

## 2025 SIX-YEAR PLAN NARRATIVE (Part II)

**INSTITUTION:** Radford University

### OVERVIEW

The six-year plan should describe the institution's goals as they relate to the Commonwealth's goals which are 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.

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.

The intent of this process is for each of the commonwealth's higher education institutions to complete a consistent, detailed biennial strategic plan, with an update to that plan in the second year of the biennium. This process should coincide with any planning processes completed by the institution and presented to their board of visitors. It is also expected that the plans rely on the fact packs maintained by SCHEV for key statistics and financial metrics.

***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 session 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. Describe how your institutional strategic plan goals align to your institution's mission. Please share any plans you have to change your mission over the six-year period.**

- Radford University is currently developing its next strategic plan. As a regional, mid-sized, comprehensive public institution, its core mission will not change. Radford will continue to provide transformative educational experiences from undergraduate to doctoral levels.
- Radford is modifying its mission statement to acknowledge its commitment to empowering lifelong success and positively impacting the community. The proposed modified mission statement currently in review is: Empower Brighter Futures, Build Stronger Communities - Radford University empowers lifelong success through inclusive education, innovation, and collaboration. We foster personal growth, professional development, and community impact while building strong partnerships and addressing societal needs.
- The institutional strategic goals will be aligned to the mission and are categorized by four strategic areas: Academic Achievement, Student Success, External Engagement and Partnerships and Administrative Excellence.
- There are four proposed overarching goals that align with Radford's mission.
  - Academic Achievement - Cultivate an inclusive and energetic academic community, focused on experiential learning, igniting lifelong curiosity, and empowering individuals to grow and lead thriving communities.
  - Student Success - Create an inclusive, student-centered experience that fosters growth, well-being, clear communication, and equitable outcomes for all.
  - External Engagement and Partnerships - Champion economic prosperity and inspire all communities to flourish through external presence, impact, and visibility.
  - Administrative Excellence - Enable students, faculty, and staff to meet and exceed their goals. Deliver seamless administrative processes, systems, and technologies that differentiate the University from a place where excellence is accelerated.

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

Greatest Strengths/Areas of Distinctiveness worthy of continued investment:

- Building strong student and faculty relationships supported by low student-to-faculty ratios.
- Providing access to excellent academic programs by being one of the most affordable public universities in the Commonwealth of Virginia and earning the new Carnegie Classification of "Opportunity College and University: Higher Access, Higher Earnings".
- Meeting student demand and Commonwealth needs by graduating the largest number of Nursing (BSN) graduates from the only public College of Nursing in Virginia.
- Creating multiple pathways to Radford University through the Tartan Transfer seamless transfer agreement with eight VCCS institutions.
- Offering a comprehensive portfolio of academic programs aligned with student demand and market needs in Southwest Virginia.
- Commitment to integration of students into faculty research as seen by the high percentage (76%) of graduating students who participated in undergraduate research.
- Offering an education that translates into future success, with 94% of students placed in employment, graduate school, or the military six months after graduation.
- Valuing the student-athlete educational experience, with all athletics teams (16 of 16) having at least a 3.0 GPA.

Opportunities for Improvement:

- Improving retention and graduation rates.
- Fulfilling the promise of a Culture of Care for students, employees, and the community.
- Increasing the number of on-campus jobs and off-campus work-based learning opportunities.

**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 statewide strategic plan for higher education, to the strengths and/or opportunities for improvement mentioned above and will ultimately drive better outcomes for students. If the strategy has a general fund component (operating and/or capital, equipment, renovation) please include the operating request in the “General Fund Request” tab and the capital or equipment request in the “Capital” tab of the excel file.**

Radford University is a major contributor to the overall goal of being the best state for education by 2030, by being the largest 4-year institution in the Commonwealth with a focus on serving Southwest Virginia. The strategic priorities align with each of SCHEV's Pathways to Opportunity's three goals.

Goal 1: Affordable: Lower cost to students

- Radford will remain one of the most affordable institutions in the state, with tuition, fees, room and board totaling \$24,608 in 2024-2025, well below the SCHEV average of \$28,640. The Radford Tuition Promise will continue to offer full tuition coverage for Virginia undergraduate students who qualify (families who

earn \$100,000 or less), while continuing to have a no-cost admissions application.

#### Goal 2: Equitable: Remove barriers to access

- Radford will continue to remove barriers to access and to student success through its enrollment, student success, and curricular initiatives.
  - The strategic enrollment plan implements strategies that close access gaps and stabilize undergraduate enrollment. Along with the Radford Tuition Promise, the direct admit program for FTIC (applicants with a 3.3 GPA or higher) and transfer students (with a 2.5 GPA or higher), maximizing VCCS transfers through the Tartan Transfer, providing on-site early admission to qualified students at their high school, and having a no-fee undergraduate application, will continue.
  - Expand student success initiatives to increase retention and graduation rates through the Institution-wide Barrier Removal process and a new comprehensive coaching, advising, and career counseling model.
  - Implement a new General Education Program that communicates the value of the general education core to all students and faculty; intentionally builds on the *Find Your Place. Here.* brand to increase student belonging, engagement, and college success skills (including AI); and encourages transfer from the VCCS system.

#### Goal 3: Transformative: Increase the social, cultural and economic well-being of individuals and communities within the Commonwealth and its regions

- Building on the strength in health sciences and nursing education that expanded with the merger of Jefferson College into Radford University, Radford University is planning a Health Sciences facility in Roanoke that will be the premier destination for health education in Southwest Virginia, providing a vibrant, student-oriented environment with state-of-the-art facilities and comprehensive services to foster excellence in teaching, research and community-engaged healthcare professions. The facility is the substantiation of a comprehensive strategy around thriving communities where RU will support the talent needs in regional areas (rural and beyond) and build on an applied approach of meeting societal needs. It also opens the door for additional public and private partnerships.
- Radford University will continue to build on its signature hands-on education to ensure that every student has several opportunities to engage in education and experiences, on- and off-campus, that build work-ready and life-ready skills.

#### **A4. Please explain how your institution has engaged your Board of Visitors and institution leadership in the mandatory review of the Pell Initiative for Virginia.**

Radford University is the recipient of several Pell Initiative for Virginia grants (see section C2). The grants support students in participating in undergraduate research opportunities, getting peer mentorship, and having an assigned advocate through the

Dean of Students Office. At each quarterly Board of Visitors meeting, outcomes from these efforts are shared. Most recently, in the June BOV session, the Vice President for Enrollment Management and Strategic Communications shared the Institution-wide Barrier Removal (IwBR) infrastructure that exists because of the Pell Initiative and the outcomes. There are several teams that are responsible for maintaining a focus on removing barriers and encouraging student success. Over the past year, Radford repurposed an administrative position to hire an Assistant Provost for Student Success, who formed and leads a Student Success Council (see section C2) that ensures university activities, policies, and processes are designed to ensure student success. A new Enrollment Operations Group has been formed, which is able to make agile adjustments to university practices that impact student persistence.

## 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?***

Approximately 90% of Radford University's enrollment comes from within the Commonwealth of Virginia. According to national data from EAB Consulting Services, the Southeast is the only U.S. region currently showing flat or slightly increasing enrollment trends. However, this trend is expected to shift in the coming years.

The year 2025 marks the projected peak of traditional college enrollment nationally, with the long-anticipated "enrollment cliff" beginning in 2026. While many states will experience declines in the number of traditionally aged college students, Virginia is expected to remain relatively flat through 2030. As other states face steep declines, they are likely to look beyond their borders — especially to states like Virginia — for new student populations. This increased competition will place additional pressure on Virginia institutions to retain in-state students.

To address this challenge and remain competitive, Radford University has implemented initiatives like the Radford Tuition Promise, which covers full tuition for Virginia families earning \$100,000 or less in adjusted gross income. This program is designed to keep Virginia students in state and encourage them to choose Radford over out-of-state alternatives.

However, Radford also faces mounting pressure from neighboring states, particularly Tennessee. East Tennessee State University (ETSU), for example, offers a "Border County" tuition discount to students from Grayson, Lee, Scott, and Washington counties in Virginia. In addition, ETSU extends discounted tuition rates to students from five bordering states, including Virginia. For the current year, a Virginia student can attend ETSU for approximately \$21,897, compared to \$25,575 at Radford—making it less expensive to attend ETSU despite being out-of-state.

This trend is not unique to Tennessee. Across the country, states are adopting statewide promise programs to keep their own citizens enrolled in local institutions, making it increasingly difficult to attract out-of-state students. Furthermore, after Radford launched its Tuition Promise, several other Virginia institutions — including UVA, Ferrum College, UMW, Hollins University, George Mason University, University of Richmond, and Virginia State University — announced similar initiatives, intensifying in-state competition as well.

Radford's continued success will depend on strategic positioning, affordability, and reinforcing the unique value of a Radford education within an increasingly competitive regional landscape. The university's goal is to achieve stable enrollment, which in turn will support a steady and sustainable financial outlook for the institution. The university is confident that this is a viable and effective strategy for the coming years.

**B1. What do you see as the primary drivers of recent enrollment trends for your institution? Further, describe your 2023 enrollment projections and explain why those projections have (or have not) resulted as projected. Please reference any specific academic programs that have had a significant (positive or negative) effect on enrollment, if relevant. When responding to this question please consider data under the “Enrollment” section of your institution’s fact pack ([Institutional Fact Packs](#)).**

Radford University's Fall 2023 census marked the institution's lowest enrollment since 1983, the result of a confluence of internal shifts and external pressures. Key contributing factors to this downward trend included:

- Outsourcing top-of-funnel recruitment strategies to a third-party vendor, reducing institutional control and personalization of outreach.
- The disproportionate impact of COVID-19 on Radford's student population, primarily rural, underrepresented minorities, and Pell-eligible students, who faced increased barriers to enrollment.
- A university-wide redirection of resources toward micro-credentialing, driven by a \$13 million grant, which diverted staff's focus from traditional undergraduate enrollment efforts.
- Leadership turnover, which created instability in strategic planning and implementation.

The trajectory began to shift with the appointment of President Bret Danilowicz in 2022 and the establishment of a stable, forward-thinking leadership team. By Fall 2024, enrollment had grown significantly, with projections indicating continued stability and growth into 2025. This positive momentum stems from several key initiatives:

- Stable and cohesive leadership, allowing for consistent execution of strategic priorities.
- Reclaiming enrollment operations from third-party vendors and transitioning to an internal, data-informed, Radford-specific model.

- The launch of the Radford Tuition Promise, which guarantees full tuition coverage for Virginians with a household Adjusted Gross Income of \$100,000 or less—greatly enhancing affordability and access.
- Investments in staff development, leveraging digital tools, artificial intelligence, and data analytics to drive smarter, more responsive enrollment strategies.
- A focus on student success initiatives, led by a new cross-divisional Student Success Council (see section C2), and significant partnership and participation by faculty.
- Reviewing and updating the portfolio of academic programs that meet student demand and align with workforce needs.

These reforms are essential to sustaining a target enrollment of 7,800 students or more. It is important to contextualize prior enrollment figures from 2017–2020, which were temporarily inflated by thousands of micro-credential students taking fewer than six credit hours as part of the grant-funded initiative. These enrollments, while beneficial in the short term, masked the university’s downward enrollment trend and were never designed to be permanent and do not reflect the core, degree-seeking student population.

As of Fall 2024, Radford’s enrollment most accurately represents the university’s enrollment baselines. Looking ahead, although Radford is continuing to evolve its academic programs, none of these changes to the academic portfolio are expected to significantly affect enrollment—with the notable exception of nursing, which continues to expand due to sustained demand and ongoing support from the Virginia General Assembly.

**B2. Please summarize your institution's enrollment management strategy to align with recent demographic and enrollment trends. Consider online education enrollment in your response. What is the level of confidence in your 2025 enrollment projections, considering potential risks and unknowns such as economic factors, shifting student preferences, and regional demographic changes? 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.**

Radford University is uniquely positioned to serve the Southwest Virginia region and beyond. As Virginia continues to uphold its strong college-going culture, institutions like Radford are well-placed to meet the evolving needs of students and their families. Additionally, the fastest growing college populations are those from first generation college students and adult learners, populations that Radford University is positioned to



serve well. Today's students prioritize accessibility, affordability, and career readiness - areas where Radford consistently delivers.

Radford offers one of the most accessible and transparent admissions processes in the state. First-year students with a high school GPA of 3.3 or higher and transfer students with a GPA of 2.5 or higher qualify for Direct Admission. There is no application fee, and admissions operate on a rolling basis year-round, reducing barriers for prospective students.

Radford's tuition remains among the lowest in the Commonwealth, with annual tuition and fee changes consistently below the state average. Thanks to support from the Virginia General Assembly, Radford University can heavily subsidize costs for in-state students from low-income families, making a four-year degree nearly as affordable as attending community college for commuting students.

Radford has recently experienced renewed interest in its immediate region. Through targeted recruitment efforts, school partnerships, and pipeline programs, the institution re-established trust with local high schools in what is called the **Tartan Target** — a 60-mile radius around the main campus. Enrollment from area schools like Radford High School, Pulaski County High School, and Christiansburg High School has more than doubled, with record-setting numbers in Fall 2024.

Radford is also a top choice for transfer students, especially from the Virginia Community College System (VCCS). Unlike many institutions, Radford evaluates transfer coursework during the admissions process before students even apply or submit a deposit. Dedicated transfer advising helps maximize credit acceptance and ensures a smooth transition. Radford University has enthusiastically participated in SCHEV's Transfer Virginia portal, with 75 transfer guides (2<sup>nd</sup> highest in the state) posted over the past two years.

This commitment is formalized through the **Tartan Transfer Agreement**, which partners Radford University with eight regional community colleges. As part of this initiative, full-time advisors are embedded within partner schools to guide students throughout their associate degree journey, supporting both academic planning and early engagement with campus life. This proactive approach helped drive a 30% increase in new transfer enrollment from Fall 2023 to Fall 2024.

Radford University has clarified its vision for online education as the academic program portfolio has been re-evaluated. Currently, the institution offers several siloed online/hybrid undergraduate and graduate programs, each developed independently. The goal is to offer a strategically aligned portfolio of online and hybrid academic programs under a newly organized Radford Online site (administratively separate from



the Radford and Roanoke sites). Soon, a new Assistant Vice President in Academic Affairs will be hired and charged with ensuring the delivery of high-quality, accessible, consistent, and innovative programs that support student success and the university's mission and strategic goals. Radford is not currently seeking to significantly expand this portfolio beyond the addition of a few dual enrollment preparation graduate certificates (see section C4 below). One area of enrollment growth is the Provisional-to-Professional (see section I1) coursework that is on-demand and online for K-12 teachers seeking licensure and who take a mixture of three credit graduate-level classes to satisfy state requirements (these students are not degree-seeking, although they can apply these courses to the Masters in Education if they choose to continue).

Radford is confident in meeting its SCHEV projections for new and continuing enrollments for all levels and campus locations. Improvements in yield and retention could further increase overall enrollment beyond these targets. Incremental enrollment growth will be realized through the formation of new certificate programs, growth in health-related degrees, and online offerings.

**B3. 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).**

Radford University is now in its sixth year of implementing a financial aid optimization model that automatically awards merit scholarships alongside admission decisions. These awards are based on the GPA reported in the student's application. For example, a Virginia student with a GPA of 4.0 or higher receives a \$5,000 annual scholarship, totaling \$20,000 over four years. Transfer students and out-of-state students receive awards based on a different GPA-to-scholarship scale. This initiative is known as the Highlander Distinction Program, with an annual institutional investment ranging from \$8 million to \$12 million. The model remains in place for the incoming class of 2025.

Introducing the Radford Tuition Promise

What's new is the Radford Tuition Promise (RTP), a transformative affordability initiative made possible through additional state support. The RTP guarantees that any Virginia student with a family adjusted gross income of \$100,000 or less will have their remaining tuition costs fully covered using a combination of state and institutional funds. Radford University initially committed \$1.2 million to this program.

The launch of the RTP coincided with a record-breaking Fall 2024 enrollment class, where many new and continuing students already benefited from significant state and federal entitlements. As a result, Radford was able to invest much less than the original RTP allocation to meet student need. The university's tuition discount rate decreased from 29% to 28%, reflecting the successful leveraging of external entitlements and the RTP's role as a last-dollar program. Because of the entitlements and merit aid awarded to all students, the RTP fund only utilized \$55,296 of the \$1.2 million set aside.

### Strategic Marketing and Community Engagement

The marketing strategy for the Radford Tuition Promise included:

- Six billboards across the region
- A digital advertising campaign
- Press releases and targeted outreach
- Bilingual websites and print materials

The total marketing investment for new enrollment averaged \$280,000. Radford produced recruitment materials in both English and Spanish to ensure counselors and recruiters could effectively share the Promise across all Virginia communities. President Danilowicz personally visited area schools to host parent information sessions and answer questions, while the Board of Visitors actively promoted the program through their networks. Alumni and university employees were also equipped with materials and key messaging to spread awareness within their communities.

### Impact

As a result of the Highlander Distinction Program, the Radford Tuition Promise, and a unified outreach effort, new undergraduate enrollment grew by 12%. Through stabilizing enrollment, tuition discount programs and expenditures will remain financially balanced into the foreseeable future.

## 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 or credential 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 and how you are aiming to meet those targets (e.g., X% 6-year graduation rate for Pell students by 2030). Also include information on recent changes in completion outcomes. When responding please reference the “Completion” section of your institution’s fact pack data ([Institutional Fact Packs](#)).**

Please see the following outcome targets:

Population	Current outcome	Aspirational target	Expected target	Goal timeline
Overall FTIC Retention Rates (Data Fact Pack Chart D)	76% (Fall 2023 Entering Class)	80%	78%	2029-2030 (2028-2029 Entering Class)
Undergraduate population 6-year graduation rate (Data Fact Pack Chart A)	48.0% (Fall 2018 Entering Class)	60%	57%	2029-2030 (2023-2025 Entering Class)
Undergraduate Low Income 6-year graduation rate (Data Fact Pack Chart C)	38% (Fall 2018 Entering Class)	60%	45%	2029-2030 (2023-2024 Entering Class)
FTIC First-Generation Retention Rate (Institutional Data)	69% (Fall 2023 Entering Class)	80%	74%	2029-2030 (2023-2024 Entering Class)

### FTIC Retention

Radford University’s first-year retention rates for full-time, first-time students have experienced meaningful variation over the past decade (Chart D), ranging from a low of 67% in 2020–2021 and a high of 76% in 2016–2017. The dip observed between 2019 and 2022 reflects a period of heightened disruption, marked by challenges to academic continuity, student engagement, and campus connection largely driven by the pandemic. Encouragingly, recent data signal a strong rebound, with retention improving from 67% in 2020–2022 to 76% in 2023–2024, a nine percentage-point increase that

underscores the positive impact of Radford's integrated and data-informed student success strategies.

Building on this momentum, the university has set 78% as a near-term target for continued improvement. Looking ahead, an aspirational goal of reaching 80% retention reflects Radford's broader commitment to access, persistence, and timely completion. Achieving this will require sustained investment in proactive advising, academic support, coordinated care systems, and high-impact engagement practices that meet students where they are and support their long-term success. Investment in modern data and technology will help to understand the student population better and target interventions appropriately.

### Longitudinal Graduation Trends

As noted in Radford University's fact pack (Chart A), the retention and graduation outcomes for First-Time in College (FTIC) students have gradually declined over the past decade, particularly for cohorts whose academic journeys coincided with the COVID-19 pandemic. While institutional factors play a role, the data strongly suggest that the pandemic's disruptions to instruction, advising, campus life, and personal stability significantly impacted students' persistence and completion trajectories.

- First-year retention rates have declined at an average annual rate of -0.92% since the Fall 2008 cohort, with the Fall 2018 cohort—whose first year aligned with the early phases of the pandemic—marking a clear inflection point.
- Four-, five-, and six-year graduation rates show compound annual declines of -2.53%, -2.14%, and -2.05%, respectively. These declines most directly affect the graduating classes of 2020 (Fall 2014 cohort), 2022 (Fall 2016 cohort), and 2024 (Fall 2018 cohort)—students who navigated their degree programs during the height of the pandemic.
- Prior to these years, Radford maintained relatively stable graduation rates averaging 57%, indicating that recent downward shifts are likely tied to pandemic-era disruptions more than longstanding institutional underperformance.

Despite these challenges, early retention indicators for more recent cohorts show promising signs of recovery, suggesting that under the right socio-environmental conditions and through intentional institutional action, Radford is on track to reverse these trends by 2030. Accordingly, the university has established a 57% graduation rate as its expected near-term target (by 2030), with an aspirational goal of reaching 60%, a level that reflects both historical performance and the renewed commitment to comprehensive student success strategies.

### Transfer Student Trends and Observations

In contrast to FTIC trends, transfer students have shown improved efficiency in time-to-degree:

- The median time to degree declined from 3.0 to 2.5 years, and the mean dropped from 3.1 to 2.6 years, representing annual reductions of –1.82% and –1.52%, respectively (Chart A).
- These positive outcomes may be attributed to explicit major transfer guides, expanded online offerings, greater schedule flexibility, and student-driven motivation to expedite graduation in response to economic uncertainty.

Overall, the data reflect a dual impact of the pandemic: FTIC students experienced disruptions that delayed progress and affected graduation rates, while transfer students—many already accustomed to navigating multiple institutions—benefited from increased flexibility and accelerated pathways. Radford's current retention-focused investments, improved advising systems, and policy refinements are designed to close these gaps and strengthen student outcomes across all cohorts.

### Graduation Rates by Income

Graduation rates at Radford University have declined across all income groups over the past decade, with the most pronounced and concerning declines observed among lower-income students. While national trends and institutional dynamics have contributed to these shifts, the impact of the COVID-19 pandemic appears to have disproportionately affected students from economically disadvantaged backgrounds, deepening existing gaps in college completion.

- Lower-income students experienced the steepest decline, with a -4.75% compound annual growth rate (CAGR) in graduation rates between 2008 and 2018. This group now represents nearly 30% of the undergraduate population, up from 21% in 2013, highlighting both the growing significance of this student population and the urgency of addressing systemic barriers to their success (Chart C).
- Middle-income students faced a more modest decline of -0.75% CAGR, while high-income students saw the smallest change at -0.38% CAGR, reinforcing persistent disparities across income levels (Chart C).

This widening gap in outcomes emphasizes the need for focused strategies to improve degree completion for lower-income students. Radford University has established a 45% graduation rate as a near-term target for this population, with an aspirational goal of 60% as institutional interventions mature. It is the university's aspiration to remove disparities in achievement between lower-income students and that of the overall student population, even as challenging as that may be. Central to this effort is the university's active participation in the Pell Initiative for Virginia (PIV, see C2), a holistic

student support program that provides proactive, high-touch guidance tailored to the academic, financial, and personal needs of Pell-eligible students. Through PIV and aligned campus-wide efforts, Radford is working to close these gaps and ensure that all students, regardless of income, have a clear and supported path to graduation.

#### FTIC First-Generation Retention Rate

Radford University's first-year retention rates for full-time, first-time students had declined over the past decade, averaging 72% before the pandemic, hitting a low of 58% for the Fall 2020 pandemic cohort, then rebounding to average 68% since and trending upwards. The recent rebound may reflect the early impact of Radford's integrated student success initiatives, including enhanced advising, targeted academic support, proactive outreach, and improved onboarding experiences.

Looking ahead, the university is focused on sustaining this momentum and continuing to close gaps that persist among specific student populations. With a strategic eye toward long-term improvement, Radford has established a 74% first-year retention rate for first-generation students as an expected target by 2030, grounded in recent trends and current interventions. In alignment with its student success mission, the university has also set a 80% aspirational goal, which would exceed its historical average of 73% for first-generation students, remove disparities between student groups, and represent a benchmark of institutional excellence.

### **C2. Please describe efforts at your institution to ensure all students are graduating in a timely manner. Reference data from the “Program Alignment and Performance” section of your fact pack [\(Institutional Fact Packs\)](#).**

Radford University is deeply committed to supporting all students in completing their degrees in a timely manner. The university's approach is grounded in a coordinated, data-informed strategy that addresses every stage of the student lifecycle, from onboarding to post-graduation. Guided by program-level data from the “Program Alignment and Performance” section of the fact pack, as well as additional institutional data such as retention trends, credit accumulation ratios, and advising engagement metrics, the university is aligning resources, policies, and practices to improve student outcomes.

#### Orientation/Onboarding

Radford University has taken a strategic and student-centered approach to enhancing its onboarding and orientation experience, with a focus on early engagement, clarity of purpose, and long-term success. Key improvements include:

- **Enhanced Quest (New Student) Orientation:** Redesigned to promote early and meaningful engagement with academic colleges. Students now interact directly with faculty, advisors, and peers in their chosen areas of study, allowing for clearer academic expectations and stronger early connections.

- **Improved Family Programming during Quest:** New sessions equip families with essential information on academic planning, financial literacy, and available campus resources. This empowers parents and supporters to play an informed, supportive role in their student's journey.
- **Early Engagement with Career and Talent Development:** Career planning is now embedded into the orientation experience to help students connect academic decisions to future career pathways. In alignment with a recent Virginia Talent + Opportunity Partnership (VTOP) Grant, students are introduced early to internships, career readiness tools, programs and services, and employer engagement opportunities - including campus employment, reinforcing the value of career exploration from the start.

These enhancements aim to create a more connected, confident, and career-minded student body, laying the groundwork for a greater sense of belonging for students and families, persistence, purposeful progression, and timely graduation.

### Enhanced Academic Advising to Promote Progression and Completion

Radford University is advancing a multi-faceted academic advising enhancement project to ensure students receive consistent, proactive, and student-centered guidance throughout their academic journey. The initiative is designed to improve advising effectiveness and ensure that all students, regardless of major or class standing, are supported in making timely, informed decisions that promote degree progression and completion. The core components of this initiative include:

- Streamlining advising processes and policies to remove barriers to progression, clarify advisor responsibilities, and promote equitable, student-centered practices across all colleges and units.
- Enhancing support for upperclassmen, particularly students in their third and fourth years, by increasing intentional outreach, improving transition planning from professional to faculty advising, and ensuring continuity of support through degree completion.
- Expanding professional development opportunities for both professional and faculty advisors, including training in inclusive advising practices, student mental health awareness, and purpose-driven advising frameworks.
- Improving the use of academic advising technology and systems, such as degree audit tools and early alert platforms, to drive proactive outreach, improve consistency, and better monitor student progression.

As part of this broader advising transformation, professional Academic Advisors in the Highlander Success Center receive career coach training through the Virginia Talent + Opportunity Partnership (VTOP) Grant. This training equips advisors to help students make stronger connections between their academic pathways and long-term career goals, further advancing Radford's shift toward holistic, integrated advising.



Together, these efforts represent a strategic redesign of the university's advising ecosystem, centered on data-informed practices, cross-functional coordination, and a commitment to supporting every student's timely and successful completion.

#### Student-Centered Policy Review, Enhancement, and Creation

Radford University is actively engaged in a student-centered review and enhancement of academic policies to ensure they reflect both high standards and a deep understanding of the student experience. As part of this ongoing work, the university has prioritized aligning policies with its commitment to persistence and timely degree completion. A prime example of this effort is the revision of the academic standing policy. Under the previous policy, students could face academic suspension after just one semester, creating a high-stakes environment that did not account for the realities of student transition, adjustment, and individual challenges. The revised policy provides a more developmental structure, allowing students time to adapt while receiving targeted support, as well as continuing progress beyond setbacks if they are demonstrating satisfactory academic progress.

In parallel with this policy shift, the university is redesigning strategies for supporting students facing academic difficulties. The approach places satisfactory academic progress at the center, while also addressing the broader context of student success. Through enhanced programming, resources and interventions related to financial literacy, mental health and well-being, accessibility, and personal development are now incorporated. These efforts reflect a holistic philosophy that recognizes students as whole individuals navigating complex experiences. Rather than relying solely on punitive measures, systems are being built that intervene earlier, respond more empathetically, and provide clear, structured pathways for students to recover and thrive. This work is central to the broader goal of creating a responsive, inclusive academic environment where every student has the opportunity to succeed.

#### Cross-Divisional Student Success Council

In 2025, Radford University established a cross-divisional Student Success Council to lead institutional efforts to improve student retention, persistence, and timely degree completion. Chaired by the Assistant Provost for Student Success and reporting through the Provost to the President's Cabinet, the Council serves as a central hub for analyzing data, identifying barriers, and coordinating strategic initiatives across academic and student support units. Its creation underscores Radford's commitment to a unified, student-centered approach to success that spans the entire university.

In its first year alone, the Council successfully advanced several high-impact initiatives. These included recommendations for revisions to key academic policies, such as the academic standing policy (see above). The Council also played a central role in evaluating and recommending the adoption of a new student success management

platform, positioning the institution to strengthen its use of predictive analytics, streamline advising processes, and improve coordination of student support services.

Membership on the Council includes leaders from Institutional Research, Academic Advising, Student Affairs, Financial Aid, Career and Talent Development, Counseling Services, Housing and Residence Life, Diversity and Inclusion, and faculty and student representatives — ensuring a broad, collaborative perspective. Together, these voices evaluate institutional practices and student outcomes, identify areas for intervention, and recommend strategic investments and process improvements. By aligning leading and lagging indicators with long-range goals, the Student Success Council is shaping a more cohesive and student-responsive experience at Radford University.

### Supporting Financially Under-Resourced Students

Radford University is committed to advancing persistence and timely degree completion for students from limited-income backgrounds by intentionally addressing the financial, academic, and personal challenges that can impact their success. Two cornerstone initiatives supporting this work are the Pell Initiative for Virginia (PIV) and the Radford Tuition Promise (see section B2 and below), each designed to provide meaningful support that empowers students to stay enrolled, engaged, and on track to graduate.

Launched in Fall 2024 and funded by the State Council of Higher Education for Virginia (SCHEV), the PIV program is a comprehensive student success initiative that centers on a team of Student Success Advocates (SSAs). These professionals provide high-touch, holistic support to more than 2,400 Pell-eligible undergraduate students across diverse backgrounds. Through structured case management and a proactive outreach model, SSAs help students navigate academic, financial, and personal barriers. The initiative employs a risk-tier system to identify high-need students, allowing SSAs to deliver tailored interventions and individualized support aligned with high-impact practices such as academic coaching, financial aid literacy, mental health resources, and career readiness programming.

Key components of the PIV initiative include:

- Deployment of Student Success Advocates (SSAs) with caseloads of ~600 students each.
- Case management model to identify and prioritize outreach for high-need students.
- Frequent outreach via call campaigns, one-on-one meetings, and targeted programming.
- Collaboration with offices such as Financial Aid, Connected Communities, Career and Talent Development, Academic Advising, Harvey Center for Learning and Writing, Student Success and Retention, Dean of Students Office, and the Center for Accessibility Services.

- Programming focused on academic performance, financial wellness, belonging, and holistic student development.
- Dedicated support for historically underserved groups, including first-generation, transfer, adult, and non-traditional students.

As the program continues to scale through 2025–2026, it will transition into a branded model called Compass, which will include more specialized programming, expanded staffing, and a clearer identity, further strengthening the university’s institutional safety net for Pell-eligible students. Additionally, Radford University received an additional PIV grant to further expand and support this population. The new grant will begin in Fall 2025.

Complementing these efforts, the Radford Tuition Promise, also launched in 2024, is a transformative financial aid initiative that covers full tuition and mandatory fees for qualifying Virginia students with demonstrated financial need. This program significantly reduces financial barriers to higher education and affirms Radford’s commitment to affordability and access. By alleviating the financial burden of tuition, the RTP allows students to focus more fully on their academic journey and actively engage in student success initiatives like PIV, academic advising, and career development. Together, these programs reinforce a comprehensive approach to retention and timely completion for Radford University’s financially under-resourced students.

### Upcoming New/Continuing Opportunities

#### **EAB Navigate Implementation**

Radford University is launching the implementation of EAB Navigate, a student success management platform that will transform how the institution supports student progression and timely completion. This platform will enable predictive analytics to proactively identify students who may be at risk, allowing faculty, advisors, and student support professionals to intervene earlier and more effectively. Navigate will also improve coordinated care, ensuring seamless communication and collaboration across departments, and will include a refined referral system that connects students to the right resources at the right time. This implementation marks a major step in creating a more integrated, responsive ecosystem of student support.

#### **Student Lifecycle Development Mapping**

To complement the Navigate rollout, Radford is developing a comprehensive student lifecycle development map that identifies key academic and personal transition points from enrollment through graduation. This model will align strategies, actions, and interventions with the developmental needs of students at each stage—helping to ensure that support services, advising, engagement opportunities, and academic milestones are strategically deployed and coordinated across the institution. This

approach enhances institutional responsiveness and ensures no stage of the student journey is overlooked.

### **Maturing Student-Facing Degree Audit System**

Radford is also investing in the ongoing improvement of student-facing technologies that directly impact progression and degree completion. These efforts include upgrades and increased functionality to the degree audit system, helping students and advisors track academic progress more accurately and efficiently, and the optimization of course sequencing, which will reduce scheduling conflicts and support more structured degree pathways. These system enhancements are critical for eliminating registration barriers, minimizing excess credit accumulation, and promoting timely graduation.

### **New General Education Program**

As a part of its broader academic transformation, Radford University is implementing a new General Education Program in Fall 2027 that emphasizes relevance, flexibility, and connection to student success outcomes. A cornerstone of this redesign is the required first-year seminar, *Radford 101: Find Your Place*, which introduces students to university resources, builds academic confidence, and promotes a strong sense of belonging. By embedding this course into the first-semester experience, the university is strengthening the foundation for persistence, engagement, and long-term academic achievement.

While preparing for this transition, Radford has also made targeted adjustments to the current general education curriculum for students enrolling in academic years 2025–2026 and 2026–2027. These interim revisions aim to simplify academic pathways, reduce curricular complexity, and support a more seamless transfer experience for incoming students. These short-term enhancements reflect an ongoing commitment to creating a clear, efficient, and student-friendly academic structure that promotes timely degree completion for all students.

### **Enhancing Retention and Career Readiness Through On-Campus Jobs and Experiential Learning**

On-campus employment and experiential learning opportunities play a vital role in promoting student retention, persistence, and completion, while simultaneously building the skills and competencies essential for post-graduate career success. These experiences foster deeper campus engagement and a clearer sense of purpose, both of which are critical to student success.

Radford University continues to expand student employment opportunities as both a retention strategy and a high-impact learning experience (see section C4). On-campus jobs provide students with flexible, supportive environments that foster professional skill development while strengthening their connection to the university community. In 2024,

Radford demonstrated its commitment to enhancing the value of student employment by increasing the minimum wage for on-campus student workers to \$15 per hour, helping reduce the financial pressure that often drives students to seek off-campus employment. Beyond campus jobs, the university is actively pursuing additional funding and partnerships to increase access to work-based learning opportunities, including internships, co-ops, and apprenticeships. During the academic years 2023-2024 and 2024-2025, Radford University received three VTOP grants to support these initiatives. These experiences not only prepare students for career success but also reinforce academic engagement, sense of purpose, and persistence through graduation.

## SECTION Ca: POST-COMPLETION OUTCOMES

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

**C3. 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 does 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. When responding please reference the "Post Completion" section of your institution's fact pack data ([Institutional Fact Packs](#)).**

Radford University monitors post-completion outcomes by collecting data on Career Outcome rates, Knowledge rates, and Wage attainment. This data is collected via the First Destination Survey, alumni data-scraping tools, in-house exit surveys, National Student Clearinghouse data, and manual capture.

Wage attainment and Career Outcome rates are two strengths. Radford's fact pack data shares a 4.6% higher wage attainment with a Radford University bachelor's degree versus a high school degree. The 2024 undergraduate graduating class reported an average salary of \$57,700. The Career Outcome rates are a point of pride for the university. The most recent rate of 94% is a data point that reflects the institution's commitment to offering students a return on their investment in higher education.

Connecting the Career Outcome rate with the student population, Radford University has been named an *Opportunity College and University – Higher Access, Higher Earnings* by the Carnegie Classification of Institutions of Higher Education. This designation places the university among a distinguished group of institutions nationwide

that are recognized for providing exceptional value to students through both access to higher education and strong post-graduate outcomes. This classification focuses on institutions that enroll large numbers of students from lower-income backgrounds and equip them with the education and tools needed to succeed economically after graduation. The recognition is based on national data examining student demographics and earnings after college. The classification, developed by the American Council on Education (ACE) and the Carnegie Foundation for the Advancement of Teaching, recognizes institutions that play a critical role in social and economic mobility.

Institutions were selected based on two key factors:

- Higher Access – enrolling a significant number of students from lower-income families, first-generation college students and historically underserved populations.
- Higher Earnings – producing graduates who, on average, earn more than their peers from similar backgrounds who did not attend college (as reflected in the fact pack).

Radford's emphasis on career preparation and student success supports this mission.

The university is capitalizing on opportunities for improvement with respect to post-completion outcomes with the assistance of a *VTOP Capacity-Building Impact Grant* focusing on the following areas: (1) systematic and coordinated earlier career engagement with all new students, (2) increased attention directed toward economic mobility for all students, especially for lower income graduates (to further improve post-completion fact pack data), (3) more deeply infusing career readiness in curricular and co-curricular opportunities, (4) generating new internship opportunities in the Commonwealth and deepened engagement with regional partners, and (5) continuing to build and implement a comprehensive experiential learning data plan.

**C4. 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, work-based learning) during their time at your institution? How will you draw on successes/challenges from prior initiatives? Please describe how you intend to use existing/provided resources to execute the strategies.**

Radford University will advance three strategies to more deeply align, amplify and strengthen a structured experiential learning pathway to maximize career readiness and job attainment.



### Curricular Updates

Radford University is using a Curriculum Lifecycle Program to review all academic programs. In the Curriculum Lifecycle, programs analyze the relevance and complexity of each degree program, then initiate revisions as appropriate. The goals are that all programs are academically coherent with clear learning outcomes, that they include applied experiences that prepare students for career and life success, and that they are clearly and logically designed to support student progress and graduation (including transfer pathways for undergraduate programs).

Over the next six years, there will be a decrease in the total number of concentrations in programs, and resources will shift towards new interdisciplinary or focused degree programs that align with student interest and workforce projections. The focus is on establishing a productive career trajectory for graduates and increasing the well-being of the communities to which they contribute.

As can be seen on Tab 8 of the associated file, work will continue to actively align the portfolio of academic programs with student interest and workforce needs:

- With the creation of the first College of Nursing in a Virginia public university, Radford is committed to preparing excellent nurses to meet the needs of the Commonwealth. The university plans to expand nursing cohorts in both Roanoke and Radford so that up to 320 undergraduate students can enter the upper division program in the fall and spring semesters. With state-of-the-art simulation centers in both locations and strong partnerships with health care systems across the region, Radford students are getting the practical experience they need to thrive as nurses (as seen by 93%+ NCLEC pass rates).
- To meet the needs of career changers interested in entering nursing, Radford University is developing an MSN in Clinical Nurse Leadership. CNLs oversee care coordination, provide direct patient care in complex situations, put evidence-based practice into action, ensure patients benefit from the latest innovations in care delivery, evaluate patient outcomes and assess cohort risks and have the decision-making authority to change care plans when necessary.
- One limitation to increasing the health workforce is the number of experienced professionals who are prepared to teach. There are two initiatives aimed at training health care professionals to become successful teachers and professors.
  - Radford has submitted a new Nursing Education Post Professional Certificate and will be submitting an MSN in Nursing Education. Both programs will prepare licensed nurses to become Nurse Educators and provide the ability to prepare future nurses, especially in clinical settings.
  - Radford has submitted a new Health Professions Education Graduate Certificate to prepare individuals with experience in health science disciplines for faculty roles, helping to meet the state needs in preparing the health workforce. This is vital to help experienced professionals successfully make the transition to higher education and share their applied experience with students.



- To meet the mental/behavioral health needs of the state, Radford is the first Virginia university to submit a proposal to open an M.S. in Clinical Psychology degree program, alongside other programs that produce behavioral health professionals (Counseling and Human Development, Social Work, the Psychiatric Mental Health Nurse Practitioner certificate and DNP concentration). This program replaces the less productive Psy.D. Program in Counseling Psychology, which was discontinued in 2024.
- The Biology Department has designed an exciting new B.S. in Applied Biotechnology. The proposed Applied Biotechnology degree will be offered as a two-year junior and senior program exclusively in Roanoke. It is designed for transfer students from a community college, particularly Virginia Western, or for students who begin at the main campus. The curriculum includes advanced biotechnology instrumentation and techniques with a strong focus on industry and government regulations, best practices, and intellectual property. A key component is the required internship, which can take advantage of the growing presence of biotechnology companies in the Roanoke and New River Valleys and research partnerships at Virginia Tech. This curriculum complements the programs at main campus, offering an alternative, more professional-oriented degree, that may prove enticing for health sciences students who find the more research-oriented degree programs to be less of interest.
- The Biology Department will be closing the B.S. in Biomedical Sciences, which was originally a Jefferson College degree and overlaps considerably with the B.S. in Biology.
- Radford University is leading statewide efforts to expand access to high-quality Dual Enrollment (DE) instruction by developing graduate certificate programs that credential high school teachers to meet accrediting body standards. As DE participation grows, many Virginia school divisions, particularly in rural and underserved areas, struggle to offer DE courses due to a shortage of qualified instructors. Radford is addressing this need through a strong, coordinated partnership with K–12 school divisions, the Virginia Community College System (VCCS), and SCHEV, who have identified gaps to address. By modifying existing Graduate Certificates in Mathematics and Biology, and creating new certificates in History, and Political Science and Humanities, access will be expanded to affordable credentialing pathways for high school teachers to ensure that all students, regardless of geography, have access to rigorous college-level instruction at the high school level.
- With faculty expertise in environmental science, strong enrollment in several environment-related major concentrations, and a university identity that highlights adventure and service in the region, a proposal for a new B.S. in Environmental Science is being developed to begin enrolling students in Fall 2027. Applying global knowledge and regional focus, students and faculty will be using the unique Appalachian setting as an extension of the classroom for teaching, research, and application. With strong student interest, this well-designed program will attract additional science-oriented students to the university.

Additionally, the curriculum is being aligned to better prepare students for work and life success:

- Support faculty training and implementation of career readiness across the curriculum.
- Implementation of a requirement that all students engage in at least one experience that gives career-ready skills before they graduate, in a format (internship, undergraduate research, clinical placements, student teachers, etc.) appropriate to their career goals.
- Implementation of new General Education Curriculum, starting with the Fall 2027 entering class, builds in the skills and knowledge most requested by future employers and prepares students for experiential education that builds work-ready skills, including undergraduate research, internships, student teaching, clinical placements, and other career-building experiences.

#### Advancing Institutional Infrastructure

- Developed and is implementing an Experiential Learning Pathway, which builds systematic early exposure to, engagement with, and earlier participation in experiential and work-based learning opportunities.
- Increased attention to removing barriers to experiential and work-based learning opportunities, including free access to career attire (the Career Closet) as well as unpaid, underpaid and internship-specific supplies.
- Helping students identify and articulate the work-based skills they have gained to better communicate competencies and knowledge in their resumes, interviews, and networking opportunities through advising, career coaches, and faculty.
- Creating a comprehensive experiential learning data dashboard to efficiently capture, manage, conduct analyses and report on experiential and work-based learning activities.

#### Expanding Student Opportunities

- Transform and expand on-campus student employment (including federal work study) into meaningful work-based learning experiences aligned, and assessed for, NACE skills.
- Leverage existing institutional initiatives to create new WBL opportunities for students including The Hub, the Venture Lab, alumni engagement, GO Virginia, Blue Ridge Partnership, and the Virginia Talent Connection.
- Generate new WBL opportunities with a focus on high-need areas and high-growth industries.

These three areas are based on lessons learned from Radford's earlier initiatives to increase student engagement in work-based learning. As an institution that was founded as a teacher's college, work-based experiential learning (in the form of school-based student teaching) has been integral to its educational approach from the beginning. Students come to Radford for close relationships with faculty, so giving professors the skills to help integrate career-readiness in the curriculum amplifies the value. Radford's experience also shows that assessment of experiential education has

been challenging, so providing high-quality data and creating dashboards is vital to understanding and adapting the success of the investments.

## SECTION Cb: WORKFORCE ALIGNMENT

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

**C5. For which specific workforce needs is your institution best positioned to supply talent, based on regional, industry, or occupation alignment? When responding please reference the “Workforce Alignment” section of your institution’s fact pack data ([Institutional Fact Packs](#)).**

Radford University stands uniquely positioned to address Virginia's critical workforce needs in health sciences, education, business, the arts, and social work over the next six years through its comprehensive academic infrastructure and commitment to experiential learning.

With Radford University being founded as a Normal School for teachers in 1910 and remaining a leader in teacher education since its inception, the institution brings over 115 years of deep expertise in educator preparation to address Virginia's ongoing teacher shortage. The State Normal and Industrial School for Women at Radford grew out of a late nineteenth-century effort to expand Virginia's public school system and prepare a sufficient number of qualified educators, establishing a foundational mission that continues today through the School of Teacher Education and Leadership, which prepares highly competent, reflective, and inclusive educators who are inspired to improve schools and communities.

The university's recent elevation of its School of Nursing to the College of Nursing in January 2024 represents a pivotal advancement in addressing Virginia's acute nursing shortage. This strategic enhancement comes at a critical time when Virginia alone will need 4,190 additional nurses each year for the next five years and 87,130 registered nurses by 2030 to adequately handle the state's population. Along with the university's established Waldron College of Health and Human Services programs in Communication Sciences and Disorders, Physical Therapy, Occupational Therapy, and Respiratory Therapy, Radford is making significant contributions to educating the healthcare workforce.

Radford University places value on educating students to support regional communities through social, behavioral, and mental health programs. Although these programs have

been offered for many years, Radford has recently formed a Behavioral Health Council to strategically align its programs and provide clear pathways for students interested in the programs in Social Work, counseling, mental health, and therapy programs (including music and outdoor) across five colleges. Radford's emphasis on hands-on clinical experiences and field placements prepares students at undergraduate and graduate levels to meet the behavioral and mental health needs of the Commonwealth.

The Davis College of Business and Economics produces graduates who are challenged to think analytically, innovate boldly, and embrace ethical leadership in every endeavor. Students in these programs (undergraduate and graduate) are engaged with local and national businesses, and are addressing the needs, especially in our region, for business operations and financial specialists.

Although not listed as “high growth areas,” the arts and humanities programs are vital to creating thriving communities in the southwest region. Radford’s dance, music, theater, and visual arts programs offer performances, showcases, and gallery openings to the public, giving students professional-level experiences. Students in the programs serve as teachers and mentors to K-12 students in arts programs across the region. Communication students get on-air experience running the WVRU local public radio station and producing podcasts and video in on-campus studios. The Center for Archives and Digital History invites community members to share materials and place them in the larger context of regional and national history, while providing students with the opportunity to work directly with original archival material and to negotiate new digital spaces of creativity and research. This work prepares students for a growing number of careers in industry, nonprofit, and educational sectors that welcome digital skills alongside the communication and critical thinking abilities that have long been valued in the humanities. Hands-on, community-integrated experiences epitomize Radford’s academic programs and showcase the value of public universities in the region while providing students with career skills. Through strategic partnerships, clinical affiliations, and community-based learning opportunities rooted in a rich educational heritage, Radford University serves as a vital pipeline for developing the skilled professionals Virginia requires to address demographic shifts, healthcare demands, and educational and social challenges in the coming years.

*Note* that examining the High-Growth Occupation-Degree Program Mapping pages in Radford’s fact pack has shown that there are programs addressing these needs that are not being included and attributed. For instance, the Medical Laboratory Science B.S. does not have the CIP code listed (which is for lower-level programs). Other examples include the Health Sciences program, and area concentrations in secondary education that are not captured. The university will pay attention to aligning the degree program

CIP codes with these identified as high-growth fields to better capture how well students are prepared for Virginia's workforce.

**C6. Explain any additional initiatives or partnerships the institution is currently involved in to improve workforce alignment of academic programs.**

In addition to the programs listed above, through the VTOP/Go Virginia grants (mentioned above) Radford is leveraging Employer Advisory boards to support talent pipelines. Each college has or is developing a college specific advisory board to better inform curriculum on specific areas of interest (e.g. AI, biotechnology, technology and healthcare). These advisory boards support the university's mission both to prepare students for careers, and to improve the well-being of the surrounding communities.

## 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. When responding please reference the “Financial Effectiveness & Sustainability: Affordability” and “Financial Health” section of your institution’s fact pack data ([Institutional Fact Packs](#)).**

Radford University remains deeply committed to affordability, ranking as the fourth lowest in tuition and fees among Virginia's public institutions. As a university that primarily serves Virginia residents, focus will remain on providing substantial need-based financial aid to in-state students.

#### How has the total cost of attendance been changing?

The cost of attendance remains stable from year to year, with only modest, board-approved increases to account for cost-of-living adjustments. Radford University also utilizes the national Net Price Calculator provided by the U.S. Department of Education to help families accurately estimate their educational expenses.

Thanks to increased Program 108 allocations, Radford has steadily expanded individual student awards each year. Currently, through the Radford Tuition Promise, all tuition costs are fully covered for Virginia families with an Adjusted Gross Income (AGI) of \$100,000 or less, benefiting 1,820 students in 2024-2025.

Private, donor-funded scholarships play a vital role in enhancing affordability by reducing students' reliance on loans and expanding access to higher education. In the 2022–2023 academic year, Radford awarded \$2.4 million in private scholarships to more than 840 students. In 2023–2024, this support grew to nearly \$3 million awarded to over 1,000 students, a 25% increase in impact within a single year.

#### How much debt do students need to take on?

As a result of these sustained efforts, the percentage of students borrowing to cover their net price has steadily declined. In 2019, 67% of students borrowed money to finance their education. This year, that figure dropped to 52%, the lowest borrowing rate in recent history. This positive trend reflects both changing family borrowing preferences and Radford University's intentional strategies to make higher education more affordable. In 2023-2024, the average amount borrowed per FTE was \$7,300, the lowest amount in 20 years.

In summary, Radford University remains firmly committed to serving Virginia residents as a premier four-year institution that actively works to minimize out-of-pocket costs and student loan debt.

## SECTION Da: 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? Further describe your institution's discounting by type and if this is sustainable in future years. Please reference the "Revenue" and "Financial Health" slides of your institution's fact pack ([Institutional Fact Packs](#)).**

### Rationale Behind Full Pricing

As the university considers tuition and fee increases, remaining a top affordable choice within the state continues to be one of the top priorities. However, other key factors are considered as well, including:

- Economic conditions locally, regionally, and nationally
- Upcoming legislative actions and funding directives
- Programmatic priorities
- Mandatory cost increases, contractual and other commitments
- Enrollment projections and trends

With these considerations in mind, the university attempts to balance affordability for students and their families with the need for resources to deliver on its mission and offer the highest quality academic programs and educational experiences. Where possible, the university also offers extensive financial aid opportunities to offset price increases to ensure access to a wide range of students.

### Financial Aid Award Strategy

The financial aid award strategy is the following:

1. Determine aid status and need index – undergraduate students are eligible for consideration of need-based aid if they have filed a FAFSA and demonstrate need. A student's need is calculated by subtracting their Student Aid Index (SAI), as defined by the federal methodology, from the total cost of attendance.
2. Merit Aid is offered to in-state and out-of-state undergraduate students based on GPA ranges. For example, 4.0 GPA for Virginia residents receive \$5,000. This is offered and guaranteed in their admissions letter to be renewable if the student remains in good academic standing.
3. Students are considered for donor-sponsored scholarships after merit and need-based aid is applied.
4. If a student qualifies for the Radford Tuition Promise and their tuition expenses are not already covered by the above-mentioned sources, then Radford will cover the gap as a last dollar award.

The strategy meets the needs of the university to maintain enrollment and fiscal health. Net tuition revenue from new freshmen and transfer students increased from approximately \$13 million in 2023 to \$16 million in 2024. The institutional aid cost for the new incoming students also grew from \$4.9 million to \$5.6 million. The revenue generation growth outweighed the institutional costs for the 2024 incoming class lowering the discount rate from 28% in 2023 to 26.3%.



**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? Please reference the “Financial Health” slides of your institution’s fact pack ([Institutional Fact Packs](#)).**

Radford University, with the support of the Board of Visitors, does not increase tuition or fees unless necessary for operational or cost of living increases. In March 2025, the Radford University Board of Visitors approved a 1.99% tuition increase for in-state undergraduates, with the primary goal being to minimize costs for students and maintain enrollment. As indicated in the fact pack, discount rates decreased in the most recent year and are projected to decrease further in FY 2026, appropriately balancing the fiscal health of Radford University and supporting the priority to remain an accessible institution. By maintaining an affordable position relative to the market and an aid strategy that supports the highest need students, the institution expects to see enrollment stabilize and have a positive impact in future years.

## SECTION Db: 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 using the “Expenditures by Category” and “Financial Health” slides from your institution’s fact pack data ([Institutional Fact Packs](#)).**

Radford University has been impacted by many cost increases, most of which have been mandated or unavoidable. The university has experienced salary and fringe benefit increases due to state mandated salary adjustments in two consecutive years as well as increases in the state minimum wage. The university also saw mandatory cost escalations in contractual services and inflationary increases affecting materials and supplies. Between FY 2024 and FY 2025, the university experienced an increase in these two areas totaling almost \$2 million, with contractual/continuous charges increasing \$1,382,232 and the cost of supplies and materials increasing \$617,733.

**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. Include the costs with a general fund request in the Excel file in the “GF Request” tab. Please reference the “Fastest Growing Expenditures” and “Financial Health” tables in your institution’s fact pack data ([Institutional Fact Packs](#)).**

Radford University has implemented significant savings strategies beginning in FY 2020 and continuing through FY 2025. These cost reductions have resulted in approximately \$34.7 million in budget savings during this six-year period, including \$9.2 million in savings for FY 2024 and \$2.6 million in savings during FY 2025.

The savings strategies implemented by the university have been focused on eliminating programs that are not aligned with institutional goals and objectives and reducing non-essential spending, while avoiding any negative impact to the academic success of students.

Some specific examples of savings strategies implemented in FY 2025 include the following:

- Reduction in personnel costs totaling \$1.75 million by the elimination of 15 full-time positions, reallocation of job functions to optimize efficiencies, and reduction of part-time labor.
- Reduction in operating costs totaling approximately \$900,000 by reducing expenses in subscriptions, travel, and faculty development.

**D6. Please describe the data in your fact pack ([Institutional Fact Packs](#)) under “Expenditures by Category” and “Personnel”. Provide an overview of any challenges present and what your institution is doing to get ahead of any anticipated challenges.**

Radford University experienced a decrease in overall expenditures in the six-year period from 2019 to 2024, going from \$194 million in 2019 to \$192 million in 2024. The enrollment decline occurring during this period (8,746 FTE in 2019 to 6,804 FTE in 2024) necessitated a strategic effort by university leadership to identify and implement budget savings strategies to curtail non-essential costs. The expenditure per student FTE increased during this same period, going from \$22,100 in 2019 to \$28,200 in 2024.

However, since the overall expenditures were relatively stable during this period, the expenditure per student FTE increase was exclusively caused by the student enrollment decrease. Since enrollment has increased in 2024-2025 and modest growth is projected, it is likely that the expenditure per student FTE will stabilize or decline in future years. Currently, the primary cost drivers for operational expenditures are inflationary-related increases in specific areas such as contractual services, materials and supplies, and construction costs.

In the area of personnel, Radford University's number of employees per student FTE increased slightly, from 0.15 in 2019-2020 to 0.18 in 2023-2024, or 4.1%. The salary outlay per student FTE increased more rapidly during the same period, going from \$9,300 in 2019-2020 to \$13,100 in 2023-2024, or 8.2%. However, this higher percentage increase was greatly impacted by state mandated salary increases for faculty/staff as well as the phased Virginia minimum wage increases during this timeframe. Radford continues to be challenged in keeping up with the marketplace in offering competitive salaries, although a recent university-wide compensation study and subsequent salary adjustment for specific positions should improve recruitment and retention in future years.

**D7. Please discuss how statewide salary and health insurance premium increases impact your institution (please reference your institution's estimated cost impact from the salary and health insurance calculator file). Further describe any challenges or the ability to support the NGF portion of the statewide increases. If statewide salary and health insurance premium increases occur and you do not receive additional state support above the general fund share, please describe how you will manage the NGF portion of these increases.**

Radford University is greatly impacted by the NGF portion of statewide salary and health insurance premium increases. Assuming a modest 2% growth in salaries and a 1% growth in health insurance costs, the NGF portion in the out years beyond FY 2026 would increase by \$6,687,865, which represents 7.6 percent of the total FY 2026 NGF appropriation for E&G programs. Without additional state support above the current general fund share, the university would likely be required to increase student tuition and fees to meet these recurring costs.

Furthermore, statewide salary and health insurance premium increases have an even greater financial impact on Radford University's Auxiliary Enterprises, which are self-supporting. Without any new self-generated revenue sources, the university would likely need to make increases to room and board rates, as well as the comprehensive fee to

account for these additional costs. These increases, together with potential tuition and fee increases, would negatively impact the overall affordability of the institution.

**D8. Using the information from the ProForma tab of the Excel file please describe any present funding concerns (if relevant) and how your institution plans to address any potential concerns.**

The most immediate concern is maintaining the two primary sources of revenue, student tuition and general fund support. With enrollment stabilizing, tuition revenue should remain consistent over the next several years and with continued state support, affordable access funding and student financial assistance should remain stable as well. However, if either of those changes, then the focused trajectory of the institution would have to shift as well. While the university is prudently prepared with some reserves, the long-term impact of cuts would result in downsizing the scope of the strategic mission, reducing services or programs to students and perhaps implementing savings strategies that could reduce quality and accessibility.

## **SECTION E: ECONOMIC DEVELOPMENT ANNUAL REPORT**

**E1. 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**

As a comprehensive institution of higher education within the Commonwealth of Virginia, Radford University is focused on fulfilling its primary mission of teaching, research and service. In servicing this mission, the university has had a profound impact on its surrounding communities as well as across Virginia. The 2022 Economic Impact Study details the valuable contributions the university makes to regional and statewide economies.

The total economic impact of Radford University on the Commonwealth of Virginia was \$421.7 million in FY 2022, \$390 million within the region. For every \$1 the Commonwealth of Virginia allocated to Radford University in FY 2022, the university returned \$6.35 in economic impact to the statewide economy. When the human capital improvements to FY 2022 graduates were included, that benefit increased almost four times to \$23.80.

[Radford University Economic Impact Study Summary](#)

[Radford University Economic Impact Study Report](#)

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

### **F1. Provide a copy of any policy or reports your institution has produced and provide information about annual training or orientation related to this topic.**

Academic year 2024-2025 was the second year of the Civil Discourse and Freedom of Expression action plan. The program is supported directly by the President's and Provost's Offices. This year's activities included:

- Creating [Guidance for Engaging and Managing Campus Activism and Freedom of Expression Events](#) (attached), which promotes both freedom of expression and safety; and updating policies:
  - Guidance for Engaging and Maintaining Campus Activism and Freedom of Expression Events (Radford Freedom of Expression Guidance).
  - Updated Communicating with Government Officials Policy (GEN-PO-1001) [https://www.radford.edu/policies/\\_documents/communicating-with-gov-officials.pdf](https://www.radford.edu/policies/_documents/communicating-with-gov-officials.pdf)
  - Updated Free Expression Policy (GEN-PO-1007) [https://www.radford.edu/policies/\\_documents/free-expression.pdf](https://www.radford.edu/policies/_documents/free-expression.pdf)
  - Created Face Concealment Policy (GEN-PO-1008) [https://www.radford.edu/policies/\\_documents/face-concealment-policy.pdf](https://www.radford.edu/policies/_documents/face-concealment-policy.pdf)
  - Updated Use of University Facilities Policy (FA-PO-1209) [https://www.radford.edu/policies/\\_documents/using-university-facilities.pdf](https://www.radford.edu/policies/_documents/using-university-facilities.pdf)
- Trainings for faculty, staff, and students on civil discourse (via the SCHEV-supported [Constructive Dialogue Institute](#) initiative across Commonwealth institutions),
- Monthly “Common Grounds” facilitated discussions open to the university community that promote civil discourse skills and values on topics of interest, and
- A major campus-wide and community event on freedom of expression and civil discourse. In Fall 2024, Radford welcomed New York Times columnist and bestselling author Frank Bruni, who spoke about his book [\*The Age of Grievance\*](#).

Moving forward, AY 2025 serves as the template for an annual Civil Discourse and Freedom of Expression. The university will continue to offer training for faculty, staff, and students through the SCHEV-supported Constructive Dialogue, the monthly “Common Grounds” discussions, and an annual campus-wide event and speaker. The steering committee will continue to operate and, in addition to supporting the planned events, is available for consultation when policy issues may arise. Radford University has also been the recipient of one grant to support this programming from the Wake Forest/Lilly Foundation Educating Character Initiative, and a second proposal to expand this work is pending.

Relatedly, it is important to remember that Radford University is one of few institutions nationally that FIRE (Foundation for Individual Rights and Expression) has provided a 'Green' rating for its freedom of expression policies. [The Fire - Radford University top rating.](#)

## SECTION G: NEW SCHOOLS, SITES, AND MERGERS

**G1. 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.**

The university intends to add the New River Valley Governor's School for the Arts and Humanities (NRVGSAH) on the campus of Radford University. This academic year program will allow students from nine regional high schools in five school districts who demonstrate, or have the potential to demonstrate, exceptional abilities in the arts and humanities to experience courses and programs that enrich their educational experience while allowing them to earn up to 30 dual enrollment college credits. This will be taught on the main campus in Radford.

The university has no plans at this time to offer any new instructional sites or participate in any mergers during the six-year period and will consult with SCHEV or SACSCOC as appropriate if an opportunity arises.

## [OPTIONAL] SECTION H: RESEARCH

**H1. [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?**

While Radford University prioritizes high-quality teaching, it will sharpen the focus on research and creative scholarship to support the university's mission and build on its faculty reputation as excellent teacher-scholars. Radford University's distinctive research, scholarship, and creative activities focus on the region and the Commonwealth of Virginia to advance healthy, thriving communities. Valuing faculty and student collaboration and partnership with regional communities, Radford's

research contributes to understanding and improving the human condition in the areas of health; education; and economic, environmental, social, and artistic vitality.

Note that because of the focus on faculty/student collaboration and partnership with communities, the university has been less exposed to risk related to the federal funding landscape than others in the state. Nonetheless, Radford will continue to monitor and encourage faculty to seek research support from a wider range of funding sources.

Overall, the university has five strategic research goals:

- Increase investment in research infrastructure and faculty support.
  - Hiring two new positions, an Assistant Vice President of Health Sciences and a Director of Research and Innovation in the College of Nursing. Included in the Assistant Vice President of Health Sciences position description is a charge to facilitate interdisciplinary research focused on reducing health disparities in Southwest Virginia and implement community-based initiatives that measurably improve health outcomes across Southwest Virginia; the Director of Research and Innovation will assist the College of Nursing to align and advance their external award production and research in nursing.
  - Continuing to support innovative pilot projects through an internal SEED grant program.
  - Developing scaffolded (student, faculty, and staff), interdisciplinary research projects based on addressing regional challenges and solving “Wicked Problems.”
- Increase undergraduate and graduate student engagement in research.
  - Expanding summer and academic year undergraduate research opportunities and course-based undergraduate research.
  - Expanding grant funded support for undergraduate and graduate students.
  - Supporting student applications for external grants, scholarships, and fellowships.
- Redesigning faculty workload distributions and the faculty evaluation process to support several teacher-scholar models.
- Strengthening and expanding collaborations and partnerships.
  - The Health Sciences Center in Roanoke, as mentioned elsewhere, will serve as a hub for interdisciplinary research advancing healthy, thriving communities.
  - Deepened community partnerships across Southwest Virginia will expand the implementation and assessment of community-engaged initiatives aimed at measurably improving health outcomes in the region and offering additional work-based learning experiences to Radford students.
  - Radford’s new membership in the 4VA Initiative aims to strengthen research collaborations across the Commonwealth.
- Broadening externally funded projects that align with the university’s mission, with an emphasis on funded student involvement and community impact.



- Expand grant writing support with a focus on diversifying the pool of potential funders.

These investments will assist in efforts to attract and retain premier teacher-scholars and leaders focused on supporting thriving communities. Institutional investments in community and industry partners will augment existing work-based learning opportunities and connections for students, and, importantly, the economic competitiveness of the region; and the Commonwealth will benefit from adding to the talent pool in Southwest Virginia and stronger communities benefiting from community-engaged research.

## [OPTIONAL] SECTION I: COLLABORATION

**I1. [OPTIONAL] Outline any existing or potential initiatives you have not already highlighted in this narrative that feature collaboration across public higher education institutions and the K-12 sector (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?**

Radford University collaborates with many regional and Commonwealth partners, many of which are mentioned elsewhere in this plan:

- Tartan Transfer
  - Impact: Increase the number of students attending VCCS schools and transferring to Radford University.
  - Timeline: Permanent, on-going program initiated in Fall 2024, with MOU signing and designation of an existing advisor position to be dedicated to Tartan Transfer. Will deepen connection with VCCS partners, continue development of advising models and degree pathways, and student communication.
  - Investment: No additional investment is projected.
- Provisional-to-Professional Pathway, a continuing education initiative built from the College of Education and Human Development graduate program designed as a unique self-paced program. This program was inspired by other “grow your own” programs nationally and provides VA an alternative path to full licensure. With over 8,000 provisionally licensed teachers in the state annually, this program offers a critical population of educators opportunities to address the teacher shortage.
  - Impact: Increasing the number of provisionally licensed K-12 teachers who earn full licensure. As students may apply their course credit towards Radford’s master’s in education program, modest growth is projected in that program.

- Timeline: Provisionally launched through the Vinod Chachra IMPACT Lab in the 2024-2025 academic year, access to the program is expected to expand as partner school districts encourage provisional teachers to apply.
  - Investment: Additional funding will support learner development, project operations, and scholarships to help these teachers successfully complete their licensure journey.
- Teaching Apprenticeship Program: Radford University coordinates the Southwest Virginia Teacher Apprenticeship Consortium, which includes 10 local school divisions seeking to grow teachers from within. The federally registered program provides a work-based, affordable pathway to the teaching profession, combining paid, on-the-job training in classrooms with embedded university coursework that leads to a bachelor's degree and licensure.
  - Impact: Increasing the number of licensed K-12 teachers, helping more aspiring teachers enter the profession sooner, while staying in the communities to which they are committed.
  - Timeline: Launched in 2023, the first six teachers graduated in Spring 2025. With modest support from the VDOE Registered Apprenticeship Program, another cohort of twelve students will be admitted. Although Radford is committed to the model, continuation is contingent on additional funding.
  - Investment: Current VDOE Grow Your Own grants have not covered the full costs of offering the apprenticeship program, including the required tuition waivers. For the upcoming year, the university commitment is \$240,000. Funding will support program expansion, operational costs, and scholarships—helping more aspiring teachers enter the profession sooner, while staying in the communities to which they are committed.
- Accelerated and Guaranteed Admissions agreement into Radford graduate programs: Radford University has developed agreements with Virginia Tech and Roanoke College to offer pathways into graduate nursing and athletic training programs. Additional MOUs are in development. Radford also offers accelerated and guaranteed admissions programs into high-demand graduate programs for highly qualified Radford undergraduate students, including the MBA and Doctor of Physical Therapy.
  - Impact: Increasing enrollment in Radford graduate programs, meeting the needs of the Commonwealth.
  - Timeline: Initiated in 2024, these efforts are continuing as relationships are built with partner universities.
  - Investment: Additional graduate funding would allow additional students to complete their graduate education at Radford.
- Accelerated and Guaranteed Admissions agreements into Virginia university programs not offered through Radford University: Radford is developing MOUs with partner in-state institutions to allow highly qualified students to enroll in partner graduate programs that meet the needs of the Commonwealth. Examples include the pathways into the Schar School of Policy and Government at George Mason University and the Edward Via College of Osteopathic Medicine.

- Impact: Additional undergraduate enrollment in Radford University and production of additional highly qualified enrollment in partner graduate programs.
- Timeline: MOUs have been developed over the past several years, these efforts are continuing as additional relationships are developed with partner universities.
- Investment: None anticipated.
- Dual Enrollment (DE) Initiative: Radford University has led statewide efforts to expand access to high-quality DE instruction by developing graduate certificate programs that credential high school teachers to meet accrediting body standards. As DE participation grows, many Virginia school divisions, particularly in rural and underserved areas, struggle to offer DE courses due to a shortage of qualified instructors. Radford is addressing this need through a strong, coordinated partnership with K–12 school divisions, the Virginia Community College System (VCCS), and SCHEV.
  - Impact: Additional high school teachers will be credentialed to teach DE courses, especially in rural and underserved areas, and all students, regardless of geography, will have access to rigorous college-level instruction at the high school level that strengthens Virginia’s future workforce.
  - Timeline: These five online and low residency hybrid certificates are in various stages, with one having been submitted to SCHEV, and others in development. Time will be spent developing and offering these over the next four years.
  - Investment: While Radford University has the expertise to offer the classes needed, developing the curriculum in a digital format will require initial resources of approximately \$120,000 over the next four years. Once developed, the programs have the potential to generate approximately \$80,000 annually (at the discounted educator’s graduate tuition rate). State support for scholarships given directly to teachers or their school districts to support their enrollment will reduce the individual burden on K-12 teachers.
- Additional K-12 events hosted by Radford University
  - Summer Residential Governor’s Schools
    - Medicine and Health Sciences (Roanoke)
    - Humanities (Radford)
    - Visual and Performing Arts (Radford)
  - Academic Year Governor’s School
    - Arts and Humanities (Radford, planned to start in 2026)
  - Regional Scripts Spelling Bee (starting in 2024)
  - Radford’s RiteCare Clinic Summer Camp (30-year partnership between Radford’s Speech-Language-Hearing Clinic and the Scottish Rite Masons of Virginia, offering five weekday camps that helps young children develop communication skills and offers graduate students clinical training)
  - Science Summer Programs

- Building Leaders for Advancing Science and Technology (8<sup>th</sup> and 9<sup>th</sup> grade students)
- Summer Bridge (high school)
- Camp Invention (K-9 students)

## [OPTIONAL] SECTION J: STATE POLICY

**J1. [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.**

Radford University is not submitting information related to this optional section on state policy at this time.

## [OPTIONAL] SECTION K: ADDITIONAL INFORMATION

**K1. [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.**

Radford University is not submitting information related to this optional section on state policy at this time.

## INSTRUCTIONS FOR SUBMITTING 2025 INSTITUTIONAL SIX-YEAR PLAN

**Due Date: July 3, 2025**

**PLEASE READ INSTRUCTIONS CAREFULLY**

### Six-year Plan Requirement

The Higher Education Opportunity Act of 2011 (TJ21) requires Virginia's public institutions of higher education to prepare and submit six-year plans. (See below for complete code reference.) During the 2015 General Assembly session, joint resolutions approved by the House (HJR 555) and Senate (SJ 228) also require that the mission, vision, goals, and strategies expressed in the Virginia Plan (the statewide strategic plan), guide the development of the strategic plan and six-year plan at each public institution of higher education, and that SCHEV report annually on the Commonwealth's progress toward achieving these goals and targets to the Governor, General Assembly, institutions of higher education and the public.

### 2025 Six-Year Plan Format

The 2025 Six-Year Plan consists of a workbook and an accompanying narrative. The workbook has an Instructions page, Institution ID page and seven parts/worksheets: Enrollment, Undergraduate Tuition and Fee Increase Rates, Revenue, Financial Aid, Academic-Financial, General Fund (GF) Request, Capital, Academic Programs, and Pro Forma. **Note: Shaded cells contain formulas.** Instructions for the narrative are provided in a separate attachment.

The 2025 Six-Year Plans are due July 3, 2025. The review group (referred to as Op Six) as outlined in § 23.1-306 - see Legislative Reference section below - will meet with each institution in August to review the institution's plan and provide comments. If changes to the plans are recommended, revised institutional submissions are due no later than October 1 or immediately following an institution's Board of Visitors' meeting, if it is later than October 1.

## INSTRUCTIONS FOR SECTIONS

### 1. Undergraduate Tuition and Fee Increase Rate Plan

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 2026-28 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.

### 2. Revenue

For FY2025- FY2028: 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. In line 25, enter E&G GF revenues for the current biennium. The formulas will automatically hold that constant for the remaining years. Though the Enrollment/Degree Projections are being developed in a separate process, institutions are required to provide a summary of enrollment projections in the Revenue tab (tab 2). Enrollment projections should be used to create the requested revenue estimates.

For FY2029-FY2032: Provide a pro forma analysis of total tuition revenue in years 2028-2032 by holding T&F constant at the planned 2027-28 rate while incorporating your institution's submitted enrollment projections for each year through 2032. These columns are NOT meant to be a projection and do NOT make any assumption about GF support. The calculations will be used to support the pro forma analysis in tab 5.

### 3. Financial Aid

Provide a breakdown of the projected source and distribution of tuition and fee revenue redirected to financial aid. 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.

### 4. Academic-Financial Plan

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 Q), 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 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. 2025-26). Please update total cost formulas if necessary. A separate worksheet (Part 6) is provided for institutions to request additional GF support for 2026-28. 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 2024-25 and 2025-26 as baselines for Tab 6 Pro Forma.

For the 2026-28 bienium 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.

Please use the chart provided to your institution which uses the Department of Planning and Budget FY24 actuals on the impact of statewide salary and health insurance increase impacts to your institution. Funding amounts shall assume an annual 2% salary increase for each year from FY2027 to FY2032 for those employees eligible for the state-supported salary increases in the 2026-2028 biennium. Funding amounts shall also assume an annual 1% health insurance 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 state health insurance cost" and specify salary amount by employee type and associated fringe benefit costs, but do not put any dollar amount in Columns H and L.

The Virginia Plan has three major goals (please refer to the Plan at <https://www.schev.edu/research-publications/strategic-plan> for more information about the strategies under each goal):

<p><b>5. Six-Year Pro Forma Calculations</b></p> <p>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&amp;F (price) and GF increases would theoretically need to occur each year in order to cover the deficit and maintain the 2024-25 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&amp;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.</p> <p>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.</p>
<p><b>6. General Fund (GF) Request</b></p> <p>Instructions: Indicate items for which you anticipate making a request for state general fund in the 2026-28 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 Tab 4 and place it in bold print to draw attention to its connection to Tab 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.</p> <p>Note: If your institution thinks you cannot afford the nongeneral fund share of a statewide 2% annual salary increase, you can submit a request for GF support with explanations and assumptions in this tab.</p>
<p><b>7. Capital Requests</b></p> <p>Instructions: Indicate E&amp;G capital projects for which you anticipate making a request for state general fund in the 2026-28 biennium to complete a project. Projects should include planning costs and then funding for construction. Describe in the Notes column the justification, alternatives explored, and how the projects align with enrollment growth and facility condition index. If the project has other fund sources, please indicate source.</p>
<p><b>8. Degree/Certificate Programs</b></p> <p>Instructions: In the table below indicate which degree and/or certificate programs the institution plans to establish, grow, and close in the upcoming 2026-28 biennium. SCHEV's new degree program approval process will require all new degree programs for the upcoming biennium to be included in the Six-Year Plan table below.</p> <p><b>Enrollment/Degree Projections:</b> Detailed six-year enrollment/degree projections are being collected through a separate process. These projections will be incorporated in the Six-Year Plan as part of the July and August institutional meetings with the Op Six.</p> <p><b>BOV Approval:</b> Final board approval of the Six-Year Plan should be done at the earliest possible fall meeting. HB 897 (2018) specified that initial plans do not get posted on the General Assembly's website and that final plans should be submitted to DLAS no later than December 1. However, we are requesting that institutions submit final plans with their responses to Op Six Comments on October 1 (or as soon after fall board meetings as possible) as has been done in the past. We post the responses and final plans for review by the Op Six for a period of time prior to posting to SCHEV's website.</p> <p><b>Accessibility:</b> All files need to be checked for accessibility prior to submitting them. Information on accessibility is provided at this link on SCHEV's website: <a href="http://schev.edu/index/accessiblity/creating-accessible-content">http://schev.edu/index/accessiblity/creating-accessible-content</a>. The first link, "How to Make Your MS Office Documents Accessible" can be used to learn how to check documents. Only errors, not warnings, must be addressed.</p>
<p><b>Contacts for Questions:</b></p> <p>General Questions - Grace Khattar (<a href="mailto:GraceKhattar@schev.edu">GraceKhattar@schev.edu</a>)</p> <p>Academic - Joe DeFilippo (<a href="mailto:joedefilippo@schev.edu">joedefilippo@schev.edu</a>)</p> <p>Finance - Yan Zheng (<a href="mailto:yanzheng@schev.edu">yanzheng@schev.edu</a>)</p> <p>Financial Aid - Lee Andes (<a href="mailto:leeandes@schev.edu">leeandes@schev.edu</a>)</p>



Enrollment/Degree Projections - Tod Massa (todmassa@schev.edu)

**Legislative Reference:**

**§ 23.1 - 306. Institutional Six-Year Plans.**

A. The governing board of each public institution of higher education shall (i) develop and adopt biennially and amend or affirm annually a six-year plan for the institution; (ii) submit such plan to the Council, the General Assembly, the Governor, and the Chairmen of the House Committee on Appropriations, the House Committee on Education, the Senate Committee on Education and Health, and the Senate Committee on Finance no later than July 1 of each odd-numbered year; and (iii) submit amendments to or an affirmation of that plan no later than July 1 of each even-numbered year or at any other time permitted by the Governor or General Assembly to the Council, the General Assembly, the Governor, and the Chairmen of the House Committee on Appropriations, the House Committee on Education, the Senate Committee on Education and Health, and the Senate Committee on Finance. Each such plan and amendment to or affirmation of such plan shall include a report of the institution's active contributions to efforts to stimulate the economic development of the Commonwealth, the area in which the institution is located, and, for those institutions subject to a management agreement set forth in Article 4 (§ 23.1-1004 et seq.) of Chapter 10, the areas that lag behind the Commonwealth in terms of income, employment, and other factors.

B. The Secretary of Finance, Secretary of Education, Director of the Department of Planning and Budget, Executive Director of the Council, Staff Director of the House Committee on Appropriations, and Staff Director of the Senate Committee on Finance, or their designees, shall review each institution's plan or amendments and provide comments to the institution on that plan by September 1 of the relevant year. Each institution shall respond to any such comments by October 1 of that year.

C. Each plan shall be structured in accordance with, and be consistent with, the objective and purposes of this chapter set forth in § 23.1-301 and the criteria developed pursuant to § 23.1-309 and shall be in a form and manner prescribed by the Council, in consultation with the Secretary of Finance, the Secretary of Education, the Director of the Department of Planning and Budget, the Director of the Council, the Staff Director of the House Committee on Appropriations, and the Staff Director of the Senate Committee on Finance, or their designees.

D. Each six-year plan shall (i) address the institution's academic, financial, and enrollment plans, including the number of Virginia and non-Virginia students, for the six-year period; (ii) indicate the planned use of any projected increase in general fund, tuition, or other nongeneral fund revenues; (iii) be based upon any assumptions provided by the Council, following consultation with the Department of Planning and Budget and the staffs of the House Committee on Appropriations and the Senate Committee on Finance, for funding relating to state general fund support pursuant to §§ 23.1-303, 23.1-304, and 23.1-305 and subdivision 9; (iv) be aligned with the institution's six-year enrollment projections; and (v) include:

1. Financial planning reflecting the institution's anticipated level of general fund, tuition, and other nongeneral fund support for each year of the next biennium;
2. The institution's anticipated annual tuition and educational and general fee charges required by (i) degree level and (ii) domiciliary status, as provided in § 23.1-307;
3. Plans for providing financial aid to help mitigate the impact of tuition and fee increases on low-income and middle-income students and their families as described in subdivision 9, including the projected mix of grants and loans;
4. Degree conferral targets for undergraduate Virginia students;
5. Plans for optimal year-round use of the institution's facilities and instructional resources;
6. Plans for the development of an instructional resource-sharing program with other public institutions of higher education and private institutions of higher education;
7. Plans with regard to any other incentives set forth in § 23.1-305 or any other matters the institution deems appropriate;
8. The identification of (i) new programs or initiatives including quality improvements and (ii) institution-specific funding based on particular state policies or institution-specific programs, or both, as provided in subsection C of § 23.1-307; and
9. An institutional student financial aid commitment that, in conjunction with general funds appropriated for that purpose, provides assistance to students from both low-income and middle-income families and takes into account the information and recommendations resulting from the review of federal and state financial aid programs and institutional practices conducted pursuant to subdivisions B 2 and C 1 of § 23.1-309.

E. In developing such plans, each public institution of higher education shall consider potential future impacts of tuition increases on the Virginia College Savings Plan and ABLE Savings Trust Accounts (§ 23.1-700 et seq.) and shall discuss such potential impacts with the Virginia College Savings Plan. The chief executive officer of the Virginia College Savings Plan shall provide to each institution the Plan's assumptions underlying the contract pricing of the program.

**Legislative Reference:**

**§ 23.1 - 306. Institutional Six-Year Plans.**

*F. 1. In conjunction with the plans included in the six-year plan as set forth in subsection D, each public institution of higher education, Richard Bland College, and the Virginia Community College System may submit one innovative proposal with clearly defined performance measures, including any request for necessary authority or support from the Commonwealth, for a performance pilot. If the General Assembly approves the proposed performance pilot, it shall include approval language in the general appropriation act. A performance pilot shall advance the objectives of this chapter by addressing innovative requests related to college access, affordability, cost predictability, enrollment management subject to specified commitments regarding undergraduate in-state student enrollment, alternative tuition and fee structures and affordable pathways to degree attainment, internships and work study, employment pathways for undergraduate Virginia students, strategic talent development, state or regional economic development, pathways to increase timely degree completion, or other priorities set out in the general appropriation act.*

*2. A performance pilot may include or constitute an institutional partnership performance agreement, which shall be set forth in a memorandum of understanding that includes mutually dependent commitments by the institution, the Commonwealth, and identified partners, if any, related to one or more of the priorities set forth in subdivision 1 or set forth in a general appropriation act. No such institutional partnership performance agreement shall create a legally enforceable obligation of the Commonwealth.*

*3. No more than six performance pilots shall be approved in a single session of the General Assembly.*

*4. Development and approval of any performance pilot proposal shall proceed in tandem with consideration of the institution's six-year plan, as follows:*

*a. An institution that intends to propose a performance pilot shall communicate that intention as early as practicable, but not later than April 1 of the year in which the performance pilot will be proposed, to the reviewers listed in subsection B, the co-chairmen of the Joint Subcommittee on the Future Competitiveness of Virginia Higher Education, and the Governor. In developing a proposed performance pilot, the institution shall consider the Commonwealth's educational and economic policies and priorities, including those reflected in the Virginia Plan for Higher Education issued by the Council, the economic development policy developed pursuant to § 2.2-205, the strategic plan developed pursuant to § 2.2-2237.1, relevant regional economic growth and diversification plans prepared by regional councils pursuant to the Virginia Growth and Opportunity Act (§ 2.2-2484 et seq.), and any additional guidance provided by the Joint Subcommittee on the Future Competitiveness of Virginia Higher Education and the Governor.*

*b. An institution that submits a performance pilot shall include the one innovative proposal with clearly defined performance measures, and any corresponding authority and support requested from the Commonwealth, with its submission of the preliminary version of its six-year plan pursuant to clause (ii) of subsection A or with its preliminary amendment or affirmation submission pursuant to clause (iii) of subsection A.*

*c. The reviewers listed in subsection B, or their designees, shall review and comment on any proposed performance pilot in accordance with the six-year plan review and comment process established in subsection B and may expedite such review and comment process to facilitate the executive and legislative budget process or for other reasons. No later than October 15 of the relevant year, the reviewers shall communicate to the Governor and the Chairmen of the House Committee on Appropriations and the Senate Committee on Finance their recommendations regarding each performance pilot proposal. Such recommendations shall include the reviewers' comments regarding how the proposed performance pilots, individually and collectively, support the strategic educational and economic policies of the Commonwealth.*

*d. Each performance pilot proposal shall include evidence of its approval by the institution's governing board and, if accepted, shall be referenced in the general appropriation act.*

***Six-Year Plans (2025): 2026-27 through 2031-32***

**Due: July 3, 2025**

***Institution:*** Radford University

***Institution UNITID:*** 217

***Individual responsible for plan***

***Name(s) & Title(s):*** Robert N. Hoover, Vice President for Finance and Administration

***Email address(es):*** [rnhoover@radford.edu](mailto:rnhoover@radford.edu)

***Telephone number(s):*** (540) 831-5411

## Part 1: Undergraduate Tuition and Mandatory Fee Increase Plans in 2026-28 Biennium Radford University

**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 2026-28 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				
	2025-26 Charge (BOV approved)	2026-27		2027-28	
		Planned Charge	% Increase	Planned Charge	% Increase
In-State UG Tuition	\$8,698	\$8,960	3.0%	\$9,229	3.0%
In-State UG Mandatory E&G Fees	\$120	\$120	0.0%	\$120	0.0%
In-State UG Mandatory non-E&G Fees	\$4,134	\$4,300	4.0%	\$4,471	4.0%
<b>In-State UG Total</b>	<b>\$12,952</b>	<b>\$13,380</b>	<b>3.3%</b>	<b>\$13,820</b>	<b>3.3%</b>
Out-of-State UG Tuition	\$22,012	\$22,892	4.0%	\$23,353	2.0%
Out-of-State UG Mandatory E&G Fees	\$588	\$588	0.0%	\$588	0.0%
Out-of-State UG Mandatory non-E&G Fees	\$4,134	\$4,300	4.0%	\$4,471	4.0%
<b>Out-of-State UG Total</b>	<b>\$26,734</b>	<b>\$27,780</b>	<b>3.9%</b>	<b>\$28,411</b>	<b>2.3%</b>

## Part 2: Revenue: 2024-25 through 2031-32

### Radford University

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.

In line 25, enter E&G GF revenues for the current bienium, including any funds administratively transferred into your E&G programs during the fiscal year. The GF amount in each year of 2027-2032 should remain the same as the 2025-26 general fund for E&G. The formulas will automatically hold that constant for the remaining years of 2027 to 2032

Items	2024-2025 (Actual)	2025-2026 (Estimated)	Chg	2026-2027 (Planned)	Chg	2027-2028 (Planned)	Chg
	Total Collected Tuition Revenue	Total Collected Tuition Revenue		Total Projected Tuition Revenue		Total Projected Tuition Revenue	
<b>E&amp;G Programs</b>							
Undergraduate, In-State	\$39,984,666	\$41,375,714	3.5%	\$42,625,760	3.0%	\$44,092,821	3.4%
Undergraduate, Out-of-State	\$9,417,854	\$8,773,686	-6.8%	\$8,870,207	1.1%	\$9,218,203	3.9%
Graduate, In-State	\$12,913,800	\$12,025,199	-6.9%	\$12,275,698	2.1%	\$12,513,350	1.9%
Graduate, Out-of-State	\$3,188,609	\$3,555,164	11.5%	\$3,684,720	3.6%	\$3,818,830	3.6%
Law, In-State	\$0	\$0	%	\$0	%	\$0	%
Law, Out-of-State	\$0	\$0	%	\$0	%	\$0	%
Medicine, In-State	\$0	\$0	%	\$0	%	\$0	%
Medicine, Out-of-State	\$0	\$0	%	\$0	%	\$0	%
Dentistry, In-State	\$0	\$0	%	\$0	%	\$0	%
Dentistry, Out-of-State	\$0	\$0	%	\$0	%	\$0	%
PharmD, In-State	\$0	\$0	%	\$0	%	\$0	%
PharmD, Out-of-State	\$0	\$0	%	\$0	%	\$0	%
Veterinary Medicine, In-State	\$0	\$0	%	\$0	%	\$0	%
Veterinary Medicine, Out-of-State	\$0	\$0	%	\$0	%	\$0	%
First Professional, In-State (Total)	\$0	\$0	%	\$0	%	\$0	%
First Professional, Out-of-State (Total)	\$0	\$0	%	\$0	%	\$0	%
Other NGF	\$1,809,262	\$1,800,000	-0.5%	\$1,800,000	0.0%	\$1,800,000	0.0%
Total E&G NGF Revenue	\$67,314,190	\$67,529,762	0.3%	\$69,256,386	2.6%	\$71,443,203	3.2%
E&G GF Revenue (assume flat after 2026)	\$114,748,317	\$117,548,317	2.4%	\$117,548,317	0.0%	\$117,548,317	0.0%
Total E&G Revenue	\$182,062,507	\$185,078,080	1.7%	\$186,804,703	0.9%	\$188,991,521	1.2%

Auxiliary Revenue	2024-2025 (Actual)	2025-2026 (Estimated)	Chg	2026-2027 (Planned)	Chg	2027-2028 (Planned)	Chg
	Total Revenue	Total Revenue		Total Revenue		Total Revenue	
In-State undergraduates	\$18,071,379	\$19,155,662	6.0%	\$19,730,332	3.0%	\$20,322,242	3.0%
All Other students	\$6,486,574	\$6,875,769	6.0%	\$7,082,042	3.0%	\$7,294,503	3.0%
Total non-E&G fee revenue	\$24,557,953	\$26,031,431	6.0%	\$26,812,374	3.0%	\$27,616,745	3.0%
<b>Total Auxiliary Revenue</b>	<b>\$69,914,813</b>	<b>\$74,109,701</b>	<b>6.0%</b>	<b>\$76,332,992</b>	<b>3.0%</b>	<b>\$78,622,982</b>	<b>3.0%</b>

**Part 2: Revenue: 2024-25 through 2031-32**  
**Radford University**

Instructions: Provide a pro forma analysis of total tuition revenue in years 2029-2032 by holding T&F constant at the planned 2027-28 rate while incorporating your institution's submitted enrollment projections for each year through 2032. These columns are NOT meant to be a projection and do NOT make any assumption about GF support. The calculations will be used to support the pro forma analysis in tab 5.

2028-2029 (Pro Forma)		2029-2030 (Pro Forma)		2030-2031 (Pro Forma)		2031-2032 (Pro Forma)			
Total Calculated Tuition Revenue	Chg	Total Calculated Tuition Revenue	Chg	Total Calculated Tuition Revenue	Chg	Total Calculated Tuition Revenue	Chg	2024-2032 Chg	CAGR
\$44,444,188	0.8%	\$44,617,534	0.4%	\$44,617,534	0.0%	\$44,617,534	0.0%	12%	1.6%
\$9,449,965	2.5%	\$9,449,965	0.0%	\$9,449,965	0.0%	\$9,449,965	0.0%	0%	0.0%
\$12,513,350	0.0%	\$12,513,350	0.0%	\$12,513,350	0.0%	\$12,513,350	0.0%	-3%	-0.4%
\$3,818,830	0.0%	\$3,818,830	0.0%	\$3,818,830	0.0%	\$3,818,830	0.0%	20%	2.6%
\$0	%	\$0	%	\$0	%	\$0	%	%	%
\$0	%	\$0	%	\$0	%	\$0	%	%	%
\$0	%	\$0	%	\$0	%	\$0	%	%	%
\$0	%	\$0	%	\$0	%	\$0	%	%	%
\$0	%	\$0	%	\$0	%	\$0	%	%	%
\$0	%	\$0	%	\$0	%	\$0	%	%	%
\$0	%	\$0	%	\$0	%	\$0	%	%	%
\$0	%	\$0	%	\$0	%	\$0	%	%	%
\$0	%	\$0	%	\$0	%	\$0	%	%	%
\$0	%	\$0	%	\$0	%	\$0	%	%	%
\$0	%	\$0	%	\$0	%	\$0	%	%	%
\$0	%	\$0	%	\$0	%	\$0	%	%	%
\$0	%	\$0	%	\$0	%	\$0	%	%	%
\$0	%	\$0	%	\$0	%	\$0	%	%	%
\$1,800,000	0.0%	\$1,800,000	0.0%	\$1,800,000	0.0%	\$1,800,000	0.0%	-1%	-0.1%
\$72,026,332	0.8%	\$72,199,678	0.2%	\$72,199,678	0.0%	\$72,199,678	0.0%	7%	1.0%
\$117,548,317	0.0%	\$117,548,317	0.0%	\$117,548,317	0.0%	\$117,548,317	0.0%	2%	0.3%
\$189,574,650	0.3%	\$189,747,996	0.1%	\$189,747,996	0.0%	\$189,747,996	0.0%	4%	0.6%



### Part 3: Financial Aid Plan: 2025-26 through 2031-32 Radford University

**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.)

5020641

**The methodology used for completing this report MUST match the methodology used by the institution's financial aid office for completing the annual financial aid data file and related reports.**

"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

**\*2024-25 (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)	Discount Rate (Cols. (C+F+G)/H)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$39,984,666	\$0	%	\$659,380	\$4,293,391	\$2,276,938	\$46,554,994	14.1%	-\$659,380 <b>Compliant</b>
Undergraduate, Out-of-State	\$9,417,854	\$1,907,471	20.3%	\$1,210,645	\$61,250	\$611,830	\$10,090,934	25.6%	
Graduate, In-State	\$12,913,800	\$0	%	\$0	\$0	\$909,741	\$13,823,540	6.6%	
Graduate, Out-of-State	\$3,188,609	\$0	%	\$0	\$0	\$432,190	\$3,620,799	11.9%	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
Total	\$65,504,928	\$1,907,471	2.9%	\$1,870,025	\$4,354,641	\$4,230,698	\$74,090,267	14.2%	

**2025-26 (Estimate)**

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)	Discount Rate (Cols. (C+F+G)/H)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$41,375,714	\$600,000	1.5%	\$659,380	\$4,383,044	\$2,211,596	\$47,970,354	15.0%	-\$59,380 <b>Compliant</b>
Undergraduate, Out-of-State	\$8,773,686	\$1,307,471	14.9%	\$1,248,091	\$59,425	\$658,921	\$9,492,031	21.3%	
Graduate, In-State	\$12,025,199	\$0	%	\$0	\$0	\$1,038,856	\$13,064,055	8.0%	
Graduate, Out-of-State	\$3,555,164	\$0	%	\$0	\$0	\$451,380	\$4,006,544	11.3%	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
Total	\$65,729,762	\$1,907,471	2.9%	\$1,907,471	\$4,442,469	\$4,360,752	\$74,532,984	14.4%	

## Allocation of Tuition Revenue Used for Student Financial Aid

2026-27 (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)	Discount Rate (Cols. (C+F+G)/H)
Undergraduate, In-State	\$42,625,760	\$600,000	1.4%	\$659,380	\$4,515,122	\$2,637,155	\$49,778,037	15.6%
Undergraduate, Out-of-State	\$8,870,207	\$1,307,471	14.7%	\$1,248,091	\$61,216	\$688,968	\$9,620,391	21.4%
Graduate, In-State	\$12,275,698	\$0	%	\$0	\$0	\$1,171,472	\$13,447,171	8.7%
Graduate, Out-of-State	\$3,684,720	\$0	%	\$0	\$0	\$471,717	\$4,156,438	11.3%
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
Total	\$67,456,386	\$1,907,471	2.8%	\$1,907,471	\$4,576,338	\$4,969,313	\$77,002,037	14.9%
2027-28 (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)	Discount Rate (Cols. (C+F+G)/H)
Undergraduate, In-State	\$44,092,821	\$600,000	1.4%	\$659,380	\$4,515,122	\$3,147,324	\$51,755,267	16.0%
Undergraduate, Out-of-State	\$9,218,203	\$1,307,471	14.2%	\$1,248,091	\$61,216	\$720,956	\$10,000,374	20.9%
Graduate, In-State	\$12,513,350	\$0	%	\$0	\$0	\$1,328,358	\$13,841,708	9.6%
Graduate, Out-of-State	\$3,818,830	\$0	%	\$0	\$0	\$493,325	\$4,312,155	11.4%
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
Total	\$69,643,203	\$1,907,471	2.7%	\$1,907,471	\$4,576,338	\$5,689,962	\$79,909,503	15.2%
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)	Discount Rate (Cols. (C+F+G)/H)
Undergraduate, In-State	\$44,444,188	\$600,000	1.4%	\$659,380	\$4,515,122	\$3,147,324	\$52,106,634	15.9%
Undergraduate, Out-of-State	\$9,449,965	\$1,307,471	13.8%	\$1,248,091	\$61,216	\$720,956	\$10,232,136	20.4%
Graduate, In-State	\$12,513,350	\$0	%	\$0	\$0	\$1,328,358	\$13,841,708	9.6%
Graduate, Out-of-State	\$3,818,830	\$0	%	\$0	\$0	\$493,325	\$4,312,155	11.4%
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
Total	\$70,226,332	\$1,907,471	2.7%	\$1,907,471	\$4,576,338	\$5,689,962	\$80,492,632	15.1%

Compliance with § 4-5.1.a.i  
-\$59,380 **Compliant**

Compliance with § 4-5.1.a.i  
-\$59,380 **Compliant**

Compliance with § 4-5.1.a.i  
-\$59,380 **Compliant**

## Allocation of Tuition Revenue Used for Student Financial Aid

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)	Discount Rate (Cols. (C+F+G)/H)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$44,617,534	\$600,000	1.3%	\$659,380	\$4,515,122	\$3,147,324	\$52,279,980	15.8%	-\$59,380 <span>Compliant</span>
Undergraduate, Out-of-State	\$9,449,965	\$1,307,471	13.8%	\$1,248,091	\$61,216	\$720,956	\$10,232,136	20.4%	
Graduate, In-State	\$12,513,350	\$0	%	\$0	\$0	\$1,328,358	\$13,841,708	9.6%	
Graduate, Out-of-State	\$3,818,830	\$0	%	\$0	\$0	\$493,325	\$4,312,155	11.4%	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
Total	\$70,399,678	\$1,907,471	2.7%	\$1,907,471	\$4,576,338	\$5,689,962	\$80,665,978	15.1%	

2030-31 (Pro Forma)								Discount Rate (Cols. (C+F+G)/H)	Compliance with § 4-5.1.a.i
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)		
Undergraduate, In-State	\$44,617,534	\$600,000	1.3%	\$659,380	\$4,515,122	\$3,147,324	\$52,279,980	15.8%	-\$59,380 <b>Compliant</b>
Undergraduate, Out-of-State	\$9,449,965	\$1,307,471	13.8%	\$1,248,091	\$61,216	\$720,956	\$10,232,136	20.4%	
Graduate, In-State	\$12,513,350	\$0	%	\$0	\$0	\$1,328,358	\$13,841,708	9.6%	
Graduate, Out-of-State	\$3,818,830	\$0	%	\$0	\$0	\$493,325	\$4,312,155	11.4%	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
Total	\$70,399,678	\$1,907,471	2.7%	\$1,907,471	\$4,576,338	\$5,689,962	\$80,665,978	15.1%	

2031-32 (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)	Discount Rate (Cols. (C+F+G)/H)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$44,617,534	\$600,000	1.3%	\$659,380	\$4,515,122	\$3,147,324	\$52,279,980	15.8%	-\$59,380 <b>Compliant</b>
Undergraduate, Out-of-State	\$9,449,965	\$1,307,471	13.8%	\$1,248,091	\$61,216	\$720,956	\$10,232,136	20.4%	
Graduate, In-State	\$12,513,350	\$0	%	\$0	\$0	\$1,328,358	\$13,841,708	9.6%	
Graduate, Out-of-State	\$3,818,830	\$0	%	\$0	\$0	\$493,325	\$4,312,155	11.4%	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
Total	\$70,399,678	\$1,907,471	2.7%	\$1,907,471	\$4,576,338	\$5,689,962	\$80,665,978	15.1%	

\* 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: 2026-27 through 2031-33  
Radford University

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 Q), including a 2% salary increase and 1% health insurance premium 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 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, not an annual increase. Please update total cost formulas if necessary. Institutions should assume no general fund (GF) support in 2026-28 in this tab aside from the instructed assumptions for salary and health insurance premium increases. A separate tab (Tab 6) is provided for institutions to request additional GF support for 2026-28. 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 collect the estimated E&G expenditures of 2024-25 and 2025-26 as baselines for Tab 5 Pro Forma.

For the 2028-30 biennium and 2030-2032 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 FY2027 to FY2032 for those employees eligible for the state-supported salary increases in the 2024-2026 biennium. In columns H and L, institutions should use the estimated GF share of these increases provided in the salary and health insurance calculator file. If an institution plans to use its own funds to provide additional salary increases, add lines below the "Increased sstate health insurnace cost" and specify salary amount by employee type and associated fringe benefit costs, but do not put any dollar amount in Columns H and L.

Please estimate total E&G expenditures for 2024-25 and 2025-26	
Total Estimated 2024-25 E&G Expenditures	\$157,582,380
Total Estimated 2025-26 E&G Expenditures	\$169,878,101

2026-2027 (Auto-calculated)
Implied GF share
55.8%

2027-2028 (Auto-calculated)
Implied GF share
55.84%

Incremental amounts relative to 2025-26 estimated baseline

		2026-2027				2027-2028				2028-2029	2029-2030	2030-2031	2031-2032	Explanation Please be brief; reference specific narrative question for more detail.
Short Title	Virginia Strategic Plan Goal(s)	Total Amount	Reallocation	Amount from Tuition Revenue	Amount from GF (Salaries & benefits only)	Total Amount	Reallocation	Amount from Tuition Revenue	Amount from GF (Salaries & benefits only)	Total Amount (Pro Forma)	Total Amount (Pro Forma)	Total Amount (Pro Forma)	Total Amount (Pro Forma)	
Salary & benefit increases for existing employees														
2% annual state salary increase cost		\$2,219,132	\$0	\$969,788	\$1,249,344	\$4,482,637	\$0	\$1,958,966	\$2,523,671	\$6,791,416	\$9,146,372	\$11,548,425	\$13,998,521	Amounts per Higher Ed- Summer 2025 Six Year Plan Salary and Health Insurance Calculator - FINAL provided workbook
1% annual state health insurance increase cost		\$186,924	\$0	\$92,777	\$94,147	\$373,848	\$0	\$185,556	\$188,292	\$564,854	\$757,772	\$952,618	\$1,149,412	Amounts per Higher Ed- Summer 2025 Six Year Plan Salary and Health Insurance Calculator - FINAL provided workbook
[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	
Inflationary non-personnel cost increases														
Contractual services		\$933,948	\$269,889	\$664,059	\$0	\$1,002,988	\$312,898	\$690,090	\$0	\$1,056,630	\$1,110,272	\$1,163,914	\$1,220,147	Average cost increase 6%
Utilities and Facilities Operations		\$546,544	\$546,544	\$0	\$0	\$568,272	\$0	\$568,272	\$0	\$590,002	\$613,602	\$638,146	\$663,672	Average cost increase 4%
Technology		\$397,719	\$397,719	\$0	\$0	\$422,675	\$0	\$422,675	\$0	\$446,445	\$470,215	\$493,985	\$518,684	Average cost increase 5.6%
Safety and Security		\$10,676	\$10,676	\$0	\$0	\$10,890	\$0	\$10,890	\$0	\$11,108	\$11,330	\$11,557	\$11,788	Average cost increase 2%
Library		\$74,313	\$74,313	\$0	\$0	\$76,992	\$0	\$76,992	\$0	\$79,671	\$82,350	\$84,821	\$87,365	Average cost increase 4%
Financial aid expansion														
AddIt In-State Student Financial Aid from Tuition Rev		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
AddIt Out-of-State Student Financial Aid from Tuition Rev		\$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	
[Add lines & descriptions here]		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

Part 4: ACADEMIC-FINANCIAL PLAN: 2026-27 through 2031-33  
Radford University

Short Title		2026-2027				2027-2028				2028-2029	2029-2030	2030-2031	2031-2032	Explanation Please be brief; reference specific narrative question for more detail.
		Total Amount	Reallocation	Amount from Tuition Revenue	Amount from GF (Salaries & benefits)	Total Amount	Reallocation	Amount from Tuition Revenue	Amount from GF (Salaries & benefits)	Total Amount (Pro Forma)	Total Amount (Pro Forma)	Total Amount (Pro Forma)	Total Amount (Pro Forma)	
New/expanded academic programs														
[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	
[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	
[Add lines & descriptions here]		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Other academic & student support strategies & initiatives														
Nursing expansion of program	Transformative	\$2,083,100	\$0	\$0	\$2,083,100	\$2,083,100	\$0	\$0	\$2,083,100	\$2,083,100	\$2,083,100	\$2,083,100	\$2,083,100	To expand nursing programs across SW VA
Nursing support of operations	Affordable	\$1,800,000	\$0	\$0	\$1,800,000	\$1,800,000	\$0	\$0	\$1,800,000	\$1,800,000	\$1,800,000	\$1,800,000	\$1,800,000	To support the expansion of the nursing programs as they expand
VMSSDP	Affordable	\$3,841,517	\$0	\$0	\$3,841,517	\$4,609,820	\$0	\$0	\$4,609,820	\$5,531,784	\$6,638,141	\$7,965,709	\$9,558,923	20% projected growth of VMSSDP
[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	
Other non-academic strategies & initiatives														
6 Year Strategic Plan Initiatives	Transformative	\$1,000,000	\$1,000,000	\$0	\$0	\$2,500,000	\$2,500,000	\$0	\$0	\$7,000,000	\$10,000,000	\$12,500,000	\$15,000,000	6 Yr. Strategic Plan funded through FY25 carryforward
[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	
[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	
Total Additional Funding Need		\$13,093,873	\$2,299,141	\$1,726,624	\$9,068,108	\$17,931,222	\$2,812,898	\$3,913,441	\$11,204,883	\$25,985,018	\$32,713,164	\$39,242,335	\$46,091,612	

Auto Check Match=0 (Must not be greater than incremental Tuit Rev in Part 2). If not match, please provide explanations	
2026-2027	2027-2028
\$0	\$0

Part 5: Six-year Pro Forma Calculations: 2024-25 through 2031-32  
Radford University

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 2024-25 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.

																From FY25-FY32	
Baseline Pro Forma Surplus/Deficit	2024-2025 (Actual)	2025-2026 (Est.)	Chg	2026-2027 (Est.)	Chg	2027-2028 (Plan)	Chg	2028-2029	Chg	2029-2030	Chg	2030-2031	Chg	2031-2032	Chg	Total Chg	Avg Annual Chg
Total E&G GF Revenue from Tab2, flat after 2027-28	114,748,317	117,548,317	2%	126,616,425	8%	128,753,200	2%	121,656,213	-6%	123,078,999	1%	124,529,162	1%	126,007,241	1%	10%	1%
Tuition discount rate	14.2%	14.4%	0.2%	14.9%	0.5%	15.2%	0.4%	15.1%	-0.1%	15.1%	0.0%	15.1%	0.0%	15.1%	0.0%	5%	1%
Total E&G NGF Revenue	67,314,190	67,529,762	0%	69,256,386	3%	71,443,203	3%	72,026,332	1%	72,199,678	0%	72,199,678	0%	72,199,678	0%	7%	1%
Incremental E&G NGF Revenue vs. prior yr	215,572	1,726,624		1,726,624	701%	2,186,817	27%	583,129	-73%	173,346	-70%	-	-100%	-	%	-100%	-14%
Total E&G Revenue	182,062,507	185,078,080	2%	195,872,811	6%	200,196,404	2%	193,682,545	-3%	195,278,677	1%	196,728,840	1%	198,206,919	1%	7%	1%
Implied GF % of E&G	63.0%	63.5%	0.5%	64.6%	1.1%	64.3%	-0.3%	62.8%	-1.5%	63.0%	0.2%	63.3%	0.3%	63.6%	0.3%	0%	0%
Total E&G Expenditures	157,562,380	169,876,101	8%	180,672,833	2%	184,996,425	2%	193,020,213	4%	199,778,357	4%	206,307,538	3%	213,156,815	3%	35%	5%
Incremental E&G Expenditures vs. 2025-26				13,093,873		17,931,222	37%	25,955,010	45%	32,713,154	26%	39,242,335	20%	46,091,612	17%	252%	36%
Reallocation of existing dollars (flat after 2027-28)				2,299,141		2,812,898	22%	2,812,898		2,812,898		2,812,898		2,812,898	0%	22%	3%
Pro Forma Surplus/Deficit	24,480,127	15,199,979	-38%	15,199,978	0%	15,199,979	0%	662,332	-96%	(4,499,680)	-779%	(9,578,697)	113%	(14,949,896)	56%	-198%	-28%
Incremental Surplus/Deficit	24,480,127	(9,280,149)	-138%	(0)	-100%	0	-255%	(14,537,647)	-4451433335%	(5,162,012)	-64%	(5,079,018)	-2%	(5,371,199)	6%	2557301945%	365328849%

What would a constant GF/NGF ratio at 2025-26 levels imply for T&F and GF increases?																	
	2024-2025 (Actual)	2025-2026 (Est.)	Chg	2026-2027	Chg	2027-2028	Chg	2028-2029	Chg	2029-2030	Chg	2030-2031	Chg	2031-2032	Chg	Total Chg	Avg Annual Chg
GF % of E&G	63.0%	63.0%	0%	63.0%	0%	63.0%	0%	63.0%	0.0%	63.0%	0.0%	63.0%	0.0%	63.0%	0.0%	0%	0%
Implied incremental T&F increase (%)	-13.4%	5.1%	-138%	0.0%	-100%	0.0%	-251%	7.5%	7.5%	2.6%	-4.8%	2.6%	0.0%	2.8%	0.1%	-46%	-7%
Implied incremental GF increase (%)	-13.4%	5.0%	-137.0%	0.0%	-100.0%	0.0%	-252.9%	7.5%	7.5%	2.6%	-4.9%	2.6%	-0.1%	2.7%	0.1%	-46.0%	-7%

Blended Scenario Calculator - Share of Deficit Covered by Each Source (Must add up to 100%)	Expenditure reductions	0%	<< Input percentages here														
	T&F increases	0%															
	GF increases	0%															
	TOTAL	0%															

	2024-2025 (Actual)	2025-2026 (Est.)	Chg	2026-2027	Chg	2027-2028	Chg	2028-2029	Chg	2029-2030	Chg	2030-2031	Chg	2031-2032	Chg	Total Chg	Avg Annual Chg
Implied E&G Expenditure Reduction (%)	0.0%	0.0%	0.0%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	%	%
Implied incremental T&F increase (%)	0.0%	0.0%	0.0%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	%	%
Implied incremental GF increase (%)	0.0%	0.0%	0.0%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	%	%
Implied GF % of E&G	63.0%	63.5%	0.8%	64.6%	1.8%	64.3%	-0.5%	62.8%	-2.3%	63.0%	0.3%	63.3%	0.4%	63.6%	0.4%	0.1%	0%

**Part 6: General Fund (GF) Requests in 2026-2028 Biennium**  
**Radford University**

Instructions: Indicate items for which you anticipate making a request for state general fund in the 2026-28 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: If your institution thinks you cannot afford the nongeneral fund share of a statewide 2% annual salary increase, you can submit a request for GF support with explanations and assumptions in this tab.

Priority Ranking	Initiatives Requiring General Fund Support						Notes/Explanation Please be brief; reference specific narrative question for more detail.
			Biennium 2026-2028 (7/1/26-6/30/28)				
	Strategies (Match Academic-Financial Worksheet Short Title)	Category (Select best option from dropdown menu)					
			2026-2027		2027-2028		
			Total Amount	GF Support	Total Amount	GF Support	
1	Other academic & student support strategies & initiatives	General Operations Support	\$2,083,100	\$2,083,100	\$2,083,100	\$2,083,100	Request to move FY 2025 1x fuding to permanent base in support of nursing faculty expansion to support growth of the College of Nursing.
2	Other academic & student support strategies & initiatives	General Operations Support	\$1,800,000	\$1,800,000	\$1,800,000	\$1,800,000	Request to move FY 2025 1x fuding to permanent base in support of operations related to expansion of nursing and education programs.
3	Other academic & student support strategies & initiatives	Cost efficiency	\$3,841,517	\$3,841,517	\$4,609,820	\$4,609,820	Full funding of VMSDEP mandated tuition and fee waivers
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$7,724,617	\$7,724,617	\$8,492,920	\$8,492,920	



Part 7: E&G Capital Requests in 2026-2028 Biennium
Radford University

Instructions: Indicate E&G capital projects for which you anticipate making a request for state general fund in the 2026-28 biennium to complete a project. Projects should include planning costs and then funding for construction. Describe in the Notes column the justification, alternatives explored, and how the projects align with enrollment growth and facility condition index. If the project has other fund sources, please indicate source.

E&G Capital Projects Requests Biennium 2026-2028 (7/1/26-6/30/28)										
Priority Ranking	Capital Project / Building	Category (Select best option from dropdown menu)	Facility Condition Index (for renovation projects only) if available	2026-2027			2027-2028			Notes/Explanation Please be brief; reference specific justification, alternatives and additional fund sources.
				Total Amount	NGF Support	GF Support	Total Amount	NGF Support	GF Support	
1	Roanoke Health Sciences Building	New Construction		\$0	\$0	\$0	\$295,000,000	\$0	\$295,000,000	The university has officially kicked off the design phase for this project and intends to request approval and funding for the construction phase of a new approximately 300,000 gross square foot academic building at the Roanoke campus for the 2027 General Assembly. This building will provide state-of-the-art Nursing, Allied Health, and other health-related educational program space including academic classrooms, laboratories, and administrative support space. The design phase of the project will be complete in December 2026 and will define functional space requirements, site analysis, site plan, and the preparation of architectural and engineering documents up to preliminary design. The university is preparing to move forward with this request to continue to the construction phase in 2027 - 2028.
2	McConnell Library Renovation	New Construction-Improvements	0.74	\$63,580,515	\$0	\$63,580,515	\$0	\$0	\$0	The existing building systems, components and space configurations in the majority of McConnell Library, the primary library on campus, have outlived their useful life. The building's HVAC systems are inefficient, consisting of a series of multi-zone units. Further, the current electrical distribution system is at capacity and offers no additional branch circuit wiring opportunities for the needs of both the basic building use and the specialized use of the iLab and other inter-disciplinary spaces. The University has had to dedicate a significant portion of limited maintenance reserve funding to the library to maintain the building's ability to serve its basic academic functions. The opportunity to combine the replacement of these basic building systems and components while also repurposing an important and iconic structure on campus for the future is of critical importance to the University. This proposed project will optimize the use of state resources by modernizing the space to meet the current needs of today's students at a much lower cost than new construction, while revitalizing a sound structure supports sustainability efforts and provides the most cost effective means of re-configuring space to meet new and future academic programmatic and needs. The goals of the overall library renovation bring together innovation priorities for higher education and priorities articulated in Radford University's Strategic Plan. Alternatives considered included relocating to a different building/site on campus or delaying renovations. Both incur additional cost and delay the much needed upgrades and replacements to important systems and structure within the current building.
					\$0	\$0	\$0	\$0	\$0	
					\$0	\$0	\$0	\$0	\$0	
					\$0	\$0	\$0	\$0	\$0	



**Part 8: Degree/Certificate Programs in 2026-2028 Biennium**  
**Institution ID**

Instructions: In the table below indicate which degree and/or certificate programs the institution plans to establish, grow, and close in the upcoming 2026-28 biennium. SCHEV's new degree program approval process will **require** all new degree programs for the upcoming biennium to be included in the Six-Year Plan table below.

Academic Degree/Certificate Programs Biennium 2026-2028					
Degree Designation	Program Name	Establish/Grow/Close	CIP Code	Anticipated Start/End Date	Explanation (please describe projected costs/savings from program establishment, growth, or closure)
BS	Environmental Science	Establish	3.0104	Fall 2027	Interdisciplinary BS program will integrate existing and duplicative Environmental Science concentrations in several science majors to address student interests, faculty expertise, institutional identity, and career applications. Proposal in active development using a majority of existing courses.
MS	Counseling and Human Development	Grow	13.1101	Fall 2026	Enrollment was limited by accreditation standards of faculty:student ratio after several senior faculty took advantage of early retirement offer in 2022. With increased demand (strong applicant pool), RU will increase graduates by 12 after hiring two additional faculty by Fall 2026. Will meet needs in mental health area and will be revenue neutral.
Post Baccalaureate	Mathematics Education	Close	13.1311	Fall 2025	Submitted to SCHEV Spring 2025. Will be replaced by the Graduate Certificate in Mathematics, and should be revenue neutral.
Graduate Certificate	English	Establish	23.0101	Fall 2027	On-line or low-residency hybrid program designed to credential high school teachers to offer dual enrollment courses. Assuming 10 students annually taking 12 credits at the discounted Virginia education tuition rate, and no new faculty positions needed, this program may generate \$40,000 revenue per year. Program will use existing courses from extant English MA/MS program, with startup costs of \$18000 to stipend adaptation to online format.
BS	Biomedical Sciences	Close	26.0102	Fall 2026	The BS in Biomedical Sciences was a Jefferson College program, and the curriculum is duplicative of the BS in Biology. Will be able to teach out with current courses and no additional costs. No expected impact on enrollment, as students will be able to choose biology major and get pre-health career advising.
Graduate Certificate	Biology	Grow	26.0102	Fall 2027	Will revise existing SCHEV-approved certificate. On-line or low-residency hybrid program designed to credential high school teachers to offer dual enrollment courses. Assuming 20 students annually taking 12 credits at the discounted Virginia education tuition rate, and no new faculty positions needed, this program may generate \$80,000 revenue per year.
BS	Applied Biotechnology	Establish	26.1201	Fall 2027	Proposal has been approved by BOV and will be submitted to SCHEV in Summer 2025. Financial model in development. Builds on regional economic development plans to build biotech industry in Roanoke and New River Valley. After initial investment of two new faculty, expected enrollment growth will balance cost and become revenue neutral. Anticipate some initial facilities costs from leasing from VWCC until new Radford University facility is built in Roanoke.
Graduate Certificate	Mathematics	Establish	27.9999	Fall 2025	Submitted to SCHEV Spring 2025. On-line program designed to credential high school teachers to offer dual enrollment courses. This certificate replaces a discontinued certificate, and should be revenue neutral.
Graduate Certificate	Political Science and Humanit	Establish	30.4601	Fall 2028	On-line program designed to credential high school teachers to offer dual enrollment courses. Assuming 20 students annually taking 12

Graduate Certificat Physics		Establish	40.0801	Fall 2028	On-line or low-residency hybrid program designed to credential high school teachers to offer dual enrollment courses. Assuming 10 students annually taking 12 credits at the discounted Virginia education tuition rate, and no new faculty positions needed, this program may generate \$40,000 revenue per year. Start-up costs will include faculty course releases and stipends, totaling approximately \$50,000 over two years.
MS	Clinical Psychology	Establish	42.2801	Fall 2027	Proposal has been approved by BOV and will be submitted to SCHEV in Summer 2025 once VOEE data is available. The program will require an investment of approximately \$376,000 over two years, and will cost approximately \$120,000 annually with 15-student cohorts. We will subsidize the annual expense and apply for grant funding as available, because this program is core to our mission, meets state employment needs, and addresses gaps in health care in our region.
BS	Creative Media/Digital Arts/Illustration/Animation	Establish	50.0102	Fall 2028	Potential interdisciplinary program to integrate multiple humanities skills, address workforce and community needs for well-trained artists, and prepare students for careers in arts and humanities. Draft proposal in development.
Graduate Certificat Health Professions Education		Establish	51.3202	Fall 2025	Submitted to SCHEV Spring 2025. The purpose of the 12 credit graduate program is to prepare individuals with experience in health science disciplines for faculty roles, helping to meet the state needs in preparing the health workforce. The courses are extant in online format and thus we do not anticipate development costs. With 10 students annually, we may have \$50,000 in annual revenue.
Post Professional ( Nursing Education		Establish	51.3203	Fall 2025	Submitted to SCHEV Spring 2025. The purpose of this 12 credit online program is to prepare nurses to educate students in academic and practice settings, and graduates will be eligible to take the Certified Nurse Educator Certification exam. We anticipate 15 students annually enrolled in this program, and no additional faculty will be needed beyond the increase noted for the BSN program listed above. Startup costs of \$28,000 are projected, with annual revenue potentially \$72,000.
MSN	Nursing Education	Establish	51.3203	Fall 2027	Master of Science in Nursing provides BSN prepared nurses to teach in academic and clinical settings, and allows for career advancement in BSN prepared nurses. This MSN is differentiated from the post professional certificate, which is only available to MSN prepared nurses. This meets the needs for nurse educators for the VCCS systems as well as 4 year universities. Startup costs will be minimal - curriculum will use existing online MSN core and the courses developed for the Nursing Education certificate. Assuming 15 students enrolled for 12 credits annually, will earn potential revenue of \$72000.
BSN	Bachelor of Science in Nursing	Grow	51.3801	on-going	With the creation of the first College of Nursing in a Virginia public university, we are committed to preparing excellent nurses to meet the needs of the Commonwealth. We plan to expand nursing cohorts in both Roanoke and Radford so that up to 320 undergraduate students can enter the upper division program in the fall and spring semesters. A permanent increase of \$2.1 million is needed to fund our nursing workforce initiatives.
MSN	Clinical Nurse Leadership	Establish	51.3820	Fall 2028	This innovative Master of Science in Nursing has two entry points; one is aimed at career changers, and the other for career advancement in BSN prepared nurses. CNLs meet state needs in nursing by overseeing care coordination; evaluate patient outcomes, and provide risk management assessment. An initial investment of approximately \$32000 over two years needed to design five courses beyond the existing MSN core. Assuming 20 part-time students per year, potential revenue of \$144000.

Graduate Certifical History

Establish

54.0101

Fall 2028

On-line program designed to credential high school teachers to offer dual enrollment courses. Assuming 20 students annually taking 12 credits at the discounted Virginia education tuition rate, and no new faculty positions needed, this program may generate \$80,000 revenue per year. Start-up costs will include faculty course releases and stipends, totaling approximately \$50,000 over two years.