

VMI Six-Year Plan
Six-Year Plan Op-Six Questions and Comments Response
Fact Pack

211: Virginia Military Institute

3 November 2023



Major General Cedric T. Wins
Superintendent of VMI

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EXECUTIVE SUMMARY

There has been increased attention and visibility to the overall six-year plan process inclusive of modifications to the overall process that had been standardized in previous years. Governor Younkin, the Secretary of Education, and the Secretary of Finance collaborated with SCHEV and public institutions of higher education with an aim of enhancing the six-year plan process with increased data analytics and deep-dive topics specific to each institution. This effort included the use of Boston Consulting Group (BCG) as a support mechanism to make modifications to the process and the resulting informational outputs.

Background on the Six-Year Plan Process in Virginia

The Code of Virginia (§ 23.1-306) requires the governing board of each public institution of higher education to develop and adopt biennially in odd-numbered years, and amend biennially in even-numbered years, a six-year plan for the institution. In FY 2023, the State Council of Higher Education for Virginia (SCHEV) enlisted BCG to re-vamp the format of the submission. As part of that process, BCG created an institution-specific “Fact Pack” consisting of enrollment, retention, completion, job placement, and financial information, drawing on numerous data points submitted to SCHEV. The Fact Pack was provided to VMI in July 2023 and served as a tool within the Six-Year Planning process.

Presentation of VMI’s Six-Year Plan to the Op-Six and BOV Approval

MG Wins, Mr. Hugh M. Fain III, Vice-President of the VMI Board of Visitors, and a team of administrators presented VMI’s Six-Year Plan to the Op-Six (Secretary of Finance, Secretary of Education, Director of the Department of Planning and Budget, Staff Director of the House Committee on Appropriations, and the Staff Director of the Senate Committee on Finance and Appropriations) on 10 August 2023. The VMI Board of Visitors approved VMI’s updated Six-Year Plan 12 September 2023.

Op-Six Questions and VMI Response

At the end of September 2023, as part of the Six-Year Plan process, VMI received two questions specific to VMI, as well as three general points of interest that were provided to each institution. VMI responded to the specific questions and points of interest in early October and the responses are included within this communication (Annex B).

Fact Pack

Additionally, SCHEV and the Secretary of Education have committed to make each institution’s Fact Pack public on 3 November. In conjunction with the public release of VMI’s approximate 70-page Fact Pack, highlights from the document are provided below and include, in some cases, the most recent data available from VMI’s Office of Assessment and Institutional Research. An asterisk accompanies instances in which data are provided by OAIR and not included in the Fact Pack.

HIGHLIGHTS OF SELECTED FACT PACK SLIDES

Highlight #1: Admissions (Slide #55)

	2019-20	2020-21	2021-22	2022-23	2023-24*
Applied	1,515	1,543	1,549	1,192	1221
Accepted	901	924	990	847	988
Enrolled	481	482	461	358	490
Acceptance Rate	59%	60%	64%	71%	81%
Yield Rate	53%	52%	47%	42%	50%

Includes transfer students.

Highlight #2: Enrollment (Slide #s 4, 53 & 54)

- 494 matriculants in 2021
- 374 matriculants in 2022
- *490 matriculants in 2023
- 1652 total enrollment in Fall 2021
- 1512 total enrollment in Fall 2022
- 1560 total enrollment in Fall 2023

Highlight #3: Retention Rates (Slide #57)

- 82% (2021 cohort, returned Fall 2022, excludes transfers)
- *84% (2022 cohort, returned Fall 2023, excludes transfers)
- As discussed in the SCHEV 6-Year plan, retention rates for some underrepresented groups are below the overall rate (see section C1, pages 13-14, in the plan for more detail and corresponding discussion of intervention efforts).

Highlight #4: Graduation Rates (slide #s 4 and 14)

6-Year

- 85% (2014 cohort, excludes transfers)
- *74% (2015 cohort, excludes transfers)
- 77% (2016 cohort, excludes transfers)

4-Year

- 65% (2016 cohort, excludes transfers)
- *72% (2017 cohort, excludes transfers)
- *68% (2018 cohort, excludes transfers)

Both the 2016 cohort 4-year and 6-year rates are in the top 5 among Virginia publics.

For more detail, see: <https://research.schev.edu/gradrates/cohortgradrates.asp>

Highlight #5: Post-Graduation Outcomes

- 3-years post-graduation wage = \$63k (compared to \$35k for high diploma only)
- *(College Scorecard data from the US Department of Education show that VMI graduates have median earnings of about \$77k 10 years post-graduation, placing VMI among the top 3 of all public institutions in VA).
- See <https://collegescorecard.ed.gov/school/?234085-Virginia-Military-Institute>

Highlight #6: Residency in Virginia (slide #22)

- Data from the VMI Alumni Agencies shows that more than 80% of VMI Alumni who do not commission stay in Virginia. Retention of graduates in Virginia is a priority and VMI does favorably in this category.

Highlight #7: Workforce Alignment with Graduates (slide #26)

- The specific occupational codes identified for high growth in the next five years are very specific and therefore do not align with VMI's offering of 14 more broad degree offerings. Accordingly, the presentation of data in this slide is not representative of VMI's overall alignment with the workforce needs. VMI's placement rates are more indicative of the alignment with workforce needs.

Highlight #8: Cost of Attendance (COA) (slide #33)

- VMI Annual growth over past 4 years is only 1.8%
- COA as a percentage of median Virginia household income dropped from 45% to 41% over the past 5 years
- See Highlight #12 for updated COA data

Highlight #9: Student Debt (slide #34)

- Percentage of students who borrowed has declined from 49% to 44% in the past year

Highlight #10: State Funding (slide #36)

- General Fund support grew from \$12M in FY 2019 to \$21M in FY 2022

Highlight #11: Expenditure Growth (slide #'s 46, 47)

- While General Academic Instruction expenditures have not grown as fast as three other categories, it still represents 45% of total spend in FY 2021
- General Academic Instruction personnel expenditures represents 54% of total spend in FY 2021. This reflects increased emphasis on faculty compensation.

Highlight #12: Cost of Attendance (slide #58)

- Annual growth in Cost of Attendance from 2012-2023 is 3.1% which closely mirrors average annual inflation. Recent annual growth from 2018-2023 is only 1.9% which is below inflation.

Highlight #13: Unfunded Discounts (slide #59)

- Growth in Unfunded Discounts and Waivers is primarily attributable to growth in the Virginia Military Survivors and Dependents Education Program (VMSDEP)

Attachment A

VMI Fact Pack (6 October 2023)

Includes addendum of updated pages
from October 2023

Virginia Military Institute






Institution-specific Fact Pack

MAY 2023



Institutional fact pack: table of contents

This deck includes updated pages in an addendum, including data from more recent years and several additional pages on completion outcomes, revenue, and cost effectiveness

	Pg. #
 Overview	1 - 4
 Enrollment	5 - 10
 Program Alignment & Performance	11 - 31
<ul style="list-style-type: none">• Completion outcomes• Post-completion outcomes• Workforce alignment	
 Financial Effectiveness & Sustainability	32 - 52
<ul style="list-style-type: none">• Affordability• Revenue• Cost effectiveness	
 Post-plan Submission Addendum	53 - 61
 Appendix	62 - 70

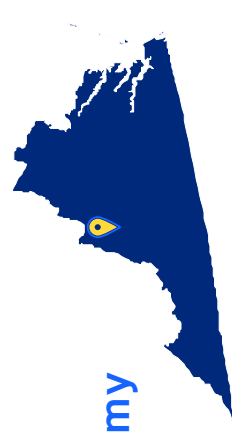


Deep Dive | Virginia Military Institute background information

Overview

Founding year: 1839
Location: Lexington
Size and setting: Four-Year, Small, Highly Residential
Mission: Produce educated, honorable men and women, prepared for the varied work of civil life, imbued with love of learning, confident in the functions and attitudes of leadership, possessing a high sense of public service, advocates of the American Democracy and free enterprise system, and ready as citizen-soldiers to defend their country in time of national peril

Research Institution: Undergraduate
Carnegie classification: Baccalaureate Colleges: Arts & Sciences Focus
Program offering: 14 Bachelor's degrees

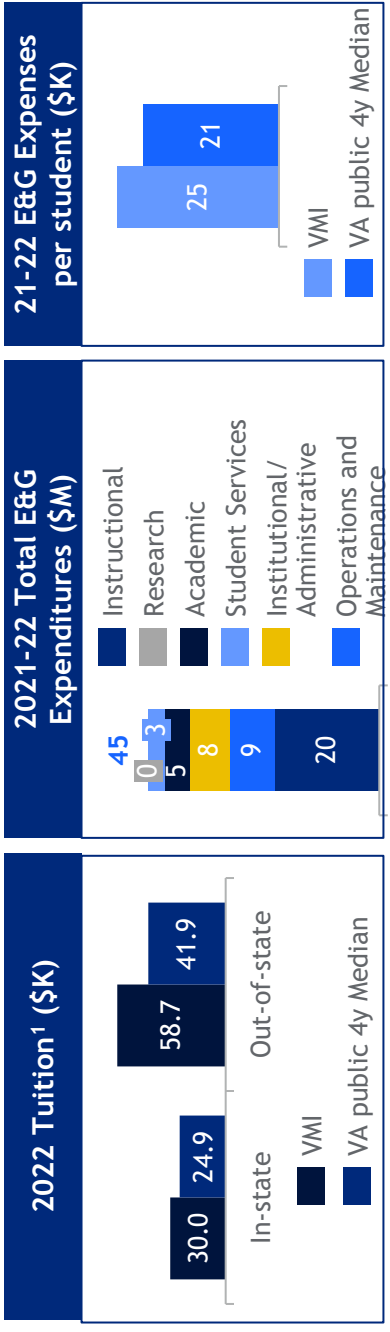


Local Context & Economy

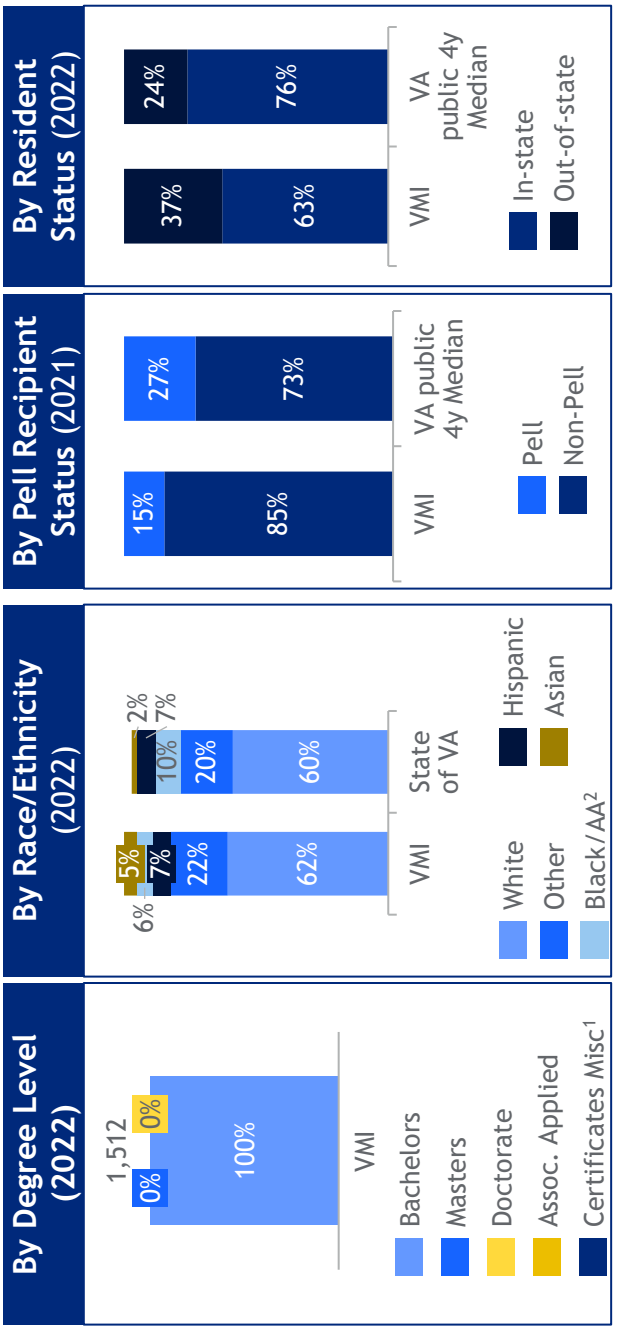
Geography: Distant town

Local	State-wide	
Median income	\$66.1K	\$80.6K
Unemployment rate	4.1%	3.2%
Poverty rate	22.8%	10.2%

High-level Financials



Student Population



1. Full-time general UG student charges including tuition, mandatory fees, and average room & board 2. African-American Source: SCHEV TF01 report

Virginia Military Institute: Key metrics at a glance

Enrollment volume & composition

Current enrollment: 1.5K students in Fall 2022

- 10% lower-income students in 2021 (-2 percentage point increase from 2011)
- 64% acceptance rate in 2022 (3% CAGR since 2012)
- 47% yield in 2022 (-1% CAGR since 2012)

-1.1%

Annual growth in enrollment over 10 years

Program alignment & performance

Current 6-year graduation rate: 77% for freshman cohort of 2016

- 4.07 year avg time-to-degree for first-time in college students who graduated in 2022 (0 change since 2013)

+6pp

Decrease in 6-yr grad rate over 11 years

Current median wage of BA graduates 3-years post-graduation: \$63K (vs. \$35K for those with only a high school degree or equivalent)

- 5% difference in median wages for Pell graduates and non-Pell graduates

5.1%

Growth in wages of BA graduates over 9 years

Financial effectiveness & sustainability

Current cost of attendance: \$33.2K in 2022

- \$6.2K annual borrowing per full-time student (4.5% annual growth since 2011)

+3.4%

Annual growth in student attendance cost over 10 years

Current revenue mix: GF is 30% of E&G revenue (\$14M) in 2021; 9.8% annual growth since 2011

- \$33M of Non-GF E&G total in 2021 (70% of total revenue); 2.4% annual growth since 2011
- 12% discount rate in 2021 (2 percentage point increase since 2013)

+7pp

Growth in share of rev. from Gen Fund over 10 years

Current per student expenditure: \$38K in 2021

- \$70M total expenditure in 2021 (+2.9% annual growth since 2014; +0.7% since 2018)
- 3.5 composite financial index ratio in 2021 vs. 3.0 benchmark (decrease of 0.3 since 2015)

+1.2%

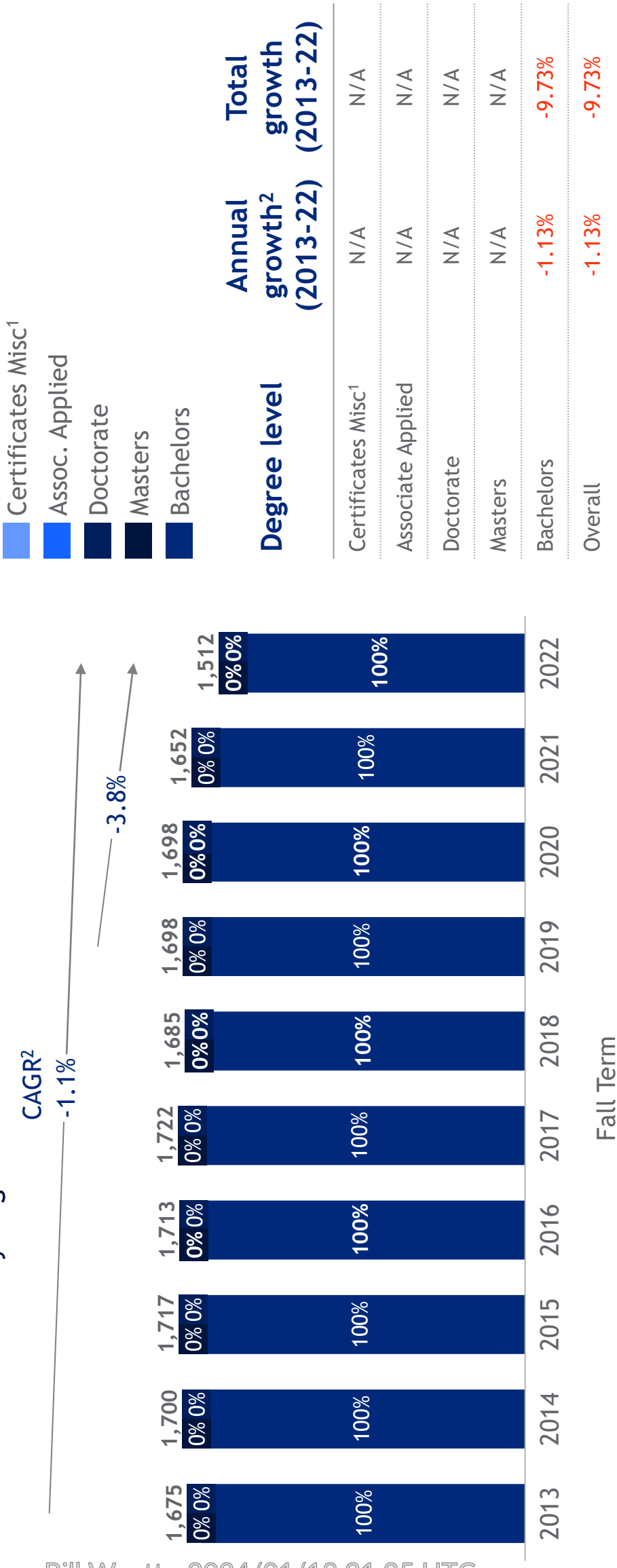
Annual growth in per-student expenditure over 10 years



Enrollment

Chart (A): How is overall enrollment trending over time?

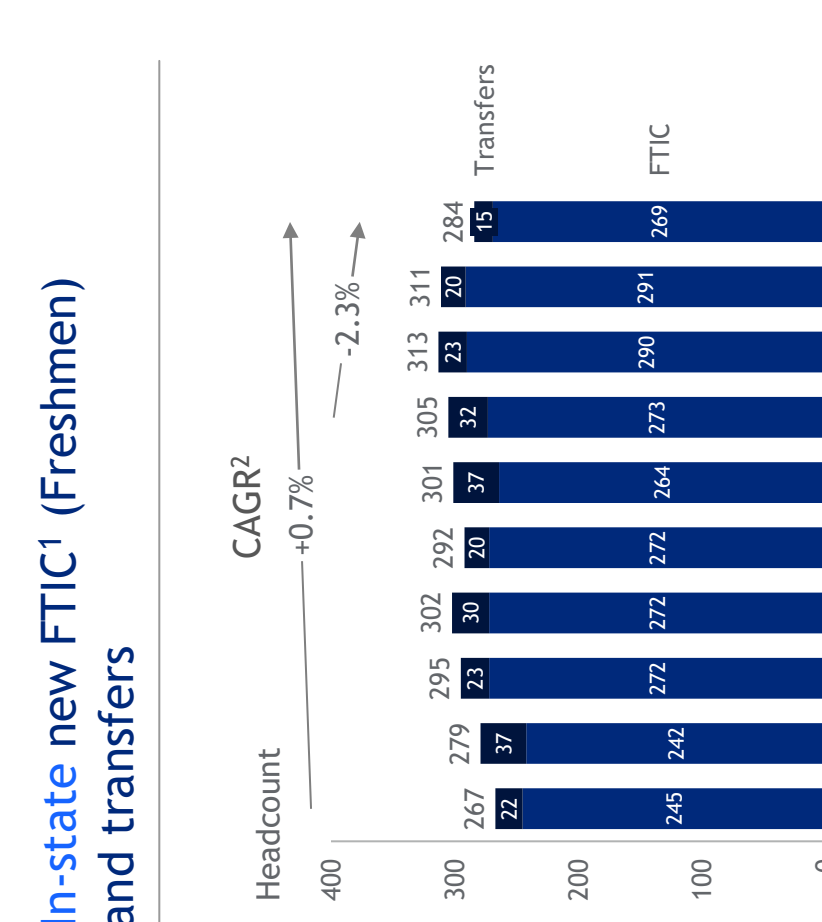
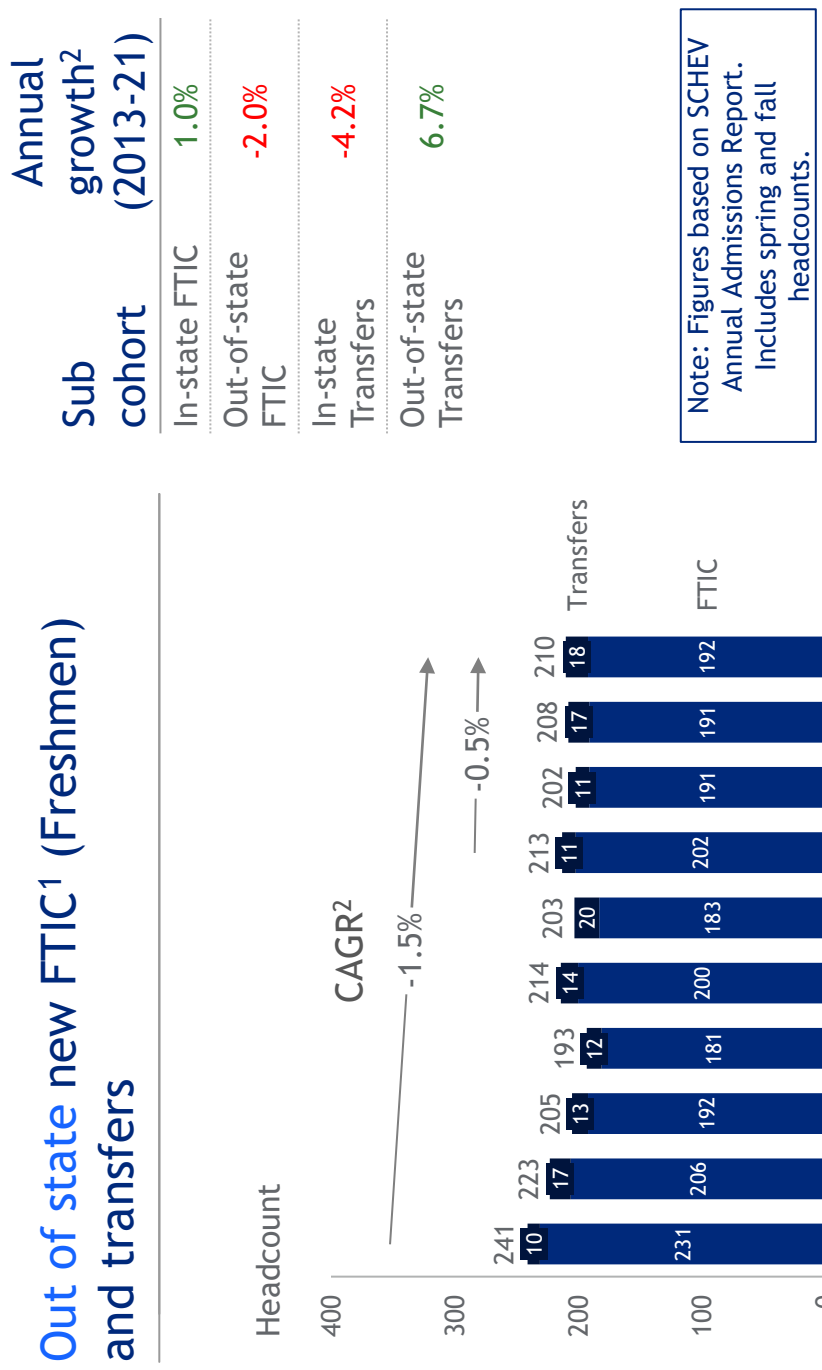
Total Fall Enrollment by Degree Level



Degree level	Annual growth ² (2013-22)	Total growth (2013-22)
Certificates Misc ¹	N/A	N/A
Associate Applied	N/A	N/A
Doctorate	N/A	N/A
Masters	N/A	N/A
Bachelors	-1.13%	-9.73%
Overall	-1.13%	-9.73%

1. Sum of less than one-year certificates, one plus year certificates, post bachelors certificates, and post masters certificates. 2. "Annual growth" calculated as compound annual growth rate (CAGR)
 Note: Assoc. Applied and Certificates Misc. are not visible on some bars because they are less than 1% of yearly enrollment. Not program placed excluded.
 Source: Data from State Council of Higher Education for Virginia (SCHEV) Research Center Enrollment Report E33: Fall Enrollment by Degree Level

Chart (B): How are new in-state and out-of-state undergraduate enrollment trending over time?



Sub cohort	Annual growth ² (2013-21)
In-state FTIC	1.0%
Out-of-state FTIC	-2.0%
In-state Transfers	-4.2%
Out-of-state Transfers	6.7%

Note: Figures based on SCHEV Annual Admissions Report. Includes spring and fall headcounts.

Fall Term

Fall Term

1. First time in college students 2. "Annual growth" calculated as compound annual growth rate (CAGR) Note: 2022 excluded due to limited data availability of transfer student headcount. Year marks start year of report. Source: Data from State Council of Higher Education for Virginia Research Center Enrollment report B08: Annual Admission report

Chart (C): How is the student body mix changing over time?

Undergraduate Enrollment Headcount by income & race/ethnicity



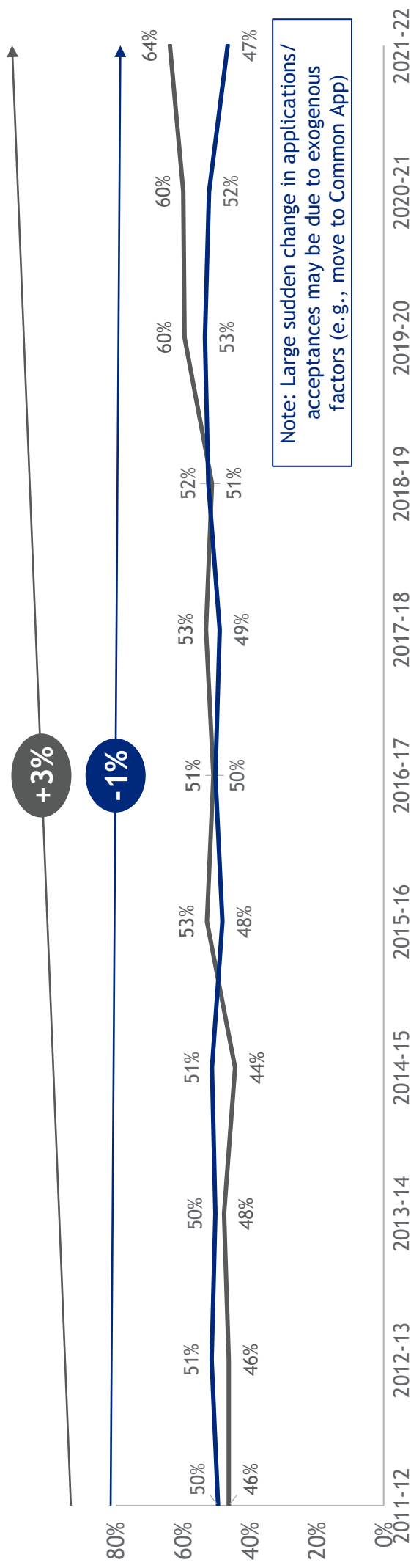
1. "Annual growth" calculated as 10-year compound annual growth rate (CAGR) on headcount numbers 2. Income range (i.e., lower, middle and upper) is defined by the federal poverty level (FPL) "Lower Income Range"; 0 to 200% of FPL "Middle Income Range"; 201 to 400% of FPL "Upper Income Range" - 401% of FPL and above.

Source: SCHEV Undergraduate enrollment report E58: Enrollment by income range category and Report E22: Fall Headcount Trends in Race Ethnicity; Financial data from FAFSA, typically representing prior year, as reported on in SCHEV's annual financial file

Chart (D): What changes are happening across the recruitment funnel for first time college students?

Acceptance rate and yield rate by year

Annualized Growth



Note: Large sudden change in applications/acceptances may be due to exogenous factors (e.g., move to Common App)

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Applied	2,095	2,001	1,864	2,036	1,779	1,843	1,718	1,768	1,515	1,543	1,549
Accepted	969	926	890	904	940	939	913	907	901	924	990
Enrolled	480	476	448	464	453	472	447	475	481	482	461

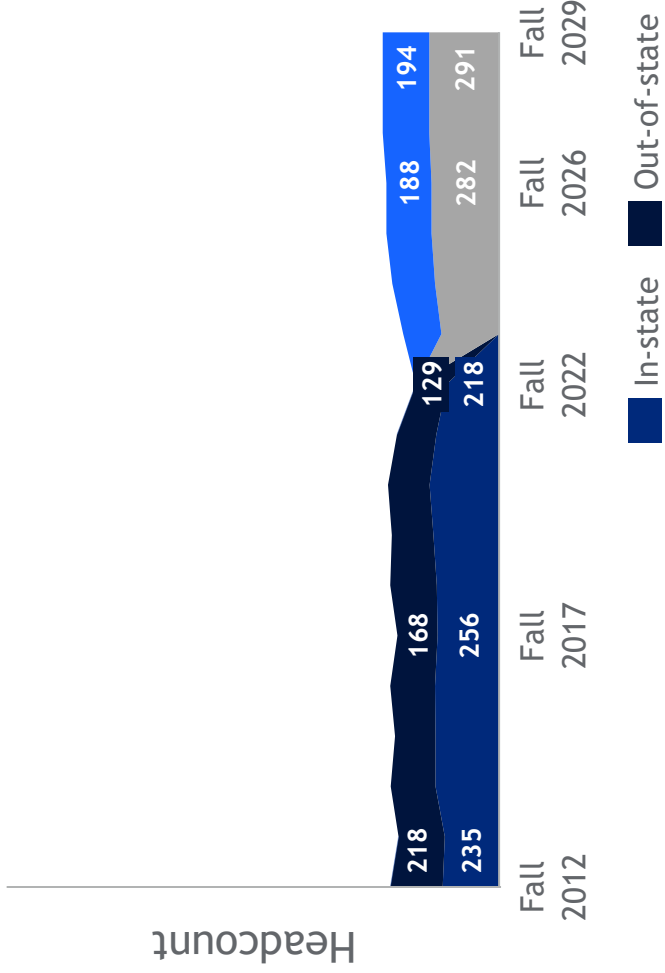
1. First time in college students

Source: Data from State Council of Higher Education for Virginia Research Center Admissions Report B08

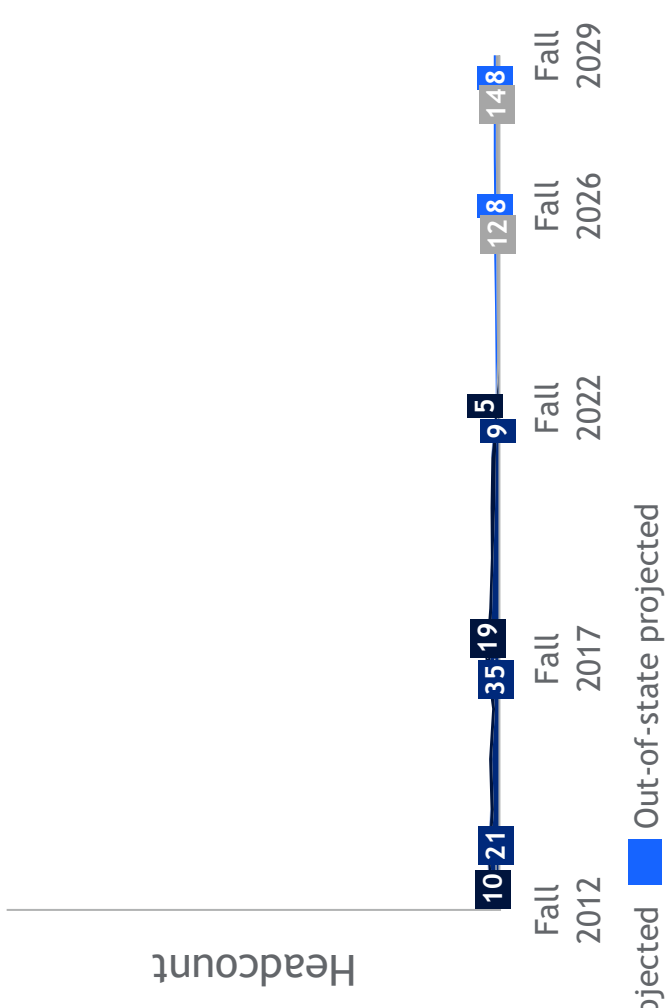
Chart (E): How do enrollment projections compare to historical trends?

New Enrollment Headcount, New FTIC and Transfer students by origin (projections as of 2023)

New FTIC¹ (Freshmen)



Transfer students



1. First time in college students
Source: Data from State Council of Higher Education for Virginia Research Center report E02: Fall Headcount Enrollment; SCHEV Enrollment Projection Summary



Program alignment & performance

Program alignment & performance: key considerations



Objective for this section:

- Provide directional insight into how institutions are improving in how they support their unique student population to graduate ready to enter the workforce
- Provide a starting point for institutions to highlight their own proven successes within their unique context



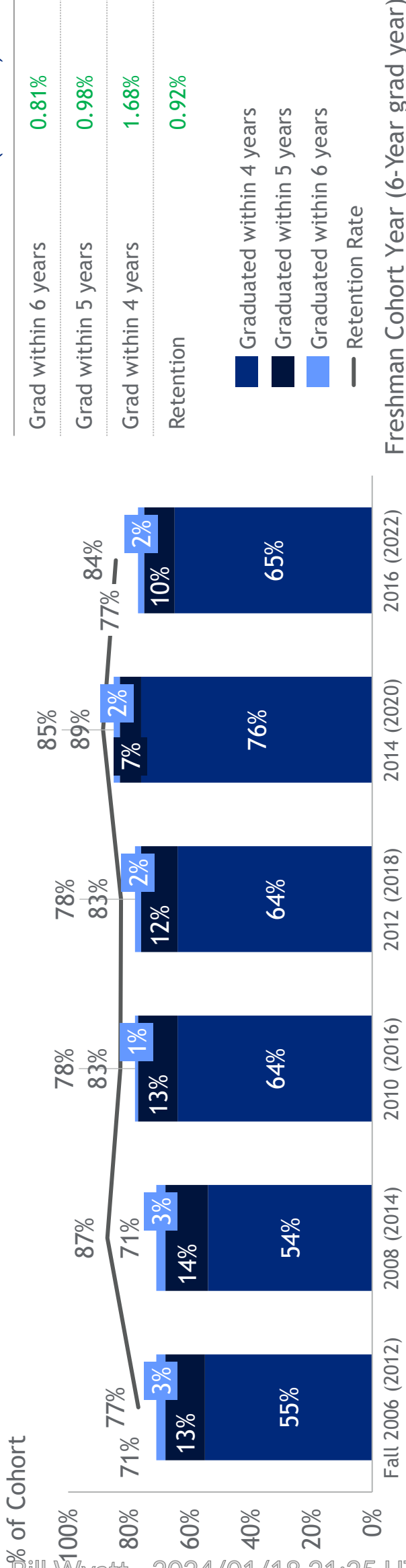
Considerations:

- Outcomes should be viewed in context of an institution's unique mission, student mix, and local conditions; as such, institutions may have different definitions of success
- Workforce outcomes are influenced by a variety of factors beyond the remit of post-secondary institutions (e.g., local labor market trends, macro-economic environment, individual circumstances, etc.)
- Longitudinal data on post-completion outcomes and workforce alignment may have gaps and limitations
- Institutions have varying programmatic strengths and should be encouraged to build on areas of distinctiveness vs. aiming to be "everything for everybody"

Completion outcomes

Chart (A): How are retention and graduation rates trending over time?

Undergraduate Freshman FTIC Cohort¹ Retention Rate² and Graduation Rates



Time to degree for 6-Year grad year:

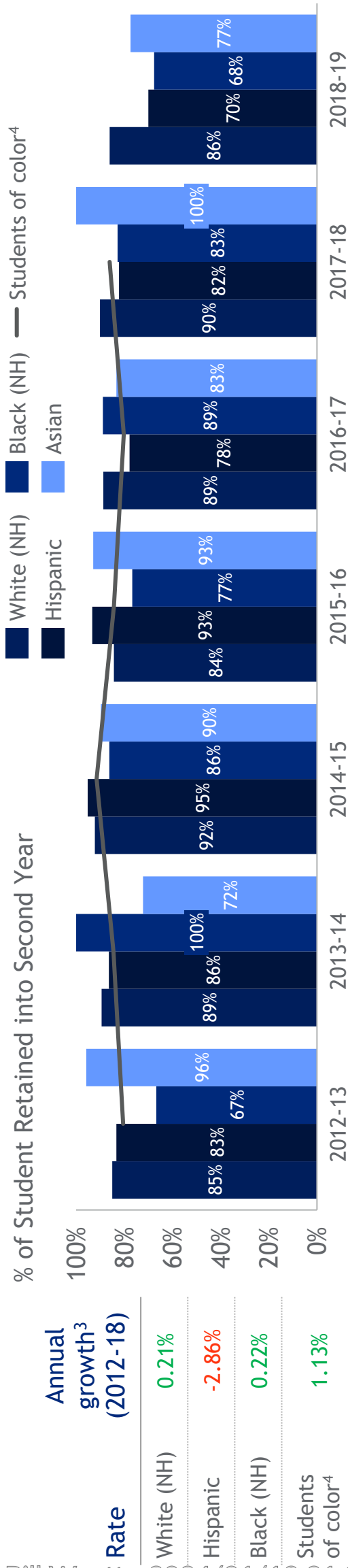
FTIC: Median	4.00	4.00	4.00	4.00
FTIC: Mean	4.25	4.17	4.08	4.16
Transfer: Median	5.00	5.00	5.00	3.75
Transfer: Mean	4.69	4.58	4.89	4.29

1. First time in college and full-time freshmen cohorts 2. Percent of first-year students retained for following second-year fall term 3. "Annual growth" calculated as compound annual growth rate (CAGR).

Source: SCHEV Retention and Graduation report GRS04B: Cohort Graduation Rates, Four-Year Institutions (First-time, Full-time Freshmen Cohorts) by Year; SCHEV time to degree data

Chart (B): How are retention rates of students of color trending vs. white students?

First-year retention rate¹ of FTIC² students by race/ethnicity for undergraduate students



Rate	Annual growth ³ (2012-18)
White (NH)	0.21%
Hispanic	-2.86%
Black (NH)	0.22%
Students of color ⁴	1.13%

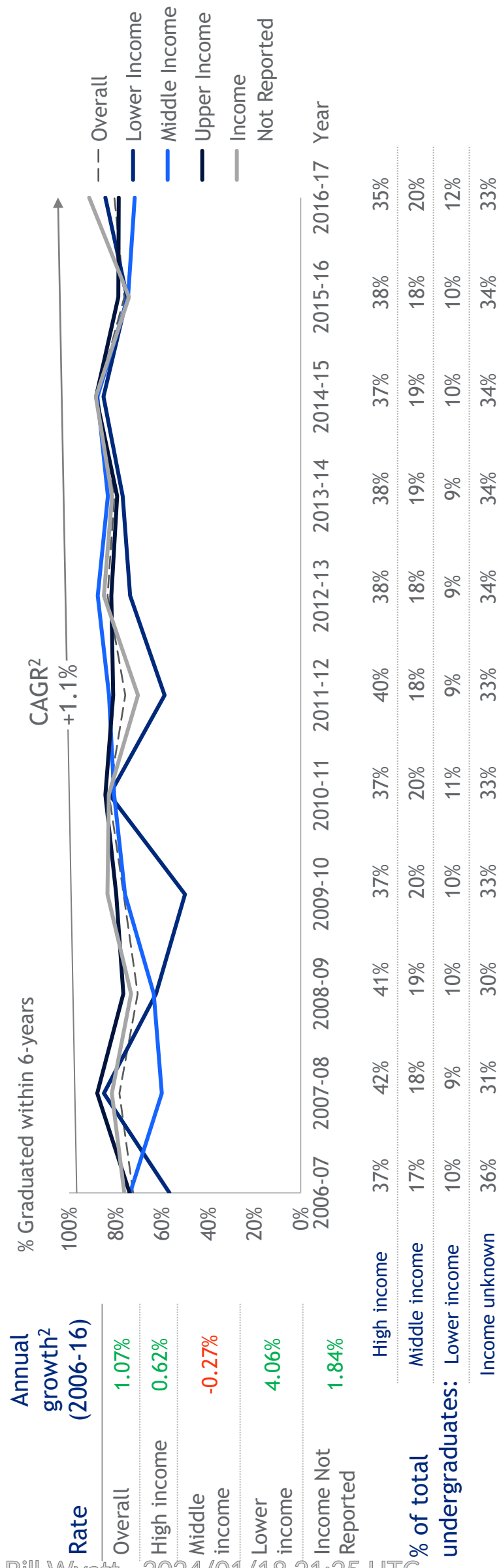
First-Year Cohort

Race/ethnicity	White (NH)	Hispanic	Black (NH)	Asian
% of total	85%	4%	5%	5%
undergraduate population:	82%	5%	6%	5%
	81%	6%	6%	5%
	80%	7%	6%	5%
	78%	8%	6%	5%

1. Rate of first-year students retained into second year 2. First time in college full time students 3. Excludes Native American, International, and Asian/Pacific Islander due to comprising less than 5% of student population each year 4. Retention rate for students of color at Virginia Military Institute
 Note: Graph excludes race/ethnicity unknown
 Source: SCHEV Retention and Graduation report Sub-Cohort Retention and Completion Rate Trends; RT01: Retention Report (First-time, Full-time Students; E22 Fall Term Enrollment by Race/ethnicity

Chart (C): How do graduation rates differ by income level?

6-Year Graduation Rate of FTIC¹ Undergraduate Students by Income Level



Rate	Annual growth ² (2006-16)
Overall	1.07%
High income	0.62%
Middle income	-0.27%
Lower income	4.06%
Income Not Reported	1.84%

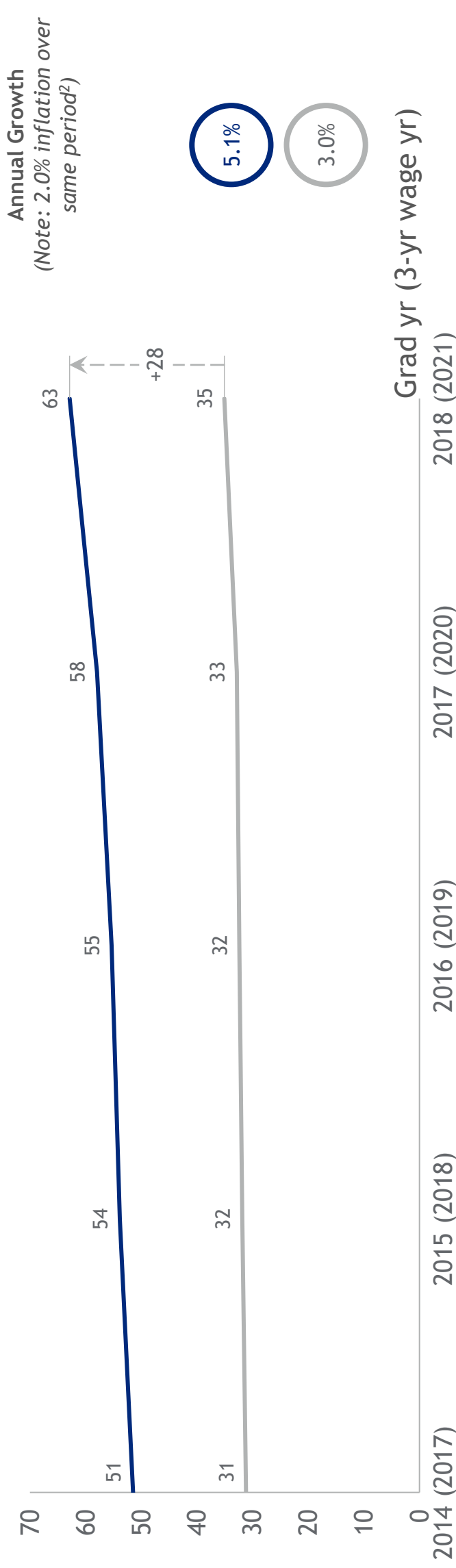
% of total undergraduates:	High income	Middle income	Lower income	Income unknown
2006-07	37%	17%	10%	36%
2007-08	42%	18%	9%	31%
2008-09	41%	19%	10%	30%
2009-10	37%	20%	10%	33%
2010-11	37%	20%	11%	33%
2011-12	40%	18%	9%	33%
2012-13	38%	18%	9%	34%
2013-14	38%	19%	9%	34%
2014-15	37%	19%	10%	34%
2015-16	38%	18%	10%	34%
2016-17	35%	20%	12%	33%

1. First time in college, full-time students 2. "Annual growth" calculated as compound annual growth rate (CAGR)
 Note: Income unreported line is excluded in this chart; Income categories do not exclude Pell recipients. Income represents family/student income at entry. Includes full-time students, enrolling for the first time in fall, spring, or summer. Income levels based on reported family income on FAFSA and family size (lower income = 200% poverty level and below; middle income = 201-400% of poverty level; high income = 401% poverty level and above)
 Source: SCHEV Retention and Graduation report Sub-Cohort Retention and Completion Rate Trends; GR-SC01: Six-Year Graduation Rate Trends, by Economic Sub cohorts (Low, Middle, High)

Post-completion outcomes

Graph (A): How much excess wages are generated by higher-ed degrees¹ vs. high school degrees?

Median income 3-yrs post-grad (\$K)

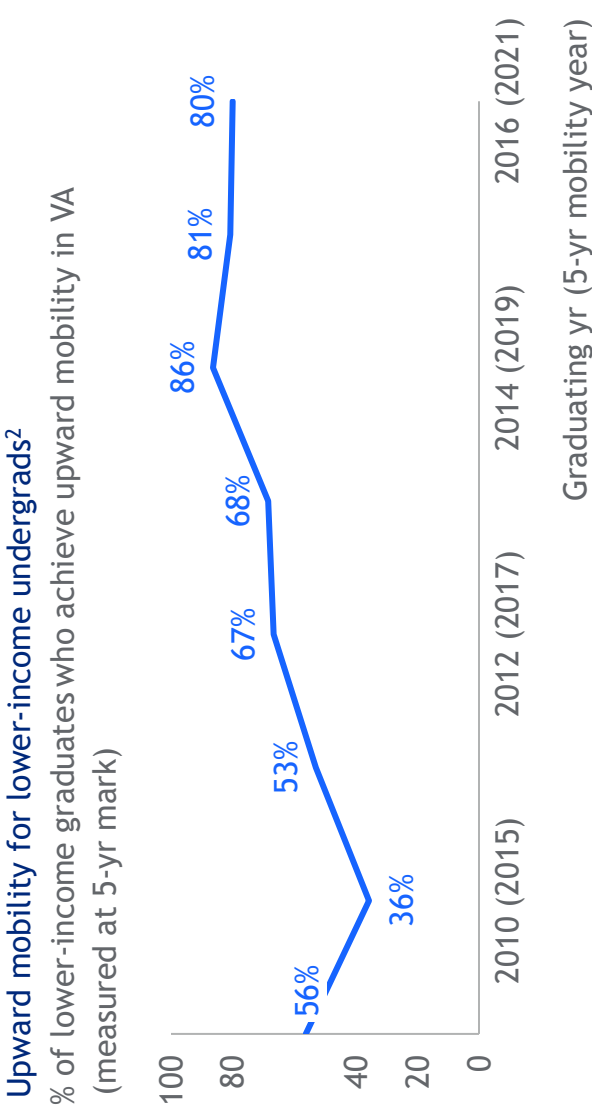
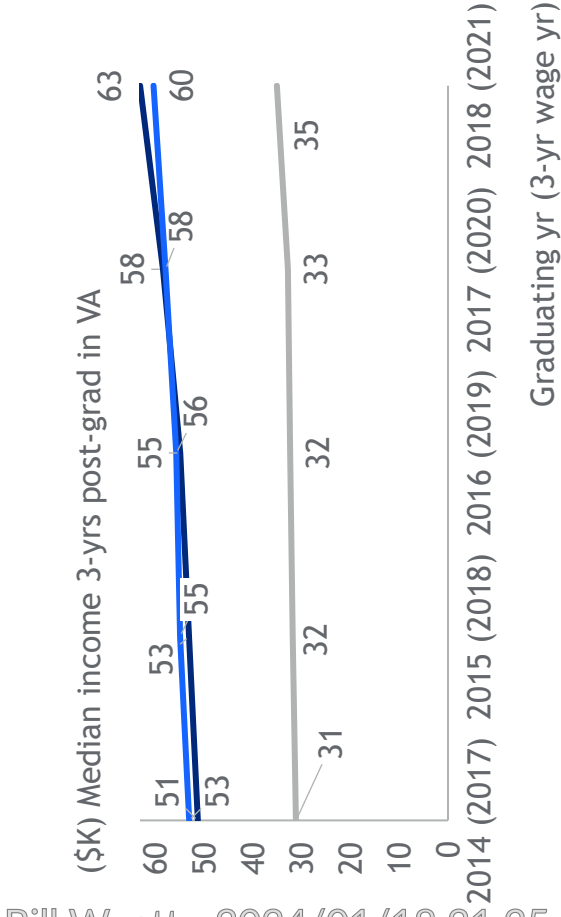


— Four-Year Bachelor's Degree (N=428) — VA High School grads > 25 yrs old

1. Only included degrees with >10% of enrollment to ensure large enough N. 2. CPI 2017-2021 for Washington-Arlington-Alexandria, DC-VA-MD-WV. 3. Wages for Virginians ages 25+ with no more than a high school diploma or equivalent, wages defined as wages, salary, Armed Forces pay, commissions, tips, piece-rate payments, and cash bonuses earned before deductions were made for taxes, bonds, pensions, union dues, etc....and net income from self-employment.; 2020 includes 5-year estimates due to COVID-data disruption
 Note: Years represent median wage 3 years post grad in VA of students who graduated in the year combined and students who graduated in the 4 previous years with wages adjusted for inflation to the most recent year of wages, in order to allow for reporting at the program-level; only includes wage data from VA from employers covered under state unemployment insurance; Only included programs with >10% of enrollment to ensure large enough N
 Source: SCHEV data extraction, April 2023; Bureau of Labor Statistics; US Census Bureau

Graph (C): How are median wages and upward mobility trending for lower-income students?

Median income for Pell and Non-Pell students



— Virginia Military Institute Non-Pell grads (N=329)

— Virginia Military Institute Pell grads (N=99)

— VA High School grads > 25 yrs old

1. Wages for Virginians ages 25+ with no more than a high school diploma or equivalent, wages defined as wages, salary, Armed Forces pay, commissions, tips, piece-rate payments, and cash bonuses earned before deductions were made for taxes, bonds, pensions, union dues, etc...and net income from self-employment." ; 2020 includes 5-year estimates due to COVID-data disruption 2. Upward mobility defined as earnings greater than 200% of the federal poverty level (5-yr post-grad) for the average family size for a 25-29 yr old + estimated annual student loan payment; lower-income undergraduates defined as those coming from households at 0-200% of the federal poverty level (income data drawn from FAFSA)

Note: Years represent median wage 3 years post grad in VA of students who graduated in the year combined and students who graduated in the 4 previous years with wages adjusted for inflation to the most recent year of wages, in order to allow for reporting at the program-level; only includes wage data from VA from employers covered under state unemployment insurance

Source: SCHEV data calculation and extract, April 2023; US Census Bureau

Graph (D): How much debt do students take on relative to their future earnings?

Debt to wage ratio (median debt at grad./median. wage 3-yr post-grad)



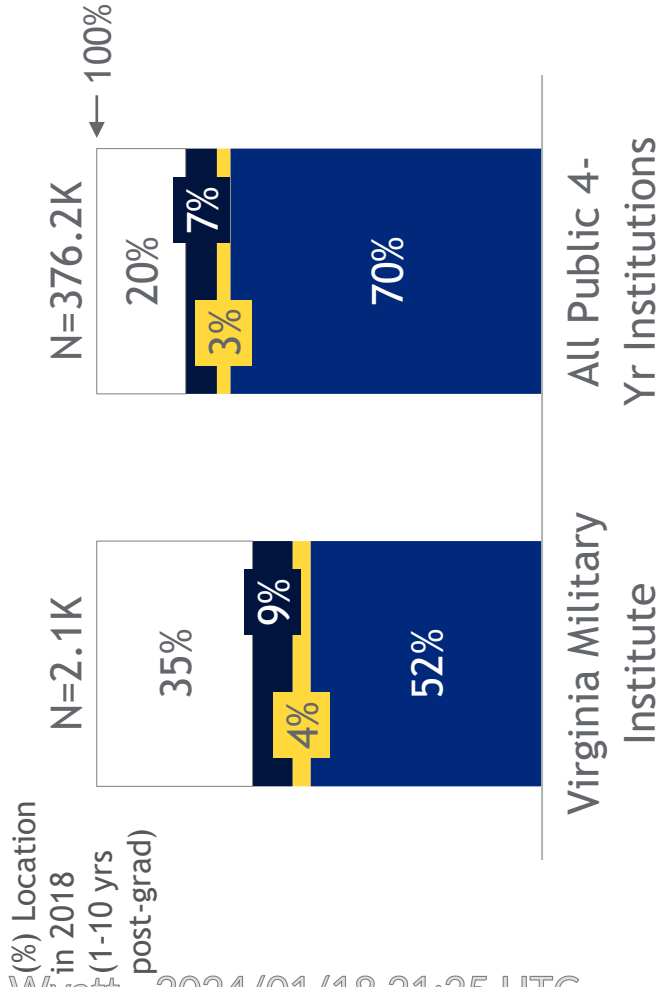
Note: Years represent median wage 3 years post grad in VA of students who graduated in the year combined and students who graduated in the 4 previous years with wages adjusted for inflation to the most recent year of wages, in order to allow for reporting at the program-level; only includes wage data from VA from employers covered under state unemployment insurance; Debt represents median cumulative debt at graduation
Source: SCHEV data extraction, April 2023



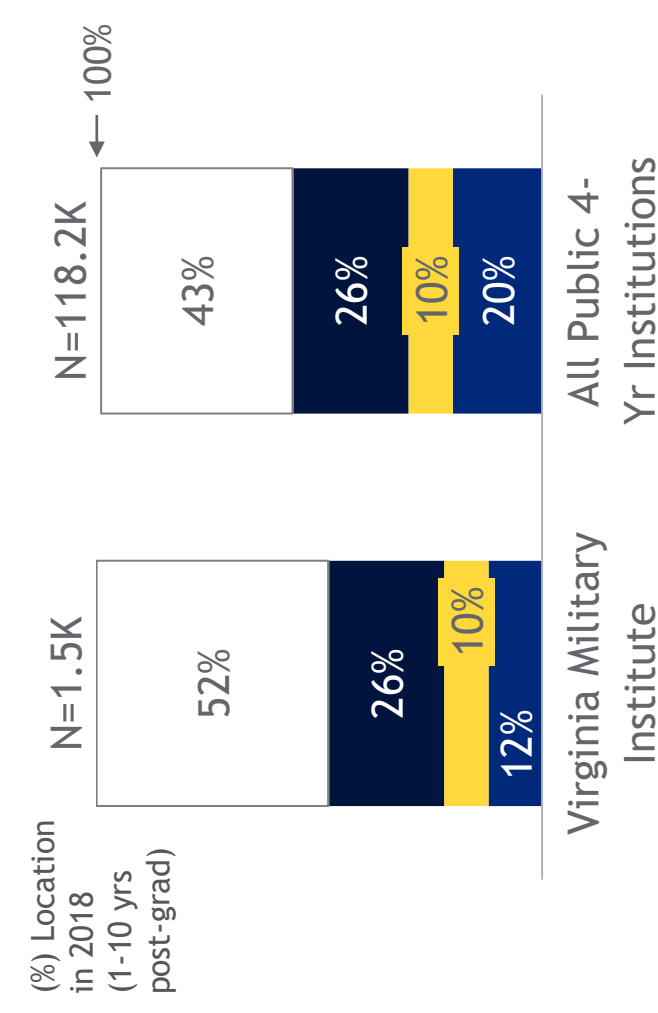
Workforce alignment

Chart (A): Are graduates remaining in Virginia after school?

In-State Graduates (all levels)



Out-of-State Graduates (all levels)



Legend: Unknown Rest of US Border States¹ In Virginia

Note: Graduates include students from all degree programs and levels from graduating classes of 2007-08-2017-18
 1. Border States include North Carolina, Tennessee, Kentucky, West Virginia, Maryland and Washington, D.C.
 Source: SCHEV Graduate Mobility Website

Chart (B): Are graduates entering industries with the highest job growth in VA?

% of graduates working in top 12 high growth industries 1 year post graduation (inclusive of all degree levels)

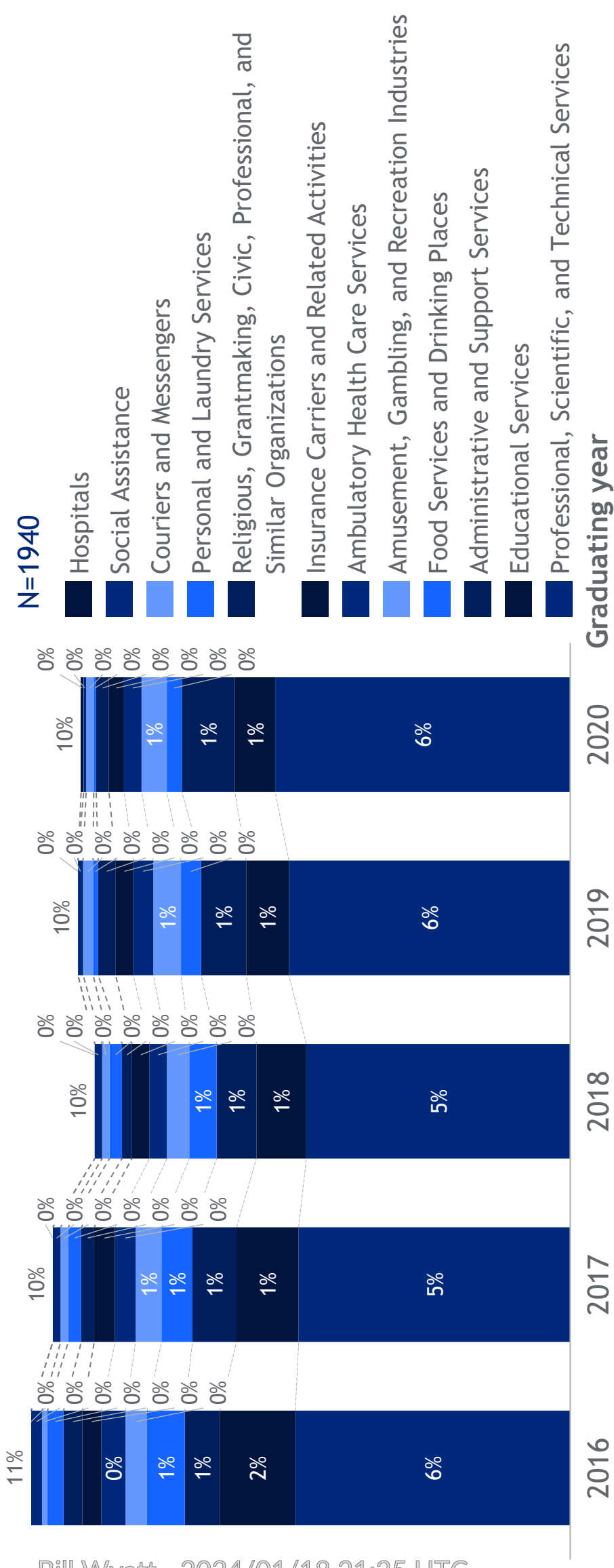
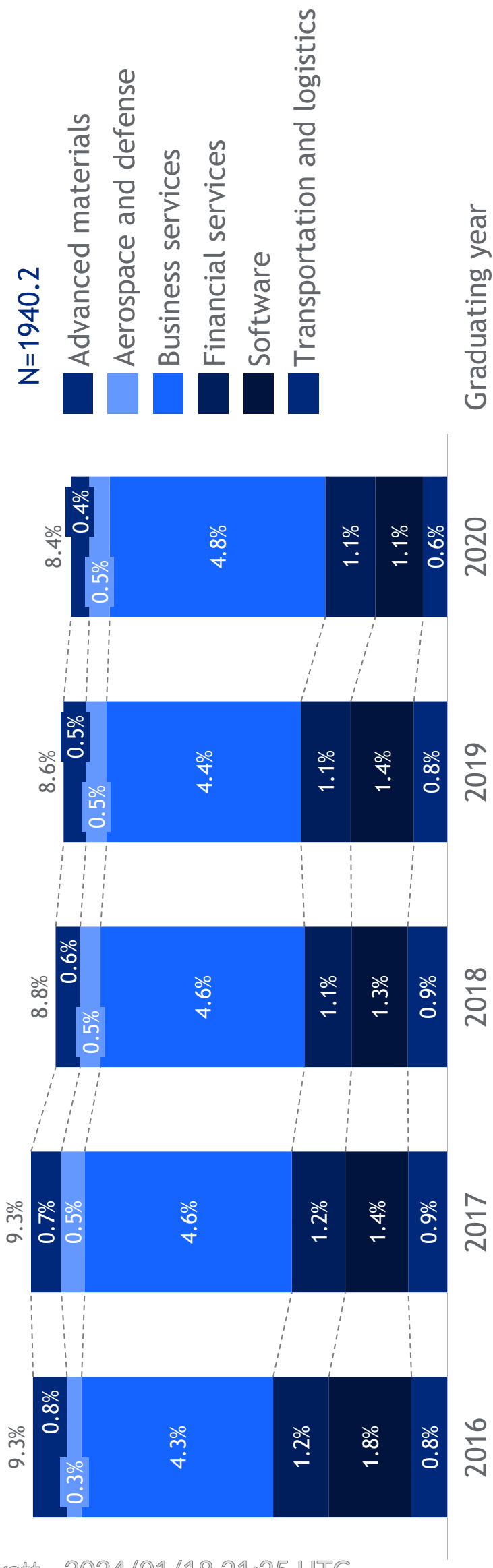


Chart (C): Are graduates entering VEDP-designated high-priority tradable industries?

% of graduates working in VEDP priority industries¹ 1 year post graduation (inclusive of all degree levels)



1. Priority industries defined as industries with high potential job growth and alignment to Virginia's strengths that will position Virginia as an unparalleled business location
Note: Excludes high priority sectors that typically do not require a college degree for entry level positions (e.g., food and beverage manufacturing, biopharma manufacturing)
Source: SCHEV and VEDP

Occupational alignment: key considerations



Objective for this section:

- Provide directional insight into how institutional degree conferrals align to high-growth occupations in the Commonwealth of Virginia



Approach:

- A tailored set of degree programs at 2 & 4-yr levels matching each occupation was chosen based on CIP codes and the most common degree programs across the state (full list in backup)

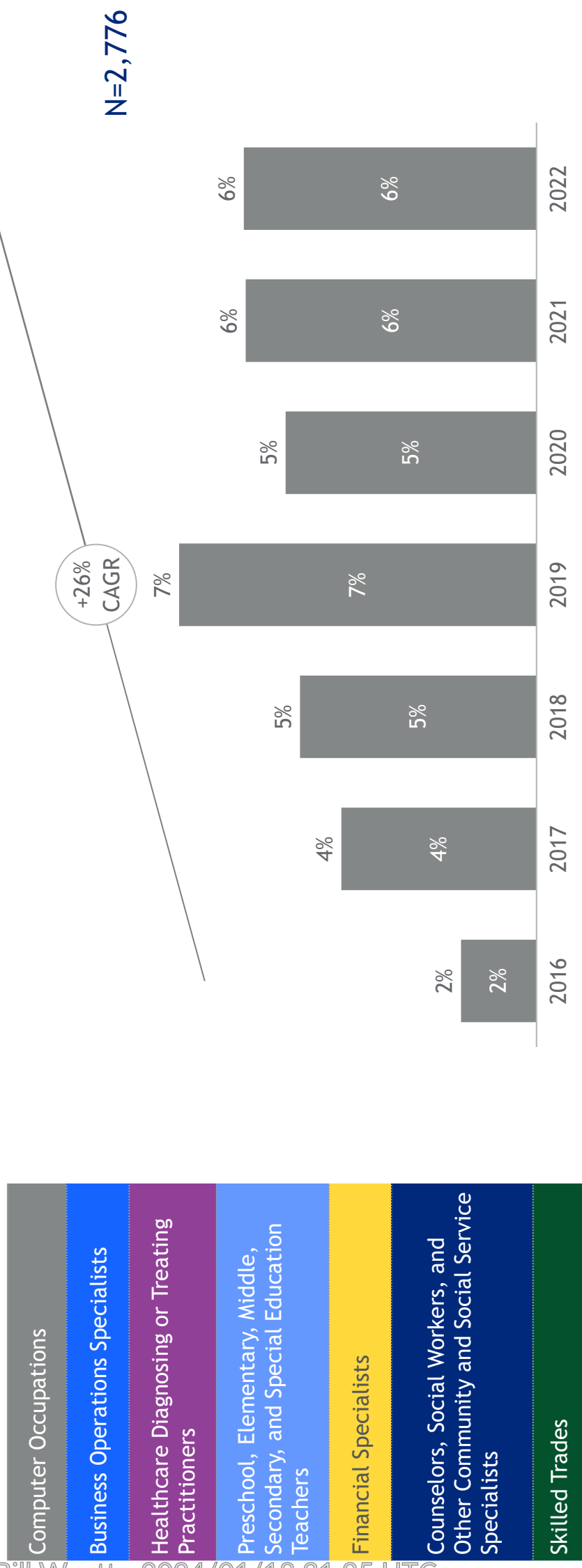


Considerations:

- Occupational alignment data is still nascent; VOOE's "Education and Workforce Alignment" dashboard is pending public release for institutional use.
- The mapping of programs of study to high-growth occupations may have gaps and limitations, as there is no clear 1:1 mapping between degree programs and occupational requirements.
- Some occupations (e.g., business operations specialists) may not capture all projected workforce supply-demand gaps.

Chart (D): Are students graduating from programs that are aligned to high-growth occupations that are expected to see high growth in the next 5 years?

Share of students graduating from programs aligned to high-growth occupations



Note: Excludes high growth occupations that typically do not require any college education for entry level positions; excludes "Other Management Occupations" due to lack of consistent "core" associated programs
Source: VOOE occupation growth estimates, SCHEV degree conferral estimates

Backup | High-growth occupation - degree program mapping (1/4)

Computer Occupations	CIP Code
Computer and Information Sciences, General	110101
Information Technology	110103
Computer Science	110701
Mathematics and Computer Science	300801
Computer and Information Systems Security/Auditing/Information Assurance.	111003
Computer and Information Sciences and Support Services, Other	119999
Computer Engineering, General	140901

Business Operations Specialists

	CIP Code
Business Administration, Management and Operations, Other	520299
Business Operations Support and Secretarial Services, Other	520499
Business Administration and Management, General	520201
Business/Commerce, General	520101
Business Analytics.	307102
International Business/Trade/Commerce	521101
Small Business Administration/Management	520703

Healthcare Diagnosing or Treating Practitioners

	CIP Code
Allied Health Diagnostic, Intervention, and Treatment Professions, Other	510999
Health Information/Medical Records Technology/Technician	510707
Registered Nursing/Registered Nurse	513801

Healthcare Diagnosing or Treating Practitioners	CIP Code
Emergency Medical Technology/Technician (EMT Paramedic)	510904
Licensed Practical/Vocational Nurse Training	513901
Respiratory Care Therapy/Therapist	510908
Health Services/Allied Health/Health Sciences, General	510000
Medical/Clinical Assistant	510801
Nursing Practice	513818
Nursing Science	513808
Psychiatric/Mental Health Nurse/Nursing	513810
Adult Health Nurse/Nursing	513803
Family Practice Nurse/Nursing	513805
Medicine	511201
Nurse Anesthetist	513804
Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing, Other	513899
Geriatric Nurse/Nursing	513821
Maternal/Child Health and Neonatal Nurse/Nursing	513806
Pre-Medicine/Pre-Medical Studies	511102
Clinical/Medical Laboratory Technician	511004
Dental Hygiene/Hygienist	510602
Dental Laboratory Technology/Technician	510603
Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	510910

Backup | High-growth occupation - degree program mapping (2/4)

Healthcare Diagnosing or Treating Practitioners

	CIP Code
Medical Office Assistant/Specialist	510710
Medical Radiologic Technology/Science - Radiation Therapist	510907
Occupational Therapist Assistant	510803
Optician/Ophthalmic Dispensing Optician	511801
Physical Therapy Assistant.	510806
Radiologic Technology/Science - Radiographer	510911
Surgical Technology/Technologist	510909
Physician Assistant	510912

Preschool, Elementary, Middle, Secondary, and Special Education Teachers

	CIP Code
Elementary Education and Teaching	131202
Secondary Education and Teaching	131205
Teacher Education and Professional Development, Specific Levels and Methods, Other	131299
Administration of Special Education	130402
Art Teacher Education	131302
Education, General	130101
Education/Teaching of Individuals with Autism	131013
Education/Teaching of Individuals with Vision Impairments Including Blindness	131009
Educational Leadership and Administration, General	130401
Foreign Language Teacher Education	131306

Preschool, Elementary, Middle, Secondary, and Special Education Teachers

	CIP Code
Health Teacher Education	131307
Physical Education Teaching and Coaching	131314
Reading Teacher Education	131315
Special Education and Teaching, General.	131001
Early Childhood Education and Teaching	131210
Education/Teaching of Individuals in Early Childhood Special Education Programs	131015
Education/Teaching of the Gifted and Talented	131004
Educational Assessment, Testing, and Measurement	130604
Education, Other	139999
Education/Teaching of Individuals in Secondary Special Education Programs	131019
Education/Teaching of Individuals with Multiple Disabilities	131007
Educational Administration and Supervision, Other	130499
English/Language Arts Teacher Education	131305
French Language Teacher Education	131325
History Teacher Education	131328
Junior High/Intermediate/Middle School Education and Teaching	131203
Kindergarten/Preschool Education and Teaching	131209
Mathematics Teacher Education	131311
Science Teacher Education/General Science Teacher Education	131316
Social Studies Teacher Education	131318
Special Education and Teaching, Other	131099

Backup | High-growth occupation - degree program mapping (3/4)

Preschool, Elementary, Middle, Secondary, and Special Education Teachers	CIP Code
Teacher Assistant/Aide	131501
Teacher Education, Multiple Levels	131206
Biology Teacher Education	131322
Online Teaching for K-12 Teachers	139998
Geography Teacher Education	131332
Physics Teacher Education	131329
Technology Teacher Education/Industrial Arts Teacher Education	131309

Financial Specialists	CIP Code
Accounting and Related Services, Other	520399
Finance, General	520801
Accounting	520301
Accounting and Finance	520304
Accounting and Business/Management	520305
Finance and Financial Management Services, Other	520899
Actuarial Science	521304

Counselors, Social Workers, and Other Community and Social Service Specialists	CIP Code
Mental and Social Health Services and Allied Professions, Other	511599
Social Work	440701

Counselors, Social Workers, and Other Community and Social Service Specialists	CIP Code
Counselor Education/School Counseling and Guidance Services	131101
Clinical Pastoral Counseling/Patient Counseling	511506
Community Health Services/Liaison/Counseling	511504
Counseling Psychology	422803
Mental Health Counseling/Counselor	511508
Substance Abuse/Addiction Counseling	511501
Vocational Rehabilitation Counseling/Counselor	512310
Clinical, Counseling and Applied Psychology, Other	422899
Genetic Counseling/Counselor	511509
Psychiatric/Mental Health Services Technician	511502

Skilled Trades	CIP Code
Aircraft Powerplant Technology/Technician	470608
Airframe Mechanics and Aircraft Maintenance Technology/Technician	470607
Automobile/Automotive Mechanics Technology/Technician	470604
Construction Trades, General	460000
Diesel Mechanics Technology/Technician	470605
Electrician	460302
Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician	470201

Backup | High-growth occupation - degree program mapping (4/4)

Skilled Trades	CIP Code
Industrial Electronics Technology/Technician	470105
Mechanics and Repairers, General	470000
Precision Metal Working, Other	480599
Welding Technology/Welder	480508
Electrical, Electronic, and Communications Engineering Technology/Technician.	150303



Financial effectiveness & sustainability



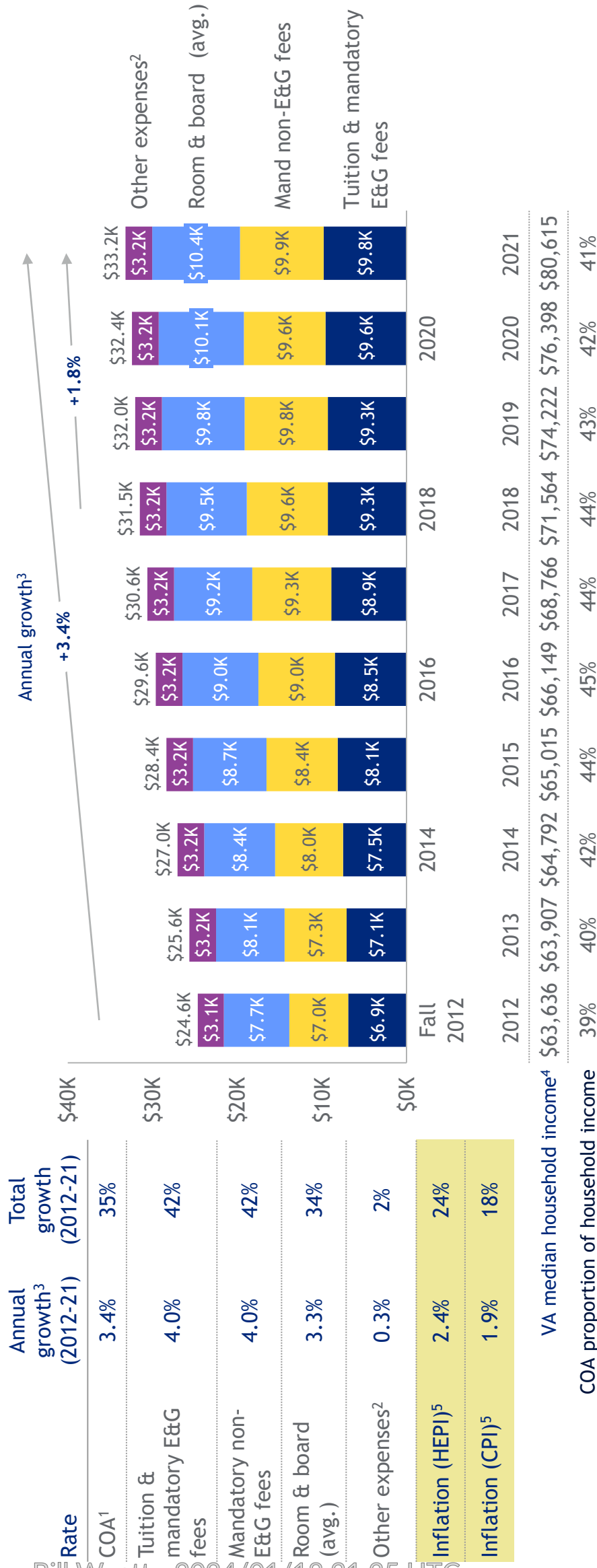
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Affordability

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Chart (A): How has the total cost of attendance been changing over time?

Breakdown of total cost of attendance (COA)¹ for in-state undergraduates [2012-2021]

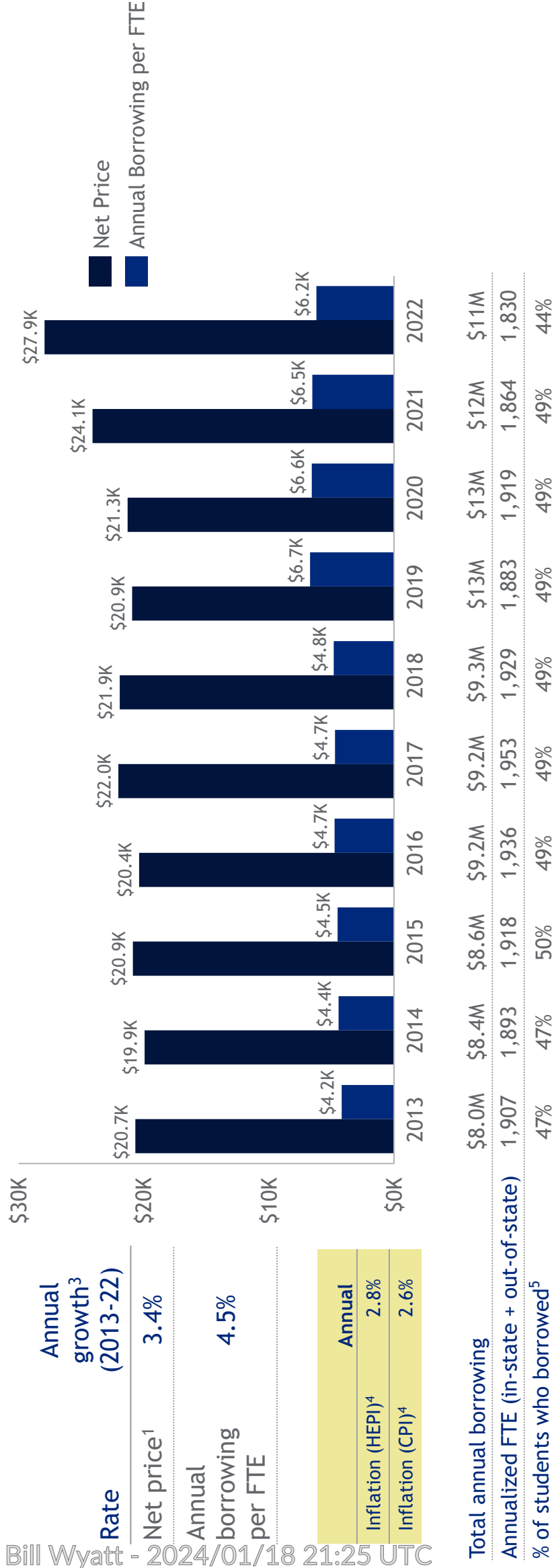


1. COA = calculated cost of attending the institution; includes transportation, room/board, tuition/fees, supplies, books and other expenses 2. Other expenses include transportation, supplies, books, and other expenses 3. "Annual growth" calculated as compound annual growth rate 4. Inflation-adjusted 5. Determined as growth in HEPI/CPI
Source: Data from SCHEV Research Center Tuition & Fees Report TF01; Student Charges by Student Level and Residency Status; IPEDS; U.S. Census Bureau, American Community Survey 5-yr estimates

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Chart (B): How much debt do students need to take on to cover net price?

Net price¹ vs. annual borrowing per total full time equivalents (FTE)² [2013-2022]



1. Net price = total cost of attendance - financial aid (average) 2. Determined as total annual borrowing (e.g., private Perkins, Stafford, Plus loans) divided by annualized FTE 3. "Annual growth" calculated as compound annual growth rate (CAGR) 4. Determined as annual growth in Higher Education Price Index over period 5. Determined as the number of students with loans divided by total reported enrollment; excludes non-degree, unclassified, and certificate programs; only includes associate, bachelor's, master's, first professional, and doctor's degree programs
Source: Data from SCHEV Research Center Financial Aid Report FA19C; Trends in Annual Borrowing Per Annualized Student FTE; IPEDS

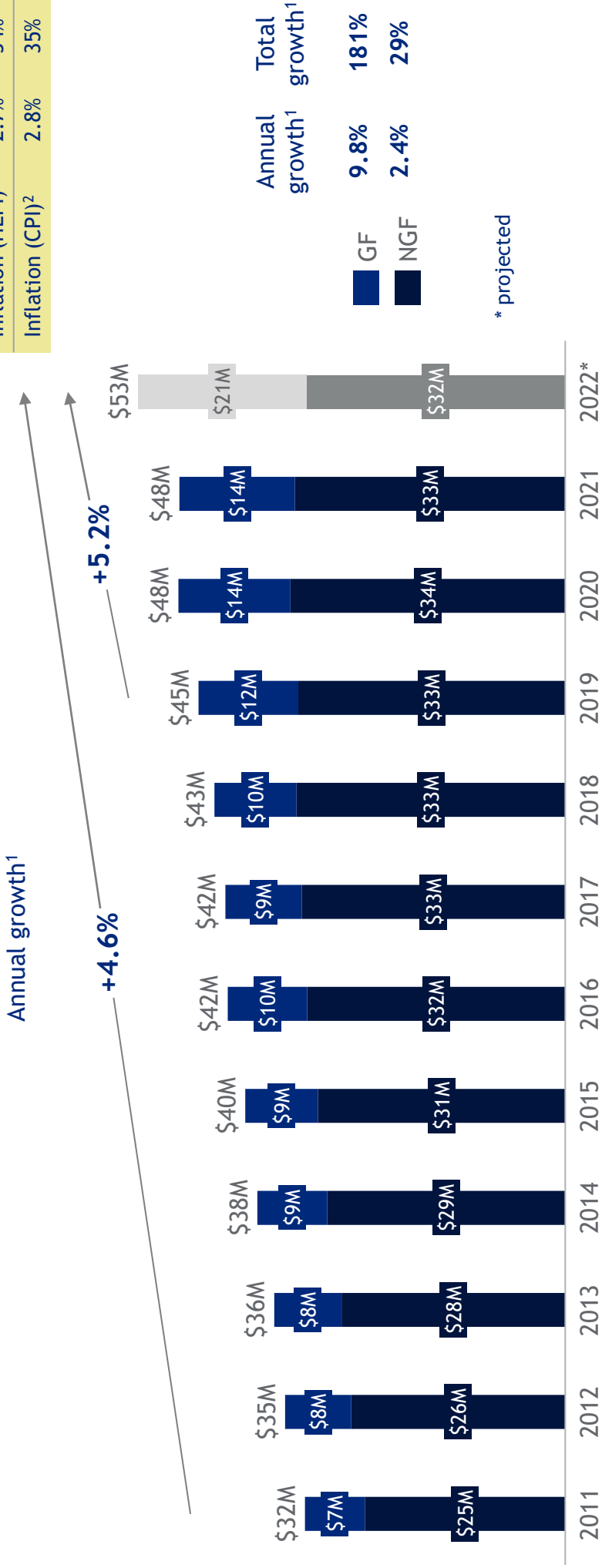
Revenue

Virginia Military Institute

Chart (A): How much do E&G revenues rely on state general funds?

Total E&G revenues [2011-2022] (\$xM)

	Annual Total
Inflation (HEPI) ²	2.7%
Inflation (CPI) ²	2.8%
	34%
	35%



GF % of total	23%	24%	23%	23%	23%	24%	22%	23%	23%	27%	29%	30%	39%
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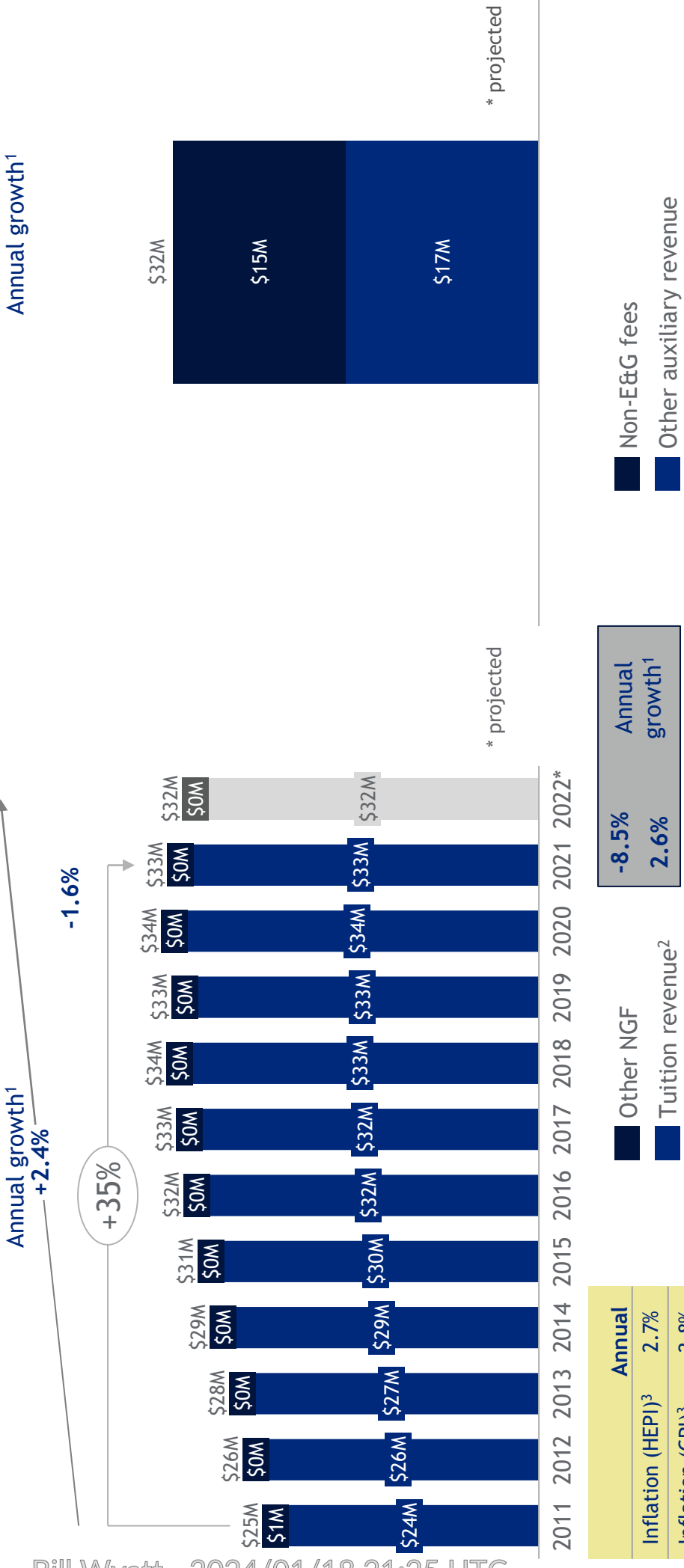
1. "Annual growth" calculated as compound annual growth rate (CAGR) 2. Determined as growth in HEPI/CPI
 Notes: GF=general funds; NGF=non-general funds; total E&G revenues = E&G GF appropriations + total E&G NGF revenue (as reported by institutions)
 Source: SCHEV

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Chart (B): How quickly have NGF sources of revenue been changing?

Total NGF E&G revenues [2011-2022] (\$xM)

Total NGF auxiliary revenues [2022] (\$xM)



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1. "Annual growth" calculated as compound annual growth rate (CAGR) 2. Total NGF tuition revenue included tuition revenue used for financial aid 3. Determined as growth in HEPI/CPI
Notes: NGF=non-general funds; projected revenues for FY2023 year included. Source: SCHEV

Virginia Military Institute

Chart (C): How is institutional financial aid (e.g., discounts/waivers) offsetting institutional tuition revenue over time?

Institutional financial aid (e.g., tuition discounts/waivers)¹ vs. net tuition revenue² [2014-2022]



Category	Annual growth ⁴ (2014-22)
Gross tuition revenue	2.7%
Institutional financial aid ¹	4.8%
Net tuition revenue ²	2.4%
Inflation (HEPI) ⁵	2.8%
Inflation (CPI) ⁵	2.7%

Institutional financial aid	Net tuition revenue (NGF)	State-funded financial aid (GF)
\$2.9M	\$25M	\$0.9M
\$3.9M	\$26M	\$0.9M
\$4.6M	\$26M	\$1.0M
\$4.5M	\$28M	\$1.0M
\$4.5M	\$29M	\$1.0M
\$4.7M	\$30M	\$1.0M
\$4.2M	\$30M	\$1.1M
\$4.1M	\$31M	\$1.1M
\$4.2M	\$30M	\$1.1M
\$4.2M	\$30M	\$1.1M

1. Institution financial aid = SCHEV S1/S2 collections; includes tuition discounts/waivers (foregone revenue) and non-general fund tuition revenues applied toward financial aid (redirected revenue) 2. Net tuition revenue = gross tuition revenue - total institutional financial aid 3. Tuition discount rate = total institutional aid (tuition discounts/waivers) / gross tuition revenue 4. "Annual growth" calculated as compound annual growth rate (CAGR) 5. Determined as annual growth in HEPI/CPI over period
Source: SCHEV

Cost effectiveness

Expenditures by category

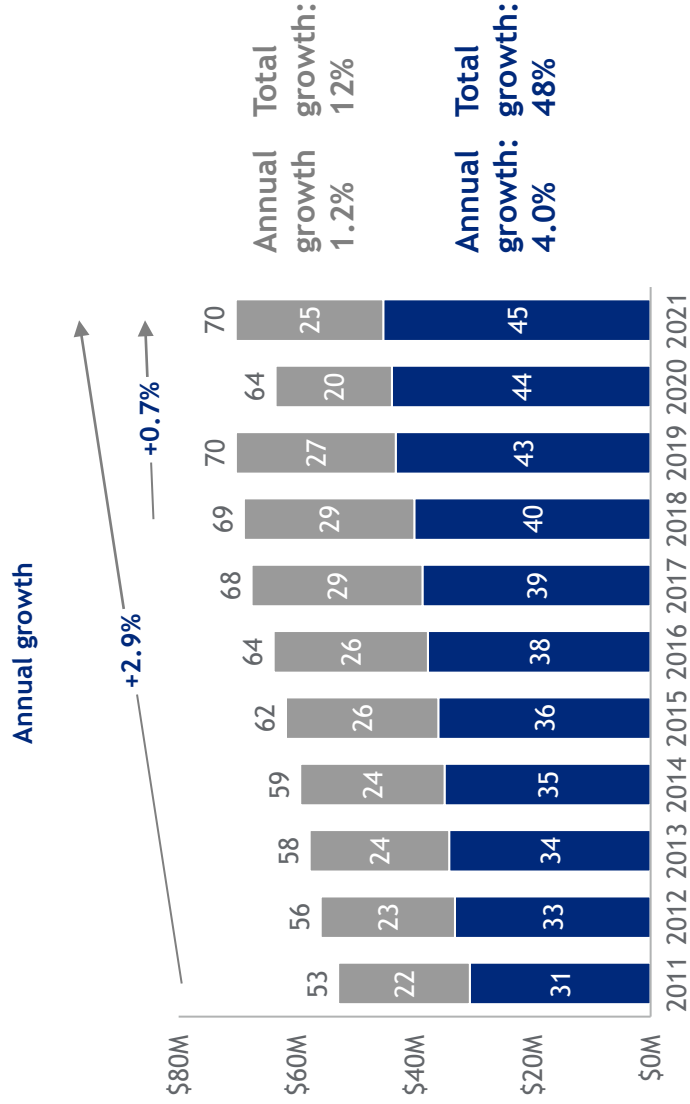
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Chart (A): How are expenditures (total and per student) changing over time?

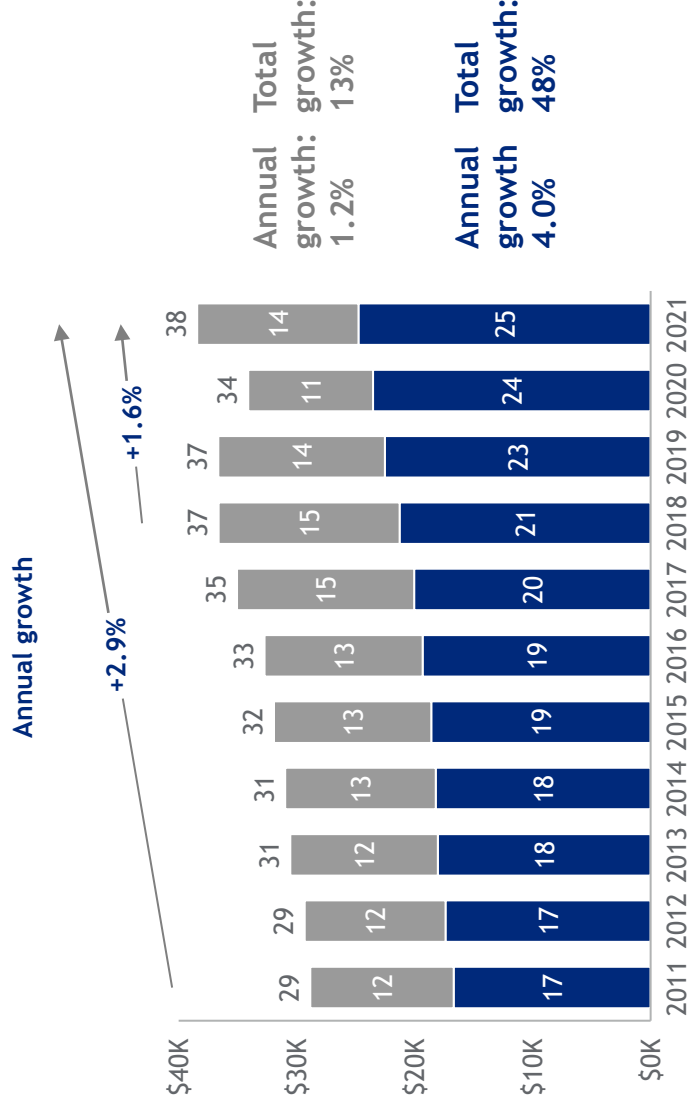
	Annual	Total
Inflation (HEPI) ¹	2.7%	30%
Inflation (CPI) ¹	2.5%	28%

Total expenditures and expenditures by student FTE over time

Total expenditure [2011-2021] (\$xM)



Expenditure per student FTE [2011-2021] (\$xK)



Auxiliary E&G

1. Determined as growth in HEPI/CPI over period
Source: Cardinal Expenditure data; SCHEV report E5 FTE data

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Chart (B): How are expenditures (total and per student) changing over time?

Proportional breakdown of total expenditures by category [2011-2021]



Growth rates (2011-2021)

Category	Annual	Total
Instructional	3.7%	44%
Research		
Academic	2.2%	25%
Student Services	3.7%	44%
Institutional/Administrative	3.3%	39%
Operations & Maintenance	6.7%	91%

1. "Annual growth" calculated as compound annual growth rate (CAGR). 2. Determined as growth in HEPI/CPI over period
 Note: Excludes financial aid (program codes 108 and 110) and public services due to small expenditures; excludes program code 199 ("admin/support services") and program code 809 ("auxiliary enterprises")
 Source: Cardinal Expenditure data

Personnel numbers & costs

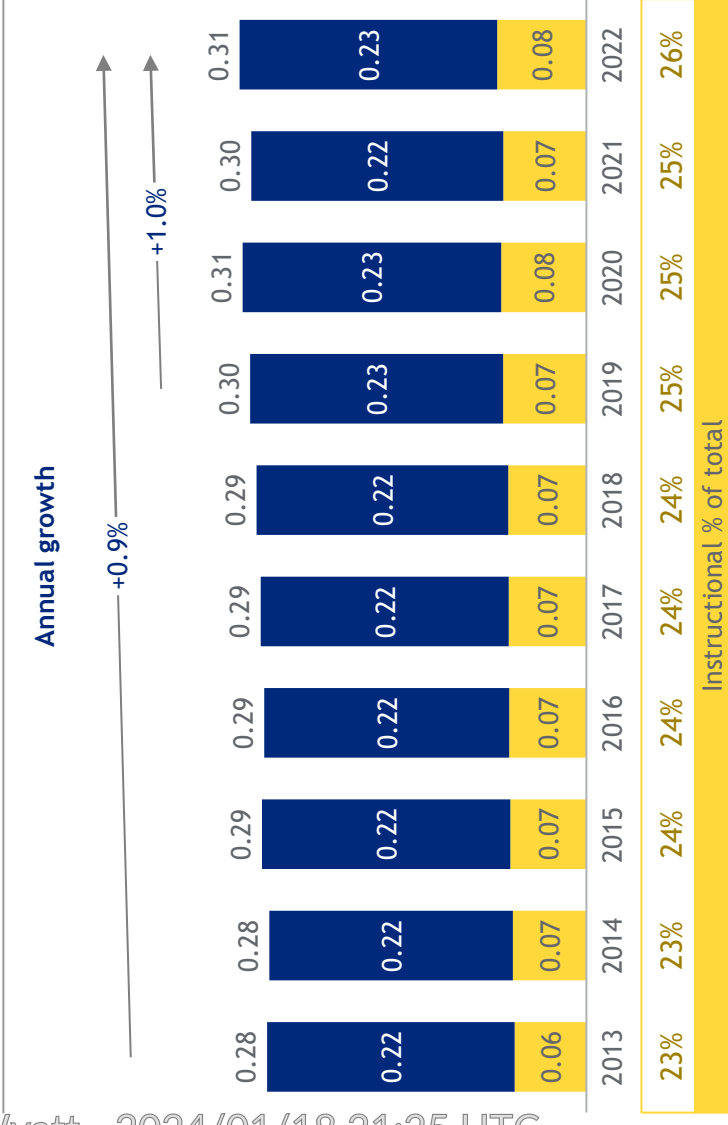
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Chart (C): How has personnel increased on a per-student basis?

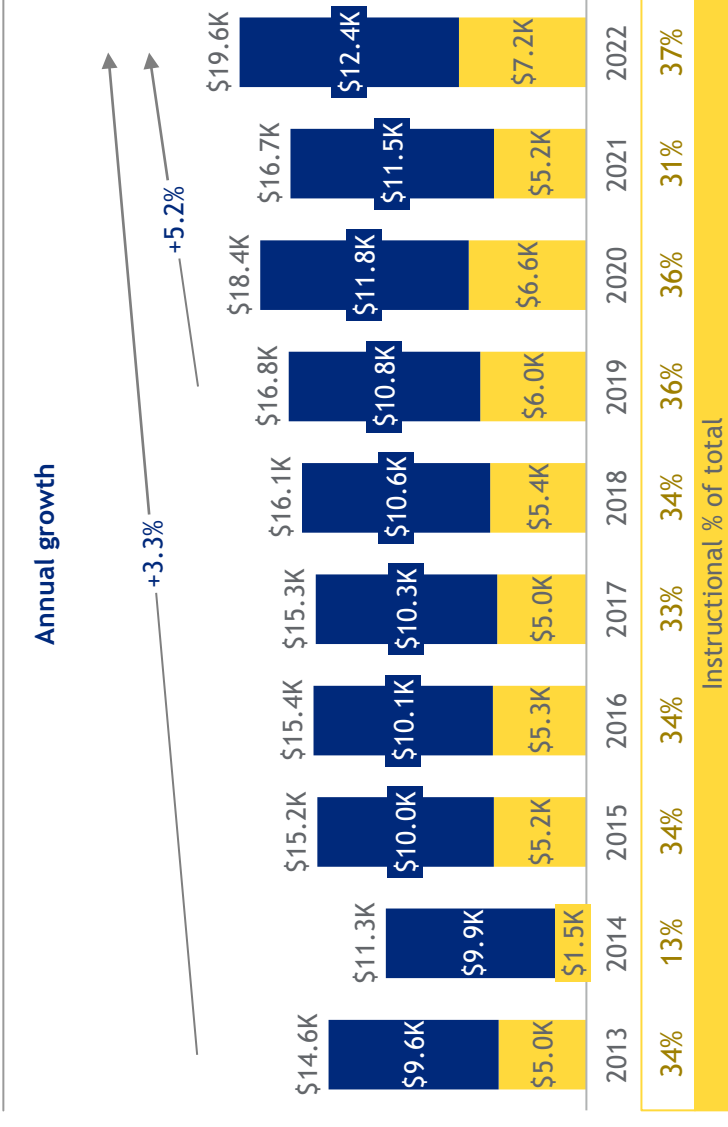
Breakdown of personnel by # and \$ on a per-student basis [2013-2022]

	Annual Total
Inflation (HEPI) ¹	2.8%
Inflation (CPI) ¹	2.6%
	28%
	26%

By # of employees per student FTE



By salary outlay \$\$ per student FTE



1. Determined as growth in HEPI/CPI over period
 Note: full-time personnel only; includes personnel from all sources of funding; William & Mary includes VIMS and VT/VSU include extension campuses
 Source: IPEDS

Fastest-growing expenditures (E&G + Auxiliary)

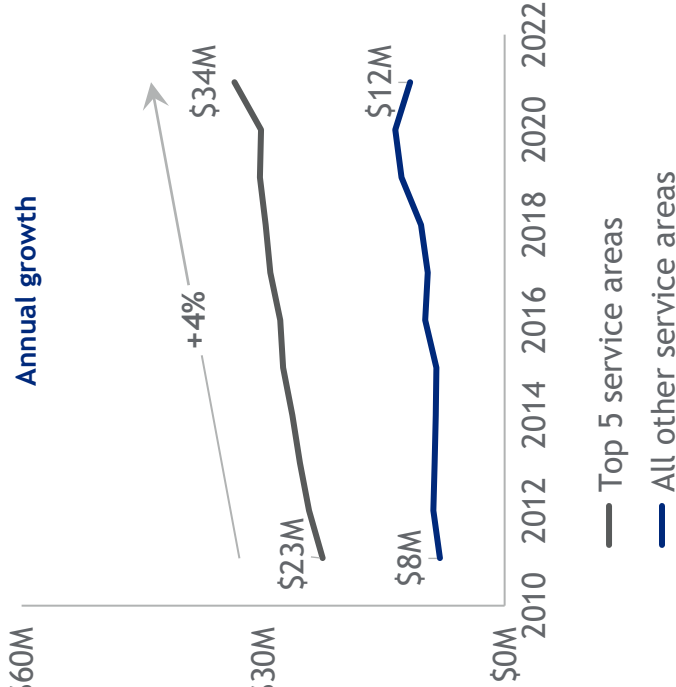
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Chart (D): Which of the biggest expenditure categories are growing fastest?

Growth in E&G program expenditures (by service areas) [2011-2021]

	Annual Total
Inflation (HEPI) ²	2.8%
Inflation (CPI) ²	2.6%

Top 5 E&G service areas over time



Top 10 service areas¹

	\$ of spend (2021)	% of spend (2021)	Annual growth rate ³
General Academic Instruction	\$20M	45%	3.7%
Building Repairs And Maintenance	\$4M	10%	5.7%
General Administrative Services	\$3M	7%	7.1%
Utilities	\$3M	7%	1.8%
Fiscal Operations	\$2M	5%	3.6%
Administration And Supervision	\$2M	5%	13.8%
Student Admissions And Records	\$2M	5%	3.5%
Academic Administration	\$2M	4%	3.4%
Libraries	\$1M	3%	0.8%
Computing Support	\$1M	3%	2%

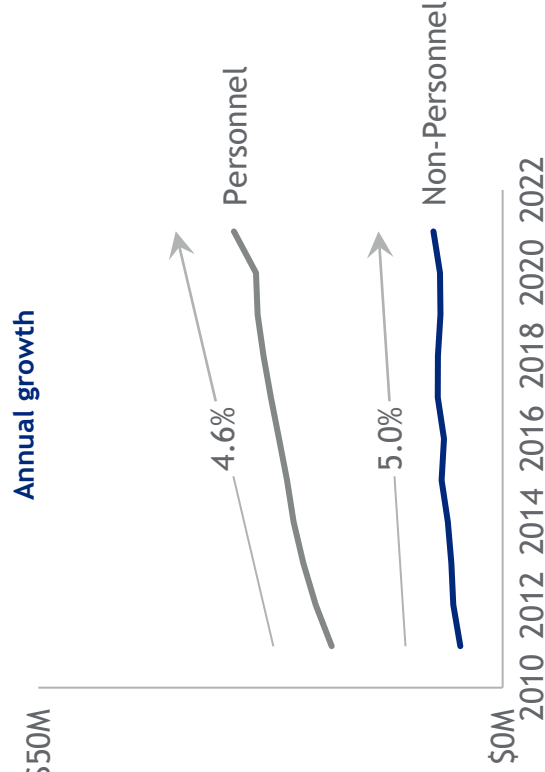
1. May be less than 10 depending on institutional use of Cardinal accounting service areas 2. Determined as growth in HEPI/CPI over period. 3. "Annual growth" calculated as compound annual growth rate (CAGR).
Note: Excludes financial aid (program codes 108 and 110), auxiliary (program code 809), and other non-E&G program codes
Source: Cardinal Expenditure

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Chart (E): Is expenditure growth driven by personnel or non-personnel costs?

Growth in expenditures, personnel vs. non-personnel [2011-2021]

Spending for top 5 service areas



	Annual	Total
Inflation (HEPI) ²	2.8%	28%
Inflation (CPI) ²	2.6%	26%

Top 5 service areas (E&G only)

	\$ of spend (2021)	% of spend (2021)	Annual growth rate ¹
General Academic Instruction	\$20M	54%	3.8%
Building Repairs And Maintenance	\$2M	7%	5.6%
Fiscal Operations	\$2M	6%	3.6%
General Administrative Services	\$2M	6%	7.3%
Administration And Supervision	\$2M	6%	13.4%
General Academic Instruction	<\$1M	2%	0.8%
Building Repairs And Maintenance	\$2M	5%	5.9%
Fiscal Operations	<\$1M	0%	3.7%
General Administrative Services	\$1M	3%	6.7%
Administration And Supervision	\$4M	10%	5.0%

Personnel

Non-personnel

1. "Annual growth" calculated as compound annual growth rate (CAGR). 2. Determined as growth in HEPI/CPI over period
Note: Excludes financial aid (program codes 108 and 110); includes program code 199 ("admin/support services") and program code 809 ("auxiliary enterprises"); personnel spending determined by personal services, non-personnel spending all other major objects
Source: Cardinal

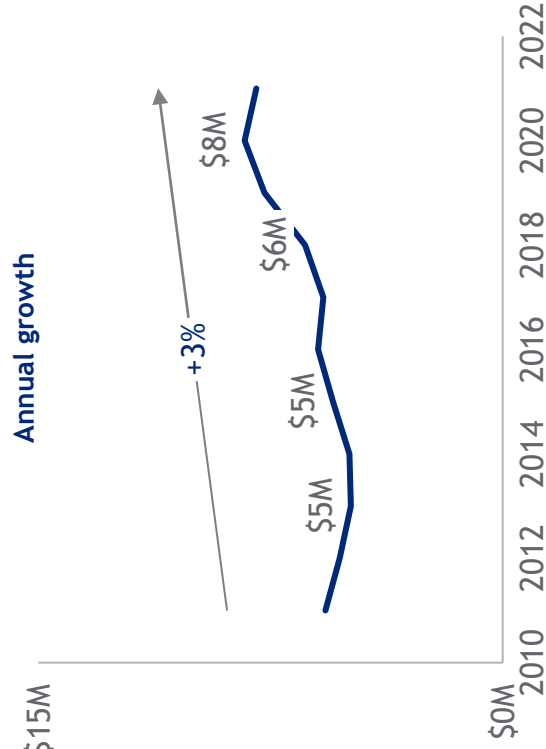
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Chart (F): Which types of administrative spend are growing fastest?

Growth in institutional support spend objects [2011-2021]

	Annual	Total
Inflation (HEPI) ²	2.8%	28%
Inflation (CPI) ²	2.6%	26%

Total institutional support spend over time



Top 5 spend objects (E&G only)

	\$ of spend (2021)	% of spend (2021)	Annual growth rate ¹
Salaries	\$5M	59%	2.3%
Employee Benefits	\$2M	25%	4.5%
Repair and Maintenance Services	\$1M	11%	5.1%
Management and Informational Services	\$1M	9%	20.5%
Support Services	<\$1M	6%	-3.4%

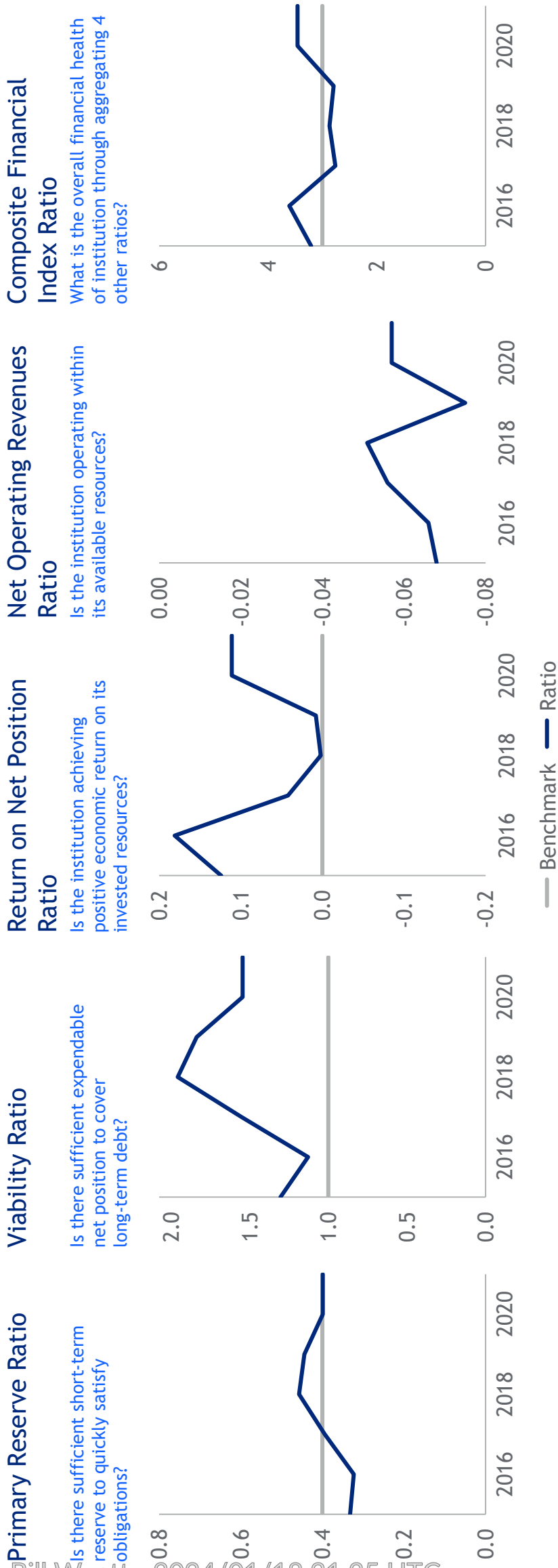
1. "Annual growth" calculated as compound annual growth rate (CAGR). 2. Determined as growth in HEPI/CPI over period
Note: Only program code 106 (institutional support)
Source: Cardinal

Financial health

Virginia Military Institute

Chart (G): Is institutional financial health a concern? (exclude components¹)

Fiscal Health Ratios per Auditor of Public Accounts Higher Education Comparative Report, excluding component units¹ [2015-2021]



1. Component units are legally separate organizations for which the institutional leaders are financially accountable and are significant to institution finances
 Note: Net operating revenues ratio has no fixed benchmark; however, institutions should attempt to achieve positive income before consideration of capital and other revenues
 Source: SCHEV; Auditor of Public Accounts Higher Education Comparative Report for FY 2020 ([link](#))

Virginia Military Institute

Chart (H): Is institutional financial health a concern? (include components¹)

Fiscal Health Ratios per Auditor of Public Accounts Higher Education Comparative Report, including component units [2015-2021]



1. Component units are legally separate organizations for which the institutional leaders are financially accountable
 Note: Ratios for 2015 and 2016 w/ component units not available; net operating revenues ratio has no fixed benchmark - however, institutions should attempt to achieve positive income before consideration of capital and other revenues
 Source: SCHEV; Auditor of Public Accounts Higher Education Comparative Report for FY 2020 ([link](#))

Post-Plan Submission Addendum

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Virginia Military Institute

Chart (A): How is overall enrollment trending over time?

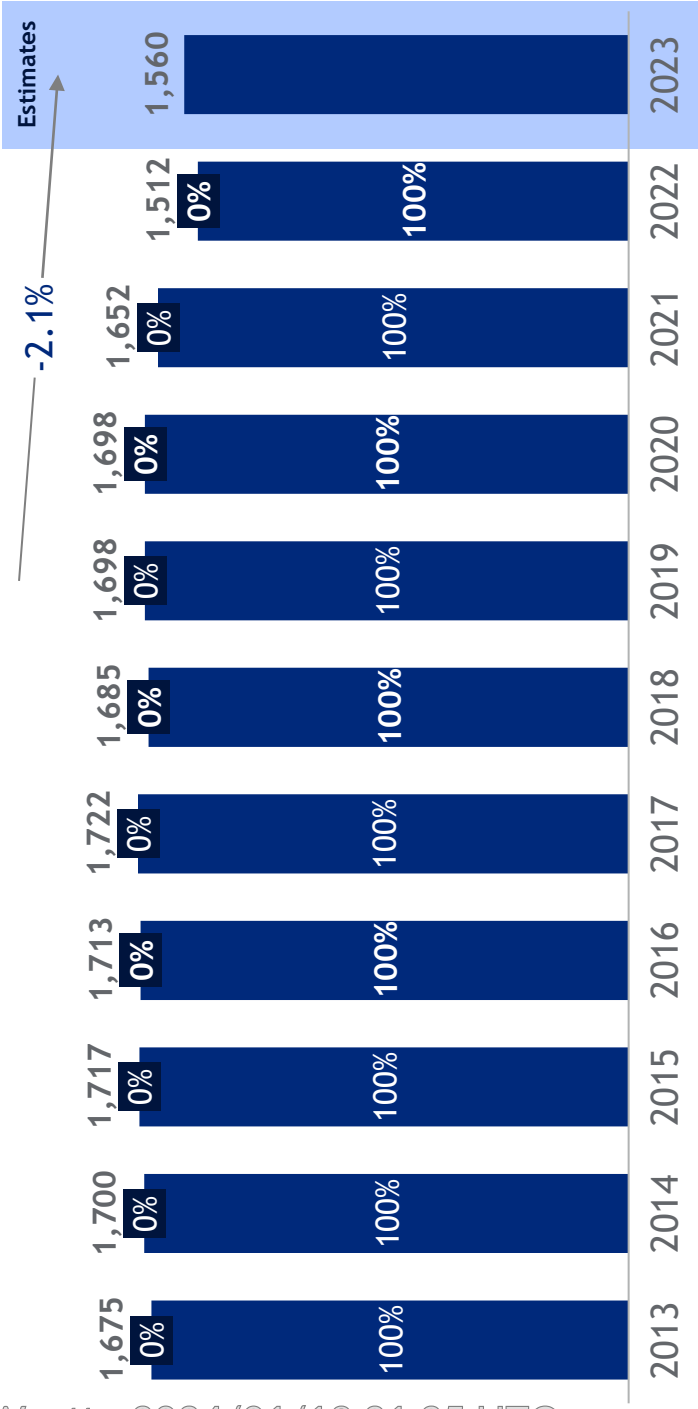
Total Fall Enrollment Headcount by Degree Level

- Graduate
- Undergraduate

CAGR²

-0.7%

-2.1%



Degree level	Annual growth ² (2013-23)	Total growth (2013-23)
Graduate	N/A	N/A
Undergraduate	-1.13%	-9.73%
Overall	-1.13%	-9.73%

Fall Term

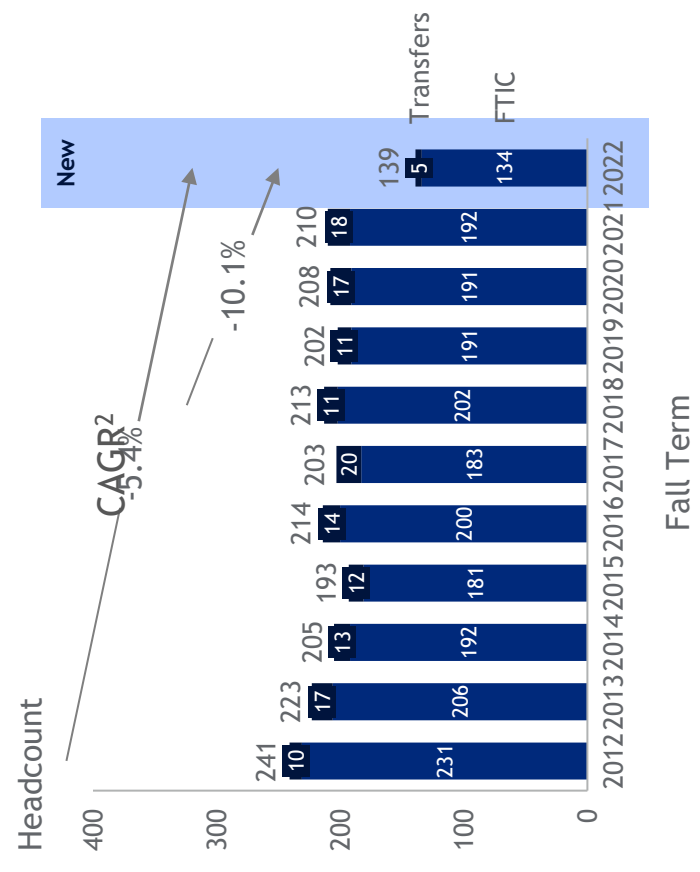
1. Sum of less than one-year certificates, one plus year certificates, post bachelors certificates, and post masters certificates. 2. "Annual growth" calculated as compound annual growth rate (CAGR)
 Source: Data from State Council of Higher Education for Virginia (SCHEV) Research Center Enrollment Report E33; Fall Enrollment by Degree Level Virginia Military Institute 2023 enrollment numbers are estimates from SCHEV Early Enrollment Estimates report as of September, 2023

Virginia Military Institute

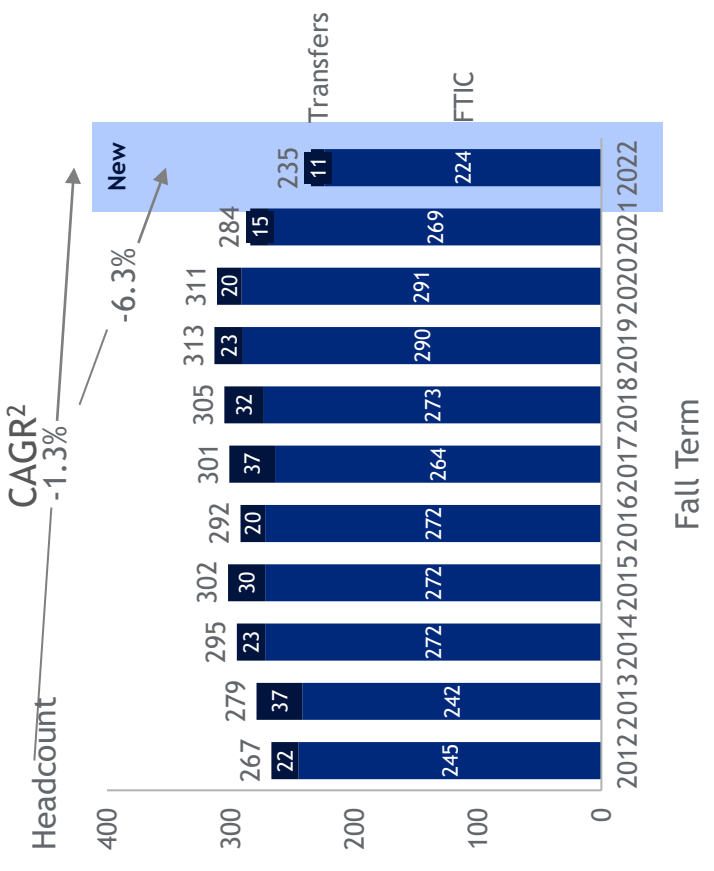
Chart (B): How are new in-state and out-of-state undergraduate enrollment trending over time?

Sub cohort	Annual growth ² (2013-22)
In-state FTIC	-0.9%
Out-of-state FTIC	-5.3%
In-state Transfers	-6.7%
Out-of-state Transfers	-6.7%

Out of state new FTIC¹ (Freshmen) and transfers



In-state new FTIC¹ (Freshmen) and transfers



Note: Figures based on SCHEV Annual Admissions Report. Includes spring and fall headcounts.

1. First time in college students 2. "Annual growth" calculated as compound annual growth rate (CAGR) Source: Data from State Council of Higher Education for Virginia Research Center Enrollment report B08: Annual Admission report

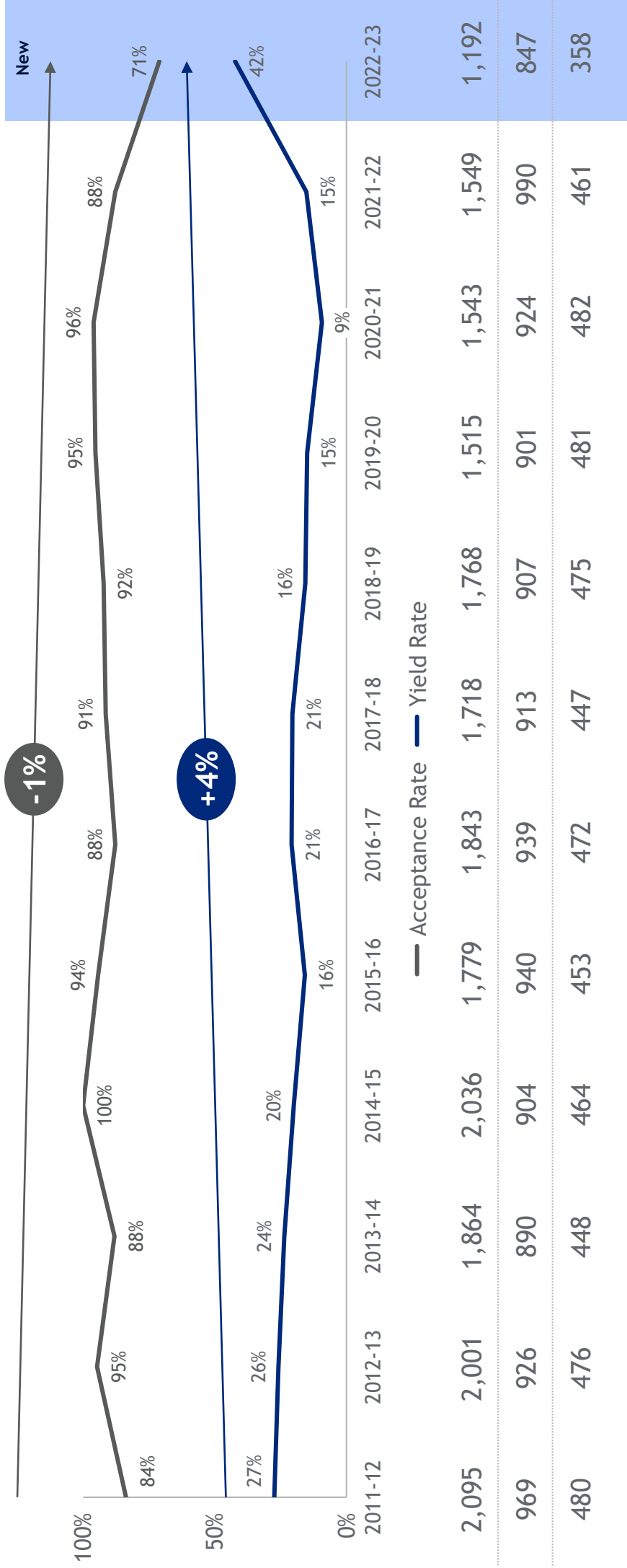
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Chart (D): What changes are happening across the recruitment funnel for first time college students?

Acceptance rate and yield rate by year

Annualized Growth

Note: Large sudden change in applications/ acceptances may be due to exogenous factors (e.g., move to Common App)

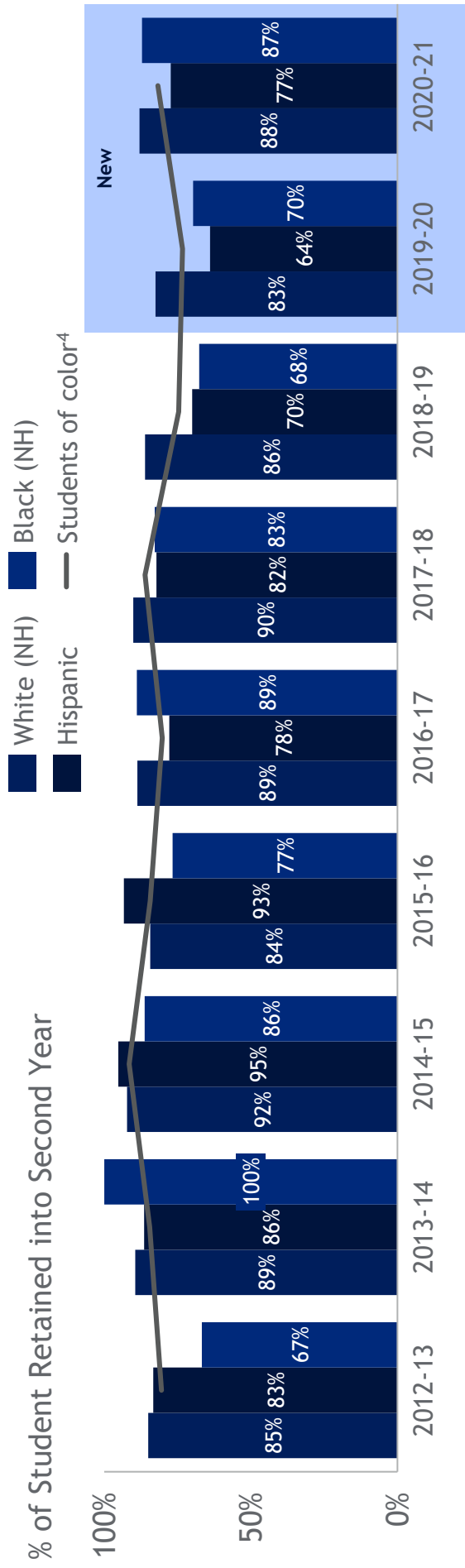


	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Applied	2,095	2,001	1,864	2,036	1,779	1,843	1,718	1,768	1,515	1,543	1,549	1,192
Accepted	969	926	890	904	940	939	913	907	901	924	990	847
Enrolled	480	476	448	464	453	472	447	475	481	482	461	358

1. First time in college students
Source: Data from State Council of Higher Education for Virginia Research Center Admissions Report B08

Chart (B): How are retention rates of students of color trending vs. white students?

First-year retention rate¹ of FTIC² students by race/ethnicity for undergraduate students



Rate	Annual growth ³ (2012-20)
White (NH)	0.38%
Hispanic	-0.75%
Black (NH)	2.55%
Students of color ⁴	0.15%

First-Year Cohort

Race/ethnicity	White (NH)	Hispanic	Black (NH)
% of total	85%	4%	5%
undergraduate population:	84%	4%	5%
	83%	5%	5%
	82%	5%	6%
	81%	6%	6%
	80%	7%	6%
	78%	8%	6%
	78%	8%	6%
	76%	8%	6%

1. Rate of first-year students retained into second year 2. First time in college full time students 3. Excludes Native American, International, and Asian/Pacific Islander due to comprising less than 5% of student population each year 4. Retention rate for students of color at Virginia Military Institute
 Note: Graph excludes race/ethnicity unknown
 Source: SCHEV Retention and Graduation report Sub-Cohort Retention and Completion Rate Trends; RT01: Retention Report (First-time, Full-time Students; E22 Fall Term Enrollment by Race/ethnicity

Virginia Military Institute

Chart (D): How is retention of FTIC freshman changing over time?

Undergraduate Freshman FTIC Cohort¹ Retention Rate²



— Retention Rate to following year

Cohort

Retained

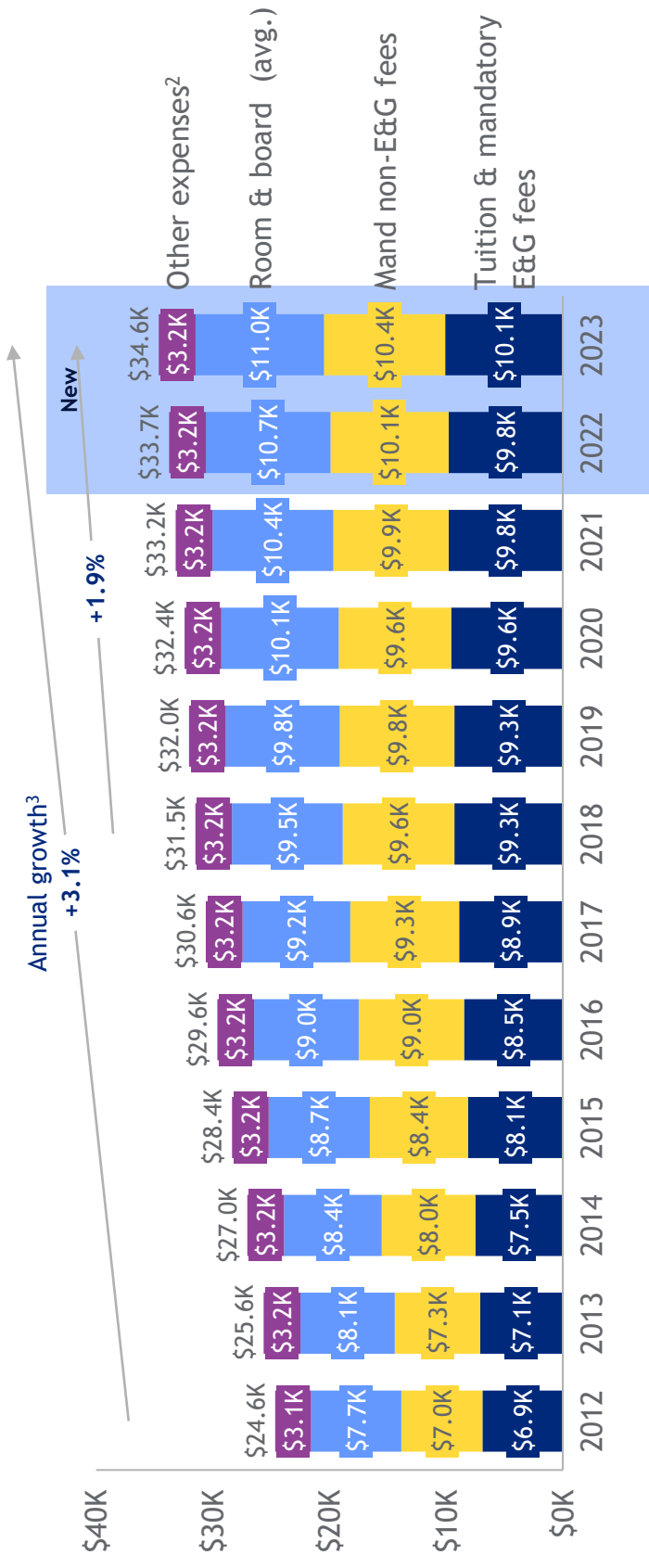
449	453	419	452	434	454	424	454	447	425
371	382	371	416	366	396	377	376	359	347

1. First time in college and full-time freshmen cohorts 2. Percent of first-year students retained for following second-year fall term
Source: SCHEV Retention report RT01

Virginia Military Institute

Chart (A): How has the total cost of attendance been changing over time?

Breakdown of total cost of attendance (COA)¹ for in-state undergraduates [2012-2023]



Rate	Annual growth ³ (2012-23)	Total growth (2012-23)
COA ¹	3.1%	40.1%
Tuition & mandatory E&G fees	3.5%	46.5%
Mandatory non-E&G fees	3.7%	49.6%
Room & board (avg.)	3.2%	42.1%
Other expenses ²	0.0%	0.0%
Inflation (HEPI) ⁵	2.8%	36%
Inflation (CPI) ⁵	2.6%	33%

VA median household income⁴ \$63,636 \$63,907 \$64,792 \$65,015 \$66,149 \$68,766 \$71,564 \$74,222 \$76,398 \$80,615

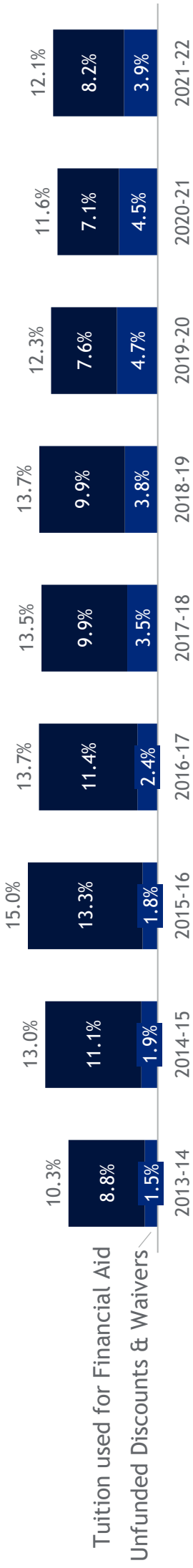
COA proportion of household income 39% 40% 42% 44% 45% 44% 44% 43% 42% 41%

1. COA = calculated cost of attending the institution; includes transportation, room/board, tuition/fees, supplies, books and other expenses 2. Other expenses include transportation, supplies, books, and other expenses Note 2023 data not available for other expenses so 2022 data was used as a placeholder. 3. "Annual growth" calculated as compound annual growth rate 4. Inflation-adjusted 5. Determined as growth in HEPI/CPI, to HEPI estimate for 2023 as of June, 2023. Source: Data from SCHEV Research Center Tuition & Fees Report TF01: Student Charges by Student Level and Residency Status; IPEDS; U.S. Census Bureau, American Community Survey 5-yr estimates

Virginia Military Institute

Chart (C): How are unfunded discounts & waivers and tuition used for financial aid offsetting tuition revenue over time?

Discount rate: Institution discounting as % of gross tuition revenue



Source: Previously submitted 6y plans, S1S2 report, SCHEV analysis

Redistribution rate: Tuition used for Financial Aid as % of paid/collected tuition



Tuition used for Financial aid / tuition revenue for operations

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
(\$M)									
Gross Tuition Rev	\$27.8	\$29.8	\$30.9	\$32.4	\$33.5	\$34.6	\$34.4	\$35.3	\$34.5
Unfunded Discounts & Waivers	\$0.4	\$0.6	\$0.5	\$0.8	\$1.2	\$1.3	\$1.6	\$1.6	\$1.3
Tuition Rev for Financial Aid	\$2.5	\$3.3	\$4.1	\$3.7	\$3.3	\$3.4	\$2.6	\$2.5	\$2.8
Tuition Rev for Operations	\$25.0	\$25.9	\$26.2	\$27.9	\$29.0	\$29.8	\$30.1	\$31.2	\$30.3
% of Gross Tuition for Operations	89.7%	87.0%	85.0%	86.3%	86.5%	86.3%	87.7%	88.4%	87.9%

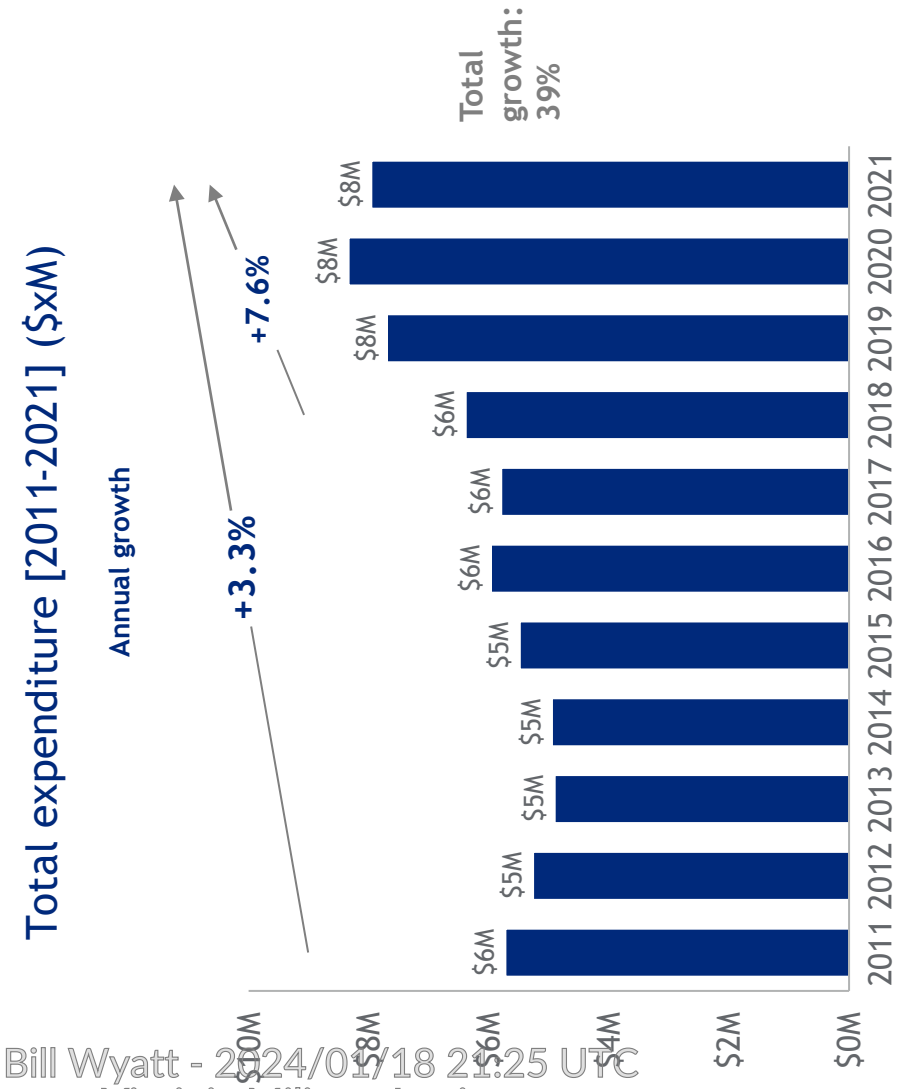
Virginia Military Institute

Chart (C): How are institutional/admin expenditures (total and per student) changing over time?

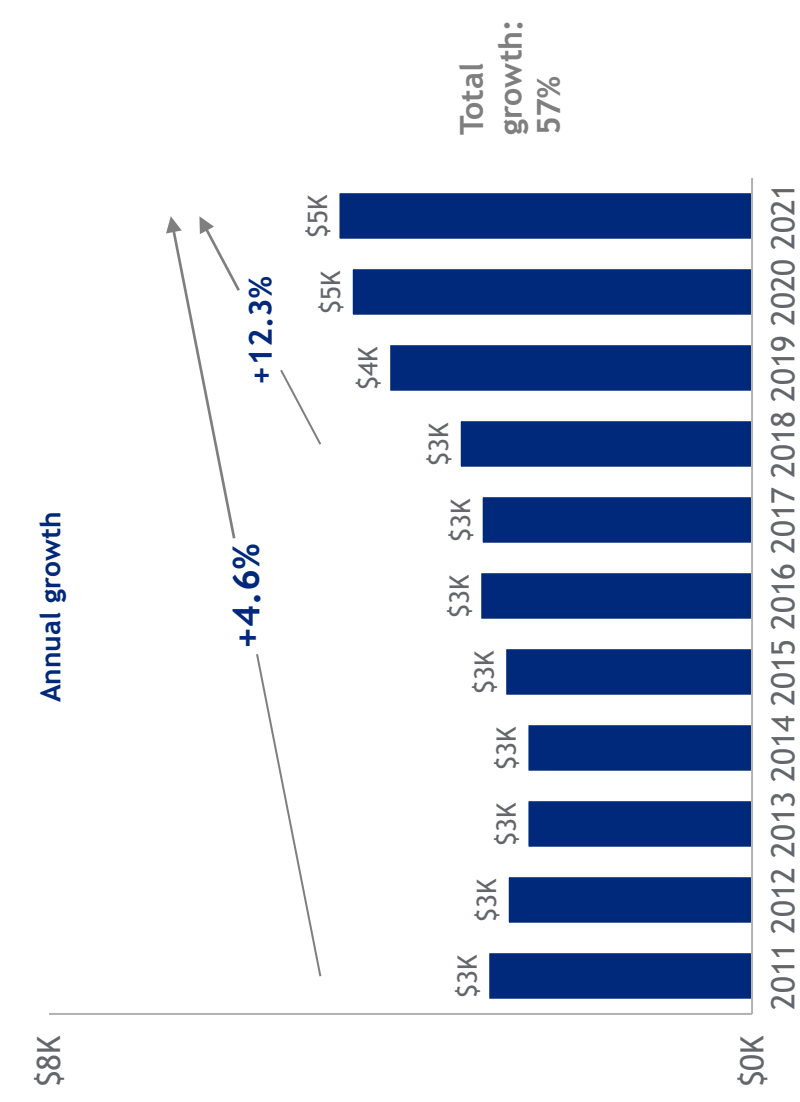
Total institutional/admin (106) expenditures and expenditures by student FTE over time

	Annual	Total
Inflation (HEPI) ¹	2.7%	30%
Inflation (CPI) ¹	2.5%	28%

Total expenditure [2011-2021] (\$xM)



Expenditure per student FTE [2011-2021] (\$xK)



1. Determined as growth in HEPI/CPI over period
Source: Cardinal Expenditure data; SCHEV report E5 FTE data

Appendix

Backup | Cardinal programs & service areas (I/III)

Note: level of available detail and relevance of certain categories differ widely by institution

Instruction	Research	Research
General Academic Instruction	Institutes And Research Centers	Institutes And Research Centers
Remedial Instruction	Individual Or Project Research	Individual Or Project Research
Vocational Education	Agriculture And Forestry Research	Agriculture And Forestry Research
Community Education	Coal And Energy Research	Coal And Energy Research
Dentistry Instruction	Environmental And Water Resources Research	Environmental And Water Resources Research
Medicine Instruction	Marine Science, Resources, And Environmental Research	Marine Science, Resources, And Environmental Research
Family Practice Residency Instruction	Industrial And Economic Development Research	Industrial And Economic Development Research
Veterinary Instruction	Supporting Research	Supporting Research
Unique Academic Program Activities	Veterinary Medical Research	Veterinary Medical Research

Backup | Cardinal programs & service areas (II/III)

Note: level of available detail and relevance of certain categories differ widely by institution

Academic Support	Student Services	Administration ¹
Libraries	Student Service Administration	Executive Management
Museums And Galleries	Social And Cultural Development	Fiscal Operations
Audio/Visual Services	Counseling And Career Guidance	General Administrative Services
Computing Support	Student Admissions And Records	Logistical Services
Ancillary Support	Financial Aid Administration	Public Relations And Development
Academic Administration, Personnel Development, and Course and Curriculum Development	Student Health Services	
All Other Subprograms		

1. "Institutional Support" in Cardinal

Backup | Cardinal programs & service areas (III/III)

Note: level of available detail and relevance of certain categories differ widely by institution

Non-E&G

Auxiliary

Food Services

Bookstores And Other Stores

Residential Services

Parking And Transportation Systems And Services

Telecommunications Systems And Services

Student Health Services

Student Unions And Recreational Facilities

Recreational And Intramural Programs

Other Enterprise Functions

Intercollegiate Athletics

Operations & Maintenance

Administration And Supervision

Alumni Hall

Custodial Service

Building Repairs And Maintenance, Care And Maintenance Of Grounds, And Utility Lines And Maintenance Repairs

Utilities

Property And General Liability Insurance

Property Rentals

Backup | Cardinal objects (I/II)

Note: level of available detail and relevance of certain categories differ widely by institution

Contractual Services [Objects]	Contractual Services [SubObjects]
<p>Communication services</p> <ul style="list-style-type: none"> Shipping & postal services Messenger services Printing services Telecom services 	<ul style="list-style-type: none"> Custodial services Electrical repair & maintenance Equipment repair & maintenance Extermination Highway repair Mechanical repair Plant repair Vehicle repair
<p>Employee development services</p> <ul style="list-style-type: none"> Memberships Publication subscriptions Employee training courses, workshops, and conferences Employee tuition reimbursement 	<p>Repair & maintenance services</p>
<p>Health services</p> <ul style="list-style-type: none"> Clinic services Dental services Hospital/medical services Nursing home services X-ray and laboratory services Insurance premiums 	<p>Support services</p> <ul style="list-style-type: none"> Architectural & engineering Clerical services Food & dietary services Laundry & linen services Manual labor services Production services
<p>Management & informational services</p> <ul style="list-style-type: none"> Auditing Fiscal services (banking, accounting) Attorney services / legal services Management services Public information & public relations Media & advertising services 	<p>Technical services</p> <ul style="list-style-type: none"> Information hardware services Computer software development services Computer operating services
	<p>Transportation services</p> <ul style="list-style-type: none"> Moving & relocation services Travel Meal reimbursements

Backup | Cardinal objects (II/II)

Note: level of available detail and relevance of certain categories differ widely by institution

Supplies & Materials	Equipment	Personnel ¹
Administrative supplies	Computer hardware & software	Salaries
Energy supplies	Educational and cultural equipment	Employee benefits
Manufacturing & merchandising supplies	Medial & laboratory equipment	Special payments
Medial & laboratory supplies	Motorized equipment	Wages
Repair & maintenance supplies	Office equipment	Disability benefits
Residential supplies	Specific use equipment	Continuous Charges
Specific use supplies	Stationary equipment	Insurance
		Capital lease payments
		Operating lease payments
		Service charges
		Installment purchases
		Payments for state employee health insurance programs

1. "Personal services"

Backup | Fiscal health ratio definitions

Fiscal Health Ratios per Auditor of Public Accounts Higher Education Comparative Report

	Formula	Key Question
Primary Reserve Ratio	$\frac{\text{Expendable net position}}{\text{Total expenses}}$	Is there sufficient short-term reserve to quickly satisfy obligations?
Viability Ratio	$\frac{\text{Expendable net position}}{\text{Long-term debt obligations}}$	Is there sufficient expendable net position to cover long-term debt?
Return on Net Position Ratio	$\frac{\text{Change in net position}}{\text{Net position at beginning of fiscal year}}$	Is the institution achieving positive economic return on its invested resources?
Net Operating Revenues Ratio	$\frac{\text{Net income (excl. capital revenues)}}{\text{Total non-capital revenues}}$	Is the institution operating within its available resources?
Composite Financial Index Ratio	<i>Weighted avg. of 4 other ratios</i>	What is the overall financial health of institution through aggregating 4 other ratios?

Virginia Military Institute

Backup | Component units for each VA IHE (I/II)

University

Non-University Component Units

Christopher Newport University (CNU)

- CNU Educational Foundation
- CNU Real Estate Foundation
- W&M Foundation
- Marshall-Wythe School of Law Foundation
- W&M Alumni Association
- W&M Athletic Educational Foundation
- W&M School of Business Foundation
- VIMS Foundation
- Richard Bland College Foundation
- W&M Real Estate Foundation
- Intellectual Property Foundation

The College of William and Mary in Virginia (W&M) (includes Virginia Institute of Marine Science (VIMS) and Richard Bland College)

George Mason University (GMU)

- GMU Foundation
- Mason Housing
- GMU Instructional Foundation
- Mason Korea, LLC
- Mercatus Center

James Madison University (JMU)

- JMU Foundation

Longwood University (LU)

- LU Foundation
- LU Real Estate Foundation
- LU Trust

Norfolk State University (NSU)

- NSU Foundation
- Athletics Foundation of NSU
- NSU Research & Innovation Foundation & Affiliates

Radford University (RU)

- RU Foundation

University of Mary Washington (UMW)

- UMW Foundation

Note: Excludes Virginia Community College System (VCCS), as not compared to 4-yr colleges in comparative report
 Source: Auditor of Public Accounts Higher Education Comparative Report for FY 2020 (link); 2020 financial statements for each institution

Virginia Military Institute

Backup | Component units for each VA IHE (II/II)

University

Non-University Component Units

Old Dominion University (ODU)

- ODU Educational Foundation
- ODU Real Estate Foundation
- ODU Athletic Foundation
- ODU Research Foundation
- UVA Global, LLC
- UVA Law School Foundation
- College Foundation of UVA
- UVA Darden School Foundation
- Alumni Association of UVA
- Jefferson Scholars Foundation
- Virginia Athletics Foundation
- UVA Foundation
- UVA Physicians Group
- UVA Investment Management Company

University of Virginia (UVA) (includes UVA-Wise)

- Medical College of Virginia Foundation
- VCU Foundation
- VCU Real Estate Foundation
- VCU School of Business Foundation
- VCU School of Engineering Foundation
- Dentistry@VCU
- VCU Health System Authority

Virginia Commonwealth University (VCU)

Virginia Military Institute (VMI)

- VMI Alumni Agencies
- VMI Research Laboratories

Virginia Polytechnic Institute & State University (VT)

- VT Foundation

Virginia State University (VSU)

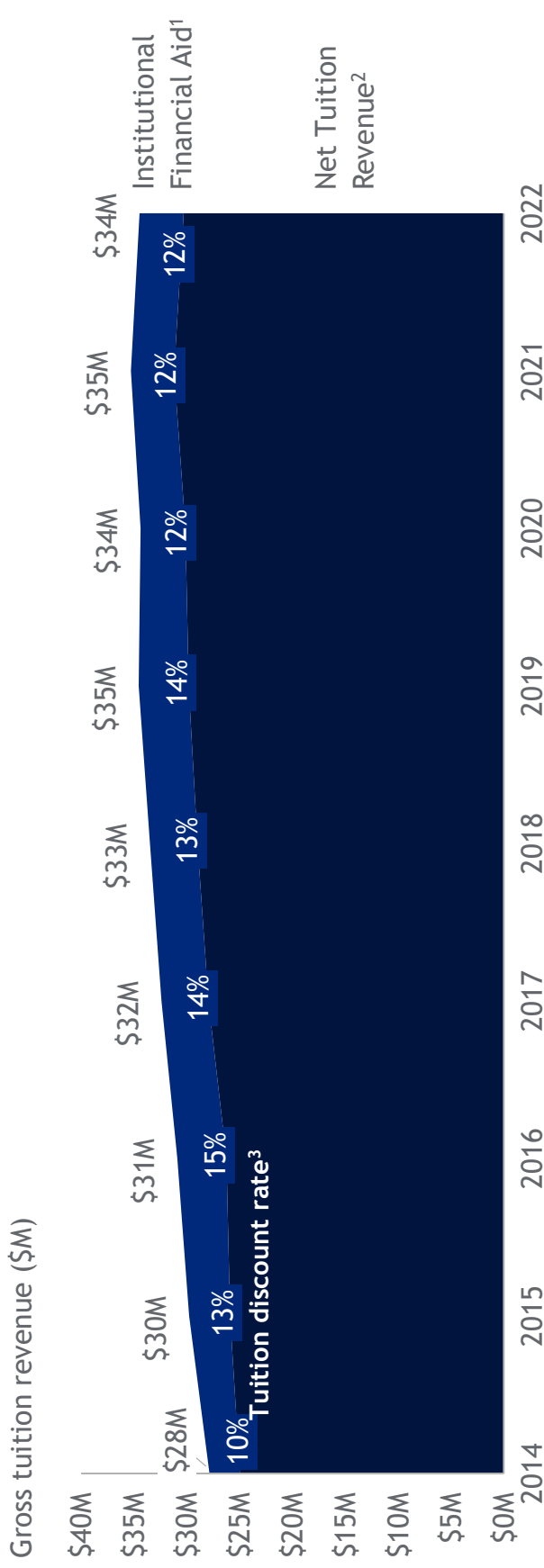
- VSU Foundation
- VSU Real Estate Foundation

Note: Excludes Virginia Community College System (VCCS), as not compared to 4-yr colleges in comparative report
 Source: Auditor of Public Accounts Higher Education Comparative Report for FY 2020 (link); 2020 financial statements for each institution

Virginia Military Institute

Backup | How is institutional financial aid (e.g., discounts/waivers) offsetting institutional tuition revenue over time?

Institutional financial aid (e.g., tuition discounts/waivers)¹ vs. net tuition revenue² [2014-2022]



Category	Annual growth ⁴ (2014-22)
Gross tuition revenue	2.7%
Institutional financial aid ¹	4.8%
Net tuition revenue ²	2.4%
Inflation (HEPI) ⁵	2.8%
Inflation (CPI) ⁵	2.7%

	2014	2015	2016	2017	2018	2019	2020	2021	2022
Institutional financial aid	\$2.9M	\$3.9M	\$4.6M	\$4.5M	\$4.5M	\$4.7M	\$4.2M	\$4.1M	\$4.2M
Net tuition revenue (NGF)	\$25M	\$26M	\$26M	\$28M	\$29M	\$30M	\$30M	\$31M	\$30M
State-funded financial aid (GF)	\$0.9M	\$0.9M	\$1.0M	\$1.0M	\$1.0M	\$1.0M	\$1.1M	\$1.1M	\$1.1M

1. Institution financial aid = SCHEV S1/S2 collections; includes tuition discounts/waivers (foregone revenue) and non-general fund tuition revenues applied toward financial aid (redirected revenue) 2. Net tuition revenue = gross tuition revenue - total institutional financial aid 3. Tuition discount rate = total institutional aid (tuition discounts/waivers) / gross tuition revenue 4. "Annual growth" calculated as compound annual growth rate (CAGR) 5. Determined as annual growth in HEPI/CPI over period
Source: SCHEV

Attachment B

Six-Year Plan Comments and Responses (6 October 2023)

Six-Year Plan Op-Six Questions and Comments Response

211: Virginia Military Institute

6 October 2023



Major General Cedric T. Wins
Superintendent of VMI

VMI's Six-Year Plan was briefed to the Op-Six on 10 August 2023 in the SCHEV Main Conference Room. In response, questions and comments were received by VMI on 25 September 2023. Provided is the Institute response to the questions and comments received.

Indicate items included in VMI's Six-Year Plan that were funded with the FY 2024 Budget Amendments

The State Budget Amendments for 2023-2024 provided State funds for the following requests:

- Maintain Affordable Access funding of \$832,000
- New Financial Aid funding of \$125,000
- Detailed planning for the following new capital projects:
 - Improve New Market Battlefield State Historical Park
 - Improve Hinty Hall and Facility Infrastructure
 - Renovate Financial Aid and Admissions Offices

Op-Six Point of Interest #1:

Strategies you are taking that ensure that students you enroll are prepared to be successful and that demonstrate a commitment to students successfully completing a degree and gaining relevant employment.

Existing programs that directly support degree completion have been expanded and improved through the VMI budget request "One Corps One VMI." The overall scope of cadet support services in the Miller Academic Center, Math Education and Resource Center, and Writing Center, have been enhanced with additional personnel. An additional student health counselor has been added to the Center for Cadet Counseling.

VMI staffs an Office of Career Services which provides comprehensive, state-of-the-art resources and services for cadets to assist them in their needs relative to career planning, career experiences, internships, and employment or graduate education opportunities.

Successful completion of VMI's unique educational system, which includes the cadet leadership development model, enables graduates to enter the armed forces, and civilian professions, or to continue at graduate and professional schools. As highlighted in VMI's Part Two narrative, the First Destination Report for 2021-2022 graduates (98% response rate) revealed:

- 59.9% commissioned in military service,
- 97.1% employed or enrolled in graduate school,
- 0.8% seeking employment.

College Scorecard Data from the U.S. Department of Education shows that VMI's graduates have above-average salaries ten years after graduating, placing the Institute in the top three among all Virginia public institutions.

Notably, VMI's officer commissioning rate is among the top five in the nation for all branches of the armed forces.

Op-Six Point of Interest #2:

Strategies you are taking to contain the largest drivers of institutional and administrative costs and controlling the long-term cost curve.

VMI operates under a centralized budget control structure. Personnel costs are one of the largest cost drivers for the Institute. To help monitor and control personnel costs, all new positions, and the filling of budgeted vacancies, are first approved by the Superintendent. Additionally, increases to non-personnel budgets are considered during the annual budget development process and are evaluated by a committee of Institute executives who approve final budgetary decisions.

VMI's increases in tuition and fees have been closely managed. Over the last five years, tuition has increased at rates lower than national inflation, averaging a modest 1.7%. A summary of increases over the past five years is provided below for reference.

Academic Year	% Tuition Increase	\$ Value of Increase	Total % Tuition and Fee Increase
AY23-24	3.0%	\$294	2.9%
AY22-23	0%	\$0	1.9%
AY21-22	2.3%	\$220	2.6%
AY20-21	3%	\$278	1.3%
AY19-20	0%	\$0	1.9%

As noted in VMI's Part Two narrative, out-of-state cadet tuition supports overall in-state affordability, representing about 141% of the total cost of education, significantly exceeding the State minimum requirement of 100%.

Op-Six Point of Interest #3:

Enrollment impacts on some institutions as the result of enrollment growth at other institutions.

VMI overall enrollment growth levels are more closely impacted by competition from the federal service academies (e.g., U.S. Military Academy, U.S. Naval Academy, and U.S. Air Force Academy) and the six Senior Military Colleges (The Citadel, Virginia Tech, Texas A&M, Norwich University, University of North Georgia, VMI). Senior Military Colleges are organized under Title 10 U.S.C. § 2111a(f). Given VMI's uniqueness and the relatively small pool of potential applicants seeking an education in a military environment, growth at other institutions, even in-state institutions, does not significantly impact VMI as it might impact other in-state schools.

VMI's enrollment grew over the last two decades from 1,200 to 1,700. Two recent classes of cadets who enrolled in the fall semesters of 2021 and 2022 fell below desired enrollment levels. In the fall of 2023, the matriculating class resumed near normal enrollment strength.

VMI Specific Questions #1:

Enrollment & Recruitment - Please provide an update on your plans to make optional standardized testing permanent as mentioned during the meeting. Strategic Plan for University was in process of being approved.

VMI created a "Test Optional Committee" in September 2023 to evaluate current admissions requirements and offer a recommendation on whether to make the current policy of test-optional permanent. The Board of Visitors will make the final determination on whether to maintain the test-optional policy.

At present, submitted test scores are considered only if they help the applicant. Scores are not considered if they negatively affect admission for an applicant.

The VMI Institute Honors and Reserve Officer Training Corps (ROTC) scholarships still require the submission of SAT/ACT scores. Accordingly, regardless of future policy decisions, VMI expects that certain applicants will continue to submit test scores.

The Board of Visitors reviewed the Strategic Plan during its September 2023 meeting and final approval is expected this winter.

VMI Specific Questions #2:

Regarding costs, your per-student overall expenditures 3.0% and institutional & administrative expenditures 5.2% have grown at average annual rates over inflation for the past ten years. Please explain the five largest drivers of these increases including specific data within each category, and what are you doing to control each cost curve while maintaining or improving outcomes?

Largest Drivers for Increases in Per Student/Institutional Administrative Expenditures

Faculty salary and benefit costs: In an effort to achieve first-in-class faculty, VMI emphasized personnel expenditures to increase faculty salaries to be in the top 5 of Virginia public institutions along with additional faculty to accommodate growth in the Corps of Cadets from 1,200 to 1,700 has resulted in a 25% increase in budgeted faculty salary/benefit costs over the past five years. It should be noted that a portion of the recent increases (approximately \$1.0M annually) are funded through recently endowed private sources.

FY	Number of Faculty	Overall Faculty Personnel Budget
2024	156	21,311,000
2023	154	19,823,000
2022	153	18,695,000

2021	155	17,993,000
2020	151	17,067,000

In total, \$2.93M of restricted private support is used to supplement existing State appropriations in FY 2024 to provide competitive salaries required to support faculty excellence.

Control Measure: VMI continues to seek private sources of funding to offset the need for additional state or tuition revenues. As presently staffed, VMI is positioned to accommodate Corps growth to 1,700 cadets as outlined in the Institute’s pending strategic plan.

One Corps One VMI: As a result of recent appropriations there were multiple cost drivers which led to growth in specific areas. This growth, however, was designed to enhance overall academic excellence that right-sized key operational areas (in-house legal counsel, admissions, financial aid, Title IX, academic/cadet programs, mental health/counseling, and others). These areas were operating with minimal levels of staff increasing overall risks.

A summary of these multiple cost drivers is provided below:

One Corps, One VMI - Additional Staffing and Departmental Needs

Office of the Title IX Coordinator	Cost Estimate	FTE
Deputy Title IX Coordinator - Investigations	101,000.00	1
Deputy Title IX Coordinator - Training	101,000.00	1
Case Management Software	45,000.00	
Admin Assistant	71,000.00	1
Total Estimated Cost	\$ 318,000.00	3
Academic and Student Programs		
	Cost Estimate	
Admission Staff Recruiters	279,000.00	3
Academic Counselor in Miller Academic Center	79,000.00	1
Academic Counselor in Math Educ Resource Ctr	79,000.00	1
Full-time Staff for Writing Center	79,000.00	1
Software Tracking URP/Academic At-Risk Cadets	30,000.00	
Student Health Counselor (additional position)	117,000.00	1
Total Estimated Cost	\$ 663,000.00	7
Legal Affairs Office		
	Cost Estimate	
Legal Counsel	\$ 220,000.00	1
Total Estimated Cost	\$ 220,000.00	1
Incremental Compensation Adjustments		
	Cost Estimate	
Incremental Compensation Adjustments	1,538,000.00	
Total Estimated Cost	\$ 1,538,000.00	-
Compliance and Reporting		
	Cost Estimate	
Assistant Financial Aid Director	93,000.00	1
Financial Aid Records Coordinator	79,000.00	1
HR Compliance and Hiring Specialist	117,000.00	1
Total Estimated Cost	\$ 289,000.00	3
Memorials and Marketing Materials		
	Cost Estimate	

Marketing/Admissions Materials and Website	250,000.00	
Reconceptualized/Relocated Memorials	175,000.00	
Total Estimated Cost	\$ 425,000.00	-
Commandant Staff		
	Cost Estimate	
4 full-time Barrack's Officer in Charge positions	\$ 372,000.00	4
Total Estimated Cost	\$ 372,000.00	4
Office Supplies, Material and Operating Budgets		
	Cost Estimate	
Setup - office furniture & equipment	130,000.00	
Office Supplies, Materials, etc.	45,000.00	
Total Estimated Cost	\$ 175,000.00	
Grand Total for All Initiatives	\$ 4,000,000.00	18

Control Measure: These are improvements to overall staffing and represent more accurate levels of support to deliver improved services. Adjustments may occur over time as efficiencies are realized.

The Board of Visitors'/Superintendent's Initiative: As a result of a state-initiated equity audit, the Board of Visitors and Superintendent prioritized the creation of the Office of Diversity, Opportunity, and Inclusion as well as the hiring of staff consisting of a director, deputy director, and officer manager.

Control Measure: As a result of organizational re-alignment, the office presently consists of a director and officer manager.

Debt Service to Support Facility Improvements: VMI has invested in various non-capital improvements over the past ten years to address a backlog in maintenance-related areas. One key area was assuming additional debt for various infrastructure-related projects. Annual debt service payments will decrease from \$2.5M in FY 2025 to \$1.6M in FY 2026.

Control Measure: VMI does not have any immediate plans to incur additional debt. However, it is expected that additional debt will be necessary to support improvements to auxiliary facilities in the next four to six years. New debt will not be assumed until the operational level of debt decreases in FY 2026. Further, VMI continues investments into building reserve accounts to support future planned improvements which is expected to reduce the amount of debt required in future years. Private funding to support planned capital projects continues to be a priority to mitigate the effects of debt service expense. Noteworthy, significant private support received in the past five years is in excess of \$20.0M towards capital improvements as an example of this commitment.

Operations and Maintenance of New and Expanded Facilities: VMI increased the overall size of the Corps of Cadets within the last ten years. There has been an associated increase in academic and support facilities. Facilities that have been added include the Center for Leadership and Ethics (CLE), the Corps Physical Training Facility (CPTF), and the Aquatic Center. In addition, over the past fifteen years, many facilities have had modernized HVAC systems installed. Prior to 2006, VMI had few facilities that were air-conditioned. As part of the renovations and modernization of facilities additional maintenance technicians and facility

directors were hired. These additional facility personnel costs for the CLE, the CPTF, and the Aquatic Center total \$835,000 annually.

Control Measure: These costs will continue to be managed with strategies to reduce the overall operating costs of facilities. However, much of the investment in operational costs and staffing is required to support modernized facilities.

Attachment C

Six-Year Plan Motion (12 September 2023)

VIRGINIA MILITARY INSTITUTE

LEXINGTON, VIRGINIA 24450-0304

OFFICE OF THE SUPERINTENDENT

Phone 540-464-7311

Fax 540-464-7660

Virginia Relay/TDD dial 711

12 September 2023

MEMORANDUM

TO: VMI Board of Visitors

THROUGH: The Audit, Finance and Planning Committee

SUBJECT: Approval of VMI's Six-Year Plan (2023)

The purpose of this memorandum is to transmit VMI's Six-Year Plan Update (FY 2025 to FY 2030) for your review and approval. A copy of the Plan is included with this memorandum.

State Requirements and Process

1. The development and adoption of VMI's Six-Year Plan (the Plan) by the Board of Visitors is mandated in The Virginia Higher Education Opportunity Act of 2011 (The Act).
2. The Act requires that six-year plans be submitted biennially by 1 July of each odd-numbered year and amended or affirmed by 1 July on each even-numbered year. This year's due date was extended and VMI submitted its updated Plan to the State Council of Higher Education (SCHEV) on 17 July 2023.
3. The Plan uses the "template" issued by SCHEV. It is based on SCHEV's instructions to assume no increase in State general funds beyond the current legislative appropriation for FY 2024. It also focuses primarily on Fiscal Years 2025 and 2026 for the Educational and General Program (E&G).
4. The six-year plans address the institution's academic, financial, and enrollment plans for the six-year period and address certain specific objectives outlined in the Act. These objectives include provision of financial aid to help mitigate the impact of tuition and fee increases on low-income and middle-income students; degree conferral targets for Virginia students; and plans for optimal year-round use of facilities.
5. Each institution was required to meet with a committee (Op-Six Review Committee) consisting of the Director of SCHEV, Secretaries of Education and Finance, Director of Department of Planning and Budget, and the Staff Directors of the House Appropriation and Senate Finance Committees to review the six-year plan and obtain comments. VMI had its meeting in Richmond on 10 August.

6. The Review Committee is scheduled to provide its general comments that apply to all institutions and institution-specific comments on 1 September 2023. Institutions are required to respond to these comments by 1 October 2023.

Highlights of VMI's Updated Plan (E&G Program)

Revenues

1. VMI's updated Plan reflects a projected fall enrollment of 1,487 in FY 2025 and 1,552 in FY 2026.
2. VA tuition and fees total \$32,388 in FY 2025 and \$33,284 in FY 2026 for an increase of 2.9% and 2.8%, respectively. Tuition only reflects an increase of 3.0% in FY 2025 and 3.0% in FY 2026.
3. NVA tuition and fees total \$64,010 in FY 2025 and \$65,856 in FY 2026 for an increase of 2.9% in both years. Tuition only reflects an increase of 3.0% in FY 2025 and 3.0% in FY 2026.
4. Tuition and other income total \$33.0 million in FY 2025 and \$35.4 million in FY 2026 for an increase of \$900,000 (2.8%) and \$2.4 million (7.3%), respectively.

Note: For the Six-Year Plan, the FY 2026 increase in tuition and other income below is the sum of the increase for both FY 2025 and FY 2026; this use of a "cumulative" total for FY 2026 also applies to all new spending or costs shown in the Six-Year Plan and is similarly reflected below in the notes).

Expenses

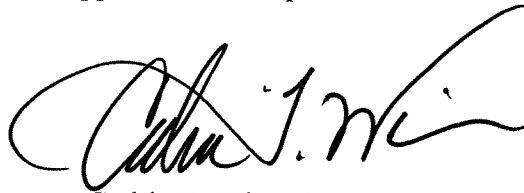
5. Salary increases of 2.0% in both years are projected for teaching faculty, administrative and professional faculty, and classified employees as provided in the Six-Year Plan instructions.
6. Employer health insurance premiums are projected to increase 3% each year as provided in the Six-Year Plan instructions.
7. Utilities and insurance are projected to increase 3.0% in both FY 2025 in FY 2026.
8. Contingencies are budgeted for \$750,000 in FY 2025 and \$1.0 million in FY 2026 reflecting about 1.3% to 1.7% of total E&G Program costs to include cadet financial assistance.
9. Tuition revenue used for cadet financial assistance is projected to increase \$25,000 for in-state cadets and \$75,000 for out-of-state cadets in FY 2025. For FY 2026, the increase is \$50,000 for in-state cadets and \$150,000 for out-of-state cadets.

Summary

10. VMI's amended Six-Year Plan (Academic and Financial) reflects its initiatives and activities in support of the goals and objectives of The Virginia Higher Education Opportunity Act of 2011 and the Statewide Strategic Plan.
11. The financial projections in VMI's revised Six-Year Plan do not commit VMI or the State to any specific set of revenues and spending. The annual operating budget process, to include BOV reviews and approval, will continue to establish the Institute's actual operating budget for each fiscal year.

Recommended Motion

It is moved that the VMI Board of Visitors approve VMI's updated Six-Year Plan for FY 2025 to FY 2030.



Cedric T. Wins '85
Major General, U.S. Army (Retired)
Superintendent

Attachment D

Six-Year Plan Presentation (10 August 2023)



VMI SIX-YEAR PLAN

Major General Cedric T. Wins '85
VMI Superintendent

Thursday, 10 August 2023
James Monroe Building

Presentation to the Op-Six

Introductions

Mr. Hugh M. Fain III:

Vice President, VMI Board of Visitors

Major General Cedric T. Wins:

VMI Superintendent

Brigadier General Robert W. Moreschi:

Deputy Superintendent for Academics and Dean of Faculty

Brigadier General Dallas B. Clark:

Deputy Superintendent for Finance and Support

Colonel E. Lee Rakes:

Director of Institutional Effectiveness

COL Kimberly C. Parker:

Director of Government Relations

CAPT Michael J. Sebastino:

Associate Dean for Academic Administration and Planning

LTC Shannon M. Eskam:

Director of Financial Aid

LTC Joe R. Hagy:

Director of Admissions

Mr. Jeffrey L. Lawhorne:

Director of Finance and Budget

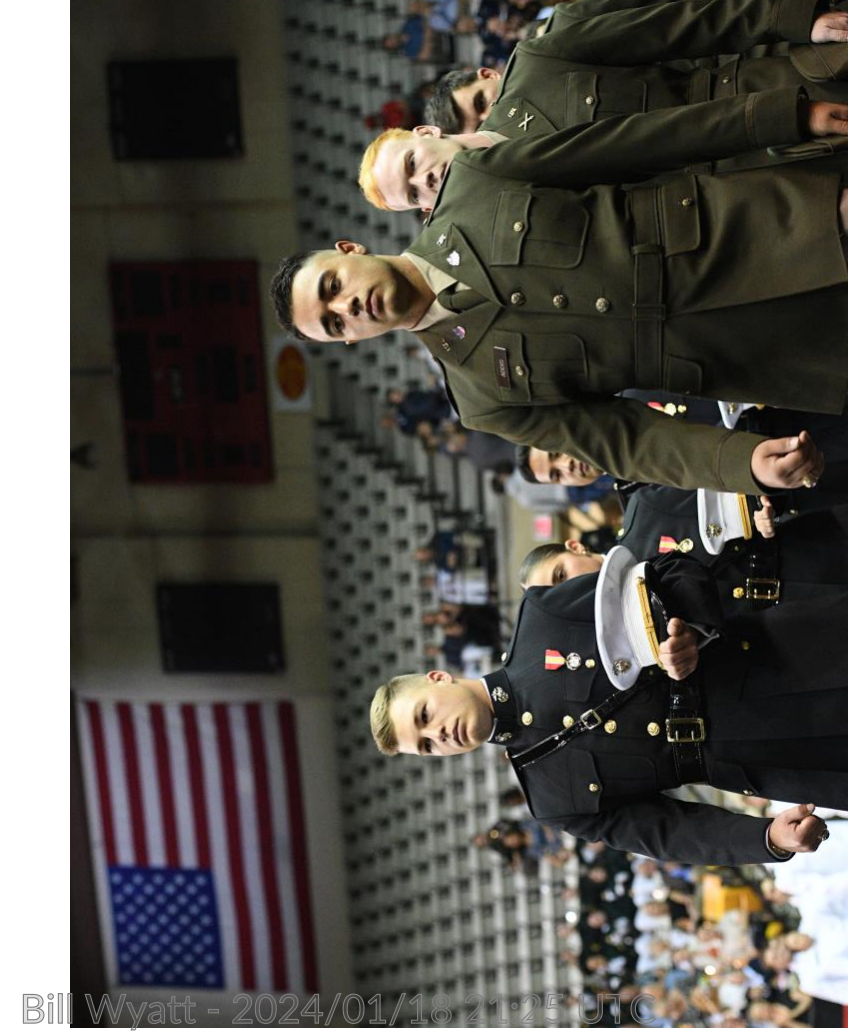
Mr. David G. Sigler:

Financial Analyst

Briefing Agenda

- MG Wins Strategic Overview
- COL Rakes Trends and Outcomes
- BG Moreschi Academic Strategies
- BG Clark Financial Plan
- Deep Dive Discussion

Mission, Vision, Values



Bill Wyatt - 2024/01/18 21:25 UTC
Virginia Military Institute

MISSION: Produce educated, honorable men and women prepared for the varied work of civil life, imbued with love of learning, confident in the functions and attitudes of leadership, possessing a high sense of public service, advocates of the American Democracy and free enterprise system, ready as citizen-soldiers to defend their country in time of national peril.

VISION: Our vision is to be the premier small college in the nation, unequaled in producing educated and honorable citizen-leaders with an international reputation for academic excellence, supported by a unique commitment to character development, self-discipline, and physical challenge, conducted in a military environment.

VALUES: Our core values include Honor, Excellence, Self-discipline, Courage, Esprit de Corps, Selfless Service, Resilience.



Guiding Tenets of the Strategic Vision

- To be the first-choice destination for talented students, faculty, and staff.
- Develop and implement a leadership and education model that other institutions of higher learning seek to emulate.
- Teach America's next generation of leaders to think critically and ethically, and work effectively in teams.
- Mentor and graduate men and women to serve the nation and the Commonwealth with courage and honor.



Strategic Plan Initiatives (Pending BOV approval - September 2023)

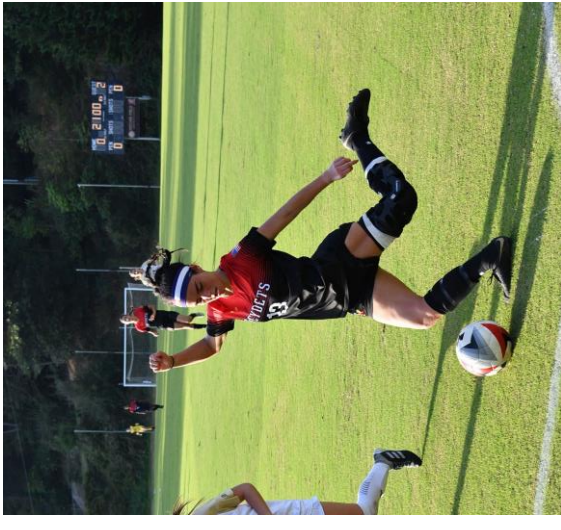
- Prepare Exceptional Leaders
- Enhance Academic Excellence
- Recruit Top Cadets and Boost Success
- Foster Esprit de Corps
- Provide Exceptional Facilities

The Corps of Cadets remains Strong

- The result of the VMI experience is a premier product - an educated and honorable leader of character prepared for the future
- The **Honor Code**, **Rat Line**, and **Class and Regimental systems** unite the Corps
 - ✓ Full daily schedules demanding time management skills
 - ✓ The Brother Rat spirit
 - ✓ Top-tier academic rigor
 - ✓ Inspections, demerits, penalty tours, parades
 - ✓ Correct wear of uniforms for various functions
 - ✓ ROTC classes, labs, and field training exercises
 - ✓ Forming-up as a Corps and marching to meals
 - ✓ Individual physical training, club sports, NCAA athletics



General Order #1: Operating Rules of the Institute



SUNDAY		MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		SATURDAY	
IS AFTER TAP	RG 0600-1900	RG 0600-0700	RG 0600-0700	RG 0600-0700	RG 0600-0700	RG 0600-0700	RG 0600-0700	RG 0600-0700	RG 0600-0700	RG 0600-0700	RG 0600-0700	RG 0600-0700	RG 0600-0700
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Final Cadet Daily Schedule
Revised 2022

A cadet's daily schedule is dictated by General Order #1. Each day begins at 0600 and ends at 2230. Times exist for academics, military training, ROTC training, and athletics.

Why a VMI Degree?

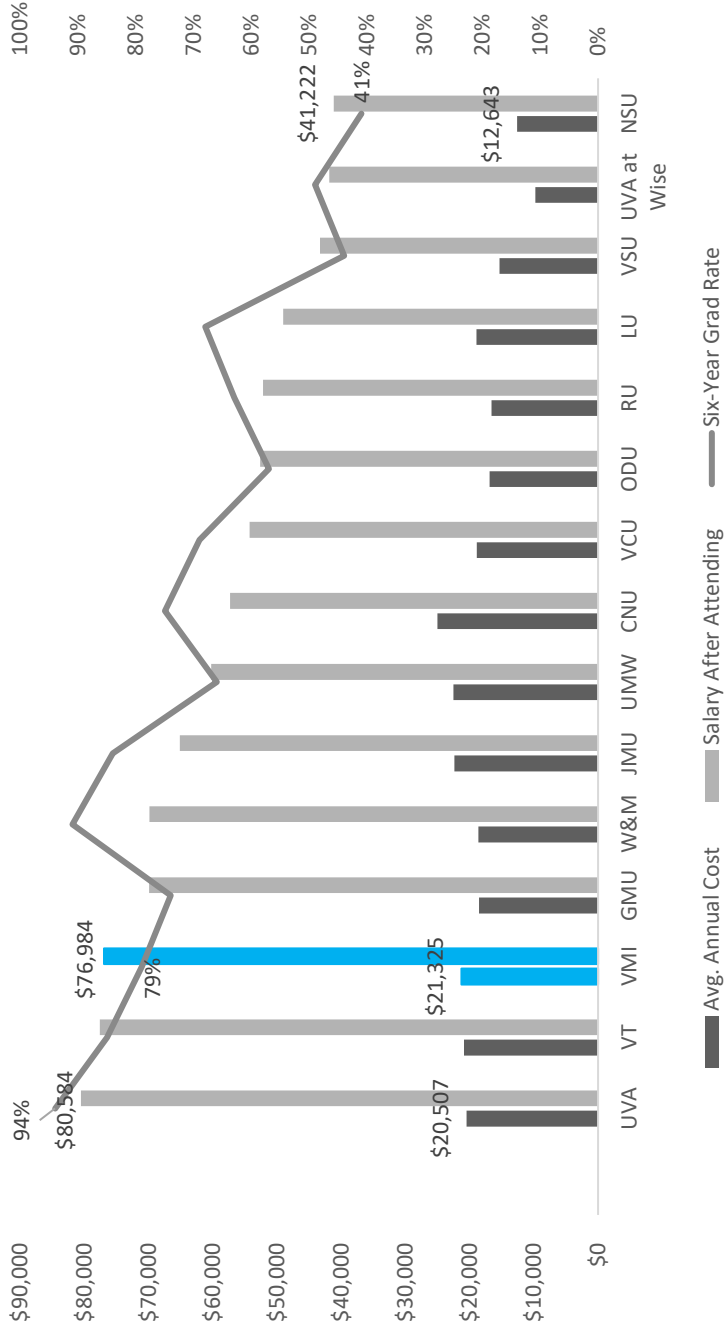
Selected Rankings:

- **Money magazine Best Colleges (June 2023)**
Best Colleges in America – 4.5 stars out of 5
- **U.S. News & World Report (September 2022)**
National Liberal Arts colleges – No. 70 (out of 210 public and private schools)
Top Public Liberal Arts Colleges - No. 4 (out of 18 public schools listed)
Engineering Programs (no doctorate) – No. 21 (out of 230 ABET-accredited undergraduate programs)
- **Washington Monthly (September 2022)**
Best Bang for the Buck, Southeast – No. 49 of 288
- **Wall Street Journal/Times Higher Education Ranking (September 2022)**
National colleges and universities – No. 158 out of 801 public and private institutions (Top 20 percent)
- **Virginia Educated: A Post-College Outcomes Study of Virginia Public College and University Graduates from 2007 to 2018 (Prepared for SCHEV, October 2021)**
Key VMI Findings:
 - Undergraduate education worth the cost: #1
 - Undergraduate experience prepared them for the workplace: #1
 - Graduates satisfied with life: #2



Why a VMI Degree?

USDoE College Scorecard 2023



Bill Wyatt - 2024/01/18 21:25 UTC
Virginia Military Institute

Source: [USDoE 2023 College Scorecard](#) (10 years after attending, received federal financial aid.)
 Cost is calculated as the average over FIF cadets who receive aid, in-state only.
 VMI is 3rd salary after attending, 5th in graduation rates.
 Graduation rates are based on the 2013 cohort.

May 2023 Graduation and Commissioning

GRADUATION 16 MAY 2023:

- 311 Cadets (51 Females, 260 Males)
- Distinguished Graduates with Institute Honors – 20 Cadets
- Distinguished Graduates – 46 Cadets
- Graduate with Distinction – 112 Cadets
- Total Honors Graduates – 178 (57%)

COMMISSIONING 15 May 2023:

- 166 Cadets (53% of Class)
 - US Army
 - US Navy
 - US Marines
 - US Air Force
 - US Space Force
 - US Coast Guard

- ✓ Historically, 97% of non-commissioning graduates are employed or enrolled in graduate school within six months.





Class of 2027: Current Profile

as of 31 July 2023

Anticipated Matriculants

Total Number:	505 (429 men, 76 women)
In-State:	284 (56.2%)
Out of State:	221 (43.8%)
Average GPA:	3.58
NCAA Athletes:	179
Transfer Students:	22
Attended an Open House:	214



SCHEV Initiative for the Recruitment and Retention of Pell-Eligible Students

Project: A Holistic Approach to Expanding College and Degree Access to Pell-Eligible Virginians
Adjusted Project Cost: \$3,832,025

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>4 Year Total</u>
\$920,841	\$944,812	\$969,968	\$996,404	\$3,832,025

- Establish a Strategic Enrollment Management office to implement a data-driven process to engage, enroll, and retain at-risk student populations including Pell-eligible students
- Provide Summer Transition Program (STP) scholarships
- Enhance marketing materials and create online cadet orientation and campus tours
- Targeted name purchase
- Waive Admissions application fees

Unique Model/Exceptional Results

- Four-year leadership and academic development experience
- Followership developing into leadership
- Develop leaders who exhibit competence, courage, caring, and integrity
- Lead self, influence others, lead within an organization, and command
- Leadership opportunities throughout a cadetship

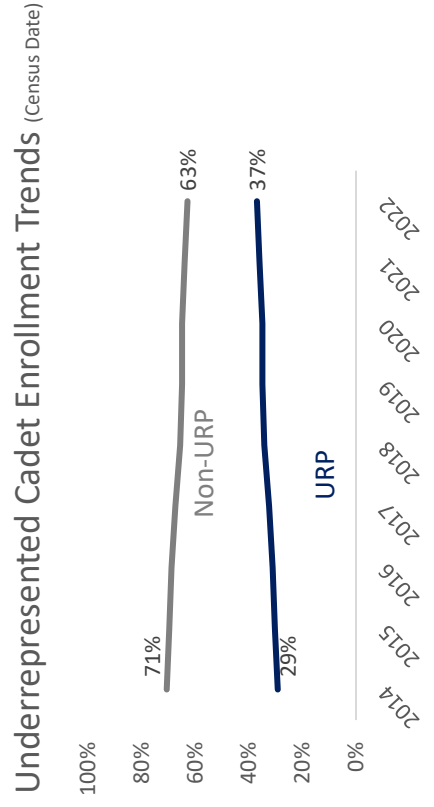
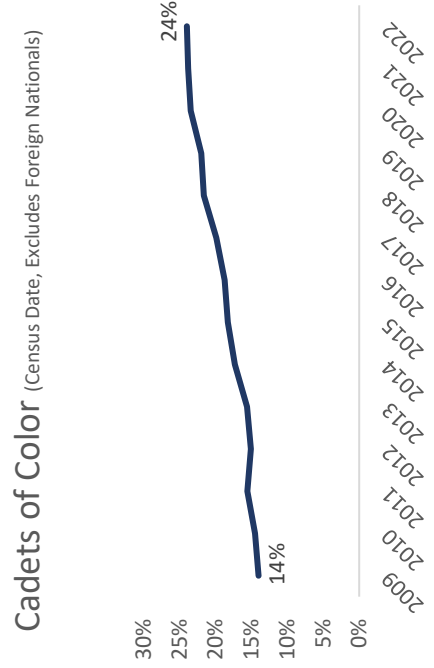
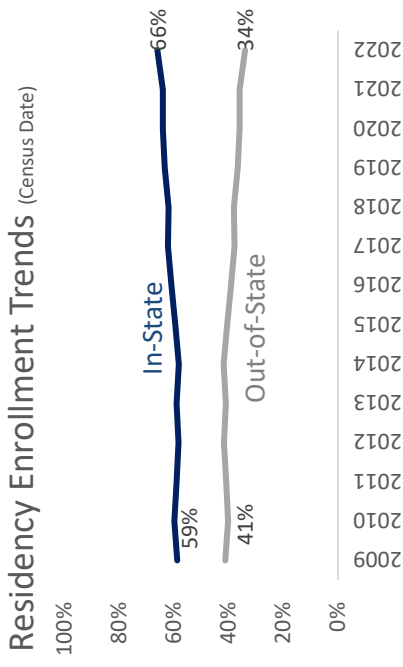
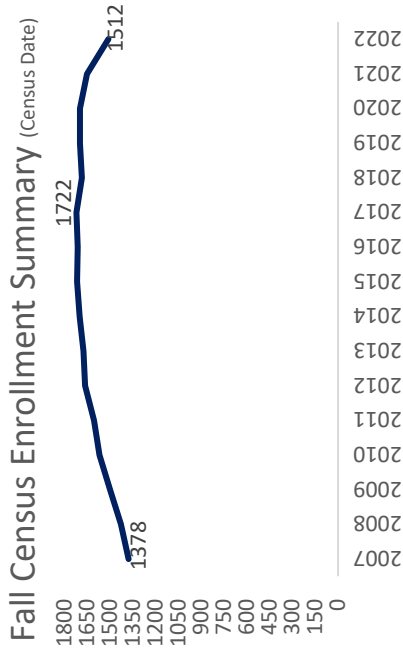
Trends and Outcomes

Colonel Lee Rakes

Director of Institutional Effectiveness



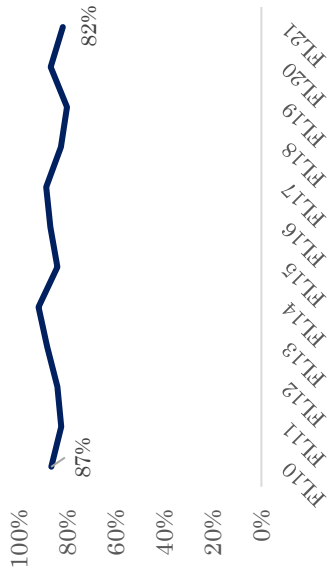
Selected Enrollment Trends



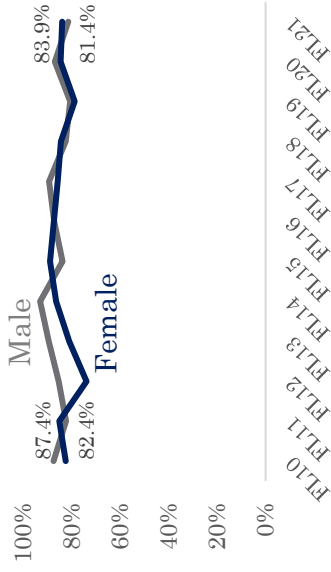


Retention Rates

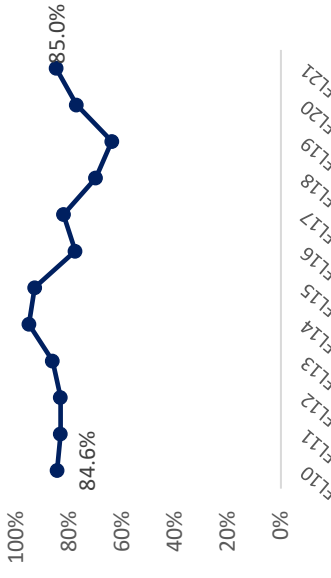
Overall Retention Rates (Freshmen to Sophomore)



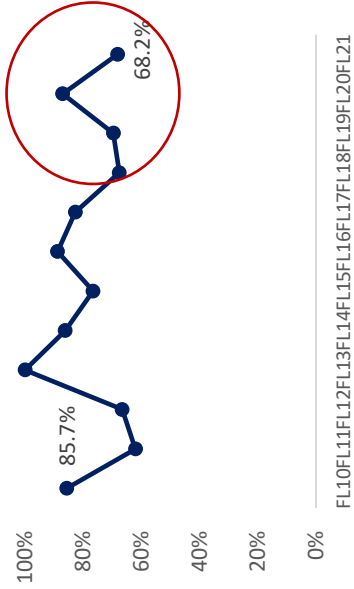
Male/Female



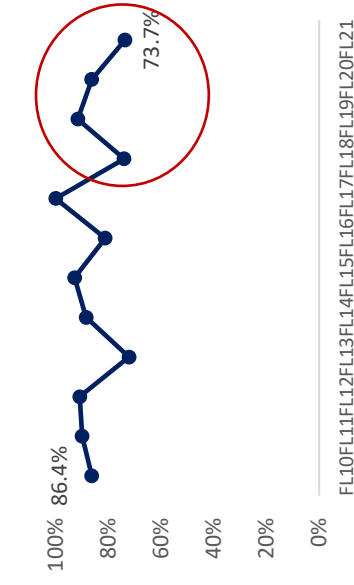
Hispanic/Latino



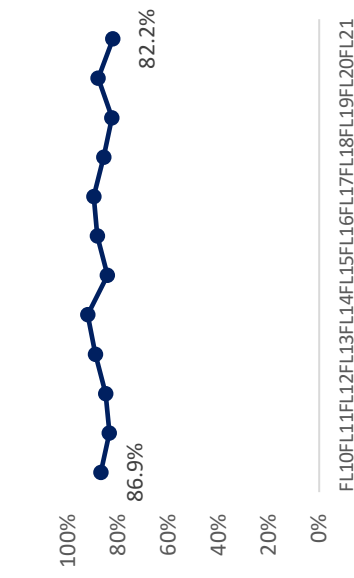
Black/African American



Asian



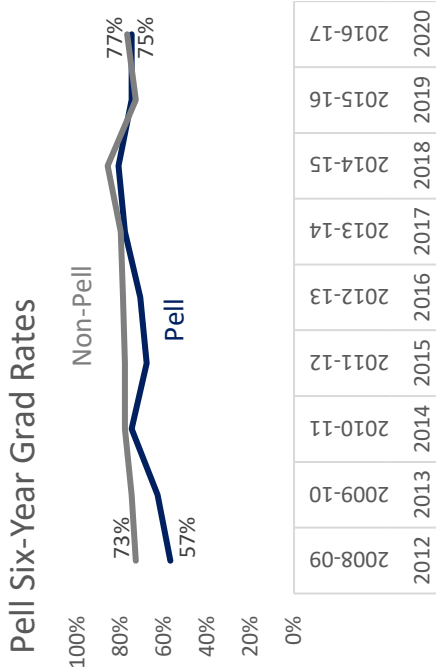
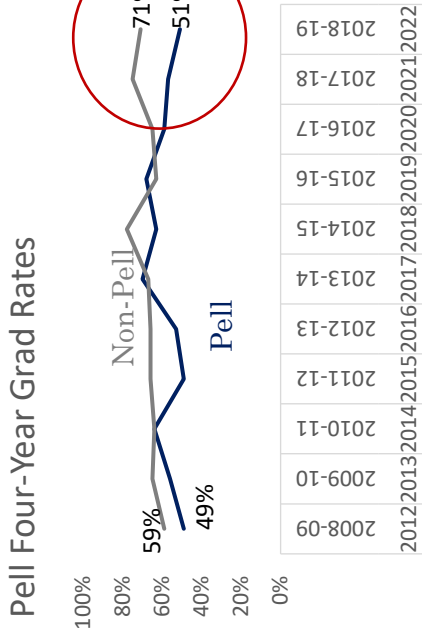
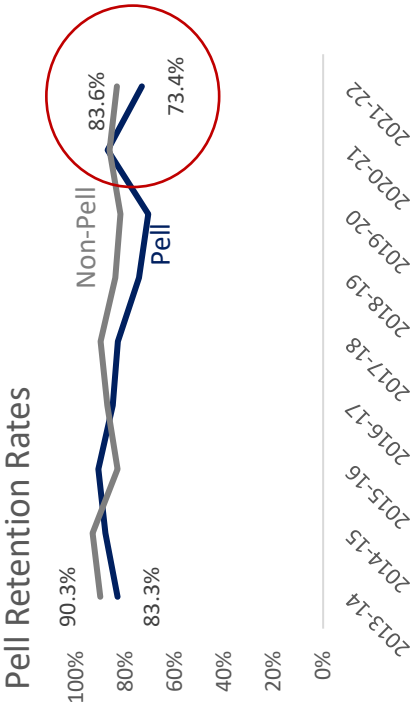
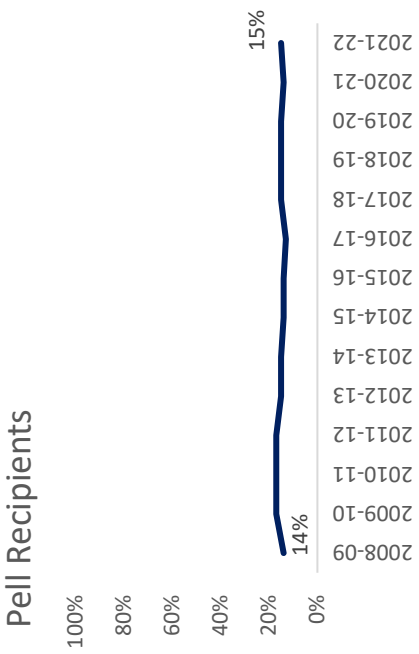
White



Notes: First-time, full-time cadets. Retention rates reflect freshmen who return their sophomore year.



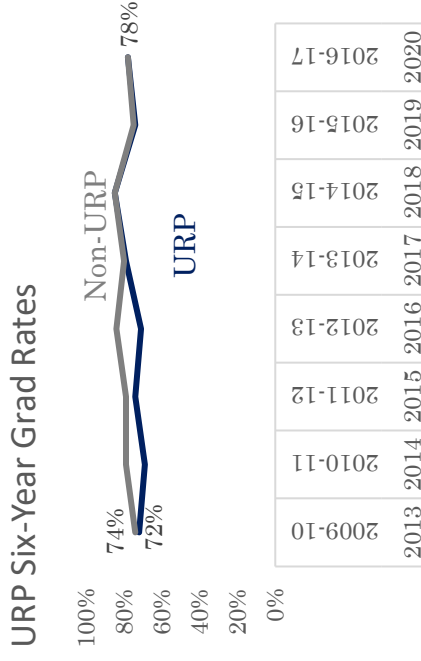
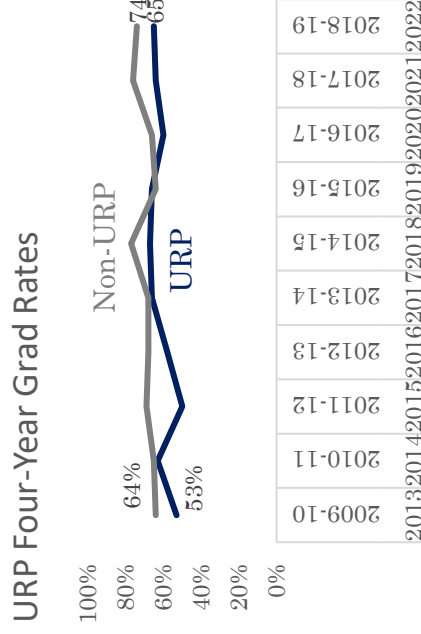
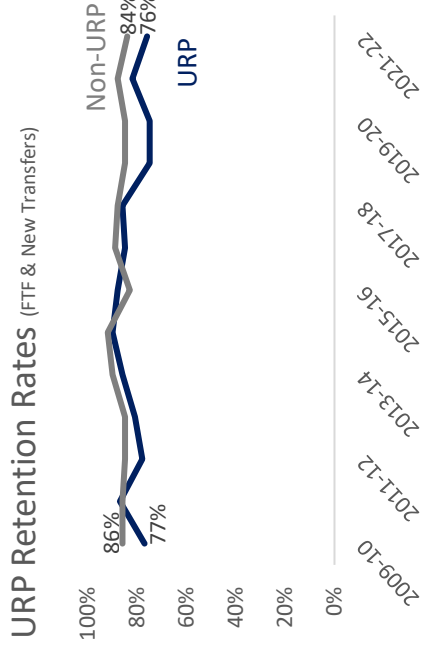
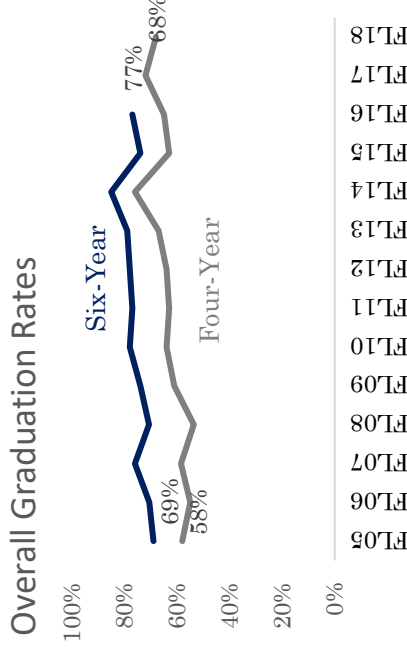
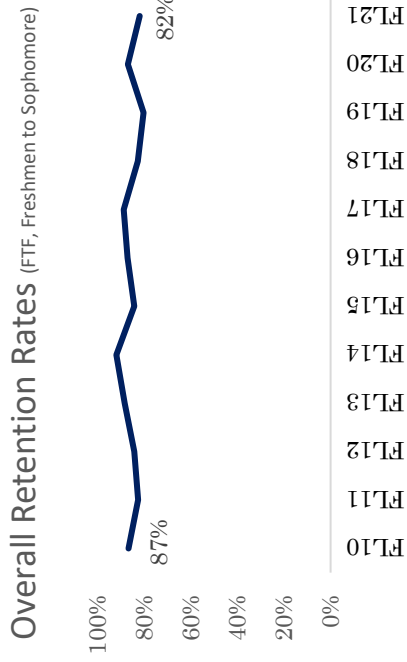
Pell Recipients & Outcomes



Notes: Pell recipients are the percentages of total Pell recipients among all cadets at Census Date. Retention rates and grad rates charts are first-time, full-time cadets. Retention rates reflect freshmen who return their sophomore year. Grad rates: vertical dates are cohort entry year; horizontal dates are graduation year.



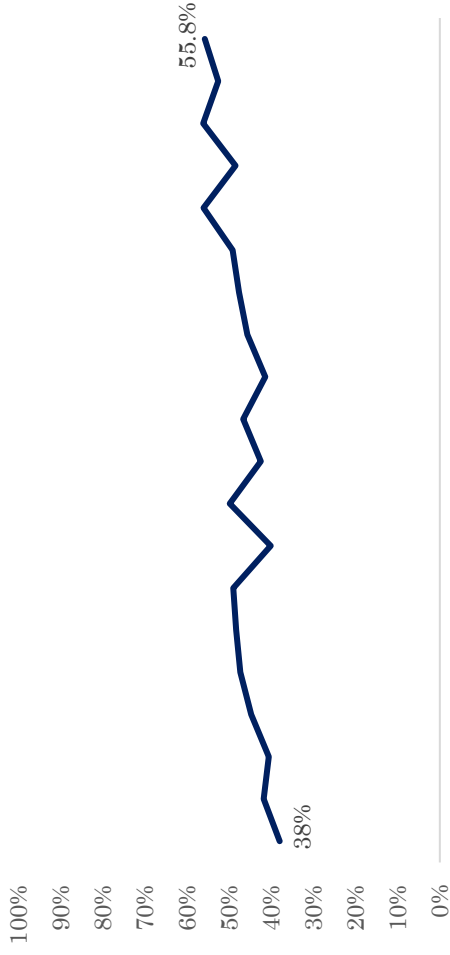
Selected Outcome Metrics





Commissioning Rates

% Graduates Commissioning



	'09	'10	'11	'12	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22
Foreign	3	3	2	6	4	2	5	3	4	4	5	5	4	3
Coast Guard						1	0	2	0					
Navy/Marine Corps	43	41	47	42	49	52	49	48	45	57	35	49	46	48
Air Force	28	14	21	10	11	13	13	10	14	37	24	24	35	32
Army	68	63	97	67	99	85	101	117	119	133	103	125	117	104
# Commissioning	142	121	167	125	163	153	168	180	182	231	167	203	202	187
# Graduates	289	301	335	294	349	369	368	377	370	412	344	361	384	335
% Graduates Commissioning	49.1%	40.2%	49.9%	42.5%	46.7%	41.5%	45.7%	47.7%	49.2%	56.1%	48.5%	56.2%	52.6%	55.8%

Academic Strategies

Brigadier General Robert W. Moreschi
Deputy Superintendent for Academics and
Dean of the Faculty

Academic Strategies/Actions

- **Expand and enhance academic support services from the Miller Academic Center, the Mathematics Education and Resource Center, and the Writing Center, to include:**
 - Identifying at-risk cadets and risk analysis
 - Using analytic software to predict cadet success and fashion the type and frequency of intervention
 - Review and enhancement of academic advising for best practices
 - Enhanced new student academic orientation prior to the start of the fall semester
 - Review of academic standards while maintaining rigor
- **Enhance academic excellence and outcomes for all cadets**
 - Additional partnerships with public and private employers to provide more internship and experiential learning opportunities
 - Provide professional development in best practices in use of educational technology and the science of human learning and academic motivation.
 - Support additional opportunities for cadets to participate in study abroad and service-learning projects
 - Use the privately funded Director of Innovation Programming position to enhance research and learning opportunities
 - Review current major field of study offerings for relevance and cogency
 - Enrich faculty onboarding and training programs to facilitate cadet development

Six-Year Financial Plan

Brigadier General Dallas B. Clark
Deputy Superintendent for
Finance and Support

Six-Year Financial Plan

- Assumes no increase in state general funds
- Assumes a 3% increase in employer health insurance rates
- Assumes enrollment at census date FY 2025 of 1,520
- Projects in-state tuition increase of 3% in AY24-25 and AY25-26
- Includes unavoidable cost increases (utilities, insurances, etc.)
- Proposes a 2% faculty and staff salary increase in FY 2025 and 2% in FY 2026
- Includes \$100,000 additional student financial aid from tuition revenue in FY 2025 and an additional \$100,000 in FY 2026



Tuition and Fees (In-State)

	<u>FY 2024</u>	<u>Inc</u>	<u>FY 2025</u>	<u>Inc</u>	<u>FY 2026</u>
In-State Tuition	\$10,076	3%	\$10,378	3%	\$10,690
Mandatory Non-E&G Fees	<u>\$10,408</u>	2.7%	<u>\$10,688</u>	2.3%	<u>\$10,934</u>
Total In-State Tuition and Mandatory Fees	\$20,484	2.8%	\$21,066	2.6%	\$21,624

Note: Excludes Room and Board



Tuition and Fees (Out-of-State)

	<u>FY 2024</u>	<u>Inc</u>	<u>FY 2025</u>	<u>Inc</u>	<u>FY 2026</u>
Out-of-State Tuition	\$40,778	3%	\$42,000	3%	\$43,260
Mandatory Non-E&G Fees	<u>\$10,408</u>	2.7%	<u>\$10,688</u>	2.3%	<u>\$10,934</u>
Total Out-of-State Tuition and Mandatory Fees	\$51,186	2.9%	\$52,688	2.9%	\$54,194

Note: Excludes Room and Board



Financial Aid

<u>Source of Aid</u>	<u>FY 2024</u>	<u>FY 2025</u>	<u>FY 2026</u>
Out-of-State Tuition	\$ 2,300,000	\$ 2,400,000	\$ 2,500,000
State Funds	\$ 1,418,318	\$ 1,418,318	\$ 1,418,318
Federal Funds (Pell, SEOG)	\$ 1,490,000	\$ 1,537,700	\$ 1,580,800
ROTC Scholarships	\$14,000,000	\$14,350,500	\$14,708,750
Private Funds <i>(Call to Duty Scholarships)</i>	<u>\$13,050,000</u>	<u>\$13,351,250</u>	<u>\$13,660,031</u>
TOTAL	\$32,258,318	\$33,057,768	\$33,867,899
VMSDEP Waiver Growth	<u>FY2018</u>	<u>FY2021</u>	<u>FY2023</u>
	\$ 103,453	\$725,465	\$1,095,223



General Fund Requests

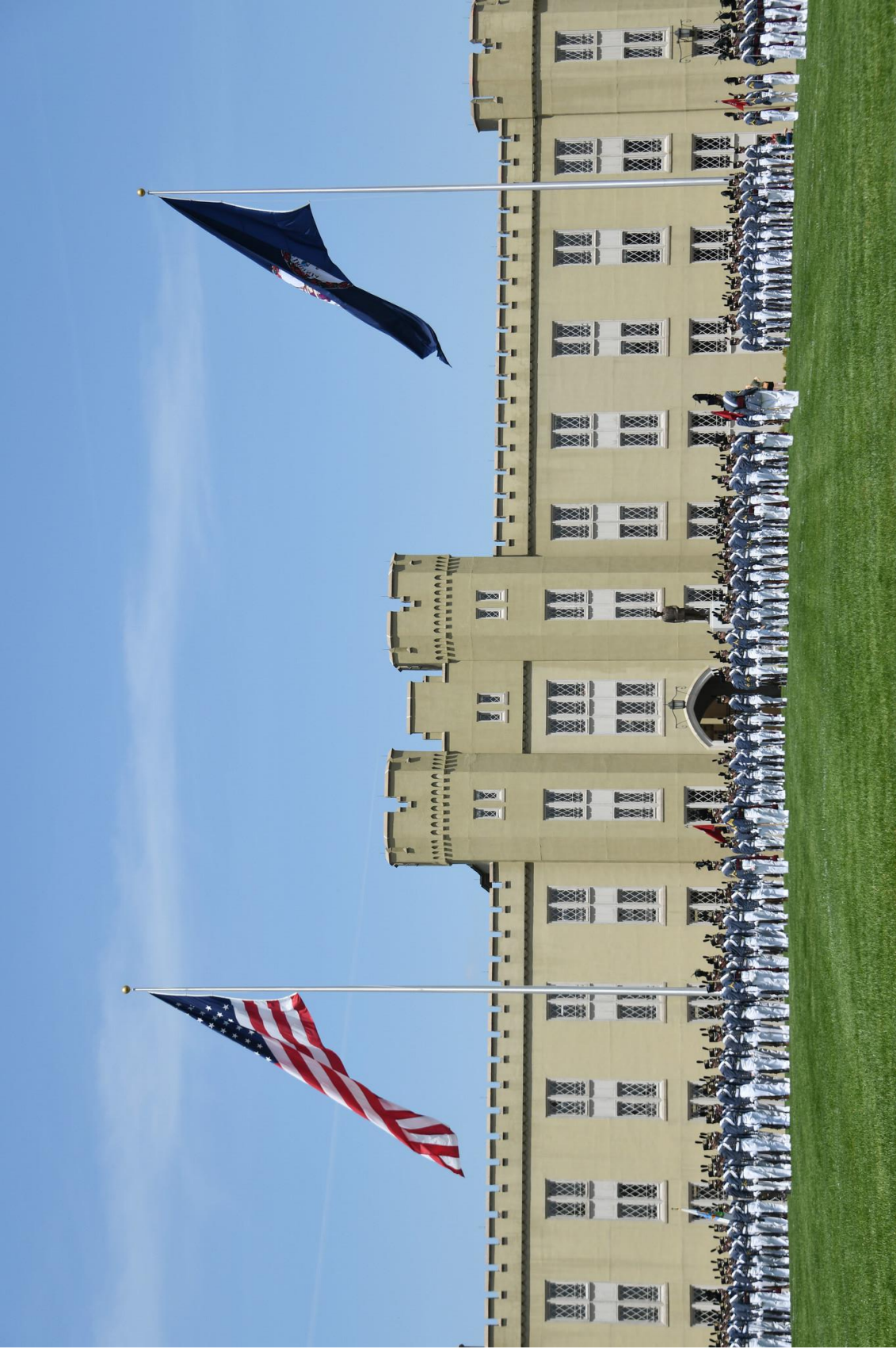
<u>Strategies</u>	<u>FY 2025</u>	<u>FY 2026</u> (Cumulative)
Associate Dean for Academic Support	\$169,000	\$341,380
Employer Relations/Internship Coordinator	\$63,000	\$127,260
Core Course in "American Constitutional History"	\$ 0	\$ 90,000
Global Education Initiative	\$63,000	\$127,260
Summer Undergraduate Entrepreneurship Program	\$ 0	\$61,000

Capital Outlay Priorities

Priority	Project Name	Project Budget	Projected Submission for FY2024	
			Phase/FY	Phase/FY
1	Improve 307 & 309 Letcher (Admissions and Financial Aid)	\$7,355,713	Detailed Planning FY2025	Construction FY2026
2	Improvements to New Market Battlefield State Historical Park	\$30,444,618	Detailed Planning FY2025	Construction FY2026
3	Improvements to Hinty Hall and Infrastructure	\$22,429,128	Detailed Planning FY2025	Construction FY2026
4	Barracks Windows (Construction Phase)	\$36,703,158	Construction FY2026	
5	Construct Moody Hall (Construction Phase)	\$68,631,674	Construction FY2026	
6	Construct CLE Phase II (Construction Phase)	\$89,853,804	Construction FY2026	
7	Cocke Hall Annex	\$7,768,639	Detailed Planning FY2025	
8	Crozet Hall Renovation	\$46,851,724 (NGF)	Detailed Planning FY2025	
9	Patchin Field Soccer & Lacrosse Stadium/Palette Hall Renovation	21,706,757 (NGF)	Detailed Planning FY2025	



Closing Remarks



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Deep Dive Discussion Information

Deep Dive Enrollment and Recruitment

- Latest 2023 Matriculation Numbers: 505 ( 35.8% over 2022)
- Design of New Enrollment Management Model
 - Synchronizing the functional areas of marketing, admissions, and financial aid to help coordinate overall recruitment. New model will provide direction and coordination of Post-wide services and departments that have an impact on key cadet milestones impacting recruitment and retention.
 - Efforts have been successful thus far. Work will continue to integrate other areas of enrollment management pertaining to cadet success.

Deep Dive Enrollment and Recruitment

- **Out-of-State Strategy**
 - Use of historical enrollment data and predictive modeling to drive recruitment schedule and lead generation
 - Incorporate attendance at high-traffic recruiting events with captive audiences (EX: JROTC Leadership and Academic Bowl)
 - Collaborate with VMI Alumni Agencies and out-of-state alumni chapters at recruiting events to add quality volume
 - Accessibility:
 - Join Common Application
 - Virtual Open House/Engagement Events
 - Virtual Post Tour
 - Change in Recruiting Focus: Renewed focus on geographic location and affinity to attend VMI
 - Military high schools, JROTC, proximity to military installations, military families
 - Utilize student search features such as "Interest in My Peers" with sophomore, junior, and senior search
 - Engage students who are interested in other senior military colleges but do not know about VMI
- **Best Practices From Other Senior Military Colleges**
 - Call to Duty Scholarship (room/board scholarship): Recruit and matriculate national ROTC scholarship winners
 - Develop guaranteed admission agreements for military high schools (currently 8 and growing) in VA, PA, NC, SC, TX

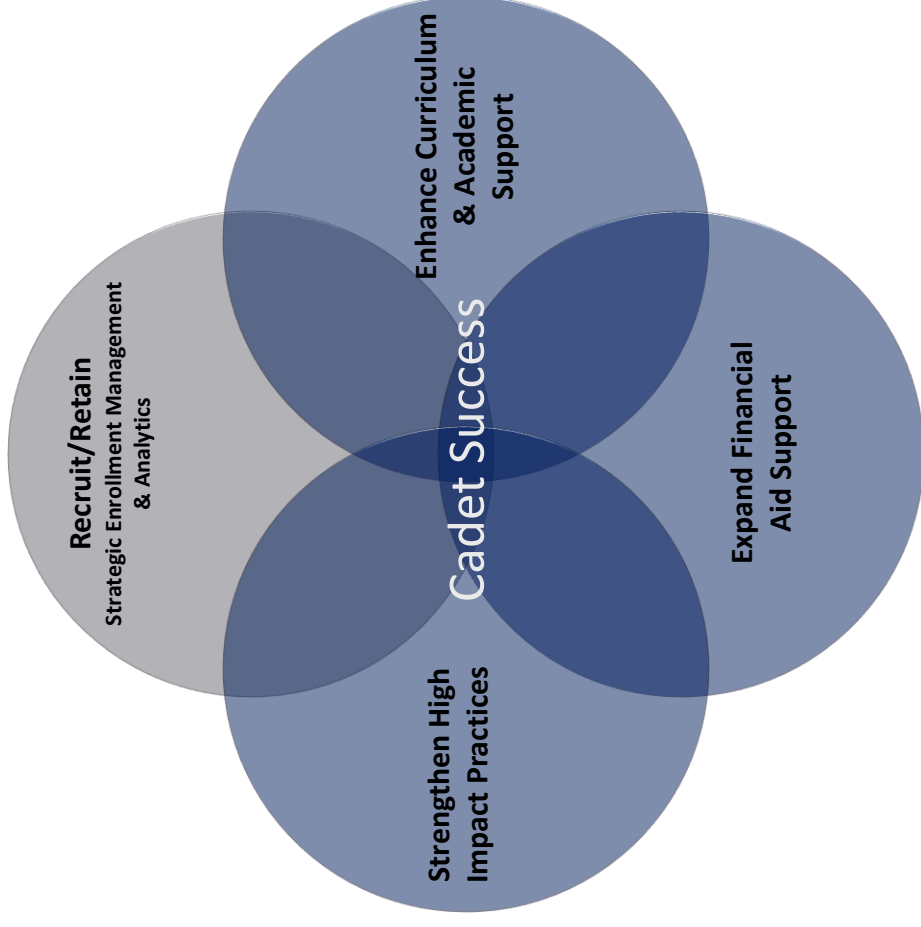
Deep Dive Student Outcomes

Drivers behind differences in retention rates (Asian and Black/African American retention rates)

- #1 cited reason for cadets who attrit: *VMI is not for me.*
 - We are currently modifying the exit interview process in such a way to generate more meaningful insights.

Strategies to improve student outcomes for disadvantaged populations

- Pell initiative grant awarded by SCHEV
- Enhancing the core curriculum (e.g., professional development for faculty focused on academic motivation and human learning)
- Strengthening high-impact practices (e.g., study abroad, **internships**, undergraduate research)
- Integrating new enrollment management technology that enhances learning, academic advising, and support with predictive and diagnostic analytics
- Expanding financial aid support



Deep Dive Revenue & Expenditures

- A combination of ongoing strategies have been implemented to manage expenditures due to rising operating costs, thus allowing VMI to limit tuition increases (0% in FY2023 and 3% in FY2024) :
 - Intentional management of vacancy savings (not a hiring freeze)
 - Reduced overtime expenditures
 - Approval of mission critical travel
 - Service contract reviews resulting in adjustments (IT, printers/copiers)
 - Level-funding for departmental operating budgets

Attachment E

Six-Year Plan Financials – Part I & Narrative – Part II (15 July 2023)

Six-Year Plans (2023): 2024-25 through 2029-30

Due: July 15, 2023

Institution:

Institution UNITID:

Individual responsible for plan

Name(s) & Title(s):

Email address(es):

Telephone number(s):

Part 1: Undergraduate Tuition and Mandatory Fee Increase Plans in 2024-26 Biennium Virginia Military Institute

Instructions: Provide annual planned increases in undergraduate tuition and mandatory E&G fees and mandatory non-E&G fees for both in-state and out-of-state students in 2024-26 biennium. The tuition and fee charges for in-state undergraduate students should reflect the institution's estimate of reasonable and necessary charges to students based on the mission, market capacity and other factors with the assumption of no new state general fund support.

	Undergraduate Tuition and Mandatory Fees			
	2023-24 Charge (BOV approved)	2024-25	2025-26	
		Planned Charge	Planned Charge	% Increase
In-State UG Tuition	\$10,076	\$10,378	\$10,690	3.0%
In-State UG Mandatory E&G Fees	\$0	\$0	\$0	%
In-State UG Mandatory non-E&G Fees	\$10,408	\$10,688	\$10,934	2.3%
In-State UG Total	\$20,484	\$21,066	\$21,624	2.6%
Out-of-State UG Tuition	\$40,778	\$42,000	\$43,260	3.0%
Out-of-State UG Mandatory E&G Fees	\$0	\$0	\$0	%
Out-of-State UG Mandatory non-E&G Fees	\$10,408	\$10,688	\$10,934	2.3%
Out-of-State UG Total	\$51,186	\$52,688	\$54,194	2.9%

Part 2: Revenue: 2022-23 through 2029-30
Virginia Military Institute

Instructions: Based on assumptions of no new general fund, enrollment changes and other institution-specific conditions, provide total collected or projected to collect revenues (after discounts and waivers) by student level and domicile (including tuition revenue used for financial aid), and other NGF revenue for educational and general (E&G) programs, and mandatory non-E&G fee revenues from in-state undergraduates and other students as well as the total auxiliary revenue. DO NOT INCLUDE STIMULUS FUNDS.
 In line 25, enter E&G GF revenues for the current biennium. The formulas will automatically hold that constant for the remaining years.
 NOTE: In light of ongoing budget negotiations, please complete the template assuming only what has already been signed into law as the baseline 2022-23 and 2023-24 appropriation. In the event that a new budget results in additional funding for institutions in 2023-24, OpSix will provide guidance at that time on whether and how to modify or resubmit plans.

Items	2022-2023 (Actual)		2023-2024 (Estimated)		2024-2025 (Planned)		2025-2026 (Planned)		2026-2027 (Pro Forma)		2027-2028 (Pro Forma)		2028-2029 (Pro Forma)		2029-2030 (Pro Forma)		CAGR
	Total Collected Tuition Revenue	Chg	Total Collected Tuition Revenue	Chg	Total Projected Tuition Revenue	Chg	Total Projected Tuition Revenue	Chg	Total Calculated Tuition Revenue	Chg	Total Calculated Tuition Revenue	Chg	Total Calculated Tuition Revenue	Chg	Total Calculated Tuition Revenue	Chg	
E&G Programs																	
Undergraduate, In-State	\$9,437,241	-3.2%	\$9,130,706	-2.2%	\$9,328,462	2.2%	\$10,017,269	7.4%	\$10,764,372	7.5%	\$11,111,769	3.2%	\$11,313,194	1.8%	\$11,322,634	0.1%	2.6%
Undergraduate, Out-of-State	\$20,972,905	8.3%	\$22,718,900	8.3%	\$23,416,390	3.1%	\$25,132,706	7.3%	\$28,867,608	6.9%	\$27,670,748	3.0%	\$28,285,418	2.2%	\$28,300,395	0.1%	4.4%
Graduate, In-State	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%
Graduate, Out-of-State	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%
Law, In-State	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%
Law, Out-of-State	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%
Medicine, In-State	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%
Medicine, Out-of-State	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%
Dentistry, In-State	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%
Dentistry, Out-of-State	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%
PharmD, In-State	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%
PharmD, Out-of-State	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%
Veterinary Medicine, In-State	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%
Veterinary Medicine, Out-of-State	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%
First Professional, In-State (Total)	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%
First Professional, Out-of-State (Total)	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%
Other NGF Revenue	\$235,901	1.2%	\$241,801	2.5%	\$242,955	0.3%	\$243,414	0.3%	\$244,258	25.0%	\$305,724	0.3%	\$306,018	0.3%	\$306,839	0.3%	3.6%
Total E&G NGF Revenue	\$30,649,047	4.7%	\$32,091,007	4.7%	\$32,987,447	2.8%	\$35,383,389	7.3%	\$37,956,236	7.2%	\$39,087,041	3.0%	\$39,904,630	2.1%	\$39,929,968	0.1%	3.9%
E&G GF Revenue (assume flat after 2024)	\$21,677,121	2.5%	\$22,216,907	2.5%	\$22,216,907	0.0%	\$22,216,907	0.0%	\$22,216,907	0.0%	\$22,216,907	0.0%	\$22,216,907	0.0%	\$22,216,907	0.0%	0.4%
Total E&G Revenue	\$52,326,168	3.8%	\$54,307,914	3.8%	\$55,204,354	1.7%	\$57,600,296	4.4%	\$60,173,143	4.4%	\$61,303,948	1.9%	\$62,121,537	1.3%	\$62,146,875	0.0%	2.5%

Auxiliary Revenue	2022-2023 (Actual)		2023-2024 (Estimated)		2024-2025 (Planned)		2025-2026 (Planned)	
	Total Revenue	Chg	Total Revenue	Chg	Total Revenue	Chg	Total Revenue	Chg
In-State undergraduates	\$9,669,044	-0.6%	\$9,627,203	-0.6%	\$9,636,467	2.2%	\$10,488,891	6.6%
All Other Students	\$5,080,840	13.7%	\$5,776,322	13.7%	\$5,927,102	2.6%	\$6,320,109	6.6%
Total non-E&G fee revenue	\$14,749,884	4.3%	\$15,403,525	4.3%	\$15,763,569	2.3%	\$16,808,900	6.6%
Total Auxiliary Revenue	\$31,654,499	2.6%	\$32,306,987	2.6%	\$33,179,229	2.5%	\$35,476,639	6.9%

Part 3: Financial Aid Plan: 2022-23 through 2029-30
Virginia Military Institute

Instructions: Provide a breakdown of the projected source and distribution of tuition and fee revenue redirected to financial aid for the revenue numbers in Tab 2. To ensure compliance with the state prohibition that in-state students not subsidize out-of-state students and to provide the review group with a scope of the strategy, projections must be made for each of the indicated categories. Please be aware that this data will be compared with similar data provided by other institutional offices in order to ensure overall consistency. (Please do not alter shaded cells that contain formulas.)

"Other Discounts and Waiver" means the totals of any unfunded full or partial tuition waiver reducing the students' charges, including Virginia Military Survivors and Dependent Education Program and the Senior Citizens Tuition Waiver. Do not include the tuition differential for the tuition exceptions.

Note: If you do not have actual amounts for Tuition Revenue for Financial Aid by student category, please provide an estimate. If values are not distributed for Tuition Revenue for Financial Aid, a distribution may be calculated for your institution.

Allocation of Tuition Revenue Used for Student Financial Aid

***2022-23 (Actual) Please see footnote below**

T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Implied Discount Rate	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$9,437,241	\$0	%	\$483,439	\$0	\$542,901	\$9,980,142	5.4%	-\$483,439 Compliant
Undergraduate, Out-of-State	\$20,972,905	\$2,017,144	9.6%	\$1,533,705	\$0	\$42,000	\$21,014,905	0.2%	
Graduate, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
Graduate, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
Total	\$30,410,146	\$2,017,144	6.6%	\$2,017,144	\$0	\$584,901	\$30,995,047	1.9%	

2023-24 (Estimated)

T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Implied Discount Rate	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$9,130,706	\$0	%	\$575,000	\$0	\$575,000	\$9,705,706	5.9%	-\$575,000 Compliant
Undergraduate, Out-of-State	\$22,718,500	\$2,300,000	10.1%	\$1,725,000	\$0	\$50,000	\$22,768,500	0.2%	
Graduate, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
Graduate, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
Total	\$31,849,206	\$2,300,000	7.2%	\$2,300,000	\$0	\$625,000	\$32,474,206	1.9%	

2024-25 (Planned)

T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Implied Discount Rate	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$9,328,462	\$0	%	\$600,000	\$0	\$625,000	\$9,953,462	6.3%	-\$600,000 Compliant
Undergraduate, Out-of-State	\$23,416,390	\$2,400,000	10.2%	\$1,800,000	\$0	\$50,000	\$23,466,390	0.2%	
Graduate, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
Graduate, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
Total	\$32,744,852	\$2,400,000	7.3%	\$2,400,000	\$0	\$675,000	\$33,419,852	2.0%	

2025-26 (Planned)

T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Implied Discount Rate	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$10,017,269	\$0	%	\$625,000	\$0	\$640,000	\$10,657,269	6.0%	-\$625,000 Compliant
Undergraduate, Out-of-State	\$25,132,706	\$2,500,000	9.9%	\$1,875,000	\$0	\$50,000	\$25,182,706	0.2%	
Graduate, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
Graduate, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
Total	\$35,149,975	\$2,500,000	7.1%	\$2,500,000	\$0	\$690,000	\$35,839,975	1.9%	

2026-27 (Pro Forma)

T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Implied Discount Rate	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$10,764,372	\$0	%	\$675,000	\$0	\$0	\$10,764,372	0.0%	-\$675,000 Compliant
Undergraduate, Out-of-State	\$26,867,608	\$2,700,000	10.0%	\$2,025,000	\$0	\$50,000	\$26,917,608	0.2%	
Graduate, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
Graduate, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
Total	\$37,631,980	\$2,700,000	7.2%	\$2,700,000	\$0	\$50,000	\$37,681,980	0.1%	

2027-28 (Pro Forma)

T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Implied Discount Rate	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$11,111,769	\$0	%	\$725,000	\$0	\$0	\$11,111,769	0.0%	-\$725,000 Compliant
Undergraduate, Out-of-State	\$27,670,148	\$2,900,000	10.5%	\$2,175,000	\$0	\$50,000	\$27,720,148	0.2%	
Graduate, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
Graduate, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
Total	\$38,781,917	\$2,900,000	7.5%	\$2,900,000	\$0	\$50,000	\$38,831,917	0.1%	

2028-29 (Pro Forma)								
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Implied Discount Rate
Undergraduate, In-State	\$11,313,194	\$0	%	\$775,000	\$0	\$0	\$11,313,194	0.0%
Undergraduate, Out-of-State	\$28,285,418	\$3,100,000	11.0%	\$2,325,000	\$0	\$50,000	\$28,335,418	0.2%
Graduate, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
Graduate, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
Total	\$39,598,612	\$3,100,000	7.8%	\$3,100,000	\$0	\$50,000	\$39,648,612	0.1%

2029-30 (Pro Forma)								
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Implied Discount Rate
Undergraduate, In-State	\$11,322,634	\$0	%	\$825,000	\$0	\$0	\$11,322,634	0.0%
Undergraduate, Out-of-State	\$28,300,395	\$3,300,000	11.7%	\$2,475,000	\$0	\$50,000	\$28,350,395	0.2%
Graduate, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
Graduate, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
Total	\$39,623,029	\$3,300,000	8.3%	\$3,300,000	\$0	\$50,000	\$39,673,029	0.1%

* Please note that the totals reported here will be compared with those reported by the financial aid office on the institution's annual S1/S2 report. Since the six-year plan is estimated and the S1/S2 is "actual," the numbers do not have to match perfectly but these totals should reconcile to within a reasonable tolerance level. Please be sure that all institutional offices reporting tuition/fee revenue used for aid have the same understanding of what is to be reported for this category of aid.

Part 4: ACADEMIC-FINANCIAL PLAN: 2024-25 through 2029-30
Virginia Military Institute

Instructions: The Academic Plan should contain academic, finance, and support service strategies the institution intends to employ in meeting state needs/goals as found in the Virginia Plan. (Please see the main instructions sheet in this workbook for more detailed information about The Virginia Plan. Please provide short titles to identify institutional strategies and other expenditure increases. Provide a concise description in the "Notes" column (column O), including a % increase where relevant and a specific reference as to where more detailed information can be found in the Narrative document.

Complete the lines appropriate to your institution, adding lines within the relevant categories as needed. As completely as possible, the items should represent a complete picture of your anticipated use of projected tuition revenues and strategic focus areas. Categories are listed in bold; you may not change the categories but you may add lines where indicated. Please update total cost formulas if necessary. For every line, the total amount and the sum of the reallocation and tuition revenue (and GF when indicated) should equal one another.

Funding amounts in the first year should be incremental. However, if the costs continue into the second year and beyond, they should be reflected cumulatively (i.e. cost increases vs. 2023-24). Please update total cost formulas if necessary. Institutions should assume no general fund (GF) support in 2024-26 in this worksheet other than for salaries, health insurance and VITA charges per the instructions below. A separate worksheet (Part 6) is provided for institutions to request additional GF support for 2024-26. Strategies for student financial aid, other than those that are provided through tuition revenue, should not be included on this table; they should be included in Part 6, General Fund Request, of the plan.

Also, given the long standing practice that agencies should not assume general fund support for operation and maintenance (O&M) of new facilities, O&M strategies should not be included in an institution's plan, unless they are completely supported by tuition revenue.

Lines 5 and 6 are newly added to collect the estimated E&G expenditures of 2022-23 and 2023-24 as baselines for Tab 5 Pro Forma.

For the 2026-28 biennium and 2028-2030 biennium, total amounts should be provided as estimates of future expenditures on these items but delineation of reallocation vs. tuition revenue vs. GF does not need to be provided by the institution.

Funding amounts shall assume an annual 2% salary increase for each year from FY2025 to FY2030 for those employees eligible for the state-supported salary increases in the 2022-2024 biennium. Funding amounts shall also assume an annual 3% health insurance increase and a 5.36% VITA cost increase. Institutions shall calculate the GF portion of these increases in columns H and L using the appropriate fund share, which can be found in Tab 4b. If an institution plans to use its own funds to provide additional salary increases, add lines below the "Increased fringe benefits costs" and specify salary amount by employee type and associated fringe benefit costs, but do not put any dollar amount in Columns H and L.

NOTE: In light of ongoing budget negotiations, please complete the template assuming only what has already been signed into law as the baseline 2022-23 and 2023-24 appropriation. In the event that a new budget results in additional funding for institutions in 2023-24, OpSix will provide guidance at that time on whether and how to modify or resubmit plans.

Please estimate total E&G expenditures for 2022-23 and 2023-24		(Auto-calculated)
Total Estimated 2022-23 E&G Expenditures	\$47,605,000	Implied GF share 42.10%
Total Estimated 2023-24 E&G Expenditures	\$52,601,000	

Short Title	Incremental amounts relative to 2023-24 estimated baseline						2026-2027 Total Amount (Pro Forma)	2027-2028 Total Amount (Pro Forma)	2028-2029 Total Amount (Pro Forma)	2029-2030 Total Amount (Pro Forma)	Explanation Please be brief; reference specific narrative question for more detail. Explicitly state key assumptions, including any additional salary increases beyond the 2% increase baseline.		
	2024-2025 Total Amount	2024-2025 Reallocation	2024-2025 Amount from Tuition Revenue	2024-2025 Amount from GF (Salaries & benefits only)	2025-2026 Total Amount	2025-2026 Reallocation						2025-2026 Amount from Tuition Revenue	2025-2026 Amount from GF (Salaries & benefits only)
Salary & benefit increases for existing employees													
Increase T&R Faculty Salaries	\$408,927	\$0	\$236,537	\$171,990	\$740,334	\$0	\$428,654	\$311,680	\$1,078,777	\$1,423,989	\$1,776,105	\$2,135,263	
Increase Admin. Faculty Salaries	\$314,530	\$0	\$182,113	\$132,417	\$569,991	\$0	\$330,025	\$239,966	\$830,562	\$1,096,344	\$1,367,442	\$1,643,961	
Increase Classified Staff Salaries	\$287,888	\$0	\$166,688	\$121,200	\$521,711	\$0	\$302,071	\$219,640	\$760,210	\$1,003,481	\$1,251,616	\$1,504,713	
Increase University Staff Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Increase GTA Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Increase Adjunct Faculty Salaries	\$33,909	\$0	\$19,633	\$14,276	\$68,496	\$0	\$39,659	\$28,837	\$103,774	\$139,759	\$176,463	\$213,901	
3% annual state health insurance cost	\$188,923	\$0	\$109,387	\$79,636	\$393,514	\$0	\$222,095	\$161,459	\$593,942	\$790,383	\$1,003,018	\$1,222,031	
Increase Part-Time Wages	\$36,781	\$0	\$36,781	\$0	\$74,297	\$0	\$74,297	\$0	\$112,565	\$151,597	\$191,410	\$232,019	
[Add lines & descriptions here]	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Inflationary non-personnel cost increases													
5.36% annual VITA charge increase	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Contractual services	\$103,380	\$0	\$103,380	\$0	\$313,241	\$0	\$313,241	\$0	\$529,399	\$752,041	\$981,362	\$1,217,563	
Utilities	\$119,714	\$0	\$119,714	\$0	\$243,020	\$0	\$243,020	\$0	\$370,025	\$600,840	\$635,580	\$774,361	
Increased Contingencies	\$0	\$0	\$0	\$0	\$250,000	\$0	\$250,000	\$0	\$500,000	\$750,000	\$1,000,000	\$1,000,000	
[Add lines & descriptions here]	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Financial aid expansion													
Add'l In-State Student Financial Aid from Tuition Rev	\$25,000	\$0	\$25,000	\$0	\$50,000	\$0	\$50,000	\$0	\$100,000	\$150,000	\$200,000	\$250,000	
Add'l Out-of-State Student Financial Aid from Tuition Rev	\$75,000	\$0	\$75,000	\$0	\$150,000	\$0	\$150,000	\$0	\$300,000	\$450,000	\$600,000	\$750,000	
[Add lines & descriptions here]	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
[Add lines & descriptions here]	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
New/expanded academic programs													
Core Course in "American Constitutional History"	\$0	\$0	\$0	\$0	\$112,000	\$0	\$112,000	\$0	\$226,240	\$342,765	\$461,620	\$582,852	Continued delivery, assessment, and improvement of a Core Curriculum courses that provides all cadets with a solid understanding of US History, the Constitution, and Civics. Additional faculty may be required.
Accreditation for the Computer Science Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Summer Undergraduate Entrepreneurship Program	\$0	\$0	\$0	\$0	\$61,000	\$0	\$61,000	\$0	\$122,000	\$183,000	\$244,000	\$305,000	The Summer Undergraduate Entrepreneurship Program is a five-week, privately funded program that will provide coursework and experiential learning to help the participants develop an entrepreneurial mindset that will support their future plans - whether those plans involve starting a new business, employment, or obtaining initial ABET accreditation of the Computer Science program's Theory and Application track.

Part 4b General Fund Share in FY2022

Institution	GF Share FY2022
Christopher Newport University	60.5%
George Mason University	49.7%
James Madison University	51.4%
Longwood University	60.3%
Norfolk State University	48.2%
Old Dominion University	56.3%
Radford University	59.0%
University of Mary Washington	59.4%
University of Virginia	31.3%
University of Virginia at Wise	56.9%
Virginia Commonwealth University	50.4%
Virginia Military Institute	42.1%
Virginia State University	47.1%
Virginia Tech	38.2%
William & Mary	38.2%
Richard Bland College	62.0%
Virginia Community College Sys	62.8%
Total, All Institutions	48.2%

Source: SCHEV 2022 Base Adequacy Calculation.

Part 5: Six-year Pro Forma Calculations: 2022-23 through 2029-30
Virginia Military Institute

Instructions: No new data needs to be added on this tab; it is entirely comprised by formulas. The top section pulls in data from the previous tabs to calculate a pro forma budget surplus/deficit for the 6 years. The following section calculates what T&F (price) and GF increases would theoretically need to occur each year in order to cover the deficit and maintain the 2022-23 GF/NGF split. At the bottom is a blended scenario calculator that a user can leverage to calculate custom "shared" scenarios where deficits can be covered by a combination of expenditure reduction, T&F increases, and GF increases. Cells D28:30 should be set by the user (so long as they add up to 100%) and the results will flow into the rows below that automatically. This analysis is intended to be directional and pro forma; it is not intended to be interpreted as a projection or plan/budget of any kind.

Note: this pro forma does not include any of the additional GF requests in the following tab; those requests would require GF funding on top of what is calculated in this tab. It does account for the salary/health insurance/VITA increases from tab 4, including the corresponding GF increases.

	2022-2023 (Actual)	2023-2024 (Estimated)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	Chg	Total Chg	Avg Annual Chg
Baseline Pro Forma Surplus/Deficit											
Total E&G GF Revenue (includes tab 4, not tab 6)	21,677,121	22,216,907	22,736,326	23,178,489	23,630,314	24,092,020	24,563,829	25,045,968	2%	16%	2%
Tuition discount rate	1.9%	0.038pt	2.0%	1.9%	0.1%	0.1%	0.1%	0.1%	0.003pt	-1.761pt	0pt
Total E&G NGF Revenue	30,649,047	32,091,007	32,987,447	35,393,389	37,936,236	39,087,041	39,904,630	39,929,968	2%	0%	4%
Incremental E&G NGF Revenue vs. prior yr		1,441,960	896,440	2,405,942	2,542,847	1,150,805	817,589	25,338	-29%	-97%	-96%
Total E&G Revenue	52,326,168	54,307,914	55,723,773	58,571,878	61,566,550	63,179,061	64,468,459	64,975,936	3%	1%	20%
Implied GF % of E&G	41.4%	40.9%	40.8%	39.6%	38.4%	36.1%	36.1%	36.5%	0.4pt	0.4pt	3%
Total E&G Expenditures	47,605,000	52,601,000	54,108,996	56,415,429	58,413,443	60,496,584	63,090,096	65,577,615	4%	4%	5%
Incremental E&G Expenditures vs. 2023-24		1,507,996	1,507,996	3,814,429	5,812,443	7,895,584	10,489,096	12,976,615	33%	761%	38%
Reallocation of existing dollars (flat after 2025-26)											
Pro Forma Surplus/Deficit	4,721,168	1,706,914	1,614,777	2,156,449	3,153,107	2,682,477	1,378,363	(601,679)	-15%	-144%	-137%
Incremental Surplus/Deficit	4,721,168	(3,014,254)	(92,137)	541,672	996,658	(470,630)	(1,304,114)	(1,980,042)	177%	2049%	293%

From FY23-FY30

What would a constant GF/NGF ratio at 2022-23 levels imply for T&F and GF increases?

	2022-2023 (Actual)	2023-2024 (Estimated)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	Chg	Total Chg	Avg Annual Chg
GF % of E&G	41.4%	41.4%	41.4%	41.4%	41.4%	41.4%	41.4%	41.4%	0pt	0pt	0pt
Implied incremental T&F increase (%)	-9.0%	5.5%	0.2%	-0.9%	-1.5%	0.7%	1.9%	2.9%	1.2pt	1.1pt	1.7pt
Implied incremental GF increase (%)	-9.0%	5.6%	0.2%	-1.0%	-1.7%	0.8%	2.2%	3.3%	1.4pt	1.1pt	1.8pt

Blended Scenario Calculator - Share of Deficit Covered by Each Source (Must add up to 100%)

	2022-2023 (Actual)	2023-2024 (Estimated)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	Chg	Total Chg	Avg Annual Chg
Expenditure reductions	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
T&F increases	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
GF increases	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
TOTAL	41.4%	40.9%	40.8%	39.6%	38.4%	38.1%	38.1%	38.5%	0.4pt	-2.9pt	-0.4pt

**Part 6: General Fund (GF) Request: 2024-2026 Biennium
Virginia Military Institute**

Instructions: Indicate items for which you anticipate making a request for state general fund in the 2024-26 biennium. The item can be a supplement to a strategy or item from the academic and financial plan or it can be a free-standing request for which no tuition revenue would be used. If it is a supplement to a strategy or item from the academic and financial plan, use the same title used in Part 4 and place it in bold print to draw attention to its connection to Part 6. Also, describe in the Notes column how additional general fund will enhance or expand the strategy. Requests for need-based financial aid appropriated in program 108 should be included here. If additional rows are added, please update the total costs formulas.

NOTE: In light of ongoing budget negotiations, please complete the template assuming only what has already been signed into law as the baseline 2022-23 and 2023-24 appropriation. In the event that a new budget results in additional funding for institutions in 2023-24, OpSix will provide guidance at that time on whether and how to modify or resubmit plans.

Priority Ranking	Initiatives Requiring General Fund Support						Notes/Explanation Please be brief, reference specific narrative question for more detail.
	Strategies (Match Academic-Financial Worksheet Short Title)	Category (Select best option from dropdown menu)	Biennium 2024-2026 (7/1/24-6/30/26)				
			2024-2025	2025-2026		GF Support	
			Total Amount	GF Support	Total Amount		GF Support
1	Associate Dean for Academic Support	Student Success	\$169,000	\$169,000	\$341,380	\$341,380	Adding an Associate Dean Academic Support whose responsibilities are solely focused on academic support and cadet success through a 4-year SCHEV Pell eligible student initiative. Continuation of this position beyond the 4-year grant period would be contingent upon GF support.
2	Employer relations/internship coordinator	Career Readiness & Placement	\$63,000	\$63,000	\$127,260	\$127,260	Add a full-time, Employer relations/internship coordinator position in the Office of Career Services. Assumes \$45K annual salary and approx. 40% cost of benefits; 2% annual cost increase.
3	Core Course in "American Constitutional History"	Curriculum	\$0	\$0	\$112,000	\$112,000	Continued delivery, assessment, and improvement of a Core Curriculum course that provides all cadets with a solid understanding of US History, the Constitution, and Civics. Additional faculty may be required.
4	Global Education Staff	Curriculum	\$63,000	\$63,000	\$127,260	\$127,260	Add a full-time support staff position in the Office of Global Education to expand the opportunities for global education provided to cadets. Assumes \$45K annual salary and approx. 40% cost of benefits; 2% annual cost increase.
5	Summer Undergraduate Entrepreneurship Program	Curriculum	\$0	\$0	\$61,000	\$61,000	The Summer Undergraduate Entrepreneurship Program is a five-week, privately funded program that will provide coursework and experiential learning to help the participants develop an entrepreneurial mindset that will support their future plans – whether those plans involve starting a new business, employment within an existing organization, as military leaders, or self-employment. Grant funded through 2025; may require GF support to continue the program beyond the grant.
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$295,000	\$295,000	\$768,900	\$768,900	

2023 SIX-YEAR PLAN NARRATIVE (Part II)

INSTITUTION: Virginia Military Institute

OVERVIEW

The six-year plan should describe the institution's goals as they relate to the Commonwealth's goals as articulated in the *Pathways to Opportunity: The Virginia Plan for Higher Education*; the Higher Education Opportunity Act of 2011 (TJ21); the Restructured Higher Education Financial and Administrative Operations Act of 2005; and the Governor's objectives to prepare every graduate for success in life. Please use this opportunity to outline your institution's plans and objectives, especially as they relate to the Commonwealth's goals.

The instructions within the institutional mission and priorities section below ask for specific strategies related to affordability and access to quality postsecondary education that prepare students for success in life. Other sections offer institutions the opportunity to describe additional strategies to advance institutional goals and Commonwealth needs.

Please be comprehensive but as concise as possible with responses; you are encouraged to use bullet points vs. prose. Consider this a starting point for the dialogue with OpSix; you will have the opportunity to further elaborate on the narrative in your review sessions later this summer.

Please save this narrative document with your institution's name added to the file name.

SECTION A: MISSION & PRIORITIES

Key question: What are your institution's unique strengths and how do those inform your strategic priorities?

A1. What is your institutional mission? Please share any plans you have to change your mission over the six-year period.

Established by the Virginia General Assembly in 1839, the Virginia Military Institute (VMI) is a four-year, state-supported college whose student body is organized as a military corps under the command of the Superintendent. The Governor of Virginia is VMI's Commander in Chief.

VMI is the oldest state-supported military college in the United States. It exists as an in-person, undergraduate-only institution focused on producing educated, honorable men and women, ready as citizen-soldiers to defend their country in time of national peril.

As a wholly undergraduate military college, VMI meets society's need for educated citizens and leaders and contributes significantly to the diversity of the Commonwealth's system of state-supported, independent institutions of higher education (15 senior institutions and 24 two-year colleges). The Institute's mission statement amplifies VMI's special statutory role.

VMI believes that the measure of a college lies in the quality and performance of its graduates and their contributions to society.

Therefore, it is the mission of Virginia Military Institute to produce educated, honorable men and women, prepared for the varied work of civil life, imbued with love of learning, confident in the functions and attitudes of leadership, possessing a high sense of public service, advocates of the American Democracy and free enterprise system, and ready as citizen-soldiers to defend their country in time of national peril.

To accomplish this result, Virginia Military Institute shall provide to qualified young men and women an undergraduate education of the highest quality -- embracing engineering, science, and the arts -- conducted in, and facilitated by, the unique VMI system of military discipline.

Honor, excellence, self-discipline, courage, esprit de corps, selfless service, and resilience combine as VMI's values.

Annually, the VMI Board of Visitors reviews, reaffirms, or amends (as appropriate), the mission of the Institute.

There are no plans to change the Institute's mission in the next six years.

A2. What are your institution's greatest strengths and areas of distinctiveness that it should continue to invest in? What are your institution's greatest opportunities for improvement?

Strengths/Distinctiveness

VMI has many great strengths and factors that contribute to its distinctiveness. It is an in-person, undergraduate-only institution focused on producing educated, honorable men and women, ready as citizen-soldiers. As a military institution, VMI makes a unique contribution to the diversity of the Commonwealth's system of state-supported and independent institutions of higher education as it contributes to meeting society's need for educated citizens and leaders.

As of Fall 2022, the Institute enrolled 1,512 cadets from 48 states, District of Columbia, and 9 countries. The population comprised 13.4% women, 6.7% Black/African American, 8.2% Hispanic, and 5.4% Asian or Pacific Islander. The ratio of cadets to faculty was 9.1 to 1.

VMI offers 14 majors (listed below) and a highly focused and personalized educational experience. Currently, VMI does not offer certificate programs or graduate degrees but may consider such in the future. The academic program consists of a demanding curriculum across all 19 degree programs within 14 majors which require 136 to 140 credit hours for graduation (above the national average of 120) or the equivalent of nine semesters of coursework completed in eight semesters.

Additionally, the Institute's leadership development focus includes comprehensive activities within Reserve Officer Training Corps (ROTC), daily formations, fitness training, ceremonies and parades, NCAA and club sports, and involvement in various leadership roles.

VMI Degree Programs

Engineering

Civil Engineering	B.S.
Electrical & Computer Engineering	B.S.
Mechanical Engineering	B.S.

Natural Sciences

Applied Mathematics	B.S.
Biology	B.A.
Biology	B.S.
Chemistry	B.A.
Chemistry - Pre-Medical Track	B.S.
Chemistry - Research Track	B.S.
Computer Science - Theory and Application Track	B.S.
Computer Science - Cybersecurity Track	B.S.
Computer Science - Information Technology Track	B.S.
Physics	B.S.

Arts & Humanities

English	B.A.
History	B.A.
Modern Languages & Cultures	B.A.

Social Sciences

Economics & Business	B.A.
International Studies & Political Science	B.A.
Psychology	B.S.

The Institute's three greatest strengths are its:

1. Leader development model
2. Premier academic program
3. Strong sense of community and lifelong commitment to the Institute

Leader development model. The country's need for leaders of character is immense and VMI serves this need by developing men and women who think and act ethically, lead by example, inspire confidence, and are willing to work hard to achieve their goals. They endure rigorous training that promotes resilience and perseverance all within the construct of VMI's leader development model. This development model has produced Rhodes Scholars, numerous general and flag officers, captains of industry, a civil rights martyr, and scores of citizen-soldiers prepared to defend the nation.

Successful completion of VMI's unique educational system enables cadets to enter the armed forces, civilian professions, or to continue at graduate and professional schools. Approximately 98% of each class has full-time employment or has entered graduate school within five months of graduation, with greater than 50% of graduates accepting a military commission. Notably, VMI's officer commissioning rate is among the top 5 in the nation for all branches of service.

VMI's facilities include a robust system of leadership training initiatives (obstacle courses, leadership reaction course, high and low rope courses, and access to various exercise trails and remote lands for field training exercises) that are a significant component of the overall educational model specific to leader development.

Premier Academic Program. VMI has a renowned reputation for its commitment to highly personalized educational experiences. With average class sizes of around 16 or fewer and a cadet-to-faculty ratio of about 9 to 1, VMI is a standout among competitors in providing engaging learning experiences. VMI's core curriculum, the nucleus of effective leadership, is both broad and comprehensive in scope. Key competencies include critical and creative thinking, written and oral communication, quantitative reasoning, scientific analysis, and physical education.

VMI's full-time faculty are leaders in their disciplines and in the classroom, and three have received the SCHEV Outstanding Faculty Award within the past five years. Performance domains include teaching, research, cadet development, and service. Faculty are hired and developed as "teachers/mentors to cadets first, scholars second." All VMI faculty are deeply engaged in scholarship, both their own and mentoring undergraduate research. Faculty are available to help cadets both in the classroom and out. The teaching culture is one of mentorship. Faculty routinely make themselves available to cadets in the evenings and weekends.

The VMI community. The entirety of the VMI community, to include faculty, staff, cadets, and alumni, deliberately accepts and promotes their connection to the Institute. The strong sense of belonging is a hallmark of VMI directly connected to recruitment, retention, job placement, post-graduation networking, and a long-term connection and service to the Institute including philanthropic support. Often described as the "bonds of VMI," these lifelong connections extend to the VMI community and are a significant part of one's VMI experience from day one. The

bonding occurs through adherence to the mission and values and their inculcation into the daily schedule and individual lives of the cadets.

The involvement of alumni through service and philanthropy to the Institute has direct financial impact on the ability to sustain and deliver excellence in all aspects of the VMI Mission.

Graduates of VMI are connected closely with each other but also to the Commonwealth of Virginia and the nation through service in the military and state and federal governmental agencies (e.g., intelligence services and the diplomatic corps).

VMI's rural location along the Appalachian Mountains in the heart of the Shenandoah Valley in an Appalachian Designated County provides some of the most beautiful natural resources the state has to offer.

The characteristics of this strong community attract faculty, staff, and cadets to VMI. Graduates of the Institute remain steadfastly involved and connected to each other and to the institution.

Opportunities for Improvement

A confluence of factors, including the COVID-19 pandemic and the negative publicity from the state-initiated Equity Audit, had a negative impact on VMI's enrollment. In Fall 2022, enrollment was approximately 1,500 cadets, about 200 cadets fewer than typical. Since VMI does not have a graduate school and does not enroll cadets in non-fall semesters, the ability to offset the financial shortfall presented a challenge.

VMI's greatest opportunities for improvement include the following:

1. Build and maintain a Corps strength of more than 1,700 cadets by using national recruitment strategies and implementing a new enrollment management model.
 - a. Prepare for changes in college enrollment trends (monitor and respond to changes in student preferences, as well as birth rates and high school graduation rates).
 - b. Implement new strategies that promote greater cadet success – i.e., increase retention and graduation rates.
2. Increase opportunities for high impact learning experiences including internships and service to the Commonwealth and nation.
3. Improve brand strength with new Institute marketing efforts.
4. Implementation of the VMI Strategic Plan.

A3. What are the top 3-5 strategic priorities you are currently pursuing or planning to pursue in the next six years? Please explain how each strategy relates to the strengths and/or opportunities for improvement mentioned above and will ultimately drive better outcomes for students.

The VMI Board of Visitors began the process of updating the Institute's strategic plan in Fall 2022. Focus groups comprised of VMI faculty, staff, and cadets met regularly to determine the highest strategic priorities in the areas of military, academics, athletics, and culture/environment. Simultaneously, VMI alumni, parents, cadets, and other stakeholders completed a survey in which they shared priorities that they believed were most important for the future of VMI. The

focus groups produced draft reports detailing strategic priorities, and they presented them to the VMI executive committee, along with results from the stakeholder survey. In January 2023, the Strategic Plan Steering Committee conducted a retreat to synthesize and incorporate feedback from all stakeholder groups into the strategic plan. The culmination of this effort resulted in five strategic initiatives and dozens of corresponding objectives and metrics. The five initiatives are provided below along with an abbreviated list of objectives.

1. Prepare Exceptional Leaders

- Expand leadership training and educational experiences (e.g., new courses, additional faculty, and state-of-the-art leader development methods and facilities).
- Expand recruitment opportunities for service to the nation upon graduation (Commissioning, government agencies, and non-profit organizations).
- Ensure future leaders receive a well-rounded, exceptional educational experience in general education courses, with emphasis on math, communication, scientific reasoning, history, the Constitution, and civics.

2. Enhance Academic Excellence

- Develop innovative pedagogical approaches to promote cadet engagement and enhance academic achievement.
- Integrate new educational technology.
- Strengthen high impact practices (internships, undergraduate research, global learning, service learning).

3. Recruit Top Cadets and Boost Success

- Return to an overall enrollment of 1,733 (at census date) cadets through the adoption of a strategic enrollment management model (new staff, enhanced analytics, and reorganization of support units).
- Improve retention and graduation rates to be among the best in the Commonwealth (new technology/analytics, additional academic support coordinators, and reorganization of support units)
- Invest in financial aid programs and privately funded scholarships to attract the desired mix of in-state and out-of-state targets for all classes.
- Prioritize affordability of tuition and fees in budget process with growth levels equal to or less than the Higher Education Price Index, annually.

4. Foster Esprit de Corps

- Achieve and maintain average Teaching and Research faculty salaries among the top five Virginia publics.
- Adopt a new Administrative/Professional faculty compensation model to achieve salary satisfaction on par with Teaching and Research faculty.
- Advance efforts that foster a safe, diverse, and inclusive environment.
- Using the Superintendent's statement on free speech, engage cadets and the VMI community in enhancing civil discourse through classroom practice and exposure to invited speakers who address challenging topics.

5. Exceptional Facilities

- Update the Capital Improvement Plan annually to include a modernization plan of facilities.
- Strengthen and enhance overall facilities maintenance.

An alignment map of VMI’s strategic initiatives and the strengths and opportunities outlined in A2 is presented in the table below.

Strategic Initiatives	Strength 1 Leader Development	Strength 2 Premier Academic Program	Strength 3 The VMI Community	Opp. 1 Enrollment	Opp. 2 Expand Service/Internships	Opp. 3 Brand Strength
Prepare Exceptional Leaders	X	X	X		X	X
Enhance Academic Excellence	X	X	X	X	X	
Recruit Top Cadets & Enrich Success	X	X	X	X	X	X
Foster Esprit de Corps		X	X	X		
Exceptional Facilities	X	X	X	X		

Recent enrollment decreases have prompted VMI to adopt a strategic enrollment management model that integrates admissions, financial aid, marketing, and cadet support. This model is designed to not only recruit talented cadets, but also enhance their success. Actions in the Academic Excellence initiative build on and reinforce this approach by working to enhance cadets’ academic motivation in the classroom and by strengthening high impact practices like internships and study abroad, activities that, according to research from the Association of American Colleges & Universities (AAC&U), increase the likelihood of retention and success.

VMI’s cadet leadership development model is one of its greatest strengths. Improving the model, expanding opportunities for service to the nation, and ensuring well-rounded general education experience will ensure that VMI enhances cadet success post-graduation and produces honorable, educated, ready-to-lead citizen-soldiers.

The VMI brand benefits from successes in these aforementioned areas. The more VMI demonstrates its value to the public, the easier it becomes to recruit and retain the best and brightest cadets, faculty, and staff.

Esprit de Corps is synonymous with morale. Sense of community and market-appropriate compensation for faculty and staff are important factors contributing to morale and enhance efforts to foster a safe, diverse, and inclusive environment. These efforts will be aligned with the Commonwealth's (published) Diversity, Opportunity, and Inclusion strategic plan. Exceptional facilities supports morale as well. Properly maintained and equipped facilities engender a sense of pride within the community and help recruit talented prospective cadets and faculty.

A4. What support can OpSix provide to help you achieve those strategies? Please include both budget and policy requests and reference Part I of your submission where appropriate.

Funding requests to support VMI's strategic initiatives are provided below. They are not indicative of all actions that VMI is pursuing in its new strategic plan. Funding support for these initiatives is integral to short-term successes and will thus make long-term success more likely.

Prepare Exceptional Leaders: Execute the premier leadership development program in the nation and develop a Corps of Cadets that is mentally tough, academically astute, and physically fit, with the Rat Line and Regimental, Class, and Honor Systems as the foundational backbone.

- Funding support for a new, full-time faculty member in the History Department to support the addition of a course in American Constitutional History to the Core Curriculum.
- Funding to construct the Center for Leadership and Ethics Phase II and bring together portions of the leadership development program and the VMI Museum in a new facility, allowing them to share resources, collaborate on programming, and grow the leadership development experience.

Enhance Academic Excellence: Produce the Nation's and the Commonwealth's future leaders with contemporary education and training.

- Funding to support an employer relations/internship coordinator position in the Office of Career Services that supports increased internship opportunities.
- Funding to reduce adjuncts teaching of general education courses and replace them with full-time lecturers who receive on-going professional development in the science of human learning and academic motivation.
- Funding to support a new full-time support staff position in the Office of Global Education to expand the opportunities for global education provided to cadets.

Recruit Top Cadets and Boost Success: Recruit and retain talented cadets who embody VMI's core values of honor, courage, and excellence.

- Funding for ongoing support of a new full-time staff position to lead the strategic enrollment management office (synchronize key enrollment management functions across the Institute, including marketing, admissions, and financial aid) provided through SCHEV's initiative (4-year award) to enhance recruitment and retention of Pell-eligible students.

- Funding to support new technology and analytics that help predict cadet success, assist with earlier and more frequent interventions.
- Funding to support an Associate Dean for Academic Support to lead the offices and programs promoting academic success, retention, and timely progress toward degree completion for all cadets.
- Funding for ongoing support of two new academic support coordinators provided through SCHEV's initiative (4-year award) to enhance recruitment and retention of Pell-eligible students.
- Increase affordability through more state financial aid funding.
- Adjust SCHEV's financial aid formula to focus on demonstrated need instead of unmet need.

Foster Esprit de Corps: Facilitate a supportive, respectful, and professional operating environment for cadets, faculty, staff, and alumni.

- Funding to support VMI's goal to achieve the average Teaching and Research faculty salaries among the top 5 Virginia publics.
- Funding to support a new Administrative/Professional faculty compensation model that helps achieve more competitive compensation.

Exceptional Facilities: Advance capital investments in facility maintenance, operations, physical plant and auxiliary facilities to advance VMI's academic, military, and athletics priorities.

- Funding to support investment in facilities maintenance and capital improvements.

See section K for suggestions on policy changes.

SECTION B: STRATEGIC DEEP DIVE – ENROLLMENT VOLUME & COMPOSITION

Key question: How is your institution managing enrollment in light of state and national trends, and what are the financial implications?

B1. What do you see as the primary drivers of recent enrollment trends for your institution? Please reference any specific academic programs that have had a significant (positive or negative) effect on enrollment, if relevant.

Opportunities:

- Implementation of new programs (e.g., Call to Duty Scholarship program which provides an award to cover VMI's housing and food costs to recipients of three and four-year ROTC national scholarships) have attracted more prospective cadets with an affinity to attend VMI than in previous years. Additionally, these efforts have neutralized any competitive advantage that other Senior Military Colleges had over VMI through similar programs.

- The ongoing integration of admissions, financial aid, and enrollment marketing has streamlined both departmental and cross-departmental processes. This action has created a clearer and more intentional approach to recruitment.
- Shifting the Institute’s recruitment strategy towards prospective cadets with an affinity for a world-class education in a military environment has increased conversion rates and output from the admissions funnel.

Challenges:

- The propensity to serve in the U.S. military has declined to its lowest level in more than a decade. Reports are fewer young Americans want to serve, and fewer are qualified.
- Updating the admissions and recruiting infrastructure and strategies in a timely manner so VMI can meet its recruitment and enrollment goals.
- Applications to the federal service academies and their preparatory schools have decreased resulting in increased competition as the service academies’ wait lists are reduced.
- National demographic and resulting enrollment trends and more specific enrollment for males is declining. VMI has a predominantly male student population.
- College application rates have not returned to pre-pandemic levels and high school graduates continue to have more post-secondary education/training options than in previous years.
- The negative publicity resulting from the state-initiated Equity Audit has affected the brand reputation of VMI.
- Affordability by limiting tuition and fee increases while simultaneously enhancing the Institute’s comprehensive offerings.

B2. Please summarize your enrollment management strategy moving forward and the specific actions (if any) you are taking to implement that strategy.

Strategic enrollment management focuses efforts on the recruitment, retention, and graduation of cadets consistent with the Institute’s mission, vision, values, and strategic plan. VMI is implementing a strategic enrollment management framework that synchronizes key functions across the Institute, including marketing, admissions, financial aid, academic achievement, and retention.

VMI is improving the communication and coordination of the Admissions and Financial Aid Offices. A primary strategy is a targeted national “all hands” admissions recruitment plan. Aligning various on Post departments and personnel with VMI alumni chapter networks will broaden and strengthen recruitment efforts. This recruiting strategy will be coupled with integrated recruitment software that provides targeted messaging and leverages financial aid award offers.

VMI has a robust honors program (Institute Honors) that provides merit aid (Institute Scholarships, using private funds) to outstanding applicants. Candidates for these scholarships must complete a secondary application and interview with a faculty selection committee. In the past academic year, the dean’s office coordinated with Admissions and Financial Aid to become

proactive in extending awards earlier in the admissions process. In addition, private funds are now available to provide merit scholarships to excellent applicants who are not provided an Institute Scholarship nor extended an offer to join the Honors program. VMI anticipates that having an earlier award notification window and providing merit aid to worthy applicants who are not offered entry to the honors program will boost the overall yield of this applicant pool.

B3. How ambitious/realistic/conservative are the enrollment projections you most recently submitted to SCHEV? What are the greatest unknowns or risks that could lead enrollment to differ significantly from your projections? Please reference national and statewide enrollment trends/projections and cite any other data (e.g. regional trends, performance of prior enrollment strategies) that informed your projections.

VMI is mindful of trend data that projects enrollment difficulties for colleges in the future and show males, a large demographic at VMI, are enrolling in college less frequently than in previous years. The Institute remains optimistic it can attain its goals based on the new initiatives already being implemented. For example, with the addition of the Common Application, most schools see a natural increase in application numbers, and it is expected application numbers will continue to increase as compared to pre-pandemic levels from this change alone. However, the new recruitment strategies are believed to also help account for these unknown trends. In addition, the value of VMI in terms of return on investment, salary post-graduation, and VMI's commitment to having cadets commission into one of the branches of the armed services remains high. Therefore, the Institute's recruitment and retention strategies will also focus on strategy to help clarify the value of a college education to potential and existing cadets.

VMI's goal is to incrementally improve enrollment numbers from an overall Corps size of approximately 1,500 to 1,733 by 2029-2030. This is achievable because:

- VMI has made recent enhancements to its Admissions and Financial Aid operations, including new directors in each unit. One premise of enrollment management is to leverage financial aid in terms of recruitment and retention while also working on more targeted approaches to recruitment in general. Additionally, enrollment marketing is now part of the admissions and financial aid strategy to help streamline communications and track enrollment and recruitment initiatives.
- Preliminary Fall 2023 Admissions data indicate that anticipated matriculation numbers are well ahead of last year's decade low of 374. This success is due in part to the new strategies in place by Admissions and Financial Aid. Through their combined approach to recruitment, VMI expects to matriculate an incoming class on par with historical entering classes even before all the new initiatives are fully implemented (see below).
- VMI is undertaking efforts to implement the frameworks of strategic enrollment management through multiple changes in its existing structure. First, as mentioned, the targeted and combined efforts by Admissions and Financial Aid will continue to be developed and enhanced. VMI will add the Common Application as an option for prospective cadets to use to apply for admission and believes it will ease the burden of

completing multiple admission applications by letting prospective cadets submit one application to multiple schools. VMI is also changing the internal admissions application form through the implementation of a customer relationship management program (CRM). This action will further reduce barriers to admissions by easing the process for high school graduates and transfer students while simultaneously improving communication. As most of these processes have been historically completed manually, the CRM will allow for automatic communication, better data utilization, and improved admissions funnel management to help move prospective cadets through the process at VMI.

VMI intends to reconfigure cadet support to enhance academic achievement (retention/graduation) without sacrificing academic rigor. This effort correlates back to the strategic enrollment management model where a more holistic approach will help retain and graduate students. VMI will identify and help at-risk cadets earlier and provide a clearer path towards successful course completion and graduation through improving access to academic resources, early alerts management for at-risk cadets, and better communication across Post.

B4. Explain the implications of your enrollment strategy on your institution's financials. Please consider impacts on both revenues (e.g., discounting, financial aid, net tuition revenue) and expenditures (e.g., costs to implement enrollment management strategies, costs of enrolling more students or students with different needs, cost-per-student impact of flat/decreased enrollment).

VMI's annual enrollment goals are to maintain an average fall/spring Corps size of approximately 1,625 cadets, based on Barracks capacity, with 55% in-state and 45% out-of-state. VMI historically matriculates 500 first-year cadets. Smaller than average classes in FY2022 and FY2023 will have a multi-year effect on overall tuition and fee revenues as these classes progress through their cadetships toward graduation.

As a result of lower enrollments and corresponding tuition revenue, VMI is reducing expenditures and is projected to utilize portions of its fund balance through FY2026 to provide balanced budgets. VMI will not reduce its robust need-based financial aid. VMI strives to provide 100% of demonstrated financial need to Virginians through federal loans, scholarships and grants for cadets meeting the priority application deadline of 1 March. The Institute also intends to continue awarding additional (merit) financial aid through the Call to Duty Scholarship program, which provides an award to cover VMI's housing and food costs to recipients of three-year and four-year ROTC national scholarships, as funding allows.

SECTION C: STRATEGIC DEEP DIVE – PROGRAM ALIGNMENT & PERFORMANCE

COMPLETION OUTCOMES

Key question: How is your institution supporting all students to succeed in completing their degree in a timely manner?

C1. What are your highest-priority completion outcomes targets, both overall and for particular student segments? Please include aspirational targets, realistic expectations, and qualitative targets and specify by when you are aiming to meet those targets (e.g., X% 6-year graduation rate for Pell students by 2030).

VMI's baccalaureate education is organized so that qualified cadets with no prior post-secondary experience can complete degree requirements within four years of matriculation. In special circumstances, however, the Institute permits cadets to extend their residency to five years and/or to complete their degree requirements in absentia up to 10 years. Nearly all cadets graduate within six years of enrolling.

VMI monitors aggregated retention and graduation rates within the institution and in relation to peer institutions using data compiled by SCHEV. VMI's peer institutions for this purpose include the 14 other four-year, publicly funded colleges and universities in the Commonwealth of Virginia.

VMI has very respectable retention and graduation rates. The most recent six-year graduation rate is 77%, which is 15-points above the national average (NSC, 2016 cohort) and three-points higher than the previous cohort. Among Virginia four-year public institutions, VMI's graduation rate is five-points higher than the average. However, the most recent retention rate was 82% (2021 cohort, FTF), which is 10th place among Virginia Publics, 15-points below the frontrunner, and 5-points lower than the previous cohort.

In Fall 2022, underrepresented cadets comprised about 37% of VMI's population, 8-points higher than in Fall 2014. There were no differences in the most recent (2016 cohort) six-year graduation rates for underrepresented cadets vs. their counterparts (78%). However, retention rates in the last two years are more dissimilar than desired (76% underrepresented populations vs 84% non-underrepresented populations, 2021 cohort).

Examining the most recent data available, cadets who receive the Pell Grant (~15%) show similar disparities in retention rates (73% Pell vs. 84% non-Pell, 2021 cohort). Pell Grant recipients' most recent 6-year graduation rates are close, but slightly lower than, their counterparts (75% vs. 77%, 2016 cohort).

In general, there are no concerning long-term graduation or retention trends in the aggregate, but VMI will continue monitoring certain underrepresented groups, particularly Black/African American and Asian cadets, closely. Retention rates for these two groups is significantly lower than the overall rate of 82% (2021 cohort, FTF), coming in at 68% and 74%, respectively.

Notably, it's not uncommon for Black cadet rates to fluctuate dramatically from year to year. For example, 70% of Black cadets were retained in Fall 2019, 87% in Fall 2020, and 68% in Fall 2021. Unlike the recent peak and valley shape of Black cadet rates, Asian cadet rates have steadily decreased in the last three years, moving from 92% in Fall 2019 to 86% in Fall 2020 and

74% in Fall 2021. The last time this group's rates were in the 70s was Fall 2018, before that, Fall 2013, otherwise being in the 80s, 90s, or 100%.

Of positive note, Hispanic/Latino retention rates are trending upward, moving from 64% in Fall 2019 to 77% in Fall 2020 and 85% in Fall 2021, the highest since Fall 2016.

Examining graduation rates by biological sex, data shows that both males and females have, generally, been near or above 70%, especially within the last five years. Males tend to graduate at higher rates than females, but that was not the case most recently (84%(f) vs. 76%(m), 2016 cohort). Retention rates for both groups have been historically similar, with differences of only a few percentage points. The most recent retention rate for females was 84%, males 81% (2021 cohort); the year prior it was 85% female, 87% male.

VMI currently provides a wide variety of academic support services, to include faculty serving as academic advisors, tutoring services in written and oral communication (from The Writing Center), in math (Math Education Resource Center), and learning support services from the professional staff of the Miller Academic Center. In addition, NCAA athletes have access to weekly academic mentoring. These services are offered at no cost to cadets but use is generally on a voluntary basis.

VMI realizes that to be able to make a sincere attempt at improving retention and graduation rates, additional resources will need to be available for a variety of academic support services. Funding from the state for the *One Corps, One VMI* initiative provided resources to hire three additional academic support personnel. In addition, the resources that will be available due to the state funding VMI's application for the recruitment and retention of Pell-eligible students will provide resources to specifically support at-risk cadets. Changes in academic support currently underway in the Summer Transition Program (STP- an optional four-week summer session for incoming cadets, where they take one academic class, designed to improve the academic and physical fitness readiness) are designed to identify incoming cadets at-risk in reading, math, and comprehension skills. During the period from matriculation day to the start of the fall semester, additional time is being allocated for academic orientation, to include topics such as study skills, keeping a calendar, and note taking. The new initiatives during orientation are for all incoming first-year cadets. The additional academic support personnel make it feasible to provide more academic support in the Miller Academic Center, the Writing Center, and the Math Education Resource Center. Once the academic year commences, cadets identified as at-risk will continue to receive appropriate support services during the academic year. Cadets not at-risk will have access to the full range of academic support services but unlike an at-risk cadet, will engage with academic support on a voluntary or as-needed basis.

In summary, VMI's objective is to improve retention and graduation rates to be among the best in the Commonwealth – top 5 among Virginia public institutions. By monitoring academically vulnerable cadets more closely, and intervening with academic support sooner, VMI can achieve this goal.

C2. What specific strategies/actions are you planning to take to achieve those goals? How will you draw on successes/challenges from your prior completion outcome improvement strategies?

- Continue implementing a strategic enrollment management model and other strategies initiated via VMI's SCHEV-approved grant application for the recruitment and retention of Pell-eligible cadets.
- Implement a new technology and analytics system to help predict cadet success and facilitate earlier and more frequent interventions.
- Increase faculty development, especially in core curriculum general education courses, with a focus on human learning and academic motivation.
- Expand internship and experiential learning opportunities by developing more partnerships with business and public and private entities.
- Address access and success, climate and intergroup relations, education and scholarship, organizational culture and accountability, and community engagement within the context of VMI's Esprit de Corps strategy in its draft Strategic Plan.
- Recruit and retain the best faculty from diverse backgrounds who are excellent teachers, productive scholars, active in their professions, and engaged in the lives of cadets – it is imperative that the Institute offer competitive salaries and continue to strive towards the goal of raising VMI's average faculty salary into the top five among Virginia public colleges and universities; contributes to high Esprit de Corps among the faculty.

C3. How will you use existing/recently provided resources to execute those strategies? Will you be requesting incremental state resources? Please state the request and rationale and explicitly tie to Part I of your planning template.

- VMI provides a wide range of robust, academic support services to cadets through the following support centers:
 - Miller Academic Center (MAC). Focusing on the academic success of the entire Corps across all majors, the MAC offers academic success workshops, faculty and peer-led group study sessions, disability services, and assistance to cadets in choosing/switching to the major best fitting their academic strengths and interests.
 - Mathematics Education and Resource Center (MERC). The MERC supports cadets in their math studies largely through professional and peer tutors in the Open Math Lab. In addition, the MERC offers course-specific tutoring and one-on-one appointments.
 - Writing Center. The Writing Center offers a variety of writing assistance to cadets including professional and peer writing consultation, one-on-one writing process conferences, and assistance on writing papers ranging from initial planning to polishing the final draft.

- In FY2023, the state provided VMI funding to add three full-time, academic support positions. These positions will enable VMI to provide additional academic tutoring to cadets thereby improving academic success in support of the outcomes listed above in C1.

POST-COMPLETION OUTCOMES

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

C4. Please explain how you monitor post-completion outcomes (e.g., employment rates, wage attainment, debt load, upward mobility). What data do you collect? What metrics are you monitoring most closely? What do the data reveal about your institution's greatest strengths and areas for improvement with respect to post-completion outcomes? Please include any relevant data/reports in the appendix or as a separate attachment, including any data that captures outcomes by school/department/program.

VMI's Office of Career Services (OCS) collects data from multiple sources, including First Destination Surveys, alumni records, and an online database (Handshake). The collected data includes first destination after VMI, employment rates, wage, and location within six months of graduation. Following are VMI highlights from the First Destination Report for 2021-2022 graduates (98% response rate):

- 59.9% commissioned in military service,
- 97.1% employed or enrolled in graduate school,
- 0.8% seeking employment.

The extracted data from July 2023 from the U.S. Department of Education College Scorecard and the median debt of graduates as reported by SCHEV shows that VMI's graduates have median earnings of \$76,984 compared to the midpoint for 4-yr schools, \$50,391. SCHEV data (EOM 06) show that the median debt of VMI graduates in 2021-2022 was \$26,722, approximate to the statewide median for 4-yr public institutions (\$26,000).

Overall, the data shows VMI graduates have a very high probability of full-time employment with above average salaries and with median debt generally at, or below, the median debt of graduates from Virginia 4-yr public institutions.

As a Senior Military College (SMC), developing citizen-soldiers with a commitment to service to the nation is one VMI's greatest strengths. Annually, over 50% of graduates commission in the military, a large percentage of them serve the nation through law enforcement occupations or at other federal or state agencies, and are highly diverse in career attainment.

C5. What specific strategies/actions, including potential changes to your program portfolio or curriculum, are you planning to take to maximize the career readiness and job attainment of all students across programs of study, including increasing early

career exposure for students (e.g., internships) during their time at your institution? How will you draw on successes/challenges from prior initiatives?

According to the Association of American Colleges and University's survey of employers (hiring managers and executives), some of the most desired skills in college graduates are:

- The ability to work effectively in teams
- Critical thinking skills
- Data analysis and interpretation
- Ethical judgement and reasoning
- Ability to apply knowledge in real world settings

VMI's unique blend of military, academics, and athletics provides cadets with substantial opportunities to develop these skills in a variety of settings, making them coveted assets to employers in a wide variety of organizations and industries. The ability to work effectively in teams is required for success at VMI- cadets must work together in the barracks, in the classroom, and on the ROTC training grounds in order to accomplish their goals. Their time schedule is intentionally tight. They must negotiate their heavy commitments without compromising their honor and integrity. Confronted with the constant enticement to take an easier path, they must make the ethical choice or face severe consequences – just as one faces in the “real world.” Lastly, in the classroom, rote memorization will not suffice to achieve success. Cadets must apply what they have learned, be it in math, science, English, or history, and demonstrate their ability think critically and creatively as part of VMI's Core Curriculum requirements. In sum, the VMI experience is thoughtfully and intentionally designed to serve the needs of many organizations – be it the U.S. Armed Forces or in the public or private sector.

VMI will continue its strategy of producing graduates who serve the nation through commissioned, military service in addition increased service by working for government agencies or non-profit organizations. To achieve this, the Institute will maintain (or increase) the number of recruitment events for the United States Armed Forces, government agencies, and non-profit organizations. The Institute also intends to award additional (merit) financial aid through the Call to Duty Scholarship program in order to attract additional ROTC Scholarship recipients.

While almost all cadets who receive a commission will participate in at least one period of summer, experiential learning with the military branch in which they will serve, VMI plans to increase the number of cadets who participate in experiential learning, internship, for or not for credit. Currently, three academic departments (i.e., Economics and Business, Biology, Computer and Information Sciences) are offering internships for credit.

VMI will continue to expand its cybersecurity education offerings, supporting the needs of the Department of Defense (DoD) and other government agencies, as well as industries within the Commonwealth, through funding support from DoD and the Commonwealth Cyber Initiative.

VMI's Leadership Development Program, which combines classroom training through the Core Curriculum leadership course LEAD 344 (Leadership in Organizations) with practical leadership experience within the Corps of Cadets, is uniquely positioned among Virginia's state supported

colleges and universities to prepare cadets for future leadership and management roles in the military, government service, non-profit organizations, and private industry.

Beginning in summer 2024, VMI will offer a privately funded, Summer Undergraduate Entrepreneurship Program. This five-week program will provide coursework and experiential learning to help the participants develop an entrepreneurial mindset that will support their future plans – whether those plans involve starting a new business, employment within an existing organization, as military leaders or self-employment. Skills associated with an entrepreneurial-mindedness typically include adaptability, perseverance, creativity, managing ambiguity, and being action-oriented – all skills that could lead to personal success in any setting.

VMI will maintain the principles of the Core Curriculum supporting a baseline STEM education, and continue enrollment practices and academic support programs in order to support 50% enrollment in STEM majors. In doing so, the Institute will produce graduates prepared to enter an employment market that increasingly relies on technology and requires a strong baseline of knowledge in STEM.

C6. How do you intend to use existing/provided resources to execute those strategies? Will you be requesting incremental state resources? Please explicitly tie to Part I of your planning template.

VMI will continue to increase partnerships with alumni and both private and public sector employers to increase internship opportunities. Following COVID-19, there has been an increase in remote internships, which appear to work well with cadets during the fall and spring semesters. In recent years, VMI has encouraged employers to list paid opportunities to ensure that all cadets, including those from low-income backgrounds, can participate. To support increased internship opportunities, VMI is requesting funding support for a full-time, employer relations/internship coordinator position in the Office of Career Services.

WORKFORCE ALIGNMENT

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

C7. For which specific workforce needs is your institution best positioned to supply talent, based on regional, industry, or occupation alignment?

VMI produces leaders with a strong commitment to service. As a Senior Military College, approximately 50% of graduates enter military service and many graduates who do not enter the military serve the nation/Commonwealth in other federal or state agencies. By concentrating on 14 versatile majors, VMI graduates receive a strong, liberal arts education that prepares them for a wide variety of occupations or for continued, specialized education at the graduate level. In addition, the following areas of the academic program contribute more specialized talent to the workforce:

- The Computer Science program within the Computer and Information Sciences Department, supported through the Department of Defense and the Commonwealth Cyber Initiative, and the Electrical and Computer Engineering program support “Computer Occupations.”
- The Association to Advance Collegiate Schools of Business accredited Economics and Business program supports “Business Operations and Financial Specialists.”
- The three ABET (*Accreditation Board for Engineering and Technology, Inc.*) accredited engineering programs produce graduates who support a variety of engineering and construction related industries.
- The Psychology program supports “Counselors, Social Workers, and Other Community and Social Service Specialists.”
- Programs in the life sciences and natural sciences, as well as graduate school partnerships with several medical schools, support a wide variety of occupations on the area of “Healthcare Diagnosing or Treating Practitioners.”

C8. What specific strategies/actions is your institution planning to take to better align your program offerings or degree conferrals to current and projected workforce needs? Please provide a list of specific programs you intend to sunset or grow in the next 6 years to increase alignment, partnerships/initiatives you intend to launch or deepen, etc. If you intend to launch any new programs, please explain why your institution is particularly well-suited to succeed in that area.

VMI intends to continue offering the same 14, versatile academic majors, and staff regularly reviews offerings for relevance. Starting in the 2023-2024 AY, the Computer and Information Sciences Department will separate the computer science major into three distinct tracks, which enable majors to concentrate studies and better align skills with different aspects of the various “Computer Occupations.” The tracks are (1) Theory and Application, (2) Cybersecurity, and (3) Information Technology. The Department intends to obtain accreditation via ABET (Accreditation Board for Engineering and Technology, Inc.) for the Theory and Application track.

SECTION D: STRATEGIC DEEP DIVE – FINANCIAL EFFECTIVENESS & SUSTAINABILITY

AFFORDABILITY FOR STUDENTS & FAMILIES

Key question: How is your institution accounting for and improving affordability for students and families?

D1. What specific strategies/actions do you plan to take to improve affordability moving forward across your overall student body and priority subpopulations, and what is the expected impact? Please account for a broad range of factors including the full cost of attendance, net price, time to degree, debt load, etc.

Since all VMI cadets are enrolled as full-time students each semester, VMI’s academic advising efforts are prioritized to ensure cadets are successful and targeted to graduate in four-years,

allowing them to minimize potential debt. Additionally, VMI annually evaluates its expenditures (personnel and non-personnel) to ensure it is a good steward of public, private, and tuition dollars. VMI also continues to use available financial aid funds to meet 100% of demonstrated need of Virginia cadets who apply for aid by the annual priority deadline. Finally, the VMI Alumni Agencies consistently prioritize need-based financial aid in their fundraising efforts in order to ensure that financial pressures are not determining factors in a cadet's decision to attend, or remain, at VMI.

As further discussed in D2, many factors impact decisions on tuition and fee increases with affordability being an overriding consideration. VMI's robust financial aid resources help ensure the Institute remains accessible and affordable to qualified individuals.

REVENUE

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

D2. Please explain the rationale behind your full pricing (i.e. published tuition & fees, including mandatory non-E&G fees) and financial aid award strategy (i.e. net tuition revenue projections). What data informed your assessment of T&F increase feasibility (e.g., market comparisons, student capacity to pay) and estimates of discounts/waivers/unfunded scholarships? What informed your strategy around financial aid awards, merit and need-based, particularly for various student segments by income level and academic preparation?

VMI's tuition and fees are more comprehensive than most colleges and cover the majority of expenses a cadet must incur while enrolled. In addition to covering costs of the educational program, fees cover housing for all cadets as VMI is 100% residential, a full meal plan of 21 meals per week for every cadet, provision and maintenance (including laundry/dry cleaning) of uniforms, and costs of participating in various military and athletics (including club sports) co-curricular activities.

VMI limits tuition and fee increases as much as possible. Key factors considered in setting tuition and fee amounts include unavoidable cost increases such as employee salary/benefit increases, inflation driven cost increases in normal operating expenses such as utilities, supplies, contractual services etc. In addition, the Institute considers various cost measurement metrics such as changes in Consumer Price Index (CPI) and Higher Education Price Index (HEPI) to ensure tuition and fee increases are in line with current economic conditions.

VMI's financial aid policy is to meet 100% of the demonstrated need of all in-state cadets. The Institute has a robust financial aid program which utilizes extensive private financial aid funding, Federal grants/loans, State financial aid funding, and significant Federal ROTC scholarship funding. These sources provide both need-based and merit aid to cadets to help ensure that qualified individuals have the opportunity to attend VMI regardless of their economic status.

Out-of-state cadet tuition in FY2023 represented about 141% of the total cost of education, significantly exceeding the State minimum requirement of 100%. In-state tuition represented only about 42% of the total cost of education. Tuition revenue from out-of-state cadets has helped to mitigate the shortfall in State general funds in meeting its goal of funding 67% of the cost of education for in-state cadets. Out-of-state tuition revenue is significantly helping to minimize in-state tuition increases that would otherwise be necessary to make up this shortfall in State general funds. In FY2023, out-of-state cadet tuition is four times greater (4.06) than in-state tuition (\$40,778 versus \$10,076) and out-of-state tuition revenue comprised 70% of the total E&G tuition revenue in FY2023 although out-of-state cadets comprised only 37% of the total Corps.

In response to strategies undertaken by several Senior Military Colleges, including The Citadel and Norwich University, and to remain competitive with the Service Academies, VMI is utilizing private support to provide additional (merit) financial aid through the Call to Duty Scholarship Program, providing an award to cover VMI's housing and food costs to recipients of three and four-year ROTC national scholarships.

To attract and retain out-of-state cadets, it is important that VMI provide sufficient financial aid to help meet their demonstrated need. Approximately 60-65% of out-of-state cadets qualify for need-based aid versus 40-45% of in-state cadets. VMI continues to meet 100% of demonstrated need for in-state cadets and between 60-65% for out-of-state cadets.

Although VMI used \$2,017,000 of tuition revenue from out-of-state cadets for need-based financial aid in FY2023, this amount represents less than 8.5% of total tuition revenue.

VMI will continue to rely heavily on State-provided need-based aid for in-state cadets (\$1,187,018 in FY2023), as well as significant private endowments that provide scholarships for needy in-state cadets.

D3. What do you expect to be the impact of your pricing/discounting approach on enrollment numbers/mix (if any) and net tuition revenue moving forward and why?

The impact of the Free Application for Federal Student Aid (FAFSA) Simplification and Student Aid Index on middle-class families is being analyzed in financial aid industry publications and VMI expects it will need to continue investing in need-based aid for both in-state and out-of-state cadets to ensure continued affordability. VMI is also working hard in the competitive area of attracting ROTC scholarship recipients and believes investment in additional financial aid through the Call to Duty Scholarship program will benefit enrollment and net tuition revenue in the future.

VMI's robust financial aid program helps ensure the Institute remains affordable to both in-state and out-of-state cadets. Various sources of aid, particularly ROTC scholarships, are key to ensuring that out-of-state cadets can afford to attend VMI. These efforts to ensure affordability to all cadets helps maintain the current mix of in-state and out-of-state cadets.

COST EFFECTIVENESS

Key question: How has your institution maintained bottom-line financial health and focused investment on the levers that will drive improvements in student outcomes?

D4. Reflect on the categories/subcategories of cost that have recently experienced the most significant increases on an absolute or per-student basis. What have been the primary drivers of those increases? Please be specific and include supporting data.

VMI has not been immune to inflationary stresses as personnel expenses have increased significantly in order to recruit talented and qualified staff to rural Virginia, as well as to retain staff who have key skills. Several key retirements and higher than normal turnover have necessitated hiring replacements at increased salaries.

Additionally, the cost of services has increased in Lexington and the surrounding region as qualified contractors are being pulled toward large and high-dollar projects due to the amount of infrastructure and stimulus funds being invested.

VMI has also experienced an average water and sewer rate increase of 7.7% per year for the last five years as the City of Lexington has undertaken numerous projects to upgrade and replace aging infrastructure.

D5. What specific strategies/actions do you plan to take to contain/reduce key costs and improve fiscal health going forward while improving student outcomes? What are your objectives and what have been your results to date of any already-launched initiatives? What is the expected impact and timeframe of these strategies? Include any short-term costs that would need to be incurred to implement the strategies.

Within the context of VMI's overall strategic enrollment management efforts, a significantly enhanced emphasis on retention will improve fiscal health by maintaining corps strength.

Specifically, all cadets are now required to work with their academic advisors and support services if they are at risk (retention) and this will improve cadet outcomes.

Components of the SCHEV- Recruitment and Retention of Pell-Eligible Students Memorandum of Understanding will expand the admissions funnel by reaching a greater population of potential cadets.

Additionally, beginning in January 2023, VMI's budget team began individual monthly budget strategy sessions with Information Technology, Police, Academics, Athletics, Cadet Life, Auxiliary Services, Physical Plant, Human Resources and the Chief of Staff to discuss specific areas (operational and personnel vacancies) where costs may be contained or reduced. The meetings are ongoing and emphasis is placed on managing vacancy savings and on areas which would not directly impact academic instruction and cadets' daily lives.

D6. Provide information about your institution's highest-priority E&G capital projects and requests (including new construction as well as renovations) over the six-year plan period and how they align to your enrollment trajectory, student outcomes improvement plans, or other strategic priorities. Please also reflect on your current E&G facilities utilization (especially classrooms, labs and student service areas), particularly in light of any recent trends that might impact space needs (e.g., enrollment trends, shifting learning modalities). How has square footage per student changed over time and why? What efforts have you made to reassess and further optimize the use of your existing facilities, and what has been the impact of those efforts to date? What do you intend to do in the next six years to increase utilization?

Current priorities for E&G capital projects. This represents a continuing emphasis on facilities improvement to enhance the cadet experience.

- Improve Admissions and Financial Aid Offices. Provides improvements to the infrastructure and structure of two historic residential office buildings. These facilities are directly related to VMI's enrollment priorities.
- Replace Old and New Barracks Windows. Replaces outdated single-pane windows with a more energy efficient double-pane window system. This project is in design phase and final construction supports VMI's enrollment and leadership development priorities.
- Construct Moody Hall. Replaces the current facility with increased space to support a larger Corps of Cadets, academic collaboration and symposia, networking spaces, and public service events. The facility will also house office and support space for the VMI Alumni Agencies.
- Construct Center for Leadership and Ethics, Phase II. Expands classroom and lecture space to support the cadet leader development program. Also provides an add-on to the existing Center for Leadership and Ethics to provide space for the VMI museum and academic space for cadet collaborative interaction.
- Improve New Market Battlefield and State Historic Park. Improvements and renovations to the museum and visitor center as well as infrastructure improvements throughout the 300-acre site. These facilities support public service priorities for the general public and K-12 standards of learning.

The Corps of Cadets grew from 1,300 to 1,700 with the completion of the expanded barracks in 2008 resulting in additional class sections. While this increased overall utilization significant schedule conflicts occurred with classrooms, laboratory spaces, and providing adequate office space for faculty. Modifications to expand existing E&G facilities has been a priority to relieve constraints on teaching and laboratory space. The recently completed Scott Shipp Hall Renovation and Expansion, the scheduled Nichols Engineering Building Laboratory Renovation and Expansion and Construction of the Center for Leadership and Ethics Phase II are examples of projects addressing the utilization pressures. While pedagogy changes over time, academic instruction remains an in-person experience for VMI with multiple modalities of learning present in each class section and laboratory.

The square footage per cadet has increased over the last decade by approximately 100 square feet (772 square feet in 2012 and 866 in 2017). With completed facility expansions and a

return to normal enrollment levels in the next six years, VMI's overall square feet per cadet is expected to stabilize and be approximately 900 square feet.

Recent efforts to reassess and optimize facility utilization has been conversion of storage spaces (tied heavily to STEM facilities) into teaching or office spaces. Additionally, low utilization spaces (general computer labs) have been repurposed to support research labs. There have not been negative impacts from these reallocations of space, however, in some instances the spaces were not always 'optimal'.

Increases in utilization will result with increased enrollment to maximize the capacity of the barracks in balance with maximum capacities of academic and support facilities. Current analysis optimizes square foot utilization with enrollment at census date of 1,733.

The daily operating schedule for VMI cadets is governed by General Order #1 building in consistency of experience and uniformity to VMI's military structure and organization. Academic facilities are heavily utilized in the evening hours for cadet study. Outside of the regular academic year, VMI continues to offer eight weeks of summer school instruction and the Summer Transition Program, an optional four-week summer session for incoming cadets, where they take one academic class, designed to improve the academic and physical fitness readiness of incoming cadets. Other summer programs, such as athletic camps (resident and day camps), conferences and symposia, the Summer Undergraduate Research Institute, and the College Orientation Workshop for at-risk youth, remain active.

SECTION E: BUDGET REQUESTS

E1. Provide additional information for any budget requests in Part I of your planning template that are not described elsewhere in your narrative.

All requests have been discussed in previous sections.

SECTION F: ECONOMIC DEVELOPMENT ANNUAL REPORT

F1. Provide a link to any report your institution has produced about its economic development contributions. You may also share it in the appendix or as an attachment.

The Institute contributes to both local and regional economic development through outreach and education opportunities for local K-12 students, and development of skilled graduates with in-demand knowledge and leadership abilities.

Highlights include:

- Cyber Fusion and Cyber Cup competitions – hosted at VMI for students at Virginia institutions as well as the six Senior Military Colleges.
- Cyber Smart workshops and summer camps for both high school and middle school students to learn from cyber experts and develop skills to detect, identify, and mitigate cyber-attacks.

- Semester-long internships with the Cyber Defense Laboratory – local high school students work with undergraduate cadets and Virginia Tech graduate students to complete projects in support of cyber defense.
- STARTALK Arabic Language Courses – a summer immersive Arabic language program for Virginia high school and college students sponsored by the National Security Agency.
- Environment Virginia Symposium - Almost 600 environmental professionals exchange ideas, best practices, and knowledge, as well as participate in career and recruitment opportunities for new and emerging “green” jobs throughout the Commonwealth.
- Middle School Math Day – faculty and cadets from the Applied Mathematics Department host up to 600 regional middle school students and conduct a math modelling competition to use creativity and problem-solving skills to answer complicated math challenges.
- Membership in the 4-VA Working Group – facilitating collaborative research, course development and redesign, and other cross-institutions initiatives to promote the advancement of the Commonwealth.
- VMI Museum System – comprised of The VMI Museum, Jackson House Museum, and Virginia Museum of the Civil War located at New Market Battlefield State Historical Park, welcomes 80,000 visitors per year to learn about the rich history of VMI and Virginia. The Virginia Museum of the Civil War, for example, provides educational programs fulfilling Virginia Standards of Learning for school children.

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

G1. Provide a copy of any policy or reports your institution has produced and provide information about annual training or orientation related to this topic.

General Order 96 – The Superintendent’s Statement of Free Speech

<https://www.vmi.edu/media/content-assets/documents/general-orders/GO96.pdf>

General Order 72 – Facilities Utilization, Events, and Speech

<https://www.vmi.edu/media/content-assets/documents/general-orders/GO72.pdf>

General Order 79 – Distinguished Visitor and Speaker Policy

<https://www.vmi.edu/media/content-assets/documents/general-orders/GO79.pdf>

2022 Report on Constitutionally Protected Speech

<https://rga.lis.virginia.gov/Published/2022/RD419> - this report contains a transmittal memo certifying compliance with Subsection C of 23.1-401.1, General Order 72 on Facilities Utilization, Events, and Speech, and the Commandant’s Blue Book Chapter on Speech that describes the training cadets receive.

SECTION H: NEW SCHOOLS, SITES, AND MERGERS

H1. Provide information on any new instructional sites, schools, or mergers supported by all types of funding that your institution is considering or planning to undertake during the six-year period.

N/A – no new instructional sites, schools, or mergers planned during the six-year period.

[OPTIONAL] SECTION I: RESEARCH

I1. [OPTIONAL] Highlight any strategic research priorities, programs, or key areas of investment (e.g., hiring plans, critical research agendas, interdisciplinary centers, business partnerships, commercialization efforts) and IP dissemination and commercialization priorities you intend to pursue over the next 6 years that have not already been mentioned in this narrative. What are the anticipated benefits to your faculty attraction/retention strategy, student value proposition, and the economic competitiveness of the Commonwealth?

The strategic research priority at VMI is to provide faculty with meaningful research opportunities while offering cadets unique undergraduate research experiences. VMI's focus is not to be or become a research institution, but rather to maintain a strong faculty/cadet relationship while educating tomorrow's leaders in the fields most in demand.

In addition to expanding the facilities available to cybersecurity and Computer and Information Systems cadets, the Cyber Defense Laboratory (operated through a Department of Defense grant) offers seed funding to faculty across VMI interested in exploring the various intersections of the cyber world. These grants are currently being given to faculty and cadets in the Physics, Applied Mathematics, English & Rhetoric, and Electrical & Computer Engineering departments and engage almost 50 cadets in this high demand field. Through the continuation of this grant and a variety of opportunities through the Commonwealth Cyber Initiative, VMI cadets are prepared for a variety of high-value careers in the cyber realm.

Additional valuable undergraduate research opportunities are funded through the Summer Undergraduate Research Institute which supports cadet-led research projects with one-on-one faculty mentorship. These experiences help to develop the next generation of researchers across STEM and non-STEM disciplines at VMI.

VMI recently began collaborating with the Army Research Lab to offer additional research opportunities with direct benefit to the Department of Defense. This includes faculty engagement with summer programs at the Lab and cadet internships, as well as opportunities for faculty and cadets to partner with the Army Research Lab in research projects throughout the year. Cadets can engage with Department of Defense researchers during their time at VMI and advance their military career options when they commission.

Starting in FY2024, VMI will fill a new, privately funded, part-time Director of Innovation Programming position, which will be responsible for managing and developing academic, industry, and government partnerships, and for coordinating approaches across the Institute for partner engagement. This position will be responsible for building out collaborative teams of faculty, staff, and cadets to maximize the benefits of innovative partnerships and place the

Institute on a path to being an exemplary partner for innovative collaborations in research/business ventures.

VMI believes that the strength of VMI's research opportunities and the opportunities to work closely with a variety of undergraduates is a strong incentive to recruit and retain faculty with strong interest in both teaching and research. The breadth of research opportunities available across disciplines is also a strong opportunity to recruit and inspire cadets to continue their journeys in research-focused fields.

[OPTIONAL] SECTION J: COLLABORATION

Academic Collaboration

VMI has agreements in place with 17 graduate programs, 14 of which are with schools within the Commonwealth. These agreements facilitate cadets pursuing advanced professional and graduate degrees and certificates and support cadet undergraduate research. These programs include medical, engineering, law, business, and arts programs. VMI intends to continue these agreements and explore others which may present enhanced career opportunities for VMI graduates.

A recently executed agreement is with Virginia Tech to launch a new accelerated master's degree program for a Master of Science (MS) and Master of Engineering in computer science and applications/computer engineering. This partnership allows VMI cadets to apply up to 12 credits (4 courses) of VMI Computer Science upper-level elective courses as dual undergraduate/graduate credits. These credit hours will count towards both the bachelor of science degree from VMI and the master's degree from Virginia Tech. The eligible VMI courses are reviewed for content and rigor by Virginia Tech faculty. Cadets must earn an A or B for the course credit to apply towards the master's degree. A cadet earning an A or B in all 12 credit hours will then be able to complete the master's program at Virginia Tech in one year.

Cooperative Procurement

As a member of the Virginia Association of College and University Purchasing Professionals (VASCUPP), VMI contributes to and enjoys access to over 2,000 cooperative contracts that provide volume pricing for goods and services. This volume pricing is much more favorable than VMI could procure with stand-alone contracts. In addition, the ability to use these cooperative contracts eliminates the need to administratively procure and manage many contracts allowing the VMI Procurement Services Office to function with limited staffing. If VMI did not have access to these contracts, there would be an immediate need for two or possibly three additional procurement professional positions at an estimated annual cost of \$130,000 to \$200,000.

VMI is also a member of the Virginia Higher Education Procurement Cooperative (VHEPC). Its purpose is to aggregate and leverage procurement requirements and resources resulting in a greater financial advantage from cooperative procurement. Current member institutions include George Mason University, Old Dominion University, University of Virginia, Virginia Tech,

Virginia Commonwealth University, College of William & Mary, James Madison University, Radford University, Virginia Military Institute, UVA Wise, Longwood University, University of Mary Washington, Christopher Newport University, Norfolk State University, and the Virginia Community College System. The VHEPC's focus is directed to commonly used goods and services unique to higher education and builds upon the strong foundation put in place through the Virginia Association of Schools, Colleges and University Procurement Professionals (VASCUPP). The VHEPC has demonstrated that collaborative procurement has resulted in price reductions leading to increased savings by combining annual spend and resource allocation, ultimately producing economies that reduce the resources (time, people, effort) required by a single institution. VMI has followed the recommendation of the Joint Legislative Action Review Committee (JLARC) by instituting mandatory use contracts that maximize value-added standardization.

[OPTIONAL] SECTION K: STATE POLICY

K1. [OPTIONAL] Use this section to outline any state policy changes you have not already mentioned in this narrative that would enhance your ability to achieve greater success on the topics, strategies, and initiatives referenced in this narrative. What existing policies, if any, are hindering your ability to maximize outcomes and value for students? What new policies might create conditions that are more conducive to achieving those goals? What strategies or initiatives would these policy changes enable your institution to do or try that you are not yet able to do today? Please be as specific as possible.

The Virginia Military Survivors Dependents Education Program (VMSDEP) provides a waiver of tuition and mandatory fees for eight semesters at a Virginia public college or university. This benefit is available to spouses and children of military members killed in service, taken prisoner, missing in action or 90 to 100% permanently disabled resulting from their military service. As a military college, VMI strongly supports this program and is in favor of its continuance but believes that the Code should be amended to require the tuition and fee waivers be funded by state appropriation rather than the costs of the waivers absorbed by the institutions.

Program participation continues to grow. In FY 2018, VMI waived \$103,453 of tuition and fees for seven cadets enrolled in the program. By FY 2021, 40 cadets were enrolled and \$725,965 was waived. Most recently, in FY 2023, 58 cadets were enrolled in the program, resulting in \$1,095,223 in waived tuition and fee revenue. Although enrollment numbers were below average this academic year, this cadet population has continued to increase. As a result, absorbing the costs of the waiver program has become increasingly difficult and is counterproductive to efforts on affordability for other cadets.

[OPTIONAL] SECTION L: ADDITIONAL INFORMATION

L1. [OPTIONAL] Use this final section to provide any additional context and/or supporting materials you feel should be incorporated into the six-year planning process.