



Richard Bland College
of WILLIAM & MARY

SIX YEAR PLAN

July 2023

P R E S I D E N T



DR. DEBBIE SYDOW



Deep Dive | Richard Bland College background information

Overview

Founding year: 1960

Location: Petersburg

Size and setting: Two-Year, Small

Mission: To prepare our students for a lifetime of endless potential

Research Institution: Undergraduate

Carnegie classification: Special Focus Two-Year: Other Fields

Program offering:
8 Associate's degrees

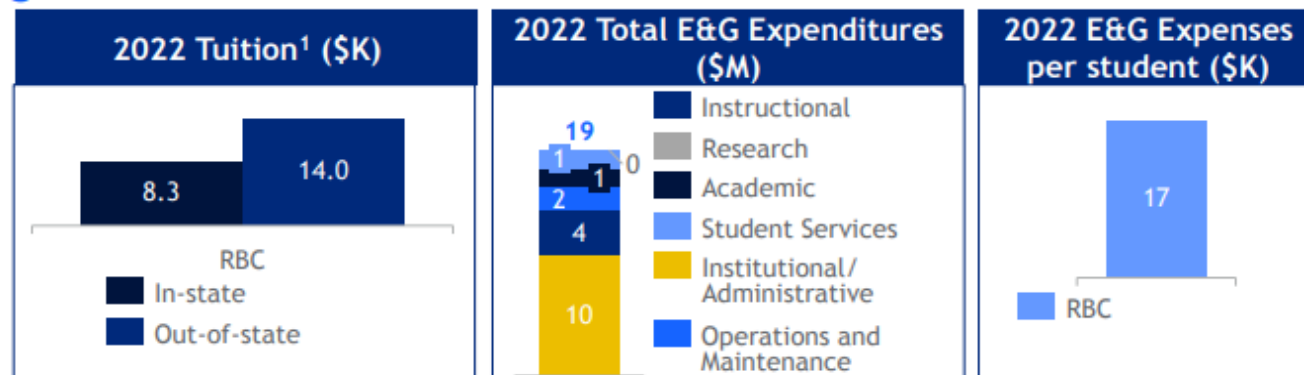
Local Context & Economy

Geography: Rural

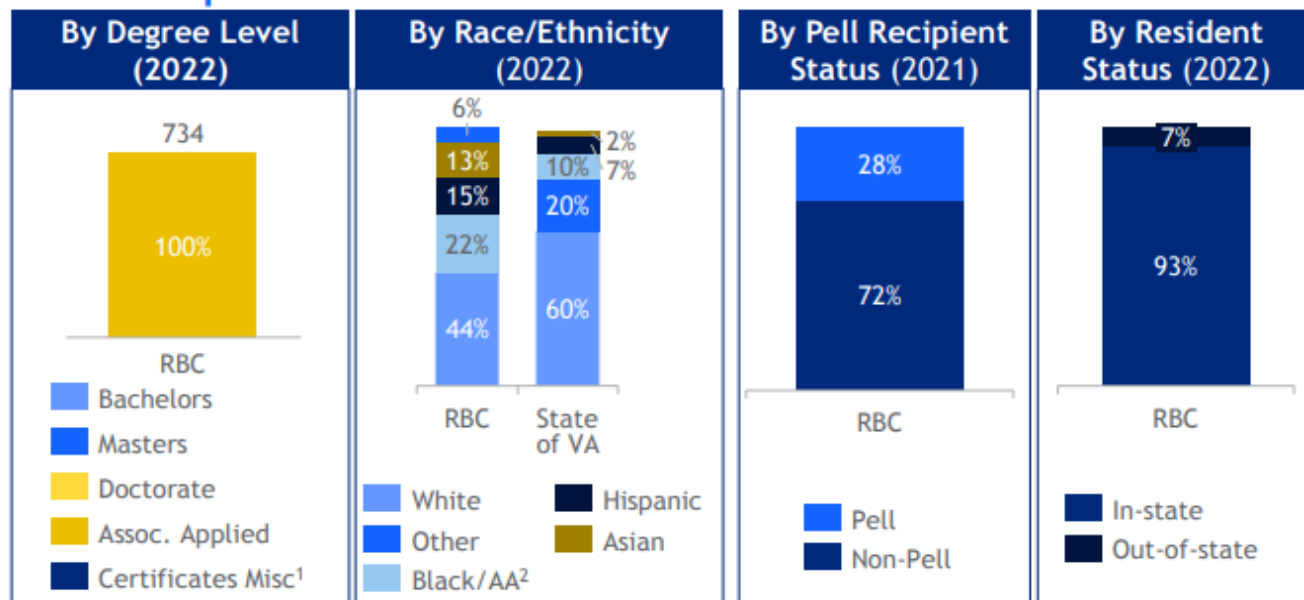


	Local	State-wide
Median income	\$44.9K	\$80.6K
Unemployment rate	5.4%	3.2%
Poverty rate	21.3%	10.2%

High-level Financials



Student Population



1. Tuition & fees for full-time beginning undergrad students 2. African-American
Source: State Council of Higher Education For Virginia; Census.gov; BLS.gov; nces.ed.gov; carnegieclassifications.acenet.edu/; richmondfed.org; rbc.edu

Richard Bland College: Key metrics at a glance

Enrollment volume & composition

Current enrollment: 734 students in Fall 2022

- 13% lower-income students in 2021 (-12 percentage point increase from 2011)

-3.7%

Annual growth in enrollment over 10 years

Program alignment & performance

Current 4-year graduation rate: 40% for freshman cohort of 2017

- 1.96 year avg time-to-degree for first-time in college full time associate students who graduated in 2022 (26% change since 2016)

8.6pp

Increase in 4-yr grad rate over 5 years

Current median wage of Associates graduates 3-years post-graduation: \$29K (vs. \$35K for those with only a high school degree or equivalent)

- 6% difference in median wages for Pell graduates and non-Pell graduates

+4.2%

Growth in wages of BA graduates over 9 years

Financial effectiveness & sustainability

Current cost of attendance: \$23.0K in 2022

- \$2.2K annual borrowing per full-time student (3.3% annual growth since 2011)

+3.0%

Annual growth in student attendance cost over 10 years

Current revenue mix: GF is 70% of E&G revenue (\$10M) in 2022; 9.0% annual growth since 2013

- \$4M of Non-GF E&G total in 2022 (30% of total revenue); 3.5% annual growth since 2013
- 8% discount rate in 2022 (1 percentage point increase since 2014)

+12pp

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

Current per student expenditure: \$19K in 2022

- \$21M total expenditure in 2022 (+5.6% annual growth since 2015; 6.2% since 2019)

-1.1%

Annual growth in per-student expenditure over 10 years

KEY QUESTION: *What are your institution's unique strengths and how do those inform your strategic priorities?*

CORE MISSION
University Transfer

- High-value 1st & 2nd GEN ED
- GPS@RBC
- Dual Enrollment
- University College
- Lab School

WORK-BASED LEARNING
Earn & Learn

- FAME
- DroneUp Flight Academy
- Credentials that lead to high-paying jobs, UAS, AME
- RBC-VSU Virtual School for Technical & Professional Studies

CHIEF ENROLLMENT OFFICER

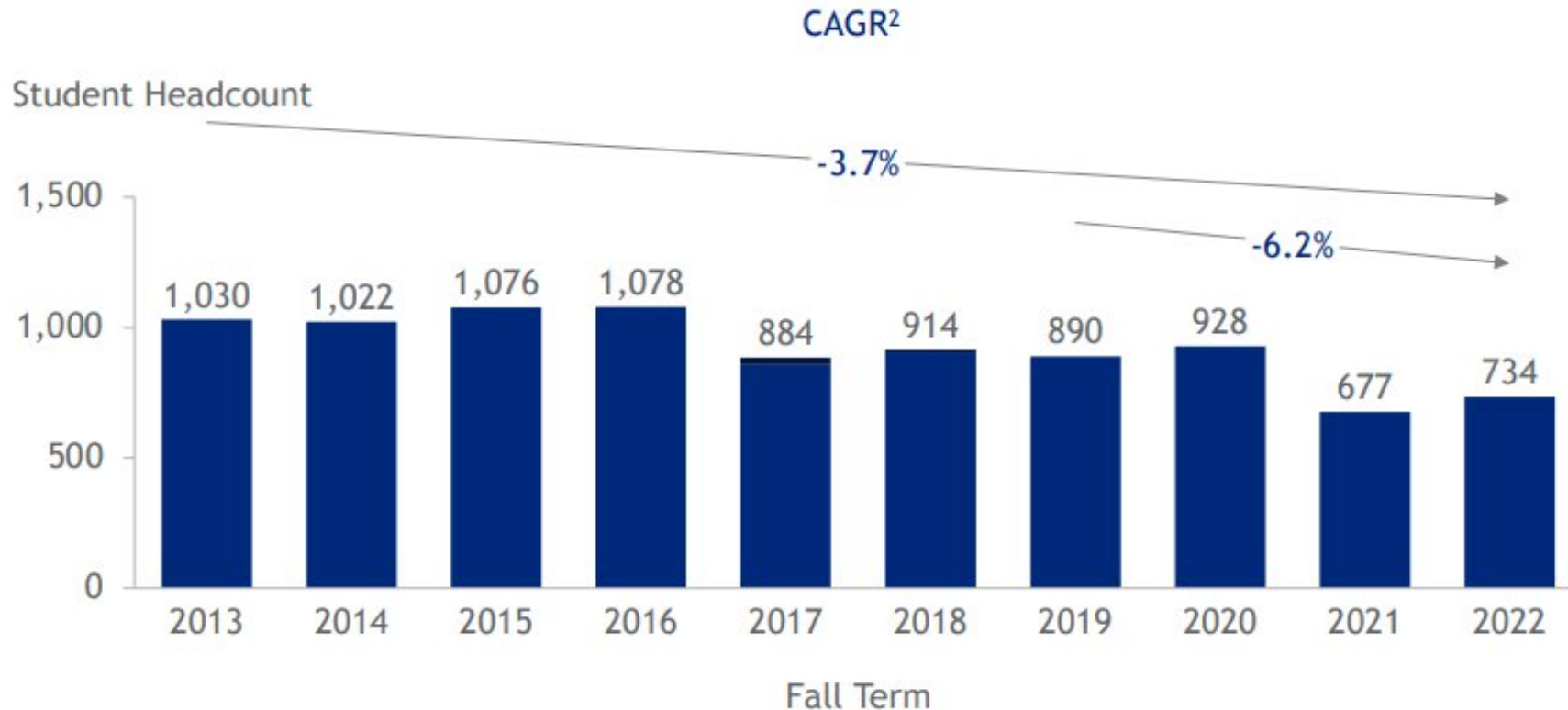


MR. JUSTIN MAY



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

Total Fall Enrollment by Degree Level



Degree level	Annual growth ¹ (2013-22)	Total growth (2013-22)
Certificates 1yr plus	0%	0%
Associate Transfer	-3.7%	-28.7%
Overall	-3.7%	-28.7%

- Certificate 1 yr plus
- Associate (Bachelors Credit)

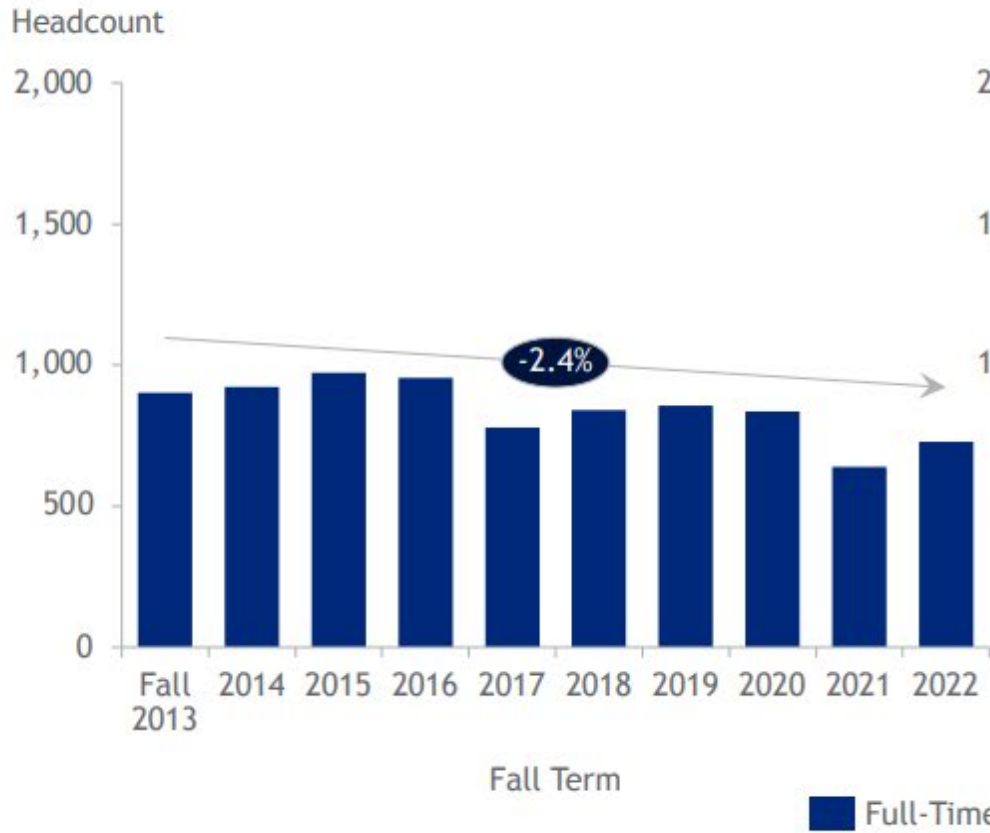
1. "Annual growth" calculated as compound annual growth rate (CAGR) 2. Total Fall enrollment headcount including program not placed.

Note: Graph and annual/total growth table exclude students not program placed.

Source: Data from State Council of Higher Education for Virginia (SCHEV) Research Center Enrollment Report E33: Fall Enrollment by Degree Level

Chart (B): How have part-time and full-time enrollment trended overtime?

Total Enrollment Headcount Full time students



Total Enrollment Headcount Part time students



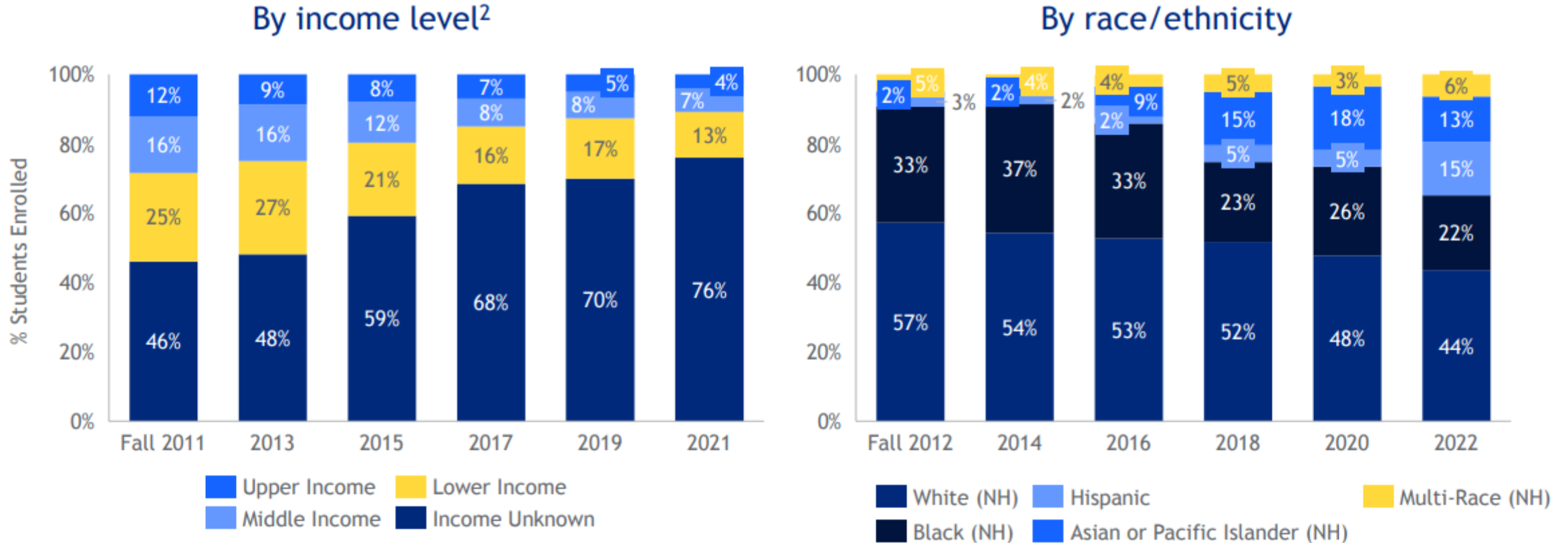
Sub cohort	Annual growth ¹ (2013-22)
Full time	-2.4%
Part time	12.0%
Overall	4.7%

1. "Annual growth" calculated as compound annual growth rate (CAGR)

Source: Data from State Council of Higher Education for Virginia Research Center report E02: Fall Enrollment Headcount; SCHEV Enrollment Projection Summary

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. Note: American Indian or Alaskan native excluded due to small size less than 5% of population 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

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

Primary Drivers:

- Dual Enrollment
- DroneUp
- FAME
- Athletics
- Lab School (pending DOE approval)
- University College

Strategy & Actions:

- Nurture Core Schools
- Remove barriers & obstacles to enrollment
- Seamless DE pathways
- Expand WBL
- Expand recruitment territory



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

6 YR. Enrollment Projections:

- **2% + YOY**

- **Obstacles:**

- Youth opting out of college (options, perceived value)
- Population declines
- Non-college ready youth
- Changes in business environment for external partners

- **Opportunities:**

- Nurture & Expand Core: new territories showing growth that match student persona
- Adjacent: VA Virtual/Stride & Home School
- Transformational: Transfer Partner Programs in high demand fields



CHIEF ACADEMIC OFFICER



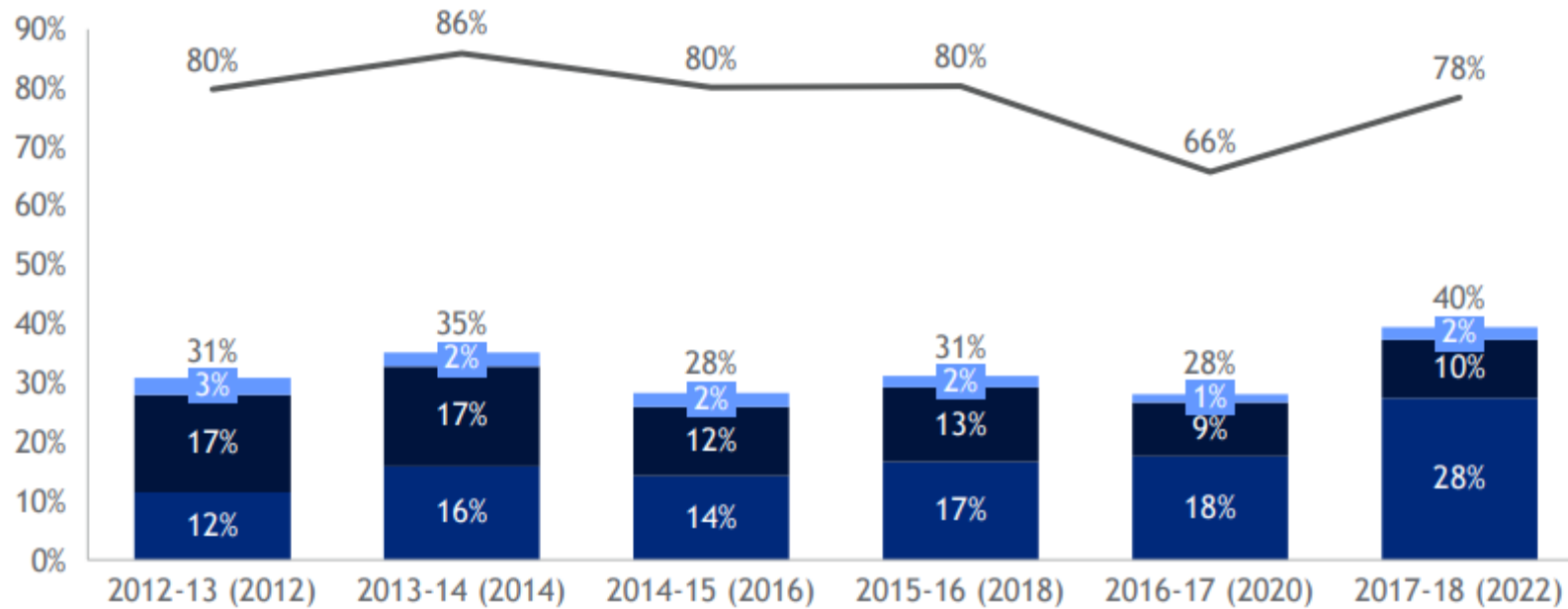
DR. TIFFANY BIRDSONG



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

Undergraduate Freshman FTIC Cohort¹ Retention Rate² and Graduation Rates

% of Cohort



Freshman Cohort Year

Rate	Annual growth ³ (2012-17)
Grad within 4 years	5.0%
Grad within 3 years	5.9%
Grad within 2 years	19.0%
Retention	-0.4%

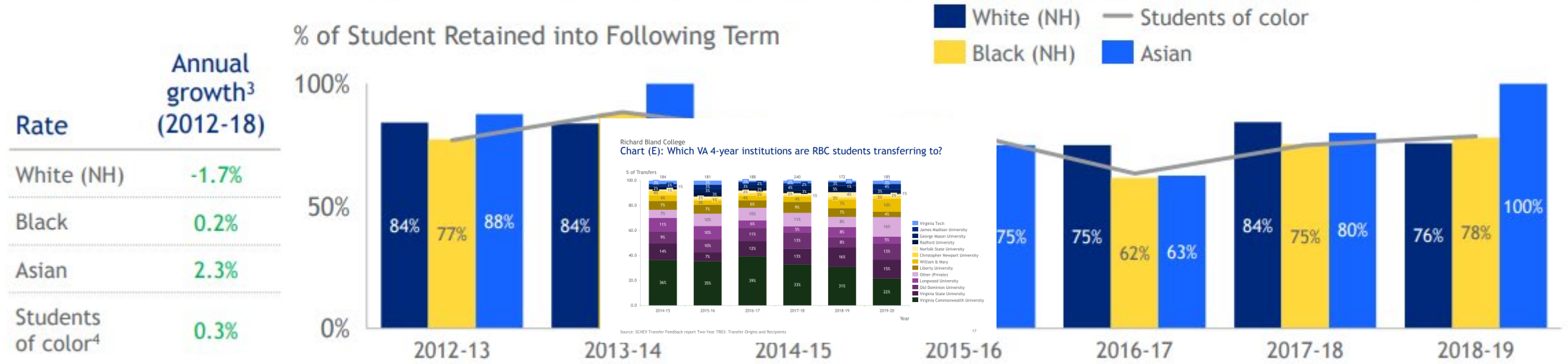
- Graduated within 2 years
- Graduated within 3 years
- Graduated within 4 years
- Retention Rate

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).

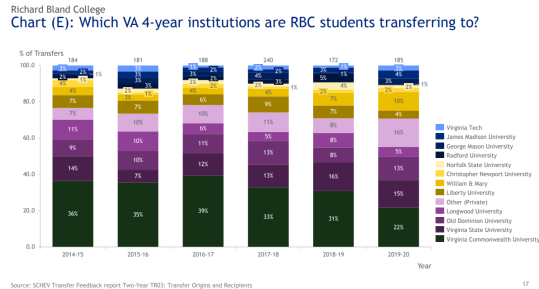
Source: SCHEV

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



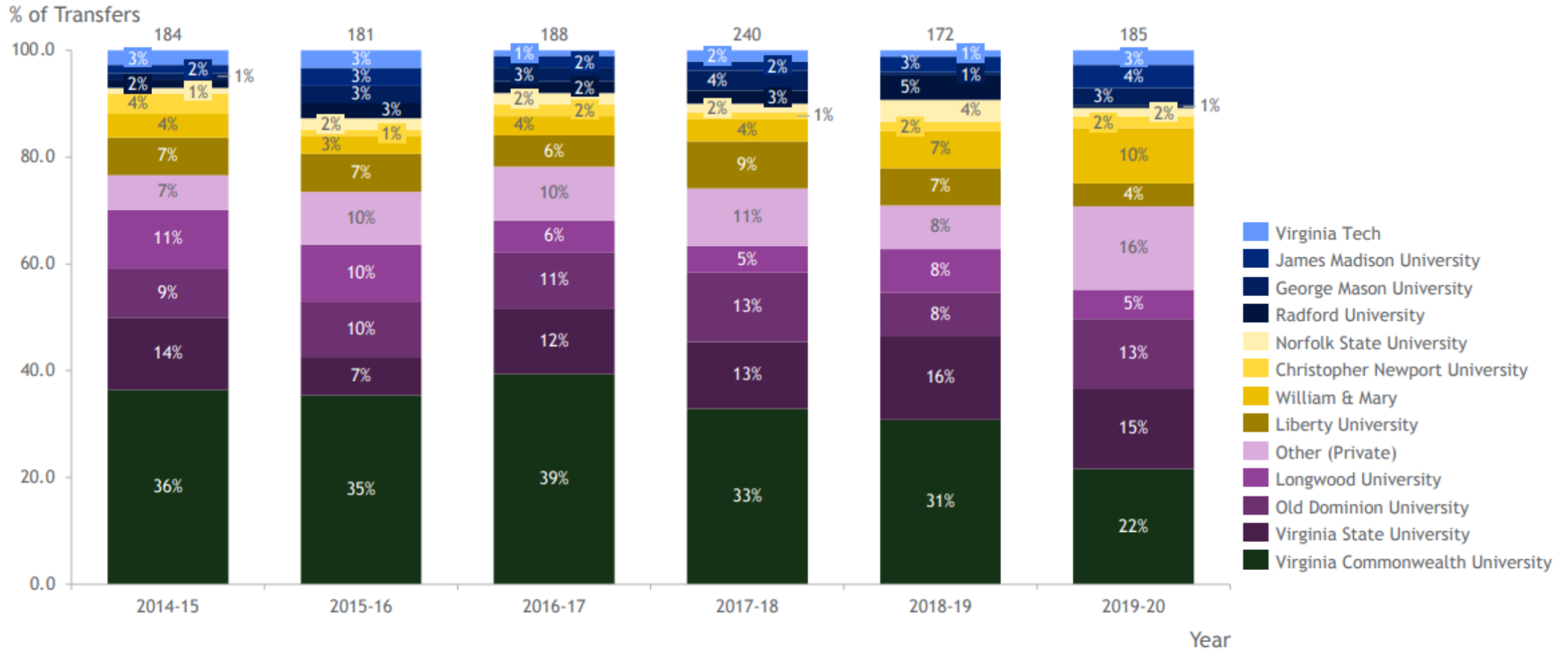
Rate	Annual growth ³ (2012-18)
White (NH)	-1.7%
Black	0.2%
Asian	2.3%
Students of color ⁴	0.3%



Race/ethnicity	White (NH)	Black (NH)	Asian	Multi Race
% of total undergraduate population:	55.9%	32.6%	4.7%	1.6%
	57.6%	32.5%	4.0%	1.6%
	52.3%	35.8%	3.9%	2.3%
	53.4%	28.7%	3.9%	6.6%
	49.3%	31.1%	3.6%	8.2%
	52.7%	24.4%	3.3%	11.4%
	50.3%	22.4%	5.3%	15.0%

1. Rate of first-year students retained into second year 2. First time in college full time students 3. Excludes Native American, International, and Hispanic due to comprising less than 5% of student population each year 4. Retention rate for students of color at Virginia Community College System
 Note: Graph excludes race/ethnicity unknown. Multi Race retention rates unavailable.
 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 (E): Which VA 4-year institutions are RBC students transferring to?



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

Seize Your Potential

- Curricular enhancements and expanded program offerings to maximize career readiness and job attainment
- Increase on-campus employment opportunities as a vehicle for enhancing career readiness
- Expand strategic industry partnerships established through ACE Learner Success Lab self-study
- Utilizing post-completion outcome data

KEY QUESTION: *How is your institution supporting all students to succeed in completing their degree in a timely manner?*

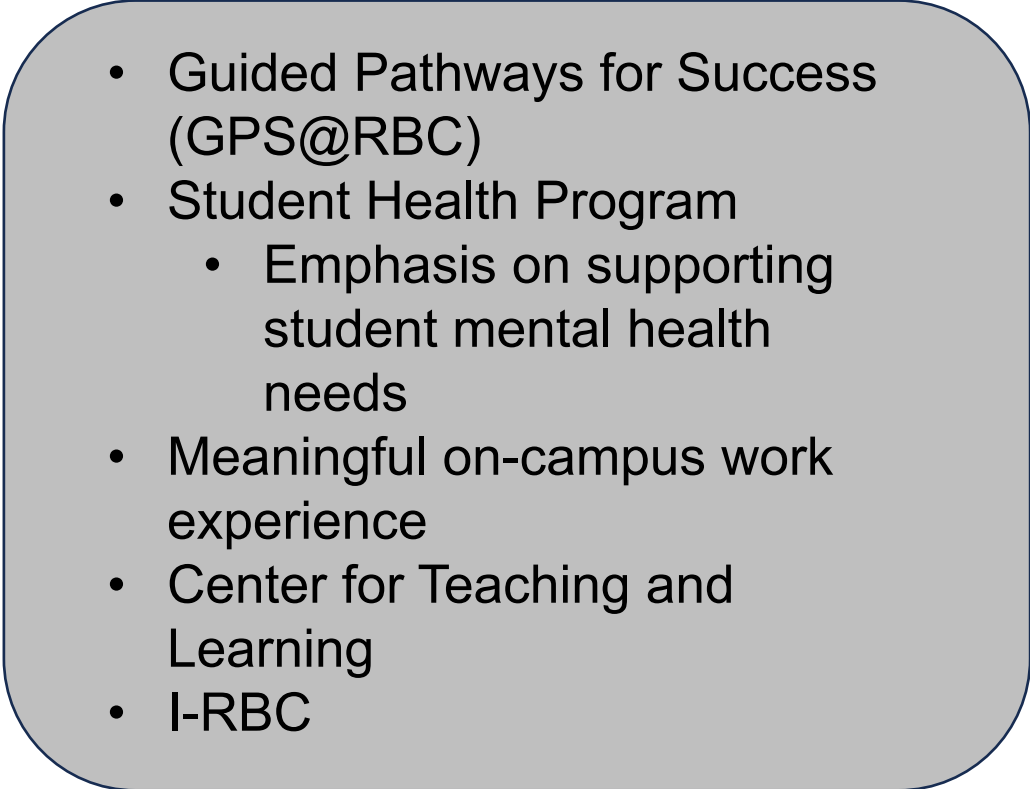
An educational product of high value with streamlined pathways

Highest Priorities:

- Increase the number of credentials earned at RBC.
- Increase the completion rate for credentials achieved at any postsecondary institution within six (6) years of starting at RBC.

Targets:

- Increase in fall-to-fall retention of full-time, first-time degree- or certificate-seeking students
- Increase in graduation rate of full-time, first-time degree- or certificate-seeking students

- 
- Guided Pathways for Success (GPS@RBC)
 - Student Health Program
 - Emphasis on supporting student mental health needs
 - Meaningful on-campus work experience
 - Center for Teaching and Learning
 - I-RBC

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

Guided Pathways to Career Success

- Specialized degrees and credentials along relevant career tracks
- Expansion of micro-credentials and certificates that develop tangible skills in preparation for high-paying jobs
- Exploration of new programs and career pathways:
 - Business Communication
 - Computer Information Systems
 - Cybersecurity and Networking
 - Internet and Information Technology
 - Health Professions Preparation
 - Leadership

EXECUTIVE DIRECTOR



MS. LASHRECSE AIRD

KEY QUESTION: Outline any existing or potential initiatives you have not already highlighted in this narrative that feature collaboration across public higher education institutions (and other state agencies as appropriate) in furthering the goals outlined in sections B-D. What is the expected impact and in what timeframe? What is the timeline for the initiative and how far along is it? What (if anything) would be required from a budget or policy perspective to facilitate the success of the initiative?

EXISTING & POTENTIAL INITIATIVES

Shared Services Consortium

In a shared services consortium, a group of institutions collaborates to manage shared service programs designed to help realize additional value and achieve administrative excellence. Historically, standard shared services include finance, accounting, human resources, and information technology. RBC's shared services consortium will allow the College to produce new revenue, gain efficiencies, and decrease costs associated with non-core business functions.

University College

The University College will allow RBC students to obtain a bachelor's degree in partnership with Virginia State University and Virginia Wesleyan University. Students can stay on RBC's campus for their third and fourth years and continue to be taught by RBC professors while receiving college credit toward their four-year degree.



Virtual School of Technical and Professional Studies



Principles of the Virtual School Vision

During Task 1: Environmental and Market Analysis, VSU and RBC defined elements of the Virtual School Mission by determining the target audience and how to best meet their needs and the needs of the state.

EQUITABLE
Close access and completion gaps

VSU and RBC seek to establish an online school aimed at a **diverse population of Virginians** and differentiated by a **high-touch, student support value proposition**

AFFORDABLE
Lower cost to students

The Virtual School could **offer innovative products tailored to meet the needs of target students** and ensure affordability by **pricing offerings competitively according to the market**

TRANSFORMATIVE
Expand prosperity

The Virtual School is considering offerings that are based on growing jobs in Virginia to **prepare students for careers in 21st Century Technical Jobs**

TARGET AUDIENCES AND NEEDS

The Virtual School aims to serve the adult learner market, specifically degree completers, those seeking career changes, and military personnel as well as student seeking educational flexibility

NON-TRADITIONAL OFFERINGS

The Virtual School will offer competitively priced degrees and nontraditional offerings such as certificates and micro-credentials to provide options for students who hope to obtain necessary credentials as quick and cost effectively as possible

21ST CENTURY TECHNICAL JOBS

Virtual School offerings will be directly connected to labor market demand for occupations that are expected to grow in the Virginia Commonwealth

Non-Traditional Offerings

To meet the needs of the target audience, the Virtual School should consider lower cost, non-traditional offerings that will provide flexible, more affordable options alongside traditional degree programs.

MICRO-CREDENTIALS

Online providers have seen an increase in enrollment for micro-credential offerings as students seek alternative, non-traditional options to demonstrate competency in a particular area.



Only 13% of surveyed institutions currently offer micro-credentials indicating low supply for current demand¹

CUSTOM EMPLOYER OFFERINGS

More corporations seek to partner with higher education institutions to develop career-specific curriculum to meet their workforce needs and create pathways to specific professions.



13% expected annual growth in employer-university collaborations²

CERTIFICATES

Enrollments in certificate offerings increased in 2019 and 2020 while associate and bachelor's degree programs declined indicating more interests in noncredit certificates.



5% growth in postbaccalaureate certificate programs in 2020³

COMPETENCY-BASED EDUCATION

Competency-based education has increased in popularity, providing students the flexibility to progress through academic programs at their own pace.



73% of surveyed institutions noted they were in the process or interested in adopting competency-based education⁴

1) UPCEA, Demographic Shifts in Educational Demand and the Rise of Alternative Credentials, 2017

2) 4) <https://medium.com/emerge-edtech-insights/mass-collaboration-between-employers-and-universities-is-the-future-of-higher-education-part-1-ed840467bfd5>

3) National Student Clearinghouse Research Center, November 2020

4) 2) <https://www.air.org/sites/default/files/2021-07/State-of-the-Field-Findings-from-2020-Postsecondary-CBE-Survey-July-2021.pdf>



Program Identification: Recommended Offerings

Huron has identified the following programs as recommended offerings for the Virtual School based on low number current offerings, and high population institution growth.

Program Name	No. of Jobs Added (2021-2031)	Avg. Number of Institutions Offering	No. of Jobs Added / Avg. No. of Institutions Offering	Program Completion Growth
Computer Programming, Specific Application	14,893	1	14,893	107%
Network and System Administration / Administrator	4,986	5.6	890	19%
Management Science	1,288	7.2	178	182%
Management Science and Quantitative Methods, other	1,288	2	644	291%
Computer Engineering, general	4,402	9	489	25%
Computational and Applied Mathematics	722	1.8	401	2450%
Medical Informatics	14,893	2.6	5,728	109%
Data Modeling/ Warehousing and Database Administration	643	4.8	133	241%
Information Technology	4,402	17	258	19%
Cyber/Computer Forensics and Counterterrorism	4,402	5	880	240%



21st Century Technical Jobs

The Virtual School will be focused on providing direct pathways to in-demand careers through consistent assessments of the market and the alignment of programs and course offerings to labor market needs.

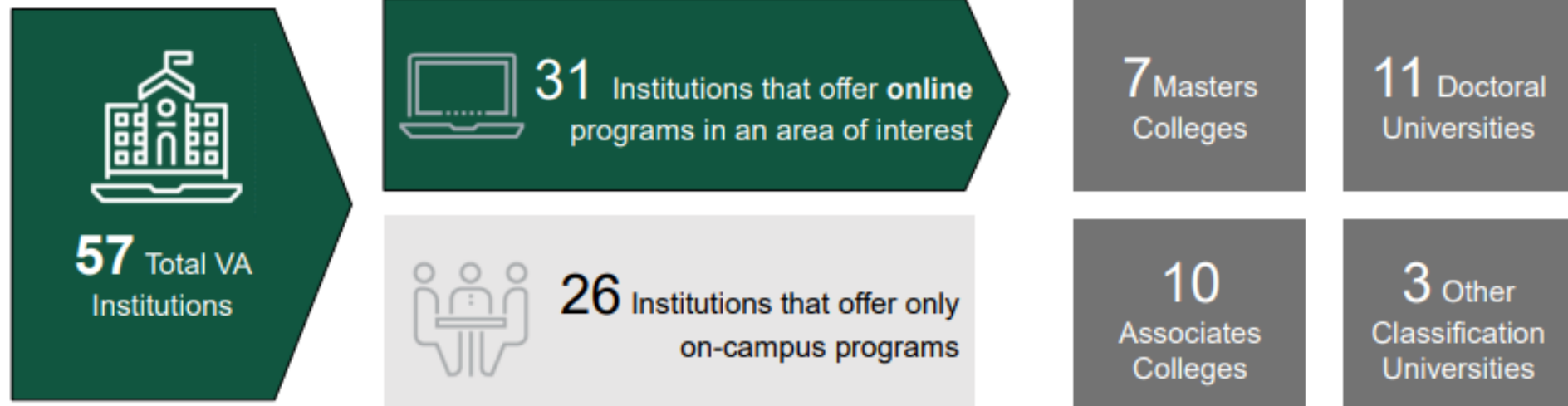
CIP Code	Program	Example Occupation	Typical Level of Education	Median Salary
11.0202	Computer Programming, Specific Application	Software Developers	Bachelor's Degree	\$112,736
11.1001	Network and System Administration / Administrator	Web Developer	Associate's Degree	\$80,787
52.1031	Management Science	Operations Research Analyst	Bachelor's Degree	\$106,246
52.1399	Management Science and Quantitative Methods	Operations Research Analyst	Bachelor's Degree	\$106,246
14.0901	Computer Engineering	Web Developer	Associate's Degree	\$80,787
27.0304	Computational and Applied Mathematics	Data Scientist	Bachelor's Degree	\$92,414
51.2706	Medical Informatics	Software Developers	Bachelor's Degree	\$112,736
11.0802	Data Modeling/ Warehousing & Database Admin	Database Administrators and Architects	Bachelor's Degree	\$109,970
51.2706	Information Technology	Information Security Analyst	Bachelor's Degree	\$116,376
43.0116	Cyber/Computer Forensics and Counterterrorism	Information Security Analyst	Bachelor's Degree	\$116,376
49.0101	Aeronautics/Aviation/Aerospace Science & Tech.	Avionics Technician	Associate's Degree	\$70,158

Note: Median salary data per Emsi



Peers and Competitors by Institution Type

For the 20 selected occupation-related offerings there are 57 total institutions in Virginia with at least one of the occupation-related offerings.



In addition to competing with the 31 institutions that offer an online program of interest, VSU and RBC will also need to consider competition stemming from non-traditional players in the market.



Statesman-Trojan Alliance

RBC and VSU may draw on previous branding efforts to situate marketing and branding for the new Virtual School.



Statesman-Trojan Alliance

Highlighting **affordability** of degree through alliance

Highlighting **expanded access** to college credentials and **career preparation**

Paying tribute to **past successes with nomenclature**

Focusing on the **future and overall success of the state of Virginia**

VSU and RBC Virtual School

Highlight **flexibility** and **affordability** of offerings at the Virtual School

Highlight focus on **career preparation** and **acknowledgement of prior learning**

Focus on **branding** for the Virtual School that represents both institutions

Highlight **non-traditional offerings** and **innovation** behind the Virtual School

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Division of Responsibilities

During Task 2: Operational and Organizational Considerations, VSU and RBC discussed the division of responsibilities and decided on potential areas where an external partnership could be beneficial.

Value Chain Stage	Success Factors	Virtual School Function	Primary Responsibility Organization		
			VSU	RBC	External Partner
Ideation and Market Assessment	<ul style="list-style-type: none"> Faculty Engagement Market Alignment 	Program Ideation		✓	
Opportunity Identification & Confirmation	<ul style="list-style-type: none"> Marketing & Communicating Value Leveraging Partnerships 	Market Assessment			✓
Proposal, Evaluation, & Approval	<ul style="list-style-type: none"> Effectiveness of Approval Process Offering Time-to-Market 	Marketing			✓
Development	<ul style="list-style-type: none"> Program Quality Student Experience 	Offering Approval	✓	✓	
Delivery	<ul style="list-style-type: none"> Student Satisfaction High-tough Student Support 	Curriculum Design		✓	
Management and Monitoring	<ul style="list-style-type: none"> Student Career Placement New and Repeat Business 	Instructional Delivery		✓	
		Information Technology	✓		
		Student Registration	✓		
		Student Advising and Support		✓	
		Career Services			✓
		Human Resources	✓		
		Finance		✓	



CONTROLLER



MS. MELISSA MAHONEY



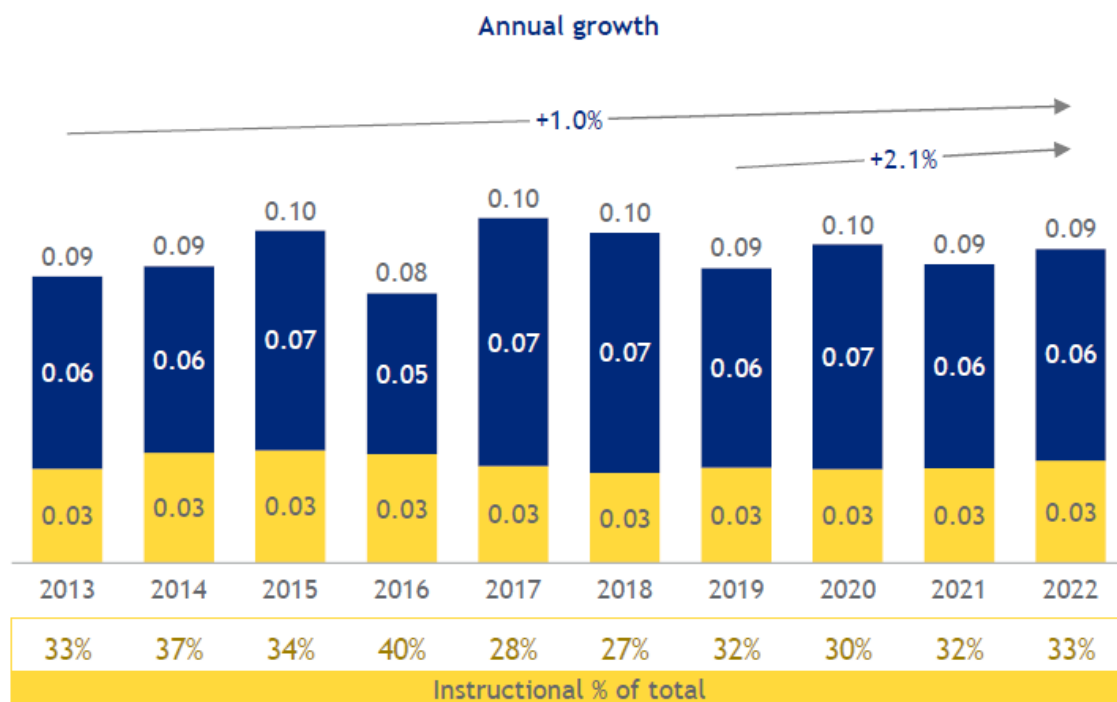
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Chart (C): How has personnel increased on a per-student basis?

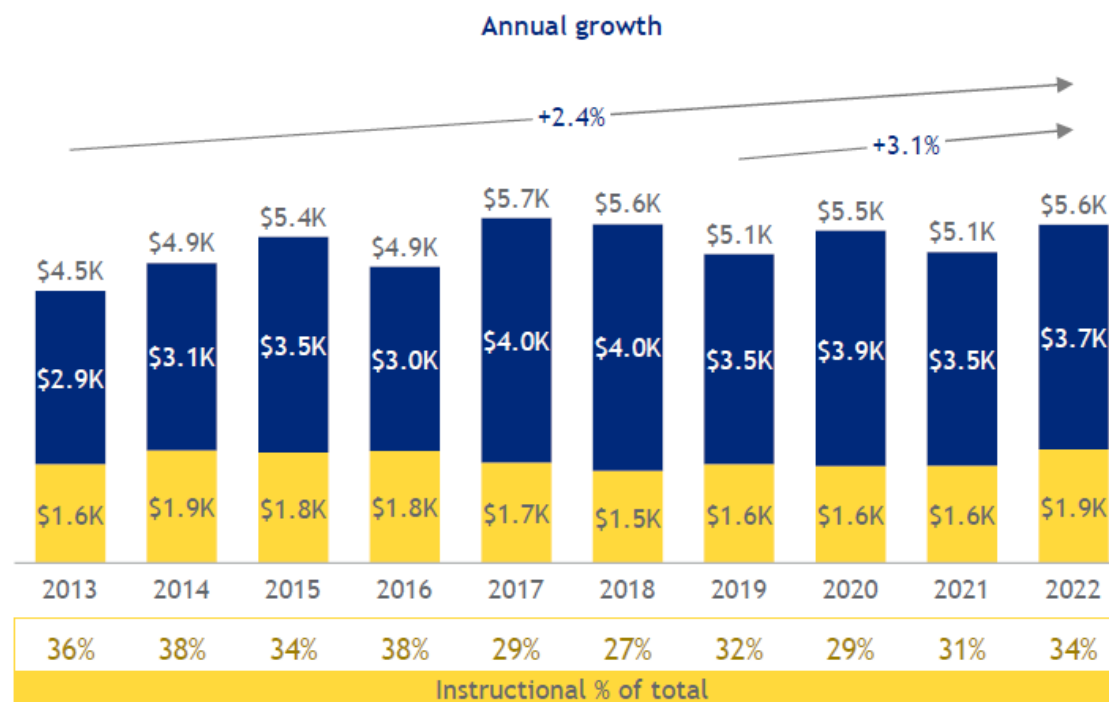
Breakdown of personnel by # and \$ on a per-student basis [2013-2022]

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

By # of employees per student FTE



By salary outlay \$\$ per student FTE



■ Non-instructional ■ Instructional

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

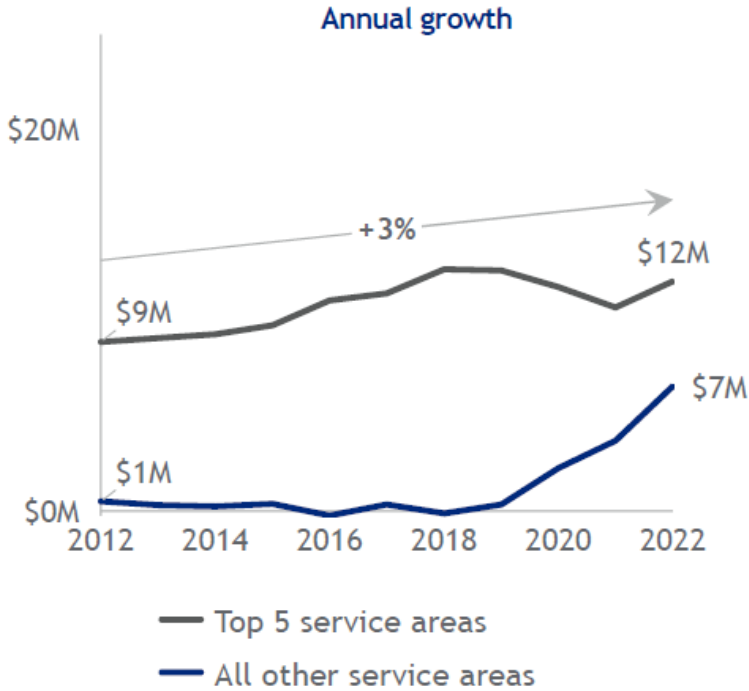
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Chart (D): Which of the biggest expenditure categories are growing fastest?

Growth in E&G program expenditures (by service areas) [2012-2022]

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

Top 5 E&G service areas over time



Top 10 service areas¹

	\$ of spend (2022)	% of spend (2022)	Annual growth rate ³
General Academic Instruction	\$4M	19%	3.5%
Logistical Services	\$4M	19%	n/a
Building Repairs And Maintenance	\$2M	10%	n/a
Fiscal Operations	\$2M	9%	n/a
Educational and General Programs	\$2M	8%	11.7%
Public Relations And Development	\$1M	8%	n/a
Executive Management	\$1M	8%	n/a
Academic Administration	\$1M	7%	n/a
Student Admissions And Records	\$1M	4%	n/a
General Administrative Services	<\$1M	2%	n/a

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; growth rates n/a if no growth rate able to be determined (e.g., inefficient data)

Source: Cardinal Expendwise

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

Focus on Core Mission

- Outsourcing and part-time employment for non-core services and positions
- Shared Consortium
- Auxiliary Services
- Strategic Partnerships: DroneUp & VSU
- Grants
- Innovation Park

CHIEF BUSINESS OFFICER



MS. STACEY SOKOL

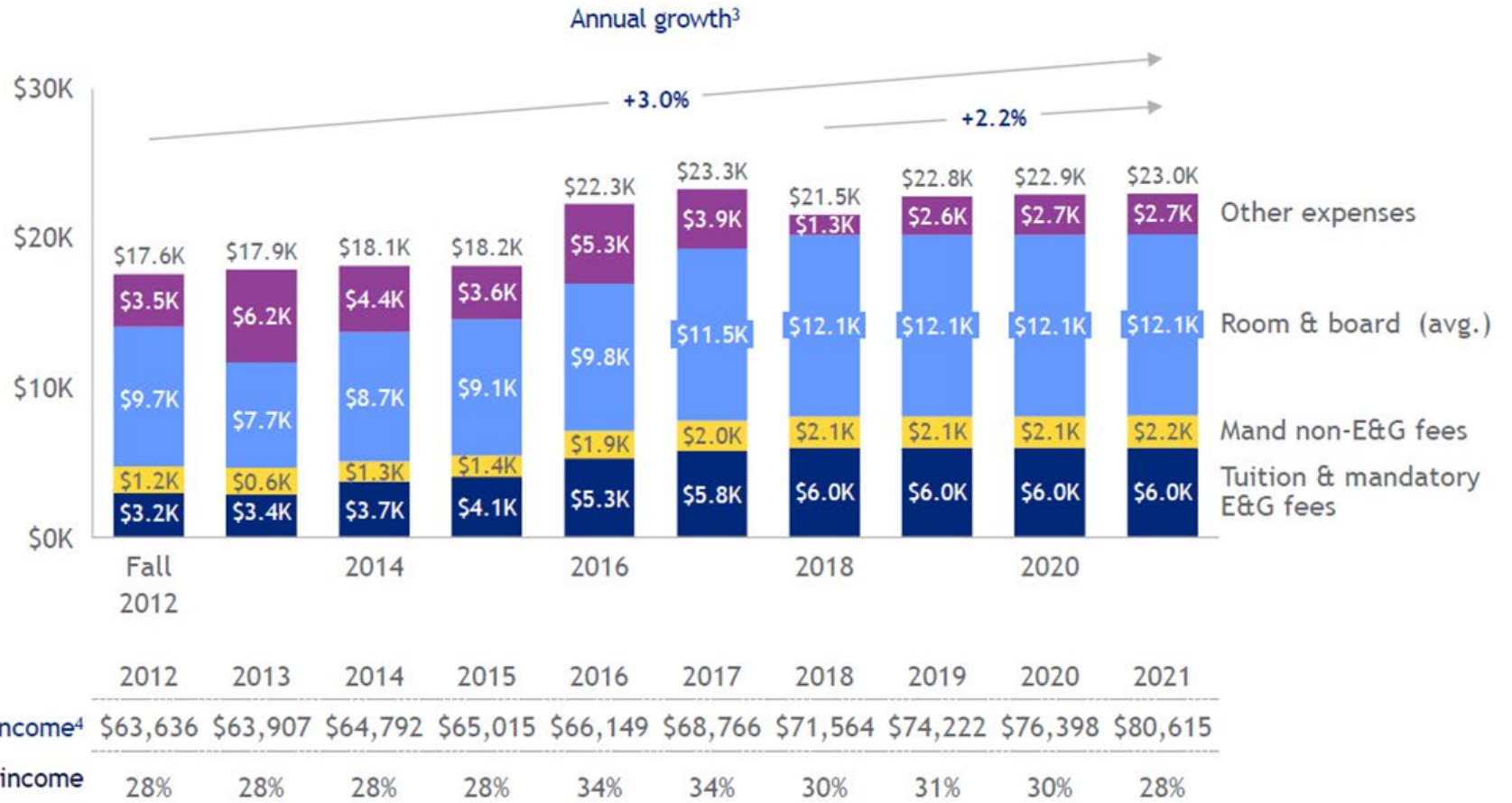


Richard Bland College

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]

Rate	Annual growth ³ (2012-21)	Total growth (2012-21)
COA ¹	3.0%	31%
Tuition & mandatory E&G fees	7.3%	88%
Mandatory non-E&G fees	6.6%	78%
Room & board (avg.)	2.5%	25%
Other expenses ²	-2.8%	-23%
Inflation (HEPI) ⁵	2.4%	24%
Inflation (CPI) ⁵	1.9%	18%

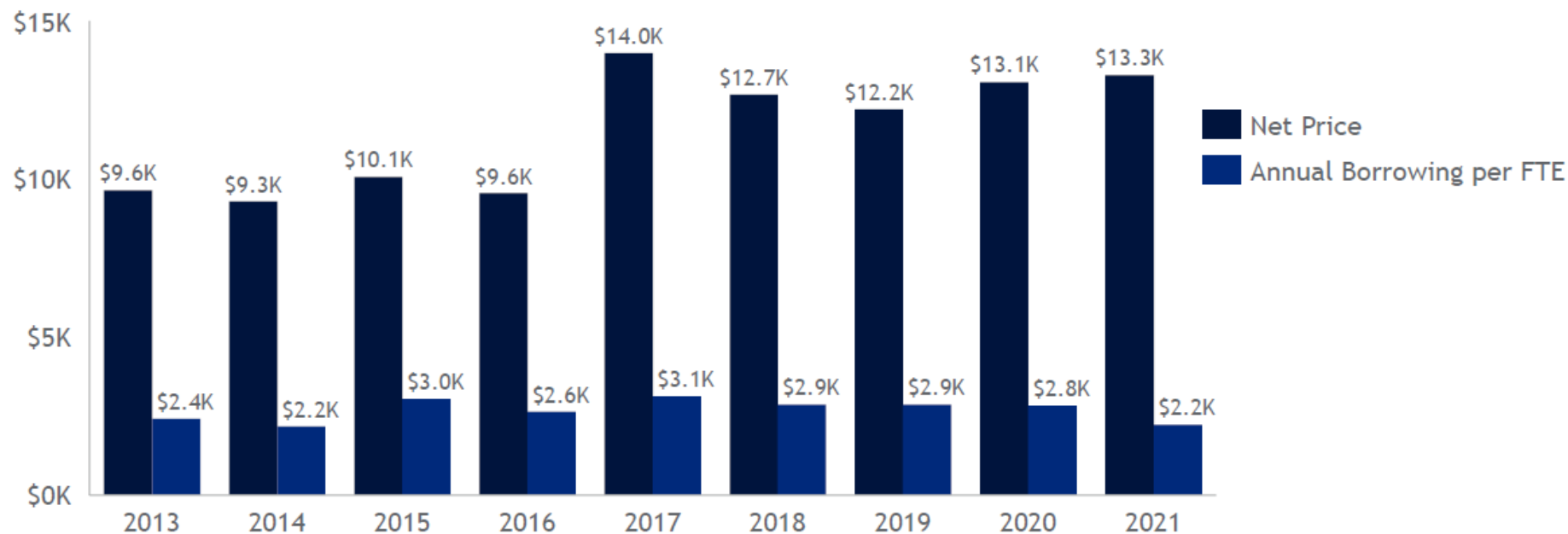


1. COA = calculated cost of attending the institution; includes transportation, room/board, tuition/fees, supplies, books and other expenses 2. Other expenses include transportation, supplies, books, and other expenses 3. "Annual growth" calculated as compound annual growth rate 4. Inflation-adjusted 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 [2013-2021]

Rate	Annual growth ³ (2013-21)
Net price ¹	4.1%
Annual borrowing per FTE	3.3%



	Annual
Inflation (HEPI) ⁴	2.5%
Inflation (CPI) ⁴	1.9%

Total annual borrowing	\$2.7M	\$2.3M	\$3.2M	\$3.3M	\$4.1M	\$3.5M	\$3.7M	\$3.5M	\$2.3M
Annualized FTE (in-state + out-of-state)	1095	1038	1043	1243	1298	1226	1284	1233	1045
% of students who borrowed ⁵	39%	39%	43%	42%	52%	52%	54%	53%	40%

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 for net price

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

FY24 Gap Funding:

- \$7395: Full Pell Grant
- \$8850: RBC Tuition
- \$1455: Gap

Innovative Programming to Reduce Cost of Education

- Dual Enrollment
- FAME/Earn & Learn
- Promise Scholars
- Honors Program
- Foundation Scholarships
- Institutional Work Study
- I-RBC Exchange
- Shared Services Consortium

Key question:

How is your institution approaching pricing and revenue management?

What are the implications on long-term top-line financial health?

FY24 Pricing Strategy:

- \$5% tuition/3% mandatory fee increase
- FY23 CPI: 5.8%
- FY24 Tuition: \$300 increase YoY from FY23
- FY24 Pell: \$500 award increase YoY from FY23

FY25/FY26 Pricing Strategy:

- 3% tuition/3% mandatory fee increase

Long-term Financial Health

Total E&G Funding increased \$6.5M over the last 7 years

- Financial & IT infrastructure & staff focus

New Revenue Streams

- \$7.7M in FY24: Auxiliary and Other
- \$6M in FY24: Tuition & Fees

Lean & Flexible Operations

- Personnel: \$15M (53%) in FY24

OPERATING BUDGET REQUESTS

Total New Operating Requests FY25: \$5,228,750 FY26: \$3,827,500

- Dual Enrollment: FY25: \$2,500,000/FY26: \$1,523,750
- Mental Health Student Services: FY25: \$499,750/FY26: \$499,750
- GPS@RBC: FY25: \$344,000/FY26: \$204,000
- IT Virtual Desktops/Virtual Computer Lab: FY25: \$95,000/FY16: \$60,000
- I-RBC Exchange: FY25: \$250,000
- Marketing: FY25: \$500,000/ FY26: \$500,000
- Campus Safety & Police: FY25: \$405,000/ FY26: \$405,000



CAPITAL BUDGET REQUESTS

Total Capital Request: \$19,938,034

\$1,331,654: Statesman Hall HVAC Improvements

\$6,973,979: Center for Experiential Learning and Student Success

\$6,632,401: Maze Hall Renovations

\$5,000,000: Emergency Operating Center

