - as appropriate to an individual's plan of study some students may also take classes online or during a traditional day format
	# of Credits/Length of Time for Completion	<ul style="list-style-type: none"> Will vary by student; BIS students are required to earn at least 60 credits from UVA. Many students take 2 courses/semester - this is an average for 4 years to completion
	Program Faculty	<ul style="list-style-type: none"> BIS faculty members are adjuncts to the School of Continuing Education & Professional Studies (BIS Program); These adjuncts are paid by course and come from many sources. These can be full-time UVA faculty who teach BIS courses on overload or have adjunct appointments in other departments. The program can also hire individuals with subject matter expertise from outside of UVA; however these individuals are strictly vetted by a faculty committee review process. In all instances program faculty must have subject matter expertise and experience/willingness working with adult learners
	Program Administrative Structure	<ul style="list-style-type: none"> BIS program is housed in the School of Continuing Education & Professional Studies- reports to Provost

Student Services	Academic Services	<ul style="list-style-type: none"> ▪ Have an online writing center ▪ All BIS students may access UVA services
	Career Services	<ul style="list-style-type: none"> ▪ All BIS students may access UVA services
	Supportive Services	<ul style="list-style-type: none"> ▪ All BIS students may access UVA services
Completion	Completion Rate/Program Retention	<ul style="list-style-type: none"> ▪ Estimate 80%
	Job Placement/Employer Outreach	<ul style="list-style-type: none"> ▪ Occurs through career service and outreach assets of UVA ▪ Most students have existing employment ▪ BIS has an Alumni Board which is exploring efforts for assessing what happens to program completers
	Pursuit of Advanced Study	<ul style="list-style-type: none"> ▪ No noticeable trends; however have noted instances where individuals have continued to graduate or law school

Part II: Profile of Program Participants

Program Participant Demographics	Gender	<ul style="list-style-type: none"> ▪ No noticeable trends
	Age	<ul style="list-style-type: none"> ▪ Most are in their early-mid 30's; do have number of UVA employees or retirees as well
	Race/Ethnicity	<ul style="list-style-type: none"> ▪ Interview data for this reply not recorded by OED- OED able to obtain this information through IPEDS and estimates that majority of students are White
	Marital/Family Status	<ul style="list-style-type: none"> ▪ This is not tracked and no estimates available
Program Participant Attendance Status and Other	Full-Time/Part-Time Status	<ul style="list-style-type: none"> ▪ Program designed for part-time students; as such they are the majority ▪ Students may take a heavier course load but this is rare
	Educational Attainment	<ul style="list-style-type: none"> ▪ Must complete at least 60 credits prior to entry ▪ Does not require an Associate's degree, but this is often encouraged for many students depending on their unique circumstances
	First in Family to Pursue Bachelor Degree	<ul style="list-style-type: none"> ▪ This is not formally tracked, but many students have self-identified this characteristic within their program admission essays

	Working More than 20 Hours/Week	<ul style="list-style-type: none"> Majority are working greater than 20 hours/week (estimate at least 70%)
--	---------------------------------	---

Part III: Affordability

Program Costs	Program Tuition (Per-Credit-Hour)	<ul style="list-style-type: none"> \$1,000 per course
	Additional Fees	<ul style="list-style-type: none"> Term fees
Financial Aid	Federal Assistance	<ul style="list-style-type: none"> Serviced by UVA central financial aid office
	State Assistance	<ul style="list-style-type: none"> Serviced by UVA central financial aid office
	Institutional Assistance	<ul style="list-style-type: none"> BIS can access a \$1million endowment fund (supported by the Bernard Osher Foundation) for Osher Reentry Scholars. This is a need-based scholarship.

Institutional Interview: University of Virginia – Wise - Programs at the Southwest Virginia Higher Education Center

Part I: Program Characteristics

Admission	Requirements/ General Policies	<ul style="list-style-type: none"> Same as traditional admission policies
	Credit for Work/Life Experience	<ul style="list-style-type: none"> No credit for work/life experience Military credit may be applicable
Academic Program	Enrollment	<ul style="list-style-type: none"> Difficult to assess - if a student takes at least 1 credit at UVA-Wise, they are counted as a Wise student Estimate AY 2010-2011, 150-200 students pursuing courses at SWHEC
	Major/Minor Availability & Popularity	<ul style="list-style-type: none"> Accounting Business Administration Psychology Management and Information Systems Business Administration is the most popular program
	Course Delivery (Methods and Timeframe)	<ul style="list-style-type: none"> Course delivery varies by program and individual course - face-to-face classroom instruction, online, hybrid, etc. Most courses offered 6-8:45pm
	# of Credits/Length of Time for Completion	<ul style="list-style-type: none"> Length of time to complete will vary student-by-student. Estimate average to complete is 2-2.5 years
	Program Faculty	<ul style="list-style-type: none"> Faculty a mix of traditional campus and adjunct
	Program Administrative Structure	<ul style="list-style-type: none"> UVA-Wise SWVHEC reports to the UVA-Wise Economic Development Director who reports to the Vice President of Finance
Student Services	Academic Services	<ul style="list-style-type: none"> SWVHEC students have access to UVA-Wise services
	Career Services	<ul style="list-style-type: none"> SWVHEC students have access to UVA-Wise services Career Services makes visits to SWVHEC
	Supportive Services	<ul style="list-style-type: none"> SWVHEC students have access to UVA-Wise services
Completion	Completion Rate/Program Retention	<ul style="list-style-type: none"> Difficult to assess - occurs at program level

	Job Placement/ Employer Outreach	<ul style="list-style-type: none"> Occurs primarily through central campus assets
	Pursuit of Advanced Study	<ul style="list-style-type: none"> Have noted trends for pursuit of Master's degrees in Psychology and Business

Part II: Profile of Program Participants

Program Participant Demographics	Gender	<ul style="list-style-type: none"> No clear estimates for male/female overall
	Age	<ul style="list-style-type: none"> Estimate late 20's - early 30's
	Race/Ethnicity	<ul style="list-style-type: none"> Majority white
	Marital/Family Status	<ul style="list-style-type: none"> No estimate available at this time
Program Participant Attendance Status and Other	Full-Time/Part-Time Status	<ul style="list-style-type: none"> Majority are part-time
	Educational Attainment	<ul style="list-style-type: none"> Almost all enter with prior college credit-most likely from VCCS
	First in Family to Pursue Bachelor Degree	<ul style="list-style-type: none"> No estimate available at this time
	Working More than 20 Hours/Week	<ul style="list-style-type: none"> Strong majority work at least 20 hours/week

Part III: Affordability

Program Costs	Program Tuition (Per-Credit-Hour)	<ul style="list-style-type: none"> \$181 per-credit-hour (rate applicable to UVA-Wise courses at SWVHEC only)
	Additional Fees	<ul style="list-style-type: none"> For students taking more than 7 hours, a technology fee may be applicable
Financial Aid	Federal Assistance	<ul style="list-style-type: none"> SWVHEC students work with UVA-Wise financial aid office
	State Assistance	<ul style="list-style-type: none"> SWVHEC students work with UVA-Wise financial aid office
	Institutional Assistance	<ul style="list-style-type: none"> SWVHEC students work with UVA-Wise financial aid office

Institutional Interview: Virginia Intermont College - Evening and Weekend College

Part I: Program Characteristics

Admission	Requirements/ General Policies	<ul style="list-style-type: none"> ▪ Evening-Weekend College students have a separate application process and designated admissions representative- this helps to promote comfort, confidence, and familiarity ▪ Official HS diploma with 2.0 GPA min. or GED average of 450 overall or higher ▪ Transfer students must have completed a minimum of 24 credit hours and have a minimum 2.0 GPA and earn no less than a "C" on transferrable coursework ▪ Documentation of at least 3 years of work experience-exceptions to work experience may be granted after a personal interview
	Credit for Work/Life Experience	<ul style="list-style-type: none"> ▪ Evaluated on a case-by-case example- must be documentable (example: first aid training may count towards a PE requirement, etc.)
Academic Program	Enrollment	<ul style="list-style-type: none"> ▪ 140-150 students (almost 25% total VIC student body) ▪ Program has multiple locations including traditional campus in Bristol; these sites include Southwest Virginia Higher Education Center, Duffield, Wise, Lee, Marion, and Tazewell ▪ Some traditional age students may enroll in Evening-Weekend College if necessary to align with timely degree completion; however, satellite locations are almost exclusively adult-age
	Major/Minor Availability & Popularity	<ul style="list-style-type: none"> ▪ Business Administration ▪ Pre-Law/Criminal Justice ▪ Social Work ▪ Interdisciplinary Studies (PreK-6 teacher education with optional special education endorsement) ▪ Interdisciplinary Studies (PreK-6 teacher education) is the most popular subject area ▪ Social work is also very popular
	Course Delivery (Methods and Timeframe)	<ul style="list-style-type: none"> ▪ The majority of classes are offered with face-to-face classroom instruction during evenings and weekends ▪ This is especially popular in that VIC primarily attracts students from SWVA who may have challenges with internet connectivity to access

		<p>online courses</p> <ul style="list-style-type: none"> ▪ Course offerings at satellite locations is also very popular in this region- many face barriers for lengthy drive times and region does not have a significant number of other higher education providers physically located nearby
	# of Credits/Length of Time for Completion	<ul style="list-style-type: none"> ▪ Length of time to complete varies based on the number of credits a student attains prior to VIC Evening-Weekend College enrollment; some individuals to have the opportunity to complete their curriculum in as little as 18 months
	Program Faculty	<ul style="list-style-type: none"> ▪ Lots of cross with traditional campus faculty- do use adjuncts as necessary (especially for satellite locations)
	Program Administrative Structure	<ul style="list-style-type: none"> ▪ EWC program director reports to the Provost
Student Services	Academic Services	<ul style="list-style-type: none"> ▪ EWC students have access to all VIC academic services
	Career Services	<ul style="list-style-type: none"> ▪ EWC students have access to all VIC career services
	Supportive Services	<ul style="list-style-type: none"> ▪ EWC students have access to all VIC supportive services ▪ Informal peer networks and learning communities often develop for cohorts at satellite locations
Completion	Completion Rate/Program Retention	<ul style="list-style-type: none"> ▪ Program retention rate is estimated to be strong-closely aligned with enrollment ▪ For those students who do not enroll for a semester, the program conducts follow-up/outreach efforts to identify potential barriers
	Job Placement/ Employer Outreach	<ul style="list-style-type: none"> ▪ Mostly occurs through VIC career services; however, this program has extensive networks to regional Headstart programs-this is a big feeder into the IS-Teacher Education PreK-6 major ▪ Outreach and engagement with social services offices is also very important for upgrading the skills of the regional incumbent and emerging social assistance workforce
	Pursuit of Advanced Study	<ul style="list-style-type: none"> ▪ Have noted several trends- this is most visible for social work students transferring into social work graduate-level programs at Radford University. Connections between VIC and RU faculty help drive this occurrence

Part II: Profile of Program Participants

Program Participant Demographics	Gender	<ul style="list-style-type: none"> Strong majority female - reflective of institutional demographics (VIC historically a female-only institution)
	Age	<ul style="list-style-type: none"> Mid-late 20's (with exception of IS-Teacher Education PreK-6 program as this is currently populated by many incumbent Headstart employees seeking mandated educational attainment levels) Program trends estimate that the EWC population has become younger
	Race/Ethnicity	<ul style="list-style-type: none"> Strong majority white
	Marital/Family Status	<ul style="list-style-type: none"> No formal information - sizeable population of single mothers
Program Participant Attendance Status and Other	Full-Time/Part-Time Status	<ul style="list-style-type: none"> Most attend full-time
	Educational Attainment	<ul style="list-style-type: none"> Most have entered with at least some college credit or an Associate's degree
	First in Family to Pursue Bachelor Degree	<ul style="list-style-type: none"> High estimated population of first in family to pursue a Bachelor's degree
	Working More than 20 Hours/Week	<ul style="list-style-type: none"> Despite full-time academic status, most still work at least 20 hours/week

Part III: Affordability

Program Costs	Program Tuition (Per-Credit-Hour)	<ul style="list-style-type: none"> \$350 per-credit-hour
	Additional Fees	<ul style="list-style-type: none"> Activity fee
Financial Aid	Federal Assistance	<ul style="list-style-type: none"> EWC serviced by VIC financial aid office; however admissions counselor for EWC provides point of contact for students as necessary Many students working for Headstart often bring fiscal support from federal government
	State Assistance	<ul style="list-style-type: none"> EWC serviced by VIC financial aid office; however admissions counselor for EWC provides point of contact for students as necessary
	Institutional Assistance	<ul style="list-style-type: none"> EWC serviced by VIC financial aid office; however admissions counselor for EWC provides point of contact for students as necessary

Institutional Interview: Virginia State University - BIS Program

Part I: Program Characteristics

Admission	Requirements/ General Policies	<ul style="list-style-type: none"> ▪ Must be 5 years out of high school ▪ Transcripts from last school of record
	Credit for Work/Life Experience	<ul style="list-style-type: none"> ▪ Available through enrollment in INDS-301 Life/Work Seminar, a 1-hour portfolio course. Each portfolio is reviewed by applicable department, and students may be awarded up to 30 hours credit. ▪ VSU also has transfer agreements with VCCS for up to 64 hours ▪ Students with applicable military experience may also earn up to 60 hours from ACE ▪ CLEP and DANTES also available
Academic Program	Enrollment	<ul style="list-style-type: none"> ▪ Estimate 100-150 students enrolled in the BIS program
	Major/Minor Availability & Popularity	<ul style="list-style-type: none"> ▪ Students may access concentrations in all VSU programs; however there are restrictions for business and education ▪ Logistics is the most popular concentration- heavily influenced by Ft. Lee
	Course Delivery (Methods and Timeframe)	<ul style="list-style-type: none"> ▪ Most classes are provided through traditional classroom instruction, off-site at Ft. Lee, and generally in the evening; however, some concentration courses may be offered on campus during the daytime, or through online options
	# of Credits/Length of Time for Completion	<ul style="list-style-type: none"> ▪ In order to graduate from VSU, students must earn a minimum of 120 semester hours. 36 of these credits must be general education, 30 hours must be within the student's specified concentration area, and 54 hours must come from electives ▪ Length of time for completion will vary student-by-student; however the program has noted instances during which it took some individuals no more than 1 year to complete the program
	Program Faculty	<ul style="list-style-type: none"> ▪ Faculty are mostly adjunct; BIS program only supports one faculty/staff member
	Program Administrative Structure	<ul style="list-style-type: none"> ▪ Program reports to the Assistant Vice President for General and Continuing Education, who then reports to the Vice President for Academic Affairs

Student Services	Academic Services	<ul style="list-style-type: none"> BIS students have access to all services currently available to traditional VSU students
	Career Services	<ul style="list-style-type: none"> BIS students have access to all services currently available to traditional VSU students
	Supportive Services	<ul style="list-style-type: none"> BIS students have access to all services currently available to traditional VSU students
Completion	Completion Rate/Program Retention	<ul style="list-style-type: none"> Estimate 15 2011 Spring-Summer Completions
	Job Placement/Employer Outreach	<ul style="list-style-type: none"> VSU has a very strong working relationship with Ft. Lee. In developing curriculum opportunities, BIS director was actively engaged with Ft. Lee faculty in helping to identify needs and how VSU assets many align to these needs. BIS director also worked with Ft. Lee faculty to help maximize opportunities for Ft. Lee students to receive ACE credit across programs
	Pursuit of Advanced Study	<ul style="list-style-type: none"> No trends for pursuit of additional study

Part II: Profile of Program Participants

Program Participant Demographics	Gender	<ul style="list-style-type: none"> Relatively equal distribution of male to female
	Age	<ul style="list-style-type: none"> Estimate age range of 30-50; handful of older students
	Race/Ethnicity	<ul style="list-style-type: none"> Majority African-American
	Marital/Family Status	<ul style="list-style-type: none"> No data available
Program Participant Attendance Status and Other	Full-Time/Part-Time Status	<ul style="list-style-type: none"> Most attend part-time (1-2 courses); this is largely influenced by significant population of current or retired military from Ft. Lee. Most have a military benefit for assistance up to 2 courses per semester
	Educational Attainment	<ul style="list-style-type: none"> Estimate half enter with some college credit or ACE
	First in Family to Pursue Bachelor Degree	<ul style="list-style-type: none"> No data available
	Working More than 20 Hours/Week	<ul style="list-style-type: none"> Large majority of individuals work at least 20 hours per week

Part III: Affordability

Program Costs	Program Tuition (Per-Credit-Hour)	<ul style="list-style-type: none">▪ \$308 per-credit-hour (same rate as all VSU)
	Additional Fees	<ul style="list-style-type: none">▪ No additional fees
Financial Aid	Federal Assistance	<ul style="list-style-type: none">▪ BIS students serviced by VSU financial aid office
	State Assistance	<ul style="list-style-type: none">▪ BIS students serviced by VSU financial aid office
	Institutional Assistance	<ul style="list-style-type: none">▪ BIS students serviced by VSU financial aid office

Institutional Interview: Virginia Wesleyan College Adult Studies Program

Part I: Program Characteristics

Admission	Requirements/ General Policies	<ul style="list-style-type: none"> ▪ No entrance exams or SAT scores are required for admission to ASP ▪ Students must have graduated from high school with a 2.0 GPA or completed the GED ▪ Transfer students must have at least a cumulative 2.0 GPA in previous college course work--will accept a maximum of 64 semester hours from 2-year institutions ▪ Must be at least 23 years old
	Credit for Work/Life Experience	<ul style="list-style-type: none"> ▪ Will accept DANTES credit and use A.C.E. guide to evaluate military-sponsored instruction ▪ CLEP available to ASP students who have completed few than 90 semester hours of college
Academic Program	Enrollment	<ul style="list-style-type: none"> ▪ Fall 2010 Headcount: 175
	Major/Minor Availability & Popularity	<ul style="list-style-type: none"> ▪ Business ▪ Social Science ▪ Social Studies ▪ Interdivisional Studies ▪ Elementary and Special Education ▪ ACT (Alternative Certification for Teachers) <ul style="list-style-type: none"> ○ Business is the most popular subject of study ○ Education (including ACT) is the second most-popular subject of study
	Course Delivery (Methods and Timeframe)	<ul style="list-style-type: none"> ▪ Courses are offered during the evening, Mondays-Thursdays from 6:00-9:00 pm or 6:30-9:30 pm; most classes meet one time per week ▪ Weekend classes are offered Friday evenings 6:00-10:00 pm or Saturday 8:30-12:30 pm — classes meet alternating weekends 7 times/semester ▪ Offer four accelerated Summer Sessions and Modified Distance Learning (ie: hybrids) for some courses. VWC does not offer strictly online courses ▪ As necessary, during the course of their degree completion, adult students may also take up to 2-day courses at the ASP credit hour rate ▪ Weekday evening course delivery tends to be

		<p>most popular option</p> <ul style="list-style-type: none"> Traditional students may also be mixed into evening courses if this is necessary for their degree completion; however evening classes are estimated to include a majority of adults (50%-60%)
	# of Credits/Length of Time for Completion	<ul style="list-style-type: none"> Number of credits and length of time to graduate will vary depending upon each individual's unique circumstance and prior educational attainment/experience Most students who bring prior college credit come from regional community colleges (Tidewater Community College or Thomas Nelson Community College) VWC also has several current or retired military students who tend to bring college credit from courses taken at other 4-year or 2-year institutions outside of the region (this is estimated to be about 50-60% of ASP enrollment)
	Program Faculty	<ul style="list-style-type: none"> Faculty teaching ASP students also teach courses which service traditional students; however, most have taught ASP students for several years and are familiar with opportunities/barriers which tend to affect older learners Most faculty members teaching ASP students are considered full-time VWC faculty; however, some adjuncts are utilized. Adjuncts must demonstrate significant professional experience or subject-area knowledge (overall, 87% of VWC faculty members hold a Ph.D. or terminal degree in their field)
	Program Administrative Structure	<ul style="list-style-type: none"> ASP Director reports directly the Vice President for Academic Affairs/Dean of the College
Student Services	Academic Services	<ul style="list-style-type: none"> ASP students may access all services provided to VWC students- these include the library, the learning center, cultural activities, computers and email
	Career Services	<ul style="list-style-type: none"> ASP students may access all services provided to VWC students-this includes a career services office
	Supportive Services	<ul style="list-style-type: none"> ASP students may access all services provided to VWC students-this includes personal counseling ASP program has a special study lounge for

		<p>adult students and ASP faculty/staff operate as a “college within the college” providing unique academic, career and supportive services as requested/needed by each individual student. To promote accessibility to services, the ASP office is open until 8:00 pm</p> <ul style="list-style-type: none"> ASP students tend to form informal peer/study groups within each program/major. These groups very often utilize the ASP study lounge
Completion	Completion Rate/Program Retention	<ul style="list-style-type: none"> No formal data provided
	Job Placement/Employer Outreach	<ul style="list-style-type: none"> Occurs through program and across university
	Pursuit of Advanced Study	<ul style="list-style-type: none"> No formal data provided

Part II: Profile of Program Participants

Program Participant Demographics	Gender	<ul style="list-style-type: none"> 2010 Fall Enrollment: 75.4% Women (132); 24.6% Men (43)
	Age	<ul style="list-style-type: none"> 2010 Fall Enrollment Average Student Age: 39 years old
	Race/Ethnicity	<ul style="list-style-type: none"> 2010 Fall Enrollment: 71.3% White (119); 23.4% African-American (39); 4.6% Unknown Race/Ethnicity (8); 3.0% Hispanic (5); 1.8% Nonresident alien (3); .6% Asian (1)
	Marital/Family Status	<ul style="list-style-type: none"> Data unavailable
Program Participant Attendance Status and Other	Full-Time/Part-Time Status	<ul style="list-style-type: none"> 13.1% Attend Full-Time (2010 Fall Enrollment) 86.9% Attend Part-Time (2010 Fall Enrollment) <ul style="list-style-type: none"> Average Age Full-Time Attendee: 34 (2010 Fall Enrollment) Average Age Part-Time Attendee: 40 (2010 Fall Enrollment)
	Educational Attainment	<ul style="list-style-type: none"> Varying levels

	First in Family to Pursue Bachelor Degree	<ul style="list-style-type: none"> No data available
	Working More than 20 Hours/Week	<ul style="list-style-type: none"> Estimate over 80% work more than 20 hours/week

Part III: Affordability

Program Costs	Program Tuition (Per Credit Hour)	<ul style="list-style-type: none"> ASP Evening Tuition - \$335 ACT Tuition - \$335 Traditional Day Tuition - \$1,216
	Additional Fees	<ul style="list-style-type: none"> Audit Fee for current degree-seeking student - \$335 Audit Fee (per-credit-hour) - \$50
Financial Aid	Federal Assistance	<ul style="list-style-type: none"> Administered through VWC financial aid office
	State Assistance	<ul style="list-style-type: none"> Administered through VWC financial aid office
	Institutional Assistance	<ul style="list-style-type: none"> Adult Incentive Grant

MAPS and OTHER SUPPLEMENTAL MATERIALS

Additional Background Data Collection and Analysis

Educational Attainment

National Trends

Chart I: Educational Attainment of at Least a Bachelor's Degree, by Age for the United Statesⁱ

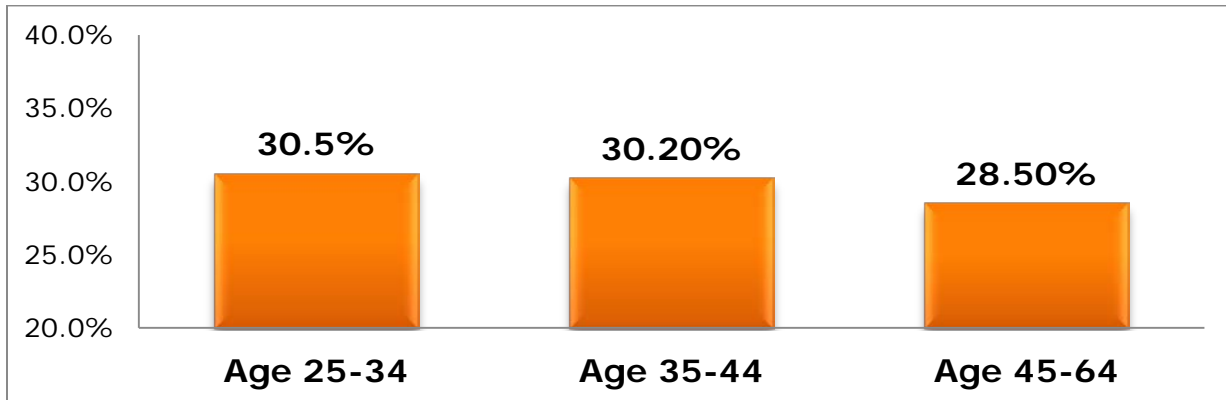


Chart II: Educational Attainment for the United States Age 25+, by Race/Ethnicity and Gender- White Aloneⁱⁱ

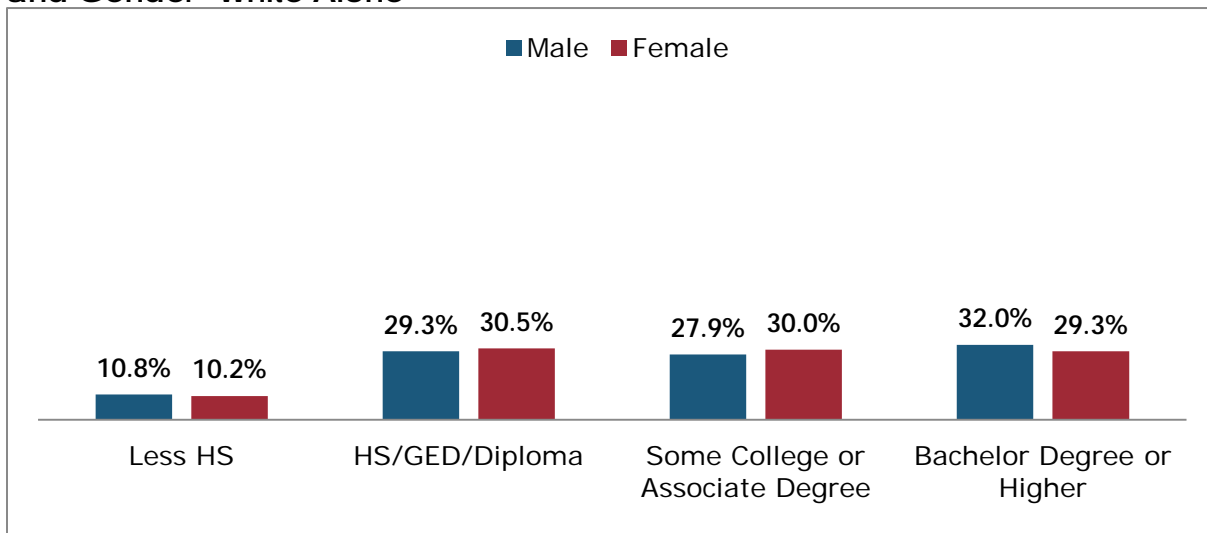


Chart III: Educational Attainment for the United States Age 25+, by Race/Ethnicity and Gender- Black/African-American Aloneⁱⁱⁱ

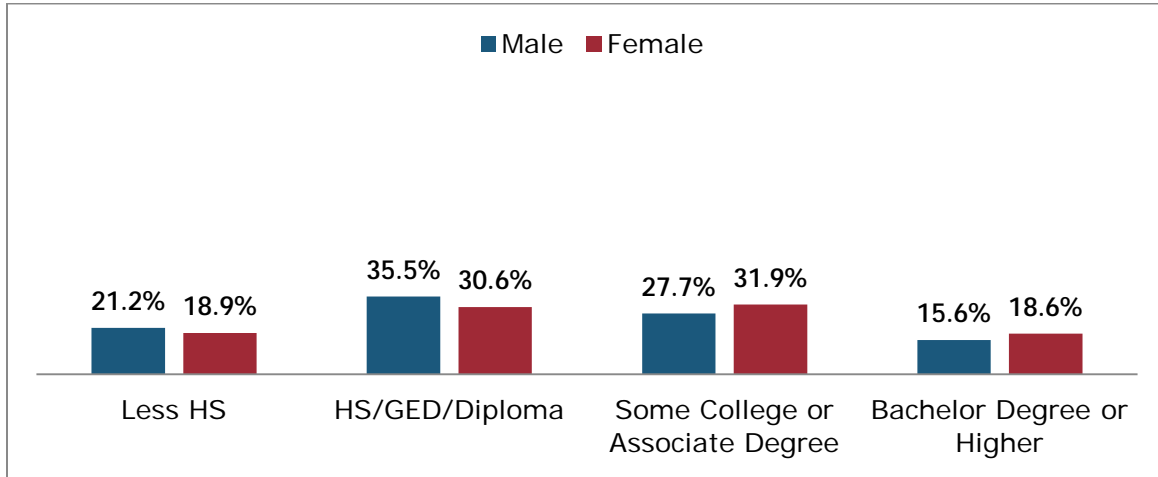


Chart IV: Educational Attainment for the United States Age 25+, by Race/Ethnicity and Gender- Hispanic/Latino Alone^{iv}

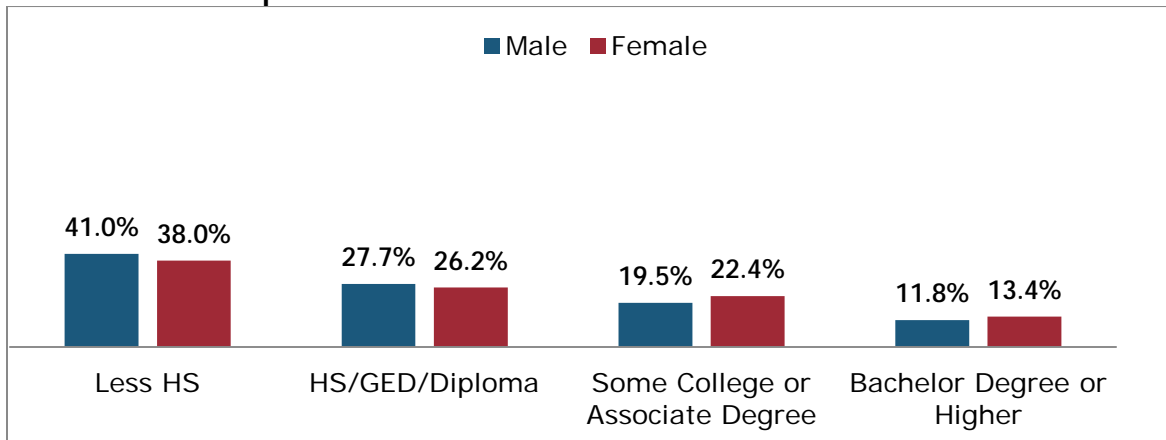


Chart V: Educational Attainment for the United States Age 25+, by Race/Ethnicity and Gender- Asian Alone^v

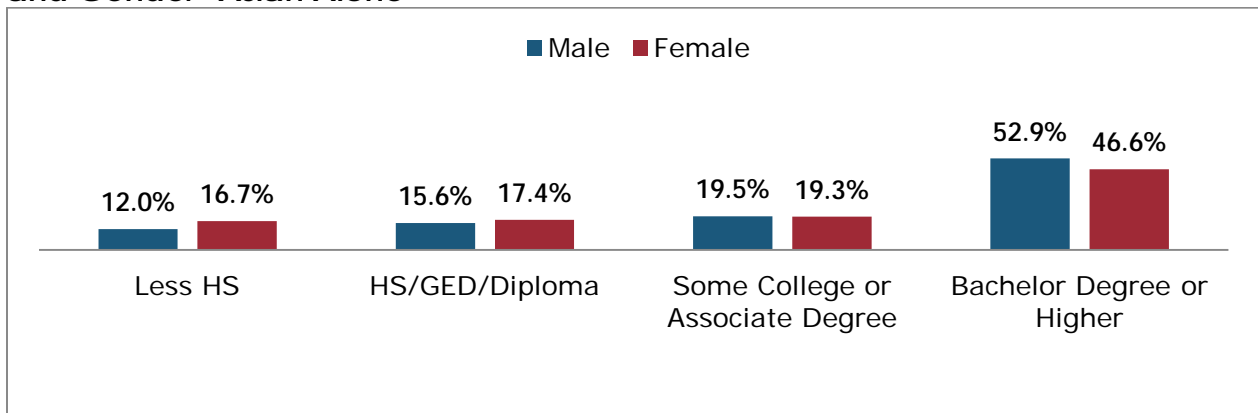


Chart VI: Educational Attainment of at Least a Bachelor’s Degree, by Age for the Virginians Age 25-64^{vi}

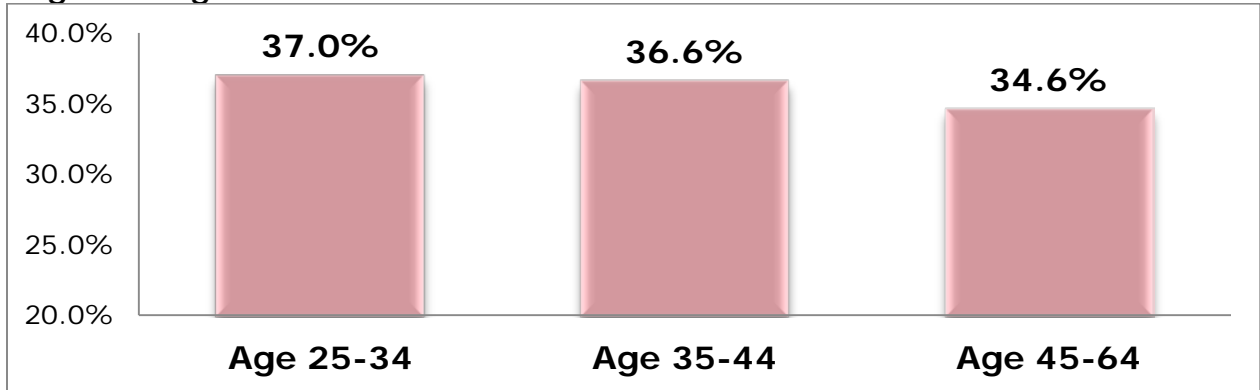


Chart VII: Educational Attainment for Virginians Age 25+, by Race/Ethnicity and Gender- White Alone^{vii}

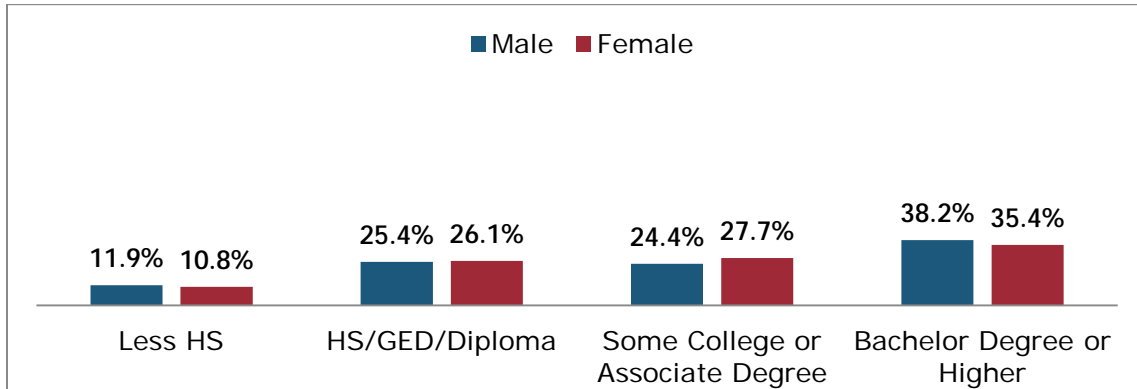


Chart VIII: Educational Attainment for Virginians Age 25+, by Race/Ethnicity and Gender- Black/African-American Alone^{viii}

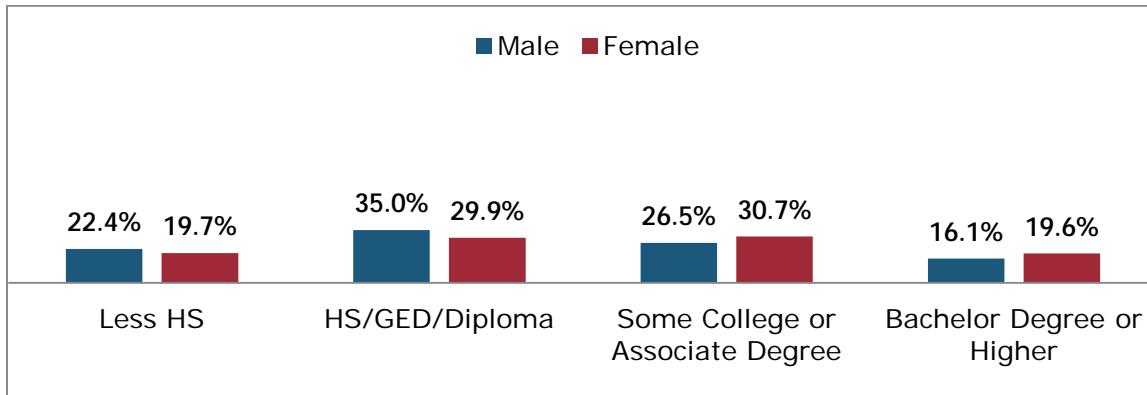


Chart IX: Educational Attainment for Virginians Age 25+, by Race/Ethnicity and Gender- Hispanic/Latino Alone^{ix}

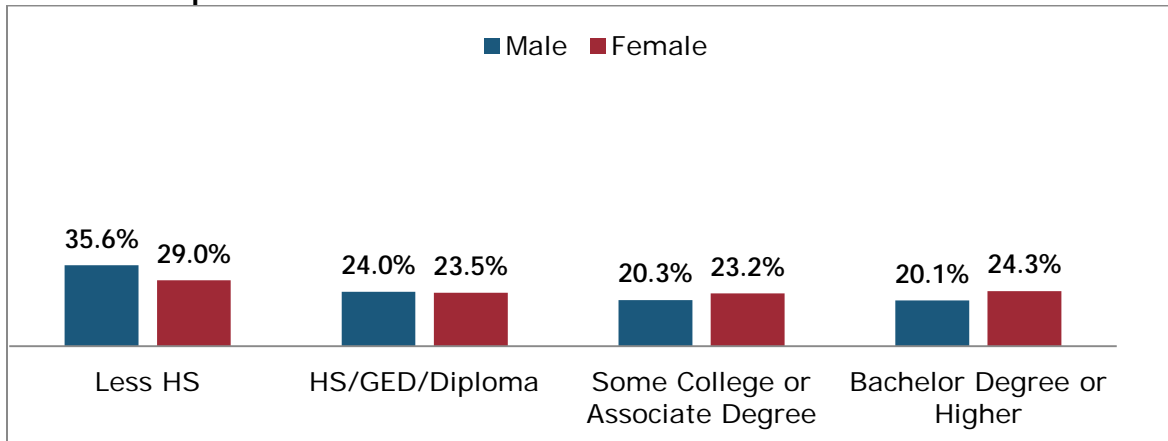


Chart X: Educational Attainment for Virginians Age 25+, by Race/Ethnicity and Gender- Asian Alone^x

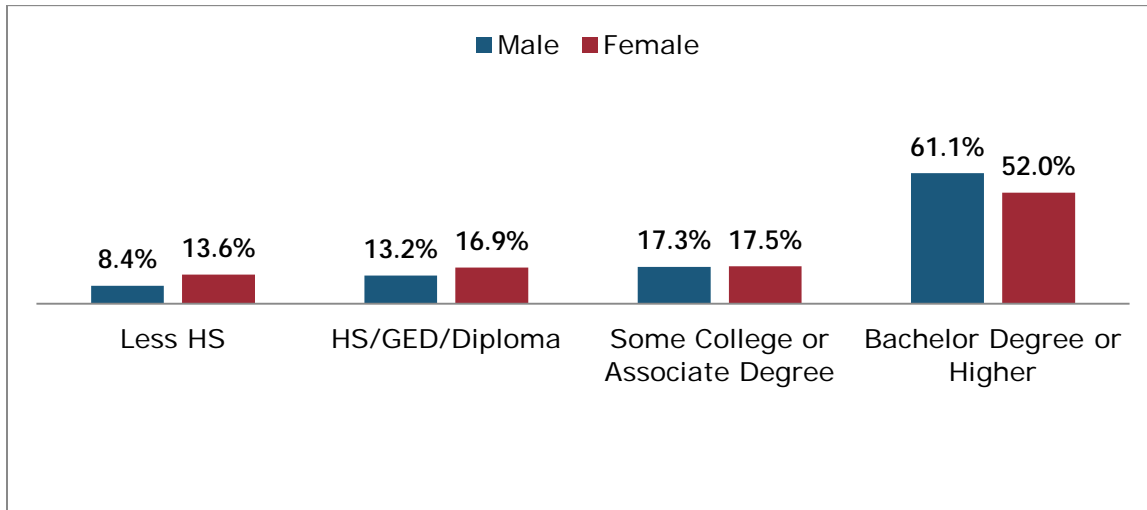


Table I: Estimated Headcount for Population Age 25-64 with a Bachelor Degree and Above or "Some College," by County/City^{xi}

County	Bachelor Degree and Above	Some College
Buchanan	1,362	2,539
Dickenson	924	1,342
Lee	1,835	2,829
Russell	1,740	3,333
Scott	1,244	2,215
Tazewell	3,705	5,056
Wise	3,000	4,214
Norton City	417	384
Total WIA I	14,227	21,912
Pulaski	2,963	4,261
Montgomery	14,930	5,845
Giles	1,513	2,107
Floyd	1,786	1,457
Bland	602	904
Wythe	2,351	3,334
Carroll	2,212	2,807
Grayson	962	1,821
Washington	6,301	6,468
Smyth	2,642	3,339
Galax	518	643
Radford	1,622	1,071
Bristol	1,849	2,119
Total WIA II	40,251	36,176
Alleghany	1,478	1,806
Botetourt	4,522	3,768
Craig	424	537
Franklin	4,158	6,069
Roanoke	17,170	10,980
Covington City	341	837
Roanoke City	11,538	10,975
Salem City	3,871	2,937
Total WIA III	43,502	37,909
Augusta	7,955	7,078
Bath	228	469
Highland	320	241
Page	1,473	2,085

County	Bachelor Degree and Above	Some College
Rockbridge	2,743	1,869
Rockingham	8,770	5,868
Buena Vista City	478	531
Harrisonburg City	5,145	2,140
Lexington City	944	225
Staunton City	3,419	2,219
Waynesboro City	2,440	1,845
Clarke	2,393	1,664
Frederick	9,292	8,436
Shenandoah	3,955	4,621
Warren	4,342	4,100
Winchester City	4,069	2,172
Total WIA IV and V	57,966	45,563
Albemarle	26,984	6,943
Culpeper	5,494	5,081
Fauquier	11,012	8,376
Fluvanna	3,591	2,989
Greene	2,041	1,980
Louisa	3,137	3,560
Madison	1,801	1,149
Nelson	1,902	1,598
Orange	3,637	3,826
Rappahannock	1,439	591
Charlottesville	8,251	2,736
Total WIA VI	69,289	38,829
Amherst	3,150	3,537
Appomattox	935	1,536
Bedford	9,251	8,793
Campbell	5,046	6,926
City of Bedford	723	944
Lynchburg	9,683	6,917
Total WIA VII	28,788	28,653
Amelia	636	1,346
Brunswick	1,090	1,571
Buckingham	1,532	1,252
Charlotte	931	1,360
Cumberland	566	843
Halifax	2,549	3,309
Lunenburg	705	1,164

County	Bachelor Degree and Above	Some College
Mecklenburg	2,377	3,108
Nottoway	1,021	1,518
Prince Edward	1,907	1,235
Total WIA VIII	13,314	16,706
Charles City	503	756
Chesterfield	62,962	37,793
Goochland	3,478	2,403
Hanover	19,253	12,534
Henrico	66,672	34,130
New Kent	2,624	2,036
Powhatan	3,756	3,342
Richmond City	36,519	19,905
Total WIA IX&X	195,767	112,899
Fairfax	347,537	81,816
Loudoun	93,383	25,602
Prince William	77,148	42,986
City of Fairfax	6,716	2,591
Falls Church	4,257	600
Manassas	5,308	4,032
Manassas Park	1,681	1,013
Total WIA XI	536,030	158,640
Arlington	96,790	11,240
Alexandria	56,454	12,619
Total WIA XII	153,244	23,859
Accomack	3,661	3,695
Caroline	2,245	3,544
Essex	1,033	1,314
King and Queen	381	734
King George	3,689	2,792
King William	1,822	1,886
Lancaster	1,333	1,194
Mathews	939	939
Middlesex	1,509	785
Northampton	1,344	1,356
Northumberland	1,216	1,953
Richmond	577	916
Spotsylvania	20,153	14,455
Stafford	24,062	13,624
Westmoreland	1,407	1,999

County	Bachelor Degree	Some College
Fredericksburg City	3,358	1,844
Total WIA XIII	68,729	53,030
Gloucester	3,705	5,805
James City	14,627	6,466
York	14,234	7,279
Hampton	16,705	22,168
Newport News	23,378	27,908
Poquoson	2,383	1,399
Williamsburg	1,513	649
Total WIA XIV	76,545	71,674
Dinwiddie	2,142	3,058
Greensville	387	1,337
Prince George	3,831	5,315
Surry	562	936
Sussex	666	1,145
Colonial Heights	1,854	2,300
Emporia	480	382
Hopewell	1,199	2,590
Petersburg	2,453	3,271
Total WIA XV	13,574	20,334
Isle of Wight	5,326	4,310
Southampton	1,313	2,581
Chesapeake	35,411	30,617
Franklin City	860	861
Norfolk	28,115	28,706
Portsmouth	10,256	13,745
Suffolk	11,654	10,595
Virginia Beach	76,695	62,255
Total WIA XVI	169,630	153,670
Henry	3,652	6,014
Patrick	1,017	2,041
Pittsylvania	4,930	6,747
Danville	3,869	5,090
Martinsville	1,372	1,698
Total WIA XVII	14,840	21,590

Table II: Regional “Some College” Disaggregation, Population Age 25^{xii}

County	“Some College” Headcount	% of “Some College” with 1 or more years (but no degree)	% of “Some College” with less than 1 year
Accomack County, Virginia	4,276	78.41%	21.59%
Albemarle County, Virginia	10,157	66.23%	33.77%
Amherst County, Virginia	4,844	68.89%	31.11%
Arlington County, Virginia	14,243	73.94%	26.06%
Augusta County, Virginia	8,867	61.37%	38.63%
Bedford County, Virginia	10,429	68.38%	31.62%
Botetourt County, Virginia	5,323	73.06%	26.94%
Buchanan County, Virginia	3,364	73.87%	26.13%
Campbell County, Virginia	9,199	63.58%	36.42%
Caroline County, Virginia	4,625	73.08%	26.92%
Carroll County, Virginia	4,064	58.51%	41.49%
Chesterfield County, Virginia	45,889	69.42%	30.58%
Culpeper County, Virginia	6,692	57.47%	42.53%
Dinwiddie County, Virginia	3,726	68.89%	31.11%
Fairfax County, Virginia	110,082	76.88%	23.12%
Fauquier County, Virginia	9,666	63.59%	36.41%
Fluvanna County, Virginia	4,051	73.27%	26.73%
Franklin County, Virginia	8,964	63.49%	36.51%
Frederick County, Virginia	10,532	67.43%	32.57%
Gloucester County, Virginia	7,085	70.19%	29.81%
Goochland County, Virginia	3,063	70.85%	29.15%
Halifax County, Virginia	4,541	64.90%	35.10%

County	"Some College" Headcount	% of "Some College" with 1 or more years (but no degree)	% of "Some College" with less than 1 year
Hanover County, Virginia	15,633	71.23%	28.77%
Henrico County, Virginia	42,861	72.53%	27.47%
Henry County, Virginia	7,629	66.67%	33.33%
Isle of Wight County, Virginia	5,626	69.78%	30.22%
James City County, Virginia	10,136	65.62%	34.38%
King George County, Virginia	3,331	68.36%	31.64%
Lee County, Virginia	4,043	61.09%	38.91%
Loudoun County, Virginia	31,470	74.30%	25.70%
Louisa County, Virginia	4,574	67.84%	32.16%
Mecklenburg County, Virginia	4,506	63.47%	36.53%
Montgomery County, Virginia	8,763	67.39%	32.61%
Orange County, Virginia	5,002	70.17%	29.83%
Page County, Virginia	2,605	59.23%	40.77%
Pittsylvania County, Virginia	9,766	64.92%	35.08%
Powhatan County, Virginia	3,983	67.76%	32.24%
Prince Edward County, Virginia	2,066	72.94%	27.06%
Prince George County, Virginia	6,340	74.40%	25.60%
Prince William County, Virginia	54,978	71.74%	28.26%
Pulaski County, Virginia	5,504	72.02%	27.98%
Roanoke County, Virginia	14,902	66.04%	33.96%
Rockbridge County, Virginia	2,709	54.63%	45.37%
Rockingham County, Virginia	7,161	69.93%	30.07%
Russell County, Virginia	3,766	67.55%	32.45%

County	"Some College" Headcount	% of "Some College" with 1 or more years (but no degree)	% of "Some College" with less than 1 year
Scott County, Virginia	2,486	72.49%	27.51%
Shenandoah County, Virginia	6,013	60.39%	39.61%
Smyth County, Virginia	3,933	62.52%	37.48%
Spotsylvania County, Virginia	17,028	63.00%	37.00%
Stafford County, Virginia	16,915	69.54%	30.46%
Tazewell County, Virginia	7,160	68.98%	31.02%
Warren County, Virginia	5,103	62.57%	37.43%
Washington County, Virginia	8,441	66.14%	33.86%
Wise County, Virginia	5,832	69.34%	30.66%
Wythe County, Virginia	4,642	63.05%	36.95%
York County, Virginia	9,251	69.43%	30.57%
Alexandria city, Virginia	14,602	72.83%	27.17%
Charlottesville city, Virginia	3,872	71.18%	28.82%
Chesapeake city, Virginia	37,317	70.72%	29.28%
Danville city, Virginia	6,722	68.63%	31.37%
Fairfax city, Virginia	2,996	76.34%	23.66%
Fredericksburg city, Virginia	2,588	67.93%	32.07%
Hampton city, Virginia	26,239	79.07%	20.93%
Harrisonburg city, Virginia	3,285	74.61%	25.39%
Hopewell city, Virginia	3,112	72.37%	27.63%
Lynchburg city, Virginia	9,313	67.66%	32.34%
Manassas city, Virginia	4,688	73.08%	26.92%
Newport News city, Virginia	30,994	71.03%	28.97%

County	"Some College" Headcount	% of "Some College" with 1 or more years (but no degree)	% of "Some College" with less than 1 year
Norfolk city, Virginia	37,022	73.51%	26.49%
Petersburg city, Virginia	3,916	74.87%	25.13%
Portsmouth city, Virginia	16,602	72.09%	27.91%
Richmond city, Virginia	24,254	73.87%	26.13%
Roanoke city, Virginia	13,907	70.27%	29.73%
Salem city, Virginia	3,032	67.48%	32.52%
Staunton city, Virginia	3,153	66.86%	33.14%
Suffolk city, Virginia	12,947	73.99%	26.01%
Virginia Beach city, Virginia	77,068	68.78%	31.22%
Waynesboro city, Virginia	2,461	71.60%	28.40%
Winchester city, Virginia	2,891	60.53%	39.47%

Table III: Industry Educational Attainment Trends, by Workforce Investment Region-Private Sector Employment Only^{xiii}

	NAICS	NAICS Title	Avg. Private Sector Employment For Industry 2009Q4-2010Q3/ % Total Regional Private Sector Employment	Regional Avg. Bachelor Degree or Above Rate	Regional Educational Attainment, by Industry(%)			
					Less HS	HS/ GED	Some College/ Assoc. Degree	Bachelor Degree or Above
WIA I 21: Mining, Quarrying and Oil & Gas Extraction	212	Mining	3,924	12.5%	12.63	41.08	32.27	14.02
			8.6%					
	213	Support Activities for Mining	1,206	22.5%	14.49	40.5	32.04	12.97
			2.6%					
WIA II 31-33: Mfg.	336	Transportation Equipment Mfg.	4,966	22.5%	9.45	39.09	34.38	17.08
			5.5%					
	335	Electrical Equipment, Appliance, and Component Mfg.	3,271		10.17	40.5	32.48	16.87
			3.6%					
	325	Chemical Mfg.	2,685		9.58	40.03	33.22	17.17
			3.0%					
	333	Machinery Mfg.	2,643		11.06	44.83	32	12.1
2.9%								
337	Furniture and Related Product Mfg.	1,715	15.76	42.85	29.13	12.26		
		1.9%						
326	Plastics and Rubber Products Mfg.	1,704	11.8	43.4	31.7	13.1		
		1.9%						
332	Fabricated Metal Product Mfg.	1,395	12.16	41.74	33.13	12.97		
		1.6%						

	NAICS	NAICS Title	Avg. Private Sector Employment For Industry 2009Q4-2010Q3/ % Total Regional Private Sector Employment	Regional Avg. Bachelor Degree or Above Rate	Regional Educational Attainment, by Industry(%)			
					Less HS	HS/GED	Some College/ Assoc. Degree	Bachelor Degree or Above
WIA III 62: Heath Care and Social Assistance	622	Hospital	8,427	25.5%	6	21.75	36.62	35.62
			6.9%					
	621	Ambulatory Health Care Services	6,786		6.7	25.02	37.03	31.25
			5.5%					
623	Nursing and Residential Care Facilities	4,100	12.14	30.42	36.92	20.51		
		3.3%						
624	Social Assistance	2,408	12.35	30.53	34.77	22.35		
		2.0%						
WIA IV&V 31-33: Mfg.	311	Food Mfg.	9,609	23.0%	21.84	36.01	28.54	13.6
			7.0%					
	323	Printing and Related Support Activities*	3,534		11.1	41.11	31.97	15.83
			2.9%					
326	Plastics and Rubber Products Mfg.	3,481	11.15	38.54	31.9	18.41		
		2.5%						
332	Fabricated Metal Product Mfg.	2,318	11.8	40.36	32.48	15.37		
		1.7%						
WIA VI 62: Health Care and Social Assistance	621	Ambulatory Health Care Services	5,700	33.8%	5.68	20.59	33.22	40.5
			6.3%					
	622	Hospitals*	2,410		5.95	20.4	36.95	36.69
			2.7%					
623	Nursing and Residential Care Facilities	2,361	12.97	29.15	35.95	21.92		
		2.6%						
624	Social Assistance	1,879	12.76	30.51	34.09	22.64		
		2.1%						
WIA VII 31-33: Mfg.	332	Fabricated Metal Product Mfg.	3,344	23.2%	8.46	34.49	35.89	21.17
			4.9%					
	311	Food Mfg. *	1,506		11.83	38.43	35.49	14.23
2.2%								
333	Machinery Mfg.	1,372	10.27	36.59	34.08	19.06		
		2.0%						

	NAICS	NAICS Title	Avg. Private Sector Employment For Industry 2009Q4-2010Q3/ % Total Regional Private Sector Employment	Regional Avg. Bachelor Degree or Above Rate	Regional Educational Attainment, by Industry(%)			
					Less HS	HS/ GED	Some College/ Assoc. Degree	Bachelor Degree or Above
WIA VIII 31-33: Mfg.	321	Wood Product Mfg.	1,292	13.5%	21.21	37.32	28.87	12.6
			3.6%					
	326	Plastics and Rubber Products Mfg.	838		19.76	42.72	28.29	9.23
			2.4%					
335	Electrical Equipment, Appliance, and Component Mfg.*	555	10.72	38.53	33.46	17.29		
		1.6%						
337	Furniture and Related Product Mfg.	542	16.74	42.88	28.46	11.92		
		1.5%						
WIA IX& X 23: Construction	238	Specialty Trade Contractors	16,736	37.1%	18.86	35.68	29.88	15.58
			4.5%					
	236	Construction of Buildings	4,765		15.59	32.73	30.97	20.7
1.3%								
WIA XI 54: Prof., Scientific, and Technical Services	541	Professional, Scientific, and Technical Services	191,705	54.7%	4.33	11.44	21.8	62.44
WIA XII 54: Prof., Scientific, and Technical Services	541	Professional, Scientific, and Technical Services	49,975	67.9%	4.97	12.88	23.14	59.01
			27.9%					
WIA XIII 54: Prof., Scientific, and Technical Services; 31-33: Mfg.	541	Professional, Scientific, and Technical Services	8,405	27.9%	5.84	17.5	28	48.65
			9.1%					
	311	Food Mfg.	3,573		27.16	36.78	26.92	9.14
			3.9%					

	NAICS	NAICS Title	Avg. Private Sector Employment For Industry 2009Q4-2010Q3/ % Total Regional Private Sector Employment	Regional Avg. Bachelor Degree or Above Rate	Regional Educational Attainment, by Industry(%)			
					Less HS	HS/ GED	Some College/ Assoc. Degree	Bachelor Degree or Above
WIA XIV 31-33: Mfg.	336	Transportation Equipment Mfg.*	21,170 15.0%	28.3%	11.21	35.25	35.69	17.84
WIA XV 31-33: Mfg.	325	Chemical Mfg.	1,731 4.4%	17.5%	6.81	29.29	34.3	29.59
	311	Food Mfg.*	684 1.7%		20.78	39.68	30.73	8.8
	331	Primary Metal Mfg.*	550 1.4%		13.26	34.59	32.44	19.72
	321	Wood Product Mfg.*	548 1.4%		16.65	40.71	32.33	10.32
WIA XVI 31-33: Mfg	311	Food Mfg.*	5,369 1.7%	28.6%	19.56	37.64	30.44	12.35
	336	Transportation Equipment Mfg.	4,909 1.5%		14.79	33.87	32.84	18.49
WIA XVII 31-33: Mfg.	326	Plastics and Rubber Products Mfg.*	3,122 6.4%	14.4%	10.88	37.71	36.23	15.19
	337	Furniture and Related Product Mfg.*	2,188 4.5%		19.05	41.63	29.4	9.92
	321	Wood Product Mfg.	1,522 3.1%		17.49	40.47	30.49	11.55
	314	Textile Product Mills*	818 1.7%		21.48	40.15	29.67	8.69
	313	Textile Mills	758 1.5%		16.84	43.71	30.07	9.38
	311	Food Mfg.*	709 1.4%		13.95	43.45	32.52	10.08
	322	Paper Mfg.*	613 1.2%		14.05	39.69	32.52	13.74

Working-Age Adult Undergraduate Enrollment

Virginia Trends

Chart XI: 2009 Fall Undergraduate Enrollment, By Age and Attendance Status: Virginia's Public 4-Year Institutions^{xiv}

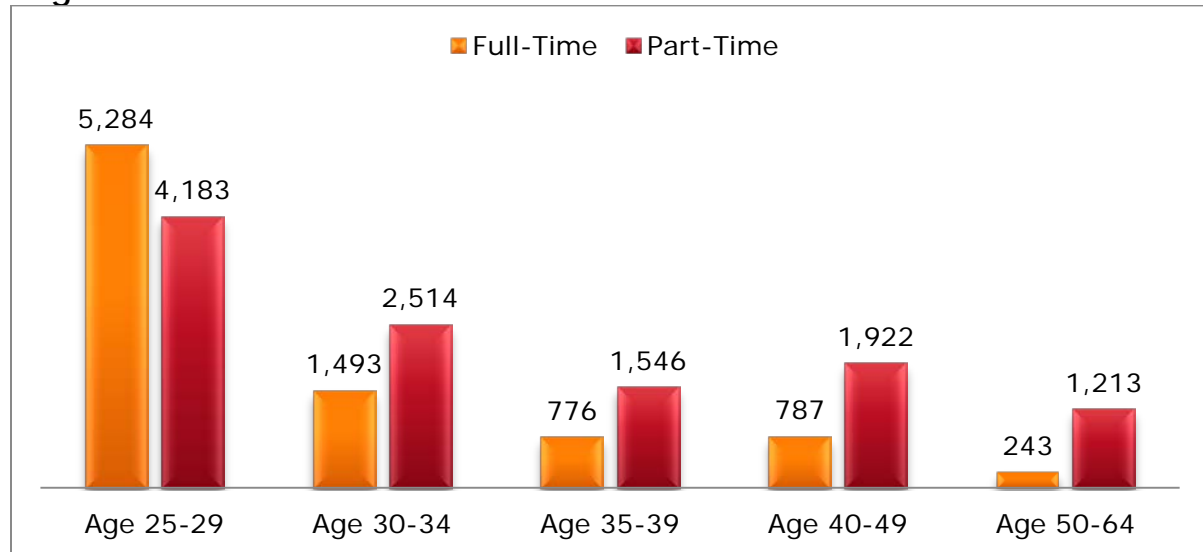
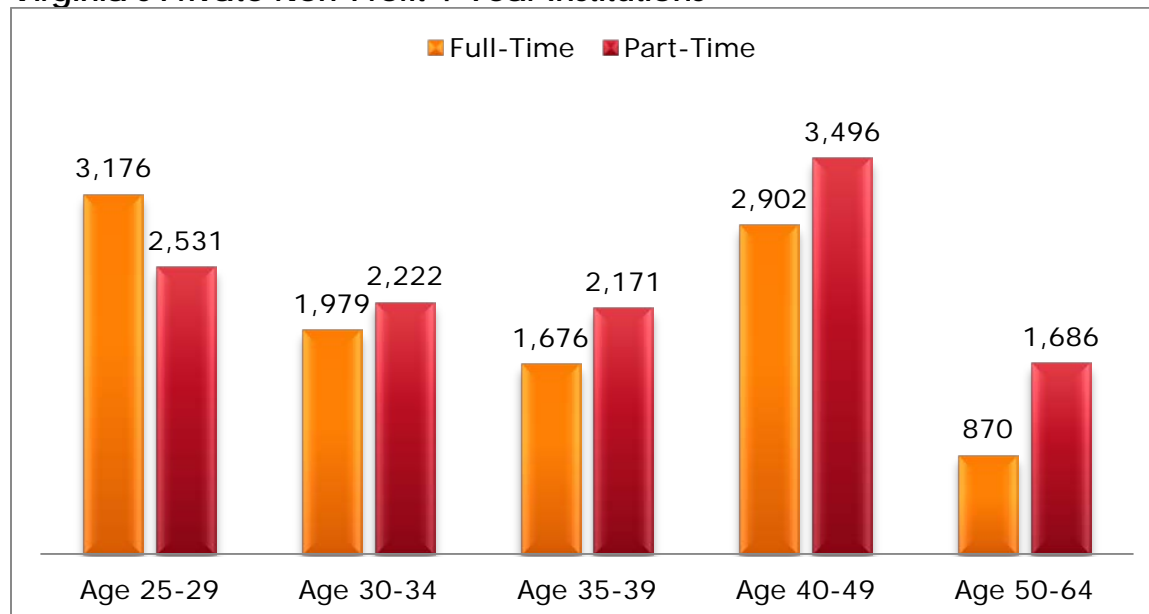


Chart XII: 2009 Fall Undergraduate Enrollment, By Age and Attendance Status: Virginia's Private Non-Profit 4-Year Institutions^{xv}



Working-Age Adult Bachelor Degree Completion

Virginia Trends

Chart XIII: Total Bachelor Degree Completions AY 2004-2009, by State Residency Status: Virginia's 4-Year Public Institutions, Population Age 25-64^{xvi}

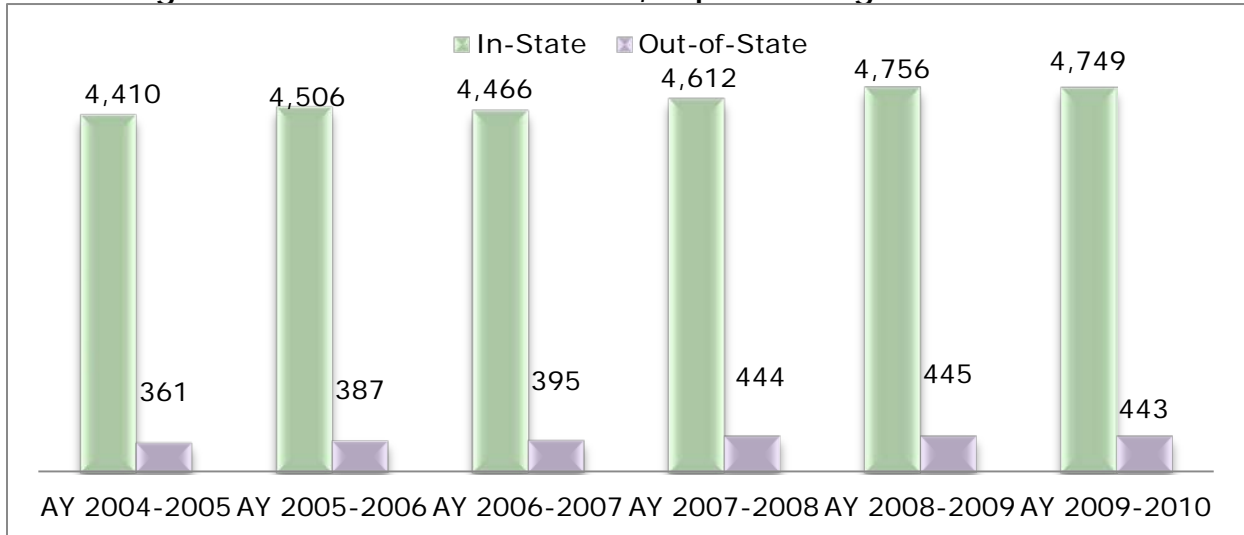
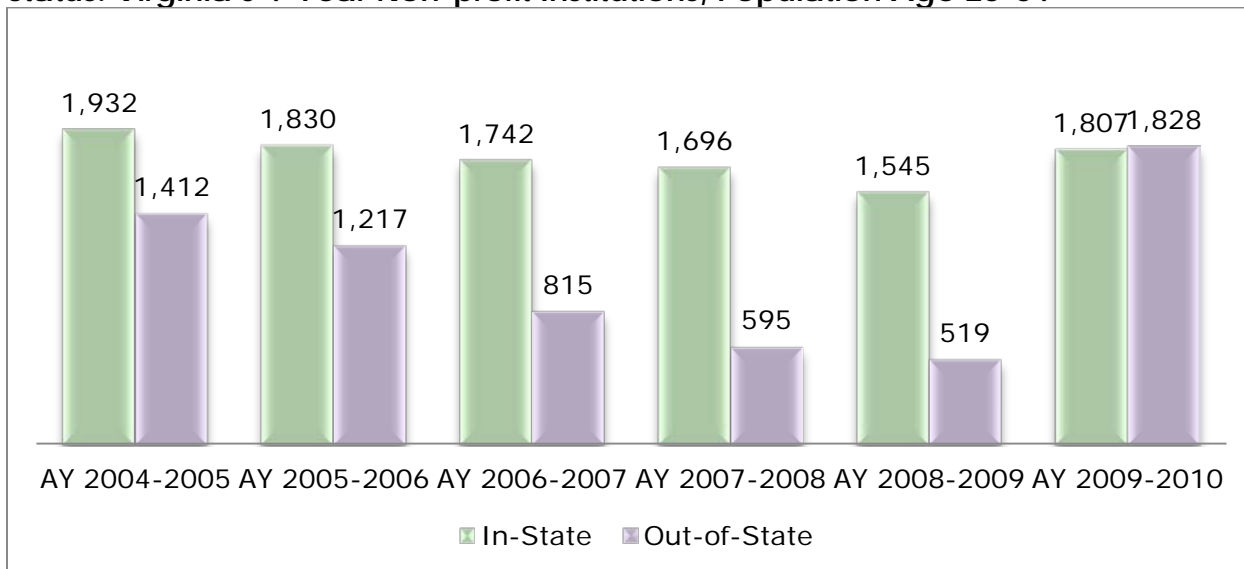


Chart XIV: Total Bachelor Degree Completions AY 2004-2009, by State Residency Status: Virginia's 4-Year Non-profit Institutions, Population Age 25-64^{xvii}



Affordability

National Trends

Chart XV: Academic Year 2009-2010 Out-of-State Tuition Average for Full-Time Undergraduates (Academic Programs), Average for Neighboring States' 4-Year Public Institutions^{xviii}

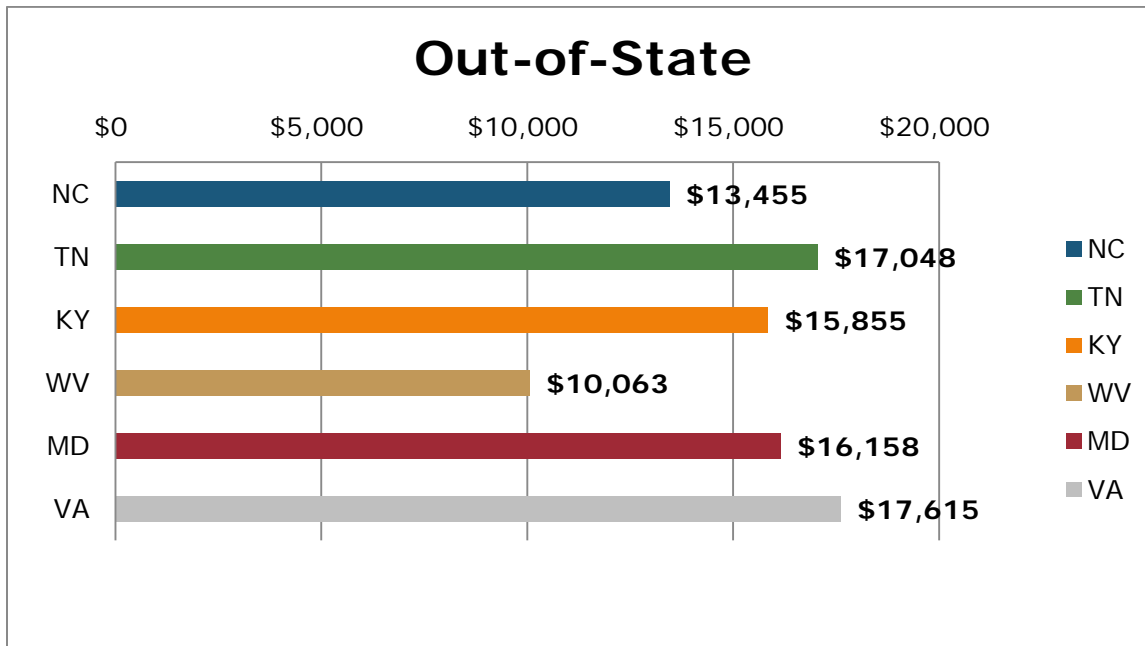


Chart XVI: Academic Year 2009-2010 Out-of-State Per-Credit Hour Charge for Part-Time Undergraduates (Academic Programs), Average for Neighboring States' 4-Year Public Institutions^{xix}

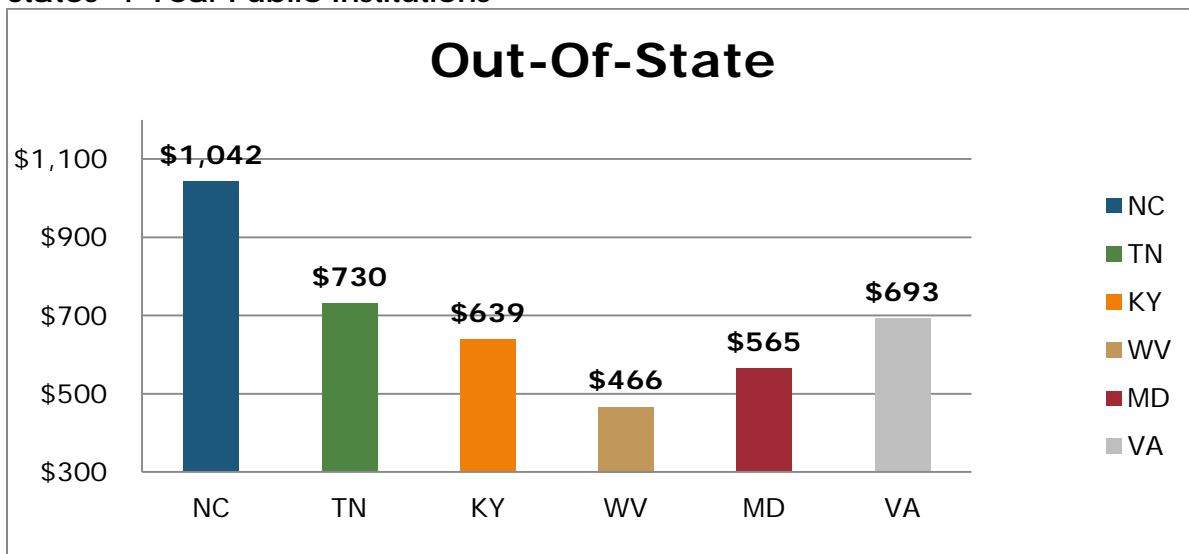


Chart XVII: Academic Year 2009-2010 In/Out-of-State Tuition Average for Full-Time Undergraduates (Academic Programs), Average for Neighboring States' 4-Year Public Institutions^{xx}

		In-State	Out-of-State
NC	Appalachian State University	\$2,341	\$12,962
	East Carolina University	\$2,491	\$13,325
	Elizabeth City State University	\$1,681	\$10,730
	Fayetteville State University	\$1,905	\$12,248
	North Carolina A & T State University	\$1,994	\$11,436
	North Carolina Central University	\$2,264	\$12,333
	North Carolina State University at Raleigh	\$3,953	\$16,438
	University of North Carolina at Asheville	\$2,389	\$14,106
	University of North Carolina at Chapel Hill	\$3,865	\$21,753
	University of North Carolina at Charlotte	\$2,516	\$13,128
	University of North Carolina at Greensboro	\$2,590	\$14,351
	University of North Carolina at Pembroke	\$2,060	\$11,267
	University of North Carolina School of the Arts	\$3,357	\$15,303
	University of North Carolina-Wilmington	\$2,565	\$13,447
	Western Carolina University	\$2,106	\$11,703
Winston-Salem State University	\$1,769	\$10,755	
TN	Austin Peay State University	\$4,584	\$16,512
	East Tennessee State University	\$4,584	\$16,512
	Middle Tennessee State University	\$4,584	\$16,512
	Tennessee State University	\$4,584	\$16,512
	Tennessee Technological University	\$4,584	\$16,512
	The University of Tennessee	\$5,918	\$20,946
	The University of Tennessee at Chattanooga	\$4,506	\$15,804
	The University of Tennessee-Martin	\$4,708	\$16,094
University of Memphis	\$5,304	\$18,024	
KY	Eastern Kentucky University	\$6,312	\$17,280
	Kentucky State University	\$5,086	\$13,458
	Morehead State University	\$6,036	\$15,096
	Murray State University	\$5,130	\$15,390
	Northern Kentucky University	\$6,792	\$12,792
	University of Kentucky	\$7,214	\$15,769
	University of Louisville	\$7,944	\$19,272
Western Kentucky University	\$7,200	\$17,784	
WV	Bluefield State College	\$4,596	\$9,000
	Concord University	\$4,974	\$11,050
	Fairmont State University	\$5,172	\$10,904
	Glenville State College	\$3,634	\$9,164
	Marshall University	\$4,319	\$11,565
	Potomac State College of West Virginia University	\$2,886	\$8,746
	Shepherd University	\$350	\$1,300

	West Liberty University	\$4,880	\$11,950
	West Virginia State University	\$4,524	\$10,764
	West Virginia University	\$5,304	\$16,402
	West Virginia University at Parkersburg	\$2,076	\$7,346
	West Virginia University Institute of Technology	\$4,460	\$12,560
MD	Bowie State University	\$4,286	\$14,724
	Coppin State University	\$3,527	\$12,222
	Frostburg State University	\$5,000	\$15,196
	Morgan State University	\$4,280	\$13,150
	Salisbury University	\$4,814	\$13,310
	St. Mary's College of Maryland	\$10,995	\$22,388
	Towson University	\$5,180	\$15,994
	University of Baltimore	\$5,325	\$18,832
	University of Maryland Eastern Shore	\$4,112	\$11,336
	University of Maryland-Baltimore	\$6,890	\$22,599
	University of Maryland-Baltimore County	\$6,484	\$15,825
	University of Maryland-College Park	\$6,566	\$22,503
	University of Maryland-University College	\$5,520	\$11,976

Chart XVIII: Academic Year 2009-2010 Per-Credit Hour Charge for Part-Time Undergraduates (Academic Programs, by 4-Year Public Institution, for Virginia's Neighboring States^{xxi}

		In-State	Out-of-State
NC	Appalachian State University	\$183	\$902
	East Carolina University	\$104	\$556
	Elizabeth City State University	\$420	\$2,683
	Fayetteville State University	\$190	\$1,512
	North Carolina A & T State University	\$178	\$571
	North Carolina Central University	\$283	\$1,542
	North Carolina State University at Raleigh	\$147	\$281
	University of North Carolina at Asheville	\$199	\$1,176
	University of North Carolina at Chapel Hill	\$129	\$725
	University of North Carolina at Charlotte	\$184	\$627
	University of North Carolina at Greensboro	\$324	\$1,794
	University of North Carolina at Pembroke	\$77	\$387
	University of North Carolina School of the Arts	\$385	\$1,325
	University of North Carolina-Wilmington	\$197	\$652
	Western Carolina University	\$184	\$588
Winston-Salem State University	\$221	\$1,344	
TN	Austin Peay State University	\$191	\$688
	East Tennessee State University	\$191	\$688
	Middle Tennessee State University	\$191	\$688

	Tennessee State University	\$191	\$738
	Tennessee Technological University	\$191	\$688
	The University of Tennessee	\$248	\$823
	The University of Tennessee at Chattanooga	\$318	\$789
	The University of Tennessee-Martin	\$242	\$717
	University of Memphis	\$221	\$751
KY	Eastern Kentucky University	\$263	\$720
	Kentucky State University	\$197	\$395
	Morehead State University	\$234	\$585
	Murray State University	\$249	\$677
	Northern Kentucky University	\$283	\$533
	University of Kentucky	\$301	\$658
	University of Louisville	\$331	\$803
Western Kentucky University	\$300	\$741	
WV	Bluefield State College	\$192	\$375
	Concord University	\$207	\$460
	Fairmont State University	\$216	\$454
	Glennville State College	\$204	\$488
	Marshall University	\$219	\$558
	Potomac State College of West Virginia University	\$121	\$366
	Shepherd University	\$214	\$561
	West Liberty University	\$203	\$498
	West Virginia State University	\$189	\$449
	West Virginia University	\$221	\$683
	West Virginia University at Parkersburg	\$87	\$306
	West Virginia University Institute of Technology	\$142	\$390
MD	Bowie State University	\$189	\$620
	Coppin State University	\$151	\$420
	Frostburg State University	\$207	\$427
	Morgan State University	\$263	\$589
	Salisbury University	\$261	\$614
	St. Mary's College of Maryland	\$185	\$185
	Towson University	\$225	\$611
	University of Baltimore	\$243	\$784
	University of Maryland Eastern Shore	\$171	\$417
	University of Maryland-Baltimore	\$301	\$583
	University of Maryland-Baltimore County	\$270	\$658
	University of Maryland-College Park	\$273	\$938
	University of Maryland-University College	\$230	\$499

Chart XIX: In-State Average Tuition for Full-Time Undergraduates, Virginia's 4-Year Public Institutions, Academic Years 2001-2008^{xxii}

	AY '08-'09	AY '07-'08	AY '06-'07	AY '05-'06	AY '04-'05	AY '03-'04	AY '02-'03	AY '01-'02
CNU	\$4,172	\$4,012	\$3,784	\$3,442	\$3,152	\$2,814	\$2,058	\$1,888
CWM	\$6,090	\$5,549	\$5,180	\$4,730	\$4,330	\$3,760	\$2,510	\$2,302
GMU	\$5,526	\$5,035	\$4,752	\$4,260	\$3,942	\$3,630	\$2,976	\$2,376
JMU	\$3,556	\$3,420	\$3,228	\$2,998	\$2,752	\$2,382	\$1,690	\$1,550
LU	\$4,509	\$4,249	\$3,960	\$3,586	\$3,320	\$3,046	\$2,148	\$1,970
NSU	\$2,781	\$2,700	\$2,580	\$2,370	\$2,220	\$1,920	\$1,658	\$1,530
ODU	\$3,348	\$3,219	\$3,051	\$2,785	\$2,569	\$2,364	\$1,891	\$1,747
RU	\$4,187	\$4,026	\$3,720	\$3,235	\$2,974	\$2,476	\$1,774	\$1,629
UVA-Wise	\$3,482	\$3,422	\$3,252	\$2,984	\$2,788	\$2,630	\$2,055	\$1,885
UMW	\$3,386	\$3,256	\$3,072	\$2,806	\$2,544	\$2,344	\$1,690	\$1,550
UVA	\$7,121	\$6,628	\$6,129	\$5,602	\$5,131	\$4,584	\$3,321	\$3,046
VCU	\$4,992	\$4,525	\$4,270	\$4,012	\$3,780	\$3,600	\$2,716	\$2,492
VMI	\$5,262	\$5,062	\$4,776	\$4,382	\$4,050	\$3,856	\$3,124	\$2,924
VT	\$6,332	\$5,772	\$5,450	\$4,959	\$4,513	\$4,190	\$3,044	\$2,792
VSU	\$3,313	\$3,186	\$3,007	\$2,317	\$2,150	\$2,412	\$1,780	\$1,588

Chart XX: Out of-State Average Tuition for Full-Time Undergraduates, Virginia's 4-Year Public Institutions, Academic Years 2001-2008^{xxiii}

	AY '08-'09	AY '07-'08	AY '06-'07	AY '05-'06	AY '04-'05	AY '03-'04	AY '02-'03	AY '01-'02
CNU	\$11,502	\$11,062	\$10,806	\$10,464	\$10,464	\$10,464	\$8,640	\$7,910
CWM	\$24,960	\$23,110	\$21,600	\$20,000	\$19,030	\$18,460	\$16,678	\$15,300
GMU	\$20,490	\$17,923	\$16,896	\$15,354	\$14,310	\$13,470	\$12,276	\$11,280
JMU	\$15,050	\$14,140	\$13,174	\$12,434	\$11,696	\$10,414	\$8,734	\$7,922
LU	\$13,122	\$12,450	\$11,580	\$10,270	\$9,780	\$8,972	\$8,074	\$7,690
NSU	\$14,028	\$13,620	\$12,900	\$12,180	\$12,180	\$11,340	\$10,065	\$8,340
ODU	\$12,604	\$12,131	\$11,459	\$10,517	\$10,013	\$9,591	\$9,063	\$8,391
RU	\$13,201	\$12,360	\$11,472	\$10,473	\$9,974	\$9,538	\$8,222	\$7,768
UVA-Wise	\$15,256	\$14,986	\$14,238	\$13,012	\$12,158	\$13,468	\$11,604	\$8,923
UMW	\$14,554	\$13,730	\$12,952	\$11,948	\$10,950	\$10,092	\$8,878	\$8,220
UVA	\$27,203	\$25,643	\$24,053	\$22,346	\$21,172	\$20,554	\$18,531	\$17,078
VCU	\$17,769	\$16,901	\$15,947	\$15,947	\$15,904	\$15,904	\$13,686	\$12,672
VMI	\$22,160	\$20,906	\$19,585	\$18,582	\$17,512	\$16,568	\$14,944	\$13,992
VT	\$18,789	\$17,980	\$17,406	\$16,298	\$15,206	\$14,074	\$12,660	\$11,616
VSU	\$11,306	\$10,716	\$10,021	\$9,471	\$9,010	\$9,272	\$8,474	\$8,014

References

- ⁱ Source: U.S. Census Bureau. American Community Survey. 5-Year Estimates, 2005-2009.
- ⁱⁱ Source: American Community Survey. 5 Year Estimates 2004-2009. Educational Attainment by Race/Ethnicity for Population Age 25+.
- ⁱⁱⁱ Source: American Community Survey. 5 Year Estimates 2004-2009. Educational Attainment by Race/Ethnicity for Population Age 25+.
- ^{iv} Source: American Community Survey. 5 Year Estimates 2004-2009. Educational Attainment by Race/Ethnicity for Population Age 25+.
- ^v Source: American Community Survey. 5 Year Estimates 2004-2009. Educational Attainment by Race/Ethnicity for Population Age 25+.
- ^{vi} Source: U.S. Census Bureau. American Community Survey. 5-Year Estimates, 2005-2009.
- ^{vii} Source: American Community Survey. 5 Year Estimates 2004-2009. Educational Attainment by Race/Ethnicity for Population Age 25+.
- ^{viii} Source: American Community Survey. 5 Year Estimates 2004-2009. Educational Attainment by Race/Ethnicity for Population Age 25+.
- ^{ix} Source: American Community Survey. 5 Year Estimates 2004-2009. Educational Attainment by Race/Ethnicity for Population Age 25+.
- ^x Source: American Community Survey. 5 Year Estimates 2004-2009. Educational Attainment by Race/Ethnicity for Population Age 25+.
- ^{xi} Source: American Community Survey. 5 Year Estimates 2004-2009. Educational Attainment by Race/Ethnicity for Population Age 25+.
- ^{xii} Source: American Community Survey. 5 Year Estimates 2004-2009. Educational Attainment by Race/Ethnicity for Population Age 25+.
- ^{xiii} Source: U.S. Census Local Employment Dynamics. Employee Distribution by Education and Sex. *-In some instances, data may be altered for confidentiality
- ^{xiv} Source: IPEDS. Chart includes total full-time and part-time fall enrollment totals for adults age 25-64.
- ^{xv} Source: IPEDS. Chart includes total full-time and part-time fall enrollment totals for adults age 25-64.
- ^{xvi} Source: SCHEV degree completions. Academic year completions only.
- ^{xvii} Source: SCHEV degree completions. Academic year completions only.
- ^{xviii} Source: IPEDS. Out-of-State Average Tuition for Full-Time Undergraduates.
- ^{xix} Source: IPEDS. Out-of-State Average Tuition for Full-Time Undergraduates.
- ^{xx} Source: IPEDS. In-State Average Tuition for Full-Time Undergraduates, AY 2009-2010.
- ^{xxi} Source: IPEDS. Per-Credit Charge for Part-Time Undergraduates. AY 2009-2010. In-state and Out-of-State Rates.
- ^{xxii} Source: IPEDS. In-State Average Tuition for Full-Time Undergraduates, AY 2009-2010.
- ^{xxiii} Source: IPEDS. In-State Average Tuition for Full-Time Undergraduates, AY 2009-2010.