MEETING AGENDA

February 17, 2012

David Hendrickson, Esq., Chair
Bruce Berry, MD, Vice Chair
Kathy Eddy, CPA, Secretary
Jenny Allen
Bob Brown, Ex-Officio
John Estep
Kay Goodwin, Ex-Officio
John Leon, MD
Jorea Marple, Ed.D.,Ex-Officio
David Tyson, Esq.

Paul Hill, Ph.D., Chancellor

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

February 17, 2012

West Virginia Regional Technology Park
South Charleston, West Virginia

SCHEDULE

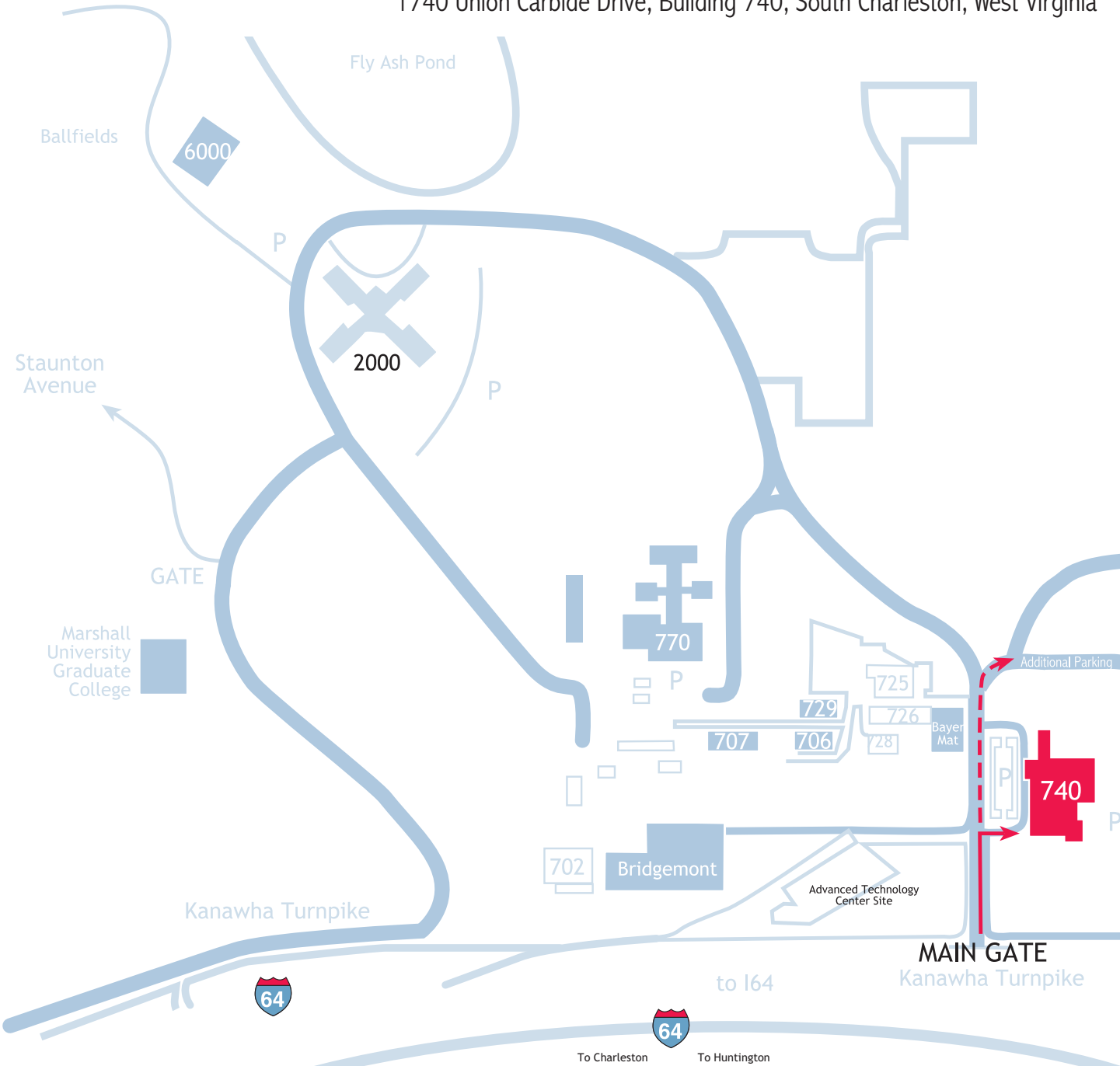**10:00 AM**   **Commission Meeting**
                      1740 Union Carbide Drive
                      Building 740
                      Auditorium (1st Floor)

Directions to the West Virginia **Regional Technology Park**

1740 Union Carbide Drive, Building 740, South Charleston, West Virginia

Fly Ash Pond
Ballfields
6000
P
Staunton Avenue
2000
P
GATE
Marshall University Graduate College
770
P
725
729
726
707
706
728
Bayer Mat
Additional Parking
P
740
P
702
Bridgemont
Advanced Technology Center Site
MAIN GATE
Kanawha Turnpike
Kanawha Turnpike
to I64
64
64
To Charleston   To Huntington

Arriving from the EAST on I-64
(after leaving Charleston)

1. At I-64 exit 55, take Ramp (RIGHT) toward Kanawha Turnpike
2. Stay on Kanawha Turnpike [CR-12]
3. After about 0.5 mile, turn LEFT into the West Virginia Regional Technology Park (3300 Kanawha Turnpike)
4. Proceed to Building 740

Arriving from the WEST on I-64
(approaching Charleston):

1. At I-64 exit 54, turn RIGHT onto Ramp towards US-60 / MacCorkle Ave / South Charleston
2. Keep RIGHT to stay on Ramp towards US-60
3. Bear RIGHT (East) onto US-60 [MacCorkle Ave SW], then immediately turn RIGHT (South-East) onto SR-601 [Jefferson Rd]
4. After 0.5 mile, bear left at the traffic light onto Kanawha Turnpike [CR-12]
5. Continue straight (0.1 mile) through the next traffic light on Kanawha Turnpike
6. After about 0.5 mile, turn RIGHT into the West Virginia Regional Technology Park (3300 Kanawha Turnpike)
7. Proceed to Building 740

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MEETING OF THE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

FEBRUARY 17, 2012

West Virginia Regional Technology Park
Building 740, Auditorium
South Charleston, West Virginia

10:00 AM

AMENDED AGENDA

I. **Call to Order**

II. **Approval of Minutes –** *Pages 6-22*

III. **Chairman's Report –** *Pages 23-37*

    A. Discussion on Textbook Affordability – *Page 23*

    B. Progress Report on Senate Bill 330 Implementation – *Pages 24-37*

    C. Interim Reports from Constituent Groups

        1. Advisory Council of Students

        2. Advisory Council of Faculty

        3. Advisory Council of Classified Employees

IV. **Chancellor's Report –** *Pages 38-39*

    A. Overview of Transition Steering Committee for West Virginia University Institute of Technology – *Page 38*

    B. Update on 2012 Legislative Session – *Page 39*

V. **Access –** *Pages 40-88*

    A. Update on College Access and P-20 Initiatives – *Pages 40-88*

VI. **Cost and Affordability –** *Pages 89-114*

    A. Approval of Fiscal Year 2011 Consolidated Audit – *Pages 89-106*

    B. Approval of Housing Demand Study at West Virginia State University – *Pages 107-109*

MINUTES

HIGHER EDUCATION POLICY COMMISSION

December 6, 2011

1.   **Call to Order**

Chairman David Hendrickson convened a work session of the Higher Education Policy Commission at 10:00 AM in the Presidents' Conference Room at 1018 Kanawha Boulevard, East, Charleston, West Virginia and by conference call.   The following Commission members were present: Jenny Allen, Bruce Berry, Kathy Eddy, John Estep, and David Hendrickson. Absent: Bob Brown, Kay Goodwin, John Leon, Jorea Marple, and David Tyson.

2.   **Review of December 9 Meeting Agenda**

Commission staff provided a brief overview of the items on the agenda for the December 9, 2011 meeting.

3. Adjournment

There being no further business, the meeting was adjourned.

	Chairman
David K. Hendrickson	

	Secretary
Kathy Eddy	

MINUTES

HIGHER EDUCATION POLICY COMMISSION

December 9, 2011

1.   Call to Order

Chairman David Hendrickson convened a meeting of the Higher Education Policy Commission at 10:00 AM in Room 1220 of Building 2000 at the West Virginia Regional Technology Park in South Charleston, West Virginia. The following Commission members were present: Jenny Allen, Bruce Berry, John Estep, Kay Goodwin, David Hendrickson, John Leon, and David Tyson. Absent: Bob Brown, Kathy Eddy, and Jorea Marple. Also in attendance were institutional presidents, higher education staff, and others.

2.   Approval of Minutes

Dr. Berry moved approval of the minutes of the meetings held on July 28, 2011, August 5, 2011, September 13, 2011, and October 12, 2011, as provided in the agenda materials. Commissioner Allen seconded the motion. Motion passed.

3. Chai   rman's Report

Chairman Hendrickson and Dr. Brian Noland, the Commission's Chancellor, presented a proclamation honoring Mr. Tom Reishman, Chief Operating Officer for the West Virginia Regional Technology Park, for his devoted and exemplary service to both the Commission and the State of West Virginia.

Chairman Hendrickson recognized Chancellor Noland for his service to the Commission during his tenure. Chairman Hendrickson and Vice Chairman Bruce Berry presented Chancellor Noland with a framed resolution on behalf of the Commission for his exemplary service to the state's higher education system. Chairman Hendrickson also introduced and recognized Mrs. Donna Noland, who thanked the Commission, the staff, and the institutions for their support. Chancellor Noland thanked the Commission for providing him with the opportunity to serve the State of West Virginia and create educational opportunities for students.

4.   Chancellor's Report

Chancellor Noland introduced several new staff members and recognized Dr. Thomas Blevins, the recently appointed Interim President of Bluefield State College. Chancellor Noland read a resolution in honor of Dr. Albert Walker, past President of Bluefield State College, for his numerous contributions to the institution and the state's higher education system.

Chancellor Noland commended Dr. Adam Green, Director of Student Success and P-20 Initiatives, and his staff for the creation of original commercials featuring West Virginians in order to promote the College Foundation of West Virginia (CFWV), the

state's college and career-planning website. Chancellor Noland showed the commercials, which have been aired statewide and recognized Ms. Amy Nunn, Mr. Andualmilak Meharie, and Mr. Adaam Meharie for their participation in the commercials. Chancellor Noland also recognized Dr. Gregory Aloia, President of Concord University, and the entire Concord community for being named as the nation's top four-year college for veterans by *Military Times Edge* magazine.

Chancellor Noland provided an overview of recent activities of the Commission including: the passage of Senate Bill 330; increased funding for financial aid; the availability of broadband funding for higher education under the leadership of Dan O'Hanlon, the Commission's Vice Chancellor for Technology; and the expiration of stimulus funds. Chancellor Noland also discussed the receipt of DegreeNow, a grant from The Lumina Foundation for Education to increase the enrollment and graduation of adult learners, in addition to a $1 million Compete College America grant to further student success for college completion. Chancellor Noland also acknowledged West Virginia's receipt of a $5.25 million grant from the U.S. Economic Development Administration (EDA) for renovations to a research lab building at the West Virginia Regional Technology Park.

Chancellor Noland provided updates regarding the upcoming legislative session including the Fiscal Year 2013 funding priorities, proposed and requested legislation, and the unity agenda. He also discussed West Liberty University's concept for an Advanced Academy, which will provide high school students with an opportunity to enroll in college.

5. Council of Presidents' Report

President Shipley provided a report from the Council of Presidents and discussed the Delaware Cost Study. The study provides increased understanding of instructional costs and productivity at the departmental level with departments nationally and at similar institutions. Shepherd University is one of approximately 500 institutions across the nation to participate in the annual survey. The analysis provides cost information for academic departmental assessment and can be further developed to provide assessment tools for the institution's administrative departments.

6. Annual Reports from Constituent Groups

A. Advisory Council of Classified Employees

Mr. Mike Dunn, Chair of the Advisory Council of Classified Employees (ACCE), provided an introduction of fellow ACCE members. Mr. Dunn reviewed the ACCE's presentation, which included a discussion regarding the role of classified staff at the institutional level. Mr. Dunn noted that ACCE encourages institutions to involve representatives from faculty, staff, and students in committees, meetings, and institutional planning.

Mr. Dunn discussed concerns with the implementation of Senate Bill 330. Mr. Dunn stated that classified employees continue to have low morale, which

impacts student relationships, retention, and success, while exacerbating staff retention and recruitment issues. The bill was passed on March 12, 2011 with an effective date of June 10, 2011; however, Mr. Dunn noted that no real progress has been made. He reviewed excerpts from a letter of concern drafted by members of ACCE regarding proposed timeline adjustments.

Mr. Dunn called on the Commission to provide strong leadership and direction to implement Senate Bill 330 components and ensure that fairness, accountability, credibility, transparency, and systematic (FACTS) principles are incorporated in all areas. Commissioner Allen inquired if staff could discuss how these issues are being addressed. Chancellor Noland indicated that staff, led by Dr. Shenita Brokenburr, Vice Chancellor for Human Resources, is working to facilitate the implementation of the bill.

Chairman Hendrickson expressed an interest in receiving updates at each quarterly Commission meeting regarding the status of Senate Bill 330. Vice Chairman Berry expressed strong concern regarding the lack of progress and the Commission's commitment to classified staff as well as faculty and students across the system.

B. Advisory Council of Faculty

Dr. Eric Root, Chair of the Advisory Council of Faculty (ACF), provided an introduction of fellow ACF members. Dr. Root discussed the 2011-2012 ACF institutional issues, which included re-visioning and enhancing the quality and delivery of academic programs in order to improve student retention, graduation rates, and "time to degree." Dr. Root also advocated for faculty personnel issues including: salary compression relief for faculty; ways to engage retiring faculty; the creation of fair and supportive faculty sick-leave policies; an increase in the number of tenured faculty; and the promotion of shared governance. Dr. Root provided an overview of proposed legislative issues, which call for funding in relation to capital projects and faculty raises.

Dr. Root expressed support for an increase in the percentage of tenured faculty in order to maintain academic integrity for programs, to recruit high-quality faculty, to encourage a strong faculty voice in governance issues, and to provide consistency and oversight of programs.

Dr. Root discussed the role of the ACF and mentioned an interest to engage more frequently in the work and activities of both the Commission and the Council, while advocating institutional support and release time for faculty who serve as ACF members.

C Advisory Council of Students

Mr. Timothy Leonard, Advisory Council of Students (ACS) Vice Chair and student at Shepherd University, provided an introduction of fellow ACS students. Mr. Leonard reviewed the ACS's presentation and discussed financial aid opportunities, housing options, non-residential issues, and

technology integration. Mr. Leonard discussed the benefits of the PROMISE Scholarship Program to current and future students and outlined the importance of the Federal Pell Grant Program.

7. Access

A. Fall 2011 Enrollment Report

Dr. Sarah Tucker, Research and Policy Analyst, reviewed the Fall 2011 Enrollment Report, which examines the enrollment trends within West Virginia from an institutional, system, and state perspective. Dr. Tucker noted that Fall 2011 marked the first academic term in which the four-year system realized a decline in headcount enrollment since the two- and four-year system split. However, Dr. Tucker indicated that continued attention to current initiatives such as the College Foundation of West Virginia, DegreeNow, the revamping of college remediation, and the statewide College Completion Task Force will help to ensure that West Virginia is prepared to meet state workforce needs.

Commissioner Leon asked which state in the Southern Regional Education Board (SREB) reported the highest college-going rate. Dr. Tucker responded that Mississippi had the highest rates, with West Virginia ranked third to last from the participating SREB states.

8. Cost and Affordability

A. Presentation of 2011 Financial Aid Comprehensive Report

Dr. Angela Bell, Interim Director of State Financial Aid Programs, presented the 2011 Financial Aid Comprehensive Report. The report provides information regarding the national status of financial aid, outlines changes in West Virginia aid programs, discusses longitudinal data about recipients of in-state financial aid, and highlights policy recommendations. Dr. Bell noted that West Virginia ranks fifth nationally in regard to financial aid awarded per undergraduate student.

Dr. Bell further discussed the changes in state financial aid programs, which included administrative placement of the Higher Education Adult Part-Time Student (HEAPS) Grant Program Workforce Component to the online Financial Aid Management System. The maximum award for the Higher Education Grant Program (HEGP) was reduced from $3,300 to $2,100 for the 2010-11 academic year to serve as many eligible students as possible. The PROMISE Scholarship Program evidenced the first full class of PROMISE scholars under the new block award amount of $4,750 or full tuition and fees, whichever is lower. Dr. Bell also discussed the work of the Higher Education Student Financial Aid Advisory Board, which has two subcommittees working on recommendations regarding community service of PROMISE scholars and the structure and administration of the HEAPS Grant Program.

B. Approval of Final Series 32, Tuition and Fee Policy

Dr. Edward Magee, Senior Director of Finance, discussed Series 32, Tuition and Fee Policy, a rule mandated by the Legislature that establishes the assessment of tuition and fees at West Virginia undergraduate public higher education institutions. Dr. Magee noted that the rule was approved by the Commission at the August 5, 2011 meeting for filing with the Secretary of State for a thirty-day comment period. Based on comments received, additional revisions were made to strengthen the rule and clarify the procedures that assess tuition and fees.

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves Series 32, Tuition and Fee Policy, for final filing with the Secretary of State and submission to the Legislative Oversight Commission on Education Accountability for approval and further legislative action.

Ms. Allen seconded the motion. Motion passed.

C. Approval of Metro Rate Expansion at West Liberty University

Dr. Magee introduced Mr. Robin Capehart, President of West Liberty University, who discussed the institution's request to expand its metro rate to include additional counties in Ohio. The institution has increased its metro rate enrollment from 260 in 2006 to 614 in 2011. The last metro rate expansion for West Liberty University was approved by the Commission for the 2008-2009 academic year.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the expansion of the metro rate area for West Liberty University beginning in the 2012-2013 academic year.

Mr. Tyson seconded the motion. Motion passed.

D. Approval of Fiscal Year 2013 Capital Projects

Mr. Richard Donovan, Chief Financial Officer, presented an overview of the prioritized list of high priority capital projects to address deferred maintenance and code compliance.

Secretary Goodwin moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the prioritized capital project lists in Table 2 for Fiscal Year 2013 and directs the staff to report the capital project priorities to the Legislative Oversight Commission on Education Accountability in January as required by

state law.

Mr. Tyson seconded the motion. Motion passed.

E. Approval of Capital Improvements at Shepherd University

Mr. Donovan discussed Shepherd University's request for approval to proceed with a construction project which would be undertaken in conjunction with the West Virginia Division of Highways. The proposed project will create an underpass with sidewalks under Route 480, which dissects the campus of Shepherd University, resulting in a high concentration of vehicular and pedestrian traffic at this crosswalk. Dr. Suzanne Shipley, President of Shepherd University, noted that the safety of the students is the number one priority at the institution and is the reason for this project.

Secretary Goodwin moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the West Virginia Route 480 Underpass Project for Shepherd University as provided in West Virginia Code §18B-19-7 for projects in excess of $1 million.

Dr. Berry seconded the motion. Motion passed.

F. Approval of Ten-Year Campus Mast er Plan for West Virginia Schoo l of Osteopathic Medicine

Mr. Donovan presented an update to the ten-year campus master plan for the West Virginia School of Osteopathic Medicine. The presentation highlighted the master plan objectives. A representative from Paradigm Architecture of Morgantown, West Virginia discussed areas that require immediate attention to correct life safety deficiencies or to maintain the integrity of existing structures. The master plan does recommend that the institution develop a campus-wide preventative maintenance plan and perform maintenance proactively rather than reactively.

Commissioner Tyson inquired if the revised master plan will include any new property acquisition. Dr. Michael Adelman, President of the West Virginia School of Osteopathic Medicine, responded that it would not. Dr. Rodney Fink, Chair of the institution's Board of Governors, indicated he is pleased with the design and is satisfied the changes will provide a more clear view of the school.

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves West Virginia School of Osteopathic Medicine's Ten-Year Campus Master Plan.

Dr. Berry seconded the motion. Motion passed.

G. Approval of Real Property Transfer to West Virginia University

Mr. Donovan provided an overview of the request from the West Virginia University Board of Governors regarding the transfer of real property located in Marion County to the West Virginia University Board of Governors pursuant to West Virginia Code §18B-1-3(e).

Secretary Goodwin moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the request of the West Virginia University Board of Governors to transfer real property located in Marion County to the West Virginia University Board of Governors.

Further Resolved, That the Commission authorizes the Chancellor to sign the deed and other associated documents on the Commission's behalf after the Chancellor is satisfied with the documentation presented to support the transfer.

Ms. Allen seconded the motion. Motion passed.

H. Textbook Affordability Institutional Reports and Discussion

Chancellor Noland provided an update regarding Chairman Hendrickson's request for information regarding textbook affordability. The request was to obtain updated information after the implementation of the final report of the Statewide Task Force on Textbook Affordability in early 2009. The final report addressed a number of institutional initiatives aimed at increasing student access to high quality and affordable textbooks and course materials.

Chairman Hendrickson noted that the cost of textbooks is escalating and the Commission needs to take action on behalf of the students. He inquired if there was a way to increase the utilization of e-textbooks. Several students indicated that e-textbooks are not readily available, but indicated a desire to purchase e-textbooks, if available, as a matter of convenience and cost-savings. Institutional presidents indicated a willingness to provide affordable textbooks through institutional bookstores, but cited publishers as the individuals who control pricing and availability.

Commissioner Allen noted that she hears reports from students that textbooks were assigned, but never utilized or even referenced during the course. President Shipley responded that 60 percent of a textbook must be utilized during a course in order for it to be required at Shepherd University. She also indicated that Shepherd University has found success with textbook rentals. President Aloia mentioned that Concord University has a successful buy-back policy for student textbooks.

Commissioner Leon inquired if West Virginia is the only state looking at moving to e-textbooks and the increased cost of traditional books. He also inquired if there are any attempts to encourage publishers to utilize e-textbooks. Chancellor Noland indicated that West Virginia is among the most progressive states regarding the issue of textbook affordability and finding more cost effective ways to obtain course materials.

Chairman Hendrickson requested that textbook publishers be invited to the February 17, 2012 Commission meeting to continue the discussion.

9. **Learning and Accountability**

A. **Report on Institutional Program Review**

Dr. Mark Stotler, Assistant Director of Academic Affairs, provided a report in accordance with West Virginia Code §18B-1B-4 and §18B-2A-4 and the Commission's Series 10, Policy Regarding Program Review. Dr. Stotler noted a total of 69 programs were reviewed system-wide and twenty programs were identified for corrective action or submission of a follow-up report. During the course of the review, one program was recommended for termination unless essential conditions were met. The remaining programs were recommended to be continued at the current level without specific actions.

Dr. Stotler mentioned that recent revisions to the Commission's Series 11, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs, stipulate that the commonly accepted program length is 120 hours for bachelor's degree programs. The program review process is being utilized as the vehicle for monitoring compliance with this provision. Institutions with programs that exceed 120 hours are being asked to submit a follow-up report by December 1, 2012 regarding how they will address this issue.

B. **Update on Online Course Delivery Initiative**

Dr. Kathy Butler, Senior Director of Academic Affairs, provided an update on the accreditation requirements for online course quality and the recently implemented U.S. Department of Education distance education mandates, which have highlighted the need for a formal approval process and program reviews for online courses offered in the state. Dr. Butler noted that the Southern Regional Education Board (SREB) is developing an online course delivery reciprocity agreement between its sixteen member states. Dr. Butler indicated that with an increased emphasis on access and college completion online courses are being required to have heightened quality mandates. Dr. Roxann Humbert is working with Quality Matters to enhance the programs throughout the state. Chancellor Noland noted this will be a major policy focus in the coming years.

C. Update on Implementation of Rural Health Initiative

Dr. Bob Walker, Vice Chancellor for Health Sciences, provided an update on the implementation of the Rural Health Initiative. Dr. Walker indicated that the allocation of state funding was adjusted in Fiscal Year 2012 and the three academic health centers are serving as grantees for the funds. The Division of Health Sciences retains a percentage of the funding for coordinating activities, providing support, and covering final expenses related to the former recipient of the funds, the Rural Health Education Partnerships (RHEP) Program.

Dr. Walker introduced representatives from the academic health centers to provide brief overviews of their institution's mission, vision, and priorities and discuss the available resources, requirements of appropriate accrediting agencies, and review by faculty and administration. Ms. Jennifer Plymale, Assistant Dean and Director of the Robert C. Byrd Center for Rural Health at Marshall University, discussed the institution's rural health initiative plan, which includes a focused rural educational model that identifies students who have a commitment to and interest in rural health care.

Dr. Lorenzo Pence, Vice President for Academic Affairs and Dean at the West Virginia School of Osteopathic Medicine, discussed the institution's continued emphasis on preparation for rural primary care throughout the osteopathic medical education program, residencies, and post-graduation support of alumni.

Dr. Larry Rhodes, Director of the Institute for Community and Rural Health at West Virginia University, discussed the institution's interdisciplinary approach to meeting the goals set forth in the legislation. He reported that the institution is working with the statewide Area Health Education Centers (AHEC) Program to assist in the management of rural experience rotation coordination for medicine, nurse practitioner, and physician assistant students throughout the state.

Chancellor Noland commended Dr. Walker and the institutions for their efforts and suggested available resources be utilized through the Southern Regional Education Board and the Health Science and Technology Academy (HSTA).

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the changes to and subsequent implementation of the Rural Health Initiative.

Dr. Leon seconded the motion. Motion passed.

D. Approval of 2011 Institutional Strategic Plan for West Virginia School of Osteopathic Medicine

Dr. Walker reviewed the mission of the West Virginia School of Osteopathic Medicine and discussed the institution's 2011 strategic plan, which focuses on the six main areas including: education, facilities, technology, finances, outreach, and the reputation of the institution. The strategic plan affirms that education is the primary focus of the institution with the other areas supporting the educational mission. Service to West Virginia and its citizens to address the health care needs of the state is another major focus of the strategic plan. Finally, the research mission of the institution is embedded throughout the plan to enhance the educational and service goals.

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the 2011 Institutional Strategic Plan for the West Virginia School of Osteopathic Medicine.

Ms. Allen seconded the motion. Motion passed.

E. Update on College Completion Task Force

Dr. Tucker and Mr. Patrick Crane, Research and Planning Analyst, provided an update on the College Completion Task Force, which was created at the request of Chancellors Noland and Skidmore to examine college completion in the state and develop recommendations for increasing the number of West Virginians with certificates and degrees. The Task Force is co-chaired by First Lady and Southern West Virginia Community and Technical College President Joanne Tomblin and West Virginia University President James Clements. The Task Force is comprised of sixteen members who represent state policymakers, faculty, and administrators from the state's two- and four-year institutions, business leaders, and representatives of students, classified staff, and the public education system.

Mr. Crane reviewed the work of the Task Force to-date, which included the examination of data in several key areas including: state demographics and labor market needs; college completion rates of different student populations; and the specific challenges faced by rural and first generation students.

F. Update on Master Planning Process

Chancellor Noland provided an update regarding the Commission's current master plan, *Charting the Future, 2007-2012: A Master Plan for West Virginia Higher Education.* The plan, which was approved in response to a legislative mandate in November 2007, has provided a framework for Commission activities and initiatives encompassing five focal areas including: access; cost and affordability economic growth; learning and accountability; and innovation.

In the Fall, the Commission held a series of regional public forums in conjunction with several host institutions. Chancellor Noland provided an overview of the feedback received during the forums and discussed next steps regarding the completion of the current master plan and the development of a new master plan.

G. Overview of Revitalization Report for West Virginia University Institute of Technology

Chancellor Noland provided an overview of Senate Bill 486, which required the Commission to initiate a study of West Virginia University Institute of Technology. The study was completed by a panel of regional and national experts and aimed at assisting the institution in reaching its full potential as a center of excellence and a positive force for the economic development and cultural enrichment in the state. Chancellor Noland provided a brief overview of progress to-date and discussed the establishment of a transition steering committee and the appointment of a transitional leader for the campus.

Chairman Hendrickson noted that the report should not be taken negatively, rather as an opportunity to achieve positive outcomes at the institution.

Secretary Goodwin commented that she was pleased to see the educational expertise of the panel and noted they were clear that funding would be needed from the Legislature, which has not been provided to-date.

10. Economic Growth/Innovation

A. Approval of 2011 Research Trust Fund Annual Report

Dr. Paul Hill, Vice Chancellor for Science and Research, presented the Research Trust Fund Annual Report. Dr. Hill noted that the report provides the following: up-to-date figures on the state's account; monies drawn down by Marshall University and West Virginia University; gifts received; endowments established; and reports from the two universities. Dr. Hill highlighted information on the fund's interest account, which supports competitive research opportunities for the state's regional four-year institutions.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the 2011 Research Trust Fund Annual Report for submission to the Governor and Legislature.

Ms. Allen seconded the motion. Motion passed.

B. Vision 2015 Progress Report

Dr. Hill provided an overview of "Vision 2015: The West Virginia Science and Technology Strategic Plan," which was developed by science and education leaders in 2005. The plan is comprised of five target areas for infrastructure development with 16 goals for action by designated leaders from higher education, state government, and industry. Dr. Hill provided an overview of the current review process that was requested by the statewide Science and Research Council.

C. Update on West Virginia Regional Technology Park

Dr. Hill introduced Dr. Phil Halstead, Executive Director and Chief Executive Officer of the West Virginia Regional Technology Park Corporation, who discussed the accomplishments to-date and reviewed plans for the future. Dr. Halstead thanked Chairman Hendrickson, Chancellor Noland, Dr. Hill, the Commission, and Senator Joe Manchin for their dedication to the development and expansion of the Park. Dr. Halstead welcomed the Commission to the newest campus in the state's higher education system. Dr. Halstead noted that students will begin taking classes in Fall 2012, on the premises through Kanawha Valley Community and Technical College.

11.   Possible Executive Session u nder the Au thority of West Virginia Cod e §6-9A-4 to Discuss Personnel Issues

Dr. Berry moved to go into Executive Session under the authority of West Virginia Code §6-9A-4 to discuss personnel issues. The motion was seconded by Mr. Estep. Motion passed.

Dr. Berry moved to rise from Executive Session. Mr. Estep seconded the motion. Motion passed.

Chairman Hendrickson reported that the Commission discussed the appointment of an Interim Chancellor and the search process for the Chancellor's position during Executive Session, but no action was taken.

A. Approval of Interim Chancellor Appointment

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the appointment of Dr. Paul L. Hill as Interim Chancellor consistent with the terms and conditions communicated to the Commission and delegates to the Chairman the authority to enter into a contract with Dr. Hill.

Ms. Allen seconded the motion. Motion passed.

B. Discussion of Search Procedure

Mr. Tyson moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the search procedure as presented with the addition of authorization to hire a search consultant, not to exceed $25,000.

Dr. Leon seconded the motion. Motion passed.

Dr. Berry moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the appointment of a search committee as discussed and directs staff to contact proposed members regarding their willingness to serve.

Mr. Tyson seconded the motion. Motion passed.

12.   Additional Board Action and Comment

There was no additional board action or comment.

13. Adjournment

There being no further business, the meeting was adjourned.

	Chairman
David K. Hendrickson	

	Secretary
Kathy Eddy	

MINUTES

HIGHER EDUCATION POLICY COMMISSION

December 28, 2011

1. **Call to Order**

Chairman David Hendrickson convened a special meeting of the Higher Education Policy Commission at 9:00 AM in the Presidents' Conference Room at 1018 Kanawha Boulevard East, Charleston, West Virginia and by conference call. The following Commission members were present: Bruce Berry, Kathy Eddy, John Estep, David Hendrickson, Kay Goodwin, and David Tyson. Absent: Jenny Allen, Bob Brown, John Leon and Jorea Marple.

2. **Approval of Presidential Search Procedure for Fairmont State University**

Dr. Brian Noland, the Commission's Chancellor, provided an overview of the presidential search procedure as adopted by the Fairmont State University Board of Governors on December 15, 2011. Chancellor Noland noted that the Commission's Series 5 requires institutional governing boards to adopt a search procedure when it undertakes a search for a new president.

Secretary Goodwin moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Presidential Search Procedure adopted by the Fairmont State University Board of Governors.

Mr. Tyson seconded the motion. Motion passed.

3. **Approval of Presidential Search Procedure for West Virginia State University**

Chancellor Noland provided an overview of the presidential search procedure as adopted by the West Virginia State University Board of Governors on December 14, 2011.

Chairman Hendrickson inquired if the Commission will have an opportunity to conduct interviews, while the final candidates are on campus. Chancellor Noland responded that Commission members will have the opportunity to meet with the finalists and that Dr. Paul Hill, as Interim Chancellor, will serve as an ex-officio member of the presidential search committee.

Ms. Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Presidential Search Procedure adopted by the West Virginia State University

Board of Governors.

Dr. Berry seconded the motion. Motion passed.

4.   Approval of Addition to Health Sciences Building at West Liberty University

Mr. Richard Donovan, Chief Financial Officer, provided background information regarding a proposed addition to the Health Sciences Building at West Liberty University. The funding for the project was provided through $12.75 million in bond proceeds from the Commission's 2010 Lottery Revenue Bond Issue. Mr. Donovan discussed the University's program and design objectives, which include the consolidation of its health sciences programs, Nursing, Dental Hygiene, the new Physician's Assistant Program, and the sciences that support these programs, in the new building. Mr. Donovan and Mr. Sheldon Goettel of Perfido Weiskopf Wagstaff + Goettel (PWWG) provided an overview of the project including the schematic design, which comprises the initial design phase for the project.

Chancellor Noland noted the importance of bringing this proposal before the Commission with all due speed.

Chairman Hendrickson inquired if a representative from West Liberty University would like to comment on the project. Mr. John Wright, Executive Vice President and Chief Financial Officer at West Liberty University, indicated that the initial plans for the project began three years ago and since that time enrollment in the sciences has increased over 100 percent.

Secretary Goodwin inquired regarding the amount of funding the institution will have to raise for the project. Mr. Donovan indicated the institution will provide $12 million.

Secretary Goodwin moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the schematic design and moving forward with West Liberty University's Health Sciences Building, provided that applicable Internal Revenue Service regulations are followed with respect to spending 85 percent of bond proceeds within three years and for Private Business Use as it pertains to fundraising.

Ms. Eddy seconded the motion. Motion passed.

5. Approva   l of Presidential Contract Addendum for West Virginia State University

Chancellor Noland provided an overview of the proposed addendum to President Carter's contract as adopted by the West Virginia State University Board of Governors on December 21, 2011. Chancellor Noland indicated the contract addendum changed the scope of responsibilities for the President, and included a title change to "President Emeritus", but would not alter the timeline for President Carter's upcoming retirement.

Ms. Eddy moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Presidential Contract Addendum as adopted by the West Virginia State University Board of Governors.

Secretary Goodwin seconded the motion. Motion passed.

6.   **Additional Board Action and Comment**

There was no additional board action or comment.

7. Adjournment

There being no further business, the meeting was adjourned.

_____   Chairman
David K. Hendrickson

_____   Secretary
Kathy Eddy

West Virginia Higher Education Policy Commission
Meeting of February 17, 2012

ITEM:	Discussion on Textbook Affordability
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	Information Item
STAFF MEMBER:	Paul Hill

BACKGROUND:

In September 2011, Chairman David Hendrickson posed a series of questions to institutional presidents regarding textbook affordability, noting that after nearly two years of study and meetings, the Statewide Task Force on Textbook Affordability issued a report in July 2009 that addressed a number of institutional initiatives. These initiatives were aimed at increasing student access to high quality and affordable textbooks and course materials. In response to this report, the Commission promulgated Series 51, Bookstores and Textbooks, directing institutions to adopt their own rules governing the selection of textbooks and course materials and setting specific requirements to be included in those rules. The Commission's rule required each institution to have such a rule in place within 180 days of the effective date of Series 51. Subsequently, each institution was charged to have the required rule in place by November 2010.

Institutional reports regarding textbook affordability were submitted as requested and presented to the Commission at the December 9, 2011 meeting. During that meeting, the Commission requested to continue the discussion concerning textbook availability and costs with representatives from publishing companies, who will be in attendance at the meeting and available to answer questions.

At the meeting, staff will also provide the results of a survey, which was conducted by members of the Advisory Council of Students, regarding average textbook costs for a sample of students at each public institution in the state.

West Virginia Higher Education Policy Commission
Meeting of February 17, 2012

ITEM:	Progress Report on Senate Bill 330 Implementation
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	Information Item
STAFF MEMBER:	Rob Anderson

BACKGROUND:

As requested at the December 9, 2011 meeting and clarified during the February 9, 2012 work session, Mr. Rob Anderson, Interim Executive Vice Chancellor for Administration, will provide a progress report regarding the implementation of Senate Bill 330. Dr. Bruce Berry, the Commission's Vice Chair, and Mr. Mike Dunn, Chair of the Advisory Council of Classified Employees, will also provide information as part of this progress report.

Senate Bill 330:
Progress Report

Presentation Removed from Agenda Materials

Presentation Removed from Agenda Materials

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West Virginia Higher Education Policy Commission
Meeting of February 17, 2012

ITEM: Overview of Transition Steering Committee

INSTITUTION: West Virginia University Institute of Technology

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Paul Hill

BACKGROUND:

During the 2011 regular legislative session, Senate Bill 486 was passed requiring the Commission to initiate a study of West Virginia University Institute of Technology. The legislation advised the Commission to draw upon the expertise of groups both internal and external to West Virginia to take advantage of the services of national organizations specializing in institutional renewal. To conduct the study aimed at assisting the institution to reach its full potential as a center of excellence and a positive force for economic development and cultural enrichment in the state, the Commission assembled a team of regional and national experts. After a lengthy and thoughtful study, the team developed a series of recommendations, which were ultimately presented to and approved by the Legislative Oversight Commission on Education Accountability (LOCEA). However, LOCEA did not provide any commitment regarding funding.

At the December 9, 2011 Commission meeting, former Chancellor Brian Noland provided an overview of next steps including the announcement of a transitional leader and the formation of a transitional steering committee. Since that update, Carolyn Long was appointed as Campus Executive Officer and the Transition Steering Committee held an organizational session.

During the meeting, Dr. Paul Hill, Chancellor, will provide an overview of recent progress and future plans.

West Virginia Higher Education Policy Commission
Meeting of February 17, 2012

ITEM:	Update on 2012 Legislative Session
INSTITUTIONS:	All
RECOMMENDED RESOLUTION:	Information Item
STAFF MEMBER:	Paul Hill

BACKGROUND:

Staff will provide an update on activities related to the 2012 regular legislative session including the Commission's budget priorities, pending legislation, and other legislative matters.

West Virginia Higher Education Policy Commission
Meeting of February 17, 2012

ITEM: Update on College Access and P-20 Initiatives

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Adam Green

BACKGROUND:

The Division of Student Success and P-20 Initiatives administers several programs aimed as assisting students and families in preparing for and succeeding in college. Key efforts include the federally funded West Virginia GEAR UP program, the federally funded College Access Challenge Grant program, the College Goal Sunday initiative funded by a grant from the Lumina Foundation for Education, and the state-supported College Foundation of West Virginia (CFWV) initiative, which serves as a centerpiece for the division's work.

Brief summaries of completed and pending activities related to these college access and student success initiatives are outlined on the following pages. The Division's annual report is also included.

2011 Year in Review:
Highlights of the Activities and Achievements of State-Level College Access and Student Success Programs

Presented to the West Virginia Higher Education Policy Commission
February 17, 2012

Programs Administered

➢ College Foundation of West Virginia

- Build public awareness of the college- and career-planning processes;

- Inform the public of postsecondary opportunities;

- Encourage utilization of the state's free college- and career-planning web portal, www.cfwv.com;

- Build partnerships to ensure an effective and comprehensive P-20 educational pipeline;

- Provide professional development to assist educators and counselors in improving the college-readiness of students; and

- Build a college-going culture in West Virginia.

➢ West Virginia GEAR UP

- Deliver direct, intensive college readiness and rigorous academic preparation services to students in 10 high-need counties; and

- Evaluate the impact of intensive college readiness interventions.

Programs Administered

➤ College Goal Sunday

  • Provide students and families with personalized assistance in applying for state and federal financial aid; and

  • Increase public awareness of financial aid opportunities and the need to complete the Free Application for Federal Student Aid (FAFSA).

➤ P-20 Support

  • Support the work of the Commission's adult-learner degree completion programs, including the "Degree Now" grant program and the "RBA Today" initiative; and

  • Support the work of the Commission's Division of Financial Aid in informing students, families, and counselors of the availability of financial aid and the application process.

Key Partners

➢ West Virginia Council for Community and Technical College Education

➢ West Virginia Department of Education

➢ West Virginia Department of Education and the Arts (West Virginia Clearinghouse for Workforce Education)

➢ Regional Education Service Agencies (RESAs)

➢ Local Education Agencies (LEAs)

➢ State and regional college access providers and associations, such as TRiO, GEAR UP, WVASFA, and WVACRAO

➢ Community and civic organizations, such as 4-H, the Education Alliance, and the YMCA

Statewide Service Delivery: Key Outreach Initiatives

➤ Statewide

- College Goal Sunday: 18 locations in 2011

- Student Success Summit: a P-20 conference co-sponsored by the Commission and the WV Department of Education

- WV State Fair: outreach display serving hundreds of families

- Statewide College Fair Tour: 130+ high schools over two months

- Regional Community Engagement Workshops: Eight workshops during fall of 2011

- College Application and Exploration Week: 65 locations; proclaimed by Governor Earl Ray Tomblin

Statewide Service Delivery: Counselor and Educator Training
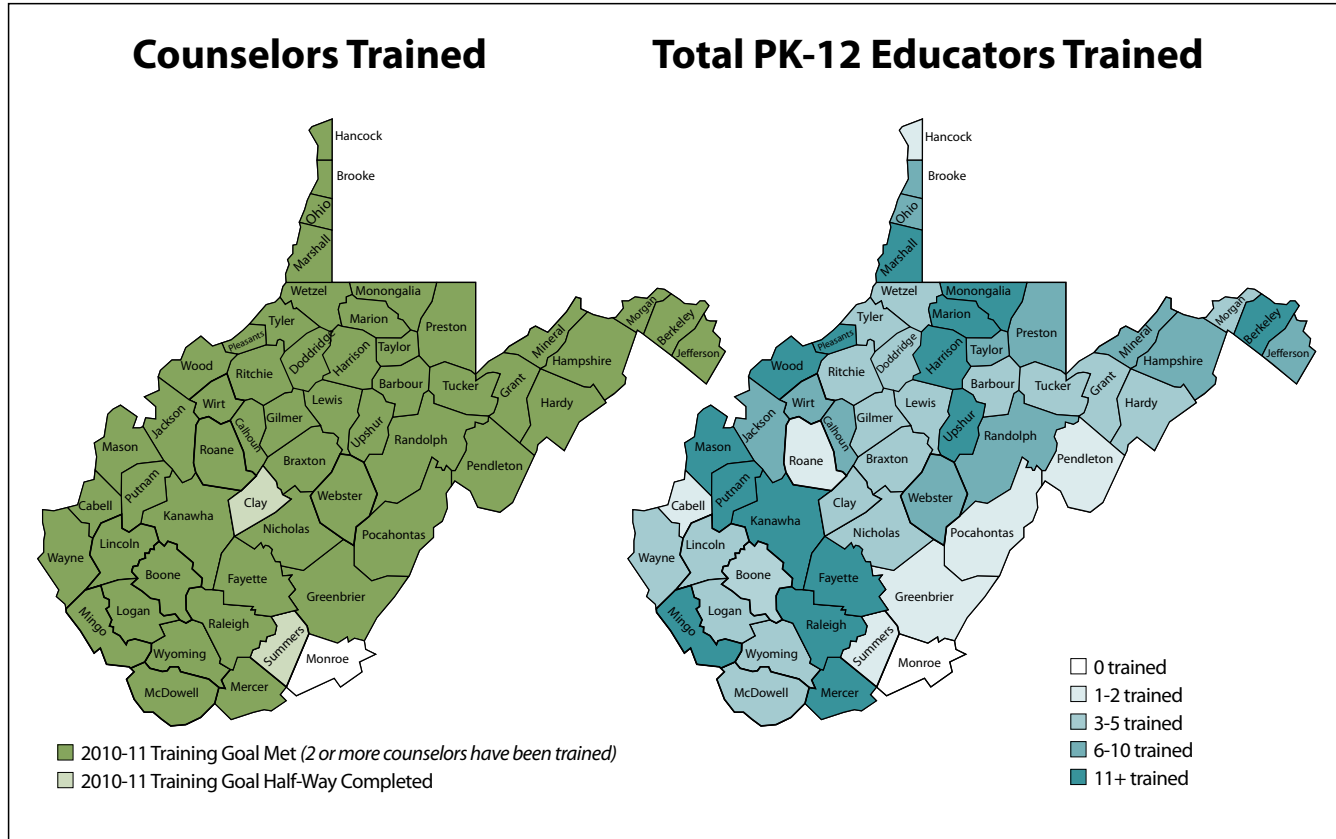
PK-12 counselors and other PK-12 educators by county who have been trained through Dec. 2011.

Source: College Foundation of West Virginia Training Records (December 2011)

Statewide Service Delivery:
College Access Awareness and Marketing Campaign

Intensive Direct Service Delivery: Key West Virginia GEAR UP Initiatives

➢GEAR UP Counties

- Student Leadership Academies: 600+ students participating

- Governor's Honors Symposium: Proclaimed "West Virginia GEAR UP Day" by Governor Earl Ray Tomblin

- GEAR UP Incentive Award: Financial aid program

- Math and Science Expos: One-day intensive STEM academies

- GEAR UP U! Summer Academic Enrichment Academy

- Family College Days

- Job Site Visits and College Visits

Direct Service Delivery: West Virginia GEAR UP

Participation in Key GEAR UP Service Categories

STUDENT *events*	Participants	Avg. Hours Per Student
College Campus Visit	2,386	3.62
Academic and Career Counseling	3,862	4.61
Family or Cultural Event	2,804	4.23
Financial Aid Counseling and Advising	988	1.57
Job Site Visit	502	3.01
Mentoring Activities	1,909	2.16
Rigorous Academic Curricula	223	62.90
Summer Program	94	170.91
Tutoring	2,829	14.13

PARENT *events*	Participants	Avg. Hours Per Parent
College Campus Visit	65	2.89
Counseling and Advising	888	2.92
Family College-Awareness Events	1,561	3.19
Financial Aid Workshop	247	2.05

EDUCATOR *events*	Participants	Avg. Hours Per Educator
Professional Development Activity	341	7.56

Source: West Virginia GEAR UP Participation Summary Report; Reporting Period: August 1, 2010 through July 31, 2011.

Impacts and Trends

➢ Increased participation-levels among target audiences

- Over a two-year period, nearly 100,000 individuals have created accounts on cfwv.com. Accounts created during the 2010-11 academic year increased by 12 percent as compared to those created during the 2009-10 year. (CFWV System Utilization Reports)

- In 2011, nearly 195,000 individuals visited the CFWV web portal. The average visitor viewed more than 11 pages on the site. (Google Analytics Unique Visitor and Average Page View Statistics)

- Participation in College Goal Sunday 2011 grew by 300 percent as compared to College Goal Sunday 2010. (College Goal Sunday Participation Summaries, 2010 & 2011)

- 62 percent of those participating in College Goal Sunday 2011 were from a population identified as under-served, including first-generation students, low-income families, and minority students. (College Goal Sunday West Virginia Participant Survey, 2011)

- The number of adult learners creating accounts on cfwv.com has increased steadily during the 2010-11 academic year as compared to 2009-10.

- Utilization of the CFWV web portal's in-depth features has continued to increase as compared to previous years. For example, ACT test-preparation tool use surged in the fall of 2011.

Results
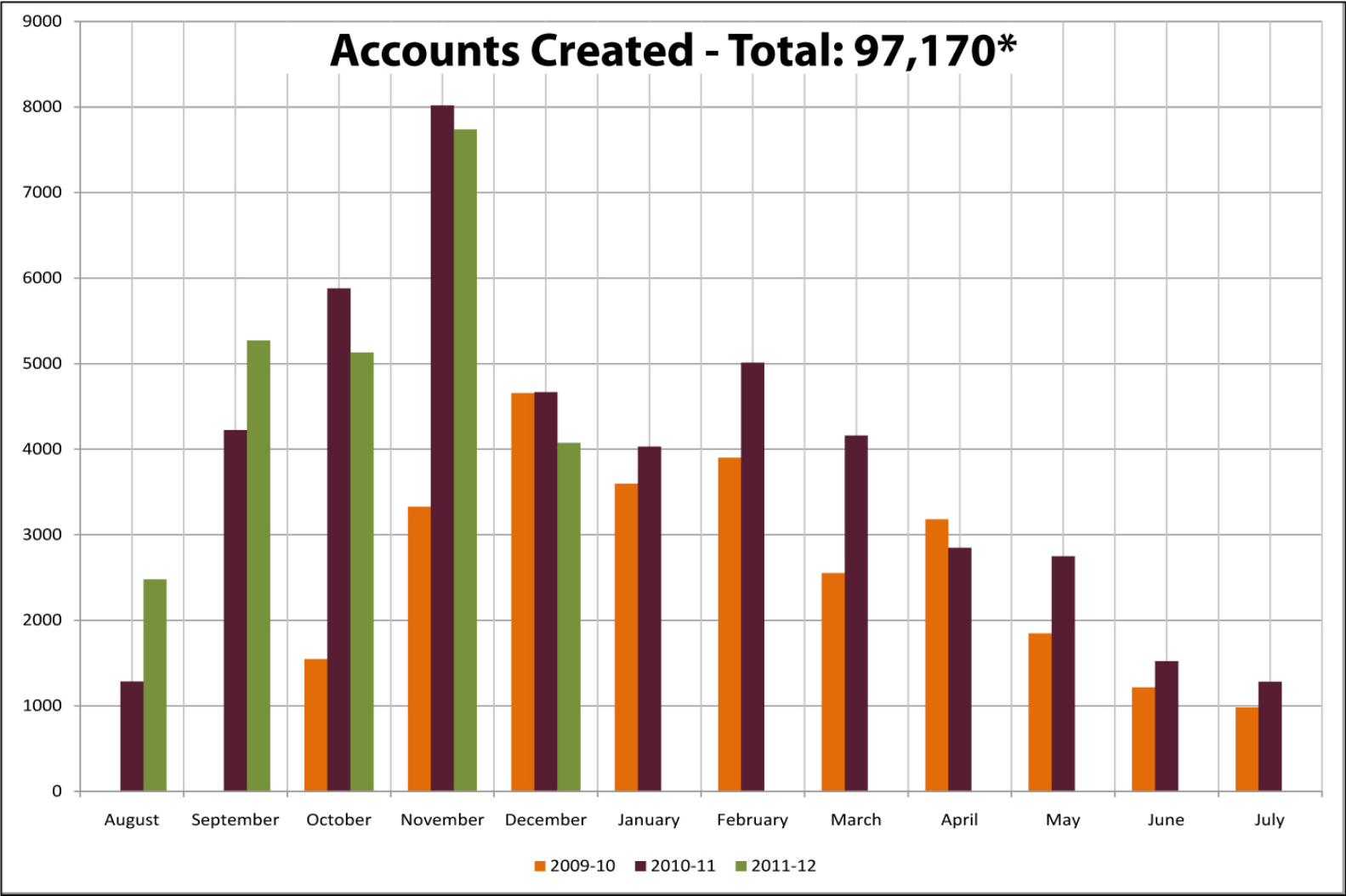
Accounts Created - Total: 97,170*

Source: College Foundation of West Virginia Utilization Statistics (December 2012)

Results

Source: College Foundation of West Virginia Utilization Statistics (December 2012)

Results

West Virginia Students with CFWV Accounts - Total: 40,607*

*Since the site's launch in October 2009 through December 2011. These numbers only reflect those students currently associated with a school in the K12 system.

Source: College Foundation of West Virginia Utilization Statistics (December 2012)

Results

Adult Learner Accounts Created - Total: 8,480*

Source: College Foundation of West Virginia Utilization Statistics (December 2012)

Results

College Applications Submitted - Total: 38,385*

Legend: 2009-10, 2010-11, 2011-12

Source: College Foundation of West Virginia Utilization Statistics (December 2012)

Results

ACT Test Prep Tool Unique Users

Source: College Foundation of West Virginia Utilization Statistics (December 2012)

Results

Total ProCenter Accounts Created: 809

Source: College Foundation of West Virginia Utilization Statistics (December 2012)

Results

College Goal Sunday Participants

(Bar chart: 2010 ≈ 370, 2011 ≈ 1525)

2011 Participants by Role

- Students — 708
- Parents and Family — 752
- Other — 21

Source: College Goal Sunday Participation Records (February 2011 and February 2010)

Results when Providing Direct Services through the GEAR UP Program

➤ Increased awareness among individuals receiving direct services

- A substantially higher number of GEAR UP students and parents report having spoken with someone about the college-going process as compared to non-GEAR UP students and parents within the same schools. (West Virginia GEAR UP Annual Program Survey, Year 3)

- GEAR UP students report greater awareness of state-level financial aid programs than do non-GEAR UP students from similar schools and family backgrounds. (High School Senior Opinion Survey, 2010)

- GEAR UP students are more likely to report using the CFWV web portal than are non-GEAR UP students from similar schools and family backgrounds. (High School Senior Opinion Survey, 2010)

Results when Providing Direct Services through the GEAR UP Program

Percentage of GEAR UP students and non-GEAR UP students reporting they spoke with someone in their school about college entrance requirements and the availability of financial aid
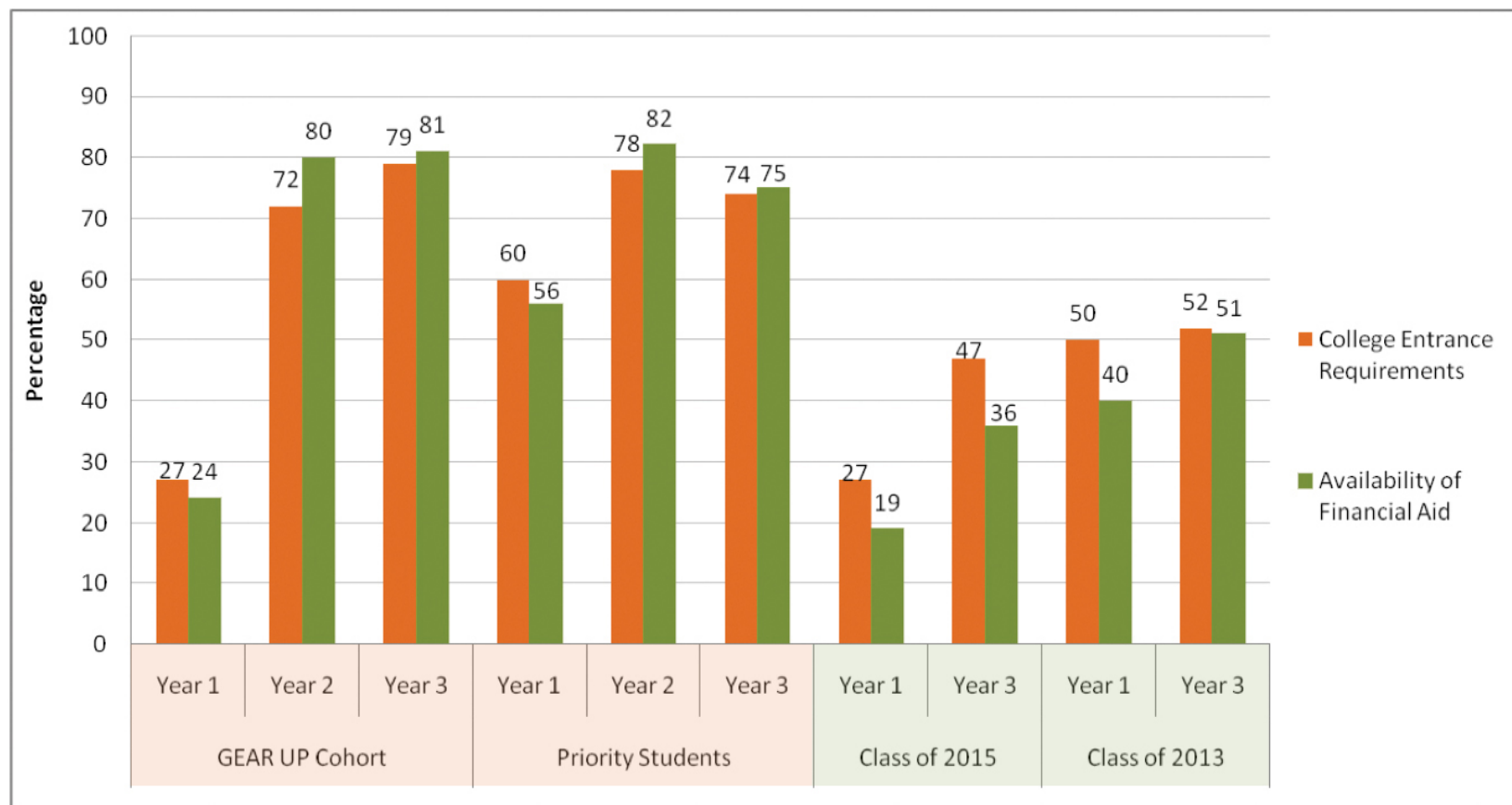
Source: West Virginia Higher GEAR UP Annual Program Survey (Year 3)

Results when Providing Direct Services through the GEAR UP Program

Percentage of GEAR UP parents and non-GEAR UP parents reporting they spoke with someone in their school about college entrance requirements and the availability of financial aid
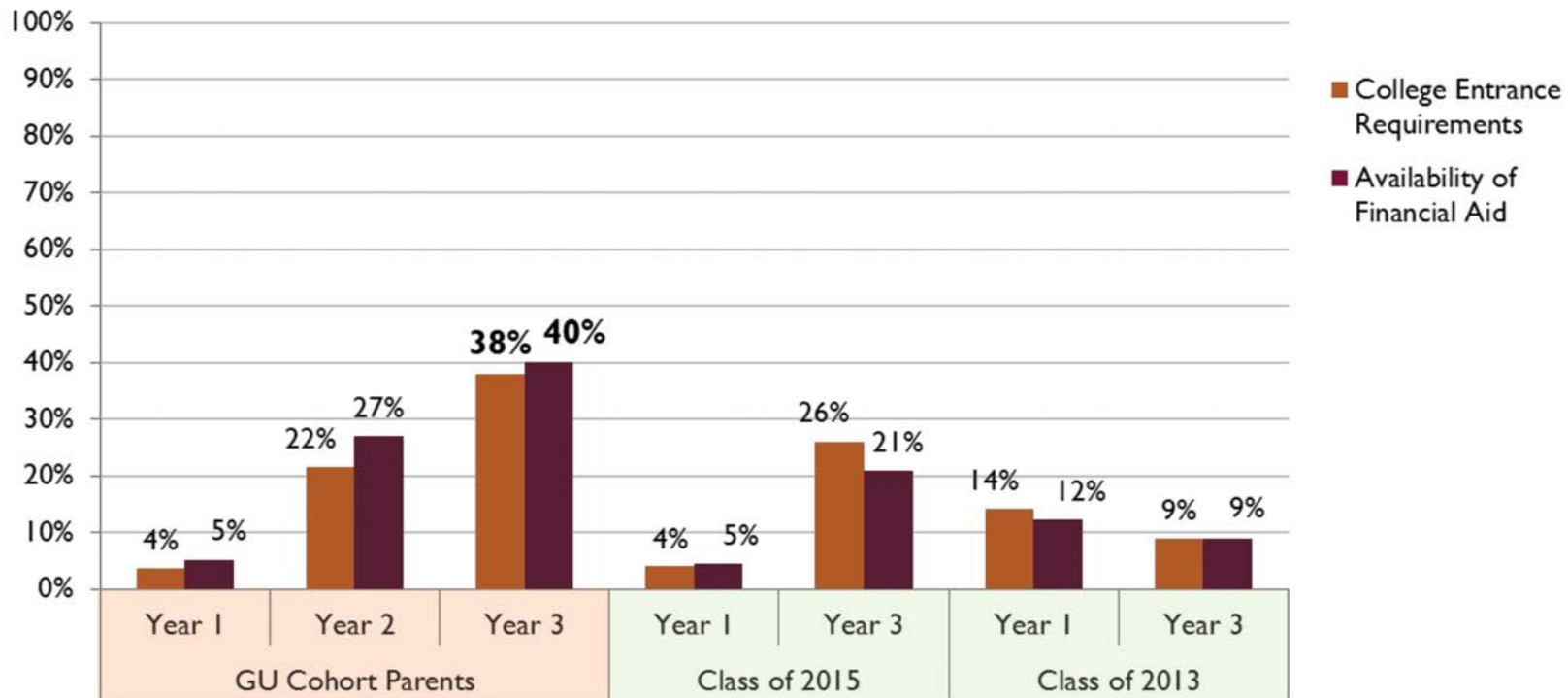
Source: West Virginia Higher GEAR UP Annual Program Survey (Year 3)

Results when Providing Direct Services through the GEAR UP Program

Post-high school educational aspirations of GEAR UP students and parents
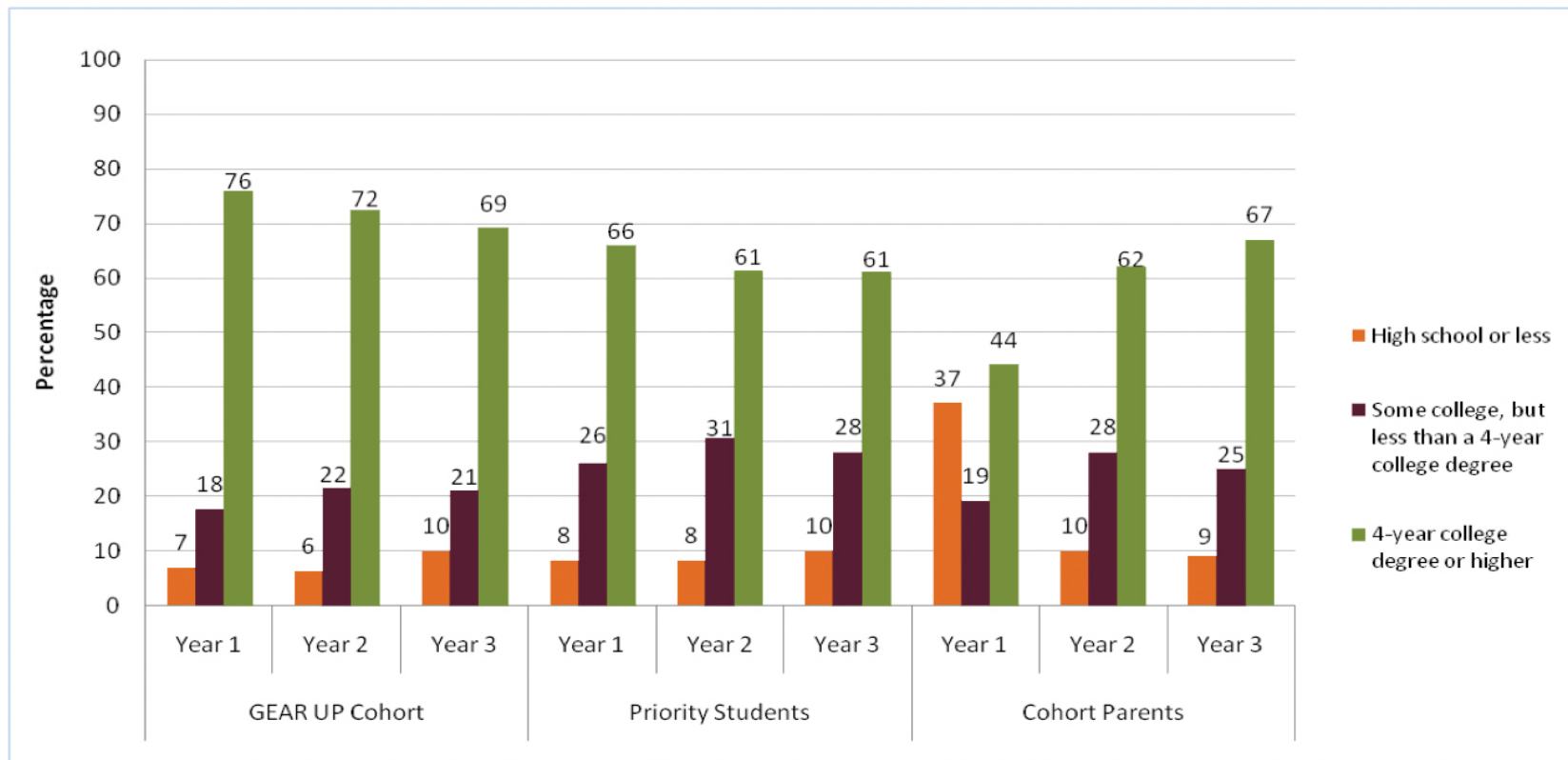
Source: West Virginia Higher GEAR UP Annual Program Survey (Year 3)

Results when Providing Direct Services through the GEAR UP Program

GEAR UP student and parent estimates of the cost of one year of tuition at a public West Virginia four-year institution of higher education.
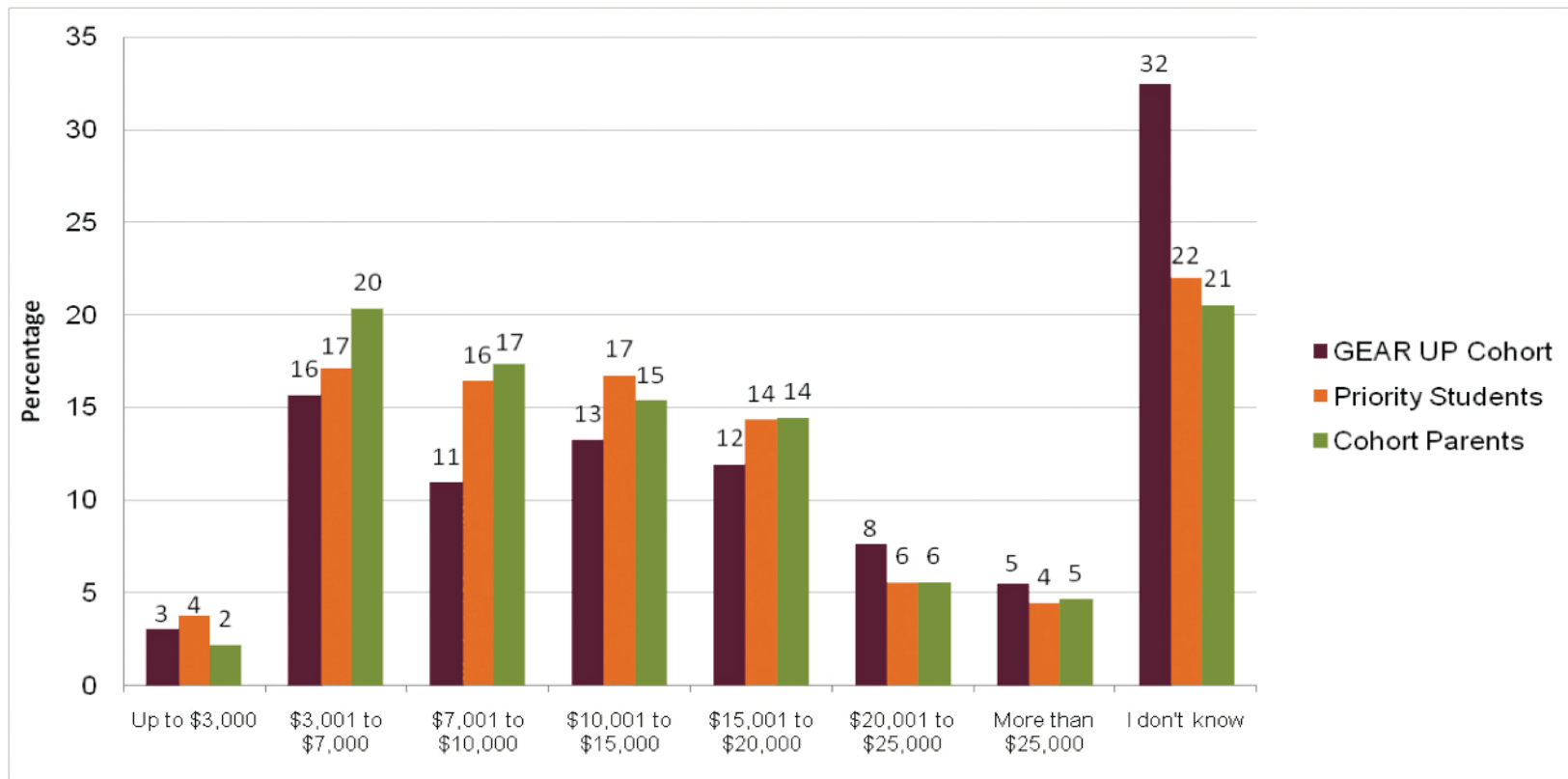
Source: West Virginia Higher GEAR UP Annual Program Survey (Year 3)

Results when Providing Direct Services through the GEAR UP Program

GEAR UP students' and parents' perceptions of whether they can afford college using financial aid and family resources.
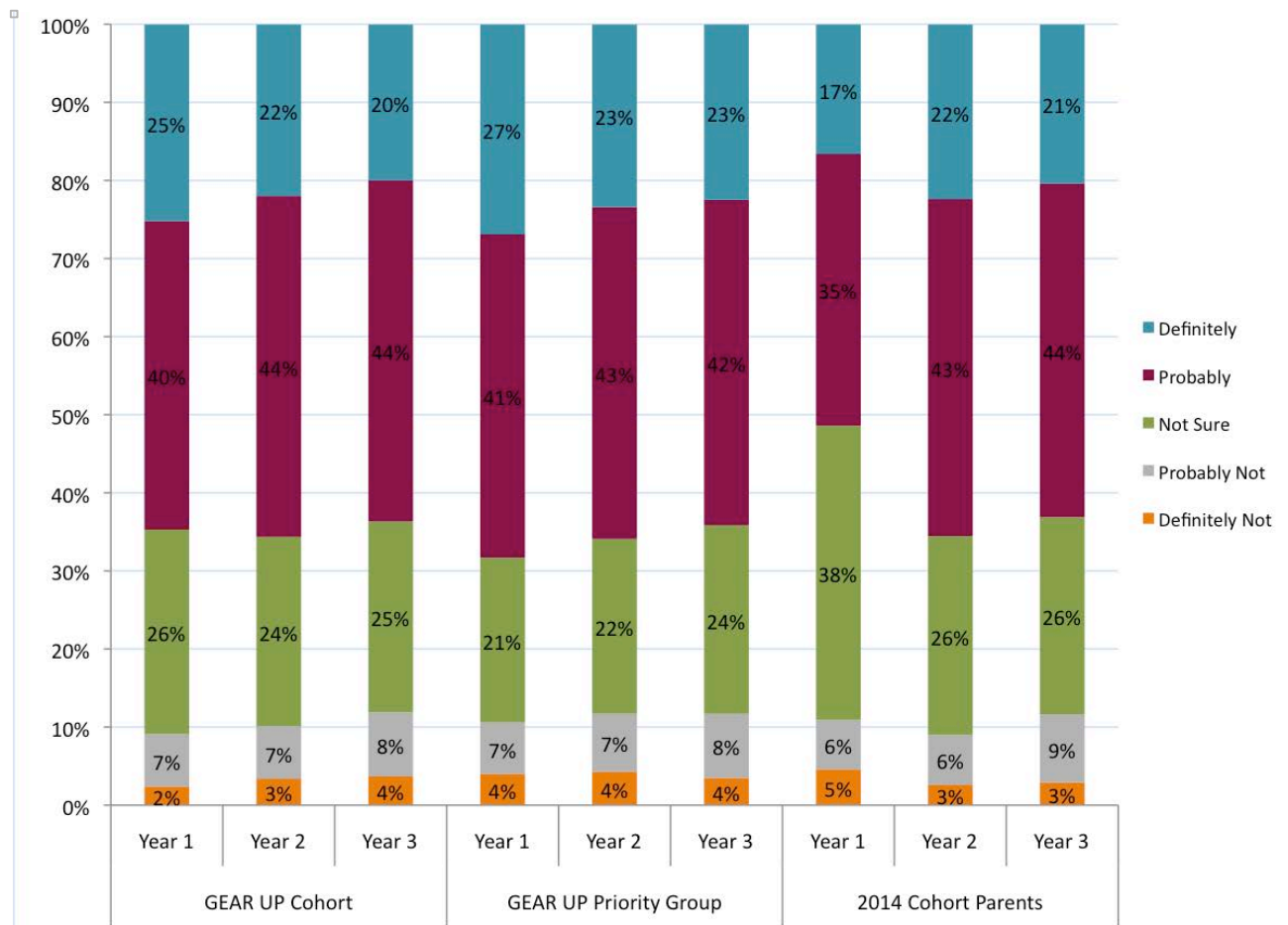
Source: West Virginia Higher GEAR UP Annual Program Survey (Year 3)

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DIVISION OF STUDENT SUCCESS AND P-20 INITIATIVES

West Virginia Higher Education Policy Commission

Pictured below: Alex Barlas, Charleston; Quentin Murphy, Grantsville; Zack Runyon, Delbarton

2011

YEAR *in* REVIEW

Helping students **PURSUE** *and* **ACHIEVE**
education and training beyond high school

Nearly 60 students attended the second annual "GEAR UP U!" summer academy.

The 2011 summer academy was hosted by Southern West Virginia Community and Technical College.

WEST VIRGINIA GEAR UP U!

ABOUT THE

Division of STUDENT SUCCESS *and* P-20 INITIATIVES

The Division of Student Success and P-20 Initiatives strives, through a series of projects, to facilitate and create a statewide culture that values education and actively cultivates the advanced academic achievement of all citizens, regardless of age or income. The division coordinates several college access and completion initiatives, including:

THE COLLEGE FOUNDATION OF WEST VIRGINIA (CFWV): a college access and awareness outreach initiative aimed at helping students and families learn how to plan, apply, and pay for college. CFWV provides a one-stop college- and career-planning website, cfwv.com, which features information about all of the state's colleges and universities, as well as state and federal financial aid programs, and career and degree programs.

WEST VIRGINIA GEAR UP: a federally funded, six-year grant program aimed at increasing college-going rates among students in ten high-need counties. West Virginia GEAR UP provides academic preparation and college readiness services to approximately 5,500 students each year.

COLLEGE ACCESS CHALLENGE GRANT PROGRAM: a federally funded five-year grant program aimed at increasing the educational attainment rates of all citizens, particularly those from high-need areas. The College Access Challenge Grant program supports the development and maintenance of the state's college access web portal, cfwv.com, and provides additional resources to assist in the CFWV outreach initiative, including professional development opportunities for counselors and other educators.

COLLEGE GOAL SUNDAY: a one-day financial aid event designed to offer students and families the opportunity to receive free help in completing the Free Application for Federal Student Aid (FAFSA). College Goal Sunday workshops are held at approximately 20 locations across the state. The program is funded by a grant from the Lumina Foundation for Education.

Additionally, the division supports the work of the Commission's Division of Financial Aid in informing students of the availability of financial aid and the efforts of various divisions working toward helping adult students complete college degrees. The division works closely with the West Virginia Department of Education, the West Virginia Council for Community and Technical College Education, the West Virginia Department of Education and the Arts, and various other educational organizations and college access providers to promote the development of seamless, lifelong learning systems.

Above: GEAR UP students at **MINGO CENTRAL COMPREHENSIVE HIGH SCHOOL** participated in a one-day student leadership academy aimed at empowering students to build a college-going culture in their communities.

Division of STUDENT SUCCESS *and* P-20 INITIATIVES
2011 Year in Review **68** · 5

> **“** I didn't plan on going to college — I didn't think I could go. But I applied during College Application Week... and was accepted... they even helped me find financial aid. Now I'm going!
>
> - A **SHERMAN HIGH SCHOOL** student describing her experience with the College Foundation of West Virginia's "College Application and Exploration Week" initiative.

> Our communities are small. You think you know everyone and that every student has someone they can turn to. But in reality there are students out there that we've been overlooking — that have no one. We've made it a goal to find those kids and reach out.
>
> - A **SUMMERS COUNTY HIGH SCHOOL** teacher describing a change in perspective among school staff, following a GEAR UP professional development workshop.

> I think my students just enjoy having someone to come to...it's a chance for them to feel comfortable knowing they can talk to an adult.
>
> - A West Virginia GEAR UP mentor from the former **MATEWAN HIGH SCHOOL** talking about the importance of the mentoring program. **”**

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Pictured
Staff members from the **WEST VIRGINIA CLEARINGHOUSE FOR WORKFORCE EDUCATION** visited high schools across the state to assist students in utilizing cfwv.com and in applying for financial aid, such as the PROMISE Scholarship. (Pictured: **RAVENSWOOD HIGH SCHOOL**).

Below: GEAR UP students from **WYOMING EAST HIGH SCHOOL** visited **MARSHALL UNIVERSITY** to tour campus and learn more about their options for postsecondary education.

Above Left: At the age of 37, Amy Nunn went back to school to **PIERPONT COMMUNITY AND TECHNICAL COLLEGE** and then **FAIRMONT STATE UNIVERSITY** to earn a nursing degree. Amy's story is featured in newly created advertisements for the CFWV outreach initiative.

Above Right: To inform their peers about the college-planning process, GEAR UP "HERO"s at **WIRT COUNTY HIGH SCHOOL** organized a "Strengthen Your College Knowledge" event featuring Phil Pfister, the 2006 "World's Strongest Man."

Right: "HERO"s at **SCOTT HIGH SCHOOL** share college information through videos, social media, and pep rallies.

Below: GEAR UP students from **CLAY COUNTY HIGH SCHOOL** toured the **UNIVERSITY OF CHARLESTON** and participated in the annual Student Leadership Academy.
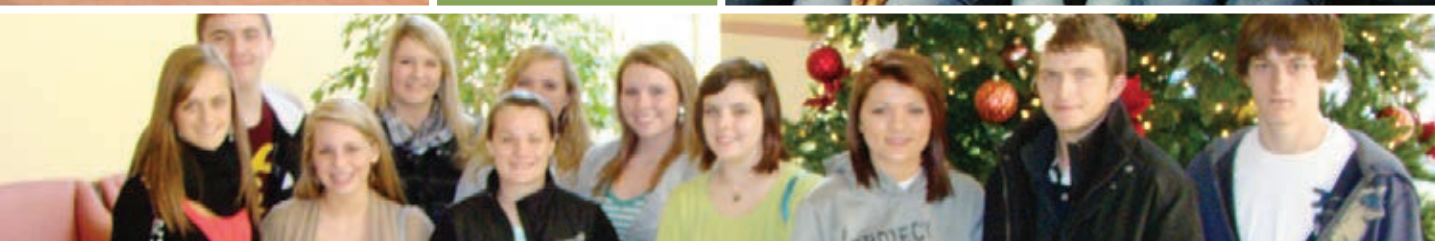
EXECUTIVE SUMMARY

ADAM S. GREEN, Ed.D.

Director
Division of Student Success and P-20 Initiatives

As I reflect on our division's achievements of the past year, I am reminded that our accomplishments are fueled by the energy and vision of partnerships that extend well beyond the walls of the Higher Education Policy Commission. 2011 is a year characterized by meaningful and extensive collaboration. It has been a year in which our staff joined forces with individuals and organizations all across the state to begin building what none of us could possibly create on our own — a true college-going culture in West Virginia.

We began 2011 by hosting the state's second annual College Goal Sunday event, a series of financial aid workshops that are made possible only through the efforts of nearly 250 volunteers and the generosity of dozens of donors. Prior to the 2011 event, we set a goal of doubling the number of students served during College Goal Sunday 2010. I am pleased to report that we not only doubled, but tripled the number of students and families receiving free financial aid assistance. College Goal Sunday is an excellent example of the feats that can be achieved when we engage the full force of our partnership network, ranging from our state's college access providers to our state education agencies, community organizations, the news media, faith-based organizations, and our students themselves.

The spirit of teamwork continued throughout the year. In early spring, we partnered with Southern West Virginia Community and Technical College to host "GEAR UP U!," our annual summer academy that allows students from central and southern West Virginia to spend four days experiencing life on a college campus. In late summer, we joined forces with the West Virginia Department of Education, the West Virginia Council for Community and Technical College Education, and the West Virginia Department of Education and the Arts to host the state's first Student Success Summit. The Summit provided a unique opportunity for professionals working at all levels of the education system to collaborate with community leaders and workforce representatives to develop innovative and effective ways to serve our state's students. And this past fall, we recruited nearly 100 individuals from across the state to create an original advertising and outreach campaign aimed at helping more West Virginians pursue the dream of earning a college degree.

These efforts have begun to yield positive results. We have seen a significant increase in the number of students and families utilizing the CFWV website, and surveys within our GEAR UP communities indicate that students and their families possess a greater awareness of their options for college — and what it takes to get there. As we continue to build momentum within our communities, I am confident that we will see continued growth and development among our students in 2012 and beyond.

Governor's Honors Symposium for West Virginia GEAR UP Graduates: West Virginia GEAR UP held the third annual "Governor's Honors Symposium for West Virginia GEAR UP Graduates," an awards ceremony to honor the accomplishments of the program's high school seniors and encourage them to pursue education and training beyond high school. The event was held on April 2nd at the Clay Center for the Arts and Sciences in Charleston. In addition to the ceremony, the event featured a series of college awareness interventions, including a college fair, a mobile financial aid lab, and motivational presentations from First Lady Joanne Tomblin and Mr. James Skidmore, Chancellor of the West Virginia Council for Community and Technical College Education. Additionally, Governor Earl Ray Tomblin declared the day of the event to be "GEAR UP Day" in the state of West Virginia. Nearly 200 students and 250 parents attended.

JUNE 2011
CFWV Adult Learner Marketing and Outreach Campaign: The Division of Student Success and P-20 Initiatives supported the efforts of the West Virginia Higher Education Policy Commission's "Degree Now" grant program by developing and launching a college access marketing campaign aimed at encouraging adults to return to college to earn a two-year or four-year degree. The campaign, which continued through September, incorporated radio, newspaper, mobile, online, and direct mail advertisements.

"GEAR UP U!" Summer Academy: West Virginia GEAR UP hosted its second summer academy for members of the program's student cohort (the class of 2014). The four-day academy was held on the campus of Southern West Virginia Community and Technical College, one of West Virginia GEAR UP's three college partners. Nearly 60 students graduated from the academy. Students participated in core classes — English, math and science — and elective classes, such as health sciences, communications, engineering, and business. Participants also attended workshops aimed at building leadership skills, exploring career options, and learning more about cfwv.com. Current college students led nightly mentoring sessions, which allowed GEAR UP students to learn more about life on campus and the challenges and opportunities of pursuing a college degree through the viewpoints of their near-peer mentors.

2011 HIGHLIGHTS

JANUARY 2011
West Virginia GEAR UP Incentive Award: The West Virginia GEAR UP program launched its third GEAR UP Incentive Award program, which provides students graduating from a West Virginia GEAR UP high school with a one-time financial aid award to help offset the costs of attending college. More than $640,000 was awarded to nearly 500 applicants in the class of 2011.

FEBRUARY 2011
College Goal Sunday: The Division of Student Success and P-20 Initiatives partnered with the Commission's Division of Financial Aid, the West Virginia Association of Student Financial Aid Administrators, the YMCA and other college-access and community organizations to host College Goal Sunday. College Goal Sunday is a one-day financial aid awareness event designed to offer students and families free assistance in completing the Free Application for Federal Student Aid (FAFSA). More than 700 students completed a FAFSA during College Goal Sunday, and nearly 1,500 individuals attended the workshops, which were held at 18 locations across the state.

MARCH 2011
Student Leadership Academy: West Virginia GEAR UP hosted its first "Student Leadership Academy" at Concord University. More than 100 students participated in the event, which focused on encouraging students to take personal responsibility for their future in order to succeed.

APRIL 2011
Math and Science Expo: West Virginia GEAR UP hosted the first of several "Math and Science Expo"s for GEAR UP students. The events focused on educating students about careers and degree options in the Science, Technology, Engineering, and Math (STEM) fields and featured hands-on activities to engage students in the study of math and science.

Above: Joanne Tomblin, First Lady of West Virginia and President of **SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE**, served as the keynote speaker for the third annual "Governor's Honors Symposium for West Virginia GEAR UP Graduates." Southern West Virginia Community and Technical College is one of GEAR UP's three college partners.

························· *Pictured* ·······················
Students attending the spring GEAR UP "Student Leadership Academy" at **CONCORD UNIVERSITY** participated in a variety of activities to build teamwork and communication skills.

West Virginia HIGHER EDUCATION *Policy Commission*   *Division of* STUDENT SUCCESS *and* P-20 INITIATIVES   *Division of* STUDENT SUCCESS *and* P-20 INITIATIVES
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JULY 2011

GEAR UP Classroom Enhancements and Academic Enrichment Services: West Virginia GEAR UP collaborated with local education agencies in the program's service area to identify and address schools' needs for classroom enhancements and academic enrichment programs. The program funded classroom technology upgrades, such as interactive white boards, course recovery software, and computer labs, and academic enrichment programs, such as dual-credit courses and ACT preparation classes.

AUGUST 2011

College Access and Student Success Summit: The Division of Student Success and P-20 Initiatives partnered with the West Virginia Department of Education to coordinate the state's first Student Success Summit. The two-day event focused on encouraging collaboration among the state's education and workforce systems to build a more seamless, cradle-to-career educational pipeline for West Virginia's students. More than 350 individuals participated in the event, including PK-12 educators, counselors, and administrators; higher education faculty, counselors, and administrators; community members; college access providers; and workforce counselors. The 2012 Student Success Summit will be held August 2 through 3 in Morgantown.

West Virginia State Fair: The Division of Student Success and P-20 Initiatives partnered with the West Virginia University Extension Service to coordinate a college access outreach event at the West Virginia State Fair. Staff members spent ten days at the fair providing information about the state's financial aid programs and the resources available on cfwv.com.

> **This is the first [conference] I've attended with my heart, soul, and body...This event gave me the boost I needed to begin my 39th year in education!**
>
> - A **CLAY COUNTY** educator describing her experience at the 2011 Student Success Summit, a PK-20 collaborative event co-sponsored by the Commission and the **WEST VIRGINIA DEPARTMENT OF EDUCATION**.

Higher Education Readiness Officer (HERO) Program: West Virginia GEAR UP expanded the Higher Education Readiness Officer (HERO) program in West Virginia GEAR UP schools. The HERO program is a peer-to-peer outreach program in which participating students work to help all students in their community attend and succeed in college. "HERO"s assist West Virginia GEAR UP site coordinators in organizing and promoting GEAR UP activities and services, and they plan and coordinate several of their own outreach initiatives each year. For example, the "HERO"s at Westside High School in Wyoming County organized a coat drive for those in need. "HERO"s at Wyoming County East High School organized a freshman orientation event for rising eighth graders. More than 275 students have joined the HERO program.

SEPTEMBER 2011

College Foundation of West Virginia (CFWV) Campaign: The Division of Student Success and P-20 Initiatives developed new marketing and outreach materials for the CFWV statewide college access marketing campaign. The campaign features the faces and stories of students and families from West Virginia, and incorporates television, radio, web, and print advertisements, along with billboards, event sponsorships, in-theater advertising promotions, and social media strategies.

College Foundation of West Virginia (CFWV) Counselor Kits: The Division of Student Success and P-20 Initiatives and the Division of Financial Aid developed counselor kits containing college-planning materials. The kits were sent to counselors at every public high school in West Virginia and were designed to aid counselors in informing students and families of postsecondary opportunities and the resources available on cfwv.com.

Left to Right:

MINGO CENTRAL COMPREHENSIVE HIGH SCHOOL, SCOTT HIGH SCHOOL, and TUG VALLEY HIGH SCHOOL students participated in a series of "Math and Science Expo's designed to encourage students to explore Science, Technology, Engineering, and Math (STEM) fields.

Students in the HERO and mentoring programs at WYOMING EAST HIGH SCHOOL organized a book drive to provide local children and youth centers with books for their libraries.

To announce the selection of students chosen to star in the new CFWV marketing and outreach campaign, CFWV hosted a series of "star-studded events." Students dressed as celebrities and were encouraged to "reach for the stars" in pursuing their dreams for postsecondary education. (Pictured below: students from CALHOUN COUNTY HIGH SCHOOL).

GEAR UP HERO students from WYOMING EAST HIGH SCHOOL coordinated a freshman orientation event to welcome incoming freshmen to the high school and offer support in adjusting to high school life.

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West Virginia GEAR UP Mentor Program: West Virginia GEAR UP implemented the second year of its comprehensive mentor program in all of the program's service schools. The program, which was developed by the division's regional GEAR UP coordinators, has enabled site-level coordinators to build successful mentor programs in their schools. Mentors utilize pre-packaged session guides, which incorporate college- and career-planning activities within self-development exercises. The program allows mentors to focus their energies on building more meaningful relationships with students.

2011 College Fair Tour: Staff members from the Division of Student Success and P-20 Initiatives participated in the annual West Virginia College Fair Tour, which provides opportunities for public high schools in the state to participate in a local college fair. Staff members provided information about the state's financial aid programs and the resources available on cfwv.com to students at more than 130 high schools.

Regional Community Workshops: Staff members from the Division of Student Success and P-20 Initiatives conducted a series of community engagement workshops in conjunction with five regional public forums hosted by the Commission. The workshops focused on informing the college and university community about the college access and student success initiatives of the division and outlined ways community members and campus staff can collaborate in these efforts. Bluefield State College, Fairmont State University, Glenville State College, Shepherd University, and West Liberty University hosted the workshops.

OCTOBER 2011
College Foundation of West Virginia Training Workshops: The Division of Student Success and P-20 Initiatives coordinated a series of training workshops across the state. The workshops are designed to help educators — particularly secondary education counselors — utilize cfwv.com and other college-planning resources in their work with students. The workshops will continue throughout the academic year and are held at regional locations, including Regional Education Service Agency (RESA) offices and college campuses across West Virginia.

Family College Night: West Virginia GEAR UP hosted its annual family college event at Southern West Virginia Community and Technical College. "Family College Night" provided families with the opportunity to tour Southern's Lincoln County campus and learn more about the college admissions process and the availability of financial aid. The event featured activities for individuals of all ages, including games to keep younger children occupied while parents and older students explored campus and learned more about postsecondary education.

"From Burnout to Breakthrough" Professional Development Workshop: West Virginia GEAR UP sponsored a one-day professional development workshop for educators at Mingo Central Comprehensive High School and Sherman High School. Participants learned about strategies to "recharge" and "refocus," in order to do their best in their work with students. They also learned about ways to help students become more excited about learning.

ACT Test Preparation Workshops: West Virginia GEAR UP hosted a series of ACT test preparation workshops for students. The workshops helped students learn about why college admissions tests, such as the ACT, are important and provided tips to help them prepare. Additionally, cfwv.com offers free ACT, SAT, and GRE test preparation tools year-round, including practice tests, study skills tips, and vocabulary building tools.

Right: Students and families from across West Virginia are featured in the new CFWV advertising campaign.

AMARA YOAK ::: Grantsville

ERICA PATTERSON ::: So. Charleston

QUENTIN MURPHY ::: Grantsville

NADIA MILLER ::: Seth

KeANNA GEORGES ::: So. Charleston

LESLIE GILMORE ::: So. Charleston
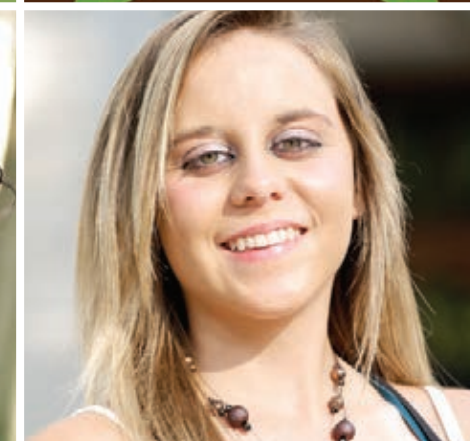
NEVADA MILLER ::: Seth
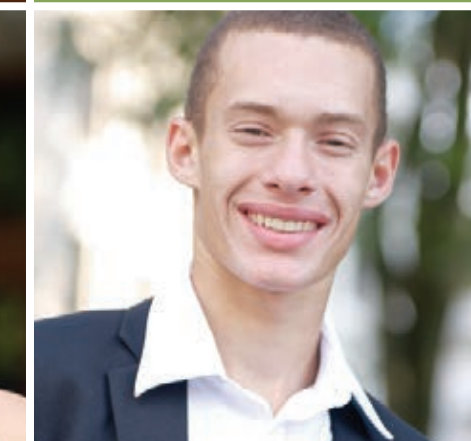
ALEX BARLAS ::: Charleston

CHELSEY CURRY ::: Delbarton

AMY NUNN ::: Fairmont
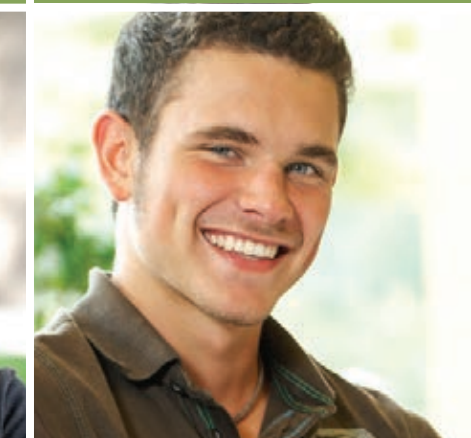
ZACK RUNYON ::: Delbarton

NOVEMBER 2011

College Application and Exploration Week: The College Foundation of West Virginia, in partnership with West Virginia GEAR UP, the Fairmont State GEAR UP Partnership Program, West Virginia TRiO programs, the YMCA, and other college access and community organizations, hosted the state's first statewide College Application and Exploration Week. Governor Earl Ray Tomblin proclaimed November 14 through 18 as "College Application and Exploration Week" in West Virginia. Events were held at more than 65 locations across the state. During the week, schools and YMCAs organized a variety of college awareness activities, including "college spirit days," and "ask me about college" events that encouraged students to talk to their teachers or mentors about their college experience. Students were provided lab time to explore postsecondary institutions on cfwv.com and to complete college applications. More than 2,600 students applied to college at a College Application and Exploration Week event,[1] and 1,398 students utilized the CFWV web portal to complete their applications.[2] All of West Virginia's four-year public colleges and all but one of the state's two-year public colleges now offer an online application through cfwv.com.

DECEMBER 2011

Student Leadership Academy: West Virginia GEAR UP hosted its second annual "Student Leadership Academy." The academy was held at the University of Charleston and incorporated a college admissions presentation. Workshops conducted during the academy focused on helping students develop their leadership skills to enact positive change in their communities and in their lives. More than 500 students participated in the one-day event.

Student Service Projects: Students in the West Virginia GEAR UP mentoring program completed a series of community service projects. The community service component of the mentoring program is designed to help students develop leadership, critical-thinking, and teamwork skills while further integrating GEAR UP activities into the communities the program serves. Students across the program's 14 schools chose a variety of projects, including organizing food, book, toy, and coat drives; coordinating events to raise funds for breast cancer research; and volunteering in hospitals and nursing homes. Students at Wyoming County East High School, for example, wrote a grant to secure board games for residents of a local nursing home, and students at Westside High School joined forces with elementary school students to launch a county-wide "teddy bear drive" for hospitalized children. Students then log their community service hours on cfwv.com — and one group even applied for (and won) college scholarships for their work in feeding the hungry!

> **I realized** *that* **I am something** *and* **I will be something.**
>
> - A **WEBSTER COUNTY HIGH SCHOOL** student talking about her experience at the GEAR UP "Student Leadership Academy" held at the **UNIVERSITY OF CHARLESTON**.

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1 Source: Survey of College Application and Exploration Week Site Coordinators (2011)

2 Reporting period: November 14-18, 2011; Source: College Foundation of West Virginia Utilization Statistics

Left: Students at **SHERMAN HIGH SCHOOL** dressed as their favorite celebrity during CFWV's "Reach for the Stars" college awareness event. CFWV hosted the event to announce that students from Sherman were selected to star in the new advertising and outreach campaign.

Below: Amara Yoak, a **CALHOUN COUNTY HIGH SCHOOL** graduate and current **GLENVILLE STATE COLLEGE** student, starred in a CFWV ad encouraging students to create solid plans to achieve their dreams.

Above Left: A staff member from the **FAIRMONT STATE GEAR UP PARTNERSHIP PROGRAM** assists a student from **ELKINS HIGH SCHOOL** during CFWV's statewide "College Application and Exploration Week," which was held November 14-18 at nearly 70 locations across West Virginia.

Above Right: During "College Application and Exploration Week," administrators, teachers, and school staff shared their college experience with students by hanging signs inviting students to ask them about their Alma mater.

Right: "HERO"s at **SCOTT HIGH SCHOOL** spread the message and show off their CFWV gear.

Below: Students at **SCOTT HIGH SCHOOL** learned about a variety of careers, their options for postsecondary education, and the resources and tools available on cfwv.com during a schoolwide Career Day.

COLLEGE FOUNDATION *of* WEST VIRGINIA

ABOUT CFWV

The College Foundation of West Virginia is a statewide outreach initiative designed to help students and families prepare for and succeed in college. The central component of the initiative is cfwv.com, a one-stop college- and career-planning web portal designed to consolidate previously decentralized resources and offer a comprehensive guide to planning, applying, and paying for college in West Virginia. CFWV was created through the vision of the West Virginia Legislature, which provided a $2 million one-time appropriation to launch and market the website and broader outreach initiative.

COLLEGE ACCESS CHALLENGE GRANT PROGRAM

The CFWV campaign has been sustained through the utilization of federal funds, primarily those monies provided through the federal College Access Challenge Grant (CACG). The CACG program is a five-year grant program aimed at increasing the educational attainment rates of all citizens, particularly those from high-need areas. Utilizing CACG program funds, the College Foundation of West Virginia:

- coordinates and maintains the state's free college- and career-planing web portal, cfwv.com;

- provides training and professional development opportunities for middle and high school counselors and other educators to aid them in integrating college- and career-readiness activities within the secondary education system;

- fuels the development of sustainable community support programs through the creation of college- and career-planning curricula and kits that will enable community organizations to assist students and families in the college planning process;

- provides outreach services and develops college access informational tools and programs; and

- supports college completion initiatives, such as adult degree-completion programs and student transition programs.

2011 PROGRAM OUTCOMES

Progress and outcomes achieved in 2011 through the CACG program and the CFWV initiative include:

Greater PK-12 Collaboration and Alignment: Staff members from the Division of Student Success and P-20 Initiatives are working to provide training on the cfwv.com web portal and other college access resources to college students enrolled in school counseling preparation programs.

Additional Online College Applications: CACG monies funded the development of additional online applications housed on the cfwv.com portal. All public four-year institutions in West Virginia and all but one of West Virginia's public two-year institutions now offer an application through cfwv.com.

Additional Outreach Materials and Tools: CACG funds were used to support the Commission's "Degree Now" adult learner initiative, which is funded by a grant from the Lumina Foundation for Education. CACG provided for the development of additional informational materials for adult learners, including an enhanced adult learner section on cfwv.com and radio, online, print, mobile, and outdoor advertisements aimed at encouraging adults to return to the classroom.

College Access Marketing and Outreach Initiatives: During the fall of 2011, staff members partnered with the West Virginia Association of Collegiate Registrars and Admissions Officers (WVACRAO) to host outreach and informational displays at every college fair on the WVACRAO College Fair Tour, reaching students, and sometimes parents, at more than 130 schools. Additionally, staff participated in various community events, including fairs and festivals, financial fitness workshops, and military family counseling seminars. To date, nearly 9,000 individuals have opted to receive e-mail and other updates from CFWV as a result of the program's community outreach efforts.

2011 CACG funds are also being utilized to support the statewide CFWV marketing campaign initially funded by the West Virginia State Legislature. CACG funded the creation of new advertising materials, including four radio advertisements, four television advertisements, print advertisements, online and mobile advertisements, and outdoor advertisements.

Below: The division coordinates a comprehensive public information campaign to help students and families learn more about the college-going process.

Quick fact:

More than 700 PK-20 stakeholders have been trained to utilize the CFWV web portal.[1]

Counselor and Educator Training: Since the site launched in October of 2009, more than 700 educators, counselors, and community volunteers have received in-depth training on the use and application of the cfwv.com portal.[1] During the 2010-11 academic year, CACG program staff focused particularly on training counselors with the goal of providing a half- or full-day training workshop to at least two counselors per county. The first map in Chart 1 illustrates progress toward that initial goal.[1] The second map illustrates the program's progress toward training additional college access stakeholders.[1] The Division of Student Success and P-20 Initiatives has partnered with Regional Education Service Agency 7 and the West Virginia Center for Professional Development to offer statewide training events.

Counselors Trained **Total PK-12 Educators Trained**

■ 2010-11 Training Goal Met *(2 or more counselors have been trained)*
□ 2010-11 Training Goal Half-Way Completed

□ 0 trained
□ 1-2 trained
▨ 3-5 trained
▨ 6-10 trained
■ 11+ trained
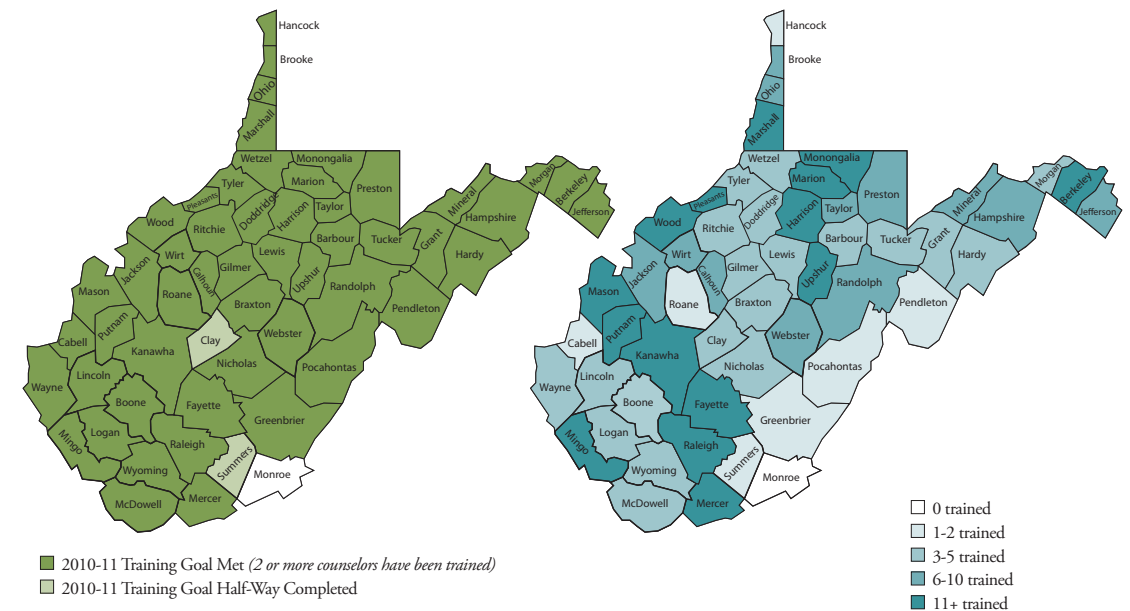
Chart 1: PK-12 counselors and other PK-12 educators by county who have been trained using funds from the CACG program. Training workshops will continue through the spring and summer of 2012.

Utilization and Adoption: Since the site's launch in early October 2009, nearly 100,000 individuals have created accounts on cfwv.com, and more than 38,000 college applications have been submitted through the CFWV web portal.[2] Overall, use of the site's college-planning features has grown steadily and spikes in user activity have typically correlated with major marketing or outreach activities. Chart 2 on the following page shows account creation trends by month.[2] Chart 3 features accounts created disaggregated by target audience.[2] Charts 4 through 6 provide year-to-year comparisons of utilization of the site's various features.[2]

1 College Access Challenge Grant Professional Development Summaries (2010-2011)

2 CFWV Site Analytics and Utilization Reports (2009-2011)

Accounts Created - Total: 97,170

Legend: 2009-10, 2010-11, 2011-12
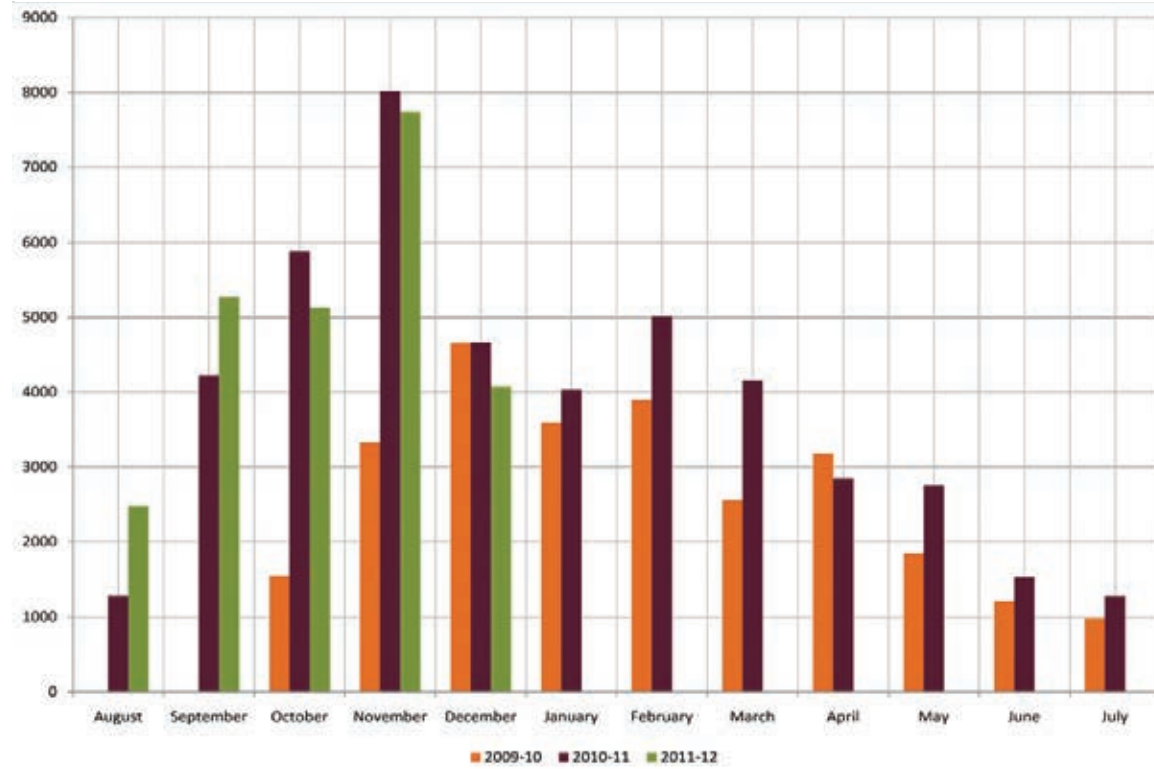
Chart 2: Accounts created on cfwv.com by month, October 2009 through December 2011.

Accounts Created by Self-Reported User Role

- Middle School Students
- High School Students
- College Students
- Adult Learners
- Parents
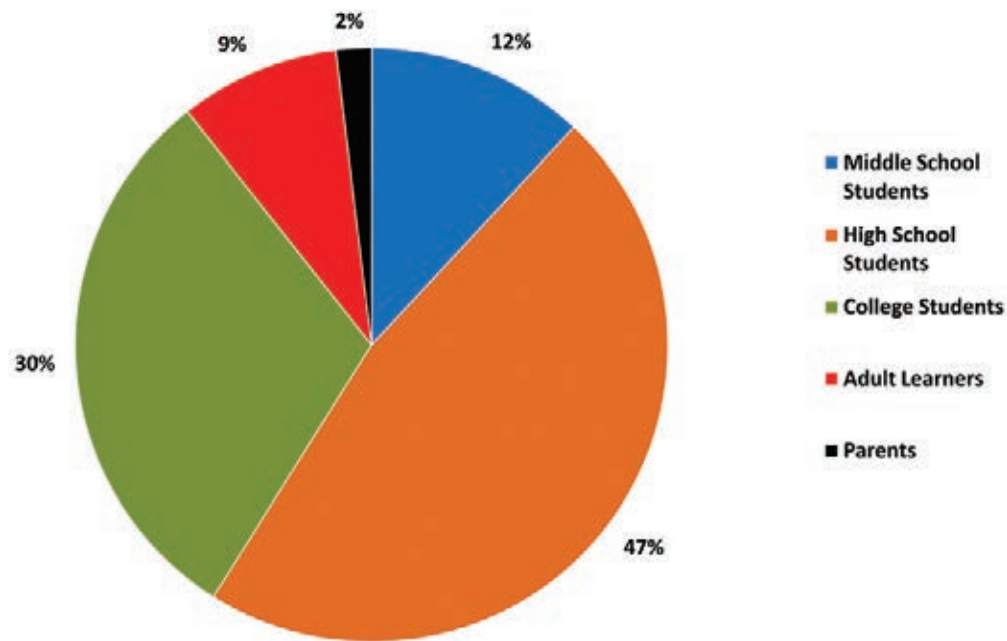
Chart 3: Accounts created on cfwv.com disaggregated by user role (role is self-reported by account holders).

Adult Learner Accounts Created - Total: 8,480

Legend: 2009-10, 2010-11, 2011-12

Chart 4: New account holders who have self-identified as adult learners, October 2009 through December 2011.

College Applications Submitted - Total: 38,385
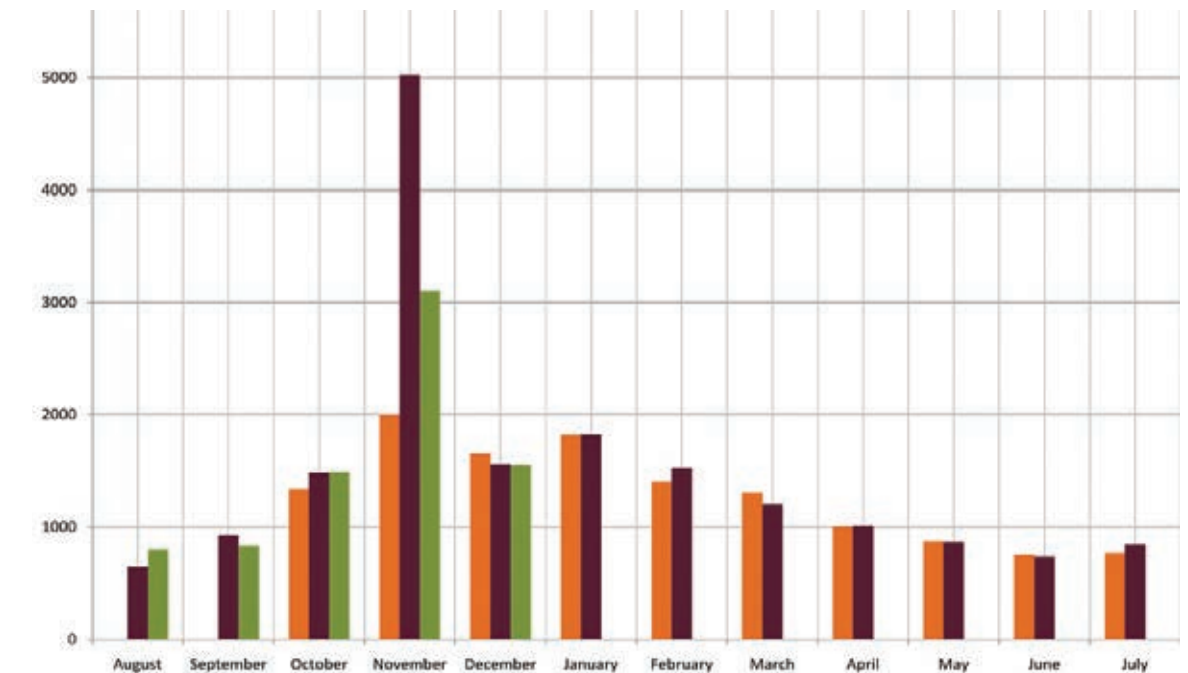
Chart 5: College applications submitted through cfwv.com by month, October 2009 through December 2011.

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Quick fact:

In 2011, nearly 195,000 individuals visited the CFWV web portal. The average person visited more than 11 pages on the site.[1]

1 Reporting period: January 1 through December 31, 2011; Source: Google Analytics Unique Visitor and Average Page View Statistics

ACT Test Preparation Tool Unique Users Each Month

Legend: ■ 2009-10 ■ 2010-11 ■ 2011-12

Months: August, September, October, November, December, January, February, March, April, May, June, July
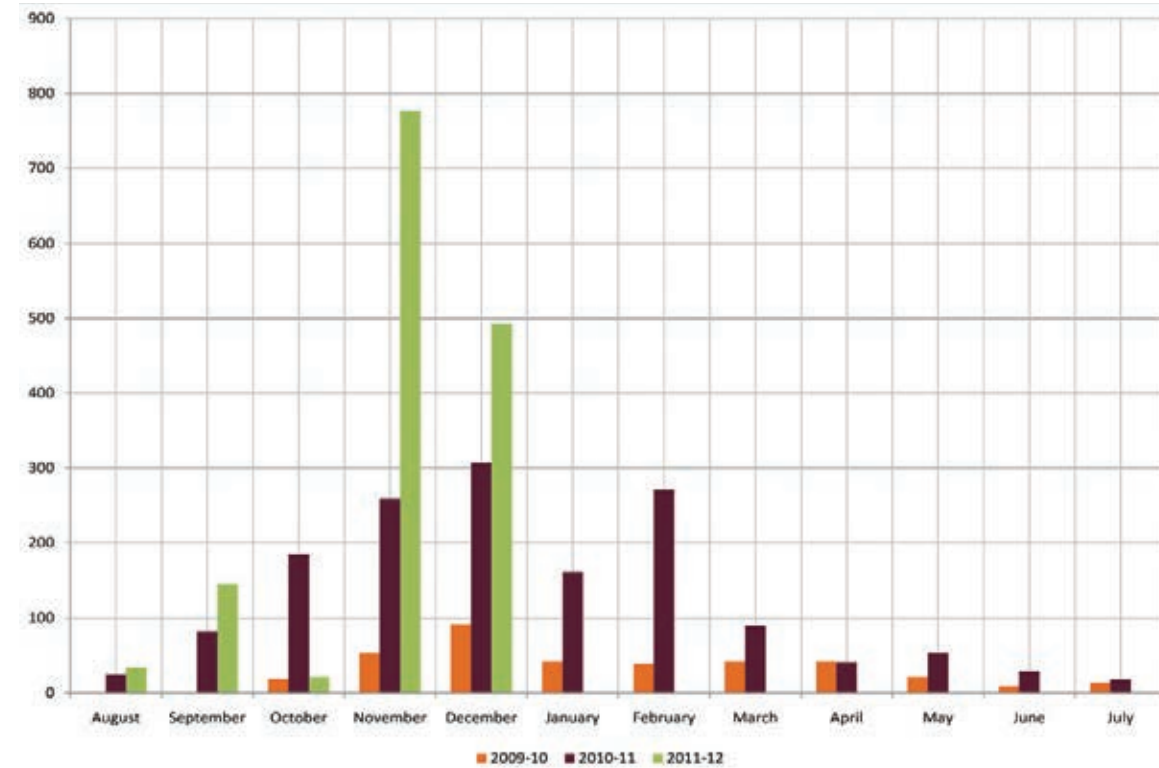
Chart 6: Unique monthly users of the ACT Test Preparation Tool on cfwv.com, October 2009 through December 2011.

FOR MORE INFORMATION

The College Foundation of West Virginia (CFWV) is intended to serve as a resource to students, families, educators, and community members. Please feel free to contact program staff via any of the following methods:

📞 **(304) 558-0655**

@ **www.cfwv.com**

f **www.facebook.com/collegefoundationofwv**

🐦 **@cfwv**

Left: Staff members attended numerous fairs, festivals, workshops, and other community events to inform West Virginians about the college-going process, including opportunities for financial aid.

Below: One of the youngest stars of CFWV's new advertising campaign poses for a picture.

Below & at Bottom: Students from across the state posed for photos and starred in television commercials to help create CFWV's new advertising and outreach campaign.

Above Left: Staff members met with students and families at **LINCOLN COUNTY HIGH SCHOOL** during Family College Night. Staff provided information to high school students about college and financial aid and offered a special session for parents interested in returning to college.

Below: Staff members partnered with the **WEST VIRGINIA UNIVERSITY EXTENSION SERVICE** to provide information about all postsecondary opportunities in West Virginia during the 2011 State Fair.
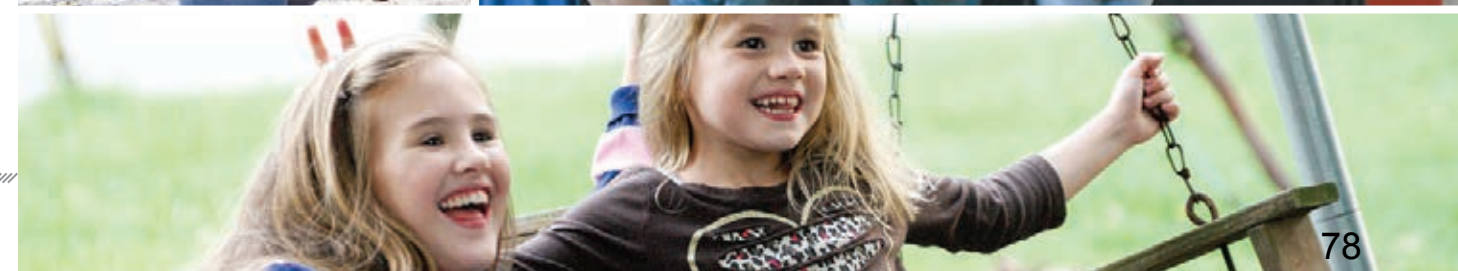
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WEST VIRGINIA GEAR UP

ABOUT THE PROGRAM

West Virginia GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a federally funded grant program aimed at increasing the academic preparation and college readiness of students within ten under-served counties in West Virginia.

The program is funded by a six-year, $18 million federal grant awarded in 2008 to the West Virginia Higher Education Policy Commission by the United States Department of Education. The program operates within 14 schools and provides college access services to a cohort (the class of 2014), and a priority group (students in the 11th and 12th grades). West Virginia GEAR UP provides college-planning and academic enrichment services to approximately 5,500 students each year. The program is projected to serve more than 13,000 students over the life of the grant.

SERVICE AREA

During the 2010-11 academic year, the West Virginia GEAR UP program operated within 17 high schools. Due to school consolidation, the program will serve only 14 high schools during the 2011-12 academic year. West Virginia GEAR UP's service counties include Boone, Clay, Lincoln, McDowell, Mingo, Roane, Summers, Webster, Wirt, and Wyoming. The program collaborates with three college partners: Concord University, Glenville State College, and Southern West Virginia Community and Technical College.

★ **Glenville State College**, West Virginia GEAR UP's college partner serving the program's central region.

★ **Southern WV Community and Technical College**, West Virginia GEAR UP's college partner serving the program's southwestern region.

★ **Concord University**, West Virginia GEAR UP's college partner serving the program's southern region.

★ **West Virginia Higher Education Policy Commission**, the central administrative office for the West Virginia GEAR UP program.

2011 PROGRAM OUTCOMES

At the site level, West Virginia GEAR UP has provided additional opportunities for students, parents, and educators that may not otherwise have been afforded, including:

College Awareness Interventions: West Virginia GEAR UP provides funding for college awareness activities, such as parent and family nights and college tours. Campus visits have been particularly successful. During the 2010-11 academic year, 2,386 students visited a college campus as a result of the GEAR UP program.[1]

Parent and Family Events: West Virginia GEAR UP emphasizes parent and family involvement as a key component of increasing the educational attainment rates of students. GEAR UP coordinates and funds family college and financial aid awareness nights throughout the year and encourages parents to work with their students to build a college plan by creating a parent account on cfwv.com.

Classroom Enhancements and Technology Upgrades: West Virginia GEAR UP has funded numerous technology upgrades, including smart boards, computer labs, and learning software.

Tutoring and Academic Enrichment: West Virginia GEAR UP aims to increase the academic preparation of students in order to prepare them to succeed in postsecondary education. To achieve that goal, the program has consistently provided funding and resources for services such as ACT preparation classes and credit recovery courses. West Virginia GEAR UP has also funded dual credit courses, typically in the subjects of math and English, offered through Southern West Virginia Community and Technical College, one of the program's three college partners. Additionally, every West Virginia GEAR UP school provides tutoring services to students in the 2014 cohort. During the 2010-11 academic year, 2,829 students participated in tutoring or homework assistance at an average of 14.13 hours per participant.[1]

Professional Development: To ensure sustainability of the college-readiness initiative, West Virginia GEAR UP funds professional development activities for educators at every GEAR UP school each year. During the 2010-11 academic year, the program funded several professional development opportunities, including training workshops designed to help GEAR UP counselors utilize cfwv.com. During the 2010-11 academic year, 341 educators received professional development training as a result of the GEAR UP program.[1]

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1 Reporting period: August 1, 2010 through July 31, 2011; Source: West Virginia GEAR UP Participation Summary Report

Above: Faculty and staff at **MINGO CENTRAL COMPREHENSIVE HIGH SCHOOL** participated in a one-day GEAR UP professional development event titled "From Burnout to Breakthrough." The event focused on helping educators renew their passion for teaching and provided strategies for teachers to use in helping students rekindle a love of learning.

West Virginia GEAR UP's efforts have yielded positive results for the students, families, educators, and communities the program serves. Highlights include:

A positive shift in parents' aspirations for their children: At the program's start, 76 percent of students in the West Virginia GEAR UP cohort indicated that they expected to complete a four-year college degree or higher, but only 44 percent of cohort parents indicated that they thought their student would achieve a bachelor's degree or more. Midway through the program's third year, those numbers had shifted dramatically. Surveys of GEAR UP parents and students during the 2010-11 academic year indicated that cohort parents now have higher expectations for their children; 67 percent now believe their student will complete a four-year degree program.

During the same time period, students' perceptions regarding their likelihood to complete a four-year college degree have declined slightly; however, students' aspirations to achieve a two-year degree have increased since the program's start.[1] This may indicate that students are now more aware of the many options for postsecondary education beyond traditional baccalaureate degree programs.

Percentage of Students and Parents who Expect to Earn (or Expect Their Child to Earn) a Two- or Four-Year Degree Versus Only a High School Diploma
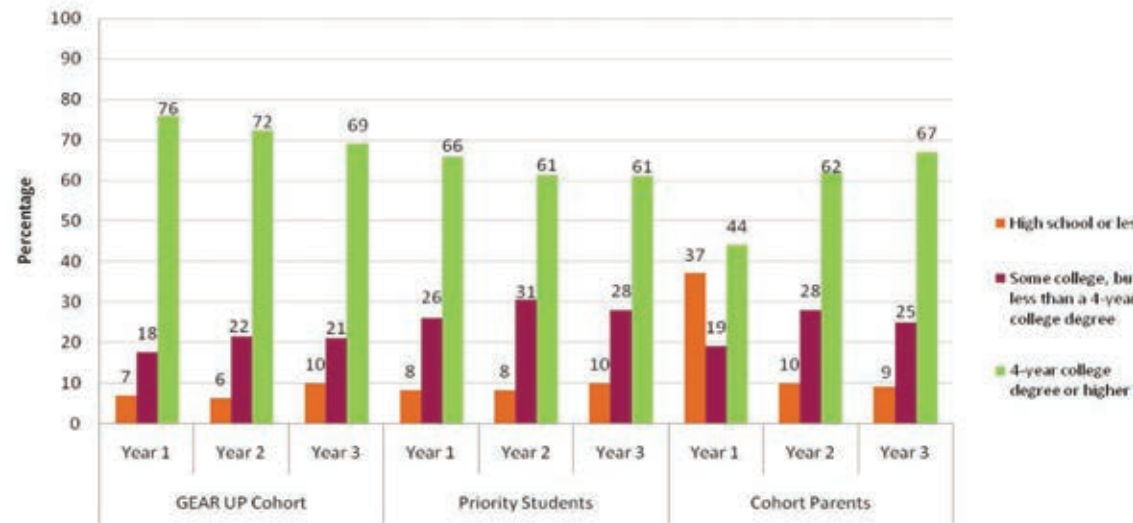
Chart 7: The percentage of cohort students, priority group students, and parents of cohort students who indicate they believe they will achieve (or their child will achieve) a given level of education; comparing survey responses at the program's start to those collected during the project's second and third years of implementation.

Quick fact:
80 percent of GEAR UP 10th grade students reported having spoken with someone about college.[1]

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1 Sources: West Virginia GEAR UP Baseline Data Survey (2008); West Virginia GEAR UP Annual Program Survey (2009 and 2010)

> ## "I realized *that* college is right for me. It made me want *to* do something great *with* my life.

*- A **MOUNT VIEW HIGH SCHOOL** student talking about a change in perspective after a GEAR UP college-awareness activity during which current college students visited Mount View to offer insight and advice.*

Positive changes among students regarding their plans for college: The majority of cohort students (67 percent) indicated that the West Virginia GEAR UP program helped them become more academically prepared. Only 13 percent "did not believe" that the program helped them academically and 20 percent "did not know" whether the program was helpful. Nearly half of the priority students surveyed felt the program increased their academic readiness.

When questioned regarding their satisfaction with West Virginia GEAR UP services, the majority of students participating in any given service indicated that they were "satisfied" or "very satisfied" with the program's services in all categories. Students were most satisfied with the campus tours the program provides and the campus tour/college visit was also judged to be the most beneficial service among students surveyed.

Many students also said they believed the GEAR UP program had a positive impact on their college plans. Forty percent of cohort students said the program had caused them to change their plans for college by helping them to decide:

- to go to a trade school, college, or university;
- to obtain more education than they had originally planned;
- to determine where they want to attend school; and/or
- to determine what they want to study in school.

Nearly 20 percent of priority group students said they had changed their plans in one of the ways outlined above as a result of the GEAR UP program.[1]

1 Sources: West Virginia GEAR UP Baseline Data Survey (2008); West Virginia GEAR UP Annual Program Survey (2009 and 2010)

A significant increase in the number of students and parents who report having spoken with someone from their school regarding college admissions requirements and the availability of financial aid: In the program's first year, only 24 percent of cohort students reported speaking to someone from their school about the availability of financial aid for college. The percentage increased substantially to 81 percent in its third year of implementation.[1] Similarly, at the project's start, only approximately one fourth of cohort students had spoken with someone from their school about college entrance requirements. By late 2010, however, more than three fourths of cohort students reported having a conversation with someone at their school regarding this topic.[1] The number of priority group students and cohort parents reporting that they had spoken with someone from their school about college entrance requirements and financial aid for college has also increased since the program's initial year.

The impact of the GEAR UP program is particularly pronounced when one examines survey results of comparable students attending GEAR UP schools in the classes of 2013 and 2015 (one year ahead of and one year behind the GEAR UP cohort). Sadly, these students lag far behind those who have received GEAR UP services in reporting that they have received college admissions or financial aid counseling. This trend demonstrates the severe need for college-awareness interventions and the impact direct, concentrated college-preparation services can yield.

The Percentage of GEAR UP and Non-GEAR UP Students who Report Having Spoken with Someone Regarding Postsecondary Opportunities
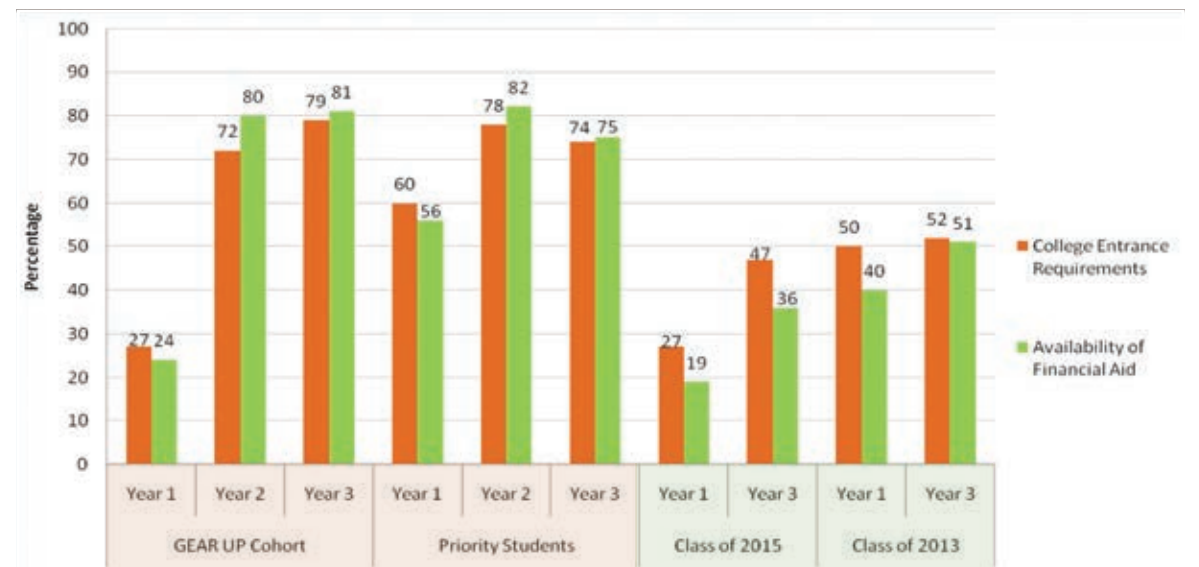
Chart 8: The percentage of cohort students, priority group students, and comparison group students who report having spoken with someone regarding college entrance requirements and financial aid. Students in the class of 2013 and 2015 were surveyed for comparison only, and had NOT received GEAR UP services at the time the survey was administered.

Strong program participation rates: The majority of school personnel in West Virginia GEAR UP schools indicated that they believe the project is being implemented as intended in their school.[2] Program activities and services are constant and ongoing in all service schools, and the program provided more than 116,500 service hours to students during the 2010-11 academic year, along with more than 8,200 hours to parents and more than 2,500 to educators.[3] A summary of key services and participation rates is provided in Table 1.[3]

1 Sources: West Virginia GEAR UP Baseline Data Survey (2008); West Virginia GEAR UP Annual Program Survey (2009 and 2010)

2 Source: West Virginia GEAR UP School Personnel Survey (2011)

3 Reporting period: August 1, 2010 through July 31, 2011; Source: West Virginia GEAR UP Participation Summary Report

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Quick fact:

2,386 students visited a college campus during the 2010-11 academic year as a result of the West Virginia GEAR UP program.[1]

Participation Rates of Students, Parents, and Educators within Key GEAR UP Service Categories

STUDENT *events*	Participants	Avg. Hours Per Student
College Campus Visit	2,386	3.62
Academic and Career Counseling	3,862	4.61
Family or Cultural Event	2,804	4.23
Financial Aid Counseling and Advising	988	1.57
Job Site Visit	502	3.01
Mentoring Activities	1,909	2.16
Rigorous Academic Curricula	223	62.90
Summer Program	94	170.91
Tutoring	2,829	14.13

PARENT *events*	Participants	Avg. Hours Per Parent
College Campus Visit	65	2.89
Counseling and Advising	888	2.92
Family College-Awareness Events	1,561	3.19
Financial Aid Workshop	247	2.05

EDUCATOR *events*	Participants	Avg. Hours Per Educator
Professional Development Activity	341	7.56

Table 1: Reporting period: August 1, 2010 through July 31, 2011; Source: West Virginia GEAR UP Participation Summary Report

1 Reporting period: August 1, 2010 through July 31, 2011; Source: West Virginia GEAR UP Participation Summary Report

> ················ *Pictured* ················
> **WIRT COUNTY HIGH SCHOOL** students exhibited their school spirit during the West Virginia GEAR UP Student Leadership Academy.

CHALLENGES

Though West Virginia GEAR UP has demonstrated a high level of success, the project has not been without challenges, including:

Skewed perceptions of costs and affordability: Students and parents continue to overestimate the cost to attend college. In fact, almost one fourth of all GEAR UP students and parents estimate that one year of tuition at a public four-year college or university in West Virginia exceeds $15,000 — nearly three times more than the actual average. Not surprisingly, given the misperception regarding the cost of tuition, the number of students who think they can "definitely" or "probably" afford college has decreased slightly since the program's start.[1] The number of parents who think college is affordable has increased since the program's start, despite the fact that most parents still overestimate the price of tuition. This may be due to the fact that a high number of parents report having spoken with someone about the availability of financial aid.

To better inform students and parents of the actual cost of tuition, the GEAR UP program has strengthened its focus on providing informational resources regarding financial aid programs and college costs. These efforts include public information campaigns conducted by students in the GEAR UP HERO program, and an emphasis on college costs within the program's outreach materials. Additionally, the program has provided professional development sessions for GEAR UP counselors and site coordinators to provide these individuals with knowledge and resources to help them inform their students of the financial aid opportunities available.

1 Sources: West Virginia GEAR UP Baseline Data Survey (2008); West Virginia GEAR UP Annual Program Surveys (2009 and 2010)

Accuracy of Students' and Parents' Responses When Questioned Regarding the Approximate Cost of One Year of Tuition (Only) at an In-State Public Four-Year College

Chart 9: The percentage of cohort students, priority group students, and parents of cohort students responding in each category when asked to estimate the cost of one year of tuition at an in-state public four-year college; comparing survey responses at the program's start to those collected during the project's second and third years of implementation. Note: survey respondents were told specifically NOT to consider the cost of books, room and board, transportation, etc.

Perceptions of Students' and Parents' Regarding Whether or Not They Think They Can Afford the Cost of Attendance at an In-State Public Four-Year College Using Both Financial Aid and Family Resources
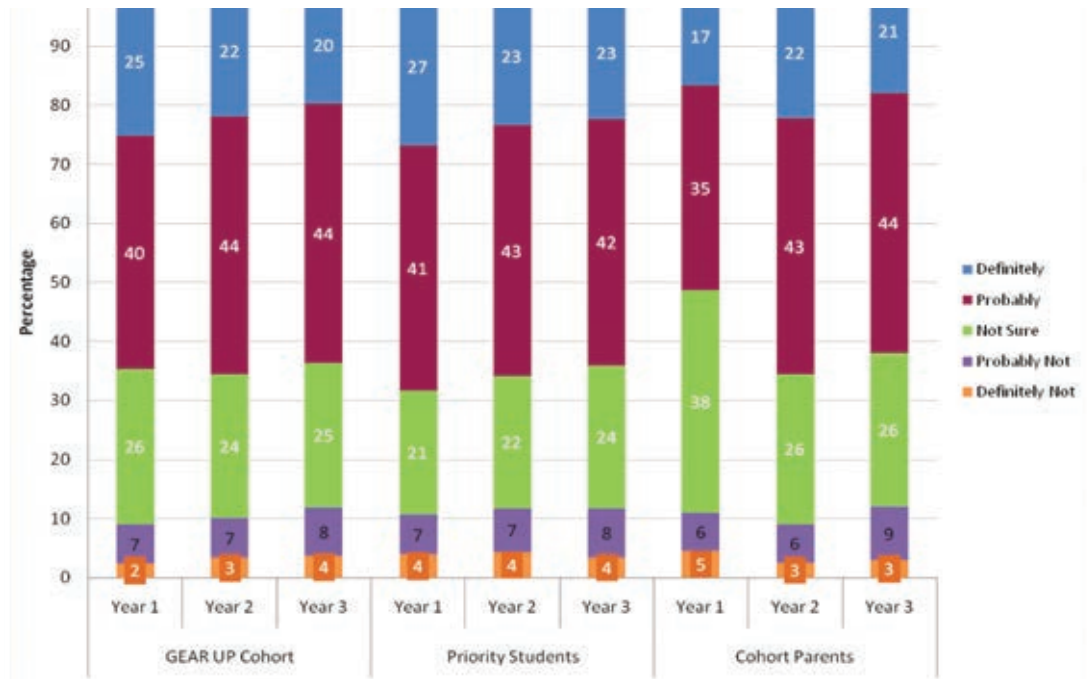
Chart 10: The percentage of cohort students, priority group students, and parents of cohort students responding in each category when asked whether or not they think they can afford the cost of attendance at an in-state, public four-year college or university; comparing survey responses at the program's start to those collected during the project's second and third years of implementation.

Percentage of Students' and Parents' Responding in Each Category When Questioned Regarding the Approximate Cost of One Year of Tuition (Only) at an In-State Public Four-Year College
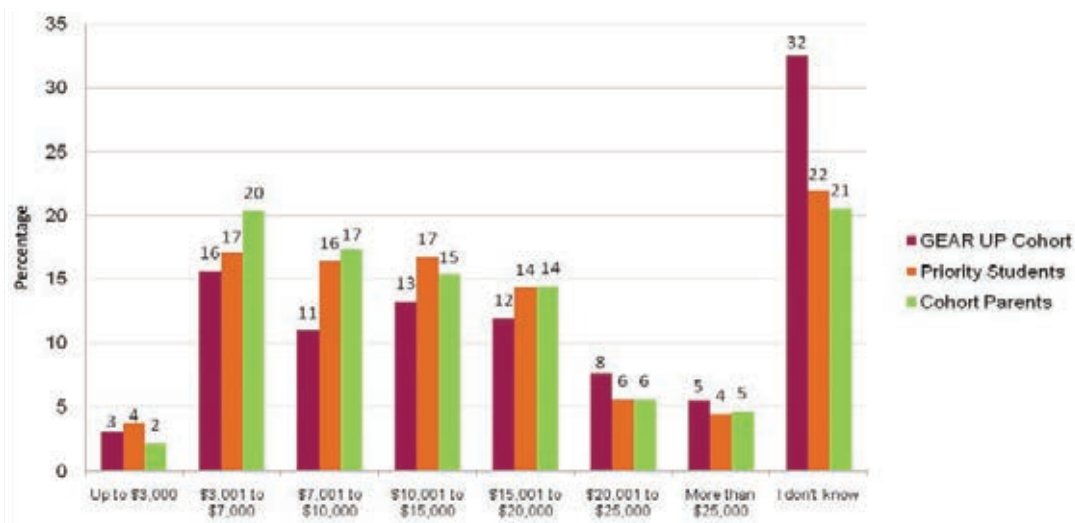
Chart 11: The percentage of cohort students, priority group students, and parents of cohort students responding in each category when asked to estimate the cost of one year of tuition at an in-state public four-year college; survey responses collected during the project's third year of implementation. Note: survey respondents were told specifically NOT to consider the cost of books, room and board, transportation, etc.

Academic Achievement: Cohort students earned a slightly lower overall grade point average in the program's second and third years than in its first, and students' GPAs in all four major content areas — English, mathematics, science, and social studies decreased slightly.[1]

West Virginia GEAR UP is currently examining ways the program can help address these deficiencies. For example, to further engage students in math and science and stress core concepts, the program coordinated "Math and Science Expo"s for students in several schools. Additionally, the program has begun coordinating a series of job site visits for students, aimed at helping teens link classroom learning with career skills.

Transportation and Time Constraints: Transportation and time constraints continue to serve as barriers to participation for after-school tutoring and mentor programs, along with evening workshops and other activities. Students and parents frequently report that they are unable to participate due to lack of transportation, while others have other evening or afterschool commitments.[2] Activity buses are limited in the counties the program serves, and many students must travel long distances to and from school. When possible, GEAR UP coordinators have worked to provide services before school or during school, such as during lunch periods or elective periods. Additionally, coordinators often pair college-planning activities with other after-school events, such as parent-teacher conferences or sporting events. Time constraints may be reduced in coming years, as many West Virginia schools are considering a return to a seven-period-a-day schedule, which would allow greater flexibility for schools to structure their schedules to offer class periods dedicated to ACT preparation, tutoring, or credit recovery.

Leadership and Staff Turnover: The West Virginia GEAR UP program is hindered in some counties by frequent turnover among local education agency and school leadership, along with frequent changes in program site coordinators and mentors. Frequent personnel changes disrupt service implementation, reduce the consistency of program delivery, and halt momentum in building support among school staff, the community, and students. Though these issues are difficult to prevent, GEAR UP administrative staff will look for opportunities to increase schoolwide knowledge of and support for GEAR UP activities in order to prevent interruptions in activity as a result of staff turnover. Finding a solution to this problem will also play a key role in the program's efforts to build sustainable college access initiatives that continue beyond the grant's lifespan.

1 Source: County Boards of Education within the West Virginia GEAR UP program's service area (2011)

2 Source: West Virginia GEAR UP Site Coordinator Focus Group Interviews (2011)

3 Reporting period: August 1, 2010 through July 31, 2011; Source: West Virginia GEAR UP Participation Summary Report

Quick fact:

More than 500 students participated in a job site visit during the 2010-11 academic year.[3]

ABOUT THE MEASURES AND REPORTS PROVIDED

West Virginia GEAR UP follows a rigorous evaluation plan, as outlined on the program's website at www.wvgearup.org/research. The program conducts an annual survey among students and parents in order to measure the project's progress toward meeting its annual and long-term objectives. The program only surveys students who have been given permission by their parents to participate.

Due to discrepancies between the program's annual reporting period and its annual service period (the latter is aligned with the academic year, the former begins and ends in March of each year), data and measures presented in this report represent varying time frames. For this reason, reporting periods are frequently listed in the footnotes on each page. Much of the data regarding the GEAR UP program encompasses multiple academic years and multiple federal performance reporting years. This report is intended to provide a glimpse of the accomplishments achieved through the GEAR UP program as it relates to the work of the Division of Student Success and P-20 Initiatives during the 2011 traditional calendar year.

FOR MORE INFORMATION

West Virginia GEAR UP strives to be accessible to students, families, educators, and community members. Please feel free to contact program staff via any of the following methods:

(304) 558-0655

www.wvgearup.org

gearupinfo@hepc.wvnet.edu

www.facebook.com/wvgearup

@wvgearup

" I love *this* college! I learned *so* much...

- A **ROANE COUNTY HIGH SCHOOL** student talking about a GEAR UP-funded college tour of **ALDERSON-BROADDUS COLLEGE**.

Left: GEAR UP students from **SUMMERS COUNTY HIGH SCHOOL** toured **WEST VIRGINIA UNIVERSITY**.

Below: Students attending "GEAR UP U! 2011", a four-day summer academy held at **SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE**, participated in a variety of hands-on classes in the subjects of science, mathematics, and English.

Right: Students and families attending the 2011 "Governor's Honors Symposium for GEAR UP Graduates" were able to meet with college representatives before and after the ceremony.

Below: "GEAR UP U!" summer academy students participated in elective classes, including health sciences.

Below: GEAR UP coordinators at **CLAY COUNTY HIGH SCHOOL** collaborated with the financial aid staff at **WVU INSTITUTE OF TECHNOLOGY** to host a financial aid workshop for students and families.

At Bottom: James Skidmore, Chancellor of the **WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE SYSTEM**, encouraged students to consider the opportunities a two-year college degree can provide during the third annual "Governor's Honors Symposium for West Virginia GEAR UP Graduates."

West Virginia HIGHER EDUCATION *Policy Commission*   *Division of* STUDENT SUCCESS *and* P-20 INITIATIVES
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COLLEGE GOAL SUNDAY

ABOUT THE PROGRAM

College Goal Sunday is a one-day event designed to provide students and families with the opportunity to receive free, one-on-one support in completing the Free Application for Federal Student Aid (FAFSA).

The College Goal Sunday program was created by the Indiana Student Financial Aid Association with funding from Lilly Endowment, Inc. and with supplemental support from the Lumina Foundation for Education. In 2009, the West Virginia Higher Education Policy Commission received a grant to implement the program in West Virginia.

The Division of Student Success and P-20 Initiatives, along with partner organizations such as the West Virginia Association of Student Financial Aid Administrators, the YMCA, TRiO, GEAR UP, and others, is responsible for organizing the event and marketing the services available to students and families.

SERVICE AREA

College Goal Sunday workshops are held at the following locations:

Bluefield State College; Braxton County High School; Capital High School; Concord University; Davis & Elkins College; Erma Byrd Higher Education Center; Fairmont State University Gaston Caperton Center; Glenville State College; Lincoln County High School; Marshall University Mid-Ohio Valley Center; Mountwest Community and Technical College; New River Community and Technical College; Potomac State College of West Virginia University; Ripley High School; Southern West Virginia Community and Technical College; Shepherd University; West Virginia Northern Community College; West Virginia University; and West Virginia University Institute of Technology.

2011 PROGRAM OUTCOMES

On February 13, 2011, the Division of Student Success and P-20 Initiatives and its partners coordinated the second annual statewide "College Goal Sunday" event.

More than 200 volunteers from various college access organizations and higher education institutions across the state joined forces to offer students free, one-on-one confidential assistance in completing the FAFSA. In the program's second year, workshops were held at eighteen locations statewide and nearly 1,500 students and family members received help during the event.[1]

Participation in the event increased substantially from the program's first to second years, and program staff have added an additional site at West Virginia University Institute of Technology for College Goal Sunday 2012, bringing the number of site locations up to nineteen.

2011 Participants by Role

- Parents & Family Members — 752
- Students Who Completed the FAFSA — 708
- Other — 21
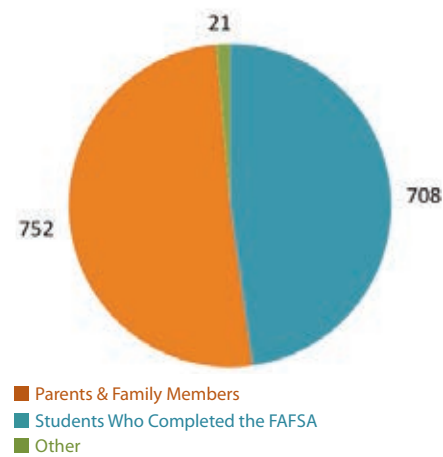
Chart 12: College Goal Sunday 2011 participants by role.

Year to Year Growth: 312%

2010 Event: 370
2011 Event: 1,526

Chart 13: Year-to-year growth rates in participation from the program's first to second year of implementation.

Quick fact:

62 percent of those receiving services during College Goal Sunday 2011 were from a population identified as under-served, including first-generation college students, low-income families, and minority students.[2]

1 Source: College Goal Sunday Workshop Registration Forms and Location Summary Report

2 Source: College Goal Sunday West Virginia Participant Survey (2011)

FOR MORE INFORMATION

Information regarding College Goal Sunday can be found on cfwv.com.

Left: In addition to assisting with the FAFSA, volunteers from **NEW RIVER COMMUNITY AND TECHNICAL COLLEGE** provided an overview of state and federal financial aid during their College Goal Sunday workshop.

Below: **CONCORD UNIVERSITY** engaged the entire campus community — including staff, faculty, and students — in coordinating and promoting College Goal Sunday.

Right: Staff members from the **WEST VIRGINIA CLEARINGHOUSE** assisted at the **RIPLEY HIGH SCHOOL** College Goal Sunday workshop.

Below: Staff members from the financial aid office at **SHEPHERD UNIVERSITY** worked with area students to find sources of financial aid and complete the FAFSA.

Below: Financial aid and admissions staff at **GLENVILLE STATE COLLEGE** collaborated with the **FAIRMONT STATE GEAR UP PARTNERSHIP** and the West Virginia GEAR UP programs to ensure that GEAR UP students throughout the central part of the state received help in completing the FAFSA.

At Bottom: **FAIRMONT STATE UNIVERSITY** hosted one of the state's largest College Goal Sunday workshops at the University's Gaston Caperton Center in Clarksburg.

West Virginia HIGHER EDUCATION *Policy Commission*   *Division of* STUDENT SUCCESS *and* P-20 INITIATIVES
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.... *Pictured* ....
MINGO CENTRAL COMPREHENSIVE HIGH SCHOOL students share college information with their classmates through the "HERO" program.

Division of STUDENT SUCCESS *and* P-20 INITIATIVES
West Virginia Higher Education Policy Commission

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www.**cfwv**.com

West Virginia Higher Education Policy Commission
Meeting of February 17, 2012

ITEM: Approval of Fiscal Year 2011 Consolidated
                                         Audit

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved,* That the West Virginia Higher
                                         Education Policy Commission accepts the
                                         audited financial report for the Higher
                                         Education Fund for the Fiscal Year ending
                                         June 30, 2011.

STAFF MEMBER: Ed Magee

BACKGROUND:

The Commission is statutorily charged with the preparation of audited financial
statements for West Virginia's Higher Education Fund (Fund). The Fund is made up of
all activity related to institutional operations of Commission and Council member
institutions. Each institution is independently audited as part of the Fund Statement.
The Commission is charged only with approving the Fund Statement. The Fund audit is
completed by Deloitte and Touche, LLP under a contractual arrangement with the
Chancellor's Office.[1]

Staff compiled this report with three goals in mind:
1. To provide the Commission with an understanding of the audit process;
2. To provide information on audit findings contained within the fund; and,
3. To provide ratio analysis of data contained within the Fund Statement and the
   statements of the member institutions.

Staff believes that the overall status of the fund is sound, although there are areas that
should be monitored to ensure its continued viability. Of particular concern is the
continued increase in the Other Post Employment Benefits (OPEB) liability. *The Fiscal
Year (FY) 2011 increase in this liability was equal to 81 percent of the Fund's
unrestricted net assets.*

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[1] Deloitte and Touche subcontracted with Costanzo and Associates, PLLC, Hayflich and Steinberg, PLCC, and
Suttle and Stalnaker, PLCC, to complete audits for several institutions. The ultimate responsibility for performance
is with Deloitte and Touche.

The Audit Process

Independent Auditors' Reports on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Governmental Auditing Standards were issued for all financial reports. Some reports (those issued by Suttle and Stalnaker, PLLC) included management comments, which identify significant deficiencies that, if left unchecked, could rise to the level of a "material weakness."

The combined financial statements, as well as the financial statements for each institution, the Commission, and the Council can be viewed on the Commission's website at http://www.hepc.wvnet.edu/finance.

Summary of Financial Results

A summary of the financial information for the Fund is provided in this section. As a point of reference, the dollar amount numbers are presented in thousands.

Net Assets

Net assets are the total assets less the total liabilities of the Fund. The net assets of the Fund increased in FY 2011 by $71.9 million. This follows a decrease of $13.3 million in FY 2010. The majority of this change is attributable to activities related to investments in capital assets. Increases in restricted cash and capital assets were partially offset by bonds payable increases. Investments were sold to fund capital projects. Cash from operations increased. The mounting OPEB liability significantly reduced the positive outcome resulting from increased operating cash and net capital assets.

Net Assets Changes (Dollars in Thousands)	
Net Assets	$71,921
Cash and Cash Equivalents	36,826
Restricted Cash and Cash Equivalents	77,613
Investments	-17,461
Capital Assets – Net	119,569
OPEB Liability	85,068
Bonds Payable	57,175

Bond Activity

The FY 2011 $57 million increase in bonds payable was primarily a result of a $76.6 million bond issue. In December, 2010, the Commission issued revenue bonds, the proceeds of which are being used to finance the construction or improvement of higher education facilities.

Bonds Payable (Dollars in Thousands)

	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Bonds Payable	$703,497	$703,593	$679,424	$749,887	$806,062
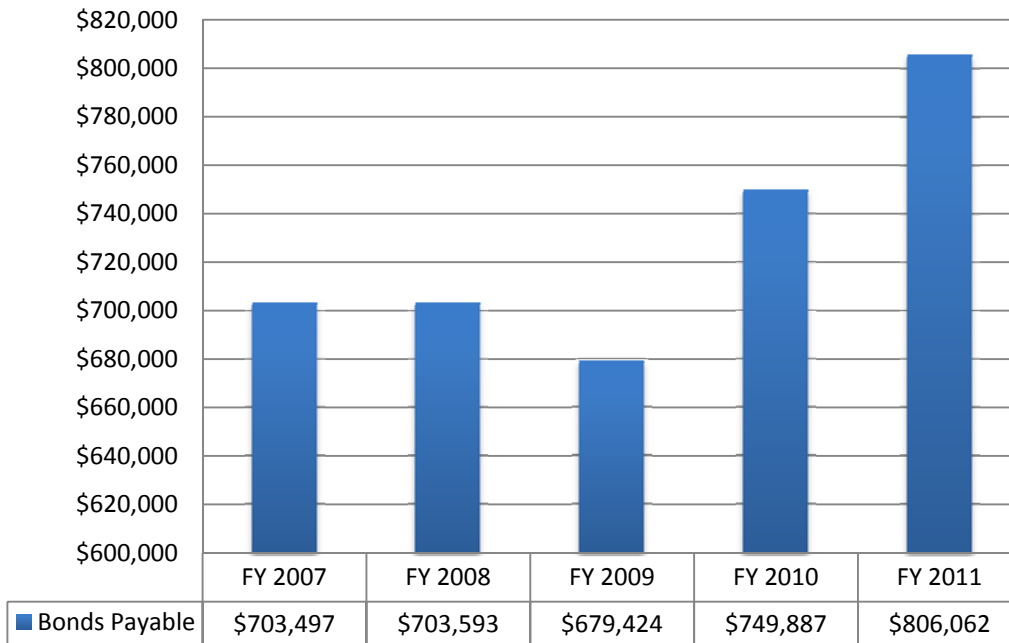
Tuition and Fee Revenue

As a result of enrollment growth and increases in fee rates, total student tuition and fee revenues net of the scholarship allowance increased $20.7 million in FY 2011. The $32.3 million increase in gross tuition and fees revenues was partially offset by an $11.6 million increase in the scholarship allowance. Over the past four years, the percent increase in the scholarship allowance has exceeded the percent increases in gross and net tuition and fees because more federal and state financial aid is available to students.

Tuition and Fee Revenues Percent Increases

	1	2	3	4	5
Gross Tuition and Fee Revenues	11%	8%	11%	9%	5%
Scholarship Allowance	5%	10%	17%	27%	9%
Net Tuition and Fee Revenues	13%	8%	10%	5%	4%
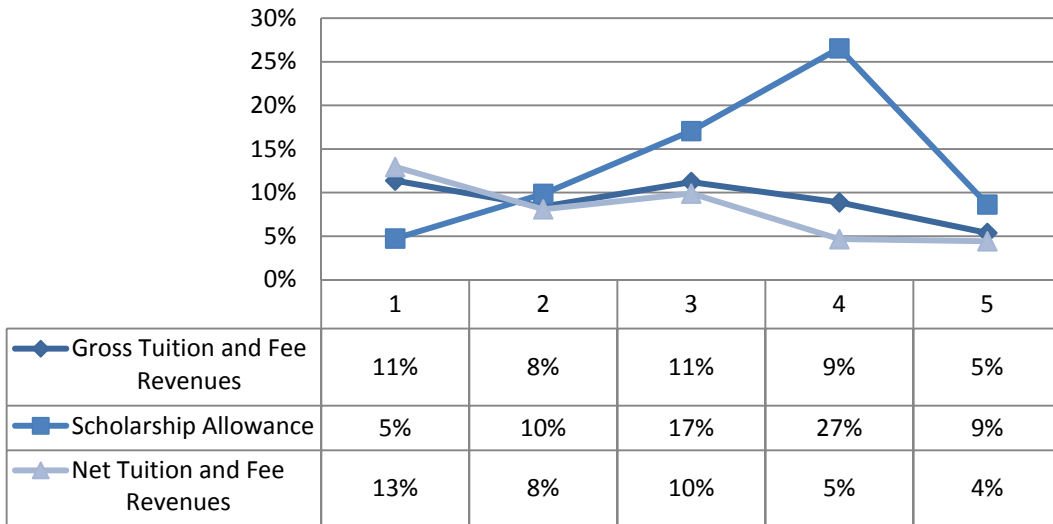
Operating Expenses

Operating expenses increased $75.2 million over FY 2010. Total salaries and wages increased as a result of new faculty positions required to serve a growing student population, successful grant activity, and limited salary increases provided during the year. Scholarships and Fellowships expenses increased because students received additional federal and state financial aid. The Utilities expenses increase was primarily related to electricity rate changes and increases in building square footage.

Operating Expenses Increases			
	FY 2010	FY 2011	Change
Salaries and Wages	$733,485	$761,623	$28,138
Benefits	294,569	299,223	4,654
Supplies and Other Services	346,927	365,517	18,590
Utilities	49,335	55,955	6,620
Student Financial Aid- Scholarships and Fellowships	117,365	134,091	16,726
Depreciation	89,780	92,108	2,328

Operating Expenses Percent Increases					
	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Salaries and Wages	6.76%	5.68%	8.19%	4.98%	3.84%
Benefits	-1.55%	22.80%	3.45%	33.04%	1.58%
Supplies and Other Services	6.90%	7.48%	4.15%	2.00%	5.36%
Utilities	-0.72%	0.82%	7.21%	3.07%	13.42%
Scholarships and Fellowships	10.78%	4.78%	13.01%	30.88%	14.25%
Depreciation	6.68%	5.62%	4.41%	9.34%	2.59%

Reporting Entities

The institutional financial statements include data from affiliated organizations under their control. The financial statements for organizations that are not controlled by an institution, but are significant to the fund, are discretely presented. If an institution is not its only significant beneficiary, an affiliated organization's data are not presented. The following organizations are controlled by their affiliated college or university:
- Concord University Research and Development Corporation
- Glenville State College Research Corporation
- Glenville State College Housing Corporation
- Marshall University Research Corporation (MURC)
- Shepherd University Research and Development Corporation
- West Virginia State University Research and Development Corporation
- West Virginia University Research and Development Corporation

The following affiliated organizations are not controlled by an institution:
- Institutional foundations
- Bluefield State College Research and Development Corporation
- Provident Group-Marshall LLC.

Because they do not entirely or almost entirely benefit one organization, or are not material to the fund, the following organizations' financial data was excluded:
- West Virginia University Foundation, Inc.
- The Higher Education Foundation, Inc.
- The Fairmont State Foundation, Inc.

Other Post Employment Benefits

Beginning in FY 2008, the Fund adopted GASB Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other than Pensions*. This statement provides standards for the measurement, recognition, and reporting of other postemployment benefit (OPEB) expenditures, assets, and liabilities. To address the issues raised by this statement, the Legislature created a postemployment trust fund for all state agencies. The Fund participates in this multiple employer cost-sharing plan, administered by the Public Employee's Insurance Agency (PEIA).

The recognition of OPEB expenditures, assets and liabilities has created a substantial burden for institutions across the system. The FY 2011 $85.1 million increase in the liability is equal to 81 percent of the Fund's unrestricted assets. It is anticipated that the Fund will continue to be billed about the same amount annually unless legislation is passed to deal with the problem. It should be noted that there is no penalty for nonpayment of the invoices submitted by PEIA. Nor is there any direct correlated benefit to paying the invoices.

Analysis: Ratios and Financial Information

The purpose of this section is to provide a summary and analysis of the data included in the financial statements. Only financial information is provided; therefore, this information should be combined with key performance indicators in other areas such as academics, and student and faculty satisfaction to acquire a more complete understanding of institutional strength.

To ascertain the financial health of a college or university, four questions should be asked:
- Are resources sufficient and flexible enough to support the mission?
- Does financial asset performance support the strategic direction?
- Do operating results indicate the institution is living within available resources?
- Is debt managed strategically to advance the mission?

To answer these questions, objective financial data should be analyzed within the context of the institutions' strategic plans. These plans are often influenced by the political and economic environment within which the institutions operate. In West Virginia, state appropriations as well as tuition and fee levels are below national averages. Instead of funding capital improvements with state appropriations, projects have been funded primarily by student fees. These economic factors discourage the accumulation of reserves and promote the acquisition of debt to build facilities.

To address the four questions listed above, a financial analysis is presented using the Composite Financial Index (CFI) and several other ratios.[2] The CFI calculation uses the primary reserve, net operating revenues, viability and return on net assets ratios. These ratios are converted into strength factors which in turn are weighted to allow summing of the four resulting ratio scores into a single, composite value. The strength factors are limited to a scale of -4 to 10.

The primary reserve ratio and viability ratio are measures of financial condition based on expendable net assets. These ratios are each weighted 35 percent in the calculation. The net operating revenues ratio measures an institution's ability to live within its means on a short term basis, and it is assigned a weight of 10 percent. The return on net assets assesses a school's capacity to generate overall return against all net resources, and its weight is 20 percent. The West Virginia School of Osteopathic Medicine has no capital project-related debt and Bluefield State College does not have significant capital project-related debt; consequently, a viability score was not calculated for these schools. The primary reserve, net operating revenues, and return on net assets ratios for both institutions were assigned weights of 55 percent, 15 percent, and 30 percent respectively. Because its scores were unusually high, a separate chart was completed for the West Virginia School for Osteopathic Medicine. Because the impact of the OPEB expense and liability was substantial, the CFI was calculated with and without the OPEB information.

Other ratios were calculated to provide additional insight into the schools' financial health. Because the CFI primary reserve indices for some institutions were relatively low, the number of days cash on hand was also determined. The age of the physical plant for each institution was estimated to assess the physical resources available to advance the schools' missions.

The CFI is designed to measure financial performance (income statement) and financial position (Statement of Net Assets). Statement of Net Assets components comprise 70 percent of the index, focusing primarily on debt and reserves. The operating margin and net asset return are highlights of the income statement analysis.

Although the CFI is a very useful tool for analysis, its limitations should be considered. The index only describes financial health and does not provide an indication of an

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[2] The CFI methodology is described in the *Strategic Financial Analysis for Higher Education* (Sixth Edition), jointly developed and sponsored by Prager, Sealy & Co., LLC, KPMG, LLP and BearingPoint., Inc.

institution's success in realizing its mission. A high score may indicate that an institution is not taking advantage of opportunities to invest in operations and facilities or use debt to leverage the institution's assets.

Because colleges and universities have unique missions, funding compositions and phases of growth, inter-institutional comparisons may not be valid. West Virginia institutions primarily self-fund capital needs while other public institutions receive direct state funding for these needs.

The FY 2010 U.S. Public College and University Medians published by Moody's Investors Service was utilized to provide benchmark data for comparison purposes. The report includes median ratios for each rating category and provides data for the following entities:

Institution/Agency Rating	
Fairmont State University	A1
Glenville State College	Baa2
Marshall University	Aa3
Shepherd University	A2
West Liberty University	A3
West Virginia Higher Education Policy Commission	Aa3
West Virginia State University	A3
West Virginia University	Aa3

The rating categories Aa3, A1, A2, and A3 included 42, 64, 36, and 11 institutions, respectively. Glenville State College is the only public higher education institution with a Baa2 rating. It should be noted that Moody's reviews include many additional institutional characteristics such as: management performance and market factors to determine their ratings. Moody's did not calculate median ratios for the Baa2 category. The CFI strength factors were applied to the Moody's median ratios to derive scores for the ratings assigned to West Virginia institutions.

Moody's Ratios
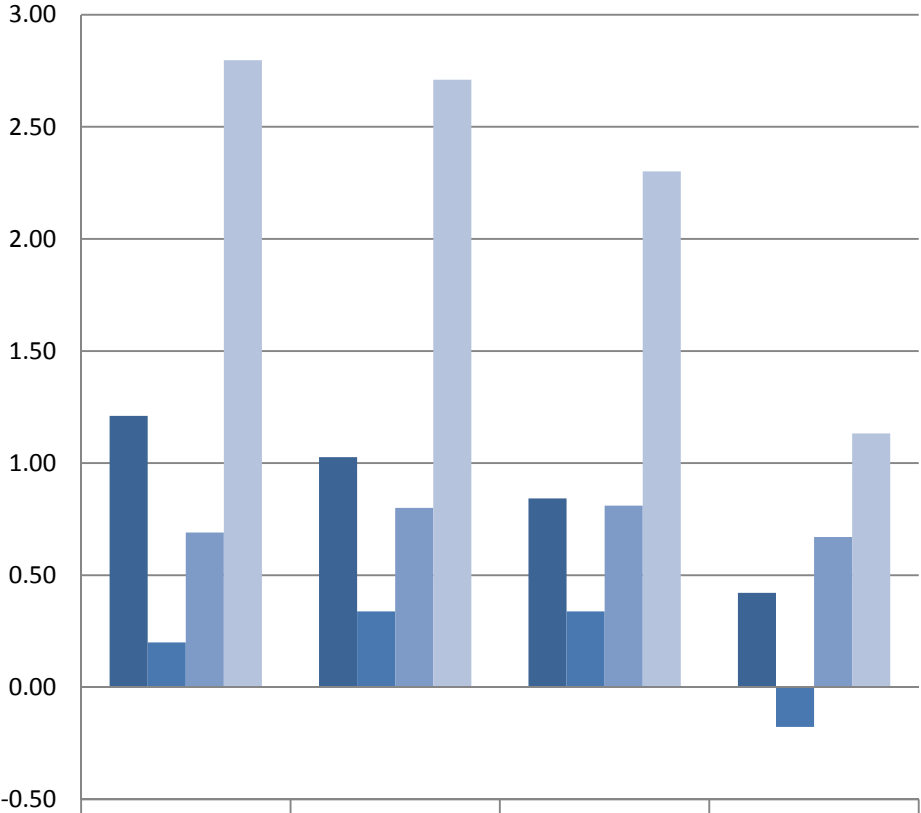
	Aa3	A1	A2	A3
■ Primary Reserve Ratio Score	1.21	1.03	0.84	0.42
■ Net Operating Revenue Score	0.20	0.34	0.34	-0.18
■ Return on Net Assets Score	0.69	0.80	0.81	0.67
■ Composite Financial Index	2.80	2.71	2.30	1.13

Primary Reserve Ratio

The primary reserve ratio used to calculate the primary reserve score is determined by dividing expendable net assets into expenses and applying the appropriate strength factor. The results indicate that, excluding the OPEB liability, amounts held in reserve kept pace with increases in expenditures for most of the colleges and universities. The increased OPEB liability significantly reduced most of the schools' primary reserves. Excluding the OPEB liability, Concord University, Fairmont State University, Marshall University, Shepherd University, and West Virginia University experienced increases in reserves as a percentage of operating expenses. The primary reserve score for the majority of the institutions was below the scores calculated for the schools included in the Moody's report. The scores calculated for Concord University, West Virginia State University, and West Virginia University are significantly less than their associated rating level scores calculated from the Moody's data.

Primary Reserve
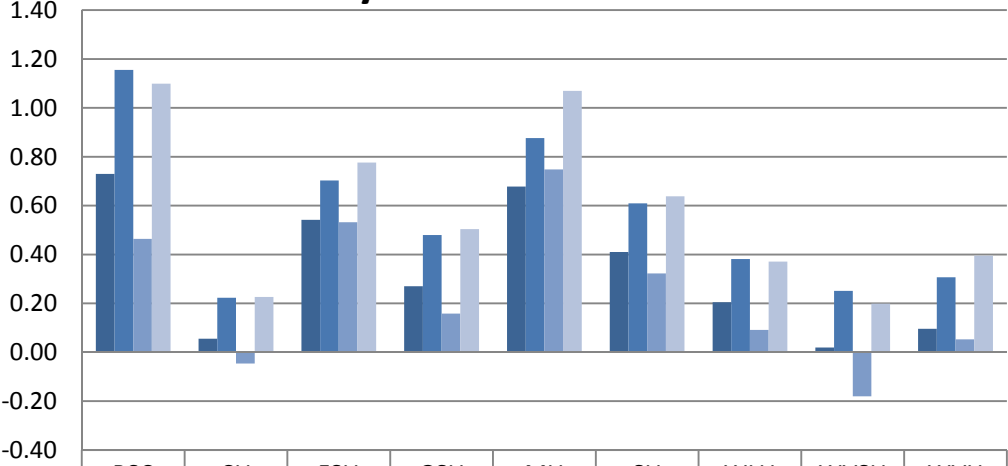
	BSC	CU	FSU	GSU	MU	SU	WLU	WVSU	WVU
■ FY 2010	0.73	0.06	0.54	0.27	0.68	0.41	0.21	0.02	0.10
■ FY 2010 Without OPEB	1.16	0.22	0.70	0.48	0.88	0.61	0.38	0.25	0.31
■ FY 2011	0.46	-0.05	0.53	0.16	0.75	0.32	0.09	-0.18	0.05
■ FY 2011 Without OPEB	1.10	0.23	0.78	0.50	1.07	0.64	0.37	0.20	0.40

Net Operating Revenue

The increase or decrease in net assets resulting from on-going operations is divided into the revenues from on-going operations to determine the net operating ratio. This ratio is used to determine the Primary Reserve Ratio Score.

The OPEB expense ensured a net operating deficit in FY 2011 for every institution in the system except Fairmont State University, Marshall University, and the West Virginia School of Osteopathic Medicine. Excluding the OPEB expense, all institutions experienced an increase in net operating revenues over FY 2010 except for Bluefield State College, Glenville State College, Shepherd University, and West Virginia State University. The majority of the institutions have net operating revenue scores that are comparable to the scores calculated for the Moody's report after the exclusion of the OPEB expense. Although positive, the scores without the OPEB liability for Shepherd University, West Virginia State University, and West Virginia University were significantly less than the Moody's scores. The operating results indicate the most of the institutions are living within available resources; however, most are not generating enough resources to build adequate reserves.

Net Operating Revenue

	BSC	CU	FSU	GSU	MU	SU	WLU	WVSU	WVU
FY 2010	-0.42	-0.37	-0.11	-0.38	-0.08	-0.36	-0.15	-0.06	-0.40
FY 2010 Without OPEB	0.37	0.01	0.19	0.08	0.29	0.04	0.25	0.40	0.05
FY 2011	-0.60	-0.23	0.08	-0.40	0.36	-0.38	-0.06	-0.40	-0.25
FY 2011 Without OPEB	-0.17	0.10	0.34	-0.31	0.69	-0.02	0.29	-0.26	0.16
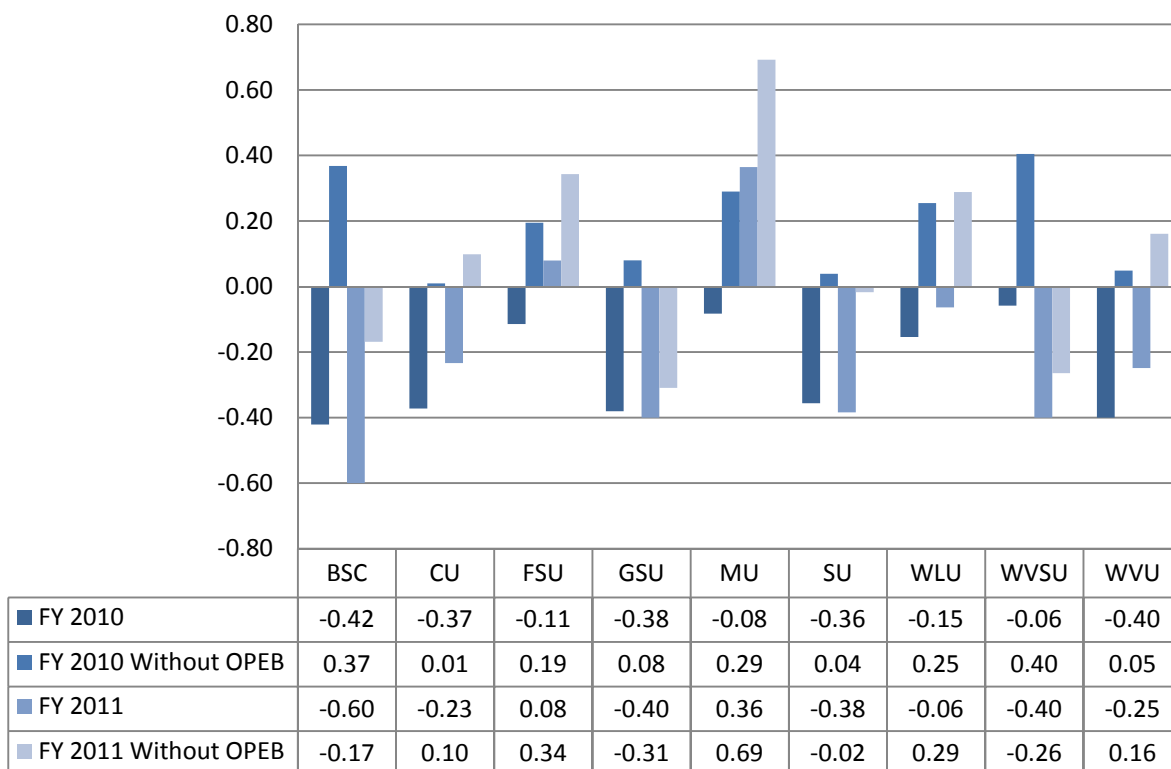
Return on Net Assets

The return on net assets ratio is calculated by dividing the change in net assets by the beginning net assets. The resulting ratio is used to determine the return on net assets score. This score is influenced by institutional income, capital grants and gifts, and capital bond proceeds. Most of the institutions received capital funds during FY 2011. The significant OPEB expense increase limited the schools' scores. Excluding the OPEB expense, most of the institutions' scores compare favorably with the Moody's scores. The scores for Shepherd University and West Virginia State University were well below the Moody's averages. For the majority of institutions across the system, the performance of financial assets provides a low level of support for their respective core missions.

Return on Net Assets
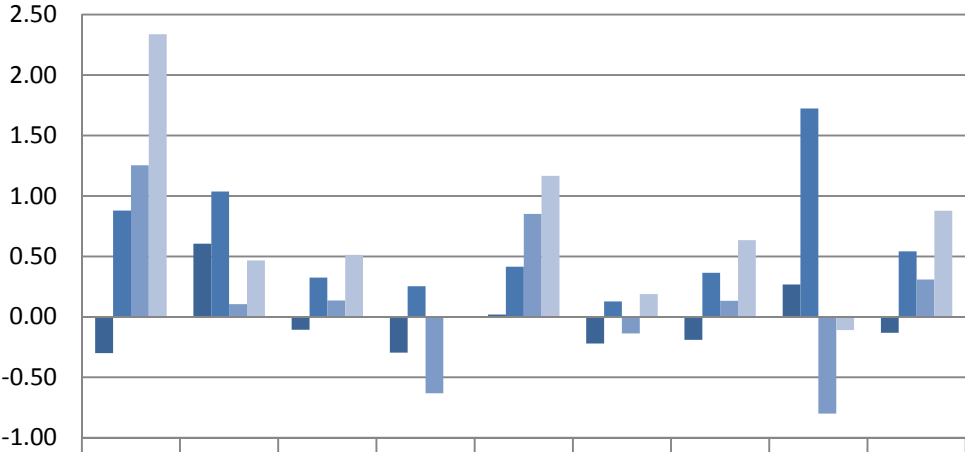
	BSC	CU	FSU	GSU	MU	SU	WLU	WVSU	WVU
■ FY 2010	-0.30	0.61	-0.11	-0.30	0.02	-0.22	-0.19	0.27	-0.13
■ FY 2010 Without OPEB	0.88	1.04	0.33	0.25	0.41	0.13	0.36	1.72	0.54
■ FY 2011	1.25	0.11	0.14	-0.63	0.85	-0.14	0.13	-0.80	0.31
■ FY 2011 Without OPEB	2.34	0.47	0.51	-0.01	1.17	0.19	0.63	-0.11	0.88

Viability

To determine the viability ratio of this calculation, expendable net assets are divided into capital project-related debt. The result of this calculation is used to determine the viability score for each institution. As previously stated, Bluefield State College is not included because it has minimal debt. An institution's market position and capacity to raise fees to support debt service will influence its level of debt. For most institutions, a high level of debt is required to maintain adequate facilities, because the state has not consistently supported capital funding. Tuition and fee rates for resident students are limited; consequently, some institutions are not in a position to incur additional debt. Without the ability to incur debt, aging facilities are not renewed or replaced. The excessive dependency upon student fees for capital improvements reduces institutions' debt capacity for strategic mission advancement.

Viability

	CU	FSU	GSU	MU	SU	WLU	WVSU	WVU
■ FY 2010	0.16	0.18	0.07	0.76	0.16	0.17	0.05	0.07
■ FY 2010 Without OPEB	0.60	0.22	0.13	0.93	0.22	0.30	0.61	0.22
■ FY 2011	-0.14	0.19	0.04	0.88	0.13	0.09	-0.54	0.04
■ FY 2011 Without OPEB	0.68	0.27	0.11	1.20	0.24	0.34	0.56	0.31
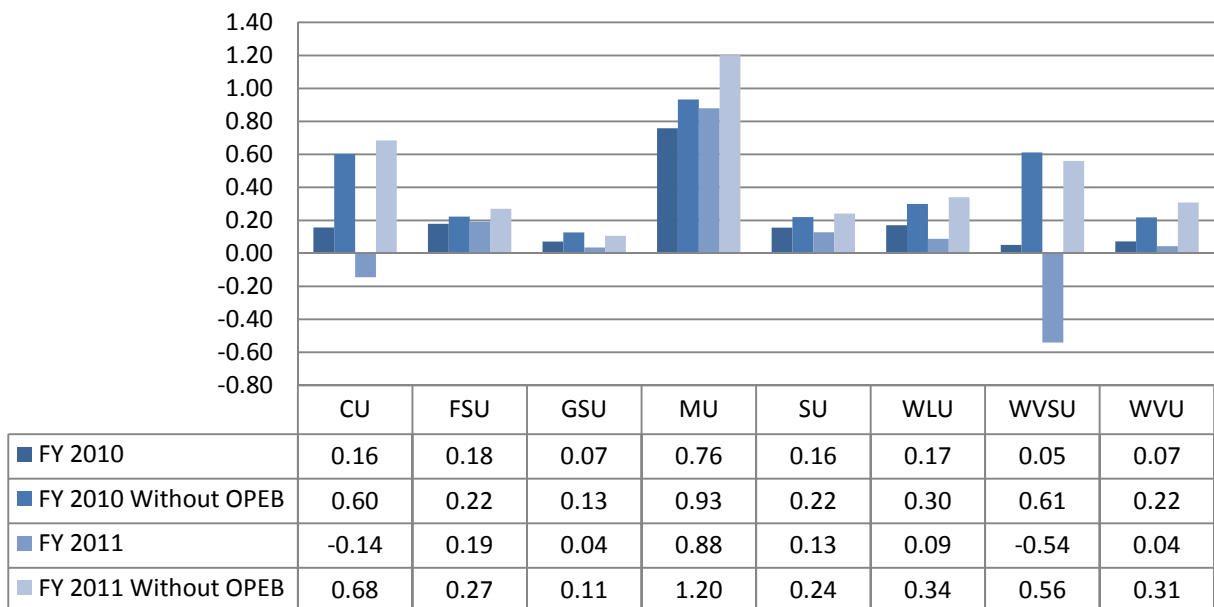
Composite Financial Index

The four ratio scores were combined to determine the CFI. A composite value of 1.0 is equivalent to weak financial health. A value of 3.0 signifies relatively strong financial health and scores above 3.0 indicate increasingly stronger financial health

The CFI must be assessed in light of the strategic direction for each institution. Strong financial results are not beneficial unless resources are deployed effectively to advance mission specific goals and objectives. These indices are best used to track institutional performance, both historically and as a planning tool, over a long time horizon, rather than compare to other institutions as each institution is unique in terms of specific goals, objectives and funding composition.

In the chart below, the impact of the OPEB liability on the CFI is clear – failure of the state to take strong steps to address this issue poses a significant threat to the long term viability of Commission institutions. All of the institutions minus Fairmont State University, Shepherd University, and West Liberty University experienced an increase in the CFI calculated without the OPEB expense and liability. The inclusion of the OPEB liability results in scores that indicate poor financial health for five schools except Marshall University.

The Composite Financial Indices for the institution demonstrate that resources are not sufficient and flexible enough to support the schools' missions. In addition, their missions are not adequately supported by financial asset performance. Operating results do not support the accumulation of adequate financial resources. Because capital costs are primarily funded by student fees, the accumulation of significant debt loads is common.

Composite Financial Index

	BSC	CU	FSU	GSU	MU	SU	WLU	WVSU	WVU
■ FY 2010	0.01	0.45	0.50	-0.33	1.37	-0.01	0.03	0.28	-0.36
■ FY 2010 Without OPEB	2.40	1.87	1.45	0.94	2.51	1.00	1.30	2.99	1.12
■ FY 2011	1.12	-0.32	0.94	-0.84	2.84	-0.07	0.25	-1.92	0.16
■ FY 2011 Without OPEB	3.27	1.48	1.90	0.29	4.13	1.05	1.63	0.39	1.74
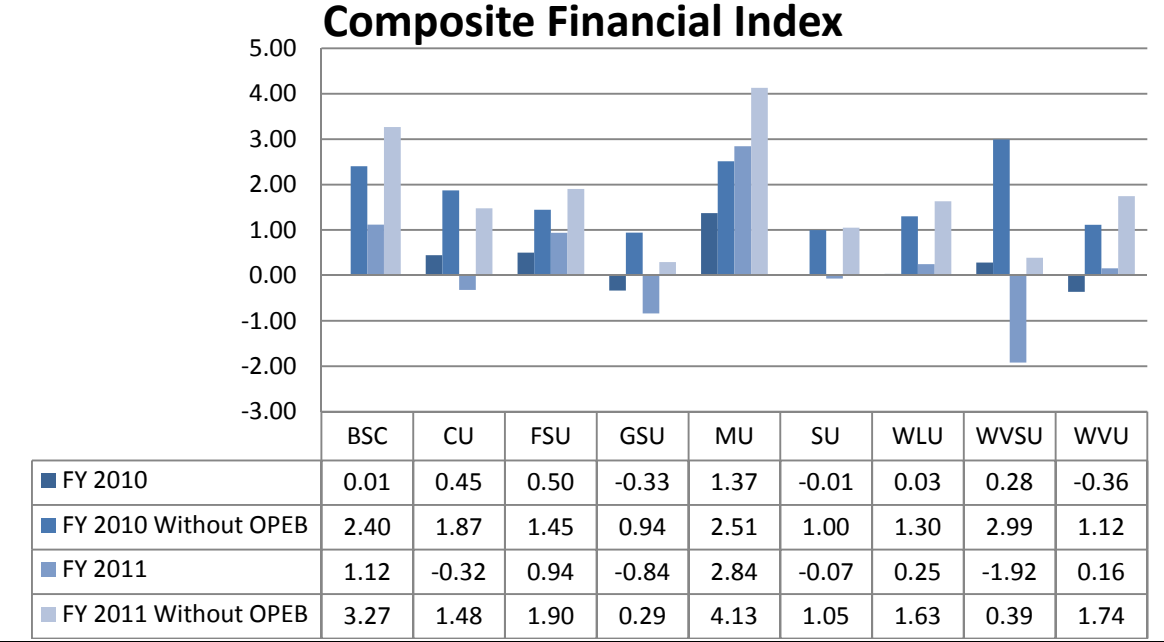
West Virginia School of Osteopathic Medicine

The scores for all components of the CFI for the West Virginia School of Osteopathic Medicine indicated unusual financial strength. Its exceptional financial health must also be reviewed in light of its strategic mission.

West Virginia School of Osteopathic Medicine

	Primary Reserve Ratio Score	Net Operating Revenue Score	Return on Net Assets Score	Composite Financial Index
FY 2010	4.96	1.50	2.26	8.72
FY 2011 Without OPEB	5.50	1.50	2.58	9.58
FY 2011	5.50	1.50	1.89	8.89
FY 2010 Without OPEB	5.50	1.50	2.28	9.28
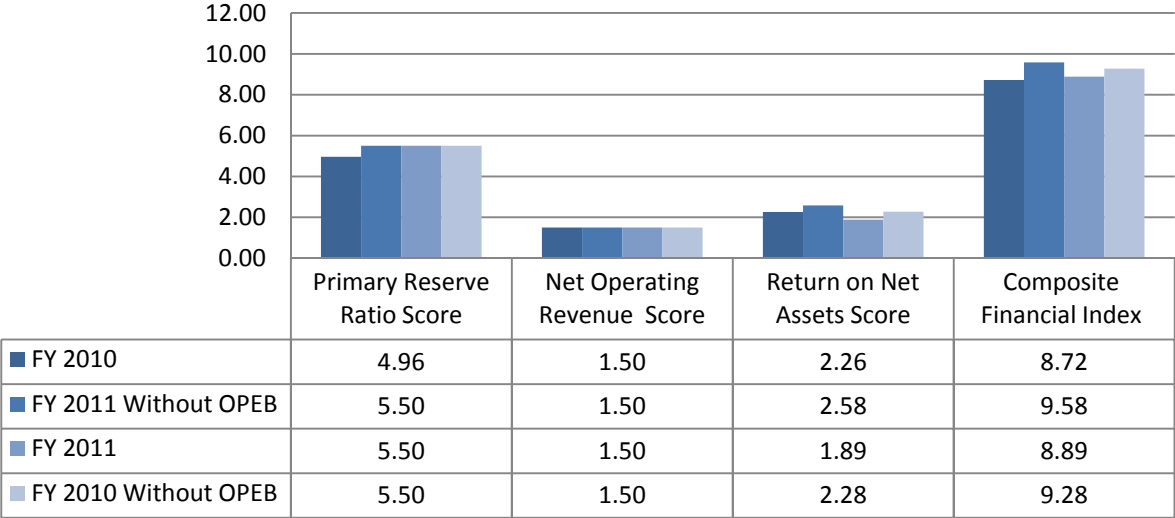
Number of Days Cash

The number of days cash ratio was calculated to provide additional liquidity analysis. This ratio is calculated by multiplying the institutions' June 30 cash balances by 365 and dividing the result into total expenses less deprecation and the OPEB expense. Data for discrete component units was not included in this calculation. West Virginia University, Concord University, Glenville State College, West Liberty University, West Virginia State University and West Virginia University have comparatively low ratios. Concord University's cash balance declined significantly in FY 2010 because capital assets were purchased. The Moody's number of days cash ratios for ratings Aa3, A1, A2 and A3 are 133, 128, 111, and 60 respectively. The West Virginia School for Osteopathic Medicine, Marshall University, Fairmont State University, and Shepherd University exceed the amount for the Aa3 Moody's ratio.

The West Virginia School of Osteopathic Medicine is not included in the chart on the following page because its characteristics as an outlier distort the presentation. With 704 days cash as of June 30, 2011, it could fund more than 23 months of operating expenses at FY 2011 levels from its cash reserves.

Number of Days Cash

	BSC	CU	FSU	GSC	MU	SU	WLU	WVSU	WVU
FY 2010 Number of Days Cash	121	52	127	72	143	128	86	55	50
FY 2011 Number of Days Cash	124	52	146	57	153	134	78	46	57
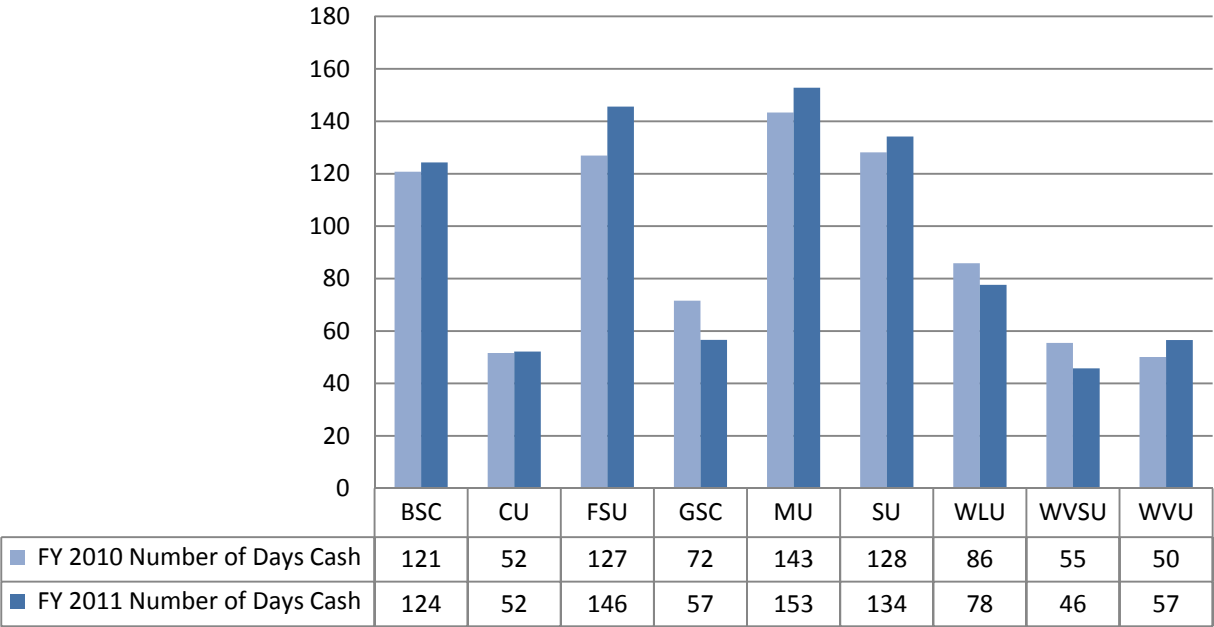
Physical Plant Age

The physical plant age was calculated to estimate the adequacy of the institutions' physical resources. This ratio is computed by dividing the annual depreciation expense by the accumulated depreciation. Generally, institutions that have received capital appropriations, borrowed funds, or used institutional resources for capital projects reflect a lower physical plant age. The Moody's ratios for ratings Aa3, A1, A2, and A3 are 11.9, 12.4, 11.3, and 13.2 respectively. As mentioned above, institutional borrowing capacity is related to market position and the ability to increase fee revenues to pay debt service.

The results of this calculation demonstrate that dependency upon student fees for capital improvements does not produce adequate facilities. Schools that do not have the capacity to increase student fees to pay debt service are not in a position to improve their facilities.

Physical Plant Age

	BSC	CU	FSU	GSC	MU	SU	WLU	WVSOM	WVSU	WVU
FY 2010 Physical Plant Age	17.2	12.9	10.0	19.0	13.0	9.1	14.4	7.7	19.5	13.8
FY 2011 Physical Plant Age	16.9	12.6	10.8	14.8	14.1	9.6	15.5	8.2	19.5	14.7
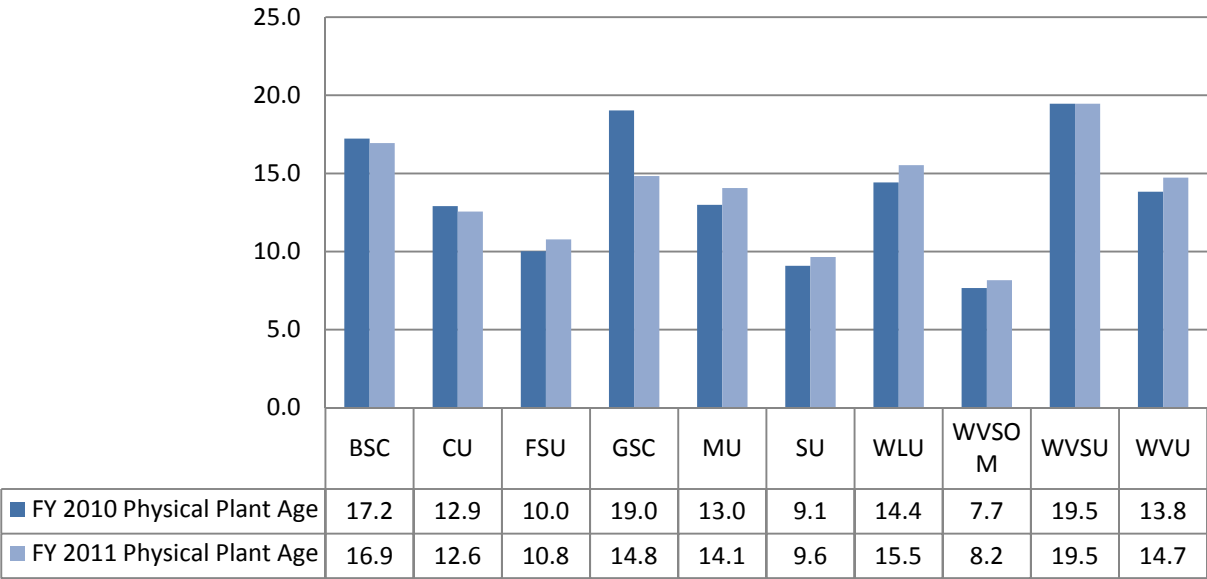
Conclusion

Excluding the OPEB liability, the net assets of the West Virginia Higher Education fund increased over FY 2010. The continued expansion of the OPEB liability is a significant threat to the institutions' financial status. Although the colleges and universities under the Commission exhibit limited financial health, the adequacy of financial resources is a significant concern. Because appropriations as well as tuition and fee revenues are relatively low, the ability to build adequate reserves is limited. The dependency upon student fees for capital needs has produced aged facilities at some institutions. Efforts to address these issues through the funding formula and additional capital funding will improve institutions' financial health.

The impact of the recession on state revenues has been relatively mild in West Virginia, allowing institutions to maintain financial stability. Although the funding levels are low and the tuition and fee levels are maintained at affordable rates for West Virginians, institutions have exhibited remarkable financial resiliency in the face of the recent economic downturn.

West Virginia Higher Education Policy Commission
Meeting of February 17, 2012

ITEM:	Approval of Housing Demand Study
INSTITUTION:	West Virginia State University
RECOMMENDED RESOLUTION:	*Resolved*, That the West Virginia Higher Education Policy Commission approves West Virginia State University's Housing Demand Study and approves proceeding with the project through the Request for Proposals (RFP) process.
	Further Resolved, That upon completion of the RFP process, the University shall present its recommendations to the Commission for further consideration prior to proceeding with the project.
STAFF MEMBER:	Richard Donovan

BACKGROUND:

Given the age and condition of its housing inventory, West Virginia State University has recognized for a number of years the need to provide contemporary student housing on the campus to remain competitive. Last fall, as recommended by Commission staff, the University commissioned a study to determine the demand for housing, the optimal size of the project, the best location on or adjacent to the campus on which to build the project, what to do with obsolete housing when the new housing comes on line, how to finance and develop the project, and how to structure a request for proposals.

The study identified a need to develop new campus housing which will enhance and cultivate the University's residence life program. Specific goals are to meet the current and future demand for campus housing and to encourage on-campus living by improving the quality of life and satisfying student needs. Further, construction of one or more new residence halls was identified as a priority in the 2006 Campus Master Plan approved by the West Virginia State University Board of Governors and the Commission.

The housing study was conducted by Mantra, LLC of Miami, Florida, and included:

- A Housing Facilities Assessment;
- Lifestyle Market Analysis;
- Student Housing Market Analysis;

- New Construction Analysis/Project Direction; and
- Delivery of a comprehensive student housing demand study incorporating the results of the above components.

The result of the demand study indicates that there is a need and demand to build a new residence hall(s) in phases with a capacity of up to 300 additional beds with the first phase providing approximately 150 beds. In addition, the study recommends the demolition of Gore Hall and Prillerman Hall when deemed appropriate as part of the first phase; however, this recommendation will need to be reviewed within the context of meeting state regulations regarding historic preservation. The study results also identify the need to implement a Request for Proposal (RFP) process which will determine how to best pursue collaboration between West Virginia State University and a private entity, and the appropriate structure to negotiate and implement the financing, design, development, and construction of the proposed new residence hall(s).

Currently, the University has four residence halls on campus to serve the needs of its students:

- Dawson Hall, named after the twelfth Governor of West Virginia, Mr. William Dawson, has had three "lives". The original building was constructed in 1903 to house female students. The building was destroyed by fire in 1917. Its second life began in 1922 when a replacement building was built. In 1976, the building was remodeled and, the third life of Dawson Hall began after its re-dedication on August 16, 1999. Dawson Hall has five lounges, a snack and soda machine, a computer lab, a laundry facility, 53 rooms, and 29 bathrooms. Each room has Internet access; cable television; telephone tie-ins; and two beds, dressers, closets, and large storage/study desks.

- Gore Hall, named after the seventeenth Governor of West Virginia, Howard M. Gore, opened as a residence hall for men on October 1, 1926 and remains so today. It is a three-story building with 79 rooms that are comprised of four double rooms and 75 private rooms; Gore Hall has a maximum capacity of 83 residents. The community bathrooms, located on each floor, were recently remodeled. Laundry facilities for residents are located in the basement. The lounge is on the first floor.

- Prillerman Hall, named after Byrd Prillerman, the institution's president from 1901-1919, was originally built in 1936 as a residence hall for men. The building has since been extensively remodeled and converted from a residence hall into efficiency apartments that serve as accommodations for upper-class students, single parents, married couples, and non-traditional students. Each apartment is equipped with a double or single bed; small living area; kitchenette with a stove, refrigerator, and plenty of cabinet space, a bathroom with a shower and bathtub; and large closet space.

- Sullivan Hall, named after the Rev. Dr. Leon Sullivan, an alumnus of West Virginia State University and civil rights leader, who was the founder and director of the Opportunities Industrialization Center (OIC). Sullivan Hall became the first co-ed residence hall on campus, after being built in 1969. Positioned between the John W. Davis Fine Arts Building and the University Union, Sullivan Hall is an eight-story building that has twin towers with a housing capacity of 506 male and female students. Today, females are housed in the east wing while males are housed in the west wing. Each room is designed to comfortably accommodate two students. The rooms are furnished with two each of: beds, desks, chairs, dressers, and large built-in closets. Separate lounges, laundry facilities, and computer labs are located in each wing of Sullivan Hall.

The study was accepted and endorsed by the West Virginia State University Board of Governors January 26, 2012. University staff will review the study recommendations at the Commission meeting and answer questions. The study is available at https://files.me.com/mantra.living/msby57 (single-page layout) and https://files.me.com/mantra.living/3ofzno (double-page layout).

West Virginia Higher Education Policy Commission
Meeting of February 17, 2012

ITEM: Approval of Robert C. Byrd Health Sciences
                             Center Animal Facility Annex Construction
                             Project and Financing Resolution

INSTITUTION: West Virginia University

RECOMMENDED RESOLUTION: Resolved: That the West Virginia Higher
                             Education Policy Commission approves the
                             Robert C. Byrd Health Sciences Center Animal
                             Facility Annex Construction Project and
                             Financing Resolution.

STAFF MEMBER: Richard Donovan

BACKGROUND:

West Virginia University's Robert C. Byrd Health Sciences Center is expanding its biomedical research activity and infrastructure by constructing an annex adjacent to the existing vivarium. The present vivarium occupies approximately 27,000 square feet of the Robert C. Byrd Health Sciences Center North building, which was completed in 1957.

The construction of the Animal Facility Annex (AFA) will resolve three major issues confronting the biomedical research programs at West Virginia University. First, the present facility at the Robert C. Byrd Health Sciences Center is over 50 years old and virtually all of the original construction is intact. This present facility no longer meets the demanding husbandry and sanitation requirements of a modern lab animal vivarium. Secondly, there is rapid expansion in research areas that depend heavily on the use of animals. The new AFA has been designed to provide the modern environment and superior performance specifications to adequately house the research animal population for an extended period of time. Third, the new center will help alleviate a shortage of animal housing needs within the Eberly College of Arts and Sciences' Department of Biology and increase scientific interactions on campus.

Scope of Work:
The AFA will be strategically located and constructed in an existing courtyard contiguous to and connected with the existing vivarium. The new facility will be a single story building of approximately 28,000 square feet with a mechanical penthouse. The building will provide animal holding rooms, procedures rooms, a transgenic barrier facility and a Biosafety Laboratory Level 3 core. The facility will also incorporate necessary support spaces, including personnel locker rooms, janitorial and storage spaces, and a break room for employees. The existing facility will be renovated depending on programmatic needs in the future.

Initially this project was not submitted to the Commission for approval because the design estimate for the total project cost was below the $15 million approval threshold for capital projects. Construction bids have been received and the inclusion of the design service fees, furniture and equipment and contingency, brings the project's revised total costs to $22 million.

The project cost increase is due to many circumstances. The original budget and grant application was established three years ago. Many of the assumptions used in creating the budget such as the size and shape of the building and the addition of the Biosafety Level 3 lab space to support emerging programs changed subsequent to submission of the grant application. The process of competing for the award and receiving design approval was very time consuming. During that time the prevailing wage rate increased twice which resulted in increased construction labor costs and the costs of construction materials such as steel and concrete also increased significantly during that three-year period.

Project Schedule:
Substantial Completion: Winter 2013

Project Budget:
Project Total: $22,000,000

Project Funding Source:
The project is funded by a $14,500,000 award from the National Institutes of Health supported by the American Recovery and Reinvestment Act (ARRA) and $7,500,000 of external financing over a thirty-year period. The sources of payment for this new debt service are program reimbursements and strategic funds.

STATE OF WEST VIRGINIA
HIGHER EDUCATION POLICY COMMISSION

RESOLUTION APPROVING AND AUTHORIZING THE ISSUANCE
BY THE WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
OF REVENUE BONDS IN THE AGGREGATE PRINCIPAL AMOUNT
OF NOT MORE THAN $7,000,000 TO FINANCE A PORTION OF THE
COST OF CONSTRUCTION OF AN ANIMAL FACILITY ANNEX AT
THE HEALTH SCIENCES CENTER AND RELATED COSTS,
INCLUDING COSTS OF ISSUANCE OF SUCH BONDS

WHEREAS, in order to support expanding biomedical research by providing modern animal housing that meets federal requirements, West Virginia University (the "University") has determined to construct an animal facility annex connected to the existing animal facility located at the Robert C. Byrd Health Sciences Center (the "Project");

WHEREAS, the cost of the Project, estimated after receiving bids to be approximately $22,000,000, is being funded in part with the proceeds of a grant of approximately $14,500,000 received from the National Institutes of Health under the American Recovery and Reinvestment Act of 2009 (the "ARRA Grant");

WHEREAS, the University proposes to finance the remaining costs of the Project and related costs, including the costs of issuance of the Bonds (defined below), through the issuance by the West Virginia University Board of Governors (the "Board of Governors") of revenue bonds in one or more series, as either federally taxable or tax-exempt obligations, or both, in an aggregate principal amount of not to exceed $7,000,000 (the "Bonds");

WHEREAS, the Bonds will be issued pursuant to the authority contained in Chapter 18B, Article 19 and the applicable provisions of Chapter 18B, Article 10 of the Code of West Virginia, 1931, as amended, and the Bond Trust Indenture dated as of November 1, 2004, as supplemented and amended (the "Bond Indenture"), between the Board of Governors and United Bank, Inc., as trustee, as further supplemented by a supplemental indenture relating to the Bonds (the "Supplemental Indenture");

WHEREAS, Chapter 18B, Article 10, Section 8 of the Code of West Virginia, 1931, as amended, requires that the Bonds be approved by this Commission; and

WHEREAS, this Commission deems it desirable and in the best interests of the University to approve and authorize the issuance of the Bonds by the Board of Governors to finance a portion of the cost of the Project and related costs, including the costs of issuance of the Bonds.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE HIGHER EDUCATION POLICY COMMISSION, AS FOLLOWS:

Section 1. Approval of the Bonds. The financing of that portion of the Project not funded by the ARRA Grant and of related costs, including but not limited to costs of issuance of the Bonds, through the issuance by the Board of Governors of the Bonds in one or more series, as either federally taxable or tax-exempt obligations, or both, in an aggregate principal amount not to exceed $7,000,000 is hereby approved. The Bonds shall be dated, mature, bear interest and have such other terms and provisions as are determined by the Board of Governors and set forth in the Supplemental Indenture. This Commission hereby finds and determines that an aggregate principal amount not exceeding $7,000,000 can be paid as to both principal and interest and, as applicable and necessary, reasonable margins for a reserve therefor from the Institutional Capital Fees, Auxiliary Fees and Auxiliary Capital Fees (as defined in the Bond Indenture, collectively, the "Fees") and other sources of revenue pledged thereto by the Board of Governors pursuant to the Bond Indenture. The source of and security for payment of the Bonds from the Fees and other sources of revenue are on parity with that of the Series 2004 Bonds, the Series 2011A Bonds, the Series 2011B Bonds and the Series 2011C Bonds previously issued pursuant to the Bond Indenture. The payment of principal and premium, if any, and interest on the Bonds from the Fees and other sources of revenue is hereby approved. The Bonds may be sold by private sale after requests for proposals or such other manner as the Board of Governors determines is in the best interests of the University.

Section 2. Special Obligations. This Commission recognizes and agrees that all covenants, stipulations, obligations and agreements of the Board of Governors or the University entered in connection with the Project and the Bonds shall be deemed to be the special and limited covenants, stipulations, obligations and agreements of the Board of Governors and the University to the full extent permitted by law, and such covenants, stipulations, obligations and agreements shall be binding upon this Commission, the Board of Governors and the University, and their respective successors. No covenant, stipulation, obligation or agreement entered in connection with the Project or the Bonds shall be deemed to be a covenant, stipulation, obligation or agreement of any member, officer, agent or employee of this Commission, the Board of Governors or the University in his or her individual capacity, and no member, officer, agent or employee of this Commission, the Board of Governors or the University shall be liable personally thereunder or be subject to any personal liability or accountability by reason thereof.

Section 3. Incidental Action. The Chancellor, the Chairperson, Vice-Chairperson, Secretary and other appropriate members and officers of this Commission are hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by the Board of Governors or the University to carry out the purposes of this Resolution. Each of such authorized officers is hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by this Commission, the Board of Governors or the University to accomplish the Bond financing. Although the Bond financing is anticipated to be substantially as presented to this Commission, this Commission recognizes that market conditions and other factors may affect the amount and terms of such financing. Without limiting the generality of the foregoing, this Commission hereby authorizes the Chancellor to approve an alternate structure for the financing, including but not limited to a lease-purchase agreement or a revenue bond issue under other authority; provided, that no such alternate structure shall cause the financing to be a general obligation of the State of West Virginia or an obligation or liability of any member, officer, agent or employee of this Commission, the Board of Governors or the University in his or her individual capacity. The Chancellor's written approval shall constitute approval by this Commission of the financing.

Section 4. Effective Date. This Resolution shall take effect immediately upon adoption.

ADOPTED this _____ day of February 2012.

WEST VIRGINIA HIGHER EDUCATION
POLICY COMMISSION

By: _____
Its: _____

West Virginia Higher Education Policy Commission
Meeting of February 17, 2012

ITEM: Presentation on Advanced Academy of West
                                         Virginia Proposal

INSTITUTION: West Liberty University

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Paul Hill

BACKGROUND:

Mr. Robin Capehart, President of West Liberty University, will provide a presentation regarding a proposal to create the Advanced Academy of West Virginia, which is slated to begin as a pilot in August 2012 at West Liberty University's Highlands Center. In cooperation with RESA-6 and the associated counties (Brooke, Hancock, Marshall, Ohio, and Wetzel) and under the leadership of the Honors College, the institution will solicit applications from high school students who hold a 3.5 GPA and received a combined score of 1110 on the SAT or composite score of 24 on the ACT.

Presentation and supporting materials provided by West Liberty University appear on the following pages.

ADVANCED ACADEMY OF WEST VIRGINIA

A Presentation to the

Higher Education Policy Commission

February 17, 2012

STRATEGIC PLAN: ACCESS

- *In order to smooth the transition from high school to college more West Virginia high school students must complete a rigorous high school curriculum including completion of more college preparatory and college courses in the high school senior year.*

- *One way to accomplish this goal is to advocate for an increase in high school use of Advanced Placement classes, International Baccalaureate programs, and college courses.*

STRATEGIC PLAN: RECOMMENDATIONS

- ✓ Align the high school curriculum with college requirements through collaboration with the K-12 sector.

- ✓ Encourage high school students to complete rigorous curricula including college preparatory and college courses in the senior year.

- ✓ Increase participation in Advanced Placement classes, International Baccalaureate programs, and college courses for high school students.

HIGHLY ABLE STUDENTS: INDICATORS OF SUCCESS

- ✓ Persistence of motive and effort
- ✓ Confidence in their abilities
- ✓ Great strength or force of character

ADVANCED ACADEMY OF WEST VIRGINIA PILOT PROGRAM

- Dual enrollment program

- Created by Institute for Innovation in Education at West Liberty University

- Provide support for talented and motivated students

APPLICATION AND ADMISSION

- H.S. Junior or Senior

- Enrolled in a college prep program

- 3.5 GPA minimum

- ACT and SAT considered

- Recommendations: principal, teachers, guidance counselors

- Interview process

ACADEMICS

- Enrolled as freshmen in WLU Honors College cohort

- Concurrently enrolled in corresponding H.S. classes

- Rigorous college courses

- Supportive environment includes Honors College peer mentors

SOCIAL AND EMOTIONAL WELL-BEING

- Develop a cohesive cohort
- Foster a learning community environment
- Build relationships among like-minded peers
- Mentor trained in gifted education
- Work with Honors College upperclassmen on college transition issues

STUDENT LIFE

- Participate in robust campus life

- Participate in H.S. activities

COST AND FINANCIAL AID

- Tuition/fees commensurate with current students

- Institutional scholarships based on need
  - Pell Grant formula

BENEFITS TO STUDENTS

- Accelerated completion of academic pursuits

- Coursework reflects ability and preparation

- Work with students of similar scholarly ability

- Complete 60+ hours of college at a low cost

- Smaller classes

BENEFITS TO STUDENTS

- Specialized instruction in diverse academic areas

- Competency-based classes permit accelerated completion

- Outstanding research opportunities

- Faculty mentoring relationships

- Personalized Education Plan

BENEFITS TO PARENTS
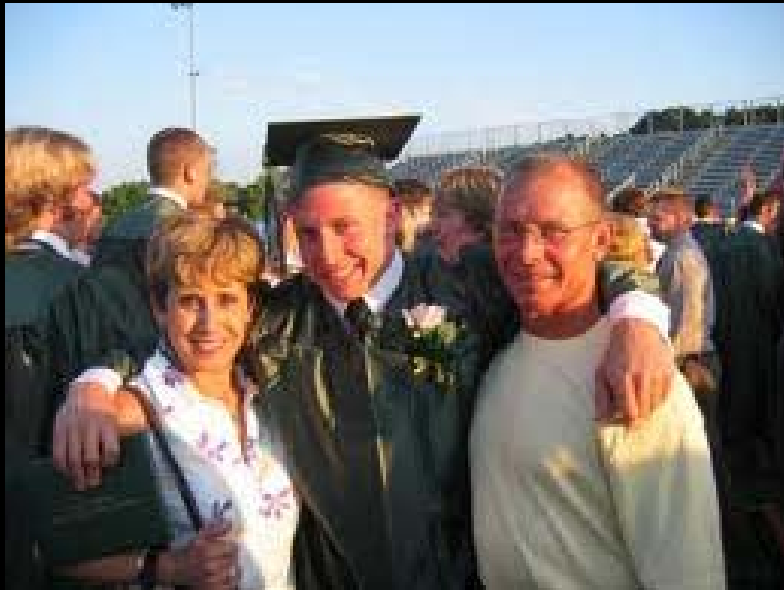
- Opportunity to complete considerable amount of academic work at a lower cost

- Positive impact of a challenging, high quality program

- Peace of mind knowing child in a safe learning environment

COLLABORATIVE EFFORT

- West Liberty University

  - Institute for Innovation in Education

  - Honors College

- Higher Education Policy Commission

- Dr. Jorea Marple, State Superintendent of Schools

- School boards, superintendents, principals, teachers in Hancock, Brooke, Ohio, Marshall and Wetzel counties; RESA-6 personnel

- Regional Economic Development Partnership

- Community and business leaders

The Advanced Academy of West Virginia

A Proposal

By the
Institute for Innovation in Education

February 2012

The Advanced Academy of West Virginia
West Liberty University

Advanced Education Pilot Program

"If we increase quality locally, we can compete globally!"

Synopsis
- The Advanced Academy of West Virginia consists of an early entrance to college program for high school students exhibiting a high degree of achievement and potential who are interested in accelerating their academic careers. This program is designed to support talented and motivated students in reaching their goals.

Honors College
- Students will be enrolled in the Honors College at West Liberty University, which is an academic community engaging highly motivated and intellectually advanced students in exceptional experiences that develop excellence in leadership, scholarship, and service.

Admission
- Consideration is given to factors such as academic preparation and performance in high school, scores on standardized tests, interests, and potential for enhancing not only the diversity of the Advanced Academy but of the University as a whole.

Instruction
- The curriculum is devoted to opportunities intended to create habits of critical and creative thinking, effective communication, and independent thought.
- Courses will be taught by a number of the most outstanding faculty in the State of West Virginia.

Social and Emotional Well-Being
- Advanced Academy students will be required to attend a one-week orientation prior to the start of regular classes. A portion of the orientation is devoted to topics such as health and well-being as well as the expectations of college life and the stresses brought about by the demands of college life. Academy students will attend these sessions with Honors College student mentors.

Benefits to Teachers
- More time at the high school level to concentrate on those students who may not academically be ready for postsecondary education
- Help facilitate the high school-to-college transition
- Motivator for academically-driven students to take a more rigorous curriculum

Benefits to Students
- The opportunity to accelerate the completion of their own particular academic pursuits.
- The ability to choose high quality courses from a vast array of programs.
- The ability to choose coursework at a level that reflects their ability and preparation.
- The opportunity to work and study among students who possess similar degrees of scholarly capacity and ambition.
- The opportunity to engage in many intellectual, social, and recreational activities.

Benefits to Parents
- The opportunity to complete a considerable amount of academic requirements at a high quality institution at a low cost.
- Peace of mind knowing that their child is in a safe learning environment.

Additional Benefits of the Program
- Smaller classes conducted within the Honors College
- Specialized instruction in greater depth for all students
- Classes grounded in critical and creative thinking
- Outstanding undergraduate research opportunities
- Mentoring relationships with faculty
- A peer group of academically oriented students
- Leadership opportunities
- A Personalized Education Plan (PEP) based on personal, academic and career interests
- Increased diverse academic options to meet 21st century learning skills
- Meeting the needs of highly motivated and academically proficient students

Benefits to the State of West Virginia
- Keep more students in the state pursuing baccalaureate degrees
- Increases retention and graduation rates
- Transitions more academically prepared students into the workforce
- Enhances economic growth

Assessment
- Align Academy and Honors College outcomes to match State of WV and WLU outcomes
- Report on first year Academy retention from fall 2012 to spring 2013
- Report number of students who apply to WV universities
- Report number of students who are accepted to WV universities
- Report number of students who apply to out of state universities
- Report number of students who are accepted to out of state universities
- Report on number of students who conduct and present research
- Report number of students who publish research
- Report number of students who apply to technical/professional schools
- Report on number of students who are accepted to technical/professional schools
- Identification of corrective actions from YR1 (and annually for the first three years)
- Set measurable goals which correspond with corrective actions Y1 (annually for the first three years)

INSTITUTE FOR INNOVATION IN EDUCATION
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West Virginia Higher Education Policy Commission
Meeting of February 17, 2012

ITEM: 2011 Higher Education Report Card

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Angela Bell

BACKGROUND:

Pursuant to West Virginia Code §18B-1B-8, the *2011 West Virginia Higher Education Report Card* was submitted to the Legislative Oversight Commission on Education Accountability on December 28, 2011.

At the meeting, Dr. Angela Bell, Interim Vice Chancellor for Policy and Planning, will present highlights from the report, which is provided on the following pages.

WEST VIRGINIA

Higher Education Policy Commission *and*
Community and Technical College System

REPORT CARD 2011

TABLE OF CONTENTS

INTRODUCTION

This West Virginia 2011 Higher Education Report Card is the fourth in a revised series of accountability reports. Both the Higher Education Policy Commission and the Community and Technical College System are required by state code to report on system-wide progress toward achieving state and system goals and objectives. This report builds off of the baseline that was created with the 2008 report and updates it with current regional and national comparisons where available. The most recent data available are presented, which in most cases are from the 2010-11 academic year. Future reports will continue to show progress from the baselines established in the 2008 report.

The report is divided into three sections. The first is an overarching state section that addresses outcomes that apply to all postsecondary education, not just the individual sectors of the Higher Education Policy Commission or the Community and Technical College System. This section demonstrates the state's progress in student academic preparation for and enrollment in college, all postsecondary degrees awarded, and the financial aid available to assist students in paying for college. The second section of the report card is specific to the Commission and its constituent baccalaureate-granting (and above) institutions. The indicators in this section are based on the goals set forth in *Charting the Future 2007-2012, a Master Plan for Higher Education*. The indicators in this report card are divided into focal points consistent with the master plan: economic growth, cost and affordability, access, learning and accountability, and innovation.

The third section of the report card reflects the progress of the West Virginia Community and Technical College System toward meeting the goals set forth in the system's new master plan titled *Meeting the Challenge: 2010-2015*. Over the past five years, the Community and Technical College System made great strides in meeting its master plan goals of increasing enrollment, expanding technical program offerings, and more than doubling workforce development. In this new five-year cycle, the System will continue to build on past successes while also focusing attention on new goals. One such change is shifting the System's primary focus away from student access and identifying student success as the ultimate goal and producing more graduates as the top strategic priority. Another puts greater emphasis on long-term economic and workforce development efforts. The Community and Technical College System section of 2011 Report Card accounts for the changes made based on the 2010-2015 Master Plan. As such, much of the data outlined in the 2011 Report Card will not be comparable to the 2010 Report Card. Efforts were made to outline these changes in the "About This Measure" section located on each page. Although much has changed in the 2010-2015 Master Plan, much also remains the same with continued focus on serving adults, expanding technical program offerings, making education affordable for students, and operating efficiently.

The initiatives occurring in West Virginia, in both the two- and four-year public sectors, are consistent with the national focus on college completion and strategies to improve completion such as improving developmental education and increasing adult enrollment and success. Increasing college completion in the United States has remained a central part of the national discussion about higher education over the past year and several important activities have taken place. First, efforts started by the National Governors Association and others to improve the quality of data available about student retention and graduation have continued through the work of Complete College America (CCA). This national non-profit organization collected a rich set of college completion data from 33 states in an effort to better identify which students do not complete college and why. In keeping with these national efforts, a West Virginia effort aimed at increasing college completion was the creation of a College Completion Task Force. Co-chaired by the First Lady of West Virginia Joanne Tomblin and West Virginia University President James Clements, this 16 member group has worked over the last year to develop a set of recommendations to guide the state in its efforts towards improving college completion and success.

In order for the state to meet its college completion goals, it is necessary to take a renewed focus on developmental education. Nationally and in West Virginia, one of the groups of students least likely to graduate is those enrolled in developmental education courses. Of bachelor's degree-seeking students nationally, only 35 percent who need developmental education graduate as compared with 56 percent of those who do not need developmental education. For those associate's degree-seeking students, only about 10 percent of those who need developmental education graduate, compared to about 14 percent of those who do not need developmental education. This is particularly troubling for those seeking an associate's degrees, as more than 50 percent need some form of remediation (CCA, 2011). In light of these national statistics, and West Virginia's own low graduation rates for students enrolled in developmental education, the state targeted this avenue to increasing completion in its application for a $1 million grant awarded by Complete College America. This grant is being used to transform the way developmental education is taught in West Virginia with the goal of improving the college completion outcomes for these students.

Also as part of the effort to increase the number of degree and certificate holders, adult students (25+) are becoming an increasingly important demographic both nationally and in West Virginia. In 2009-10 close to 8 million adult students were enrolled in postsecondary education in the United States or approximately 40 percent of total U.S. higher education enrollment. The National Center for Education Statistics predicts that adult enrollment will continue to grow and by 2019 over 9.7 million adults will be enrolled in higher education. There has been similar growth in West Virginia. Between 2006 and 2010, adult undergraduate enrollment rose from 19,027 to 23,287, a 22.4 percent increase. The Lumina Foundation for Education, the nation's largest private foundation focused exclusively on increasing access and success in higher education, has made increasing adult enrollment and completion a priority. With Lumina funding, the Higher Education Policy Commission and the Community and Technical System have created a statewide adult learner initiative, *DegreeNow*, aimed at reenrolling adult students who have completed some college without earning a degree—almost 200,000 West Virginians fit into this category. This initiative hopes to increase adult completion through outreach to students as well as training for campus faculty and staff in improving adults' experiences once they are enrolled. As an aging state, West Virginia cannot meet its workforce and civic needs for a more educated populace without helping more adult students complete their postsecondary credentials.

The national initiatives related to college completion, developmental education, and adult learners are consistent with the master plans of both the Higher Education Policy Commission and the Community and Technical College System. These master plans drive the elements included in the 2011 Report Card. Therefore, the Report Card contains very timely information on changes in number and types of degrees earned, participation in and success in developmental education, and enrollment by adults age 25 and older. The Report Card, by documenting West Virginia's longitudinal progress toward the state's higher education goals, contributes to the state's and the nation's efforts to increase educational attainment.

STATE

College-Going Rates of Recent West Virginia High School Graduates
Fall 2006 - 2010

WEST VIRGINIA HIGHLIGHTS
- The overall college-going rate decreased 2.7 percentage points from 61.5 percent to 58.8 percent between 2009 and 2010. The in-state college-going rate decreased 2.1 percent, from 52.4 percent in 2009 to 50.3 percent in 2010.

- The overall college-going rate has increased 0.5 percentage points since 2006. The in-state college-going rate has increased by 1.4 percentage points.

NATIONAL CONTEXT
Nationally, 63.8 percent of 2007-08 high school graduates continued directly to college the following fall. This was the highest college-going rate on record and is an increase of 6.3 percent over the fall 1998 college-going rate (SREB, 2011). For fall 2008, eight of the sixteen SREB states had a college-going rate that was above the national average.

A recent College Summit report addressed the importance of providing data on postsecondary performance to policy makers and educational leaders at the K-12 level. Providing these stakeholders with information about whether recent high school graduates go to college and are successful if they do can help increase the preparation and college-going of high school students (College Summit, 2011). The ability to provide this information in West Virginia is being strengthened by the creation of a State Longitudinal Data System that can follow students from K-12 into college and the workforce.

ABOUT THIS MEASURE
This measure provides the proportion of students who graduated from a West Virginia high school in the past year and enrolled in postsecondary education the following fall. Estimates of enrollment in out-of-state higher education institutions are based on surveys of West Virginia high schools. Current data limitations prevent the Commission from examining these students at the individual level; however, an agreement with the National Student Clearinghouse will give West Virginia the capability to more accurately determine this out-of-state figure in the future.

College-Going Rates of Recent West Virginia High School Graduates

Year	In-State	Overall
2006	48.9%	58.3%
2007	48.9%	57.5%
2008	50.1%	58.8%
2009	52.4%	61.5%
2010	50.3%	58.8%
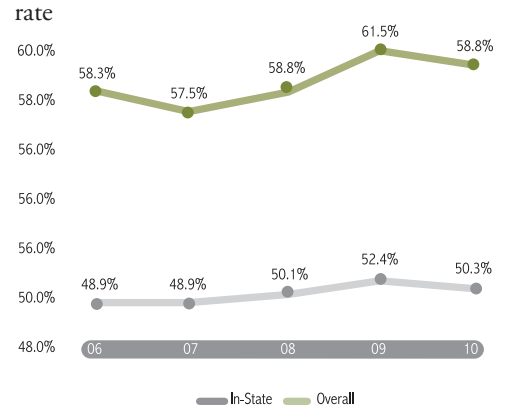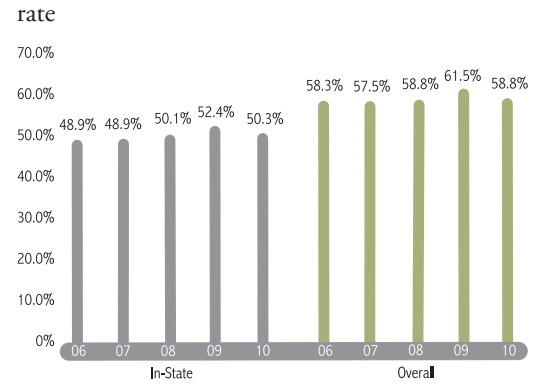
College-Going Rates By County

Fall 2010

Legend:
- 22.0% - 50.0%
- 50.6% - 58.2%
- 60.0% - 63.0%
- 63.1% - 75.3%
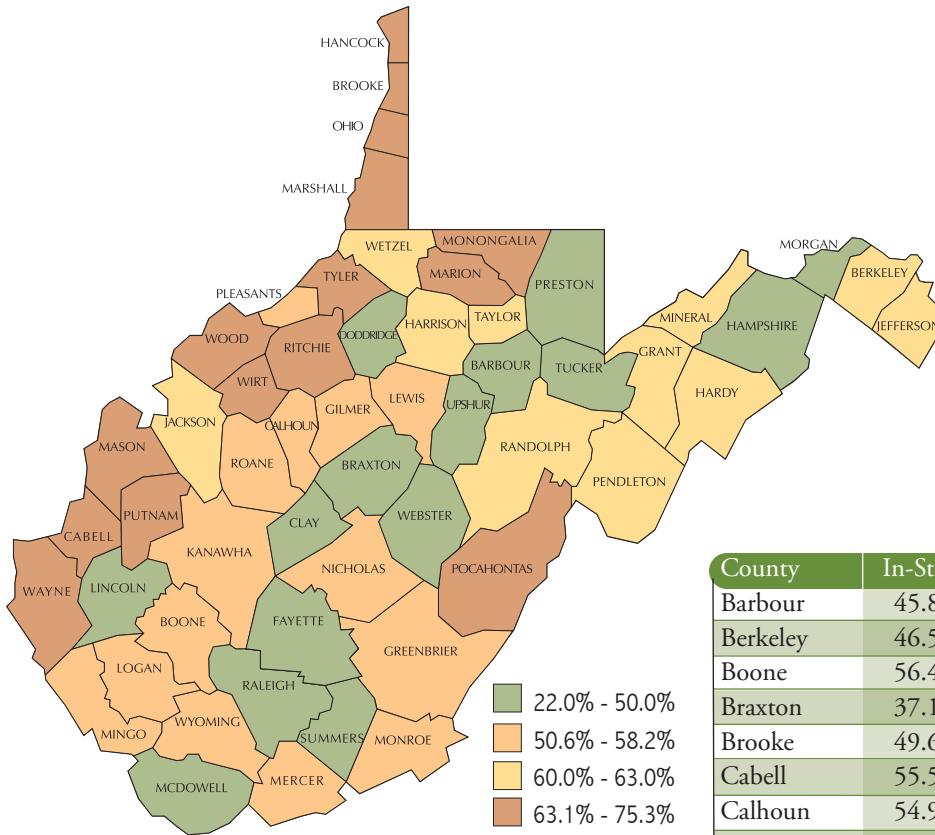
County	In-State	Overall
Barbour	45.8%	48.4%
Berkeley	46.5%	60.6%
Boone	56.4%	57.1%
Braxton	37.1%	38.5%
Brooke	49.6%	63.3%
Cabell	55.5%	63.1%
Calhoun	54.9%	58.2%
Clay	41.8%	44.0%
Doddridge	50.0%	54.4%
Fayette	42.0%	43.9%
Gilmer	48.3%	51.7%
Grant	56.0%	60.4%
Greenbrier	46.6%	56.6%
Hampshire	40.7%	49.6%
Hancock	49.8%	67.4%
Hardy	56.2%	62.3%
Harrison	56.2%	61.5%
Jackson	56.1%	60.8%
Jefferson	47.7%	61.4%
Kanawha	54.9%	63.0%
Lewis	49.4%	50.6%
Lincoln	38.9%	39.5%
Logan	47.2%	51.3%
Marion	57.1%	63.8%
Marshall	48.5%	67.3%
Mason	44.2%	61.4%
McDowell	22.0%	22.0%
Mercer	47.4%	53.2%

County	In-State	Overall
Mineral	50.3%	61.0%
Mingo	45.9%	54.1%
Monongalia	61.1%	71.3%
Monroe	51.6%	61.9%
Morgan	34.9%	48.3%
Nicholas	50.4%	51.1%
Ohio	59.6%	71.8%
Pendleton	60.0%	62.4%
Pleasants	40.8%	58.2%
Pocahontas	64.4%	75.3%
Preston	44.5%	53.4%
Putnam	57.5%	67.7%
Raleigh	37.0%	41.8%
Randolph	55.5%	60.3%
Ritchie	62.6%	73.2%
Roane	47.9%	53.6%
Summers	39.4%	42.3%
Taylor	57.0%	62.4%
Tucker	45.4%	45.4%
Tyler	54.5%	65.2%
Upshur	45.7%	50.0%
Wayne	50.3%	68.2%
Webster	41.4%	41.4%
Wetzel	56.3%	60.0%
Wirt	61.8%	65.8%
Wood	52.4%	66.8%
Wyoming	46.0%	50.8%

Page 4

STATE

Number of Awards: HEAPS, PROMISE, and WVHEG Programs

Academic Years 2006 – 2010

WEST VIRGINIA HIGHLIGHTS

- The total number of Higher Education Adult Part-Time Student (HEAPS) Grant Program, Providing Real Opportunities for Maximizing In-State Student Excellence (PROMISE) Scholarship Program, and West Virginia Higher Education Grant (WVHEG) Program awards during the 2010-11 academic year was 34,995, which is 22.2 percent higher than the total of 28,636 in 2009-10.

- Participation in all three programs increased in 2010 when compared to 2009. The WVHEG Program had both the largest student increase (5,594) and percentage increase (36.5 percent).

- When compared with their 2006 student levels, participation in the HEAPS Program decreased by 4.8 percent, remained steady in the PROMISE Scholarship Program, and increased by 86 percent in the WVHEG Program. The WVHEG Program also had the largest student increase (9,501).

NATIONAL CONTEXT

Fifty-two states and territories reported having need-based grant programs in 2009-10, of which 50 had a program that was exclusively need-based. West Virginia ranked 5th among the 52 states and territories in regards to the average grant dollars spent per full-time undergraduate enrolled student, with an average award size of $1,076 per student. The median state expenditure was $460 (NASSGAP, 2010).

Nationally, 90.8 percent of need-based grant dollars went to in-state students in 2009-10, with 65.1 percent of grant dollars being spent in the public sector and 25.7 percent being spent in the private, not-for-profit sector. In West Virginia, 86.1 percent of those need-based grant dollars went to West Virginians, with 75.7 percent going to students in the public sector. These numbers represent a 1.5 percent increase in need-based grant dollars going to West Virginians, and a 2.1 percent increase in need-based aid in the public sector.

ABOUT THIS MEASURE

These figures represent the number of awards made through one of three state financial aid programs: the Higher Education Adult Part-Time Student (HEAPS) Grant Program, the Providing Real Opportunities for Maximizing In-State Student Excellence (PROMISE) Scholarship Program, and the West Virginia Higher Education Grant (WVHEG) Program. These data are presented by year and by programmatic totals. Student headcount is unduplicated unless the student was awarded in two different schools or the student received two different kinds of awards.
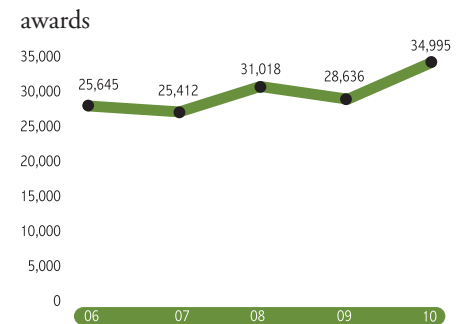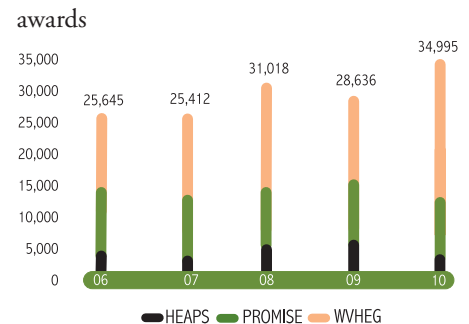
Number of Awards: HEAPS, PROMISE, & WVHEG Programs

Program	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
HEAPS	4,639	4,298	5,552	3,977	4,415	11.0%	-4.8%
PROMISE	9,823	9,526	9,334	9,456	9,783	3.5%	-0.4%
WVHEG	11,183	11,588	16,132	15,203	20,797	36.8%	86.0%
TOTAL	25,645	25,412	31,018	28,636	34,995	22.2%	36.5%

Amount Awarded: HEAPS, PROMISE, and WVHEG Programs

Academic Years 2006 — 2010

Amount Awarded: HEAPS, PROMISE, & WVHEG Programs

Program	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
HEAPS	$4,242,911	$4,188,601	$5,636,793	$4,297,153	$4,536,842	5.6%	6.9%
PROMISE	$39,547,724	$40,264,423	$42,498,633	$45,706,663	$46,897,179	2.6%	18.6%
WVHEG	$27,432,882	$30,349,514	$35,285,378	$40,082,411	$37,136,887	-7.3%	35.4%
Total	$71,223,517	$74,802,538	$83,420,804	$90,086,227	$88,570,908	-1.7%	24.4%

WEST VIRGINIA HIGHLIGHTS

- The total amount awarded to recipients of the HEAPS, PROMISE, and WVHEG Programs during the 2010-11 academic year was $88,570,908, a 1.7 percent decrease from the $90,086,227 in awards for 2009.

- Awards in the PROMISE Scholarship Program and HEAPS increased between 2009 and 2010, while WVHEG decreased.

- Between 2006 and 2010 funding increased for the WVHEG and PROMISE Programs and decreased for the HEAPS Program. The WVHEG Program has experienced the largest percentage (35.4 percent) and monetary increase ($9,704,005).
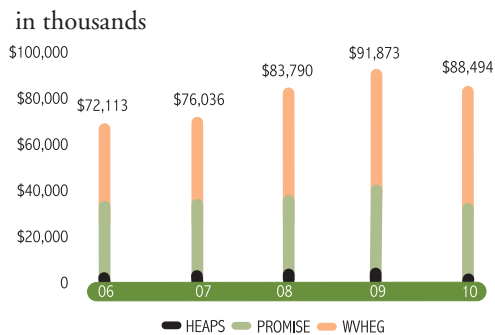
NATIONAL CONTEXT

Nationally, $10.8 billion in total state-funded student financial aid was awarded during the 2009-10 academic year. This figure represents about a 3.8 percent increase in nominal (non-inflation adjusted) dollars over the previous academic year. The majority of state aid is scholarship and grant aid, representing $8.9 billion or 82.4 percent of the total. Of this $8.4 billion in grant aid, 73 percent was need-based while 27 percent was non-need-based. These figures represent a 0.5 percent increase in the proportion of need-based aid from the previous year. Between 1999-00 and 2009-10, need-based grant aid grew 56.4 percent, from $4.05 billion to $6.34 billion in constant 2009 dollars, while non-need-based grants grew 112 percent from $1.1 billion to $2.4 billion.

The SREB states collectively awarded $4.6 billion in aid in 2009-10, an increase of 9 percent over the previous year. Scholarships and grants represented 85.7 percent or $3.9 billion. Of this total, $1.8 billion, or 46 percent, were scholarships and grants based on need whereas $2.1 billion, or 54 percent, was not based on need. These figures show an increase of 1.2 percent in the proportion of aid that is based on need over the previous year.

ABOUT THIS MEASURE

These figures represent the amount of state financial aid awarded through the HEAPS Grant, the PROMISE Scholarship, and the WVHEG Programs. These data are presented by year and by programmatic totals.

in thousands

in thousands

Degrees/Certificates Awarded in Public Institutions

Academic Years 2001-2010

WEST VIRGINIA HIGHLIGHTS

- The total number of degrees and credentials awarded at West Virginia public institutions during the 2010 academic year was 15,733, which is 3.6 percent higher than the figure of 15,185 in 2009.

- Over the ten-year time period, the total number of degrees and credentials awarded has increased by 27.9 percent from the 2001 level of 12,302.

- The largest increase in proportion of degrees over this ten-year period was in undergraduate certificates with an increase of 332.8 percent. The largest increase in number of awards was in bachelors degrees with a rise of 1,153.

- Associate's degrees and certificates were 22.5 percent of the total in 2010, with bachelor's degrees making up 54.6 percent and advanced degrees 22.9 percent of total awards.
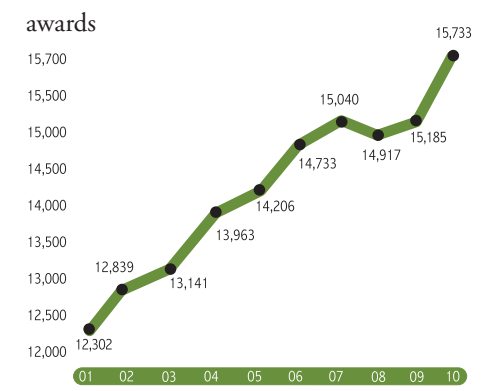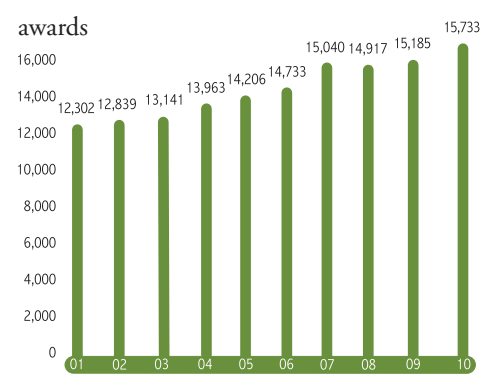
NATIONAL CONTEXT

Across the SREB states, the number of awards conferred at four-year public colleges and universities was 526,101 for the 2008-09 academic year. The total number of awards conferred at two-year public institutions was 301,394. The proportion of awards that were associates degrees and certificates was 41.2 percent; bachelor's degrees made up 41.4 percent and advanced degrees were 17.3 percent.

ABOUT THIS MEASURE

This indicator provides the total number of awards conferred by West Virginia public institutions: undergraduate certificate, associate's, bachelor's, master's, post-master's certificate, doctoral degree-professional practice*, and doctoral degree-research/scholarship. Most certificates and associate degrees, however, are awarded within the Community and Technical College System. Each award conferred represents mastery of a set of skills or body of knowledge that is valuable in the West Virginia labor market. Degrees and certificates conferred represent the system's human capital contribution to moving the West Virginia economy forward. Furthermore, the proportion of the populace with higher education credentials is an important criterion in recruiting private industry to locate in the state.

Degrees/Certificates Awarded in Public Institutions

Award	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2009-2010 % Change	2001-2010 % Change
Undergraduate Certificate	137	172	202	370	376	528	548	504	546	593	8.6%	332.8%
Associate's Degree	2,066	2,252	2,333	2,749	2,579	2,697	2,698	2,702	2,756	2,949	7.0%	42.7%
Bachelor's Degree	7,430	7,527	7,462	7,785	8,025	8,278	8,529	8,439	8,469	8,583	1.3%	15.5%
Master's Degree	2,095	2,209	2,479	2,405	2,542	2,502	2,549	2,535	2,555	2,694	5.4%	28.6%
Post-Master's Certificate	24	46	43	37	29	17	4	22	26	21	-19.2%	-12.5%
First-Professional*	404	471	453	448	476	539	491	514	.	.	.	.
Doctor's Degree-Professional Practice**	.	.	.	.	.	.	.	.	676	715	5.8%	.
Doctor's Degree – Research/Scholarship	146	162	169	169	179	172	221	201	157	178	13.4%	21.9%
Total	12,302	12,839	13,141	13,963	14,206	14,733	15,040	14,917	15,185	15,733	3.6%	27.9%

*   *First-Professional category not calculated post 2008.*
** *Doctor's Degree-Professional Practice new category in 2009.*

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION
ECONOMIC GROWTH

Total Science and Engineering Research and Development Expenditures

WEST VIRGINIA HIGHLIGHTS

- Total science and engineering related research and development (R&D) expenditures at West Virginia colleges and universities grew by 2.1 percent, from $170,869,000 in fiscal year 2008 to $174,486,000 in 2009.

- Total expenditures for science and engineering related R&D have also grown over the five-year time period examined here by 19.1 percent from their fiscal year 2005 level of $146,489,000.

NATIONAL CONTEXT

Universities and colleges in the United States reported science and engineering related R&D expenditures of $54.9 billion in Fiscal Year 2009, which represents an increase of 5.8 percent over the previous year ($51.9 billion). Adjusted for inflation, academic R&D rose by 4.2 percent in 2009. According to the National Science Foundation, from fiscal year 2005 to 2009, total research and development expenditures at academic institutions grew by 20 percent from $45.8 billion to $54.9 billion.

ABOUT THIS MEASURE

This indicator provides the total amount of revenues expended at West Virginia colleges and universities on science and engineering related research and development regardless of revenue source. It includes spending at private institutions, but it should be noted that private institutions represent a small proportion of expenditures in the state. Thus, it includes government (all levels), institution, and private industry support of basic and applied research. University spending on R&D in science and engineering is a good indicator of the total volume of research being produced in postsecondary education to support discovery, opportunity, economic growth, and diversification. At the time of reporting, 2010 figures were not available due to a survey redesign by the National Science Foundation.

in thousands

in thousands
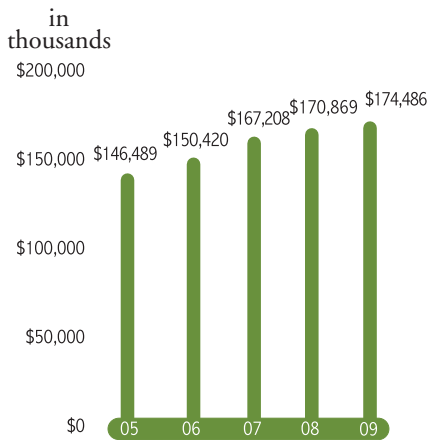
Total Science and Engineering Research and Development Expenditures

Year	Total Expenditures
2005	$146,489,000
2006	$150,420,000
2007	$167,208,000
2008	$170,869,000
2009	$174,486,000

Source: National Science Foundation

Federally-Funded Science and Engineering Research and Development Expenditures
Fiscal Years 2005 - 2009

WEST VIRGINIA HIGHLIGHTS

- The total amount of federally-financed science and engineering related research and development (R&D) expenditures at West Virginia colleges and universities in fiscal year 2009 was $91,602,000 which was 0.3 percent higher than the figure of $91,365,000 in 2008.

- Over the five-year time period, the amount of federally funded R&D has increased by 3.5 percent from its 2005 level of $88,512,000.
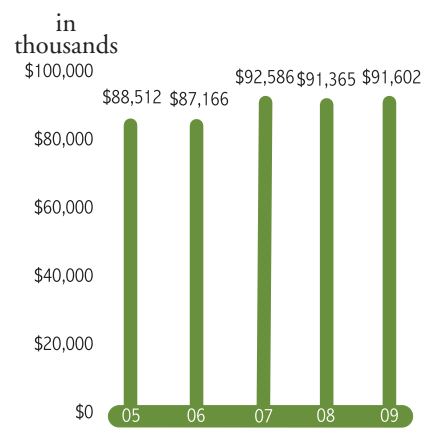
NATIONAL CONTEXT

Federal funding of science and engineering related research and development in U.S. colleges and universities rose by 4.2 percent from $31.3 billion in Fiscal Year 2008 to $32.6 billion in 2009. Adjusted for inflation this represents a 2.6 percent increase from 2008. The overall level of federally-financed research and development expenditures in the United States has grown by 11.6 percent from $29.2 billion in fiscal year 2005. The federal government has been the largest source of R&D expenditures at colleges and universities since 1972, but its share has declined slightly in recent years.

ABOUT THIS MEASURE

This indicator provides the amount of science and engineering related research and development expenditures at all West Virginia colleges and universities, including private institutions, that come from grants and contracts from the federal government. Many of these grants and contracts are competitive and provide a good indicator of both the quality and quantity of research being performed in the system. At the time of reporting, 2010 figures were not available due to a survey redesign by the National Science Foundation.

Obtaining federal funds bolsters the revenue streams available for research and development and demonstrates the increased national competitiveness of the state's institutions in this highly competitive environment.

in thousands

in thousands

Federally-Funded Science and Engineering Research and Development Expenditures

Year	Total Federally-Funded Expenditures
2005	$88,512,000
2006	$87,166,000
2007	$92,586,000
2008	$91,365,000
2009	$91,602,000

Source: National Science Foundation

Research Grants and Contracts
Fiscal Years 2006 – 2010

- The total amount of research grants and contracts at West Virginia colleges and universities in Fiscal Year 2010 was $208,881,286, which was 14.2 percent lower than the figure of $243,433,000 in 2009.*

- Over the five-year time period, the amount of research grants and contracts has increased by 35.4 percent from its 2006 level of $154,257,097.

NATIONAL CONTEXT

Colleges and universities reported total research and development expenditures (which include other fields in addition to science and engineering) of $54.9 billion in Fiscal Year 2009. This figure was 20 percent higher than the Fiscal Year 2005 total of $45.8 billion. While these national data include institutional spending in addition to outside contracts, they provide an indicator of growth in total research effort. Public universities and colleges reported total research and development expenditures of $37.5 billion in Fiscal Year 2009 which was 21.8 percent higher than $30.8 billion in 2005.

ABOUT THIS MEASURE

These funds include any externally-sponsored research activities, grants, or contracts procured by college and university faculty and staff to produce, or advance, new knowledge in any field. It includes all funds from the federal government, non-profit agencies, and private industry that are channeled through university research corporations or offices. It is an important indicator of the extent to which the system is leveraging outside dollars to complement state spending on research that increases West Virginia's capacity to attract new business and industry.

in thousands

in thousands

Research Grants and Contracts

Year	Funds for Externally-Sponsored Research
2006	$154,257,097
2007	$157,289,664
2008	$174,511,697
2009	$243,433,000
2010	$208,881,286

The 2010 total does not include figures for Glenville State College.

Degrees/Credentials Awarded by Level System-Wide

Academic Years 2006 – 2010

WEST VIRGINIA HIGHLIGHTS

- The total number of degrees and credentials awarded at West Virginia colleges and universities in academic year 2010-11 was 12,543 which was 2.8 percent higher than the figure of 12,196 in 2009-10.

- Over the five-year time period, the number of degrees and credentials has increased by 5.8 percent from the 2006-07 level of 11,857.

- The largest one-year increase in the number of awards was in master's degrees with a growth of 139.
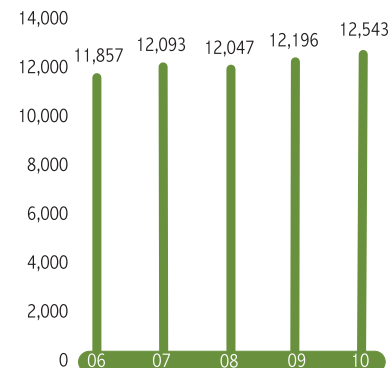
NATIONAL CONTEXT

Across the SREB states, in the decade from 1999-2000 to 2008-09, the number of awards conferred at four-year public colleges and universities grew by nearly 30 percent from 404,833 to 526,101. The 2008-09 total also represents a 3.5 percent increase over the 2007-08 total of 508,153. The proportion of these degrees that were bachelor's degrees decreased slightly from 70.6 percent to 70.1 percent, but the proportion that were associate's degrees and certificates remained stable at 1.8 percent, while the proportion that were advanced degrees decreased from 27.6 percent to 22.5 percent. In the country as a whole, the total number of degrees conferred at public institutions decreased by 9.7 percent from 1,950,471 in 2008-09 to 1,762,000 in 2009-10. Over the last ten years, the number of degrees conferred at public institutions increased by 30 percent nationally (Digest of Education Statistics, 2010).
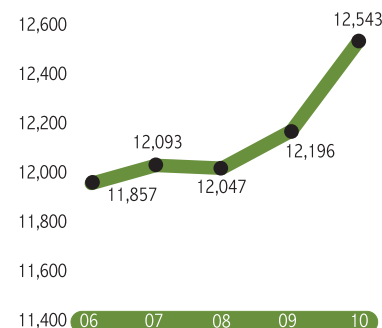
ABOUT THIS MEASURE

This indicator provides the total number of awards conferred by West Virginia public four-year institutions: certificate, associate's, bachelor's, master's, post-master's, first-professional's, doctor's degree-professional practice*, and doctoral-research/scholarship. Most certificates and associate's degrees, however, are awarded within the Community and Technical College System. Each award conferred represents mastery of a set of skills and body of knowledge that is valuable in the West Virginia labor market. Degrees and certificates conferred represent the system's human capital contribution to moving the West Virginia economy forward. Furthermore, the proportion of the populace with higher education credentials is an important criterion in recruiting private industry to locate in the state.

Degrees/Credentials Awarded by Level

| Award Type | Academic Year | | | | | 2009-10 % Change | 2006-10 % Change |
	2006	2007	2008	2009	2010		
Certificate	2	6	7	7	2	-71.4%	0.0%
Associate Degree	496	493	517	506	526	4.0%	6.0%
Bachelor's Degree	8,129	8,329	8,251	8,269	8,407	1.7%	3.4%
Master's Degree	2,502	2,549	2,535	2,555	2,694	5.4%	7.7%
Post-Master's Certificate	17	4	22	26	21	-19.2%	23.5%
First-Professional*	539	491	514	.	.	.	.
Doctor's Degree – Professional Practice**	.	.	.	676	715	5.8%	.
Doctor's Degree – Research/Scholarship	172	221	201	157	178	13.4%	3.5%
TOTAL	11,857	12,093	12,047	12,196	12,543	2.8%	5.8%

*   First-Professional category not calculated post 2008.
** Doctor's Degree-Professional Practice new category in 2009.

Degrees/Credentials Awarded by Institution and Level
Academic Years 2006 – 2010

Degrees/Credentials Awarded by Level

Institution	Award Type	Academic Year					2009-2010 % Change	2006-2010 % Change
		2006	2007	2008	2009	2010		
Bluefield State College	Associate's	96	86	92	91	60	-34.1%	-37.5%
	Bachelor's	224	220	207	262	235	-10.3%	4.9%
Total		**320**	**306**	**299**	**353**	**295**	**-16.4%**	**-7.8%**
Concord University	Associate's	2	2	1	.	.	.	.
	Bachelor's	398	350	400	336	401	19.3%	0.8%
	Master's	25	27	24	22	27	22.7%	8.0%
Total		**425**	**379**	**425**	**358**	**428**	**19.6%**	**0.7%**
Fairmont State University	Associate's	73	78	107	97	113	16.5%	54.8%
	Bachelor's	661	671	645	616	559	-9.3%	-15.4%
	Master's	47	65	85	121	85	-29.8%	80.9%
Total		**781**	**814**	**837**	**834**	**757**	**-9.2%**	**-3.1%**
Glenville State College	Associate's	32	30	31	29	36	24.1%	12.5%
	Bachelor's	182	188	174	132	161	22.0%	-11.5%
Total		**214**	**218**	**205**	**161**	**197**	**22.4%**	**-7.9%**
Marshall University	Associate's	96	100	111	69	91	31.9%	-5.2%
	Bachelor's	1,389	1,450	1,400	1,358	1,393	2.6%	0.3%
	Master's	945	872	885	867	881	1.6%	-6.8%
	Post-Master's Certificate	17	4	22	26	21	-19.2%	23.5%
	First-Professional	47	42	50	.	.	.	.
	Doctoral – Professional Practice	.	.	.	61	83	36.1%	.
	Doctoral – Research/Scholarship	25	17	15	17	12	-29.4%	-52.0%
Total		**2,519**	**2,485**	**2,483**	**2,398**	**2,481**	**3.5%**	**-1.5%**
Potomac State College of WVU	Certificate	2	6	7	7	2	-71.4%	0.0%
	Bachelor's	2	6	9	11	19	72.7%	850.0%
	Associate's	164	166	143	185	192	3.8%	17.1%
Total		**168**	**178**	**159**	**203**	**213**	**4.9%**	**26.8%**
Shepherd University	Bachelor's	589	642	662	687	648	-5.7%	10.0%
	Master's	19	48	54	51	34	-33.3%	78.9%
Total		**608**	**690**	**716**	**738**	**682**	**-7.6%**	**12.2%**
West Liberty University	Associate's	33	31	32	35	34	-2.9%	3.0%
	Bachelor's	374	365	350	336	410	22.0%	9.6%
	Master's	.	.	.	.	26	.	.
Total		**407**	**396**	**382**	**371**	**470**	**26.7%**	**15.5%**
WV School of Osteopathic Medicine	First-Professional	96	94	97	.	.	.	.
	Doctoral – Professional Practice	.	.	.	160	198	23.8%	.
Total		**68**	**79**	**96**	**94**	**97**	**3.2%**	**42.6%**
West Virginia State University	Bachelor's	464	442	372	385	378	-1.8%	-18.5%
	Master's	7	9	5	11	12	9.1%	71.4%
Total		**471**	**451**	**377**	**396**	**390**	**-1.5%**	**-17.2%**

ECONOMIC GROWTH

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Degrees/Credentials Awarded by Institution and Level (continued)
Academic Years 2006 – 2010

Institution	Award Type	Academic Year					2009-10 % Change	2006-10 % Change
		2006	2007	2008	2009	2010		
West Virginia University	Bachelor's	3,614	3,790	3,892	4,002	4,060	1.4%	12.3%
	Master's	1,455	1,527	1,481	1,483	1,629	9.8%	12.0%
	First-Professional	396	355	367	.	.	.	.
	Doctoral – Professional Practice	.	.	.	455	434	-4.6%	.
	Doctoral – Research/Scholarship	147	204	186	140	166	18.6%	12.9%
Total		5,612	5,876	5,926	6,080	6,289	3.4%	12.1%
WVU Institute of Technology	Bachelor's	232	205	140	144	143	-0.7%	-38.4%
	Master's	4	1	1	.	.	.	.
Total		236	206	141	144	143	-0.7%	-39.4%

Percent changes cannot be calculated where the beginning year value is zero.

WEST VIRGINIA HIGHLIGHTS

- Concord University, Glenville State College, Marshall University, Potomac State College of WVU, West Liberty University, WV School of Osteopathic Medicine, and West Virginia University all experienced growth in total degrees produced from 2009 to 2010.

- From 2006 to 2010, Concord University, Potomac State College of WVU, Shepherd University, West Liberty University, WV School of Osteopathic Medicine, and West Virginia University had increases in total degrees.

- Bachelor's degree production is the largest degree category at each of West Virginia's public four-year institutions (with the exception of Potomac State).

- As indicated in the chart below, while the number of post-master's certificate programs has remained the same since 2006, the number of master's programs offered has grown over the past five years. The changes in numbers of professional, doctor's degree-professional practice, and doctor's degree-research/scholarship are largely related to changes in categorization by IPEDS. This count only includes programs with actual enrollment.

NATIONAL CONTEXT
This indicator provides the total number of awards conferred by West Virginia public four-year institutions by level. Degrees and certificates conferred represent the system's human capital contribution to moving the West Virginia economy forward. Furthermore, the proportion of the populace with higher education credentials is an important criterion in recruiting private industry to locate in the state.

Number of Graduate Programs

Program Level	2006	2007	2008	2009	2010
Master's Degree	100	103	106	106	107
Post-Master's Certificate	2	2	2	2	2
First-Professional*	5	5	5	.	.
Doctor's Degree Professional Practice**	.	.	.	13	13
Doctor's Degree Research/Scholarship	42	42	42	35	35

*   *First Professional category not calculated post 2008.*
** *Doctor's Degree-Professional Practice new category in 2009.*

Science, Technology, Engineering, and Mathematics (STEM) Awards as a Percentage of All Awards by Degree Level

Academic Years 2006 — 2010

STEM Awards as a Percentage of All Awards by Degree Level

Degree Type	2006	2007	2008	2009	2010
Associate's Degree	.	.	.	1.0%	0.6%
Bachelor's Degree	22.9%	24.8%	23.7%	25.8%	26.7%
Master's Degree	14.5%	14.0%	14.4%	12.0%	14.4%
Doctor's Degree - Professional Practice	.	.	.	0.6%	1.1%
Doctor's Degree - Research/Scholarship	.	.	.	59.9%	52.2%
Doctoral*	47.1%	43.4%	37.8%		.
Total	21.4%	22.7%	21.8%	20.9%	21.8%

* *Doctoral degrees separated into Professional Practice and Research/Scholarship in 2009.*

Students Majoring in STEM Fields

2006	2007	2008	2009	2010	2009-10 % Change	2006-10 % Change
9,752	10,159	10,636	11,019	11,025	0.1%	13.1%

headcount

% of total awards
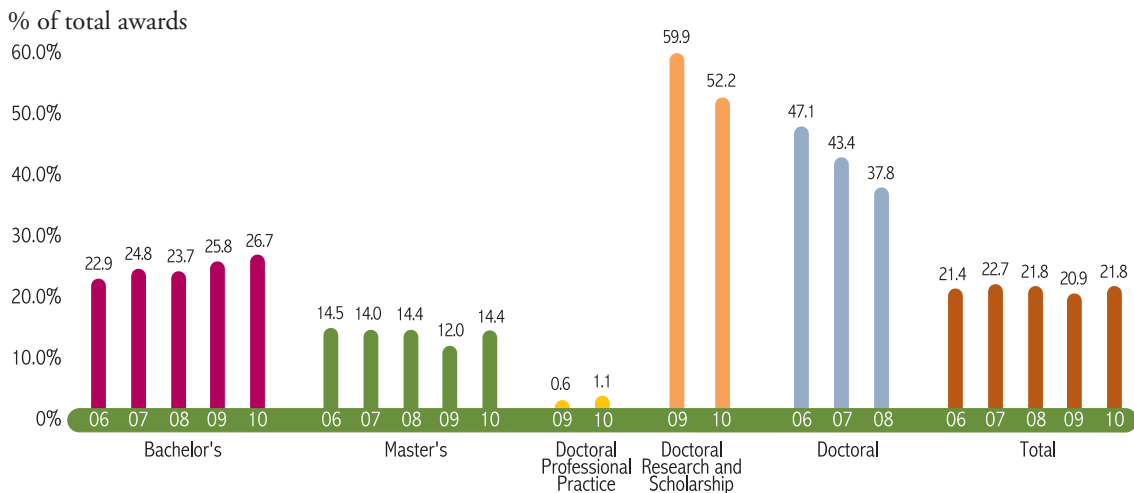
WEST VIRGINIA HIGHLIGHTS

- The total number of STEM awards as a percentage of all degrees at West Virginia colleges and universities in 2010 was 21.8 percent, which is 0.9 percentage points higher than the figure of 20.9 percent in 2009.

- Over the five-year time period, STEM awards, as a percentage of all awards, increased 0.4 percentage points from the 2006 level of 21.4 percent.

- The pipeline of STEM graduates has also grown (see graph at left). The number of students majoring in STEM fields has grown by 13.1 percent from 9,752 in 2006 to 11,025 in 2010.

NATIONAL CONTEXT

Over the most recent available five-year window from 2004-05 to 2008-09, the number of science and engineering degrees awarded in the United States increased by 8.1 percent from 603,278 to 652,208. The proportion of overall degrees that were in science and engineering, however, decreased by 1.3 percentage points from 42.6 percent in 2004-05 to 41.3 percent in 2008-09. During this time period, the proportion of bachelor's degrees (32.3 percent to 31.3 percent) and master's degrees (21.0 percent to 19.8 percent) decreased while the proportion of doctorates (62.4 percent to 67.3 percent) that were in science and engineering increased (NSF, 2010).

ABOUT THIS MEASURE

This indicator provides the proportion of graduates each year in STEM fields at the bachelor's, master's, and doctoral levels. The inset at left provides the number of students each fall who have a declared major in a STEM field. These technical majors educate students to fill higher paying jobs and attract business and industry that rely on workers skilled in these areas.

ACCESS

Average ACT Scores of West Virginia High School Graduates

Graduation Years 2007 — 2011

WEST VIRGINIA HIGHLIGHTS

- The composite score for West Virginians taking the ACT exam is the same as it was in 2007, while national scores have decreased 0.1 points in the same period.

- West Virginia scores on reading, math, and science tests are the same as they were in 2007.

- West Virginia is even with the national average in English and trails in math, reading, science, and the composite score.
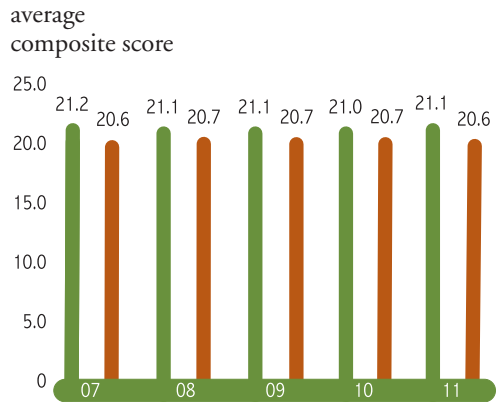
NATIONAL CONTEXT

Approximately 1.62 million students in the high school graduating class of 2011 took the ACT exam. This figure represents a 3.4 percent increase from the previous year. The ACT exam is administered in all 50 states. West Virginia was one of 26 states where over 60 percent of high school graduates took the examination in 2011; however, the national percentage of graduates tested was 49 percent, which increased from 47 percent in 2010.
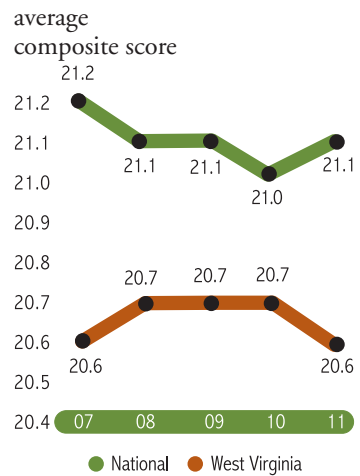
ABOUT THIS MEASURE

The ACT exam is accepted for admission at all public four-year institutions in the state and focuses on student readiness for postsecondary education. Having more students take the exam allows policymakers to effectively gauge student readiness. The fact that a greater proportion of West Virginia high school seniors has taken the exam in recent years while scores remained steady is an indication of increasing preparation and college readiness.

average composite score

average composite score

● National   ● West Virginia

Average ACT Scores of West Virginia and U.S. High School Graduates

Test		2007	2008	2009	2010	2011
English	WV	20.8	20.8	20.8	20.7	20.6
	National	20.7	20.6	20.6	20.5	20.6
Math	WV	19.5	19.6	19.6	19.6	19.5
	National	21.0	21.0	21.0	21.0	21.1
Reading	WV	21.2	21.4	21.4	21.3	21.2
	National	21.5	21.4	21.4	21.3	21.3
Science	WV	20.5	20.5	20.5	20.6	20.5
	National	21.0	20.8	20.9	20.9	20.9
Composite	WV	20.6	20.7	20.7	20.7	20.6
	National	21.2	21.1	21.1	21.0	21.1

Source: ACT

Undergraduate Enrollment

Fall 2006 – 2010
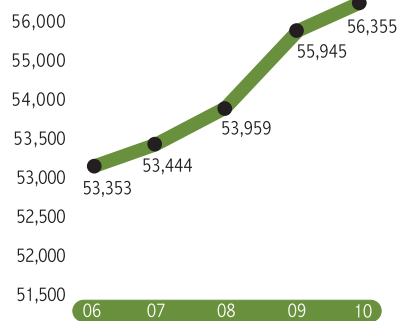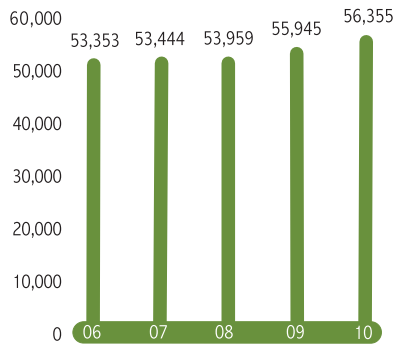
WEST VIRGINIA HIGHLIGHTS

- Undergraduate students enrolled in for-credit classes increased 0.7 percent, from 55,945 in 2009-10 to 56,355 in 2010-11.

- Undergraduate enrollment has increased 5.6 percent since 2006 representing a growth in students of 3,002.

- Since the 2006-07 academic year, eight four-year institutions have realized gains in undergraduate enrollment while three have experienced decreases.

NATIONAL CONTEXT

Between 2006 and 2009, the most recent year of national enrollment data available, the number of students enrolled in four-year public institutions in the United States rose from 6.8 million to 7.3 million, an increase of 7.5 percent. In the SREB states, enrollment rose by 7.3 percent over that same time period. The increase in West Virginia over the same time period was 5 percent (SREB, 2011).

In 2009, 35.4 percent of total postsecondary enrollment was made up by students at four-year public institutions nationally. This figure was 40.7 percent for SREB states and 46.3 percent in West Virginia.

ABOUT THIS MEASURE

Undergraduate headcount enrollment represents the number of students who have paid fees and enrolled in classes according to fall, end-of-term data. This indicator includes students who might be simultaneously enrolled at more than one institution as well as high school students who are dually enrolled. Increasing enrollments are more likely when high school graduation pools are expanding; however, with projected declines in these figures due to state demographic shifts, postsecondary institutions will need to diversify their enrollment base and pools of students in order to maintain current enrollment levels.

Undergraduate Enrollment

Institution	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Bluefield State College	1,923	1,887	1,943	2,058	2,101	2.1%	9.3%
Concord University	2,792	2,611	2,713	2,677	2,672	-0.2%	-4.3%
Fairmont State University	4,255	4,091	4,121	4,223	4,362	3.3%	2.5%
Glenville State College	1,387	1,444	1,444	1,756	1,831	4.3%	32.0%
Marshall University	9,723	9,586	9,310	9,692	10,018	3.4%	3.0%
Potomac State College of WVU	1,510	1,601	1,580	1,807	1,831	1.3%	21.3%
Shepherd University	3,987	4,011	4,139	4,216	4,182	-0.8%	4.9%
West Liberty University	2,260	2,400	2,492	2,598	2,688	3.5%	18.9%
West Virginia State University	3,419	3,254	3,068	3,923	3,156	-19.6%	-7.7%
West Virginia University	20,611	21,129	21,949	21,740	22,301	2.6%	8.2%
WVU Institute of Technology	1,486	1,430	1,200	1,255	1,213	-3.3%	-18.4%
TOTAL	**53,353**	**53,444**	**53,959**	**55,945**	**56,355**	**0.7%**	**5.6%**

ACCESS

Graduate Enrollment

Fall 2006 — 2010

Graduate Enrollment

Institution	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Concord University	124	104	97	247	247	0.0%	99.2%
Fairmont State University	347	377	433	349	346	-0.9%	-0.3%
Marshall University	4,213	4,222	4,263	4,084	4,174	2.2%	-0.9%
Shepherd University	122	156	144	154	154	0.0%	26.2%
West Liberty University	7	.	16	47	50	6.4%	614.3%
WV School of Osteopathic Medicine	502	591	691	778	806	3.6%	60.6%
West Virginia State University	37	42	42	48	83	72.9%	124.3%
West Virginia University	6,799	7,207	7,164	7,405	7,286	-1.6%	7.2%
WVU Institute of Technology *	7	2	.	.	.	.	.
TOTAL	**12,158**	**12,701**	**12,850**	**13,112**	**13,146**	**0.3%**	**8.1%**

*WVU Institute of Technology no longer offers graduate programs.

WEST VIRGINIA HIGHLIGHTS

- Graduate students enrolled in for-credit classes increased 0.3 percent, from 13,112 in 2009-10 to 13,146 in 2010-11.

- For-credit enrollment has increased 8.1 percent since 2006, representing an increase in students of 988.

- Since the 2006-07 academic year, six four-year institutions have realized gains in graduate enrollment, while two, Fairmont State University and Marshall University, have decreased and WVU Institute of Technology ceased to offer graduate courses.

NATIONAL CONTEXT

Fall 2009 national data are the most recent available regarding graduate and first-professional student enrollment. During fall 2009, approximately 1.42 million graduate students were enrolled at Title IV institutions in the United States. Graduate enrollment grew nationally by 32.7 percent over the last ten years and by 35.9 percent in the SREB states.

Nationally 49.7 percent of graduate student enrollment was located in public colleges in 2009 compared to 67.2 percent in SREB states and 57.3 percent in West Virginia (SREB, 2011).

ABOUT THIS MEASURE

Graduate and first-professional headcount enrollment represents the number of students who have paid fees and enrolled in classes according to fall, end-of-term data. The list of graduate programs totals 157 and includes first professional, master's, post-master's and doctoral programs. These programs are spread throughout West Virginia postsecondary institutions with the majority located at Marshall University and West Virginia University. The first-professional programs included dentistry, law, medicine, osteopathic medicine, and pharmacy. First professional programs are now divided into two categories - Doctor's Degree - Professional Practice and Doctor's Degree - Research/Scholarship.
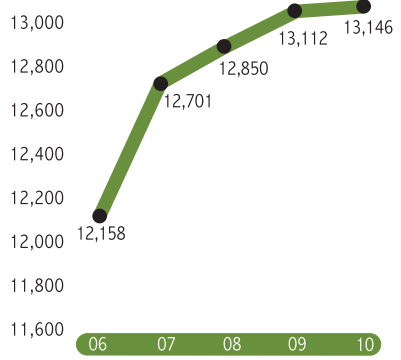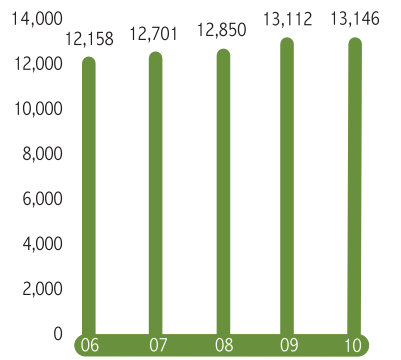
Undergraduate Full-Time Equivalent (FTE) Enrollment

Fall 2006 – 2010
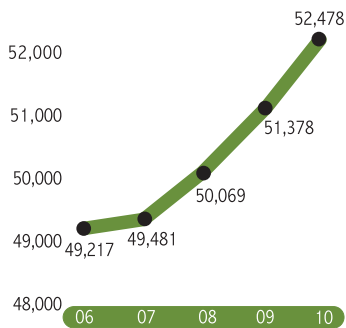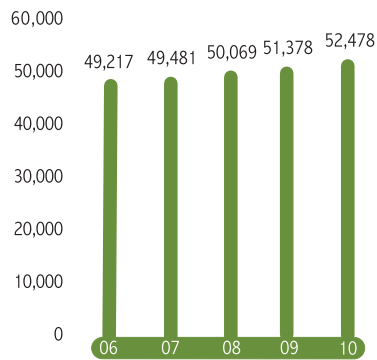
WEST VIRGINIA HIGHLIGHTS

- Undergraduate FTE enrollment increased 2.1 percent, from 51,378 in 2009-10 to 52,478 in 2010-11.

- FTE enrollment has increased 6.6 percent since 2006, representing a growth in full-time equivalent students of 3,261.

- Since the 2006-07 academic year, nine four-year institutions have realized gains in FTE enrollment, while two have experienced decreases.

NATIONAL CONTEXT

FTE enrollment is often used at the national level to determine a host of outcomes including expenses by academic or administrative function per FTE, and revenues per FTE. Student credit hours are consolidated into the equivalent number of students taking a full load to allow institutions and systems to plan strategically for future growth.

ABOUT THIS MEASURE

Undergraduate FTE is student credit hours - the sum of all hours generated by all students enrolled in a class - divided by 15 which is considered a full-time load for an undergraduate. FTE enrollment was calculated from fall, end-of-term data.

Undergraduate Full-Time Equivalent (FTE) Enrollment

Institution	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Bluefield State College	1,592	1,595	1,662	1,751	1,757	0.4%	10.4%
Concord University	2,581	2,513	2,667	2,665	2,643	-0.8%	2.4%
Fairmont State University	3,890	3,693	3,741	3,846	3,944	2.6%	1.4%
Glenville State College	1,221	1,209	1,265	1,360	1,474	8.4%	20.7%
Marshall University	8,539	8,450	8,281	8,587	9,091	5.9%	6.5%
Potomac State College of WVU	1,158	1,271	1,248	1,474	1,531	3.8%	32.2%
Shepherd University	3,428	3,463	3,528	3,678	3,707	0.8%	8.1%
West Liberty University	2,253	2,305	2,408	2,528	2,618	3.5%	16.2%
West Virginia State University	2,641	2,508	2,351	2,669	2,435	-8.7%	-7.8%
West Virginia University	20,730	21,263	21,873	21,699	22,210	2.4%	7.1%
WVU Institute of Technology	1,184	1,212	1,044	1,120	1,068	-4.7%	-9.8%
TOTAL	49,217	49,481	50,069	51,378	52,478	2.1%	6.6%

Statistical rounding variation may occur in some of the percent change figures.

Graduate Full-Time Equivalent (FTE) Enrollment
Fall 2006 — 2010

Graduate Full-Time Equivalent (FTE) Enrollment

Institution	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Concord University	62	45	43	106	97	-7.9%	58.4%
Fairmont State University	158	202	230	191	182	-4.8%	14.6%
Marshall University	2,280	2,304	2,400	2,378	2,458	3.3%	7.8%
Shepherd University	62	72	72	79	79	0.2%	28.0%
West Liberty University	2	.	4	25	26	6.4%	1404.8%
WV School of Osteopathic Medicine	502	591	691	778	806	3.6%	60.6%
West Virginia State University	23	25	27	28	39	40.3%	67.9%
West Virginia University	5,151	5,373	5,388	5,778	5,710	-1.2%	10.9%
WVU Institute of Technology*	2	1	.	.	.	.	.
TOTAL	8,242	8,613	8,854	9,363	9,398	0.4%	14.0%

WVU Institute of Technology no longer offers graduate programs.

WEST VIRGINIA HIGHLIGHTS
- Graduate FTE enrollment increased 0.4 percent, from 9,363 in 2009-10 to 9,398 in 2010-11.

- Graduate FTE enrollment has increased 14 percent since 2006 representing an increase in students of 1,156.

- Since the 2006-07 academic year, eight four-year institutions have realized gains in graduate/first-professional FTE enrollment.

NATIONAL CONTEXT
FTE enrollment is often used at the national level to determine a host of outcomes including expenses by academic or administrative function per FTE and revenues per FTE. Student credit hours are consolidated into the equivalent number taking a full load to allow institutions and systems to plan strategically for future growth.

ABOUT THIS MEASURE
Graduate FTE is student credit hours - the sum of all hours generated by all students enrolled in a class - divided by 12 which is considered a full-time load for a graduate student. FTE enrollment was calculated from fall, end-of-term data.
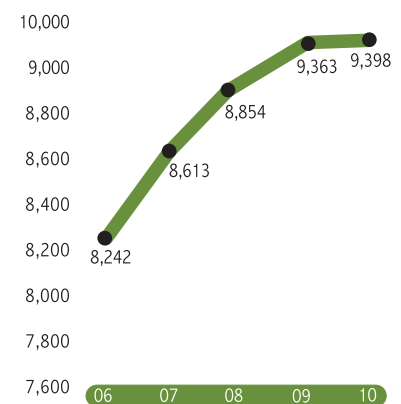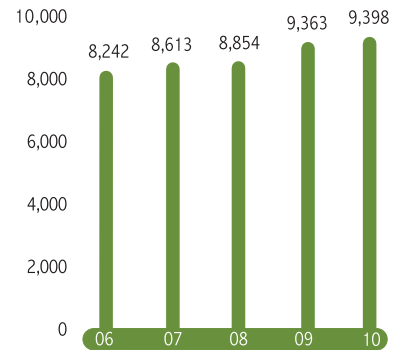
First-Time Freshmen Headcount Enrollment

Fall 2006 – 2010
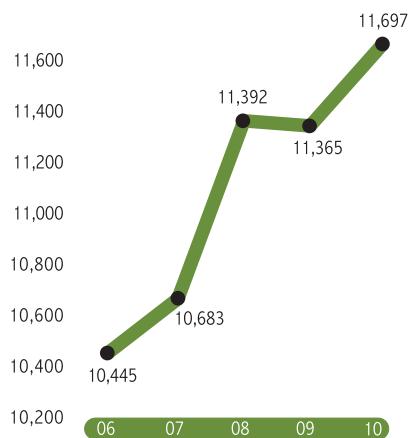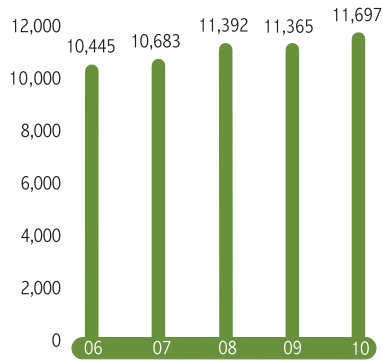
WEST VIRGINIA HIGHLIGHTS

- First-time freshmen students enrolled in for-credit classes increased 2.9 percent, from 11,365 in 2009-10 to 11,697 in 2010-11.

- First-time freshmen enrollment has increased 12 percent since 2006 representing a growth in students of 1,252.

- Since the 2006-07 academic year, nine four-year institutions have realized gains in first-time freshmen enrollment while two have experienced decreases.

NATIONAL CONTEXT

Between 2000 and 2009, first-time freshmen enrollment in the nation increased 32.2 percent. The four-year public sector realized an increase of 29.5 percent during this same time period. Over this time period in West Virginia, statewide first-time freshmen enrollment increased by 17.8 percent. Nationally, full-time students comprised 79 percent of first-time freshmen enrollment in 2000 compared to 80.6 percent in 2009 (NCES, 2010). During that time in West Virginia, the percentage of first-time freshmen that were full-time decreased from 91 percent to 83.7 percent.

ABOUT THIS MEASURE

This first-time freshmen enrollment from fall, end-of-term data consists of the entering freshmen who have never attended college. It also includes those students enrolled in the fall term who attended for the first time in the prior summer term. This measure also incorporates students who enter with advanced standing (college credits earned before graduation from high school).

First-Time Freshmen Enrollment

Institution	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Bluefield State College	270	314	287	315	306	-2.9%	13.3%
Concord University	600	625	716	609	575	-5.6%	-4.2%
Fairmont State University	648	638	772	819	776	-5.3%	19.8%
Glenville State College	268	291	303	331	416	25.7%	55.2%
Marshall University	1,542	1,688	1,686	1,882	1,951	3.7%	26.5%
Potomac State College of WVU	537	616	637	722	711	-1.5%	32.4%
Shepherd University	702	706	709	801	770	-3.9%	9.7%
West Liberty University	471	476	552	577	534	-7.5%	13.4%
West Virginia State University	389	365	372	436	367	-15.8%	-5.7%
West Virginia University	4,818	4,711	5,128	4,585	5,031	9.7%	4.4%
WVU Institute of Technology	200	253	230	288	260	-9.7%	30.0%
TOTAL	10,445	10,683	11,392	11,365	11,697	2.9%	12.0%

Adult (25 And Older) Student Enrollment

Fall 2006 – 2010

Adult (25 and older) Student Enrollment

Institution	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Bluefield State College	840	777	764	836	885	5.9%	5.4%
Concord University	587	509	513	642	682	6.2%	16.2%
Fairmont State University	1,474	1,465	1,473	1,498	1,635	9.1%	10.9%
Glenville State College	273	307	356	565	586	3.7%	114.7%
Marshall University	5,425	5,501	5,348	5,272	5,447	3.3%	0.4%
Potomac State College of WVU	245	241	195	259	270	4.2%	10.2%
Shepherd University	1,176	1,211	1,286	1,319	1,279	-3.0%	8.8%
West Liberty University	346	333	305	350	388	10.9%	12.1%
WV School of Osteopathic Medicine	324	358	439	526	548	4.2%	69.1%
West Virginia State University	1,275	1,206	1,066	1,493	1,190	-20.3%	-6.7%
West Virginia University	5,992	6,463	6,354	6,437	6,600	2.5%	10.1%
WVU Institute of Technology	425	413	315	279	284	1.8%	-33.2%
TOTAL	**18,382**	**18,784**	**18,414**	**19,476**	**19,794**	**1.6%**	**7.7%**

WEST VIRGINIA HIGHLIGHTS

- Adult students enrolled in for-credit classes increased 1.6 percent from 19,476 in 2009-10 to 19,794 in 2010-11.

- Adult student enrollment has increased by 1,412 students since 2006 representing a growth of 7.7 percent.

- Since the 2006-07 academic year, 10 institutions have realized gains in adult student enrollment while two have decreased.

NATIONAL CONTEXT

According to SREB data, from 1999-2009 in the nation as a whole, the number of students aged 25 to 64 has increased by 2,092,515 or 35.6 percent. In SREB states, the number has grown by 724,278 or 40.4 percent. Adult 25 to 64 enrollment as a proportion of overall enrollment has decreased over this time period from 39.8 to 38.8 percent in the U.S. and from 38.4 to 37.2 percent in SREB states. In West Virginia the percentage has increased from 32.7 to 43.6 percent.

ABOUT THIS MEASURE

This fall, end-of-term adult enrollment data provide the number of students aged 25 and older enrolled in for-credit classes in West Virginia's four-year institutions. Given the fact that only 17.1 percent of adults in West Virginia have a postsecondary degree, which is last among the fifty states, as well as the reality that the pool of high school graduates is declining, it is important to find ways to bring adults without degrees into the system and assist this segment of the population in persisting to degree.
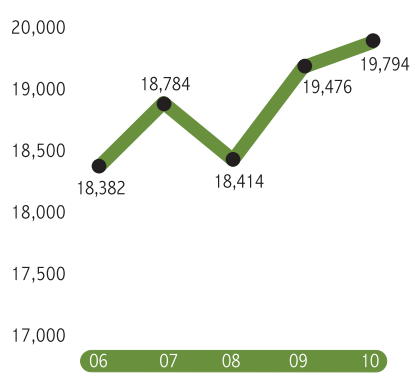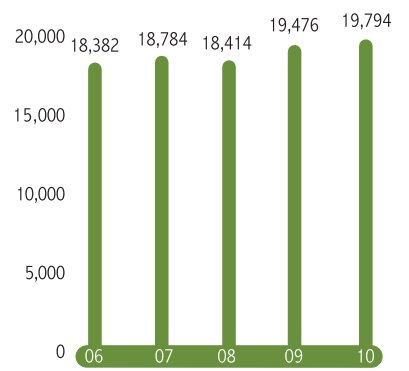
Enrollment by Gender

Fall 2006 – 2010

WEST VIRGINIA HIGHLIGHTS
- Female enrollment increased 0.3 percent from 2009 to 2010 and 5.2 percent from 2006 to 2010.
- Male enrollment increased 1.0 percent from 2009 to 2010 and 7.2 percent from 2006 to 2010.
- Female enrollment in 2010 exceeded male enrollment by a margin of 4,407 students.

Enrollment by Gender

Institution	Gender	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Bluefield State College	F	1,124	1,105	1,161	1,247	1,323	6.1%	17.7%
	M	799	782	782	811	778	-4.1%	-2.6%
Concord University	F	1,700	1,606	1,637	1,732	1,655	-4.4%	-2.6%
	M	1,216	1,109	1,173	1,192	1,264	6.0%	3.9%
Fairmont State University	F	2,590	2,514	2,568	2,576	2,674	3.8%	3.2%
	M	2,012	1,954	1,986	1,996	2,034	1.9%	1.1%
Glenville State College	F	662	700	630	753	821	9.0%	24.0%
	M	725	744	814	1,003	1,010	0.7%	39.3%
Marshall University	F	8,400	8,288	8,159	8,245	8,465	2.7%	0.8%
	M	5,536	5,520	5,414	5,531	5,727	3.5%	3.5%
Potomac State College of WVU	F	832	861	828	950	941	-0.9%	13.1%
	M	678	740	752	857	890	3.9%	31.3%
Shepherd University	F	2,353	2,412	2,476	2,511	2,521	0.4%	7.1%
	M	1,756	1,755	1,807	1,859	1,815	-2.4%	3.4%
West Liberty University	F	1,322	1,366	1,420	1,500	1,582	5.5%	19.7%
	M	945	1,034	1,088	1,145	1,156	1.0%	22.3%
WV School of Osteopathic Medicine	F	241	291	331	369	371	0.5%	53.9%
	M	261	300	360	409	435	6.4%	66.7%
West Virginia State University	F	2,027	1,909	1,770	2,395	1,887	-21.2%	-6.9%
	M	1,429	1,387	1,340	1,576	1,352	-14.2%	-5.4%
West Virginia University	F	13,248	13,857	13,960	14,085	14,261	1.2%	7.6%
	M	14,162	14,479	15,153	15,060	15,326	1.8%	8.2%
WVU Institute of Technology	F	638	572	444	477	453	-5.0%	-29.0%
	M	855	860	756	778	760	-2.3%	-11.1%
Total	**F**	**35,137**	**35,481**	**35,384**	**36,840**	**36,954**	**0.3%**	**5.2%**
	M	**30,374**	**30,664**	**31,425**	**32,217**	**32,547**	**1.0%**	**7.2%**

headcount

headcount

● Female ● Male
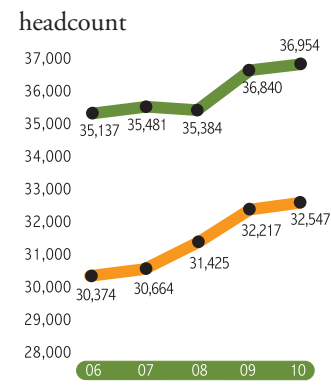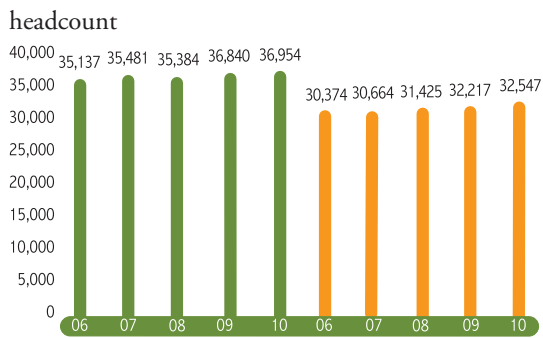
Dual Enrollment of High School Students in HEPC Institutions
Fall 2006 – 2010

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WEST VIRGINIA HIGHLIGHTS
- Dual enrollment in the public four-year sector decreased by 2 percent from 2009 to 2010 and by 9.5 percent since 2006.
- Dual enrollment numbers during this five-year span saw a peak of 2,381 students in 2006, declined over the next two years, and rose slightly in 2009.

</div>

NATIONAL CONTEXT
National collection of dual enrollment data has begun only recently. A 2005 report from the United States Department of Education found that 57 percent of U.S. postsecondary institutions permitted high school students to take college courses during the 2002-03 school year. The percentage was 77 percent for public four-year institutions and 98 percent for public two-year institutions. During that academic year, approximately 813,000 secondary students took a college credit class. Requirements for enrollment, structure of programs, and funding schemes varied widely across dual enrollment programs.

While these programs have gained in popularity, few studies have measured their effectiveness. A recent study in Florida discovered that: (1) Participation in dual enrollment was positively related to enrollment in college; (2) Dual enrollment students were more likely to persist in college to a second semester; (3) Their grade point average after two years of college was significantly higher than that of their peers; and (4) Dual enrollment students had made more progress towards a degree three years after high school graduation (Karp et al., 2007).

ABOUT THIS MEASURE
These figures represent the number of secondary students who have enrolled in dual enrollment courses associated with four-year public postsecondary institutions in West Virginia. Dual enrollment courses allow high school students to enroll in college courses and earn college credit. These courses were once largely limited to high-achieving students, but are now open to a wider range of students as states have begun to view dual enrollment as a means to support postsecondary preparation. Counts include some students who enrolled at multiple institutions and are from fall, end-of-term data.
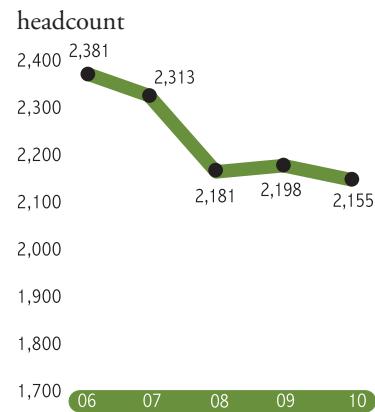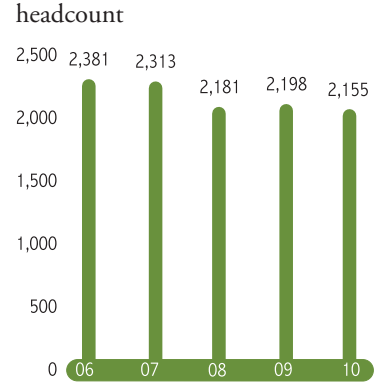
Dual Enrollment of High School Students in HEPC Institutions

2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
2,381	2,313	2,181	2,198	2,155	-2.0%	-9.5%

HEPC In-State Enrollment by County

Fall 2006 – 2010

HEPC In-State Enrollment by County

County	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
No County	459	468	363	371	383	3.2%	-16.6%
Barbour	244	242	237	231	227	-1.7%	-7.0%
Berkeley	1,848	1,992	1,934	2,143	2,293	7.0%	24.1%
Boone	314	307	281	285	343	20.4%	9.2%
Braxton	358	335	316	336	368	9.5%	2.8%
Brooke	504	779	742	719	722	0.4%	43.3%
Cabell	4,206	4,084	4,222	4,300	4,437	3.2%	5.5%
Calhoun	164	149	143	183	173	-5.5%	5.5%
Clay	194	207	168	153	175	14.4%	-9.8%
Doddridge	88	91	92	90	103	14.4%	17.0%
Fayette	861	805	777	807	850	5.3%	-1.3%
Gilmer	405	397	452	498	535	7.4%	32.1%
Grant	275	271	305	361	348	-3.6%	26.5%
Greenbrier	588	567	556	583	559	-4.1%	-4.9%
Hampshire	430	446	460	499	514	3.0%	19.5%
Hancock	637	392	409	421	392	-6.9%	-38.5%
Hardy	292	274	267	284	288	1.4%	-1.4%
Harrison	2,016	2,077	2,006	2,065	2,098	1.6%	4.1%
Jackson	448	453	477	516	526	1.9%	17.4%
Jefferson	1,153	1,200	1,255	1,369	1,375	0.4%	19.3%
Kanawha	6,037	5,953	5,855	6,527	5,525	-15.4%	-8.5%
Lewis	410	400	402	400	393	-1.8%	-4.1%
Lincoln	287	289	250	264	275	4.2%	-4.2%
Logan	437	422	373	354	390	10.2%	-10.8%
Marion	2,218	2,145	2,190	2,129	2,207	3.7%	-0.5%
Marshall	720	745	785	740	714	-3.5%	-0.8%
Mason	633	629	608	663	660	-0.5%	4.3%
McDowell	447	422	418	364	338	-7.1%	-24.4%
Mercer	2,156	2,063	2,004	2,090	2,124	1.6%	-1.5%
Mineral	964	957	894	929	983	5.8%	2.0%
Mingo	304	292	259	275	303	10.2%	-0.3%
Monongalia	4,390	4,382	4,184	4,175	4,115	-1.4%	-6.3%
Monroe	278	241	249	258	257	-0.4%	-7.6%
Morgan	218	233	237	239	238	-0.4%	9.2%
Nicholas	507	456	455	513	493	-3.9%	-2.8%
Ohio	1,358	1,408	1,407	1,509	1,492	-1.1%	9.9%
Pendleton	172	163	186	172	195	13.4%	13.4%
Pleasants	104	92	73	88	75	-14.8%	-27.9%
Pocahontas	120	143	147	154	152	-1.3%	26.7%
Preston	682	696	696	697	648	-7.0%	-5.0%
Putnam	1,734	1,666	1,632	1,633	1,806	10.6%	4.2%
Raleigh	1,481	1,445	1,429	1,590	1,573	-1.1%	6.2%
Randolph	545	541	534	525	535	1.9%	-1.8%
Ritchie	161	170	148	132	132	0.0%	-18.0%

HEPC In-State Enrollment by County (continued)

Fall 2006 – 2010

2010 HEPC In-State Enrollment by County

Legend:
- 75 - 214
- 227 - 387
- 390 - 850
- 983 - 5525

* Excludes students with unknown county of residence.
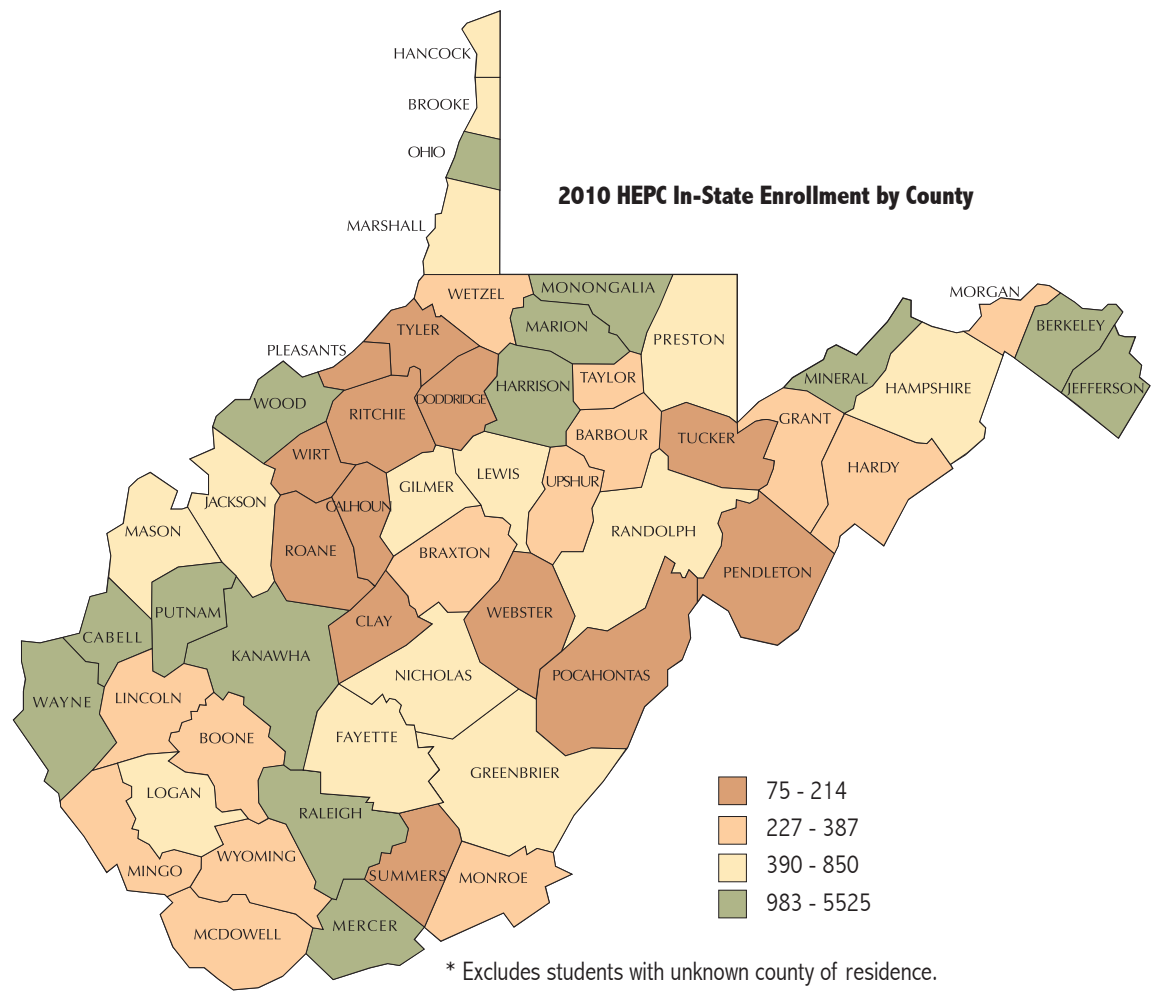
County	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Roane	193	207	189	209	214	2.4%	10.9%
Summers	217	205	202	218	203	-6.9%	-6.5%
Taylor	353	331	329	336	362	7.7%	2.5%
Tucker	136	132	126	145	117	-19.3%	-14.0%
Tyler	166	179	184	174	145	-16.7%	-12.7%
Upshur	383	361	346	318	298	-6.3%	-22.2%
Wayne	981	1,078	1,023	1,101	1,073	-2.5%	9.4%
Webster	142	131	139	146	141	-3.4%	-0.7%
Wetzel	358	371	367	391	387	-1.0%	8.1%
Wirt	104	96	86	94	102	8.5%	-1.9%
Wood	1,149	1,078	1,128	1,187	1,223	3.0%	6.4%
Wyoming	368	347	341	314	332	5.7%	-9.8%

Undergraduate Transfers to HEPC Institutions

Academic Years 2006 – 2010

Undergraduate Transfers to HEPC Institutions

Transfer Type	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Public Four-Year	1,192	1,081	1,133	1,055	1,216	15.3%	2.0%
Public Two-Year	802	1,066	1,033	1,454	1,482	1.9%	84.8%
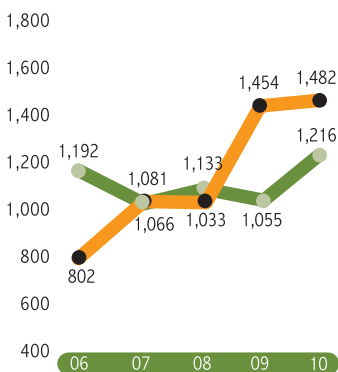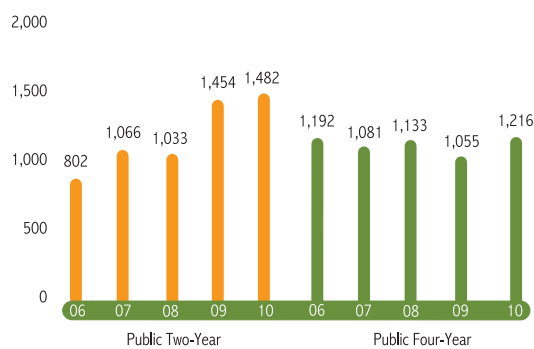
WEST VIRGINIA HIGHLIGHTS

- Students transferring between four-year public postsecondary institutions experienced a 15.3 percent increase from 2009 to 2010. This lateral transfer category has experienced a 2 percent increase when compared to 2006 figures.

- Students transferring from two-year to four-year public postsecondary institutions experienced a 1.9 percent increase from 2009 to 2010. However, there has been an 84.8 percent rise when compared to the 2006 transfer number.

NATIONAL CONTEXT

Multi-institutional attendance has become an increasingly common phenomenon. In the 2011 National Survey of Student Engagement (NSSE), over 40 percent of seniors surveyed had transferred from other institutions (2011, p.13). Transfer students also spent more time with work commitments, almost twice as much weekly than students who had not transferred. Senior transfer students reported an average of 15 hours working off campus compared to the institutional natives who reported 8 hours per week. (NSSE, Figure 4).

Transfer patterns have been found to be related to student success. A 2009 NSSE report indicated that forward and lateral transfer students were less engaged and satisfied with their college experience than native students. Formal institutional transfer, such as transferring to pursue a degree program, fosters success, but less discriminate institution hopping thwarts degree completion. Those students making a traditional transfer from a two-year to a four-year college were 21 percent more likely to complete a bachelor's degree than non-transfer students and those who transferred from one four-year institution to another were 15 percent more likely to complete their degree (Adelman, 2006).

ABOUT THIS MEASURE

These data indicate the number of students in West Virginia between the years of 2006 and 2010 who either transferred from a public two-year to a public four-year institution (forward transfer) or who transferred from a public four-year institution to another public four-year institution (lateral transfer). The transfer data reported above include some students who enrolled in more than one institution.

COST & AFFORDABILITY

Average Undergraduate Tuition and Fees for In-State and Out-Of-State Students
Academic Years 2002 – 2011

WEST VIRGINIA HIGHLIGHTS

- Average undergraduate tuition for in-state students increased 6.5 percent, from $4,832 in 2010-11 to $5,147 in 2011-12.

- The five-year trend in tuition and fees shows an increase of 22.1 percent for in-state students and 19.6 percent for out-of-state students.

- The ten-year trend in tuition and fees is an increase of 82.8 percent for in-state students and 75.7 percent for out-of-state students, though the increase in dollars was larger for out-of-state students.

- In-state tuition has increased by $2,331 since 2002 and out-of-state tuition has increased by $5,429.

NATIONAL CONTEXT

According to SREB data, over the eleven-year period from 1999-2000 to 2009-10, median in-state tuition at four-year public colleges and universities in SREB states increased from $2,533 to $5,670, an increase of 124 percent. If these figures are adjusted for inflation, the figure is 74 percent. In the country as a whole during the same time period, median in-state tuition increased from $3,067 to $6,255. This was a 104 percent increase without adjusting for inflation, a 58 percent increase with inflation adjustment.

Published tuition and fee prices, however, often do not reflect what students actually pay. In order to make college pricing more transparent, the federal Higher Education Act of 2008 mandated that colleges provide a Net Price Calculator on their websites by October, 2011. This tool enables students to more accurately assess the cost of college after estimated financial aid is applied. Research by the College Board found that in 2007-08, while published tuition and fees for in-state students at public four-year institutions ranged from $5,150 to $8,650 depending on institutional selectivity, the average net price students paid, after subtracting grant aid, tax credits and deductions ranged from $640 to $4,280 (College Board, 2011).

ABOUT THIS MEASURE

This indicator provides the average published price of tuition and mandatory fees for in-state as well as out-of-state students across the system. It does not include the costs of books or room and board and is not an enrollment weighted average. It also does not include the financial aid, both state and institutional, that reduces the cost of attendance for many students. Tuition and fees for in-state students at public four-year colleges are, on average, higher than public two-year colleges but lower than private four-year colleges and universities or public four-year universities at the out-of-state rate.

tuition & fees

● Out-of-state ● In-state
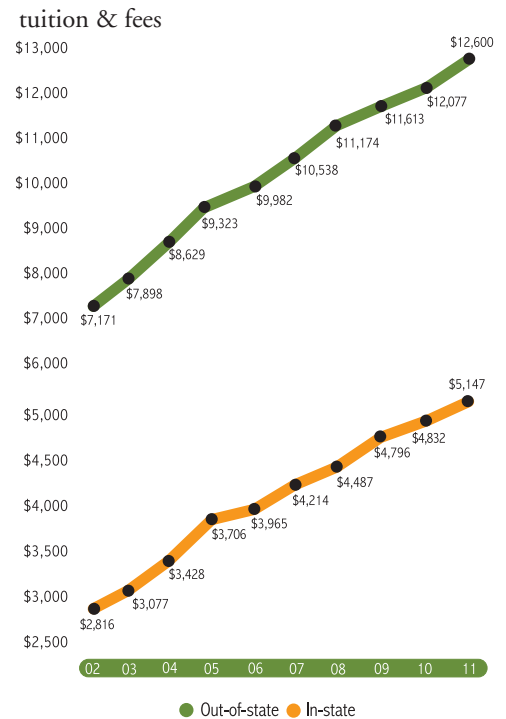
Average Undergraduate Tuition and Fees for In-State and Out-of-State Students

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2007-2011 % Change	2002-2011 % Change
In-State	$2,816	$3,077	$3,428	$3,706	$3,965	$4,214	$4,487	$4,796	$4,832	$5,147	22.1%	82.8%
Out-of-State	$7,171	$7,898	$8,629	$9,323	$9,982	$10,538	$11,174	$11,613	$12,077	$12,600	19.6%	75.7%

Undergraduate Tuition and Fees for In-State Students by Institution

Academic Years 2002 – 2011

Undergraduate Tuition & Fees for In-State Students by Institution

Institution	2002	2007	2010	2011	2010-2011 % Change	2007-11 % Change	2002-11 % Change
Bluefield State College	$2,598	$3,984	$4,596	$4,908	6.8%	23.2%	88.9%
Concord University	$2,962	$4,414	$4,974	$5,446	9.5%	23.4%	83.9%
Fairmont State University	$2,866	$4,614	$5,172	$5,326	2.9%	15.4%	85.8%
Glenville State College	$2,700	$4,174	$4,888	$5,352	9.5%	28.2%	98.2%
Marshall University	$2,984	$4,360	$5,285	$5,648	6.9%	29.5%	89.3%
Potomac State College of WVU	$2,192	$2,596	$2,886	$3,058	6.0%	17.8%	39.5%
Shepherd University	$2,866	$4,564	$5,234	$5,554	6.1%	21.7%	93.8%
West Liberty University	$2,748	$4,172	$4,880	$5,266	7.9%	26.2%	91.6%
West Virginia State University	$2,754	$4,156	$4,664	$5,038	8.0%	21.2%	82.9%
West Virginia University	$3,240	$4,722	$5,406	$5,674	4.9%	20.1%	75.1%
WVU Institute of Technology	$3,066	$4,598	$5,164	$5,344	3.5%	16.2%	74.3%

WEST VIRGINIA HIGHLIGHTS

- The change in tuition and fees from 2010 to 2011 ranged from a 2.9 percent increase at Fairmont State University ($154) to a 9.5 percent increase at Glenville State College ($464) and Concord University ($472). Adjusting for inflation with the Consumer Price Index, these changes represent a decrease of 0.8 percent at Fairmont and a 5.4 percent increase at Glenville and Concord.

- Over the five-year period from 2007 to 2011, the percent increases varied from a low of 15.4 percent ($712) at Fairmont State University to a high of 29.5 percent ($1,288) at Marshall University. Adjusted for inflation, these increases were 5.7 percent and 18.6 percent respectively.

- Ten-year increases varied from a 74.3 percent increase of $2,278 at WVU Institute of Technology to a 98.2 percent increase of $2,652 at Glenville State College. These increases are reduced to 38.5 percent and 57.5 percent when adjusted for inflation.

NATIONAL CONTEXT

As can be seen from the chart at right, tuition at West Virginia public institutions is lower than the average tuition at peer institutions for all HEPC institutions. Similarly, if the tuition among the twenty peer institutions is ranked from highest to lowest, all West Virginia institutions rank in the bottom third.

ABOUT THIS MEASURE

This indicator provides the published price of tuition and mandatory fees for in-state students at each institution. This does not include the costs of books or room and board. It also does not include the financial aid, both state and institutional, that reduces the cost of attendance for many students. Tuition and fees for in-state students at public four-year colleges are, on average, higher than public two-year colleges but lower than private four-year colleges and universities or public four-year universities at the out-of-state rate.

Undergraduate Tuition and Fees (In-State)
Peer Comparison, 2011

Institution	2011	Peer 2011 Tuition Average	Rank in Tuition Among 20 Peer Institutions
Bluefield State College	$4,908	$6,494	17
Concord University	$5,446	$6,670	14
Fairmont State University	$5,326	$6,388	18
Glenville State College	$5,352	$7,705	19
Marshall University	$5,648	$6,959	17
Potomac State College of WVU	$3,058	$3,084	9
Shepherd University	$5,554	$6,470	14
West Liberty University	$5,266	$6,622	17
West Virginia State University	$5,038	$6,569	19
West Virginia University	$5,674	$8,827	20
WVU Institute of Technology	$5,344	$7,107	16

COST & AFFORDABILITY

Cost of Attendance for In-State Undergraduate Students Living on Campus
Academic Years 2007 & 2011

WEST VIRGINIA HIGHLIGHTS
- The smallest percentage increase for cost of attendance between 2007 and 2011 is found at Fairmont State University where the total rose from $10,815 in 2007 to $12,110 in 2011.
- The largest percentage increase, excluding Bluefield State College which has no campus housing, is found at Glenville State College. The cost of attendance was $9,874 in 2007 compared to $13,252 in 2011.
- The four-year public postsecondary institution with the lowest cost of attendance in 2011 is Potomac State College of WVU (again excluding Bluefield State College). The institution with the highest cost is West Virginia University.

NATIONAL CONTEXT
It is estimated that nationally, tuition and fees comprise approximately 48 percent of the combined expense of tuition and fees plus room and board in 2011-12. Average total charges of in-state tuition, fees, room, and board at four-year public institutions nationally are $17,131 in 2011-12 which is 6.0 percent higher than the prior year's total (College Board, 2011).

Over the last decade, average tuition and fees at public four-year institutions have increased at an average annual rate of 5.6 percent beyond the general rate of inflation.

ABOUT THIS MEASURE
This indicator provides the amount necessary to pay for tuition and mandatory fees, as well as average room and board, at each institution. Room and board costs vary, however, by where one chooses to live. In general, living off-campus with parents is less expensive than on-campus housing, while living off campus on one's own is more expensive. These figures do not include books, transportation, and other expenses which were estimated nationally to be $4,316 for 2011-12 (College Board, 2011).

Cost of Attendance for In-State Undergraduate Students Living on Campus

Institution	2007 Tuition & Fees	2007 Average Room & Board	2007 Total	2011 Tuition & Fees	2011 Average Room & Board	2011 Total	2007-2011 % Change in Total Cost
Bluefield State College*	$3,984	$0	$3,984	$4,908	$0	$4,908	23.2%
Concord University	$4,414	$6,280	$10,694	$5,446	$7,446	$12,892	20.5%
Fairmont State University	$4,614	$6,201	$10,815	$5,326	$6,784	$12,110	11.9%
Glenville State College	$4,174	$5,700	$9,874	$5,352	$7,900	$13,252	34.2%
Marshall University	$4,360	$6,594	$10,954	$5,648	$8,288	$13,936	27.2%
Potomac State College of WVU**	$3,206	$6,156	$9,362	$3,802	$6,992	$10,794	15.3%
Shepherd University	$4,564	$6,986	$11,550	$5,554	$8,037	$13,591	17.6%
West Liberty University	$4,172	$5,984	$10,156	$5,266	$7,440	$12,706	25.1%
West Virginia State University	$4,156	$5,075	$9,231	$5,038	$6,629	$11,667	26.4%
West Virginia University	$4,722	$6,826	$11,548	$5,674	$8,771	$14,445	25.1%
WVU Institute of Technology	$4,598	$5,700	$10,298	$5,344	$7,500	$12,844	24.7%

*Bluefield State College has no on-campus housing.
**Potomac State College of WVU data reflect cost of bachelor's degree

Average Undergraduate Loan Debt of Bachelor's Degree Graduates

Academic Years 2006 – 2010

Average Loan Debt of Graduates

WEST VIRGINIA HIGHLIGHTS

• Average loan debt for bachelor's degree earners decreased 8.8 percent, from $30,877 in 2009 to $28,148 in 2010.

• The five-year trend in loan debt shows an increase of 13 percent from the $24,906 figure in 2006.

• The four-year public institution with the largest one-year decrease is West Liberty University which realized a 22.2 percent decrease. No institutions saw an increase in debt between 2009 and 2010. However, all but two institutions (Potomac State College of WVU and WVU Institute of Technology) saw an increase in debt over the five-year period 2006 to 2010.

NATIONAL CONTEXT

Approximately 54 percent of public four-year college students graduated with debt each year between 2000-01 and 2009-10. During this time period, the average debt of borrowers increased by 1.1 percent after adjusting for inflation from $19,400 to $22,000 (College Board, 2011).

While there has been a shift over the last decade in the ratio of loans to grants in total financial aid funds, this has resulted not from a decline in grant aid, but rather a steep increase in loan uptake. From 2000-01 to 2010-11, total grant aid per undergraduate FTE grew at an annual rate of 6.6 percent in inflation-adjusted dollars while total loans increased 6.4 percent per year (College Board, 2011). This has resulted in an increase of total loans used to finance postsecondary education expenses between 2000-01 and 2010-11 from approximately $48 billion to $107 billion (College Board, 2011).

ABOUT THIS MEASURE

This indicator provides the average loan debt that West Virginia public institution undergraduate students have accumulated during pursuit of their bachelor's degrees. This debt includes all loans whether through the government or from private lenders. Average loan debt is calculated only from students who have loans.

Institution	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Bluefield State College	$17,383	$18,658	$20,546	$23,205	$21,227	-8.5%	22.1%
Concord University	$17,580	$20,590	$20,883	$21,596	$19,973	-7.5%	13.6%
Fairmont State University	$20,376	$21,719	$24,132	$27,153	$23,303	-14.2%	14.4%
Glenville State College	$16,856	$18,235	$21,723	$26,252	$24,995	-4.8%	48.3%
Marshall University	$20,827	$21,538	$23,632	$23,683	$21,530	-9.1%	3.4%
Potomac State College of WVU	$17,813	$11,187	$19,098	$13,221	$11,405	-13.7%	-36.0%
Shepherd University	$23,774	$26,004	$28,916	$28,968	$24,905	-14.0%	4.8%
West Liberty University	$23,543	$22,121	$24,787	$31,472	$24,480	-22.2%	4.0%
West Virginia State University	$21,615	$24,850	$24,358	$25,424	$25,186	-0.9%	16.5%
West Virginia University	$30,006	$32,158	$34,733	$36,895	$34,272	-7.1%	14.2%
WVU Institute of Technology	$21,151	$25,117	$23,493	$22,462	$20,820	-7.3%	-1.6%
Total	**$24,906**	**$26,639**	**$28,897**	**$30,877**	**$28,148**	**-8.8%**	**13.0%**

The average loan amount also includes undergraduate loans accrued after a student's initial bachelor's degree.

COST & AFFORDABILITY

College Participation Rate of Low-Income Students
Academic Years 2000 – 2009

WEST VIRGINIA HIGHLIGHTS

- The proportion of West Virginia low-income students who enroll in a college or university anywhere has increased by 4.2 percentage points from 20.6 percent in 2000 to 24.8 percent in 2009, the most recent year these data are available.

- The college-going rate of low-income students has increased 4.6 percentage points from the 2008 figure of 20.2 percent.

NATIONAL CONTEXT

In the nation as a whole, the proportion of low-income students who enroll in college has increased over the last decade. In 2001, 22.6 percent were enrolled. By 2010 the enrollment of low-income students had increased to 34.4 percent. The college-going rate of students who are not low-income, conversely, has risen by 5.2 percentage points to 44.3 percent. Additionally, the gap in college-going between low-income and more affluent students was larger in 2007 (18.6 percentage points) than it was in 1998 (11.4 percentage points) (Mortenson, 2009).

Among the SREB states, the 2009 college participation rate of low-income students ranges from a high of 39.5 percent in Maryland to a low of 21.4 percent in Louisiana. West Virginia ranks 14th in college participation of low-income students among the 16 SREB states and is 5.3 percentage points below the SREB average.

ABOUT THIS MEASURE

This indicator provides the proportion of low-income students from a state who go on to college. This is measured by dividing the number of students from a state who are attending college with a Pell Grant by the number of 4th to 9th graders who were approved for free or reduced price school lunches nine years before. This method underestimates the number of low-income students in both college and grade school as not all needy students apply for Pell Grants or free and reduced lunch.

College Participation Rate of Low-Income Students in West Virginia

Year	Participation Rate
2000	20.6%
2001	21.4%
2002	22.4%
2003	21.4%
2004	21.8%
2005	18.6%
2006	19.2%
2007	20.6%
2008	20.2%
2009	24.8%

College Participation Rate of Low-Income Students in SREB States, 2009

State	Participation Rate
Alabama	28.3%
Arkansas	30.0%
Delaware	29.7%
Florida	36.5%
Georgia	33.6%
Kentucky	28.0%
Louisiana	21.4%
Maryland	39.5%
Mississippi	30.0%
North Carolina	35.4%
Oklahoma	21.5%
South Carolina	30.0%
Tennessee	31.7%
Texas	25.5%
Virginia	35.9%
West Virginia	24.8%
SREB Average	**30.1%**

Source: Mortenson, 2009

LEARNING & ACCOUNTABILITY
One-Year Retention Rates
Percent Returning in Fall from Previous Fall's Cohort, 2006 – 2010
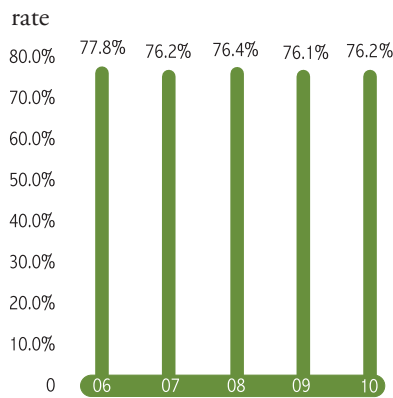
WEST VIRGINIA HIGHLIGHTS
- First-year retention rates have declined 1.6 percentage points at four-year public institutions from 77.8 percent in 2006 to 76.2 percent in 2010.
- The largest gain over the five year period was at Concord University, with an increase of 4 percentage points.
- Eight of eleven four-year public institutions experienced decreases in their retention rates with the largest of 12.7 percentage points at WVU Institute of Technology.
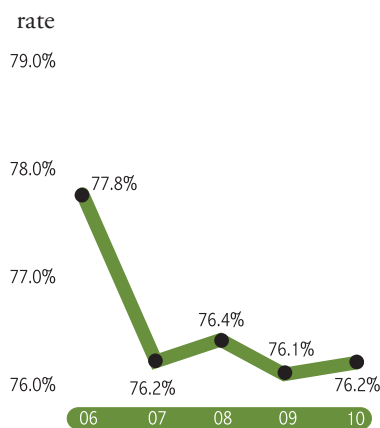
NATIONAL CONTEXT
The national proportion of fall 2009 first-time, full-time freshmen at four-year public institutions who were retained at their home institution the following fall was 76.9 percent. This measurement differs from the West Virginia calculation in that the national figure does not capture students who transferred within their state system and were retained in another school in the state's public postsecondary sector (NCHEMS, 2009). In the SREB region, the one-year persistence rate for the 2008 cohort of full-time, first-time bachelor's degree-seeking freshmen at public four-year institutions was 85 percent. West Virginia tied for 13th of 16 in overall first-year persistence with a rate of 77 percent (SREB, 2011).

ABOUT THIS MEASURE
This indicator provides the proportion of all first-time freshmen that are enrolled the following year at any West Virginia public college or university. Data capabilities at this point do not allow tracking of students who transfer to private or out-of-state public institutions and complete their degrees there. Students are more likely to drop out during their first college year than at any other time. The ability to provide support that will assist with retention during this first year will increase the likelihood of higher graduation rates.

One-Year Retention Rates

Institution	2006	2007	2008	2009	2010
Bluefield State College	70.3%	65.5%	62.6%	65.0%	65.2%
Concord University	69.3%	70.5%	74.8%	70.6%	73.3%
Fairmont State University	74.8%	77.8%	73.3%	71.2%	73.6%
Glenville State College	66.8%	61.8%	61.8%	60.6%	66.3%
Marshall University	80.0%	78.6%	78.8%	77.2%	77.2%
Potomac State College of WVU	63.4%	56.9%	55.7%	61.7%	60.9%
Shepherd University	73.7%	71.8%	70.5%	70.4%	75.6%
West Liberty University	77.1%	71.2%	74.3%	73.3%	79.6%
West Virginia State University	63.0%	57.7%	59.7%	66.7%	61.6%
West Virginia University	83.2%	82.0%	83.6%	82.8%	82.3%
WVU Institute of Technology	70.5%	75.3%	63.1%	61.8%	57.8%
Total	**77.8%**	**76.2%**	**76.4%**	**76.1%**	**76.2%**

LEARNING & ACCOUNTABILITY

Graduation Rate for Students Seeking a Bachelor's Degree
Fall Cohorts 2001 – 2005

Graduation Rate for Students Seeking a Bachelor's Degree by Entering Cohort

Institution	2001	2002	2003	2004	2005
Bluefield State College	12.8%	24.1%	23.5%	14.5%	22.8%
Concord University	40.0%	36.5%	35.0%	36.9%	38.0%
Fairmont State University	38.0%	41.1%	39.8%	38.1%	36.8%
Glenville State College	29.2%	31.9%	37.9%	32.8%	33.1%
Marshall University	42.2%	46.0%	46.8%	48.4%	46.6%
Potomac State College of WVU*	.	.	.	.	100.0%
Shepherd University	38.2%	40.4%	46.9%	44.5%	47.9%
West Liberty University	45.0%	42.6%	35.9%	39.4%	47.1%
West Virginia State University	23.7%	28.1%	20.7%	22.4%	21.2%
West Virginia University	55.0%	56.9%	58.4%	58.9%	57.0%
WVU Institute of Technology	40.3%	42.6%	33.1%	35.2%	42.6%
System	**45.6%**	**47.9%**	**48.5%**	**48.5%**	**48.5%**

Potomac State now has some upper division offerings.

WEST VIRGINIA HIGHLIGHTS

- Graduation rates have improved 2.9 percentage points at four-year public institutions from 45.6 percent for the 2001 cohort to 48.5 percent for the 2005 cohort.

- The largest gain was at Bluefield State College, with an increase of 10 percentage points.

- The largest decrease was at West Virginia State University, with a decline of 2.5 percentage points.

NATIONAL CONTEXT

The national proportion of fall 2002 first-time, full-time bachelor's degree-seeking undergraduates who graduated within six years was 57.2 percent. The figure was higher for women than for men in public institutions (57.5 % for women, 51.7% for men) and private not-for-profit institutions (66.7% for women and 61.9 % for men) (NCES, 2010). In the SREB region, for the 2002 cohort, the proportion of first-time, full-time bachelor's degree-seeking students who completed their degree at the institution of initial enrollment was 52.5 percent.

Graduation rates have been shown nationally to vary widely by race/ethnicity with 60.2 percent of White students, 48.9 percent of Hispanic students, 40.1 percent of Black students, 38.3 percent of American Indian/Alaska Native, and 67.1 percent of Asian/Pacific Islander students completing a bachelor's degree within six years.

ABOUT THIS MEASURE

This indicator provides the proportion of first-time freshmen who are full-time students seeking a bachelor's degree that complete that degree within six years at any West Virginia public college or university. Data capabilities at this point do not allow tracking of students who transfer to private or out-of-state public institutions and complete their degrees there.

rate

50.0% | 45.6% | 47.9% | 48.5% | 48.5% | 48.5%
40.0%
30.0%
20.0%
10.0%
0
01 02 03 04 05

rate

49.0%

48.5% 48.5% 48.5%
48.0% | 47.9%
47.0%
46.0%
45.6%
45.0%
01 02 03 04 05
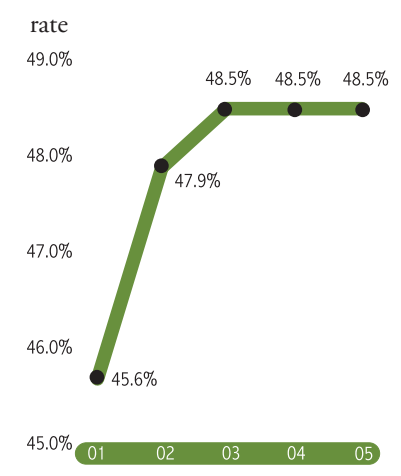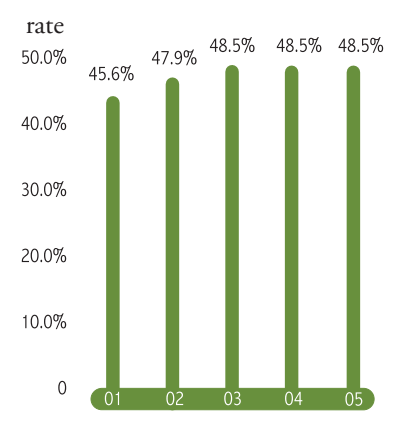
Certificates and Degrees Conferred by Major
Years Ending June 2006 – 2010

WEST VIRGINIA HIGHLIGHTS

- The number of certificates and degrees conferred has increased by 2.8 percent at four-year public institutions from 12,196 in 2009 to 12,543 in 2010. Degrees conferred have increased by 5.8 percent overall since 2006.

- The largest one-year percentage gain in number of graduates is found in Public Administration & Social Services with a 46.4 percent increase, which was due to an uncharacteristically low number the previous year. The largest numerical gain is found in Engineering with an increase of 114 graduates representing a 19.7 percent increase.

- The largest five-year percentage gain in number of graduates is found in Philosophy & Religious Studies with an 80 percent increase (a growth of 8 students). The largest numerical gain is found in Health Professions and Clinical Sciences with an increase of 204 graduates (an increase of 13%).

NATIONAL CONTEXT

Between 2003-04 and 2008-09, in SREB states and in the nation as a whole, the number of bachelor's degrees conferred at both public and private institutions increased by the largest percent for health professions and related sciences (U.S. 63.0%, SREB 54.6%), followed by social and behavioral sciences (19.7 %, 20.6%), business and management (13.2%, 8.3%), humanities (11.5%, 20.3%), and science and technologies (5.4%, 7.5%). Over this time period, degrees in education decreased nationally by 4.2 percent and in the SREB region increased by 6.7 percent.

The magnitude of master's degree growth by field is similar to bachelor's degrees with the largest growth in health professions and related sciences (U.S. 39.3%, SREB 38.2%), social and behavioral sciences (28.1%, 25.5%), and humanities (24.9%, 34.7%) followed by business and management (21.0%, 19.6%), education (10.0%, 12.4%), and science and technologies (6.8%, 7.9%). Growth in doctoral degrees has been largest in health professions and related sciences (78.4%, 118.3%), followed by business and management (42.2%, 5.3%), science and technologies (34.2%, 37.7%), education (22.1%, 6.2%), social and behavioral sciences (6.9%, 9.2%), and humanities (2.5%, 7.0%)

ABOUT THIS MEASURE

This measure provides the number of certificates, associate's, bachelor's, master's, post-master's and doctoral (including the former first-professional) degrees awarded by major at Commission institutions over the last five years. The majority of certificates and associate's degrees are awarded in the Community and Technical College System.

Certificates and Degrees Conferred by Major (Continued)

Years Ending June 2006 – 2010

Certificates and Degrees Conferred by Major

Major	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Agriculture	155	213	189	182	226	24.2%	45.8%
Architecture	25	33	29	27	31	14.8%	24.0%
Biological & Biomedical Sciences	490	466	475	510	538	5.5%	9.8%
Business	1,740	1,735	1,818	1,763	1,834	4.0%	5.4%
Communication & Journalism	607	612	650	675	638	-5.5%	5.1%
Communication Technologies/Technicians	17	29	21	15	17	13.3%	0.0%
Computer & Information Sciences	165	179	143	142	195	37.3%	18.2%
Education	1,963	1,894	1,858	1,731	1,713	-1.0%	-12.7%
Engineering	621	624	594	578	692	19.7%	11.4%
Engineering Technologies/Technicians	146	138	142	176	164	-6.8%	12.3%
English Language & Literature/Letters	235	213	209	225	172	-23.6%	-26.8%
Family & Consumer Sciences/Human Sciences	141	126	130	69	67	-2.9%	-52.5%
Foreign Languages, Literatures, & Linguistics	92	99	81	90	102	13.3%	10.9%
Health Professions & Clinical Sciences	1,566	1,543	1,620	1,741	1,770	1.7%	13.0%
History	171	162	210	185	206	11.4%	20.5%
Legal Professions & Studies	166	151	161	140	137	-2.1%	-17.5%
Liberal Arts & Sciences, General Studies, & Humanities	169	156	174	190	219	15.3%	29.6%
Mathematics & Statistics	53	78	72	74	87	17.6%	64.2%
Multi/Interdisciplinary Studies	339	351	358	447	462	3.4%	36.3%
Natural Resources and Conservation	142	183	153	165	149	-9.7%	4.9%
Parks, Recreation, Leisure & Fitness Studies	234	223	232	260	254	-2.3%	8.5%
Philosophy & Religious Studies	10	15	20	30	18	-40.0%	80.0%
Physical Sciences	133	178	178	189	165	-12.7%	24.1%
Psychology	411	431	410	443	440	-0.7%	7.1%
Public Administration & Social Services	214	289	255	196	287	46.4%	34.1%
Regents Bachelor of Arts	740	767	713	743	763	2.7%	3.1%
Science Technologies/Technicians	3	4	.	3	2	-33.3%	-33.3%
Security & Protective Services	297	328	287	296	278	-6.1%	-6.4%
Social Sciences	536	568	564	593	586	-1.2%	9.3%
Visual and Performing Arts	276	305	301	318	331	4.1%	19.9%
Total	11,857	12,093	12,047	12,196	12,543	2.8%	5.8%

Pass Rates of Baccalaureate Degree Earners on Licensure/ Certification Exams

Years Ending June 2006 – 2010

Pass Rates of Baccalaureate Degree Earners on Licensure/Certification Exams

Exam	2006	2007	2008	2009	2010
Cytotechnology	.	100.0%	100.0%	100.0%	100.0%
Dental Hygiene	90.6%	94.6%	90.2%	100.0%	97.7%
Dietetics	72.7%	70.0%	75.0%	88.6%	.
Medical Technology	64.3%	90.0%	86.4%	69.4%	68.4%
Nursing	79.6%	85.0%	86.0%	91.6%	91.3%
Praxis II (Learning & Teaching)	90.5%	88.8%	92.3%	92.2%	93.2%
Social Work (State)	70.2%	65.8%	68.3%	77.1%	84.6%

WEST VIRGINIA HIGHLIGHTS

- 2010 licensure pass rates increased in two of seven areas when compared to 2009 – Praxis II (Learning & Teaching) and Social Work (State). It remained at 100 percent in Cytotechnology.

- 2010 licensure pass rates increased in five areas when compared to 2006 –Dental Hygiene, Medical Technology, Nursing, Praxis II (Learning &Teaching), and Social Work (State). Change in pass rates for Cytotechnology and Dietetics could not be calculated since 2006 and 2010 data, respectively, are not available.

NATIONAL CONTEXT

West Virginia institutions equaled or exceeded the 2010 national pass rates in four areas: Cytotechnology, Dental Hygiene, Social Work, and Nursing. National pass rates for the other areas were not available.

The National Center for Public Policy and Higher Education's latest edition of its biennial state report card entitled Measuring Up 2008 reports that West Virginia is more than 61 percentage points above the national benchmark on professional licensure examinations, making it one of the top five performing states. About 55 percent more of the state's graduates take these examinations than graduates nationwide and West Virginia graduates' pass rates match the national average. Measuring Up 2008 also reports that West Virginia is almost 20 percentage points above the national benchmark in pass rates on teacher licensure examinations.

ABOUT THIS MEASURE

This indicator provides the pass rate according to the individual test standards of students finishing bachelor's degree programs who sat for some type of licensure examination. It provides an external indicator of how well colleges and universities are helping students acquire the knowledge and skills necessary to enter a licensed profession.

Pass Rates of Graduate/Professional Degree Earners on Licensure/Certification Exams

Years Ending June 2006 – 2010

WEST VIRGINIA HIGHLIGHTS

- 2010 licensure pass rates increased in eight of thirteen areas when compared to 2009. A pass rate of 100 percent was maintained in one area (Physical Therapy).

- 2010 licensure pass rates increased in seven of thirteen areas and held steady in one other area when compared to 2006 data.

- The areas of COMLEX Level 3, Dentistry, National Exam in Speech Pathology & Audiology, Pharmacy (Pharm D), Physical Therapy, and USMLE Step 3 all have pass rates above 90 percent for each of the five years examined.

NATIONAL CONTEXT

West Virginia institutions exceeded the national pass rate in all exams with an available national pass rate: COMLEX Level 3 (osteopathic medicine), Dentistry, Dietetics, Family Nurse Practitioner, Law, National Exam in Speech Pathology & Audiology, Occupational Therapy, Pharmacy, Physical Therapy, and USMLE Step 3.

ABOUT THIS MEASURE

This indicator provides the pass rate according to the individual test standards of students finishing master's or first professional degree programs who sat for some type of licensure examination. It provides an external indicator of how well colleges and universities are helping students acquire the knowledge and skills necessary to enter a licensed profession.

Pass Rates of Graduate/Professional Degree Earners on Licensure/Certification Exams

Exam	2006	2007	2008	2009	2010
Comlex Level 3	95.0%	100.0%	100.0%	96.4%	92.7%
Dentistry	97.7%	97.8%	97.9%	94.6%	98.5%
Dietetics	100.0%	75.0%	60.0%	87.5%	100.0%
Family Nurse Practitioner	88.5%	94.4%	94.4%	97.4%	97.0%
Law	72.0%	66.3%	71.3%	77.7%	80.6%
National Certified Counselor Exam	93.8%	92.9%	83.3%	68.4%	85.2%
National Exam in Speech Pathology & Audiology	94.2%	97.9%	98.2%	98.0%	100.0%
Nursing Administration	.	.	.	.	.
Occupational Therapy	100.0%	100.0%	89.5%	90.0%	100.0%
Pharmacy (Pharm D)	90.4%	97.2%	95.0%	97.4%	95.9%
Physical Therapy	100.0%	100.0%	100.0%	100.0%	100.0%
Teacher Education-Praxis II	94.9%	88.7%	86.8%	89.0%	90.8%
USMLE Step 3	95.2%	97.1%	97.4%	100.0%	97.9%
WV Competency Exam for Counselor Licensing	83.3%	75.8%	94.3%	81.8%	97.1%

Average Nine-Month Salary of Full-Time Instructional Faculty By Rank

Fall 2007 – 2010

salary

WEST VIRGINIA HIGHLIGHTS

- Overall, faculty salaries increased 0.6 percent between 2009 and 2010. Salary gains since 2007 were 5.3 percent.

- The largest one-year percentage increase by faculty rank was for graduate assistants and others who realized a 28.2 percent increase. During this time period, instructor salary declined by 0.9 percent.

- The largest percentage increase by rank from 2007-2010 was for graduate assistants and others who realized a 52.2 percent gain. However, in 2010 graduate assistants and others only made up 0.1 percent of the full-time instructional faculty population.
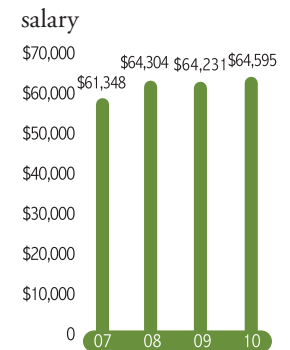
NATIONAL CONTEXT

Nationally, the average salary of full-time faculty in 2009-10 was $105,265 for full professors, $75,745 for associate professors, $63,696 for assistant professors and $44,542 for instructors which combined for an overall average salary of $76,996.

In the SREB region, the average salary of full-time faculty in 2009-10 was slightly lower than the nation as a whole at $102,885 for full professors, $73,811 for associate professors, $62,086 for assistant professors, and $44,256 for instructors. The SREB had an overall average faculty salary of $73,557.

West Virginia ranks 15th among the 16 SREB states in faculty salary, which is two places below its ranking a year earlier.

ABOUT THIS MEASURE

This indicator provides the average salary for West Virginia's baccalaureate and graduate full-time faculty from fall 2007 to fall 2010. The data do not include medical school faculty. It is important that faculty salaries be competitive with other institutions in order to attract and retain quality faculty. While this indicator provides only salaries of full-time faculty, there have been larger increases nationally in the number of part-time faculty than full-time faculty over the last decade (NCES, 2008).

Average Nine-Month Salary of Full-Time Instructional Faculty by Rank, Fall 2010

Institution	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Graduate Assistant & Other	All Ranks
Bluefield State College	$67,077	$56,300	$50,825	$41,900	$39,504	.	$57,108
Concord University	$69,086	$57,437	$48,591	$40,783	.	.	$54,836
Fairmont State University	$74,209	$59,979	$49,311	$40,422	.	.	$58,836
Glenville State College	$66,117	$60,362	$46,426	$37,382	.	$35,023	$48,905
Marshall University	$73,929	$60,085	$51,599	$34,784	.	.	$61,513
Potomac State College of WVU	$66,239	$48,469	$42,574	$38,090	.	.	$49,231
Shepherd University	$73,798	$62,127	$53,109	.	$48,068	.	$59,920
West Liberty University	$66,579	$56,447	$51,524	$43,039	$37,457	.	$52,386
West Virginia State University	$62,118	$58,039	$47,995	$37,433	.	$65,000	$52,418
West Virginia University	$102,212	$74,858	$60,346	$40,394	$48,856	.	$75,022
WVU Institute of Technology	$73,632	$56,049	$50,663	$39,960	$46,680	.	$58,489
System	$83,957	$65,541	$54,615	$39,070	$47,311	$50,012	$64,595

Average Nine-Month Salary of Full-Time Instructional Faculty by Rank, Fall 2007-2010

Rank	2007	2008	2009	2010	2009-2010 % Change	2007-2010 % Change
Professor	$77,879	$83,413	$83,763	$83,957	0.23%	7.80%
Associate Professor	$60,320	$64,136	$64,760	$65,541	1.21%	8.66%
Assistant Professor	$51,103	$53,725	$53,794	$54,615	1.53%	6.87%
Instructor	$36,932	$38,869	$39,406	$39,070	-0.85%	5.79%
Lecturer	$44,509	$46,319	$46,673	$47,311	1.37%	6.30%
Graduate Assistant & Other	$32,855	$34,443	$39,005	$50,012	28.22%	52.22%
All Ranks	$61,348	$64,304	$64,231	$64,595	0.57%	5.29%

LEARNING & ACCOUNTABILITY

INNOVATION

West Virginia's master plan for higher education, *Charting the Future 2007-2012*, envisions innovation as the key to reaching the goals set forth in the other sections of the plan: access, cost and affordability, learning and accountability, and economic growth. It states, "Innovation in all these areas is necessary to accommodate changing population demographics, address the pressures of globalization, maximize use of existing resources and infrastructure, utilize new technologies, and communicate more effectively with our constituents." Thus, while the outcomes of innovation will be seen in the indicators already presented in this report card, this section sets forth some of the many innovative initiatives underway this year to move the West Virginia higher education system toward the goals *Charting the Future* establishes.

ECONOMIC GROWTH

The Commission stimulates economic growth through a variety of research initiatives that not only encourage and generate new knowledge but also potentially lead to intellectual properties that can be patented, licensed and commercialized. An increasing emphasis on technology transfer, or the movement of intellectual property into economic products and job creation, has advanced the Commission's role in academic research at system institutions and beyond.

- All activities within the Research and Economic Development arena have been coordinated by the Commission's "Vision 2015: the West Virginia Science and Technology Strategic Plan." Developed in 2005, the plan is being assessed and updated by the Science and Research Council with a new edition anticipated in 2012. The sixteen goals in Human and Physical Infrastructure; Policy; Education and Outreach; Economic Development; and Research and Innovation are used to target specific programs and actions. Indicators show that the numbers of STEM degrees have increased; research-active faculty have increased; laboratory facilities have been constructed; and external research funding has more than doubled; meanwhile, comprehensive changes in research-friendly faculty policies and intellectual property policies have remained a challenge.

- The Research Infrastructure Improvement (RII) award from the National Science Foundation (NSF) is a five-year grant of up to $4 million annually to support academic research infrastructure improvements in areas selected by the state as critical to its long-term science and technology competitiveness and economic development. The Commission received its third RII award, "Bionanotechnology for Enhanced Public Security and Environmental Safety," in August 2010. This five-year, $20 million award is the largest single NSF grant in West Virginia history. Partners in this research and education opportunity are the Commission's West Virginia EPSCoR (Experimental Program to Stimulate Competitive Research), West Virginia University, Marshall University, and West Virginia State University. Discoveries made in this project have the potential to create new technologies that could significantly impact security, the environment, and medicine, as well as the jobs to manufacture those new innovations.

- The West Virginia Research Trust Fund allows the state's two research universities, West Virginia University and Marshall University, to double private gifts that support expansion of research faculty and infrastructure in key areas linked to economic development, health care, and job growth. This $50 million "Bucks for Brains" fund supports research in energy and environmental sciences; nanotechnology and materials science; biological, biotechnological, and biomedical sciences; transportation technology and logistics; biometrics, security, sensing, and related identification technologies; and gerontology. Private gifts are matched dollar-for-dollar and all funds are permanently endowed. The state's other public colleges and universities also have the opportunity to benefit through the fund through competitive grants made possible by interest earned on the trust account.

- The West Virginia Research Challenge Fund provides the foundation for many of the competitive research grant programs administered by the Commission. The fund generates approximately $4 million annually from lottery proceeds as a permanent source of continuing resources for West Virginia science and technology. All projects are supported as "seed programs that challenge faculty to develop long-term research activities or support based on the initial state award." Awards supported by the fund include:

  - Research Challenge Grants, which support large STEM (science, technology, engineering and mathematics) research projects that can lead to research centers and economic development. Projects assist the institution in its ability to successfully compete for external funding on a national and international basis by providing incentives to increase research capacity. All projects must be self-supporting at the end of a five-year performance period and are non-renewable.

- International Innovation Grants, which support development of an international component in one or more STEM programs. This program encourages STEM faculty and students to think globally about research, collaboration, grant opportunities, and exchange programs. Grant funds may be used for a variety of innovative purposes and activities, including curriculum, scientific equipment, and travel.

- Innovation Grants, which fund improvements in scientific equipment, curriculum, minor renovations, classroom instruction, delivery, and pedagogy. The program targets innovative, cohesive and/or comprehensive projects in laboratory/classroom settings that encourage undergraduate students to continue careers in science, mathematics, and engineering.

- A number of other grants and programs have been implemented to encourage students to major in STEM fields and to provide support for faculty and businesses engaged in research and development.

- Commission staff also compete nationally for grants that support students and faculty or generate policy-driven data collection. Often, these awards are collaborative programs with faculty on system campuses or institutions nationwide. Further, staff actively participate in TechConnectWV, a voluntary network of technology-based and entrepreneurial companies that share advice and guidance for small businesses. TechConnectWV works with both the Commission and the WV Department of Commerce to ensure coordination of services that encourage sustainability and economic growth.

- In March 2010, with the support of former Governor Joe Manchin, the Commission voted to accept a donation of property and facilities from Union Carbide Corporation, a subsidiary of The Dow Chemical Company, at its technology park in South Charleston, West Virginia. Under leadership of the Commission, the primary goal of the new West Virginia Education, Research and Technology Park is to move ideas made in the academic research setting to the market place. The Commission's vision is to create a multi-tenant research, development, and commercialization park focused on energy, chemicals, and related technologies for the advancement of education and economic development in West Virginia and the surrounding region. In addition to the nearly 500 corporate employees located in the RTP, institutions including Bridgemont Community and Technical College, Kanawha Valley Community and Technical College, Marshall University, and West Virginia University are planning for operations or facilities in the Park. West Virginia State University has a presence already and Kanawha Valley Community and Technical College plans occupancy by mid 2012. The Research Park Corporation hired its first permanent Executive Director in August 2011.

ACCESS

- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federally funded grant program designed to better prepare students for college through intensive academic preparation services, professional development activities for educators, and college information and awareness initiatives for students and parents. The West Virginia Higher Education Policy Commission was awarded a six-year, $18 million state GEAR UP grant in July of 2008. Since then, the Commission has launched West Virginia GEAR UP, a college access program designed to target ten high-need counties throughout the central and southern part of the state. Now in its fourth year of implementation, West Virginia GEAR UP has provided additional educational opportunities to more than 8,000 students and their teachers, parents, and family members.

  In addition to providing students, parents and teachers with direct services, the program has coordinated several college awareness projects designed to encourage a sustainable college-going culture within some of the most critical areas of the state. The program has collaborated with dozens of educational and community organizations to promote academic success and social wellness, designed a comprehensive mentoring program that can be implemented in a variety of settings, and partnered with the state's institutions of higher learning to showcase the diverse opportunities West Virginia's postsecondary education systems provide.

- In October 2009, the West Virginia Higher Education Policy Commission launched the College Foundation of West Virginia initiative, a statewide college access outreach and information campaign. At the center of the initiative is a comprehensive online portal (cfwv.com) designed to help students and families plan, apply, and pay for education and training beyond high school. The portal is an interactive web site that streamlines the college-readiness process by consolidating previously decentralized resources and allowing students of all ages to create personalized college and career planning portfolios.

INNOVATION

Since the launch of cfwv.com in October 2009, more than 93,000 individuals have created an account on the web site, and more than 700 educators have been trained to use cfwv.com in classroom and co-curricular activities. Additionally, the site has served as a launch pad for additional outreach initiatives, including a focus on recruiting adult learners and an effort to increase awareness regarding state and federal financial aid programs. Early results indicate that these efforts are effective. Nearly ten percent of all cfwv.com account holders are adult students or potential adult students, and attendance at College Goal Sunday, a one-day statewide financial aid awareness event coordinated by the Commission, more than tripled from 2010 to 2011.

- In August 2011, the Commission joined forces with the West Virginia Department of Education to host the state's first Student Success Summit, a P-20 collaborative event focusing on supporting student development from pre-school through postsecondary education and the workforce. The Summit sought to align curricular, cultural, and social expectations among all education stakeholders to better prepare students to succeed not only at their current level, but also at the next. More than 350 education professionals and community representatives attended the Summit, which offered intensive professional development and collaborative sessions on topics such as high school dropout prevention; college access; providing support for adult learners; college retention and completion; cognitive, emotional and social development; and community and parent engagement. The Commission has partnered with the Department of Education to host a second Summit scheduled for August of 2012, and it is expected that this will become an annual event.

- The Commission has been working with the West Virginia Department of Education to address the issue of college readiness. As a result of this collaboration, a Transition Mathematics course was developed by a team of public school teachers and higher education faculty, and beginning fall 2011, the course was offered statewide to high school seniors who were found to need extra review and instruction to be "college ready." In fall 2012, it is planned that a team-developed Transition English course will also be available statewide to high school seniors who need extra assistance in order to be "college ready" upon graduation from high school.

- West Virginia's College Day Program is designed to assist high school seniors and juniors with the college admissions application process. On an annual basis, the agency partners with a standing West Virginia Association of Collegiate Registrars and Admissions Officers (WVACRAO) committee to develop a statewide travel recruitment schedule. Included in the eight week schedule are programs that connect college recruiters with prospective students at all public high schools in the state. On-site visits to high schools are the norm; however, large regional college fairs are sponsored in Charleston, Clarksburg, Huntington, Morgantown, Shepherdstown and Wheeling.

- As part of *DegreeNow*, a Lumina Foundation funded statewide adult learner initiative, which seeks to reenroll adults with some college credit but no degree, the Commission and the Community and Technical College System have partnered with the organization NASPA-Student Affairs Administrators in Higher Education to enhance adult-focused student services through a train-the-trainers program and a series of regional workshops led by train-the-trainer graduates. Additionally, a statewide marketing campaign targeting adult learners was launched during the summer of 2011. Finally, the development of a quarterly newsletter for faculty, staff, and administrators across the state has provided a forum for sharing adult learner success stories and best practices for serving adult students.

- The Commission continues to promote and support the RBA Today initiative as a means of enhancing the ability of adults to attain a bachelor's degree. Students with prior college experience, but no degree, have been contacted directly and encouraged to consider the Regents Bachelor of Arts (RBA) program as a means of completing their degree. In addition, the initiative has been advertised through various means including print, billboards, and radio. The Commission has funded the development of 29 online courses that are offered in a compressed time-frame. In order to promote a fuller utilization of these courses, they are being revised to be a part of a statewide online portal.

- The Commission has undertaken a major initiative to enhance the ability of adults to attain a bachelor's degree through a new enhancement to the RBA Today program – West Virginia Remote Online Course Knowledge System (WVROCKS). While the RBA has been successfully offered for adults for over 30 years, WVROCKS will provide adults with previous college experience a greater opportunity to complete a bachelor's degree in an accelerated, flexible, online format. Students from all public institutions offering the RBA degree will be able to register for courses listed on the WVROCKS portal through their home institution.   It is anticipated that the first courses will be offered on the portal beginning in the fall 2012 semester.

- The Veterans Initiatives Task Force works to promote and facilitate the success of veteran students in West Virginia institutions of higher education, focusing on recruitment, retention, and graduation. Outcomes related to these areas are supported by Task Force and Commission efforts such as:
  - symposia for institutional staff and faculty;
  - training for academic advisors;
  - annual meetings with school certifying officials;
  - establishing policies and procedures that assist veterans in the transition from combat to classroom;
  - conducting research and data collection;
  - assisting the Legislature with information about veterans education and training issues;

- During 2011, planning began to create a West Virginia Center for Veterans Education and Training Success (VETS) within the Commission to more effectively support the goals of the Task Force and to offer more services to institutions and veteran students.

COST AND AFFORDABILITY

- For the 2011-12 academic year, due to an additional $4 million investment in the West Virginia Higher Education Grant Program by the Legislature, the Commission was able to offer more students an award and increase the maximum award amount. Also, a larger number of students than in the past were notified earlier before school began in order to have a greater impact on access, affordability, and retention.

- The Commission facilitated negotiations with Student Aid Services to provide Net Price Calculators for public institutions and also to allow private, non-profit institutions to participate at a discount. Net price calculators were mandated by the federal government to appear on the websites of all institutions of higher education by October 29, 2011. This tool will assist students and families estimate the amount of financial aid they may receive at an institution and what the net cost would be after financial aid is applied. The Commission took a lead role in this financial aid initiative, allowed institutions to voluntarily join, and thereby facilitated their adoption of this innovation. It is hoped this collaboration can be used as a model with other endeavors in the future.

- The Higher Education Student Financial Aid Advisory Board convened subcommittees to study and make recommendations for two of the state's financial aid programs. The PROMISE subcommittee was created to look at the community service aspect of PROMISE; a survey was completed of PROMISE recipients and 91 percent of respondents were involved in some type of community service activity the previous year. The subcommittee will be evaluating what institutions are doing to help promote community service among PROMISE recipients and will promulgate best practices among institutions. The HEAPS subcommittee was formed to evaluate the HEAPS program and make improvements to have a greater impact on access and affordability, especially among adult learners. The subcommittee will have recommendations in spring 2012.

- Administration of the HEAPS Workforce Development Component was placed on the online Financial Aid Management System which is utilized for PROMISE, HEGP, and the incentive award provided by the state's GEAR UP grant. This change was made to increase the efficiency and accuracy of program administration.

- Following the recommendations made by the Statewide Task Force on Textbook Affordability in August 2009, the Commission adopted a legislative rule (Series 51) establishing the process and guidelines for institutions to adopt rules governing the selection, adoption, use, and sale of textbooks and other course materials. A full report was presented to the Commission during the December 2011 meeting.

LEARNING AND ACCOUNTABILITY

- In December 2010, the Chancellors of the Higher Education Policy Commission and the Community and Technical College System invited a diverse group of higher education stakeholders from across the state to serve on the West Virginia College Completion Task Force. The charge of this group was to closely examine state and national data on college completion and develop a set of recommendations for increasing the number of West Virginians with high quality certificates and degrees. Co-chaired by First Lady and President of Southern West Virginia Community and Technical College Joanne Tomblin and West Virginia University President James Clements, the group met several times during 2011 to develop a roadmap that will help improve college completion in the state's public higher education

institutions and ensure that West Virginia will have the educated citizens it needs. The Task Force's final report will be presented to the Commission, the Council, and other key education policymakers during early 2012.

- West Virginia applied for and received a $1 million grant from Complete College America, a non-profit organization focused on improving the graduation rate of college students. This grant is being used to transform the way developmental education is taught in West Virginia with the goal of improving the college completion outcomes for these students. Funds from this grant are going to support professional development efforts across the state, so West Virginia can become a national leader in implementing best practices in developmental education.

- The Commission requires its constituent colleges and universities to renew institutional compacts that indicate progress toward meeting the goals of the state master plan. The compacts, with annual updates and revisions, are the basis for the assessment of success in carrying out institutional mission and in attainment of institutional and state goals. Through the compacts, institutions report on a number of required and elective elements including enrollment, graduation rate, retention rate, assessment of student learning, and use of instructional technology. The compact updates, submitted in 2011, are for the third year of the five-year planning period.

- Through a program review process mandated by West Virginia Code and guided by Commission policy, institutions annually review academic programs and assess them for viability, adequacy, necessity and consistency with mission. Programs are reviewed on a five-year cycle. Summary reports are shared with the Commission. Beginning in 2011, the Commission is using the program review process as a means of monitoring compliance with a Commission policy statement that the commonly accepted program length is 120 hours for bachelor's degree programs.

- In an effort to improve student advising, retention, and degree completion, the Commission, Council and WVNET have partnered to provide fourteen institutions with the technology to implement a web-based academic advising system that is linked with the campus BANNER system. This technology, DegreeWorks, provides degree audit capabilities to help students and their advisors better negotiate the academic requirements for the student's program of study.

- The Commission has undertaken an initiative to improve the quality of online classes offered by member institutions. In January 2012, West Virginia will enter into a statewide agreement with Quality Matters (QM). Quality Matters is a nationally recognized peer review process for online courses. As part of the initiative, seventy-two faculty and staff will be trained in the use of the Quality Matters rubric to evaluate online classes. Some faculty will also be trained as peer and master reviewers. Training will begin in January 2012 with reviews beginning in July.

- Through the work of the Commission's Consortium for Internationalizing Higher Education, West Virginia students are afforded opportunities to study abroad, participate in an international student exchange program, and become involved in a variety of short-term international experiences. In October 2011, the Consortium, in cooperation with the U.S. Department of Commerce and the WV Development Office, organized an international recruitment trip to China, where representatives from all West Virginia four-year colleges and universities participated in the 2011 International Education Expo and held discussions with administrators from several Chinese schools about potential partnerships, student and faculty exchanges, and study abroad experiences.

OTHER INNOVATIONS:

- The West Virginia Network (WVNET) is developing a CORE Infrastructure Project Plan to upgrade its networking backbone to 10 gigabytes. The resulting configuration will be a ring connecting the cities of Columbus, Huntington, Morgantown, and Pittsburgh for both in-state and internet bandwidth. This action will allow WVNET as well as its customers, which include higher education, the Department of Education, and other state agencies, to receive their bandwidth at a lower cost as well as have capacity for future growth needs.

- WVNET is expanding its data storage and disaster recovery capabilities for its customers. It has installed multiple storage area network disk arrays to take over support of the Blackboard online learning management systems at many higher education institutions and to provide data storage for the P-20 longitudinal data system, which is in the final stages of development. WVNET is also upgrading and replacing aging system servers. This will more than double the server capacity and expand the capability to house institutions' Banner information systems; WVNET currently hosts Banner for 11 institutions.

- WVNET has also provided a very cost effective alternative to using a commercial entity to combine the Community and Technical College Banner Enterprise Resource Planning (ERP) databases in a single database known as Multi-Entity Processing. WVNET will be able to augment existing staff to analyze current business processes, implement standard procedures and best practices for the schools, and provide a greater level of shared staffing and support for the institutions going forward.

- In response to a continued need for a reporting solution for the Banner ERP system, WVNET undertook a state contract for the Argos Reporting Solution product from Evisions. Argos makes it possible to easily share web-based, printed, or emailed reports among hosted schools, so that commonly needed reports can be developed by WVNET or any of the campuses to reduce duplicated effort across the state. Argos provides the capability to report against any database, and to develop dashboard-style reports for administrators to track key performance indicators for their campuses. Argos is a strategic first step in developing a more complete data mining capability for the campuses to help meet campus goals.

- In January 2011, the Chancellor's Diversity Initiative report and recommendations were approved by the West Virginia Higher Education Policy Commission. Key recommendations of the report included the appointment of a Diversity Coordinator to oversee the implementation of the initiatives, the creation of Campus and Community Teams based at each campus, and the appointment of a Diversity Council which will advise the Commission regarding the implementation of current recommendations and long-term strategies. The Diversity Council, as well as the Diversity Coordinator, has been appointed by the Chancellor. Campus and Community Teams were to be established by December 16. The Diversity Council has begun its work and will soon begin to plan a statewide conference for Spring 2012.

- The Chancellor's Post Doctoral Scholars Program supports the development of a diverse faculty in the State of West Virginia through offering talented, new doctorate-holding students opportunities for professional development through advanced teaching and research opportunities at West Virginia institutions of higher learning.   Appointments are for 12 months and renewable for a second year contingent upon satisfactory progress. The acceptance of a fellowship carries with it the commitment to conduct research in conjunction with a faculty mentor, provide a written annual report of the research program, teach one course per year, and participate in an academic program within the home institution. The second year will allow the fellow to participate in professional development activities to prepare them for a faculty position at the institution.

- The Chancellor's Scholars Program supports efforts at West Virginia University to supplement existing minority faculty diversity efforts at the university. The program is administered jointly by the President's Office for Social Justice and Office of the Provost/Office of Graduate Education & Life to support graduate assistantships, scholarships, and other resources to ensure adequate funding for select doctoral students; an Academic Partnership effort that places minority visiting faculty (graduate students) in teaching roles at select West Virginia public higher education institutions; the annual sponsorship of a colloquium for aspiring minority doctoral candidates; and related services.

- The West Virginia Student Leadership Conference is an annual training event for student association leaders and newly elected student government leaders from all public higher education institutions in the state. In addition to leadership training and an opportunity for students to exchange ideas, this event provides CTCS and Commission staff an early opportunity to acquaint newly elected student government officers with their pending role with the legislative mandated State Advisory Council of Students.   The conference is planned with help from the statewide Student Affairs Advisory Committee and is held annually at West Virginia University's Jackson's Mill State 4-H Camp.

WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE SYSTEM

STUDENT SUCCESS

All Certificates and Degrees Awarded
Academic Years 2006 – 2010
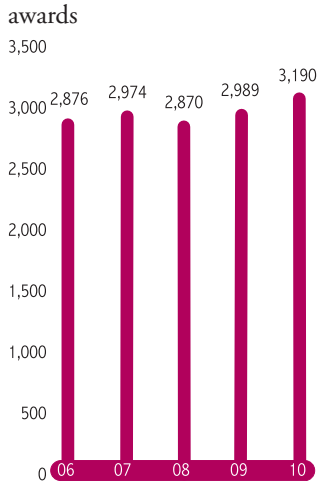
awards

WEST VIRGINIA HIGHLIGHTS
- The number of certificates and degrees awarded in the Community and Technical College System increased 6.7 percent from 2,989 in 2009-10 to 3,190 in 2010-11.
- Over the five-year period since 2006-07, the number of certificates and degrees conferred increased by 10.9 percent.
- Seven institutions in the system have increased their certificate and degree production over the five-year period, while three have decreased.

NATIONAL CONTEXT
According to the National Skills Coalition, middle-skill jobs, which require more than a high school education but not a four-year degree, account for 51 percent of jobs today and will continue to account for the largest portion of jobs into the next decade. However, only 43 percent of the labor market is trained at the middle-skill level. West Virginia has made great strides in improving the number of trained middle-skill laborers in the state. With continued emphasis on degree production, the state's workforce will be able to meet the state's labor market needs (National Skills Association, 2011).
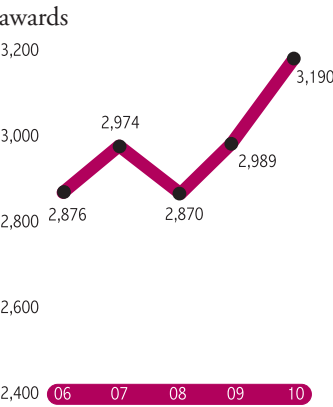
ABOUT THIS MEASURE
This indicator provides the total number of certificates, associate's degrees, and bachelor's degrees, whether career/technical or academic, awarded by institutions in each academic year. The certificate programs require at least thirty credit hours of which six credit hours must be general education. The purpose of the certificate degree program is to prepare students to enter directly into employment in a specific career and meet the documented workforce needs of employers. Certificate programs also provide the foundation for the Associate in Applied Science (AAS) degree for occupational programs. Like the AAS degree, the goal of certificates is to achieve acceptance as an employment credential. Associate's degrees require a minimum of sixty credit hours and indicate that the student has completed a program of academic development and has achieved a level of performance reflected in student learning outcomes sufficient to progress to upper division collegiate work or to enter directly into specific occupations in the workforce. There are three types of associate's degrees: Associate in Arts (AA), Associate in Science (AS), and the AAS.

awards

All Degrees Awarded

Institution	Academic Year					2009-2010 % Change	2006-2010 % Change
	2006	2007	2008	2009	2010		
Blue Ridge Community & Technical College	329	314	193	307	376	22.5	14.3
Bridgemont Community & Technical College	137	134	159	135	156	15.6	13.9
Eastern WV Community & Technical College	30	30	27	51	62	21.6	106.7
Kanawha Valley Community & Technical College	274	268	253	297	277	-6.7	1.1
Mountwest Community & Technical College	360	382	391	274	376	37.2	4.4
New River Community & Technical College	216	202	183	156	140	-10.3	-35.2
Pierpont Community & Technical College	341	424	391	403	315	-21.8	-7.6
Southern WV Community & Technical College	328	263	323	252	235	-6.7	-28.4
WV Northern Community College	312	331	369	407	419	2.9	34.3
WVU at Parkersburg	549	599	581	707	834	18.0	51.9
TOTAL	**2,876**	**2,947**	**2,870**	**2,989**	**3,190**	**6.7**	**10.9**

Student Success Rate

Academic Years 2001 – 2005

Student Success Rate

Institution	Academic Year				
	2001	2002	2003	2004	2005
Blue Ridge Community & Technical College	.	30.7	31.6	44.5	43.3
Bridgemont Community & Technical College	.	32.4	37.9	39.5	38.2
Eastern WV Community & Technical College	51.6	16.7	14.3	15.6	17.6
Kanawha Valley Community & Technical College	.	17.0	21.7	21.0	25.5
Mountwest Community & Technical College	.	18.3	29.5	27.9	33.6
New River Community & Technical College	.	18.9	30.6	30.1	38.9
Pierpont Community & Technical College	.	26.4	33.3	37.6	36.6
Southern WV Community & Technical College	34.8	31.7	31.9	34.1	30.7
WV Northern Community College	32.3	31.2	29.7	29.8	28.4
WVU at Parkersburg	35	29.5	31.9	30.1	33.2
Total	34.6	25.4	30.1	31.5	33.2

WEST VIRGINIA HIGHLIGHTS

- Over the five cohorts since 2001-02, the student success rate has decreased by 1.4 percentage points.

- In 2002, the West Virginia Community and Technical College System went through a transformation with the addition of six new community and technical colleges. Since the inclusion of these institutions, the success rate has steadily increased by 7.8 percentage points.

- Since 2002, eight of the institutions have seen increases in their success rates, while two have seen decreases.
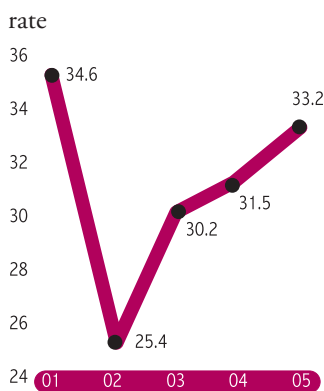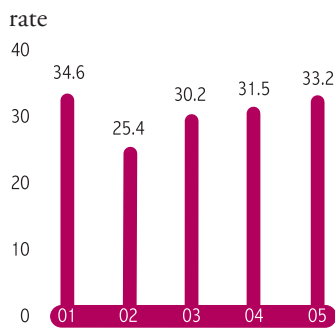
NATIONAL CONTEXT

The demographics of higher education students have changed in the United States. Traditional first-time, full-time students represent only 25 percent of the nation's public college students (CCRC, 2011). As a result, organizations like the National Governor's Association and Complete College America have created new metrics to better capture the success of the nation's higher education students. The inclusion of part-time students is one of those changes. As these metrics are new, national longitudinal data does not yet exist for comparison.

ABOUT THIS MEASURE

Student success rate is used to evaluate the success of all students who seek a degree. The success rate is calculated by following a cohort of first-time freshmen, both full- and part-time, for six years. Students are measured as being successful if they achieved one of the following benchmarks: associate's degree, certificate, or transfer to a four-year institution without earning a certificate or associate's degree. This measure is more appropriate for tracking students in two-year institutions because it accounts for the high percentage of students who enroll part-time. It also provides students with intermittent enrollment patterns as a result of work and family obligations, or who need extra time to complete developmental education, enough time to achieve a successful outcome.

STUDENT SUCCESS

Six-Year Graduation Rate Of Associate/Certificate-Seeking Students

Fall Cohorts 2001– 2005

WEST VIRGINIA HIGHLIGHTS

- The six-year graduation rate for students who began in the fall of 2005 was 27.5 percent, a 0.8 percentage point increase over the completion rate for the fall 2004 cohort.

- Over the five-year time period studied, there was a 0.6 percentage point decline from the 28.1 percent rate for the fall 2001 cohort.

- The graduation rate for the 2005 cohort ranged from 13.3 to 36.2 percent at different CTCS institutions with this being the fourth cohort of students for six of the institutions.
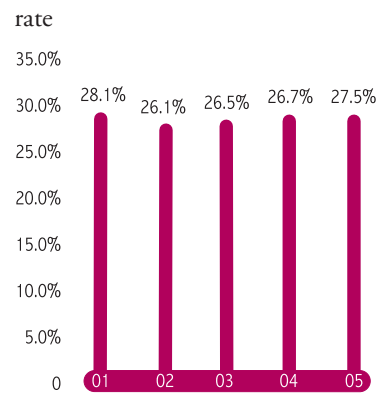
NATIONAL CONTEXT

Among those who began as first-time, full-time students at public two-year institutions in SREB states in 2003, 25 percent completed a degree or certificate within six years. The rate was highest in Florida, with a 42 percent attainment rate, and lowest in Louisiana, with a 12 percent rate (SREB, 2011).

ABOUT THIS MEASURE

This indicator provides the proportion of associate/certificate degree-seeking students who earned any award within six years at any institution in the system. Rates are provided for students' institution of origin. Six-year rates are reported because measuring certificate and associate's degree graduation rates within a three-year period fails to take into account the non-traditional (e.g., non-continuous or part-time) enrollment of many community and technical college students.
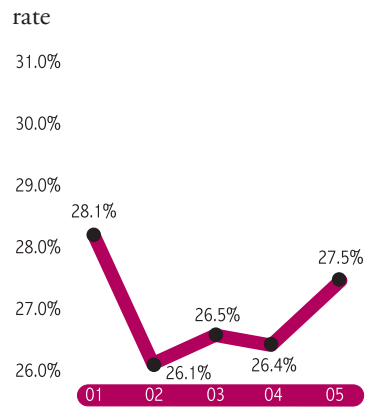
Six-Year Graduation Rate of Associate/Certificate-Seeking Students

Institution	2001	2002	2003	2004	2005
Blue Ridge Community & Technical College	.	31.9%	26.4%	36.4%	36.2%
Bridgemont Community & Technical College	.	36.7%	38.3%	30.5%	28.8%
Eastern WV Community & Technical College	0%	11.1%	0%	15%	13.3%
Kanawha Valley Community & Technical College	.	18.2%	19.4%	20.1%	23.0%
Mountwest Community &Technical College	.	19%	27.5%	27.2%	27.7%
New River Community & Technical College	.	28%	27.4%	26%	30.9%
Pierpont Community & Technical College	.	31.3%	27%	28%	25.3%
Southern WV Community & Technical College	26.1%	24.3%	24.6%	28.5%	25.2%
WV Northern Community College	28.9%	26.2%	24.8%	24%	24.6%
WVU at Parkersburg	30.2%	26.1%	30.45	26.4%	30.8%
Total	28.1%	26.1%	26.5%	26.7%	27.5%

One-Year Retention Rates

Percent Returning in Fall from Previous Year's Cohort, 2006-2010

One-Year Retention Rates

Institution	Academic Year				
	2006	2007	2008	2009	2010
Blue Ridge Community & Technical College	59.5%	49.6%	50.8%	54.9%	55.4%
Bridgemont Community & Technical College	49%	42.5%	41.1%	49.4%	49.3%
Eastern WV Community & Technical College	34.7%	38.6%	45.3%	58.3%	44.1%
Kanawha Valley Community & Technical College	43.9%	43.6%	47.9%	40.7%	47%
Mountwest Community & Technical College	51.8%	39.3%	41.9%	41.6%	33.2%
New River Community & Technical College	49.7%	48.8%	51.5%	53.2%	50.6%
Pierpont Community & Technical College	50.1%	54.4%	46.5%	50.9%	46.8%
Southern WV Community & Technical College	53.1%	54.7%	49.3%	54.6%	54.9%
WV Northern Community College	49.7%	50.8%	52.3%	50.7%	54.6%
WVU at Parkersburg	48.8%	50%	49.4%	54.1%	52.4%
Total	**50%**	**49%**	**48.1%**	**50.5%**	**49.3%**
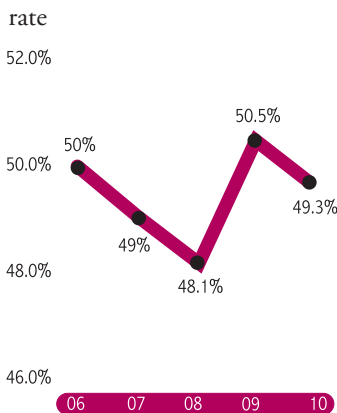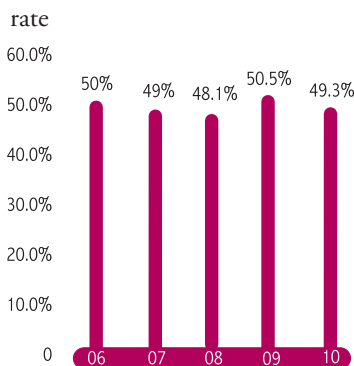
WEST VIRGINIA HIGHLIGHTS

- The proportion of students who returned to a system institution in the fall of 2010 after initial enrollment in the academic year 2009-10 was 49.3 percent. This was 1.2 percentage points lower than the 50.5 rate for the previous year's cohort.

- Between the years of 2009 and 2010, the one-year retention increased at four institutions.

- Over the five-year time span covered, the retention rate decreased 0.7 percentage points from the 50 percent retention rate in the fall of 2006.

NATIONAL CONTEXT

The proportion of first-time, full-time, degree- or certificate-seeking students at two-year public institutions in SREB states who remained enrolled at the same institution or who transferred to another institution fell from 68 percent for the fall 2007 students returning in fall 2008 to 67 percent of those who first enrolled in 2008 and returned in 2009. The national figure for first-time, full-time students at two-year public institutions returning in fall 2009 was 59 percent, for part-time students was 38.8 percent, combining for an overall one-year retention rate of 51.4 percent.

ABOUT THIS MEASURE

This indicator provides the proportion of students from the previous fall's cohort of first-time, full- and part-time freshmen who returned in the fall of the indicated year to any institution in the state's public system. This is a change from the measure used in previous Report Cards which only assessed the retention rates of full-time students. Further, retention is measured at end of term rather than at census as in previous years. Students were included whether or not they were degree or certificate seeking. This first-year retention is an important milestone on the way to completion of a degree or certificate.

Percentage of Students Enrolling in Developmental Courses

First-time Freshmen Cohort, Fall 2006-2010

Percentage of Students Enrolling in Developmental Courses

Institution	Academic Year				
	2006	2007	2008	2009	2010
Blue Ridge Community & Technical College	47.5%	51.2%	40.2%	52.7%	65.8%
Bridgemont Community & Technical College	55.2%	66.5%	62.8%	50.7%	61.4%
Eastern WV Community & Technical College	80%	81.1%	77.4%	74.5%	86.2%
Kanawha Valley Community & Technical College	72.4%	76%	76.5%	73.8%	80.4%
Mountwest Community & Technical College	69.8%	72.7%	60.8%	43%	43.6%
New River Community & Technical College	61.3%	63.8%	61.9%	59.8%	63.6%
Pierpont Community & Technical College	60.1%	62.3%	61.2%	63.2%	67.8%
Southern WV Community & Technical College	68.8%	70.8%	64.8%	72%	71.8%
WV Northern Community College	66.7%	77.5%	78.2%	79.8%	78.1%
WVU at Parkersburg	52.7%	56.6%	61.4%	70.3%	68.5%
Total	**62.2%**	**66.4%**	**63.6%**	**64.2%**	**66.6%**

WEST VIRGINIA HIGHLIGHTS

- The percentage of students enrolling in developmental courses increased 2.4 percentage points from 64.2 percent in 2009-10 to 66.6 percent in 2010-11. The percentage of students enrolled in developmental courses in 2010-11 is an increase of 4.4 percentage points over 2006-07 enrollment.

- The institution with the highest proportion of students enrolled in developmental education in 2010-11 was Eastern WV Community and Technical College, while the lowest was Mountwest Community and Technical College.

- Enrollment in developmental education courses increased between 2009-10 and 2010-11 at six institutions and decreased in four. Between 2006-07 and 2010-11, enrollment in developmental education courses increased at all institutions except Mountwest Community and Technical College.
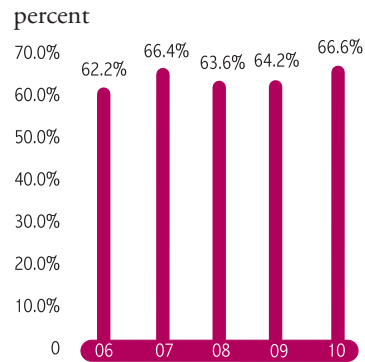
NATIONAL CONTEXT

Identifying reliable comparison data about developmental course taking is challenging considering the differences that exist between state and institutional placement policies. A recent report by Complete College America (2011) puts the percentage of associate's degree-seeking students that require remediation at 50.1 percent, while a survey of students conducted by the National Center for Education Statistics (2011) reports that 41.9 percent of first-time students at community colleges enrolled in at least one developmental education course, and a recent policy brief from the SREB states that nearly 60 percent of first-year students at these institutions must take at least one remedial course when they enter college (2010).

ABOUT THIS MEASURE

Students enroll in developmental education courses when their scores on the ACT exam or placement tests, such as COMPASS or ACCUPLACER, indicate that they are not ready to undertake college level work. While students that require developmental education may be recent high school graduates, they are also often adult learners that may have been out of school for a number of years.

Passing Rate for Students in Developmental Courses
Academic Years 2006 – 2010

Passing Rate for Students in Developmental Courses

Institution	Subject	Academic Year 2006	2007	2008	2009	2010
Blue Ridge Community & Technical College	English/Writing	76.2%	66.1%	56.7%	47.8%	.
	Math	60.1%	60.6%	66.0%	60.4%	44.8%
	Reading	76.7%	63.8%	72.9%	73.1%	46.9%
Bridgemont Community & Technical College	English/Writing	61.4%	78.4%	.	.	.
	Math	59.2%	24.3%	29.6%	20.1%	27.6%
	Reading	90.6%	86.0%	60.6%	80.7%	62.4%
Eastern WV Community & Technical College	English/Writing	61.9%	78.9%	85.2%	73.7%	70.3%
	Math	67.3%	63.2%	68.5%	60.9%	60.3%
	Reading	68.4%	67.9%	87.1%	78.6%	74.0%
Kanawha Valley Community & Technical College	English/Writing	73.8%	67.5%	63.2%	59.9%	43.2%
	Math	65.1%	59.6%	55.3%	57.5%	47.2%
	Reading	66.7%	47.7%	69.4%	58.1%	42.5%
Mountwest Community & Technical College	English/Writing	64.0%	58.7%	64.5%	46.7%	54.4%
	Math	50.9%	46.2%	29.3%	30.0%	35.7%
	Reading	75.0%	31.1%	54.8%	34.4%	36.1%
New River Community & Technical College	English/Writing	40.7%	65.8%	64.9%	62.7%	57.8%
	Math	54.9%	52.7%	54.8%	55.0%	47.8%
	Reading	56.4%	68.8%	65.8%	57.7%	63.2%
Pierpont Community & Technical College	English/Writing	50.4%	48.4%	46.8%	41.9%	38.0%
	Math	55.8%	47.7%	42.1%	39.5%	36.8%
	Reading	.	.	.	.	68.8%
Southern WV Community & Technical College	English/Writing	69.4%	61.9%	61.8%	64.1%	62.6%
	Math	64.3%	54.4%	50.4%	57.5%	64.3%
	Reading	74.9%	65.1%	69.5%	60.4%	68.3%
WV Northern Community College	English/Writing	49.0%	50.8%	63.3%	56.5%	.
	Math	55.3%	57.6%	56.1%	56.6%	50.0%
	Reading	58.2%	67.7%	67.3%	65.4%	52.8%
WVU at Parkersburg	English/Writing	41.0%	59.4%	59.1%	57.3%	.
	Math	58.0%	50.1%	58.1%	50.8%	55.1%
	Reading	69.3%	68.5%	66.2%	58.7%	60.5%
Total	**English/Writing**	**58.5%**	**60.4%**	**61.0%**	**54.6%**	**51.9%**
	Math	**58.3%**	**51.2%**	**50.1%**	**50.5%**	**48.8%**
	Reading	**69.4%**	**64.0%**	**66.5%**	**65.4%**	**55.8%**

STUDENT SUCCESS

Passing Rate for Students in Developmental Courses Continued

Academic Years 2006 – 2010

WEST VIRGINIA HIGHLIGHTS

- The percentage of students passing English/writing developmental courses decreased 2.7 percentage points from 54.6 percent in 2009-10 to 51.9 percent in 2010-11. The percentage of students passing declined 8 percentage points compared with the 2006-07 rate of 58.5 percent.

- The proportion of students passing developmental math courses declined by 1.7 percentage points from 50.5 percent in 2009-10 to 48.8 percent in 2010-11. When compared to passing rates in 2006-07, the proportion declined 9.5 percentage points.

- Between 2009-10 and 2010-11, the proportion of students passing developmental reading declined from 65.4 to 55.8, a decrease of 9.6 percentage points. The 2010-11 passing rates is 13.6 percentage points below the 2006-07 passing rate of 69.4 percent.

NATIONAL CONTEXT

Data from 26 states compiled by Complete College America show that of those first-time entry students that enroll in developmental courses, 51.5 percent complete them. Among the ten SREB states that submitted data to Complete College America, 50.1 percent of first-time entry students who enrolled in developmental courses successfully completed them.

ABOUT THIS MEASURE

This indicator represents the percent of students passing developmental courses in the areas of English/writing, math, and reading. Students are assigned to developmental courses, which do not carry academic credit, based on their entrance exam scores. As recommended by the SREB, West Virginia has a statewide standard for assessment and placement into developmental courses. Passing these courses is an indicator of being ready to do college-level work.
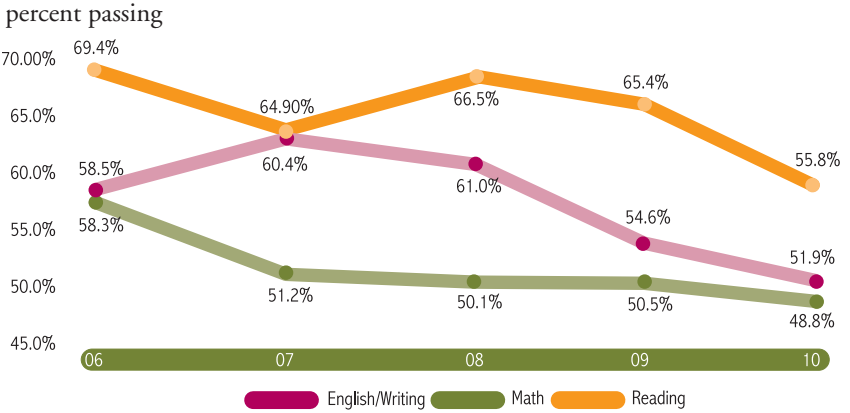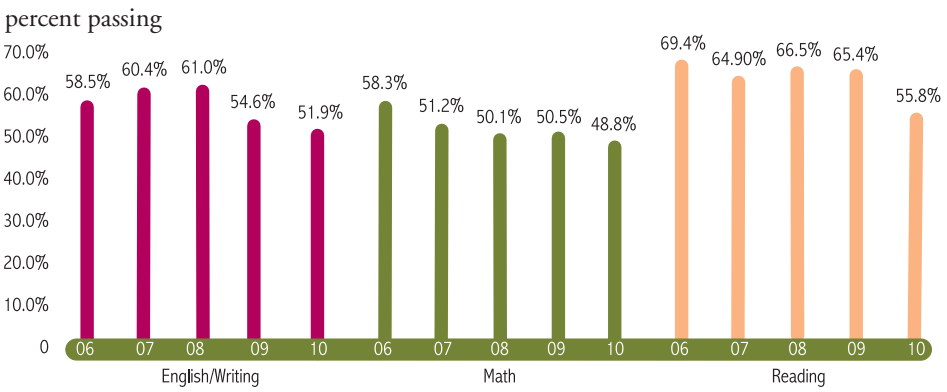
Percentage of Students Enrolled In Developmental Courses Passing Next Subsequent College-Level Coursework Within Two Years

Academic Years 2005 – 2009

Percentage of Students Enrolled in Developmental Courses Passing Next Subsequent College-Level Coursework Within Two Years

Institution	Subject	2005	2006	2007	2008	2009
Blue Ridge Community & Technical College	English	60.7%	66.7%	57.1%	54.3%	44.4%
	Math	23.3%	18.6%	29.3%	32.4%	26.2%
Bridgemont Community & Technical College	English	45.7%	36.1%	43.6%	.	.
	Math	27.1%	22.6%	17.9%	14.5%	17.3%
Eastern WV Community & Technical College	English	37.5%	47.6%	42.1%	55.6%	36.8%
	Math	10.6%	12.9%	14%	12.3%	17.8%
Kanawha Valley Community & Technical College	English	56.1%	43.2%	46.1%	48.8%	46%
	Math	27.2%	25.3%	23.5%	25.4%	22.1%
Mountwest Community & Technical College	English	32.7%	41.7%	51.8%	49.0%	38.4%
	Math	33.7%	32.3%	33%	28.7%	26.6%
New River Community & Technical College	English	52.4%	39.6%	42.1%	42.9%	39%
	Math	32.3%	36.5%	31.3%	32.2%	31.9%
Pierpont Community & Technical College	English	54.2%	56.7%	50.3%	38.1%	36.6%
	Math	20.1%	19.9%	17.2%	18.8%	16%
Southern WV Community & Technical College	English	44.6%	42.1%	42.1%	45.1%	41.5%
	Math	13.1%	16.3%	14.2%	16%	18%
WV Northern Community College	English	32.1%	27.5%	37.4%	51.7%	44.6%
	Math	10.2%	14.4%	17.1%	13.6%	12.6%
WVU at Parkersburg	English	46.6%	41.1%	45%	49.6%	44.1%
	Math	16.5%	19.2%	10.5%	15.8%	12.7%
Total	English	46.5%	44.5%	46.6%	47.2%	41.9%
	Math	20.4%	21.6%	20.3%	20.5%	18.9%
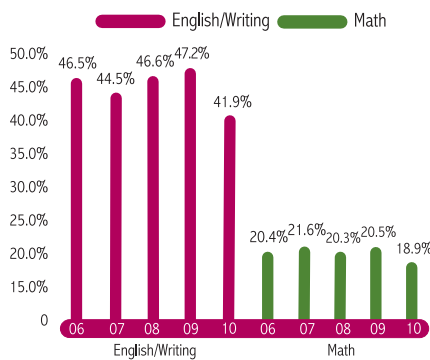
WEST VIRGINIA HIGHLIGHTS

• The proportion of students who took developmental education in English and then passed the subsequent college-level course within two years decreased from 47.2 percent in 2008-09 to 41.9 percent in 2009-10. The proportion of students passing the entry-level English course has fallen by 4.6 percentage points from 46.5 percent in 2005-06.

• The proportion of students who passed the subsequent course following their developmental math course within two years decreased by 1.6 percentage points from 20.5 percent in 2008-09 to 18.9 percent in 2009-10. This number has fallen by 1.5 percentage points from its 2005-06 level of 20.4 percent.

NATIONAL CONTEXT

Data from 26 states compiled by Complete College America show that of those first-time entry students who enroll in developmental courses, 20.5 percent complete them and the subsequent college-level course within two years. Among the ten SREB states that submitted data to Complete College America, 19.6 percent of first-time entry students who enrolled in developmental courses successfully completed them and the subsequent college-level course within two years.

ABOUT THIS MEASURE

This indicator provides the proportion of students who passed the entry-level college courses in English and math after having been enrolled in developmental courses in those areas. It is a good measure of how successful developmental courses are in achieving their goal of preparing students to do college-level work. In an attempt to provide more accurate data, reporting practices were adjusted for this year's report card.

S T U D E N T   S U C C E S S

Community College Students Entering a Bachelor's Degree Program (Or Above) The Next Fall

Fall 2005 – 2009

WEST VIRGINIA HIGHLIGHTS

- The number of students entering bachelor's degree programs or above the following fall after enrollment in a community college decreased from 2,363 for those entering in fall 2008 to 2,285 in 2009, a decline of 3.3 percent.

- Over the five-year time span reported from 2005 to 2009, the number of community college students entering bachelor's degree programs the fall following community college enrollment increased by 39 percent from 1,644 students for 2005 to 2,285 for 2009.

- The number of students who entered a bachelor's degree program in 2009 varied widely by institution with six institutions showing increases over the time period.

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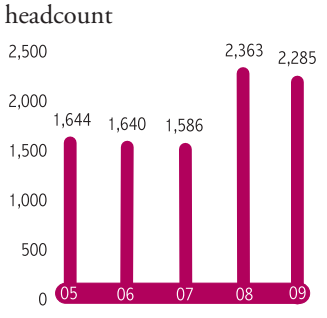
NATIONAL CONTEXT

Transfer rates from community colleges to four-year institutions can vary based on student preparation, background, and motivation. NCES data on the 2004 cohort of first-time students at community colleges found that 11.5 percent of these students had transferred to a four-year college within three years (NCES, 2009). For those who intended to transfer, reported intentions to complete, and attended at least half time in their first year, 20.2 percent transferred within three years. Other research has shown that students who transfer after earning an associate's degree are more likely to obtain their bachelor's degrees than those who transfer without this credential (NCES, 1997).

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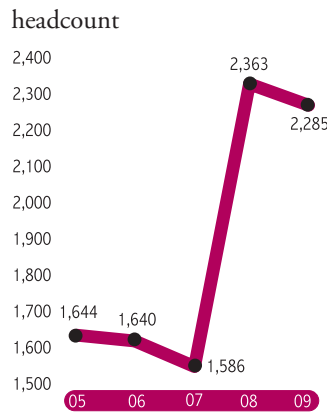
ABOUT THIS MEASURE

This indicator provides the number of students who enroll in a bachelor's degree program the following fall after having been enrolled at a CTCS institution in the fall of the year indicated. While many programs at the community college aim to prepare students for direct entry into an occupation, another function of community colleges is to provide general education that prepares students to pursue a bachelor's degree.

Number of Community College Students Entering a Bachelor's Degree Program (or Above) the Next Fall

Institution	Academic Year					2008-2009 % Change	2005-2009 % Change
	2005	2006	2007	2008	2009		
Blue Ridge Community & Technical College	55	71	82	85	121	42.4%	120.0%
Bridgemont Community & Technical College	83	81	68	116	62	-46.6%	-25.3%
Eastern WV Community & Technical College	4	17	8	15	15	0.0%	275.0%
Kanawha Valley Community & Technical College	229	168	134	684	485	-29.1%	111.8%
Mountwest Community & Technical College	175	211	176	271	208	-23.2%	18.9%
New River Community & Technical College	141	131	142	149	158	6.0%	12.1%
Pierpont Community & Technical College	294	292	313	252	254	0.8%	-13.6%
Southern WV Community & Technical College	135	130	128	130	184	41.5%	36.3%
WV Northern Community College	122	110	116	119	139	16.8%	13.9%
WVU at Parkersburg	406	429	419	542	659	21.6%	62.3%
Total	1,644	1,640	1,586	2,363	2,285	-3.3%	39.0%

Pass Rates Of Undergraduate Certificate and Associate's Degree Completers On Licensure/Certification Examinations

Test Takers July 1,2009 - June 30, 2009

Pass Rates of Undergraduate Certificate Completers on Licensure/Certification Examinations

Exam	Examined	Passed	Pass Rate
EMT	4	4	100.0%
EMT-Paramedic	18	14	77.8%
Electrocardiography	9	9	100.0%
Medical Lab Assistant	6	6	100.0%
Practical Nursing	15	15	100.0%
Total	**52**	**48**	**92.3%**

Pass Rates of Associate Degree Completers on Licensure/Certification Examinations

Exam	Examined	Passed	Pass Rate
Dental Hygiene	27	24	88.9%
EMT-Paramedic	3	3	100.0%
Health Information Technology	2	2	100.0%
Medical Lab Technology	14	13	92.9%
Nursing	370	325	87.8%
Radiologic Technology	32	31	96.9%
Respiratory Care Technology	47	33	70.2%
Veterinary Technology	4	2	50.0%
Total	**499**	**433**	**86.8%**

WEST VIRGINIA HIGHLIGHTS

- Of all undergraduate certificate completers who took licensure examinations, 92.3 percent passed. This ranged from a high of a 100 percent pass rate for EMT, Electrocardiography, Medical Lab Assistant, and Practical Nursing students to a low of a 77.8 percent for EMT-Paramedic students.

- Compared with the previous year, the pass rates for four tests went up; and one remained the same.

- Of all students completing associate's degrees who took licensure examinations, 88.3 percent passed the test. The exam pass rates ranged from 100 percent for EMT-Paramedic, Health Information Technology, and Medical Lab Technology students to 50 percent for Veterinary Technology students.

- The overall pass rates of associate's degree completers held steady from the prior year, although the number of exam takers decreased from 829 to 282.

NATIONAL CONTEXT

In all five of the certificate programs in which students took licensure examinations, the percent of West Virginia students passing each exam met or exceeded the national average. For students completing associate's degrees and taking a licensure exam, the percent of West Virginia students passing the exam met or exceeded the national average in three out of four programs for which data were available: Health Information Technology, Nursing, and Radiologic Technology. No national pass rates were available for Respiratory Care Technology and Veterinary Technology.

ABOUT THIS MEASURE

This indicator provides the number of students finishing either associate's degree or certificate programs who sat for some type of licensure examination and the number who passed that test according to the individual test standards. It provides an external indicator of how well colleges are providing students with the knowledge and skills necessary to enter the workforce in fields requring licensure.

WORKFORCE DEVELOPMENT

Skill Set Certificate Completers (Less Than One Year)

Academic Years 2006 – 2010

WEST VIRGINIA HIGHLIGHTS
- The number of students completing skill set certificates increased 19.5 percent, from 7,042 in 2009-10 to 8,412 in 2010-11.
- Skill set certificate completion has increased 34.2 percent since 2006-07.
- Since 2006-07, seven institutions have realized increases in skill set certificate completion while three have decreased.

NATIONAL CONTEXT

Among two-year public institutions in the U.S., 69.9 percent offered skill-set length certificate programs in the 2004-05 academic year. These skill set-length certificates were also offered at 51.3 percent of two-year private, for-profit institutions. Less-than-two-year institutions are those most likely to offer skill set-length certificates, with 73.3 percent of institutions in this sector offering them. Across sectors, less-than-two-year private, for-profit institutions were the most likely to offer these certificates with 78.2 percent offering them, while four-year private, not-for-profit institutions were the least likely at 8.3 percent (NCES, 2008).

ABOUT THIS MEASURE

This indicator provides the number of students completing skill set certificate programs. Skill sets are a series of courses for competencies that prepare individuals for a specific skill and carry a value of 1 to 29 credit hours or the non-credit contact hour equivalent.
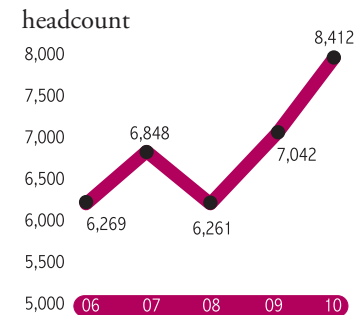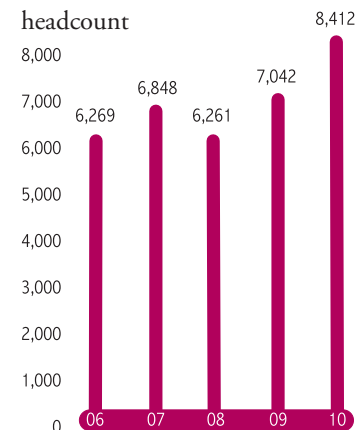
Skill Set Certificate Completers (Less Than One Year)

Institution	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Blue Ridge Community & Technical College	136	142	146	671	851	26.8%	525.7%
Bridgemont Community & Technical College	52	24	8	72	312	333.3%	500.0%
Eastern WV Community & Technical College	12	5	3	260	199	-23.5%	1558.3%
Kanawha Valley Community & Technical College	874	1,328	1,637	658	505	-23.3%	-42.2%
Mountwest Community & Technical College	2,105	685	240	230	970	321.7%	-53.9%
New River Community & Technical College	155	225	447	142	229	61.3%	47.7%
Pierpont Community & Technical College	1,633	1,287	909	2,022	1,152	-43.0%	-29.5%
Southern WV Community & Technical College	825	1,117	2,034	2,426	2,752	13.4%	233.6%
WV Northern Community College	379	1,943	758	475	417	-12.2%	10.0%
WVU at Parkersburg	98	92	79	86	1,025	1091.9%	945.9%
TOTAL	6,269	6,848	6,261	7,042	8,412	19.5%	34.2%

Career-Technical Certificate of Applied Science Completers

Academic Years 2006 – 2010

Career-Technical Certificate of Applied Science Completers

Institution	Academic Year					2009-2010 % Change	2006-2010 % Change
	2006	2007	2008	2009	2010		
Blue Ridge Community & Technical College	105	62	44	108	146	18.7%	39.0%
Bridgemont Community & Technical College	7	9	14	9	9	0.0%	28.6%
Eastern WV Community & Technical College	4	1	0	4	11	175.0%	175.0%
Kanawha Valley Community & Technical College	23	13	18	16	25	56.3%	4.2%
Mountwest Community & Technical College	17	56	64	17	69	305.9%	360.0%
New River Community & Technical College	43	40	38	23	27	17.4%	-38.6%
Pierpont Community & Technical College	90	111	118	122	63	-48.4%	-30.0%
Southern WV Community & Technical College	47	37	53	27	32	18.5%	-31.9%
WV Northern Community College	63	76	93	100	106	-4.5%	43.2%
WVU at Parkersburg	55	47	26	83	98	18.1%	78.2%
TOTAL	454	452	468	509	586	9.5%	26.0%
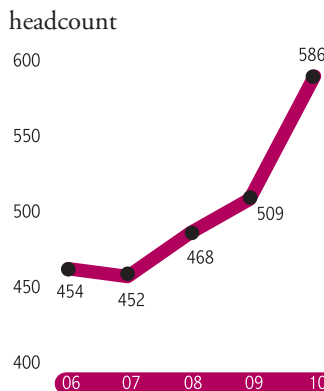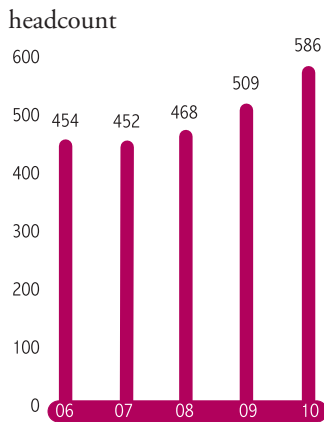
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WEST VIRGINIA HIGHLIGHTS

- The number of students completing career-technical certificate programs increased by 9.5 percent from 509 in 2009-10 to 586 in 2010-11.

- The number of certificate completers increased at eight institutions from 2009-10 to 2010-11, declined at one, and remained the same at one.

- Since 2006-07 the number of certificate completers has increased from 454 to 586, a growth of 26 percent. The number of those completing certificates has increased at seven of the ten institutions during this time.

NATIONAL CONTEXT

In 2007, 98.5 percent of two-year public institutions in the United States offered career education. Of the awards distributed at public two-year institutions in 2007, 38.9 percent were career/technical education certificates. The number of students completing certificate programs at two-year public institutions across the country increased by 6 percent from 2006 to 2007 (NCES, 2010).

ABOUT THIS MEASURE

This indicator provides the number of students completing Certificate of Applied Science programs that are designed to prepare the student to enter directly into employment in a specific career and meet the workforce needs of local employers. The certificate programs require at least thirty credit hours of which six credit hours must be in general education.

Career-Technical Associate Program Completers

Academic Years 2006 – 2010

Career-Technical Associate Program Completers

Institution	Academic Year					2009-2010 % Change	2006-2010 % Change
	2006	2007	2008	2009	2010		
Blue Ridge Community & Technical College	156	159	122	151	203	34.4%	30.1%
Bridgemont Community & Technical College	123	121	135	118	140	17.6%	12.9%
Eastern WV Community & Technical College	20	20	19	31	36	16.1%	80.0%
Kanawha Valley Community & Technical College	205	226	192	239	230	-4.6%	9.0%
Mountwest Community & Technical College	325	312	307	251	302	20.3%	-7.1%
New River Community & Technical College	132	130	112	86	71	-17.4%	-50.0%
Pierpont Community & Technical College	241	293	256	265	230	-13.9%	-4.6%
Southern WV Community & Technical College	231	187	209	181	169	-8.6%	-28.4%
WV Northern Community College	191	207	206	242	259	8.4%	37.8%
WVU at Parkersburg	294	279	276	336	427	24.1%	44.3%
TOTAL	1,918	1,934	1,834	1,900	2,067	8.8%	7.8%

WEST VIRGINIA HIGHLIGHTS

- The number of students completing career-technical associate programs increased 8.8 percent from 1,900 in 2009-10 to 2,067 in 2010-11.

- Career-technical associate program completion has increased 7.8 percent since 2006-07.

- Six institutions experienced gains since 2009-10, and six have increased their associate completions since 2006-07.

NATIONAL CONTEXT

The number of students who have completed associate's degrees in career education at any type of institution across the country decreased 4.8 percent from 2006 to 2007. At two-year public institutions in the same period, the number decreased 4.9 percent (NCES, 2009).

ABOUT THIS MEASURE

This indicator provides the number of students who completed associate's degree programs in the career-technical fields each academic year. Associate's degrees require a minimum of sixty credit hours, indicate that the student has completed a program of academic development, and has achieved a level of performance reflected in student learning outcomes sufficient to progress to upper division collegiate work or to enter directly into specific occupations in the workforce.
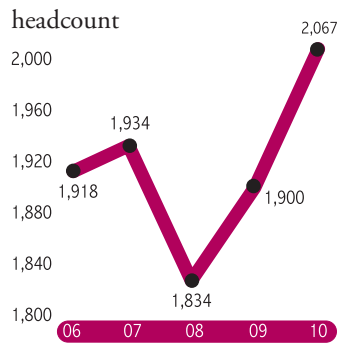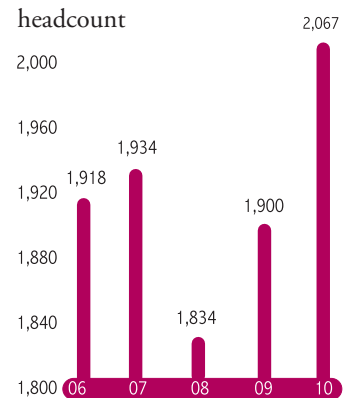
Training Contact (Clock) Hours Delivered

Academic Years 2006 – 2010
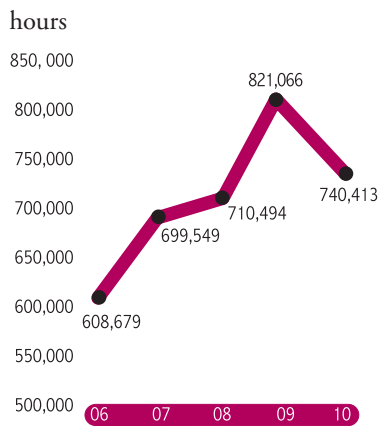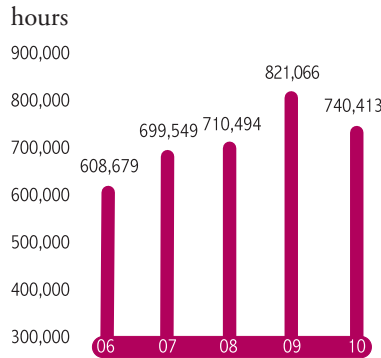
WEST VIRGINIA HIGHLIGHTS

- The total number of training contact hours delivered in the Community and Technical College System decreased 9.8 percent, from 821,066 in 2009-10 to 740,413 in 2010-11.

- Since 2006-07, the number of training hours delivered has risen 21.6 percent.

- Between 2006-07 and 2010-11, eight institutions have increased their number of training contact hours.

NATIONAL CONTEXT

Training contact hours are difficult to ascertain nationally due to a lack of uniform reporting of this measure in any national publications, but there is evidence that this function of community colleges grew significantly over the last decade. While 38 states require that community colleges report some information on non-credit workforce education, how this is reported varies and in 24 of these states, including West Virginia, the training contact hours are not included in the state's educational data system (American Association of Community Colleges, 2008).

ABOUT THIS MEASURE

This indicator provides the number of contact or clock hours delivered in training activities each academic year. It is a measure of instruction productivity determined by multiplying the number of students served by the number of session hours. Training hours are largely non-credit, workforce development and implemented for specific employers either at the work site or on campus.

Training Contact (Clock) Hours Delivered

Institution	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Blue Ridge Community & Technical College	22,680	23,540	24,717	26,153	42,284	61.7%	86.4%
Bridgemont Community & Technical College	34,001	29,451	23,417	47,744	53,339	11.7%	56.9%
Eastern WV Community & Technical College	7,200	17,014	19,320	28,255	8,323	-70.5%	15.6%
Kanawha Valley Community & Technical College	53,334	52,079	82,621	85,985	79,351	-7.7%	48.8%
Mountwest Community & Technical College	161,112	140,764	130,807	257,694	106,700	-58.6%	-33.8%
New River Community & Technical College	66,093	67,460	58,760	88,781	124,292	40.0%	88.1%
Pierpont Community & Technical College	71,890	83,803	114,344	80,433	82,781	2.9%	15.1%
Southern WV Community & Technical College	40,485	63,503	81,260	61,447	86,067	40.1%	112.6%
WV Northern Community College	130,281	199,279	147,880	96,076	75,295	-21.6%	-42.2%
WVU at Parkersburg	21,603	22,656	27,368	48,498	81,981	69.0%	279.5%
TOTAL	608,679	699,549	710,494	821,066	740,413	-9.8%	21.6%

WORKFORCE DEVELOPMENT

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ACCESS

Credit Headcount Enrollment
Fall 2006 – 2010

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WEST VIRGINIA HIGHLIGHTS

- Students enrolled in for-credit classes increased 4.5 percent, from 25,895 in 2009-10 to 27,054 in 2010.

- For-credit enrollment has increased 26.1 percent since fall 2006.

- Over this five-year span from 2006 to 2010, nine institutions have realized increases in for-credit enrollment while one has experienced a decrease. The largest increase has been 98.2 percent at Blue Ridge Community and Technical College.

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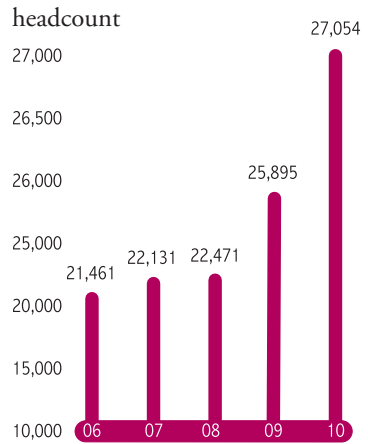
NATIONAL CONTEXT

From 2004 to 2009, while enrollment in two-year colleges increased 41.9 percent in West Virginia, it increased 12.7 percent nationally and 17.6 percent in the SREB states. The large change in West Virginia was partly due to the separation of some institutions from their administratively linked four-year college. Enrollment in two-year colleges made up 26.2 percent of undergraduate enrollment in West Virginia in 2009 while it made up 45.8 percent nationwide and 47.9 percent in SREB states. The share of undergraduate enrollment made up by two-year institutions increased 0.6 percentage points from 2004 to 2009 in West Virginia while it increased 0.4 percent in the nation and 1.9 percentage points in SREB states.
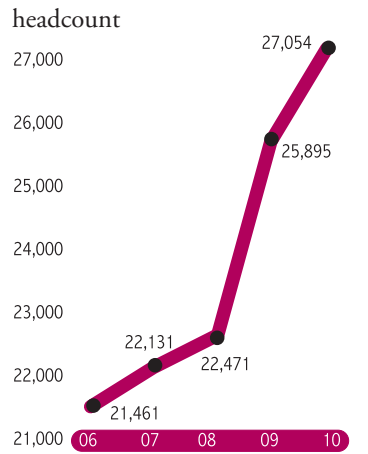
ABOUT THIS MEASURE

This indicator tracks the number of students at each institution taking for-credit classes according to fall, end-of-term data. These figures reveal the number of students working towards a degree or a specific skill set in order to garner the credentials needed to meet West Virginia's workforce needs.

Credit Headcount Enrollment

Institution	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Blue Ridge Community & Technical College	1,955	2,184	2,468	3,198	3,874	21.1	98.2
Bridgemont Community & Technical College	675	747	767	913	928	1.6	37.5
Eastern WV Community & Technical College	784	537	545	639	638	-0.2	-18.6
Kanawha Valley Community & Technical College	1,649	1,643	1,752	2,235	1,949	-12.8	18.2
Mountwest Community & Technical College	2,579	2,476	2,534	3,083	3,126	1.4	21.2
New River Community & Technical College	1,861	2,255	2,383	2,811	3,016	7.3	62.1
Pierpont Community & Technical College	2,803	2,854	2,666	2,783	3,000	7.8	7
Southern WV Community & Technical College	2,315	2,272	2,548	2,619	2,565	-2.1	10.8
WV Northern Community College	2,911	3,327	3,069	3,327	3,510	5.5	20.6
WVU at Parkersburg	3,929	3,836	3,739	4,287	4,448	3.8	13.2
TOTAL	21,461	22,131	22,471	25,895	27,054	4.5	26.1

Annual Headcount Enrollment
2006 – 2010

Annual Headcount Enrollment

Institution	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Blue Ridge Community & Technical College	2,586	3,207	3,593	4,361	5,195	19.1%	100.9%
Bridgemont Community & Technical College	889	943	983	1,129	1,167	3.4%	31.3%
Eastern WV Community & Technical College	973	697	811	875	862	-1.5%	-11.4%
Kanawha Valley Community & Technical College	2,223	2,142	2,238	3,145	2,511	-20.2%	13%
Mountwest Community & Technical College	3,236	3,179	3,464	4,043	4,186	3.5%	29.4%
New River Community & Technical College	2,637	3,206	3,564	4,011	4,268	6.4%	61.9%
Pierpont Community & Technical College	3,650	3,696	3,604	3,693	3,969	7.5%	8.7%
Southern WV Community & Technical College	3,103	2,985	3,169	3,289	3,131	-4.8%	0.9%
WV Northern Community College	4,189	5,134	4,507	5,946	5,877	-1.2%	40.3%
WVU at Parkersburg	4,977	4,944	4,888	5,547	5,691	2.6%	14.3%
Total	28,463	30,133	30,821	36,039	36,857	2.3%	29.5%

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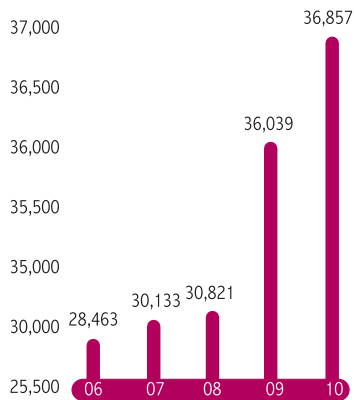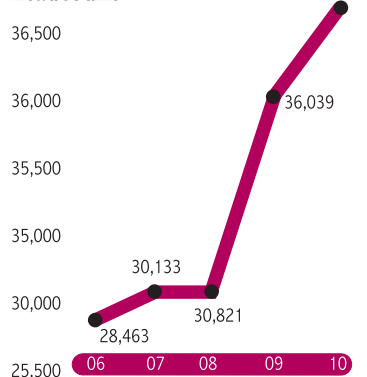
WEST VIRGINIA HIGHLIGHTS
- Annual headcount enrollment increased 2.3 percent, from 36,039 in 2009-10 to 36,857 in 2010-11.
- Annual headcount enrollment has increased 29.5 percent since fall 2006.
- From 2006-07 to 2010-11, nine institutions have realized increases in annual headcount enrollment while one has experienced decreases. The largest increase has been 100.9 percent at Blue Ridge Community and Technical College.

NATIONAL CONTEXT
The West Virginia Community and Technical College System is actively engaged in trying to find metrics that are more appropriate and useful for the community college context. This metric, used for the first time in the Report Card, does not have national comparisons, but makes sense for community colleges because it allows them to account for all of the students that they serve. Since many community college programs begin and end in the middle of a term, measuring headcount enrollment only at the end of the fall term fails to accurately depict the number of students attending community colleges.

ABOUT THIS MEASURE
Annual headcount enrollment is a measure of unduplicated credit headcount enrollment during the fall, spring, and summer semesters.

ACCESS

Credit Headcount Enrollment, Adult Population (Age 25-44)

Fall 2006 – 2010

WEST VIRGINIA HIGHLIGHTS
- Adult students enrolled in for-credit classes increased 8.3 percent, from 9,244 in 2009-10 to 10,014 in 2010-11.
- Adult for-credit enrollment has increased 33.3 percent since fall 2006.
- Over this five-year span from 2006-07 to 2010-11, nine institutions have realized increases in adult credit enrollment while one has decreased. The largest gain was 90.9 percent at Blue Ridge Community and Technical College.
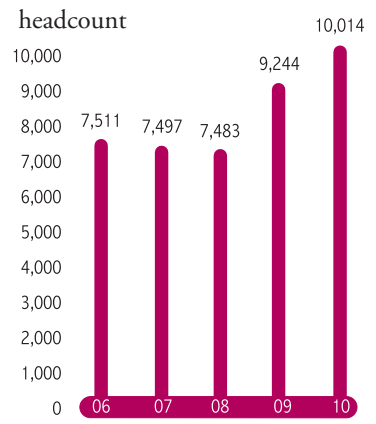
NATIONAL CONTEXT

According to SREB data, 35.2 percent of all public postsecondary students enrolled nationally in fall 2009 were aged 25 to 49, up from 33.8 percent in 2007. For SREB states the figure was 34.2 percent in 2009 and for West Virginia it was 40.6 percent (SREB, 2009).

West Virginia has made gains, however, in the percentage of its 25 to 49 year-old citizenry who are enrolled in postsecondary education. While the national average increased from 5.7 to 6.8 percent from 2005 to 2009 and the SREB average grew from 5.0 to 6.0 percent of this age group, West Virginia saw an increase from 4.9 to 9.9 percent.

ABOUT THIS MEASURE

This indicator tracks the number of non-traditional, adult students at each institution taking for-credit classes as indicated by fall, end-of-term data. This age group is particularly important since national data indicate that the number of high school graduates will decline in the next decade as this age group becomes a smaller proportion of West Virginia's population. Currently, only 22.9 percent of West Virginians aged 25 years or older have acquired an associate's degree or higher compared to the national average of 35.3 percent (ACS, 2008). Improvement is needed in this arena by all postsecondary sectors in order to meet the state's workforce needs.
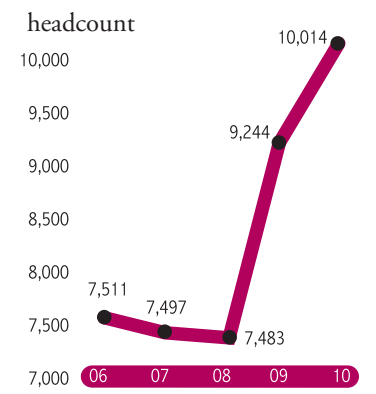
Credit Headcount Enrollment, Adult Population (Age 25-44)

Institution	2006	2007	2008	2009	2010	2009-2010 % Change	2006-2010 % Change
Blue Ridge Community & Technical College	784	850	911	1,205	1,497	24.2%	90.9%
Bridgemont Community & Technical College	211	185	211	279	283	1.4%	34.1%
Eastern WV Community & Technical College	180	183	165	210	230	9.5%	27.8%
Kanawha Valley Community & Technical College	695	734	757	855	886	3.6%	27.5%
Mountwest Community & Technical College	1,147	1,012	1,007	1,453	1,437	-1.1%	25.3%
New River Community & Technical College	674	764	811	1,075	1,204	12%	78.6%
Pierpont Community & Technical College	721	675	719	775	870	12.3%	20.7%
Southern WV Community & Technical College	696	628	598	649	647	-0.3%	-7%
WV Northern Community College	1,033	1,173	1,036	1,168	1,315	12.6%	27.3%
WVU at Parkersburg	1,370	1,293	1,268	1,575	1,645	4.4%	20.1%
TOTAL	7,511	7,497	7,483	9,244	10,014	8.3%	33.3%

West Virginia Higher Education Policy Commission *and*
West Virginia Community and Technical College System

1018 Kanawha Boulevard, East
Charleston, West Virginia 25301-2025

West Virginia Higher Education Policy Commission
Meeting of February 17, 2012

ITEM: 2011 Health Sciences and Rural Health Report
                                               Card

INSTITUTIONS: Marshall University, West Virginia School of
                                               Osteopathic Medicine, and West Virginia
                                               University

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Robert Walker

BACKGROUND:

The *2011 Health Sciences and Rural Health Report Card* was submitted to the
Legislative Oversight Commission on Education Accountability on December 28, 2011.

At the meeting, Dr. Robert Walker, Vice Chancellor for Health Sciences, will present
highlights from the report, which is provided on the following pages.

West Virginia Higher
Education Policy Commission

HEALTH SCIENCES
AND RURAL HEALTH

TABLE OF CONTENTS

INTRODUCTION

In Fiscal Year 2011, the Higher Education Policy Commission, Division of Health Sciences, continued to transition from the geographically and professionally broad application of Rural Health Initiative (RHI) funds through the Rural Health Education Partnerships (RHEP) program to a set of more streamlined programs administered by the three academic health centers targeting the state's greatest areas of need.

In recent years, the Commission reviewed three independent studies of West Virginia's health professions training programs and their impact on the statewide distribution of health professionals. Further, the state's primary recruitment and retention program, RHEP, was the subject of a Legislative Audit. These studies, coupled with the Commission's own internal evaluation, identified significant problems in rural health education program structure and effectiveness.

The impact of RHEP on recruitment and retention of health professionals was less than envisioned. Overall, distribution of graduates statewide remains uneven, and West Virginia continues to struggle in placing providers in the severely underserved, disadvantaged, and isolated areas. Despite directing significant state funds over 15 years to RHEP, the percentage of West Virginia medical school graduates choosing a rural practice has remained relatively unchanged, at around 11 percent. Although the total number of graduates staying in West Virginia has increased, this occurrence appears to be the result of enlarging medical school class sizes, rather than any "value added" by RHEP.

Believing that a complete reorganization was necessary to achieve the desired accountability and programmatic outcomes, the Vice Chancellor for Health Sciences engaged leaders at the Joan C. Edwards School of Medicine at Marshall University, the West Virginia School of Osteopathic Medicine, and the West Virginia University Robert C. Byrd Health Sciences Center to devise a new fiscal and programmatic structure for RHI funding. Beginning in Fiscal Year 2012, the Commission now retains responsibility for oversight and coordination of the RHI, but allocates the significant majority of program funding directly to the academic health centers. Because the academic health centers already have systems in place to manage personnel, lease property, manage grants and contracts, schedule students, and perform other necessary administrative functions, the intended outcome is to spend fewer funds on administration and more funds on impacting the quality of students' rural health educational experiences. As a result, these new programs hopefully will improve students' interest and ultimate practice placement in rural and undeserved areas of West Virginia.

The academic health centers have each developed their own rural health education programs, which contain common elements, but also uniquely reflect each institution's mission, vision, and priorities, as well as available resources, requirements of appropriate accrediting agencies, and review by faculty and administration. Additionally, each school will control requirements for student rural rotations and use of preceptors.

During the coming year, the Commission will work closely with the academic health centers on implementation of these redesigned programs. The Commission will encourage collaboration among the schools to conserve resources; coordinate outreach on health sciences scholarship, loan, and incentive programs; pilot programmatic models that direct resources toward those students most likely to practice in rural areas; and, investigate the role of graduate medical education (residency programs) in the recruitment and retention of health professionals. The Commission feels strongly that the redesigned Rural Health Initiative will once again position West Virginia as a nationwide leader in the education and placement of health professionals in rural and underserved areas.

MEDICAL SCHOOL PROFILE

Marshall University School of Medicine and West Virginia University School of Medicine are allopathic medical schools, and the West Virginia School of Osteopathic Medicine is an osteopathic medical school. The structure and content of allopathic and osteopathic medical education and training are similar in many ways, while different in others. For this report, where similarities exist, the three schools are discussed together, and where differences occur, the data for allopathic and osteopathic students is broken out. The profiles that follow provide a snapshot of each medical school's entering class of 2010-11.

Both allopathic and osteopathic medical students complete the Medical College Admission Test (MCAT) as part of the application process. Average scores for the MCAT are reported as "means" for the multiple-choice sections and "medians" for the writing sample. The multiple choice test consists of three sections each worth 15 points. The writing sample is scored on a scale of J-T, with T being the highest score.

For allopathic students, the national combined average MCAT score for students entering allopathic medical schools in 2010-11 was 31.1, and the median writing sample score was Q. The national mean grade point average (GPA) for these students was 3.67. (Source: Association of American Medical Colleges)

For osteopathic students, the national combined average MCAT score for students entering osteopathic medical schools in 2010-11 was 26.5. A national median writing sample score for osteopathic students is not available. The national mean GPA for these students was 3.47. (Source: American Association of Colleges of Osteopathic Medicine)

MARSHALL UNIVERSITY SCHOOL OF MEDICINE

	2010-11	2009-10	2008-09	2007-08	2006-07
Acceptances/Applicants (Admission Rate)					
In-State	78/191 (41%)	94/209 (45%)	94/209 (45%)	90/189 (48%)	96/198 (48%)
Out-of-State	46/1,176 (4%)	28/1,940 (1%)	34/1,107 (3%)	33/1,756 (2%)	27/1,375 (2%)
Total	**124/1,367 (9%)**	**122/2,149 (6%)**	**128/1,316 (10%)**	**123/1,945 (6%)**	**123/1,573 (8%)**
First Year New Enrollment					
In-State	48	58	57	51	48
Out-of-State	27	16	21	21	16
Total	**75**	**74**	**78**	**72**	**64**
Total Medical Students	**301**	**296**	**281**	**246**	**227**
Entering Class Data					
Mean GPA	3.5	3.5	3.5	3.6	3.5
Total Mean MCAT	**28.8**	**26.6**	**26.3**	**26.5**	**25.9**
Median Writing Sample	Q	M	Q	M	O
Tuition and Fees					
In-State	$22,040	$20,268	$18,708	$18,114	$15,640
Out-of-State	$48,830	$47,058	$44,298	$42,934	$39,732

WEST VIRGINIA SCHOOL OF OSTEOPATHIC MEDICINE

	2010-11	2009-10	2008-09	2007-08	2006-07
Acceptances/Applicants (Admission Rate)					
In-State	60/154	62/132	78/164	62/136	84/151
	(39%)	(47%)	(48%)	(46%)	(56%)
Out-of-State	453/3,298	487/3,151	442/2,715	456/2,634	508/2,170
	(14%)	(15%)	(16%)	(17%)	(23%)
Total	**513/3,452**	**549/3,283**	**520/2,879**	**518/2,770**	**592/2,321**
	(15%)	**(17%)**	**(18%)**	**(19%)**	**(26%)**
First Year New Enrollment					
In-State	37	51	63	56	61
Out-of-State	165	142	140	155	135
Total	**202**	**193**	**203**	**211**	**196**
Total Medical Students	**806**	**778**	**710**	**598**	**503**
Entering Class Data					
Mean GPA	3.5	3.4	3.4	3.4	3.5
Total Mean MCAT	**24.2**	**24.1**	**23.9**	**23.5**	**22.8**
Median Writing Sample	N/A	N/A	N/A	N/A	N/A
Tuition and Fees					
In-State	$19,950	$19,950	$20,426	$19,830	$18,886
Out-of-State	$49,950	$49,950	$50,546	$49,073	$46,736

WEST VIRGINIA UNIVERSITY SCHOOL OF MEDICINE

	2010-11	2009-10	2008-09	2007-08	2006-07
Acceptances/Applicants (Admission Rate)					
In-State	88/179	88/195	86/217	122/212	94/204
	(49%)	(45%)	(40%)	(58%)	(46%)
Out-of-State	97/2,492	91/2,383	100/2,545	39/2,454	84/1,629
	(4%)	(4%)	(4%)	(2%)	(5%)
Total	**185/2,671**	**179/2,578**	**186/2,762**	**161/2,666**	**178/1,833**
	(7%)	**(7%)**	**(7%)**	**(6%)**	**(10%)**
First Year New Enrollment					
In-State	65	65	66	82	62
Out-of-State	40	39	44	26	48
Total	**105**	**104**	**110**	**108**	**110**
Total Medical Students	**424**	**432**	**432**	**421**	**424**
Entering Class Data					
Mean GPA	3.8	3.7	3.7	3.7	3.7
Total Mean MCAT	**28.4**	**29.0**	**28.5**	**28.6**	**28.0**
Median Writing Sample	O	O	O	P	O
Tuition and Fees					
In-State	$22,122	$21,270	$20,164	$19,204	$18,278
Out-of-State	$47,884	$46,018	$43,960	$41,866	$39,900

MEDICAL LICENSURE EXAMINATIONS

Allopathic Medical School Graduates

The United States Medical Licensing Exam (USMLE), Step 3 is the final of three tests completed by allopathic medical students. Passage of all three steps of the USMLE is required to receive a state medical license and practice as an allopathic physician. Graduates of U.S. medical schools typically take USMLE, Step 3 at the end of their first year of residency.

The data in the table below is for first-time test takers who are graduates of Marshall University and West Virginia University. Due to the timing of the test, results become available two years after medical school graduation. Thus, test results for 2008 graduates are listed under 2010-11. The national average passage rate for the 2010-11 cohort was 95 percent. (Source: USMLE)
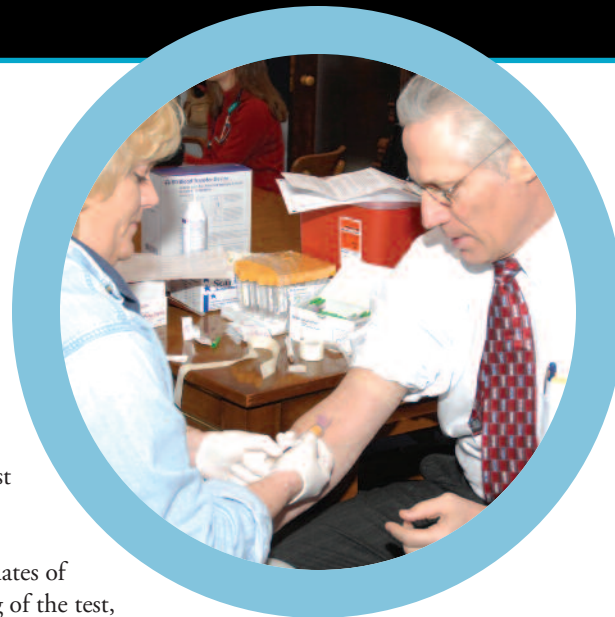
Number of Examinees/Number Passing USMLE, Step 3, by Year of Graduation

	2010-11	2009-10	2008-09	2007-08	2006-07
West Virginia University	79/77 (97%)	95/93(98%)	88/88 (100%)	77/74 (96%)	64/63 (98%)
Marshall University	38/34 (89%)	46/45 (98%)	38/38 (100%)	38/38 (100%)	38/36 (95%)

Osteopathic Medical School Graduates

The Comprehensive Osteopathic Medical Licensing Examination (COMLEX)-USA is the primary pathway by which osteopathic physicians apply for licensure. Candidates are expected to demonstrate knowledge of clinical concepts and principles necessary for solving medical problems as independently practicing osteopathic generalist physicians. Requirements for taking Level 3 are passage of Level 1, Level 2-CE, Level 2-PE, and graduation from an osteopathic medical school. Graduates can take Level 3 as early as six months into residency training, but have to complete Level 3 before starting their third year of residency training.

The data in the table below is for first-time test takers for the year of graduation from the West Virginia School of Osteopathic Medicine. For example, the 2010-11 column lists results for 2010-11 graduates who took the COMLEX-Level 3 for the first time between July 1, 2010 and June 30, 2011. The national average for the 2010-11 cohort is not available.

Number of Examinees/Number Passing COMLEX-USA, Level 3, by Year of Graduation

	2010-11	2009-10	2008-09	2007-08	2006-07
West Virginia School of Osteopathic Medicine	105/104 (99%)	82/76 (93%)	55/53 (96%)	64/64 (100%)	62/62 (100%)

MEDICAL SCHOOL INDEBTEDNESS

The average indebtedness of graduating medical students includes all loans, whether through the government or from private lenders, accumulated while pursuing their medical degrees. Average loan debt is calculated only from students who have loans and does not include pre-medical school debt. The difference in graduate indebtedness among the schools can be attributed in part to differences in the proportion of students paying non-resident tuition and fees.

Average Medical School Student Debt by School and Year of Graduation

	West Virginia University	Marshall University	West Virginia School of Osteopathic Medicine
2011	$149,778	$166,214	$232,749
2010	$152,399	$156,170	$211,370
2009	$154,541	$143,040	$199,160
2008	$125,438	$147,902	$176,297
2007	$126,739	$140,908	$167,718
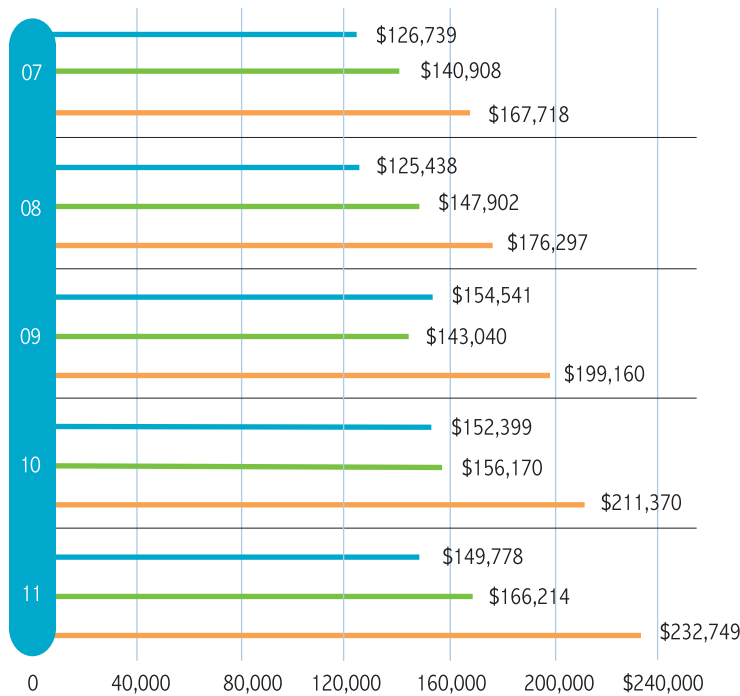
Chart: Average Medical School Student Debt by School and Year of Graduation

- 07: $126,739 / $140,908 / $167,718
- 08: $125,438 / $147,902 / $176,297
- 09: $154,541 / $143,040 / $199,160
- 10: $152,399 / $156,170 / $211,370
- 11: $149,778 / $166,214 / $232,749

Axis: 0, 40,000, 80,000, 120,000, 160,000, 200,000, $240,000

● West Virginia University
● Marshall University
● West Virginia School of Osteopathic Medicine

LOANS AND INCENTIVES

Health Sciences Scholarship Program

The Health Sciences Scholarship Program is a state-funded incentive program and is administered by the Higher Education Policy Commission. The program provides financial awards to health professionals who agree to practice in primary care settings in underserved areas of the state upon completion of their education and training. Medical students receive a $20,000 award for a two-year service commitment. Doctoral clinical psychologists, licensed independent clinical social workers, nurse educators, nurse practitioners, physical therapists, and physician assistants receive a $10,000 award for a two-year service commitment.

Since 1995, 168 participants have completed their service obligation. In 2010-11, 17 awards totaling $250,000 were given to:

- Six allopathic physicians
- Two osteopathic physicians
- Six nurse practitioners
- Two nurse educators
- One physical therapist

Medical Student Loan Program

The Medical Student Loan Program, which is funded from student fees, is a need-based program for students at West Virginia medical schools and administered by the Higher Education Policy Commission. Schools award loans of up to $10,000 each year per eligible student, and a student may receive a loan in more than one year of medical school.

Upon graduation and once in practice, borrowers either must repay the loan or seek loan forgiveness. Borrowers are eligible for loan forgiveness of up to $10,000 per year for each year they practice in West Virginia in an underserved area or in a medical shortage field. Borrowers are permitted to reapply for loan forgiveness in subsequent years.

	2010-11	2009-10	2008-09	2007-08	2006-07
Loans Awarded in Fiscal Year	224	289	312	296	323
Total Amount Awarded	$1,350,194	$2,033,237	$1,881,843	$1,861,456	$1,349,155
Amount of Unexpended Funds*	$1,944,894	$1,877,002	$2,642,508	$3,145,311	$3,525,991
Loan Postponement**	14	23	22	12	20
Loan Forgiveness ***	44	58	47	40	37
Default Rate on Previous Awards	2.6%	2.7%	2.5%	2.8%	2.9%

*   Amount of unexpended funds includes loan repayments.

**   Loan postponement is the number of borrowers who applied for the first time in a given year to begin practice toward earning loan forgiveness. If these borrowers complete one year of service, they receive up to $10,000 in loan forgiveness at the end of the year, and then, would be included in the subsequent year's loan forgiveness count.

*** Loan forgiveness is the number of borrowers who received up to $10,000 in loan forgiveness in a given year.

Other Programs

The West Virginia Bureau for Public Health administers several innovative loan and incentive programs directed at recruiting and retaining a variety of primary care providers in rural areas of the state.

- The state-funded Recruitment and Retention Community Project provides up to $10,000 to medically underserved communities to use for recruitment and retention of primary care providers. Communities must supply at least a 50 percent match.

- The State Loan Repayment Program is supported by state and federal funds, and offers repayment of up to $40,000 for educational loans to primary care providers in return for an obligation to practice for at least two years in a rural, underserved area.

The Bureau for Public Health also provides assistance to the federal National Health Service Corps, which offers several programs including a loan repayment program that in 2010-11 provided up to $60,000 in loan repayment for an initial two-year commitment. In return, participants must practice full-time for at least two years or part-time for four years in a Health Professional Shortage Area (HPSA). Eligible sites exist across West Virginia and the rest of the country.

RESIDENCY TRAINING

Upon graduation from medical school, physicians complete residency training (also referred to as graduate medical education) in a specialty before beginning practice. Residency training typically takes three to five years to complete. Federal Medicare funding is the major funding source for residency programs. In West Virginia, the state also contributes to residency programs through the Medicaid program.

Two factors related to residency choice are especially important in tracking retention: (1) specialty choice, because primary care fields are generally most needed in rural West Virginia; and (2) location of the residency, because graduates who complete residencies in West Virginia are much more likely to remain in the state. A primary care residency includes any residency program in family medicine, internal medicine, internal medicine/pediatrics, obstetrics/gynecology, and pediatrics. In 2011, 47.5 percent of allopathic medical school graduates nationwide chose primary care residencies. (Source: National Resident Matching Program) The national average for osteopathic students was not available. All three West Virginia medical schools place graduates in primary care residency programs at a rate above the national average.

A growing trend exists for individuals entering internal medicine residencies to forego a general internal medicine track, and instead, sub specialize in fields not traditionally viewed as primary care, such as cardiovascular disease, gastroenterology, and infectious diseases. Thus, some of the graduates counted below ultimately may not practice in a primary care setting.

West Virginia Medical School Graduates Choosing Primary Care Residencies, by Year of Graduation, 2007-2011

	2010-11	2009-10	2008-09	2007-08	2006-07
West Virginia University	38 (41%)	52 (50%)	49 (50%)	43 (49%)	56 (53%)
Marshall University	43 (63%)	44 (70%)	32 (62%)	26 (62%)	33 (67%)
West Virginia School of Osteopathic Medicine	119 (64%)	118 (72%)	69 (69%)	62 (66%)	62 (67%)

Legend:
- Allopathic Primary Care Residency Programs
- Osteopathic Primary Care Residency Programs
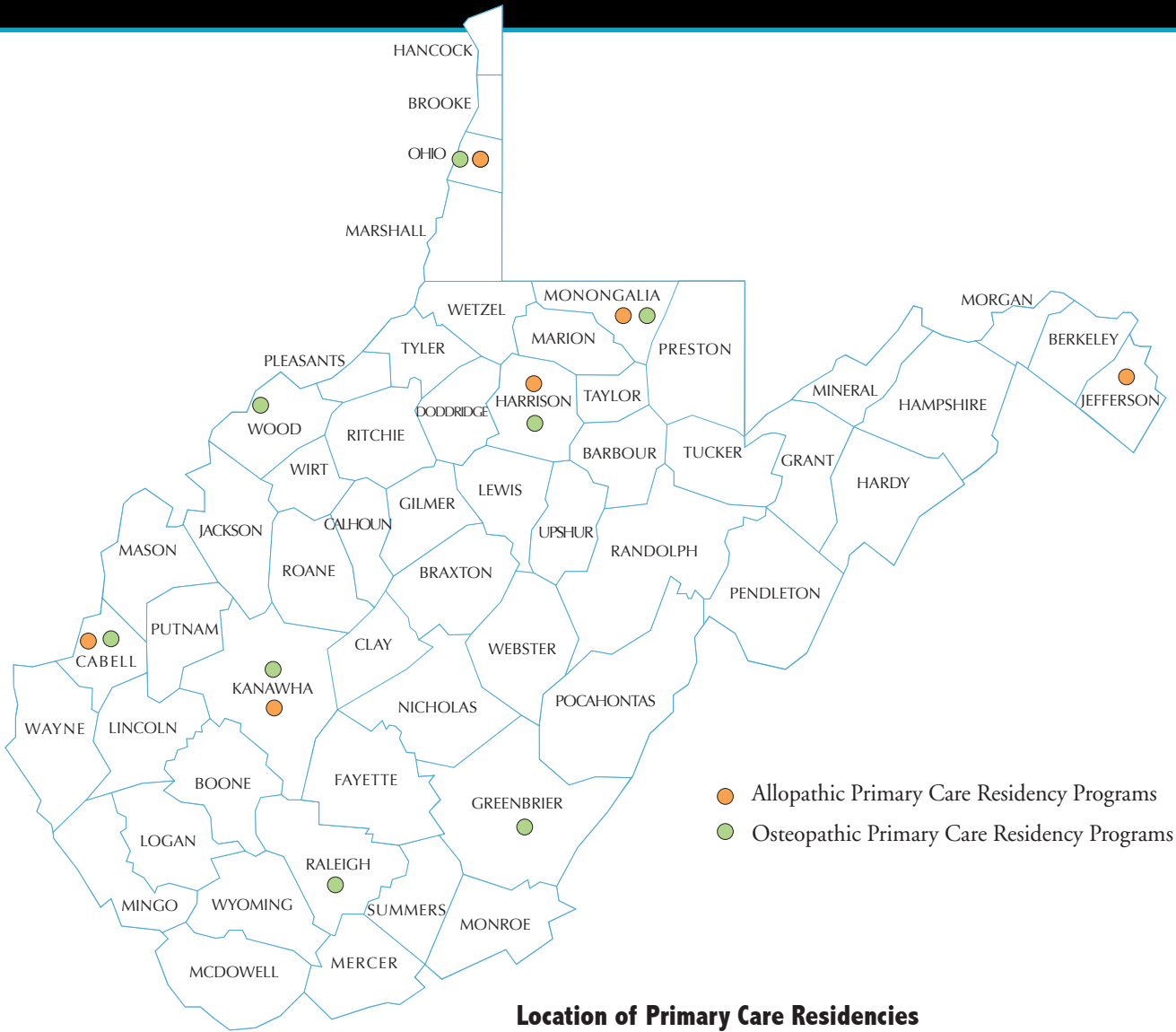
Location of Primary Care Residencies

Primary care residency programs are offered across West Virginia, however, these sites predominantly are hospital-based and located in more urban areas. Unique programs like the West Virginia University Rural Residency Program, the Marshall University-Lincoln Primary Care Center Program, and the state's first "teaching health center" at AccessHealth allow residents to spend all or a significant portion of their residency in a rural or underserved area. As part of more traditional programs, residents may spend a small percentage of their time practicing away from the main residency site such as in a rural health clinic or community health center.

Allopathic Primary Care Residency Programs:

Charleston Area Medical Center, Kanawha County

Marshall University School of Medicine, Cabell County

United Hospital Center, Harrison County

West Virginia University Hospital, Monongalia County

West Virginia University Rural, Jefferson County

Wheeling Hospital, Ohio County

Osteopathic Primary Care Residency Programs:

AccessHealth, Raleigh County

Cabell Huntington Hospital, Cabell County

Camden-Clark Memorial Hospital, Wood County

Charleston Area Medical Center, Kanawha County

Greenbrier Valley Medical Center, Greenbrier County

United Hospital Center, Harrison County

West Virginia University Hospital, Monongalia County

Wheeling Hospital, Ohio County

MEDICAL SCHOOL GRADUATE RETENTION

Retention denotes the number or percentage of West Virginia medical school graduates who remain in the state to practice. Retention is tracked annually for a 6-year cohort of medical school graduates who have completed residency training.

For retention data, primary care is defined as family medicine, internal medicine, internal medicine/pediatrics, obstetrics/gynecology, and pediatrics. Rural areas include all areas of the state, except: Beckley, Charleston (including South Charleston, Dunbar, Nitro, Institute, etc.), Clarksburg, Fairmont, Hurricane, Huntington (including Barboursville), Martinsburg, Morgantown (including Star City and Westover), Parkersburg (including Vienna), Weirton, and Wheeling. All numbers provided exclude Southern Regional Education Board contract students from the West Virginia School of Osteopathic Medicine with a contractual obligation to return to their home states following graduation.

Between 2001 and 2006, 1,179 graduates of the state's three medical schools have completed residency training, either in West Virginia or another state. Four hundred and fifty-three graduates (38 percent) now are practicing in West Virginia. About 10 percent (121) of graduates in this cohort are practicing in rural West Virginia and 22 percent (255) are practicing primary care in the state (either in a rural or urban location). These results are very similar to numbers reported over the last 25 years for West Virginia.

Although the percentages have remained rather flat, the actual number of graduates retained has increased respectably over the last 25 years. This increase is due largely to the growth in medical school class size at all three medical schools.

Number of West Virginia Medical School Graduates Retained, 1987-2006

● Practicing in West Virginia All Specialties ▲ Practicing in West Virginia Primary Care ■ Practicing in West Virginia Rural Areas

Number of West Virginia Medical School Graduates, 2001-2006, with Completed Training Practicing Primary Care or in Rural Areas

● Number in Practice in Primary Care in West Virginia

● Number in Practice in Rural Areas in West Virginia

Total Medical School Graduates, 2001-2006, Practicing in Rural Areas by County*in 2011

The presence of physicians in rural areas of the state is critical to ensuring rural communities local access to quality care. This map depicts the rural areas where the most recent cohort of West Virginia medical school graduates has elected to practice upon completing residency training. A total of 121 graduates are dispersed across the state.

* See the Appendix for more detailed information.

HANCOCK 0
BROOKE 0
OHIO 0
MARSHALL 1
WETZEL 0
MONONGALIA 0
MORGAN 1
BERKELEY 0
TYLER 3
MARION 0
PRESTON 4
MINERAL 2
HAMPSHIRE 1
JEFFERSON 2
PLEASANTS 0
DODDRIDGE 1
HARRISON 9
TAYLOR 2
GRANT 0
WOOD 5
RITCHIE 0
BARBOUR 1
TUCKER 1
HARDY 0
WIRT 0
LEWIS 4
UPSHUR 3
JACKSON 4
GILMER 2
RANDOLPH 8
PENDLETON 1
CALHOUN 1
MASON 3
ROANE 2
BRAXTON 0
PUTNAM 1
CLAY 1
WEBSTER 1
CABELL 1
KANAWHA 3
NICHOLAS 5
POCAHONTAS 2
WAYNE 2
LINCOLN 3
BOONE 4
FAYETTE 3
GREENBRIER 13
LOGAN 2
RALEIGH 3
SUMMERS 1
MONROE 1
MINGO 0
WYOMING 1
MERCER 13
MCDOWELL 0

Legend:
○ 0 - 1
○ 2 - 4
● 5+

Location of residency program provides illuminating retention data. For the 2006 class of West Virginia medical school graduates, 120 graduates went on to complete primary care residency programs (60 in-state and 60 out-of-state). Upon completing residency, 82 percent of the graduates who completed in-state primary care residencies were retained to practice, while only 7 percent of graduates who completed out-of-state primary care residencies returned to West Virginia to practice.

Retention Percent of West Virginia Medical Graduates, 2001-2006, Completing Primary Care Residencies, by Residency Location

Bar chart data:

Year	Completing in-state residency	Completing out-of-state residency
07	79	16
08	70	19
09	87	13
10	82	13
11	82	7

● Completing in-state residency
● Completing out-of-state residency

OTHER HEALTH SCIENCES PROGRAM GRADUATES

Medical school education is only one track of graduate-level health sciences education occurring in West Virginia. Dental, Advanced practice nursing, Pharmacy, and Physician Assistant programs among others are offered by various public and private institutions in the state. The data below provides an overview of some of these programs at public institutions.

Dentistry: West Virginia University

Upon completion of their education, some dental graduates enter practice immediately, while others pursue dental residencies, both in West Virginia and elsewhere. Several 2011 graduates have already begun practicing in West Virginia; however, it often may take a dentist several months from graduation to establish a practice. Additionally, the West Virginia Board of Dental Examiners reports 20 graduates of the class of 2011 have received a license to practice in West Virginia, which indicates that the number of graduates practicing in West Virginia should expand once graduates establish practices and/or complete residency.

Dentistry Program Graduates Retained, by Year of Graduation

	2011	2010	2009	2008	2007
Graduates	48	47	50	44	45
Practicing in West Virginia	6 (13%)	13 (28%)	21 (42%)	24 (55%)	17 (38%)

Pharmacy: West Virginia University

This report highlights the start of an emerging workforce issue in pharmacy. A decline has occurred in the number of West Virginia pharmacy graduates remaining in state to practice. This result likely is due to two convergent factors: an increasing number of graduates both nationally and in West Virginia, coinciding with a decline in the number of employment opportunities for pharmacists in West Virginia. Consequently, more graduates must leave the state in search of employment or to secure postgraduate residencies.

Pharmacy Program Graduates Retained, by Year of Graduation

	2011	2010	2009	2008	2007
Graduates	84	82	73	76	81
Practicing in West Virginia	39 (46%)	48 (59%)	47 (64%)	51 (67%)	52 (64%)

Nurse Practitioner:

West Virginia University

Family Nurse Practitioner Program Graduates Retained, by Year of Graduation

	2011	2010	2009	2008	2007
Graduates	42	48	27	31	20
Practicing in West Virginia	33 (79%)	42 (88%)	22 (81%)	19 (61%)	14 (70 %)

Marshall University

Family Nurse Practitioner Program Graduates Retained, by Year of Graduation

	2011	2010	2009	2008	2007
Graduates	28	26	16	23	18
Practicing in West Virginia*	-	-	-	-	-

*   Data on retention were not available for this report.

RURAL HEALTH EDUCATION PARTNERSHIPS PROGRAM

The West Virginia Rural Health Education Partnerships (RHEP) program was a state-funded rural health education initiative comprised of nine training consortia statewide, which coordinated community-based education and training. Fiscal Year 2011 was the final year of operation for the program. Beginning in Fiscal Year 2012, the state's three academic health centers located at Marshall University, the West Virginia School of Osteopathic Medicine, and West Virginia University, are managing their own rural health activities, with overall program oversight provided by the Higher Education Policy Commission.

Training Consortia Expenditures*, 2010-2011

CONSORTIA Lead Agency	EASTERN WVRHEC Grant Memorial Hospital	GORGE CONNECTION New River Health Association	KANAWHA VALLEY Cabin Creek Health Center	NORTHERN WVRHEC Tri-County Health Clinic
Administration	245,380	132,083	62,366	452,470
Education	32,586	50,249	63,999	49,585
Student/Resident Housing	36,599	34,229	8,749	67,844
Staff Travel	5,799	11,381	3,240	26,652
Community Service/Health Promotion	2,932	5,299	3,427	7,015
Recruitment and Retention	12,733	21,365	-	46,740
Property and Equipment	-	-	-	-
Subtotal RHEP Expenditures	$336,029	$254,606	$141,781	$650,306
Special Project Expenditures (Cardiac, WVGEC, Oral Health, Tobacco)	$8,406	$5,000	-	$15,792
TOTAL PROJECT COST (LESS:)	$344,435	$259,606	$141,781	$666,098
Income from Special Projects, Lead Agencies, etc.	$14,756	$5,000	-	$23,128
TOTAL RHEP GRANT	$329,679	$254,606	$141,781	$642,970

* Numbers reported are unaudited figures.

BUDGET CATEGORY DEFINITIONS

Administration	Total salaries, employee benefits, staff development, operating costs, and lead agency administrative costs. Operating costs include the expenses of the administrative offices and the Learning Resources Centers.
Education	On-site clinical director, annual honorarium, faculty development, IDS preparation and presentation, and graduate medical education.
Housing	Rent, lease, or mortgage expense, furnishings, utilities associated with the upkeep of student housing.
Travel	Travel expenses of the salaried RHEP staff listed under administration. Also may include mileage reimbursement to students and the expenses related to any vehicles purchased with RHEP funds.
Community Service/ Health Promotion	Costs associated with community health fairs, school-based activities, oral health screenings, career fairs, etc.
Recruitment/Retention	Expenses of recruiting and retaining preceptors, e.g., advertising, locum tenens expenses, signing bonuses, etc.
Property/Equipment	Equipment having an original cost of greater than $1000, and a useful life of more than one year.

SOUTHEASTERN EDUCATION Rainelle Medical Center Hospital	SOUTHERN COUNTIES WVU Research Corporation	WESTERN VALLEY - FT GAY Valley Health	WESTERN VALLEY - PT PLEASANT Pleasant Valley Hospital	WINDING ROADS Jackson General Hospital	TOTALS
167,888	164,274	60,888	117,615	77,932	**1,480,896**
39,036	22,435	49,200	24,648	13,806	**345,543**
40,405	17,419	6,600	7,369	15,120	**234,334**
7,159	6,968	258	2,735	4,329	**68,521**
844	101	-	-	80	**19,698**
-	-	-	-	315	**81,153**
-	(71)	-	-	-	**(71)**
$255,332	$211,126	$116,946	$152,367	$111,582	**$2,230,075**
$11,432	$3,000	$133	$8,004	$963	**$52,730**
$266,764	**$214,126**	**$117,079**	**$160,371**	**$112,545**	**$2,282,805**
$9,402	$3,000	-	$12,354	$2,748	**$70,388**
$257,362	**$211,126**	**$117,079**	**$148,017**	**$109,797**	**$2,212,417**

Functional Budget Breakdown

- Administration
- Education
- Housing
- Travel
- Community Service/Health Promotion
- Recruitment & Retention
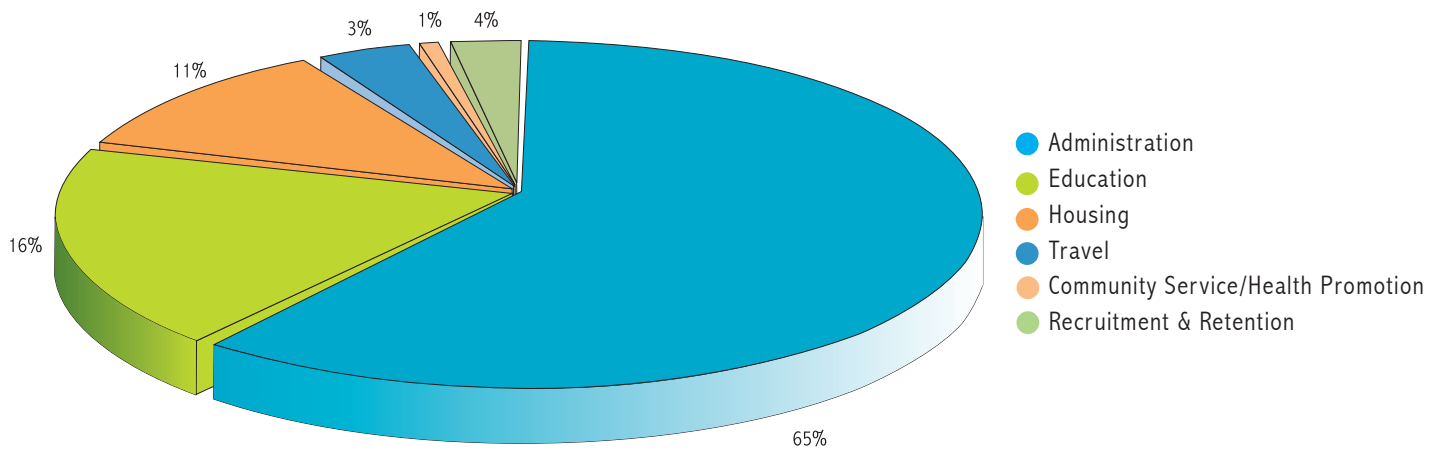
STUDENT ROTATIONS

During 2010-11, 877 field faculty (active rural practitioners who also teach students) participated in RHEP. These practitioners were located at 520 training sites across West Virginia. During the year, 1,445 health professions students completed rotations at one of these sites.

In the graphs below, medicine includes medical students and medical residents. Nursing includes nursing and nurse practitioner students. Allied health includes dental hygiene, medical technology, physician assistant, physical therapy, social work, and speech therapy programs.

Rural Health Education Partnerships Rotations by Year and Discipline, 2005-2011
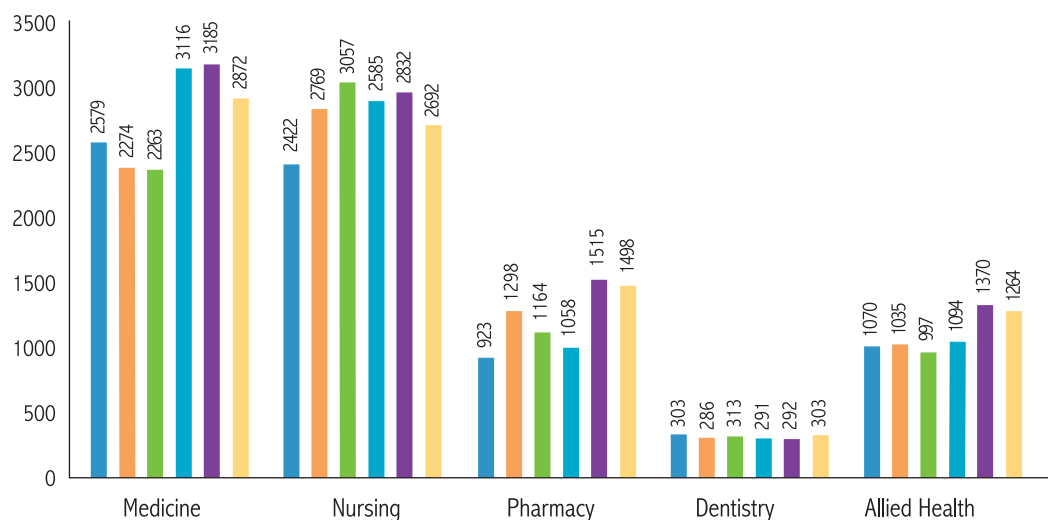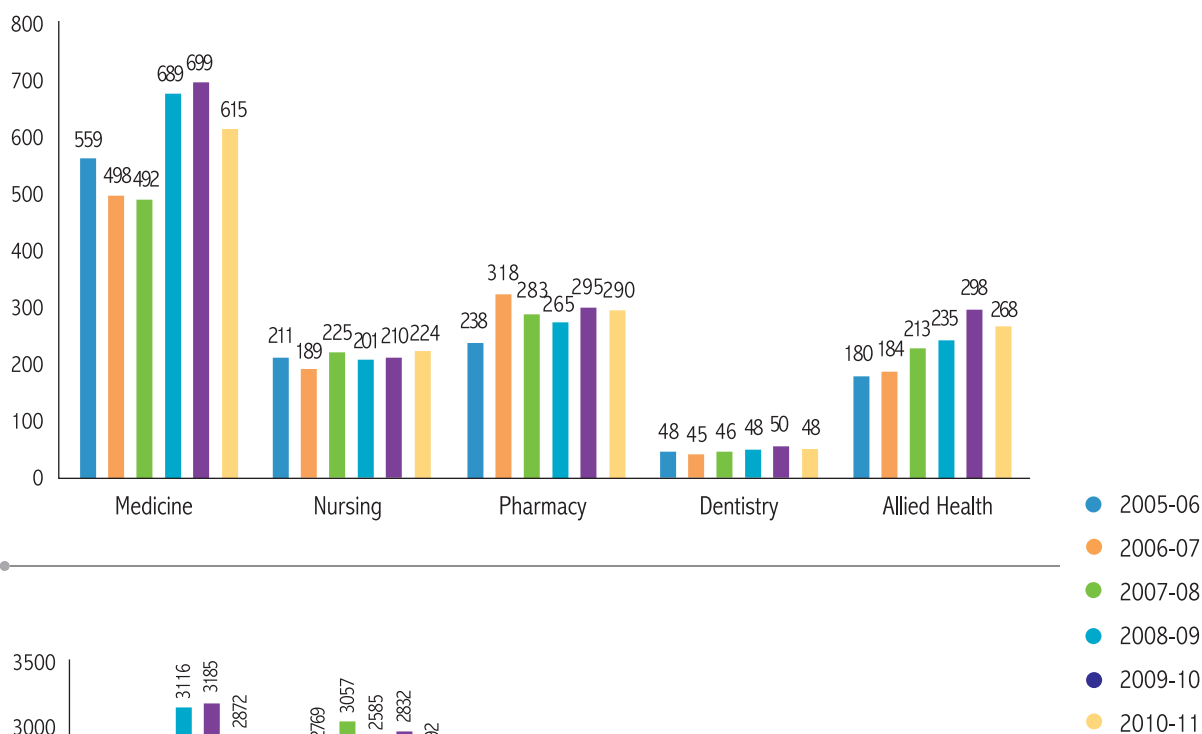
*   In 2011, allied health also included one Dietetics student (4 weeks).

Rural Health Rotations by School and Discipline
June 1, 2010 – May 31, 2011

School/Discipline	RHEP		Other Rural Sites	
	Student Rotations	Student Weeks	Student Rotations	Student Weeks
Alderson-Broaddus College	**62**	**188**	**0**	**0**
Physician Assistant				
Mountain State University	**127**	**514**	**9**	**34**
Nursing	1	12	0	0
Nurse Practitioner	4	15	1	2
Physician Assistant	122	487	8	32
Marshall University	**125**	**723**	**32**	**220**
Medicine	108	518	25	75
Medical Resident	0	0	2	88
Nursing	17	205	0	0
Nurse Practitioner	0	0	1	9
Speech Therapy	0	0	4	48
University of Charleston	**56**	**291**	**6**	**38**
Pharmacy				
Wheeling Jesuit University	**0**	**0**	**1**	**15**
Nurse Practitioner				
West Virginia School of Osteopathic Medicine	**305**	**1546**	**1071**	**3994**
Medicine	305	1546	1068	3979
Medical Resident	0	0	3	15
West Virginia University	**751**	**5068**	**79**	**395**
Dental Hygiene	21	125	0	0
Dentistry	48	303	3	17
Dietetics	1	4	0	0
Medical Resident	4	16	7	30
Medical Laboratory Science	31	96	5	13
Medicine	198	747	18	53
Morgantown	117	440	10	21
Charleston	71	267	2	8
Eastern Panhandle	10	40	6	24
Nurse Practitioner	48	381	38	243
Morgantown	23	189	19	113
Charleston	25	192	19	130
Nursing	137	1841	0	0
Pharmacy	234	1207	7	35
Physical Therapy	29	348	1	4
West Virginia Institute of Technology	**17**	**238**	**0**	**0**
Nursing				
Out-of-State Programs	**2**	**16**	**0**	**0**
Physician Assistant				
Total	**1,445**	**8,584**	**1,198**	**4,696**

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APPENDIX

Retention of West Virginia Medical School Graduates, by Graduation Year, 2001-2006

County	Number of Graduates in Practice	Number of Graduates in Practice in Rural Areas*	Number of Graduates in Practice in Primary Care**	County	Number of Graduates in Practice	Number of Graduates in Practice in Rural Areas*	Number of Graduates in Practice in Primary Care**
Barbour				**Calhoun**			
2001	0	0	0	2001	1	1	0
2002	0	0	0	2002	0	0	0
2003	1	1	1	2003	0	0	0
2004	0	0	0	2004	0	0	0
2005	0	0	0	2005	0	0	0
2006	0	0	0	2006	0	0	0
Berkeley				**Clay**			
2001	1	0	1	2001	0	0	0
2002	2	0	2	2002	1	1	1
2003	1	0	0	2003	0	0	0
2004	1	0	0	2004	0	0	0
2005	0	0	0	2005	0	0	0
2006	2	0	1	2006	0	0	0
Boone				**Doddridge**			
2001	0	0	0	2001	0	0	0
2002	1	1	1	2002	0	0	0
2003	1	1	1	2003	0	0	0
2004	2	2	2	2004	0	0	0
2005	0	0	0	2005	1	1	1
2006	0	0	0	2006	0	0	0
Braxton				**Fayette**			
2001	0	0	0	2001	1	1	1
2002	0	0	0	2002	0	0	0
2003	0	0	0	2003	0	0	0
2004	0	0	0	2004	2	2	2
2005	0	0	0	2005	0	0	0
2006	0	0	0	2006	0	0	0
Brooke				**Gilmer**			
2001	0	0	0	2001	0	0	0
2002	0	0	0	2002	2	2	2
2003	1	0	0	2003	0	0	0
2004	0	0	0	2004	0	0	0
2005	1	0	0	2005	0	0	0
2006	0	0	0	2006	0	0	0
Cabell				**Grant**			
2001	15	0	7	2001	0	0	0
2002	8	1	3	2002	0	0	0
2003	13	0	6	2003	0	0	0
2004	14	0	10	2004	0	0	0
2005	11	0	10	2005	0	0	0
2006	10	0	6	2006	0	0	0

County	Number of Graduates in Practice	Number of Graduates in Practice in Rural Areas*	Number of Graduates in Practice in Primary Care**	County	Number of Graduates in Practice	Number of Graduates in Practice in Rural Areas*	Number of Graduates in Practice in Primary Care**
Greenbrier				**Jefferson**			
2001	1	1	1	2001	0	0	0
2002	2	2	1	2002	0	0	0
2003	2	2	1	2003	1	1	1
2004	3	3	3	2004	0	0	0
2005	3	3	3	2005	1	1	1
2006	2	2	2	2006	0	0	0
Hampshire				**Kanawha**			
2001	0	0	0	2001	15	1	3
2002	1	1	0	2002	12	2	6
2003	0	0	0	2003	17	0	9
2004	0	0	0	2004	15	0	6
2005	0	0	0	2005	17	0	8
2006	0	0	0	2006	15	0	8
Hancock				**Lewis**			
2001	0	0	0	2001	1	1	1
2002	0	0	0	2002	0	0	0
2003	0	0	0	2003	1	1	1
2004	0	0	0	2004	0	0	0
2005	1	0	0	2005	0	0	0
2006	0	0	0	2006	2	2	2
Hardy				**Lincoln**			
2001	0	0	0	2001	1	1	1
2002	0	0	0	2002	1	1	1
2003	0	0	0	2003	0	0	0
2004	0	0	0	2004	0	0	0
2005	0	0	0	2005	1	1	1
2006	0	0	0	2006	0	0	0
Harrison				**Logan**			
2001	6	1	2	2001	0	0	0
2002	5	1	4	2002	1	1	0
2003	4	2	2	2003	1	1	1
2004	4	1	1	2004	0	0	0
2005	1	0	1	2005	0	0	0
2006	5	4	5	2006	0	0	0
Jackson				**Marion**			
2001	0	0	0	2001	2	0	1
2002	1	1	0	2002	0	0	0
2003	1	1	0	2003	3	0	1
2004	1	1	1	2004	1	0	1
2005	0	0	0	2005	0	0	0
2006	1	1	1	2006	0	0	0

County	Number of Graduates in Practice	Number of Graduates in Practice in Rural Areas*	Number of Graduates in Practice in Primary Care**	County	Number of Graduates in Practice	Number of Graduates in Practice in Rural Areas*	Number of Graduates in Practice in Primary Care**
Marshall				**Monongalia**			
2001	1	1	1	2001	13	0	2
2002	0	0	0	2002	8	0	3
2003	0	0	0	2003	20	0	7
2004	0	0	0	2004	11	0	3
2005	0	0	0	2005	12	0	4
2006	0	0	0	2006	16	0	7
Mason				**Monroe**			
2001	0	0	0	2001	0	0	0
2002	0	0	0	2002	0	0	0
2003	1	1	1	2003	1	1	1
2004	2	2	2	2004	0	0	0
2005	0	0	0	2005	0	0	0
2006	0	0	0	2006	0	0	0
McDowell				**Morgan**			
2001	0	0	0	2001	0	0	0
2002	0	0	0	2002	0	0	0
2003	0	0	0	2003	0	0	0
2004	0	0	0	2004	0	0	0
2005	0	0	0	2005	1	1	1
2006	0	0	0	2006	0	0	0
Mercer				**Nicholas**			
2001	3	3	3	2001	0	0	0
2002	1	1	1	2002	1	1	0
2003	2	2	1	2003	0	0	0
2004	1	1	1	2004	1	1	0
2005	4	4	2	2005	0	0	0
2006	2	2	2	2006	3	3	2
Mineral				**Ohio**			
2001	1	1	1	2001	4	0	1
2002	0	0	0	2002	4	0	0
2003	0	0	0	2003	4	0	2
2004	0	0	0	2004	3	0	2
2005	0	0	0	2005	2	0	1
2006	1	1	1	2006	7	0	3
Mingo				**Pendleton**			
2001	0	0	0	2001	0	0	0
2002	0	0	0	2002	0	0	0
2003	0	0	0	2003	0	0	0
2004	0	0	0	2004	0	0	0
2005	0	0	0	2005	1	1	1
2006	0	0	0	2006	0	0	0

County	Number of Graduates in Practice	Number of Graduates in Practice in Rural Areas*	Number of Graduates in Practice in Primary Care**	County	Number of Graduates in Practice	Number of Graduates in Practice in Rural Areas*	Number of Graduates in Practice in Primary Care**
Pleasants				**Ritchie**			
2001	0	0	0	2001	0	0	0
2002	0	0	0	2002	0	0	0
2003	0	0	0	2003	0	0	0
2004	0	0	0	2004	0	0	0
2005	0	0	0	2005	0	0	0
2006	0	0	0	2006	0	0	0
Pocahontas				**Roane**			
2001	0	0	0	2001	1	1	0
2002	0	0	0	2002	1	1	1
2003	0	0	0	2003	0	0	0
2004	0	0	0	2004	0	0	0
2005	2	2	1	2005	0	0	0
2006	0	0	0	2006	0	0	0
Preston				**Summers**			
2001	0	0	0	2001	0	0	0
2002	2	2	2	2002	0	0	0
2003	0	0	0	2003	0	0	0
2004	2	2	1	2004	0	0	0
2005	0	0	0	2005	0	0	0
2006	0	0	0	2006	1	1	1
Putnam				**Taylor**			
2001	2	0	1	2001	2	2	2
2002	2	0	1	2002	0	0	0
2003	4	1	4	2003	0	0	0
2004	1	0	1	2004	0	0	0
2005	1	0	1	2005	0	0	0
2006	1	0	1	2006	0	0	0
Raleigh				**Tucker**			
2001	5	0	3	2001	1	1	0
2002	3	1	2	2002	0	0	0
2003	7	1	6	2003	0	0	0
2004	1	0	1	2004	0	0	0
2005	1	1	1	2005	0	0	0
2006	1	0	1	2006	0	0	0
Randolph				**Tyler**			
2001	4	4	3	2001	3	3	3
2002	1	1	0	2002	0	0	0
2003	0	0	0	2003	0	0	0
2004	0	0	0	2004	0	0	0
2005	2	2	2	2005	0	0	0
2006	1	1	0	2006	0	0	0

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County	Number of Graduates in Practice	Number of Graduates in Practice in Rural Areas*	Number of Graduates in Practice in Primary Care**
Upshur			
2001	0	0	0
2002	0	0	0
2003	0	0	0
2004	1	1	1
2005	1	1	1
2006	1	1	1
Wayne			
2001	0	0	0
2002	0	0	0
2003	0	0	0
2004	1	1	1
2005	0	0	0
2006	1	1	1
Webster			
2001	0	0	0
2002	0	0	0
2003	0	0	0
2004	0	0	0
2005	0	0	0
2006	1	1	1
Wetzel			
2001	0	0	0
2002	0	0	0
2003	0	0	0
2004	0	0	0
2005	0	0	0
2006	0	0	0
Wirt			
2001	0	0	0
2002	0	0	0
2003	0	0	0
2004	0	0	0
2005	0	0	0
2006	0	0	0
Wood			
2001	1	0	0
2002	4	0	3
2003	6	1	4
2004	2	2	2
2005	3	1	3
2006	2	1	2

County	Number of Graduates in Practice	Number of Graduates in Practice in Rural Areas*	Number of Graduates in Practice in Primary Care**
Wyoming			
2001	0	0	0
2002	1	1	1
2003	0	0	0
2004	0	0	0
2005	0	0	0
2006	0	0	0

TABLE TOTALS			
Year	Number of Graduates in Practice	Number of Graduates in Practice in Rural Areas*	Number of Graduates in Practice in Primary Care**
2001	85	23	38
2002	65	22	35
2003	92	17	50
2004	69	19	41
2005	67	19	43
2006	75	21	48
TOTAL	**453**	**121**	**255**

*   Rural areas exclude graduates practicing in: Beckley, Charleston (including South Charleston, Dunbar, Nitro, Institute, etc.), Clarksburg, Fairmont, Huntington (including Barboursville), Hurricane, Martinsburg, Morgantown (including Star City and Westover), Parkersburg, (including Vienna), Weirton, and Wheeling.

** Primary Care is defined as family medicine, internal medicine, internal medicine/pediatrics, pediatrics, and obstetrics/ gynecology.

**West Virginia Higher Education
Policy Commission**

DIVISION OF HEALTH SCIENCES
1018 Kanawha Boulevard, East, Suite 700
Charleston, West Virginia 25301

West Virginia Higher Education Policy Commission
Meeting of February 17, 2012

ITEM: Approval of Institutional Compact Updates

INSTITUTIONS: Bluefield State College, Concord University, Fairmont State University, Glenville State College, Marshall University, Shepherd University, West Liberty University, West Virginia State University, and West Virginia University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the institutional compacts for Bluefield State College, Concord University, Fairmont State University, Glenville State College, Marshall University, Shepherd University, West Liberty University, West Virginia State University, and West Virginia University that have been developed in conjunction with the Higher Education Policy Commission master plan, *Charting the Future, 2007-2012.*

STAFF MEMBER: Kathy Butler

BACKGROUND:

In conjunction with the adoption of a new master plan, *Charting the Future, 2007-2012*, the Commission initiated a process in 2007 for each institution to develop a compact that would further institutional advancement and demonstrate commitment to the goals of the master plan.

Each institution was to prepare a compact that reported on a number of core and elective elements, with 2007-08 as the first reporting year. In the compact, the institution was to establish goals and strategies for goal attainment relating to the compact elements for each year of the master plan reporting period. Beginning in 2009, each institution was to annually update its compact over the course of the planning cycle, after being given an opportunity to do a one-time revision of its compact goals. In the annual compact update, which was due by October 1, the institution was to respond to the elements in the statewide compact document, summarize significant developments, and indicate progress toward achieving goals.

A team of Commission staff and consultants evaluated the 2011 compact updates and prepared a report of its findings that is included in this agenda item.   All institutions submitted update reports by the October 1 deadline.

Team Recommendations:

For each compact update the evaluation team has provided (1) team recommendations and comments on each institutional report, and (2) a chart that summarizes institutional goals on the first five elements of each compact.   These elements - enrollment, retention rates, graduate rates, degree production, and degree production in STEM and health fields - include numerical indicators that measure institutional progress for the remainder of the compact reporting period.

The evaluation team recommends approval of the compacts for Bluefield State College, Concord State University, Fairmont State University, Glenville State College, Marshall University, Shepherd University, West Liberty University, West Virginia State University, and West Virginia University.

Bluefield State College

Progress on compact elements:

- Bluefield State College's 2010-2011 headcount enrollment of 2,063 has exceeded the target goal for 2012-2013 with a 14.3 percent increase in enrollment since 2007-2008. Annualized FTE is also above the annual goal with a 7.2 percent increase from the previous year.

- Though slightly below the annual goal, the 61 percent first to second year retention rate has steadily increased for three years.

- Though the percentage of terminally-degreed faculty dropped slightly to 63.49 percent from the previous year, Bluefield State College anticipates filling vacated positions with terminally degreed faculty. A comprehensive plan needs to be developed to recruit and retain quality faculty so that national faculty involvement and recognition can be achieved.

- Bluefield State College is to be commended for its academic program accreditation. According to submitted documentation, all eligible academic programs hold program accreditation with their specialty organizations.

- Bluefield State College consistently shows progress in reaching their technology goals. Use of the course management system has increased, more faculty have been trained, units have been consolidated and additional staffing has been provided to make this emphasis successful.

Areas requiring institutional attention:

- The institution needs to fully implement the use of the Banner enrollment management module as planned. This tool can be very effective when personnel are properly trained and the tool is used effectively. The 2012 update should include a timeline for full implementation, status of implementation, and the details on the success of the efforts.

- Bluefield State College is planning to implement a number of initiatives to increase retention. The team is interested to hear in the next update the institution's progress in the following initiatives: advisor training, early alert system implementation, use of tutors and Smarthinking, academic recovery class, and the use of the TRIO project to support adult students. Additionally, the team is interested in hearing about the impact of DegreeWorks on graduation rate.

- Bluefield State College has not met their STEM degree production goals any year since the base year though they experienced a 4.8 percent increase from 2009-2010.

The Thurgood Marshall STEM migration and retention grant should help with retention and completion of STEM majors since research experiences are known to increase completion. The 2012 update should include an update on these efforts.

- Licensure pass rates for PRAXIS II Content Areas have shown significant improvement since 2006-2007. Pass rates for Radiologic Technology are commendable at 100 percent. However, licensure pass rates for nursing have declined from the previous year to 79.2 percent. The 2012 update should report on how to better prepare students for the licensure exams.

- Though the institution has shown progress in building an effective assessment system, the evaluation team recommends that training be provided to faculty on effective use of the assessment system. In the 2012 update, the institution should report on its progress to not only collect assessment data but also utilize data in program assessment, review, and curriculum revision.

- Programs of distinction have been identified that can provide a niche for the institution. Information on what has been done internally to enhance and support the programs of distinction should be included in the annual update.

- Bluefield State College is to be commended on finding ways to provide students with global awareness opportunities both on and off the college campus. The 2012 update should also include details on how internationalism and globalization are being integrated throughout the curriculum.

- Two hundred forty-seven (247) minority students were enrolled at Bluefield State College in Fall 2010. The 2012 update should include details regarding services that are being provided in an effort to retain and promote success among under-represented students and the success of these efforts.

- Bluefield State College appears to have a variety of diversity-focused activities in educating the campus about diversity, recruiting a diverse student body and integrating the diversity into the curriculum. In the 2012 update, the evaluation team would be interested in hearing about the campus-based Diversity Committee and the accountability process that link the activities of the group with Bluefield State College's Strategic Plan.

Evaluation Team recommendation:

- Approval of the 2011 compact update.

Institutional Compact Reports, 2007-2012 with Goals

Bluefield State College	Base Year		Goals				
Measure	**2007-2008**	**Year 1 Actual**	**Year 2 Actual**	**Year 3 Actual**	**Year 3 2010-11**	**Year 4 2011-12**	**Target Year 5 2012-13**
1a Total Fall Headcount Enrollment*	1,804	1,868	1,989	2,063	1,858	1,876	1,894
1b Annualized FTE Enrollment*	1,617	1,647	1,746	1,872	1,636	1,652	1,667
2a 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	60	58	61	61	62	63	64
2b Avg Retention Rate of Institution Peers (median)*	63.5	66.5	63.9	62	N/A	N/A	N/A
3a Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	27	25	24.0	25	27	29	31
3b Graduation Rates, including those transferring out and completing degrees at other institutions**	24.1	22.2	14.5	14	27	29	31
3c Avg Graduation Rate of Peers (Median)*	34.5	36	34.6	31	N/A	N/A	N/A
4 Degree Production**							
Certificate							
Associate	86	92	91	60	96	96	96
Bachelor	220	207	262	235	256	259	262
Masters							
1st Professional							
Doctoral							
Total Degrees	329	299	353	295	352	355	358
5 Number of undergraduate degrees in STEM & Health Fields***	177	194	76	77	205	211	216

* IPEDS data

** HEPC data

*** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +" and "Technology."

Concord University

Progress on compact elements:

- The 2010-2011 student headcount (2,822) declined slightly from the previous year at Concord University yet the annualized FTE showed a slight increase over the same time period. A commitment to the RBA Today program has evidenced itself in increased enrollment in that program.

- Concord University has implemented a number of student success strategies to enhance freshman to sophomore retention and these strategies appear to be very successful. First to second year retention has increased slightly from 63 percent in 2009-2010 to 65 percent in 2010-2011.

- Graduation rates increased from 32.9 percent to 39 percent for bachelor degree, first-time, full-time students, exceeding the average of peer institutions (37.5 percent). Structures such as a graduation fair and an academic support center have been put in place at Concord University to assist students toward graduation.

- Total degree production exceeded Concord's annual goal, increasing from 358 in the previous year to 428 degrees awarded in 2010-2011.

- The percentage of full-time faculty with terminal degrees has continued to increase from 63 percent of faculty holding terminal degrees in 2007 to 69 percent of faculty holding terminal degrees in 2010.

- Concord University is to be commended for implementing assessment strategies whose results have driven curriculum changes, identification of student needs, adjustments in course scheduling, and revisions in student support services.

- The comprehensive approach that Concord University has taken to enhancing global awareness is commendable. Opportunities are made for students to study abroad, faculty travel is supported, and articulation agreements with international institutions of higher education. Once integrated fully into the curriculum, the approach may serve as an example for other four-year institutions.

- Concord University has made progress toward meeting their goal of creating high impact STEM experiences for undergraduates. The university has upgraded and improved laboratory and equipment infrastructure in support of STEM programs. Because of this, increasing STEM degrees are expected with Spring 2013 and 2014 graduations.

- The University is to be commended for its work in providing educational service to adults. Efforts in the areas of RBA Today, Veterans Initiative, distance education, and continuing education courses for adults are outstanding.

- Concord University has initiated a large number of civic engagement and community service activities that are available for student participation. It is commendable that these activities are not limited to the Concord University campus but rather extend to include the Beckley area as well. Additionally, several service learning courses have been developed and have been integrated into the curriculum.

Areas requiring institutional attention:

- Though Concord University fell short of reaching its goal of 81 in STEM degree production, the institution awarded 69 STEM field degrees in 2010-2011, increasing from 62 STEM field degrees awarded in 2009-2010. The 2012 update should include a progress update on each of the institutional strategies utilized to increase STEM field enrollment and degree production.

- PRAXIS rates continue to be near or above 90 percent in most areas; however, the low enrollment areas of general science, health, art, and mathematics should be examined and efforts put in place to enhance student success. Social work graduates achieved a pass rate of 80 percent while athletic training students boasted a commendable 100 percent pass rate. The 2012 update should include details of the strategies implemented to assist students in low passage-rate areas.

- While Concord University has a number of programs that are accredited, the University is exploring accreditation in the areas of chemistry, art, music, recreation tourism management, and business. The evaluation team looks forward to hearing about these discussions and efforts to seek accreditation in each of these programs.

- Concord University is to be commended for utilizing financial aid data to identify patterns and trends and making appropriate adjustment based upon that data in order to become more efficient and effective and better meet the needs of their students. The 2012 update should include measurements to determine if the new strategies being put in place are achieving the desired results.

- Though clearly identified as programs of distinction, it is unclear what commitment of resources that Concord University has made to enhance and strengthen the identified programs. The 2012 update should provide information relative to demonstration of the institutional commitment to enhancing these programs.

Evaluation Team recommendation:

- Approval of the 2011 compact update.

Institutional Compact Reports, 2007-2012 with Goals

Concord University	Base Year		Goals				
Measure	2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 3 2010-11	Year 4 2011-12	**Target Year 5 2012-13**
1a Total Fall Headcount Enrollment*	**2,735**	**2,812**	**2,882**	**2,822**	**2,865**	**2,895**	**2,920**
1b Annualized FTE Enrollment*	**2,611**	**2,611**	**2,729**	**2,789**	**2,722**	**2,750**	**2,774**
2a 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	**61******	**64**	**63**	**65**	**64**	**65**	**66**
2b Avg Retention Rate of Institution Peers (median)*	**66.0**	**68.5**	**67.1**	**64**	**N/A**	**N/A**	**N/A**
3a Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	**38**	**32**	**32.9**	**39**	**34**	**35**	**36**
3b Graduation Rates, including those transferring out and completing degrees at other institutions**	**39.5**	**29**	**36.9**	**38.0**	**40.0**	**41.0**	**41.0**
3c Avg Graduation Rate of Peers (Median)*	**36.0**	**37**	**37.2**	**37.5**	**N/A**	**N/A**	**N/A**
4 Degree Production**							
Certificate							
Associate	2	1					
Bachelor	350	400	336	401	376	383	390
Masters	27	24	22	27	30	31	32
1st Professional							
Doctoral							
Total Degrees	379	425	358	428	406	414	422
5 Number of undergraduate degrees in STEM & Health Fields***	**75**	**61**	**62**	**69**	**81**	**83**	**85**

* IPEDS data

** HEPC data

*** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +"' and "Technology."

**** Changed from 71% due to a data correction.

Fairmont State University

Progress on compact elements:

- Fairmont State University exceeded its 2010-2011 enrollment goal of 4,599 with a fall enrollment headcount of 4,709, showing an increase from the previous year. Likewise, the annual FTE of 3,907 was an increase from the previous year (3,830) and above the university's annual goal.

- Retention rates improved from 60 percent in the previous year to 63 percent in 2010-11, yet remains below that of its peers.

- The graduation rate at Fairmont State University declined slightly to 35 percent yet remains above the institutional peer average. Audit timelines, transfer advisors, and specific graduation-enhancing strategies may aid in raising the graduation rate for future years.

- Fairmont State University is to be commended on making effective use of assessment data, analyzing it and using that data to prompt program changes and inform decision-making.

- During the 2010-2011 academic year, over 3,000 Fairmont State University students participated in one or more service learning or community service activities. The University achieved "Honor Roll Distinction" on the 2010 President's Higher Education Community Service Honor Roll which recognizes colleges and universities for exemplary, innovative, and effective community service programs.

Areas requiring institutional attention:

- Fairmont State University has instituted a number of strategies to enhance enrollment including partnerships and articulation agreements with international institutions, encouraging students to participate in the RBA Today program, hiring an "articulation coordinator," and other ambitious strategies. In the 2012 update, the evaluation team looks forward to hearing about the success of the strategies implemented.

- Though an increase is evidenced in the number of associate degrees awarded, there was a decrease in the number of bachelor and masters degrees awarded. Degree production was down from the previous year and below the annual goal. The 2012 update should address what strategies the university is utilizing to address this drop in degree production and the efficacy of those strategies.

- STEM degree production goal has steadily decreased during the compact period. 142 STEM degrees were awarded in 2010-2011, below the goal of 186. The 2012

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update should include an analysis of the reasons for the steady drop in STEM production and determine strategies to address the decline.

- Though low participation was found in several content area fields where the licensure pass rate was also low, the evaluation team looks forward to seeing the results of student involvement in the intervention courses and workshops that have been put in place recently. This should be included in the 2012 update.

- Fairmont State University has a number of programs that may be accredited and efforts are underway to assure that other programs achieve accreditation. In addition to listing the programs that are currently accredited and/or seeking accreditation, the 2012 update should also identify those programs for which accreditation is available but the university has chosen not to seek at this time.

- Fairmont State University does not appear to have met its two goals related to technology: utilizing virtual classroom technology in all courses and expanding the number and type of courses offered completely online. The 2012 update should address what has been accomplished and what strategies are planned relative to these goals.

- The Bachelor of Science in Accounting and Bachelor of Science in Occupational Safety programs have been identified as programs of distinction. The 2012 update should include the guidelines used for selection of these programs and information on what is being done to enhance these programs of distinction.

- The university is forging international partnerships with colleges and universities that will provide Fairmont State University students with a variety of opportunities. The evaluation team looks forward to hearing about the successes of student involvement in these partnerships and also on the progress the university is making to integrate international/global awareness into the academic curriculum across the institution.

Evaluation Team recommendation:

- Approval of the 2011 compact update.

Institutional Compact Reports, 2007-2012 with Goals

Fairmont State University		Base Year		Goals				
Measure		2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13
1a	Total Fall Headcount Enrollment*	4,464	4,547	4,574	4,709	4,599	4,645	4,692
1b	Annualized FTE Enrollment*	3,763	3,763	3,830	3,907	3,877	3,916	3,955
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	64	62	60	63	62	63	63
2b	Avg Retention Rate of Institution Peers (median)*	63	66.5	65.9	67	N/A	N/A	N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	44	41	37.0	35.0	36	37	38
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	41.1	40.0	38.1	36.8	40	40	40
3c	Avg Graduation Rate of Peers (Median)*	36.5	32	35.4	33.5	N/A	N/A	N/A
4	Degree Production**							
	Certificate							
	Associate	78	107	97	113	83	85	90
	Bachelor	671	645	616	559	680	685	690
	Masters	65	85	121	85	68	68	70
	1st Professional							
	Doctoral							
	Total Degrees	814	837	834	757	831	838	850
5	Number of undergraduate degrees in STEM & Health Fields***	183	155	150	142	186	187	188

* IPEDS data

** HEPC data

*** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +"' and "Technology."

Glenville State College

Progress on compact elements:

- Glenville State College is making noteworthy progress toward meeting its enrollment and FTE goals. The 2010-11 fall headcount enrollment of 1,827 was an increase of 26.8 percent over the 2007-08 base year enrollment. Likewise, the annualized FTE enrollment increased by 15.7 percent over the base year to a high of 1,383 in 2010-11.

- Though below the annual goal set by Glenville State College, both associate degree production (36) and baccalaureate degree production (161) increased over the previous year's totals. The college has taken aggressive measures to implement strategies that should enhance degree production.

- Glenville State College has exceeded its original goal relative to technology. Online courses offerings during the fall-spring semesters increased from 23 in 2007 to 81 in 2010-11. Online courses offered in the summer increased from 14 in 2007 to 34 in 2010. Smartboards have been installed in classrooms and hardware/software upgrades have been made in many subject-specific courses.

- Glenville State College is to be commended on raising its percentage of tenured and tenure-track faculty to 71 percent; 59 percent of all faculty are terminally degreed. Implementing faculty incentives, salary packages, and professional development may help attract and retain terminally degreed faculty at the institution.

- The Hidden Promise Project continues to provide an outstanding outreach and service to public schools and prospective students. Additionally, Teacher Education continues to partner with public schools through the Professional Development School partnerships and other activities.   Demonstrations and workshops are conducted for public schools through the Mathematics and Science Department.

- Glenville State College is making progress in diversifying its student population. The challenge will be to provide enough support for each "area of diversity" and to develop and sustain a culture of support for diversity.

- Glenville State College has provided additional resources for two of its programs of distinction and enhanced recruitment efforts for all its programs of distinction (Teacher Education, Criminal Justice, and Natural Resource Management) and has begun a funding campaign to establish an endowed chair for Land Resources.

Areas requiring institutional attention:

- Glenville State College has increased headcount and FTE enrollment through increased emphasis on the RBA Today program, ROTC, the creation of a criminal

justice center, and other programs focused on enrollment-building. The 2012 update should include an analysis of data on the success of each of these strategies and how each contributes to the increased enrollment group.

- The implementation of a number of retention strategies such as establishing the College Completion Center, using discipline based-organizations for retention, and the use of DegreeWorks, is commendable though the institutional retention rate dropped from 58 percent in the previous year to 56 percent. The evaluation team looks forward to seeing how the college is going to measure and analyze the success of each strategy employed.

- The Glenville State College graduation rate of 28 percent is slightly improved from the previous year but remains below the graduation rate of its peers. The evaluation team is interested in knowing how the awarding of associate degrees impacts the continuance of a student from a two-year program into a four-year program.

- Much emphasis has been placed on working with public schools with the JASON project in an effort to raise STEM degrees at the college. While the impact of this work on STEM degree production may not be felt for many years, Glenville State College may need to consider placing an increased emphasis on building and supporting STEM programs at the college. The 2012 update should include an evaluation of the efficacy of the strategies that have been employed to address this goal.

- Both the PRAXIS PLT and PRAXIS Elementary Education Content Area pass rates have been consistently low for the last three years; it is essential that the program is reviewed for alignment with the PRAXIS goals and objectives. Pass rates for social studies, mathematics, and physical education are an issue for concern. The 2012 update needs to address specific action plans to address any deficiencies in licensure pass rates.

- Assessment-gathering instruments and sources appear to be in place. It will be essential that the assessment data is utilized for program improvement and enhanced student learning. Documentation of assessment data use should be reported in the 2012 update.

- The Business and Music programs need to be accredited in order to remain competitive though this may require an infusion of resources. Pursuing accreditation was one of the criteria upon which the Higher Education Policy Commission approved the Bachelor of Arts in Music program. The college needs to report its progress in moving toward accreditation in the 2012 update.

Evaluation Team recommendation:

- Approval of the 2011 compact update.

Institutional Compact Reports, 2007-2012 with Goals

Glenville State College	Base Year		Goals				
Measure	2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13
1a Total Fall Headcount Enrollment*	**1,441**	**1,443**	**1,721**	**1,827**	**1,576**	**1,651**	**1,726**
1b Annualized FTE Enrollment*	**1,195**	**1,196**	**1,293**	**1,383**	**1,330**	**1,397**	**1,464**
2a 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	**51**	**58**	**56**	**58**	**60**	**60.5**	**61**
2b Avg Retention Rate of Institution Peers (median)*	**67.0**	**66.5**	**68.4**	**65**	N/A	N/A	N/A
3a Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	**32**	**27**	**27.5**	**28**	**27**	**28**	**29**
3b Graduation Rates, including those transferring out and completing degrees at other institutions**	**31.9**	**37.9**	**32.8**	**33.1**	**34**	**34.5**	**35**
3c Avg Graduation Rate of Peers (Median)*	**38.5**	**40**	**39.6**	**36.5**	N/A	N/A	N/A
4 Degree Production**							
Certificate			**15**				
Associate	**30**	**31**	**29**	**36**	**36**	**39**	**42**
Bachelor	**188**	**174**	**132**	**161**	**183**	**186**	**189**
Masters							
1st Professional							
Doctoral							
Total Degrees	**218**	**205**	**176**	**197**	**219**	**225**	**231**
5 Number of undergraduate degrees in STEM & Health Fields***	**69**	**69**	**52**	**45**	**84**	**88**	**92**

* IPEDS data

** HEPC data

*** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +"' and "Technology."

Marshall University

Progress on compact elements:

- Both headcount enrollment and annualized FTE exceeded goals for the year with a fall headcount enrollment of 14,192 and an annualized FTE of 11,921. The university experienced a 3.01 percent increase in headcount from the previous year.

- Marshall University is to be commended for conscientiously adhering to the Series 23 guidelines regarding conditional admission, conditionally enrolling only 8.37 percent of total freshman enrollment in Fall 2011.

- Though the first to second-year retention rate of 70 percent dropped slightly from 71 percent for the previous three years, the university is utilizing several strategies to address the issue including supplemental instruction. The Student Retention and Success Plan provides a plethora of resources for students to enhance student success.

- Overall degree production increased from the previous year to a total of 2,481 degrees conferred in 2010-11 (the same as the base year 2007-2008), exceeding the annual goal for each degree area except associate degrees.

- Marshall University exceeded its STEM degree goal, conferring 442 STEM field degrees during 2010-11. The number of STEM degrees conferred increased this year to the highest year during the compact cycle. This represents a 16 percent increase from the base year, 2007-08.

- The assessment efforts at Marshall University are comprehensive and effective. Sources of assessment data vary across the institution yet combine to produce an inclusive program of assessment upon which informed decisions can be made.

- The Center for International Programs is leading a focused effort to increase internationalization at Marshall University, including internationalizing the curriculum. Opportunities for student exchanges and study abroad opportunities are afforded to students.

- Marshall University has 68.5 percent of their students that meet the definition for "disadvantaged" and 74.2 percent of undergraduate students qualify for financial aid. The minority student population has increased to 8.5 percent, exceeding the statewide average minority population.

- MU-ADVANCE, a program that works to recruit and retain female faculty in STEM disciplines, serves as an effective resource for Marshall University to meet the workforce needs of the university.

- Marshall University is to be commended for its commitment to the integration of instructional technology. Online enrollments have increased from 11,549 in 2009-10 to 12,474 in 2010-11, online courses have increased from 440 in the previous year to 500 in 2010-11, multiple opportunities have been made for faculty training, 35 FTE staff support instructional technology, and implementation efforts are regularly assessed.

Areas requiring institutional attention:

- While graduation rates remain steady at 46 percent, Marshall University's graduation rate is slightly below its institutional goal and falls below the peer graduation rate of 49 percent. The 2012 update should include data on the tracking of student progress toward graduation and the success of the many retention strategies that have been implemented.

- Though it was noted in the compact update that the university revised its enrollment goals for years four and five, the compact process does not provide for goals to be revised during the five-year compact reporting cycle. The 2012 update should align itself with the previously established and approved enrollment goals for Marshall University.

- Though research funding for 2010-11 appears to be approximately $10M below the previous year, Marshall University has developed an internally-funded pilot grant program to help faculty become prepared for obtaining competitive research awards. It is unclear what the annual research funding goal is for the reporting period. The 2012 update should include a clear description of goals, strategies used to increase external funding, and results of those efforts.

- While Marshall University appears to have met or exceeded the 80 percent pass rate for licensure, pass rates for each PRAXIS content area were not included in the update. The 2012 update should include pass rates for each content area for PRAXIS in addition to the PLT PRAXIS pass rates. Pass rates for each year of the compact reporting cycle should also be included as well as licensure pass rate information for every program offered at the university for which there is a licensure exam.

- As a part of the normal program review cycle, Marshall University is exploring accreditation for areas where it is beneficial and prudent to do so. The evaluation team would like the 2012 update to include the results of campus discussions regarding programs currently lacking accreditation.

Evaluation Team recommendation:

- Approval of the 2011 compact update.

Institutional Compact Reports, 2007-2012 with Goals

Marshall University		Base Year						
Measure		2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13
1a	Total Fall Headcount Enrollment*	**13,808**	**13,573**	**13,776**	**14,192**	**13,959**	**14,198**	**14,476**
1b	Annualized FTE Enrollment*	**11,706**	**11,582**	**11,492**	**11,830**	**11,726**	**11,926**	**12,160**
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	**71**	**71**	**71**	**70**	**72**	**73**	**74**
2b	Avg Retention Rate of Institution Peers (median)*	**72.5**	**74**	**74.5**	**73.5**	**N/A**	**N/A**	**N/A**
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	**40**	**44**	**46.0**	**46**	**47**	**48**	**49**
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	**46**	**46.7**	**48.4**	**46.6**			
3c	Avg Graduation Rate of Peers (Median)*	**48**	**50**	**47.6**	**49**	**N/A**	**N/A**	**N/A**
4	Degree Production**							
	Certificate							
	Associate	**100**	**111**	**69**	**91**	**100**	**100**	**100**
	Bachelor	**1,450**	**1,400**	**1,358**	**1,393**	**1,359**	**1,389**	**1,416**
	Masters	**872**	**885**	**893**	**902**	**840**	**830**	**820**
	1st Professional	**42**	**50**	**0**	**83**	**58**	**65**	**72**
	Doctoral	**17**	**15**	**78**	**95**	**20**	**20**	**20**
	Total Degrees	**2,481**	**2,461**	**2,398**	**2,481**	**2,377**	**2,404**	**2,428**
5	Number of undergraduate degrees in STEM & Health Fields***	**375**	**395**	**414**	**407**	**390**	**377**	**420**

* IPEDS data

** HEPC data

*** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +"' and "Technology."

Marshall University   P a g e | **3**

Shepherd University

Progress on compact elements:

- Though headcount enrollment was shy of the 2010-11 goal (4,234 vs. 4,304 goal), the annualized FTE met and exceeded its goal for the same period (3,705 FTE vs. 3,670 FTE goal). Additional articulation agreements, recruitment, marketing, and implementation of retention and success strategies are being used to sustain institutional enrollment.

- The 2010-11 graduation rate of 43 percent exceeded the five-year graduation rate goal for Shepherd University though it dropped slightly from the previous year. Shepherd University's graduation rate greatly out-ranks the 34.5 percent average graduation rate of its peers.

- Degree production decreased for both baccalaureate and master degree categories at Shepherd University, with a total degree production decline of 56 degrees since the 2009-10 year. Though the institution experienced a decline in degree production, Shepherd University still exceeded its own goal for "total degrees awarded" in 2010-11.

- All teacher education programs at Shepherd University except Art (78 percent) met or exceeded the 80 percent pass rate for teacher education programs. Corrective strategies are in place to address areas where licensure pass rates might be a concern.

- Shepherd University is to be commended on its assessment of student learning. Assessment facilitators have been identified for all academic departments and produce annual assessment plans and reports. Each plan identifies not only goals but also assessment strategies, measurements, and plans for improvement. Areas other than academics are also involved in assessment efforts with changes made based upon assessment results.

- Shepherd University has demonstrated an institutional commitment to enhancing instructional technology. Additional staff has been hired, technology training has increased, and additional technology has been made available to faculty.

- Shepherd University exceeded its annual goal for external funding, raising more than $5M through a comprehensive campaign. While increasing the amount of grant money acquired by the university, funding for research has been only partially successful, based upon the awards received. Submissions have been more diverse but success appears to be primarily limited to non-state/local agencies.

- A high percentage (84.8) of faculty hold terminal degrees in their field of specialization. All faculty vacancy advertisements state the requirement of a terminal degree or ABD.

- Shepherd University met and exceeded its goals for service learning for 2010-11. A number of courses contain a service learning component and various university-sponsored activities are provided for student involvement.

- First to second-year retention improved from 66 percent to 70 percent over the previous year and exceeded the peer retention rate average of 64.5 percent. In the 2012 update, the evaluation team will be interested to hear about the success of using the new reporting software, RETAIN, as well as the Student Success Committee's report.

Areas requiring institutional attention:

- Shepherd University saw a decline from 158 to 143 STEM degrees awarded during the 2010-11 compact period and fell shy of its goal of 177 STEM degrees for the same period. The 2012 update should include a description of the specific STEM-related retention activities that have been implemented.

- All academic programs eligible for accreditation are accredited or the university is examining potential accreditation for these programs. Shepherd University is continuing to monitor the need for accreditation in various programs in view of the cost of accreditation. The evaluation team encourages Shepherd to consider accreditation for its chemistry program.

- K-12 involvement at Shepherd University appears to be primarily an effort of the teacher education programs. The 2012 update should include a description of the K-12 outreach and involvement of other departments and/or programs at the university.

- Shepherd University has created five RBA Today on-line accelerated courses and has increased marketing of the RBA Today program and continues to market their graduate-level courses. The 2012 update should include a report on specific strategies that are being implemented to serve the adult population of the area as well as the success of those strategies.

General comment:

- The Compact Review Team would like to commend Shepherd University on the reporting format utilized and clarity of information presented.

Evaluation Team recommendation:

- Approval of the 2011 compact update.

Institutional Compact Reports, 2007-2012 with Goals

Shepherd University	Base Year						Target
Measure	2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
1a Total Fall Headcount Enrollment*	**4,119**	**4,185**	**4,256**	**4,234**	**4,304**	**4,366**	**4,428**
1b Annualized FTE Enrollment*	**3,479**	**3,520**	**3,612**	**3,705**	**3,690**	**3,743**	**3,796**
2a 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	**67**	**65**	**66**	**70**	**70**	**71**	**71**
2b Avg Retention Rate of Institution Peers (median)*	**65**	**65**	**65.6**	**64.5**	**N/A**	**N/A**	**N/A**
3a Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	**32**	**39**	**44.0**	**43**	**40**	**41**	**41**
3b Graduation Rates, including those transferring out and completing degrees at other institutions**	**40.4**	**46.9**	**44.5**	**47.9**	**41**	**41**	**41**
3c Avg Graduation Rate of Peers (Median)*	**36.0**	**35**	**37.3**	**34.5**	**N/A**	**N/A**	**N/A**
4 Degree Production**							
Certificate							
Associate							
Bachelor	**642**	**662**	**687**	**648**	**566**	**574**	**582**
Masters	**48**	**54**	**51**	**34**	**50**	**51**	**52**
1st Professional							
Doctoral							
Total Degrees	**690**	**716**	**738**	**682**	**616**	**635**	**634**
5 Number of undergraduate degrees in STEM & Health Fields***	**137**	**139**	**158**	**143**	**177**	**181**	**187**

8/17/2011

* IPEDS data

** HEPC data

*** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +"' and "Technology."

Institutional Compact Reports, 2007-2012 with Goals

Shepherd University		Base Year						
Measure		2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 3 2010-11	Year 4 2011-12	**Target Year 5 2012-13**
1a	Total Fall Headcount Enrollment*	**4,119**	**4,185**	**4,256**	**4,234**	**4,304**	**4,366**	**4,428**
1b	Annualized FTE Enrollment*	**3,479**	**3,520**	**3,612**	**3,705**	**3,690**	**3,743**	**3,796**
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	**67**	**65**	**66**	**70**	**70**	**71**	**71**
2b	Avg Retention Rate of Institution Peers (median)*	**65**	**65**	**65.6**	**64.5**	**N/A**	**N/A**	**N/A**
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	**32**	**39**	**44.0**	**43**	**40**	**41**	**41**
3b	Graduation Rates, including those transferring out and completing degrees at other institutions**	**40.4**	**46.9**	**44.5**	**47.9**	**41**	**41**	**41**
3c	Avg Graduation Rate of Peers (Median)*	**36.0**	**35**	**37.3**	**34.5**	**N/A**	**N/A**	**N/A**
4	Degree Production**							
	Certificate							
	Associate							
	Bachelor	**642**	**662**	**687**	**648**	**566**	**574**	**582**
	Masters	**48**	**54**	**51**	**34**	**50**	**51**	**52**
	1st Professional							
	Doctoral							
	Total Degrees	**690**	**716**	**738**	**682**	**616**	**635**	**634**
5	Number of undergraduate degrees in STEM & Health Fields***	**137**	**139**	**158**	**143**	**177**	**181**	**187**

8/17/2011

* IPEDS data

** HEPC data

*** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +'" and "Technology."

West Liberty University

Progress on compact elements:

- West Liberty University met and exceeded its enrollment goals in both the fall headcount and annualized FTE enrollment for the 2010-11 year. With a fall headcount of 2,738 and an annualized FTE of 2,424, the university showed a 13.8 percent increase in headcount and a 15.6 percent increase in annualized FTE over the 2007-08 base year.   The university has implemented several new strategies which have resulted in increased enrollment and FTE.

- The addition of master degree awards and increases in the number of baccalaureate degrees awarded manifested itself in an increase in degree production from a total of 372 in the previous year to 470 for this reporting period.

- STEM degree production more than doubled in 2010-11, from 19 in the previous year to 50 during 2010-11. Student participation in research is known to be an important element in successful retention and completion efforts and is a strong component of West Liberty's program. Adding additional programs and the structured summer activities to share information with students and parents about STEM fields may continue to enhance this area.

- West Liberty University has set a goal of increasing external funding for research by 11 percent over the five-year cycle. It appears that the university is positioning itself well to attain that goal having exceeded its annual goal of $366,600 generated through external sources during 2010-2011.

- Over $2 million was distributed in financial aid to students at West Liberty University during 2010-2011. The university has identified long term goals and is successfully implementing strategies to meet those goals.

- West Liberty University has shown progress in meeting their technology goals. Online course offerings increased from 74 in 2009-2010 to 103 online courses delivered in 2010-11. Technology training has been offered, a webmaster has been hired, and additional ongoing faculty support has been provided.

- West Liberty University is seeing acceptable pass rates in the majority of testing areas and is providing support and classes to better prepare students for success.

- Retention and graduation rates at West Liberty University have exceeded the annual goals for each area. The first to second year retention rate increased from 66 percent in the previous year to 74 percent in the 2010-11 reporting year while the graduation rate increased from 35 percent in 2010-11 to 39 percent in 2010-11. The evaluation team believes that additional strategies may be merited to reach the

five-year goals and that the evaluation of specific strategies should be included in the 2012 update.

- West Liberty University is to be commended for its use of assessment data in decision-making and program revisions and is a member of the HLC Assessment Academy. It is noted in the 2011 update that the sharing of assessment results with faculty was highlighted at the Fall 2011 assessment workshop. The evaluation team looks forward to hearing about the results of this activity in the 2012 update.

Areas requiring institutional attention:

- With a focus placed upon increasing enrollment, it will be important for the university to be cognizant of the provisions for allowable percentages of students admitted conditionally as provided for in Series 23. The 2012 update should address how the institution is meeting this challenge.

- Through an emphasis on the RBA Today, expansion of online course offerings, and the development of completion programs, West Liberty University continues to extend its outreach to adult students. The 2012 update should include information as to how the Highland Center is used to further the goals of adult outreach.

- The University has worked to promote a culture of diversity. Twenty students studied abroad during 2010-11, an international exchange has been formalized with an institution in China, and other opportunities have been made available. The evaluation team looks forward to hearing about curriculum integration and the work of the Center for International Education and Research in the 2012 update.

- The University has increased budgetary support for its programs of distinction by approximately 4 percent during the reporting year and has designated additional programs of distinction. The 2012 update should include information on how the institution is enhancing each program of distinction with resources and support.

Evaluation Team recommendation:

- Approval of the 2011 compact update.

Institutional Compact Reports, 2007-2012 with Goals

West Liberty University	Base Year			Goals			
Measure	2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13
1a Total Fall Headcount Enrollment*	2,405	2,513	2,651	2,738	2,588	2,627	2,666
1b Annualized FTE Enrollment*	2,096	2,149	2,249	2,424	2,203	2,237	2,263
2a 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	67	67	66	74	69	69	70
2b Avg Retention Rate of Institution Peers (median)*	64.0	65.0	63.0	60	N/A	N/A	N/A
3a Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	45	47	35	39	38.9	40.4	41.9
3b Graduation Rates, including those transferring out and completing degrees at other institutions**	42.6	35.9	39.4	47.1	45	46.6	46.8
3c Avg Graduation Rate of Peers (Median)*	36.0	36	34.3	37	N/A	N/A	N/A
4 Degree Production**							
Certificate			1				
Associate	31	32	35	34	32	34	35
Bachelor	365	350	336	410	387	406	414
Masters				26			
1st Professional							
Doctoral							
Total Degrees	396	382	372	470	419	440	449
5 Number of undergraduate degrees in STEM & Health Fields***	22	33	19	50	43	48	60

8/17/2011

* IPEDS data

** HEPC data

*** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +"' and "Technology."

Institutional Compact Reports, 2007-2012 with Goals

West Liberty University	Base Year			Goals			
Measure	2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 3 2010-11	Year 4 2011-12	**Target Year 5 2012-13**
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2a 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	**67**	**67**	**66**	**74**	**69**	**69**	**70**
2b Avg Retention Rate of Institution Peers (median)*	**64.0**	**65.0**	**63.0**	**60**	**N/A**	**N/A**	**N/A**
3a Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	**45**	**47**	**35**	**39**	**38.9**	**40.4**	**41.9**
3b Graduation Rates, including those transferring out and completing degrees at other institutions**	**42.6**	**35.9**	**39.4**	**47.1**	**45**	**46.6**	**46.8**
3c Avg Graduation Rate of Peers (Median)*	**36.0**	**36**	**34.3**	**37**	**N/A**	**N/A**	**N/A**
4 Degree Production**							
Certificate			**1**				
Associate	**31**	**32**	**35**	**34**	**32**	**34**	**35**
Bachelor	**365**	**350**	**336**	**410**	**387**	**406**	**414**
Masters				**26**			
1st Professional							
Doctoral							
Total Degrees	**396**	**382**	**372**	**470**	**419**	**440**	**449**
5 Number of undergraduate degrees in STEM & Health Fields***	**22**	**33**	**19**	**50**	**43**	**48**	**60**

8/17/2011

* IPEDS data

** HEPC data

*** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +"' and "Technology."

West Virginia State University

Progress on compact elements:

- West Virginia State University has been somewhat successful in seeking funding from federal agencies. The majority of funding has come from USDA but the institution was also successful in receiving a STEM education grant from NASA in the amount of $2M. External funding has doubled since the 2007-08 base year.

- The annualized FTE exceeded the annual goal for 2010-11 (2,715/2,603) and showed an increase from the previous year.

- West Virginia State University has demonstrated progress in the use of instructional technology. There has been a significant increase in student enrollment and the number of courses offered through a course management system. Faculty and staff have been provided training on the use of instructional technology.

- Though below the annual goal, STEM degree production increased from the previous year (32) to 45 STEM degrees awarded during the 2010-11 academic year.

Areas requiring institutional attention:

- Student enrollment headcount fell short of the goal for 2010-11 (3,190/3,370) and decreased from the previous year. Though the institution cited the conditional admission mandate as a reason for the drop in enrollment, the evaluation team strongly encourages West Virginia State University to review institutional strategies to ensure compliance with HEPC Series 23 regarding conditional admission. These requirements are not new. The rule became effective in 2007. The evaluation team is pleased to see that the university is repositioning itself to comply with this rule. The 2012 update should report the success of these efforts.

- Student retention fell from 60 percent in the previous year to 52 percent for 2010-11, falling to the lowest level since the compact base year (2007-08) and below the retention rate of its peer institutions (66.5 percent). A variety of activities have been implemented; however, coordination appears to be lacking. The Compact Review Team looks forward to reviewing the data and analysis provided next year that documents the success of the university's primary retention activities and the university's plan for sustainability of these initiatives.

- Total degree production is slightly below last year's degree production yet far below the annual goal (390/475). Changes in advising have been implemented to aid students as they progress toward graduation. Certificates have been developed. The evaluation team is interested in knowing more about the purpose and value that these certificates may have for students completing them.

- The graduation rate dropped to 23 percent for 2010-11, making it the lowest graduation rate since the beginning of the compact period (2007-08) and far below the graduation rate of its peer institutions (35.5 percent). In linking the compact and WVSU Strategic Plan, the 2012 update should include data on initiatives receiving the greatest focus.

- Programs of distinction have been identified that can provide a niche for the institution. The 2012 update should include information on what has been done internally to enhance and support the programs of distinction.

- While the overall pass rate for students in teacher education is 82 percent, the pass rates for several content area fields remain below an acceptable pass rate (Science 5-12, Mathematics 5-12, PE PreK-adult, and Social Studies 5-12). The 2012 update should include an analysis of each area of weakness as well as an update on the success of implementing strategies to enhance student success. The evaluation team was pleased to see the intervention strategies developed for the social work program and the successes of that intervention.

- Assessment has become a focus for many departments in the university. However, it is critical that all departments implement an assessment plan which includes analysis and application of data in decision-making and program improvement. The 2012 should include a succinct response regarding assessment for each area that includes data, analysis, and a concise report on the uses of the assessment data.

- The institution has provided professional development to update financial aid staff in response to changing leadership and staffing. The evaluation team looks forward to hearing about the success of implementing the tuition stability initiative, alumni legacy scholarships, and other proposals noted in the 2011 update.

- West Virginian State University has developed several areas of emphases for the RBA Today program. The evaluation team recognizes that promotion of this program will require an institutional commitment to its growth. Leadership and coordination of the program will be vital to its success. The 2012 update should include detail on how the institution is coordinating and promoting the program through an institutional commitment to its growth and success.

General comments:

- The Compact Review Evaluation Team strongly encourages West Virginia State University to utilize data analysis to report demonstrated progress when the 2012 compact update is developed. Information and data should be analyzed and synthesized in an effort to report progress in each compact reporting area.

Evaluation Team recommendation:

- Approval of the 2011 compact update.

Institutional Compact Reports, 2007-2012 with Goals

West Virginia State University	Base Year						
Measure	2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 3 2010-11	Year 4 2011-12	__Target__ Year 5 2012-13
1a Total Fall Headcount Enrollment*	3,218	3,003	4,003	3,190	3,370	3,420	3,470
1b Annualized FTE Enrollment*	2,697	2,526	2,362	2,715	2,603	2,629	2,655
2a 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	53	61	60	52	63	64	65
2b Avg Retention Rate of Institution Peers (median)*	64.0	66.5	66.8	66.5	N/A	N/A	N/A
3a Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	30	26	24.0	23	31.5	32	33
3b Graduation Rates, including those transferring out and completing degrees at other institutions**	28.1	20.7	22.4	21.2	33	35	37
3c Avg Graduation Rate of Peers (Median)*	37.0	37	35.8	35.5	N/A	N/A	N/A
4 Degree Production**							
Certificate							
Associate							
Bachelor	442	372	385	378	465	475	485
Masters	9	5	11	12	10	12	13
1st Professional							
Doctoral							
Total Degrees	451	377	396	390	475	487	498
5 Number of undergraduate degrees in STEM & Health Fields***	33	42	32	45	57	58	63

8/17/2011

* IPEDS data

** HEPC data

*** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +'" and "Technology."

West Virginia University

Progress on compact elements:

- West Virginia University exceeded its goals for headcount enrollment and annualized FTE for the 2010-11 year with a headcount enrollment of 29,306 and an annualized FTE of 28,901. A slight increase was evidenced in both areas over the previous year, making the 2010-11 headcount enrollment and annualized FTE the highest since the base year, 2007-2008. New initiatives are in place to attract undergraduate students, the Honors College has been expanded, and the institution is working to increase graduate enrollment.

- West Virginia University's graduation rate continued to climb for 2010-11. The graduation rate of 59 percent increased from 58 percent in the previous year. WVU established a "Retention to Graduation Council" to focus the university on establishing a culture where graduation is expected.

- West Virginia University has nearly met its STEM degree goals for the year and has shown an 8 percent increase in number of STEM field degrees awarded from the previous year. WVU is making steady progress toward reaching its five-year goal for STEM degrees awarded.

- West Virginia University is committed to conducting research of significant merit and pursuing external funding to further its research mission. WVU has been successful in growing the research enterprise of the institution over the last several years. WVU's strategies for developing competitiveness have been effective with deepening and broadening their funding base.

- West Virginia University is to be commended for its percentage of faculty with terminal degrees. Approximately 93.2 percent of full-time faculty across all colleges in the university hold a terminal degree.

- Several collaborative projects are in place across the university to work with K-12 public education. Some colleges work together to develop and implement projects that involve K-12 partners. West Virginia University sponsors several statewide competitions in various academic areas.

- In terms of career placement, West Virginia University provides service to students through (1) focusing on employment and getting employers to campus, (2) professional services, and (3) providing career counseling and assistance in selecting a major. Several colleges provide services in addition to services offered by the university. Mountain Trak is an exceptional career tool for students.

- West Virginia University achieved the Carnegie Classification for Community Engagement and is among 6 percent of U.S. higher education institutions recognized by Carnegie and the only one within West Virginia.

- Extended Learning at West Virginia University has taken the lead on serving adults through online programming. Articulation agreements with West Virginia community colleges provide another path of ease to a college degree for adults.

- West Virginia University has committed to creating 100 new faculty lines by 2012. Faculty have brought national recognition to themselves and the university through their professional accomplishments.

Areas requiring institutional attention:

- The first to second year retention rate of 80 percent did not meet the year three goal (83 percent); however, it remained constant from the previous year. New strategies are being implemented. The 2012 update should include a review of these strategies to ascertain success of each initiative.

- Though total degree production is slightly below the degree production goal for 2010-11, the university showed an increase from 6,080 in the previous year to 6,289 in 2010-11 and a 7 percent increase since the base year, 2007-08. The 2012 update should include an analysis of degree production and detailed efforts to meet the university's goal.

- The information included in the 2011 update relative to assessment of student learning does not contain the necessary detail for review. The 2012 update should include a report on actual student learning and assessment that would impact curriculum review and change. Include detail on strategies, measurements, and use of data for programmatic change.

- West Virginia University has identified numerous "programs of distinction." The 2012 update should include information on how the programs of distinction are being enhanced and what support is being provided by the university.

- The 2012 update should include details as to how West Virginia University is accommodating the requirements of Series 23. Specifically, the report should address how the students who are admitted conditionally to the university are meeting the standard if remediation is indicated.

- Volunteer services will be integrated into general studies by 2012. Forty-one percent of the capstone experiences include civic engagement as a component of the courses and is tied to specific learning outcomes. The 2012 update should include a progress report on the integration of civic engagement in the curriculum.

West Virginia University Institute of Technology
(Integrated division of West Virginia University)

West Virginia University Institute of Technology, an integrated division of West Virginia University, prepared a compact that addresses the core and elective elements in the compact format. Elements selected were those appropriate to the institutional mission:

- *Enrollment* – While neither headcount nor annualized FTE met the goal for the report year, the fall enrollment of 1,211 actually declined from the previous year's headcount enrollment. Annualized FTE showed a small increase over the previous year; however, the 1,068 FTE was shy of the 2010-2011 goal of 1,305.
- *Retention* – 1st to 2nd year retention decreased from 53 percent to 44 percent from 2009-10 to 2010-11; the average peer retention rate is 60 percent.
- *Graduation rate* – When graduation rates include those who completed degrees at another institution, WVUIT's graduation rate is 42.6 percent, the same as the annual goal. However, graduation rates at WVUIT have fallen from 50 percent in 2007-08 to 33 percent in 2010-11.
- *Degree production and STEM degrees awarded* – Degree production for 2010-11 (143) remained steady from the previous year (144). The number of STEM field degrees awarded decreased from the previous year and failed to meet projected goals. One hundred forty-three (143) bachelor degrees were produced and 85 STEM field or health field degrees were awarded.
- *Licensure pass rates* – The pass rate for the nursing licensure exam fell below the 80 percent requirement to a passing rate of 64.5 percent for 2010-11. An improvement plan has been implemented.
- *Assessment of student learning* – A result of an inventory of assessment activity across all disciplines, the campus assessment committee will be reorganized in 2010-11 to focus on student learning. It will be critical that meaningful data are collected, analyzed, and utilized to inform program improvement and to enhance student learning.
- *Accreditation* – The division maintains continued accreditation for many of its engineering programs.
- *Programs of distinction* – Two programs have been identified as programs of distinction: Electrical Engineering, B.S.E.E. and Accounting, B.S.
- *Global Awareness* – WVUIT seeks to foster a global awareness through recruitment of international students, overseas trips, faculty exchanges, and incorporating an international component in academic programs.
- *Educational services to adults* – The division is focusing on attracting and serving adults through the RBA Today program and the DegreeNow initiative.
- *Institutional Efficiencies* – WVUIT reports that institutional leadership at WVUIT and WVU are committed to working together to most effectively utilize their limited resources.
- *National Faculty Recognition* – Attempts are made to fill vacancies with terminally degreed faculty and plans are made to upgrade the faculty salary schedule to aid in recruitment.

- *Civic engagement* – An inventory of community service was complied during 2010-11 and results verified that WVUIT students were involved in a large number of community activities during the 2010-11 reporting year.

Potomac State College of West Virginia University
(Integrated division of West Virginia University)

Potomac State College, an integrated division of West Virginia University, has submitted a table of goals and data for enrollment, student retention, graduation rates and degree production.   Additionally, an update on the assessment of student learning was submitted.

- *Enrollment* – Fall headcount continued to increase from the previous year to a total 1,836 students enrolled in fall 2010. The annualized FTE was 1,445, increasing from an annualized FTE of 1,226 in 2009-10. Both the fall enrollment and annualized FTE exceeded the institution's goals for the 2009-10 year.
- *Retention* – 1st to 2nd year retention rate remained steady at 50 percent from the previous; however, the 50 percent rate for 2010-11 was slightly below the projected goal of 55 percent.
- *Graduation rate* – Graduation rate increased from 22 percent to 24 percent for 2010-11, slightly below the average graduation rate (24.5 percent) of the peer group.
- *Degree production* – The number of degrees awarded increased for both associate and bachelor degree-seeking candidates to a total of 213 degree awarded.
- *STEM degree* – The number of degrees awarded in STEM and health fields increased from 37 to 38 degree awards, continuing to rise annually since the compact 2007-08 base year.
- *Assessment* – Under the leadership of an Assessment Council, a campus culture of assessment is being built. Syllabi have been reviewed, data is being analyzed from three student satisfaction surveys, and assessment data and analysis are being shared with faculty in an effort to enhance advising, teaching, and learning.

Evaluation Team recommendation:

- Approval of the 2011 compact update.

Institutional Compact Reports, 2007-2012 with Goals

West Virginia University	Base Year						Target
Measure	2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 3 2010-11	Year 4 2011-12	Year 5 2012-13
1a Total Fall Headcount Enrollment*	28,113	28,840	28,898	29,306	28,500	28,500	28,500
1b Annualized FTE Enrollment*	27,127	27,657	28,395	28,901	27,930	27,930	27,930
2a 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	79	81	80	80	83	84	85
2b Avg Retention Rate of Institution Peers (median)*	85			86.5	N/A	N/A	N/A
3a Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	55	56	58.0	59	56	56	56
3b Graduation Rates, including those transferring out and completing degrees at other institutions**	56.9	58.3	58.9	57	57	57	57
3c Avg Graduation Rate of Peers (Median)*	66.0			69	N/A	N/A	N/A
4 Degree Production**							
Certificate							
Associate							
Bachelor	3,790	3,892	4,002	4,060	4,340	4,250	4,500
Masters	1,527	1,481	1,483	1,629	1,600	1,650	1,700
1st Professional	355	367	365	434	350	350	350
Doctoral	204	186	230	600	190	195	200
Total Degrees	5,876	5,926	6,080	6,289	6,480	6,445	6,750
5 Number of undergraduate degrees in STEM & Health Fields***	1,725	1631	1,750	1,898	1,902	1,892	1,982

8/17/2011

* IPEDS data

** HEPC data

*** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +'" and "Technology."

Institutional Compact Reports, 2007-2012 with Goals

WVU Institute of Technology	Base Year						
Measure	2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13
1a Total Fall Headcount Enrollment*	**1,453**	**1,224**	**1,244**	**1,211**	**1,450**	**1,575**	**1,600**
1b Annualized FTE Enrollment*	**1,202**	**1,251**	**1,014**	**1,068**	**1,305**	**1,418**	**1,440**
2a 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	**57**	**46**	**53**	**44**	**52**	**52**	**53**
2b Avg Retention Rate of Institution Peers (median)*	**62**	**65**	**64.8**	**60**	**N/A**	**N/A**	**N/A**
3a Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	**50**	**20**	**11.0**	**33**	**37**	**37**	**38**
3b Graduation Rates, including those transferring out and completing degrees at other institutions**	**42.6**	**32.6**	**35.3**	**42.6**	**42.6**	**42.6**	**42.6**
3c Avg Graduation Rate of Peers (Median)*	**31.0**	**33**	**34.4**	**37**	**N/A**	**N/A**	**N/A**
4 Degree Production**							
Certificate							
Associate							
Bachelor	**205**	**140**	**144**	**143**	**200**	**220**	**240**
Masters	**1**	**1**					
1st Professional							
Doctoral							
Total Degrees	**206**	**141**	**144**	**143**	**200**	**220**	**240**
5 Number of undergraduate degrees in STEM & Health Fields***	**95**	**82**	**91**	**86**	**120**	**135**	**155**

8/17/2011

* IPEDS data

** HEPC data

*** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +"' and "Technology."

1. **Institutional Compact Report Measures – 2010 Update**

Institutional Compact Reports, 2007-2012 with Goals							
Potomac State College	Base Year						
Measure	2007-2008	Year 1 Actual	Year 2 Actual	Year 3 Actual	Year 3 2010-11	Year 4 2011-12	Target Year 5 2012-13
1a Total Fall Headcount Enrollment*	1,608	1,582	1,810	1,836	1,640	1,675	1,700
1b Annualized FTE Enrollment*	1,218	1,218	1,226	1,445	1,213	1,239	1,258
2a 1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)*	48	40	50	50	55	57	58
2b Avg Retention Rate of Institution Peers (median)*	55	55	55	54	N/A	N/A	N/A
3a Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)*	23	27	22.0	24	27	28	29
3b Graduation Rates, including those transferring out and completing degrees at other institutions**							
3c Avg Graduation Rate of Peers (Median)*	27.5	28.5	30.0	24.5	N/A	N/A	N/A
4 Degree Production**							
Certificate				2			
Associate	168	143	185	192	180	182	184
Bachelor	6	9	11	19	12	15	20
Masters							
1st Professional							
Doctoral							
Total Degrees	174	152	196	213	192	197	204
5 Number of undergraduate degrees in STEM & Health Fields***	25	15	37	38	28	29	30
* IPEDS data ** HEPC data *** STEM fields were determined in conjunction with EPSCOR. The CIP codes utilized are on the attached worksheet and include degrees classified as "NSF LSAMP", "NSF +"' and "Technology."							

West Virginia Higher Education Policy Commission
Meeting of February 17, 2012

ITEM: Approval of Master of Social Work

INSTITUTION: Concord University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher
                                 Education Policy Commission approves the
                                 Master of Social Work to be implemented at
                                 Concord University, effective August 2012.

STAFF MEMBER: Kathy Butler

BACKGROUND:

Concord University proposes a Fall 2012 implementation of a new program, Master of Social Work. The primary goal of the Master of Social Work program is to prepare graduates for advanced generalist social work practice in southern West Virginia.

The proposed Master of Social Work (MSW) program is designed to accommodate students with varied preparation with the availability of two distinct tracks: the Standard program and the Advanced Standing program. The Standard program will require the completion of 57 academic credit hours. This track is designed for students entering the Master of Social Work program without prior completion of a Bachelor of Social Work program. The first year of the Standard program will consist of foundation content and the second year will consist of the advanced content. The Advanced Standing program will require the completion of 33 academic credit hours and is designed for students entering the program with a Bachelor of Social Work degree and who meet specific GPA requirements.

The Master of Social Work program is designed so that it can be completed within one to two years of focused work (depending upon the track selected) and includes a concentration in Rural Advanced Generalist Social Work practice. Field experience is systematically designed and integrated in the curriculum so that students demonstrate the achievement of program objectives and the Council on Social Work Education's core competencies for social work programs.

Concord University intends to offer this program as an online/hybrid program. The primary mode of delivery will be online courses with minimal face-to-face traditional classroom instruction. On site agency practicum experiences will be used for field practicum. This method of delivery will enhance access to students in remote areas of southern West Virginia and other geographical localities.

Only one other institution, West Virginia University, currently offers a Master of Social Work program within the state. Concord University's Bachelor of Social Work has had a long history of providing social work education to southern West Virginia and is well-positioned to assume graduate level preparation in this geographical area.

The Master of Social Work program will serve not only the undergraduates of Concord University who desire to enter a graduate program but also current practitioners in the surrounding counties. Current practitioners who are unable to geographically leave the area in order to pursue a Master of Social Work can complete the graduate program with the availability of this hybrid delivery.

According to the U.S. Bureau of Labor Statistics (U.S. Government, 2011), employment of social workers is expected to increase by 16 percent during the 2008-18 decade, which is faster than the average for all occupations. The growth in the elderly population due to the aging of the baby boomer generation will create new employment opportunities in the health and social services, resulting in a dramatic increase for gerontological social workers (20 percent increase over the 2008-18 decade which is much faster than the average). Also, employment of child, family, and school social workers is expected to grow by about 12 percent, which is as fast as the average for all occupations (U.S. Government, 2011).

The Concord University Social Work Program Advisory Council had consistently expressed a need for graduate level social workers and strongly advocated for Concord to develop a Master of Social Work program. This expressed need continues to reflect the results of previous surveys conducted by Concord University indicating that the majority (88.1 percent) of all agencies expressed a need for a Master of Social Work program.

The institution expects that fifteen (15) students will complete the program during the first year of implementation. An increase is predicted for each of the following four years. By 2015, it is estimated that forty (40) students will complete the Master of Social Work program annually.   It is anticipated that student enrollment, tuition and fees, will be sufficient to support the program.

Upon approval from the Commission, Concord University will complete the appropriate procedure/process to seek accreditation from the Council on Social Work Education (CSWE). Master of Social Work programs remain in Candidacy for Accreditation from CSWE for four years. Students who graduate from a program in Candidacy are considered as graduating from an accredited program.

In the 2015-16 academic year, the Commission will conduct a post-audit review of the new program to assess progress toward successful implementation.

Proposal for New Academic Program

Master of Social Work (MSW)

Concord University

Athens, West Virginia

To Begin Fall 2012

Submitted by:
Dr. John David Smith
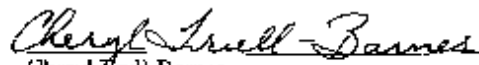-Department of Social Work
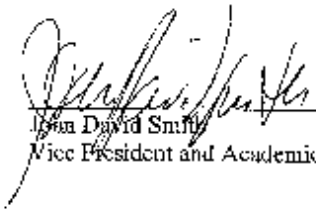
Program Proposal

Master of Social Work (MSW)

Concord University requests approval of the Master of Social Work (MSW) Program to be offered beginning fall 2012. The primary goal of the Master of Social Work Program is to prepare graduates for advanced generalist social work practice in southern West Virginia. Approval to plan the MSW Program was granted by the Higher Education Policy Commission (HEPC) on January 31, 2006 (see Appendix B). Reaffirmation to continue the planning of the MSW was granted in October 2010 by the HEPC (see Appendix B).

The Master of Social Work (MSW) program will consist of two different tracks: the Standard program and the Advanced Standing program. The Standard program (both full-time and part-time) will require the completion of 57 academic credit hours. This track is designed for students entering the MSW Program who do not have a Bachelor of Social Work (BSW) degree or meet the requirements for the Advanced Standing program. The first year of the Standard program will consist of the foundation content (24 credit hours) and the second year will consist of the advanced content (33 credit hours). The Advanced Standing program will require the completion of 33 academic credit hours and will consist of the second year of advanced study course content (see Appendix C). The Advanced Standing program is for students entering the MSW Program with a BSW degree and who meet specific GPA requirements.

Joan David Smith
Vice President and Academic Dean

Cheryl Trull-Barnes
Interim Director of Graduate Studies

Gregory F. Aloia, President and Professor
Concord University

Frank L. Blackwell, Chairman
Concord University Board of Governors

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APPENDICES

Concord University

Master of Social Work (MSW)

Part I – PROGRAM DESCRIPTION

The Master of Social Work (MSW) Program will be offered as an online/hybrid program. The majority of the courses will be online courses that require minimal face-to-face instruction (hybrid). The Master of Social Work (MSW) Program will consist of two different tracks:

1. The Standard 2-year MSW Program (both full-time and part-time) will require the completion of 57 academic credit hours. The first year will consist of foundation content (24 credit hours) and the second year will consist of advanced content (33 credit hours).

2. The Advanced Standing Program will require the completion of 33 academic credit hours and will consist of the second year of advanced study course work credit hours (33) that the Standard 2-year MSW Program students will take.

The primary educational objective of the Master of Social Work Program is to prepare graduates for advanced social work practice with a concentration in rural advanced generalist social work practice. The Master of Social Work Program will be built upon a systems approach and a strengths perspective (see Appendix C).

A. Program Objectives

The specific program educational objectives of the proposed online/hybrid MSW Program include:

1. An Advanced Social Work Practice with a concentration in Rural Advanced Generalist Social Work Practice (based upon a liberal arts perspective), that provides a basis for professional generalist practice which operates from a systems and strengths perspective and includes the ability to respond to varying contexts, including diversity and difference, to engage, assess, intervene, and evaluate at all levels including individuals, families, groups, organizations, and communities.

2. The ability to think critically and to examine issues while applying knowledge from human behavior in the social environment to determine appropriate methods of intervention and to communicate these in an ethical manner.

3. An advanced reflective and developmental approach to practice.

4. An advanced critical and analytical approach to practice that includes engaging in research-informed practice and practice-informed research.

5. Applying advanced knowledge and skills in analyzing social policies and promoting change through the development of more just and humane policies as they affect clients, social workers, and service systems, including an understanding of organizational contexts of service delivery and how to work within agency structures to seek appropriate change.

6. An advanced ability to address issues of human rights, mechanisms of oppression, discrimination, and social and economic justice in order to improve the social and economic well being of clients across all levels of practice.

All social work programs provide foundation content to enable students to demonstrate the core competencies and practice behaviors specified below. The curriculum may be combined and delivered with a variety of instructional technologies. The MSW online/hybrid program will rely heavily on online instruction. Students will be required to attend face-to-face instruction at specified times. Also, field instruction is a major component of social work education. The core competencies and practice behaviors are relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.

The MSW curriculum is competency-based and measures outcome performance. The core competencies of the program are operationalized in measureable practice behaviors that are comprised of the knowledge, values, and skills for social work practice. Students are able to integrate and apply the competencies in advanced practice with individuals, families, groups, organizations, and communities. The ten (10) core competencies and practice behaviors for the MSW Program are as follows:

1. **Students will identify as a professional social worker and conduct oneself accordingly (Educational Policy 2.1.1).**

   Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers
   • advocate for client access to the services of social work;
   • practice personal reflection and self-correction to assure continual professional development;
   • attend to professional roles and boundaries;
   • demonstrate professional demeanor in behavior, appearance, and communication;
   • engage in career-long learning; and
   • use supervision and consultation.

2. **Students will apply social work ethical principles to guide professional practice (Educational Policy 2.1.2).**

   Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

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- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

3. **Students will apply critical thinking to inform and communicate professional judgments (Educational Policy 2.1.3).**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers
- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

4. **Students will engage diversity and difference in practice (Educational Policy 2.1.4).**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the inter-sectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers
- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

5. **Students will advance human rights and social and economic justice (Educational Policy 2.1.5).**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights.

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Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

6. **Students will engage in research-informed practice and practice-informed research (Educational Policy 2.1.6).**

   Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

   - use practice experience to inform scientific inquiry; and
   - use research evidence to inform practice.

7. **Students will apply knowledge of human behavior and the social environment (Educational Policy 2.1.7).**

   Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

   - utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
   - critique and apply knowledge to understand person and environment.

8. **Students will engage in policy practice to advance social and economic well-being and to deliver effective social work services (Educational Policy 2.1.8).**

   Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

   - analyze, formulate, and advocate for policies that advance social well-being; and
   - collaborate with colleagues and clients for effective policy action.

9. **Students will respond to contexts that shape practice (Educational Policy 2.1.9).**

   Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

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- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

10. Students will engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (Educational Policy 2.1.10(a)–(d)).

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

10 a. Engagement (Educational Policy 2.1.10(a))

Students will
- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

10 b. Assessment (Educational Policy 2.1.10(b))

Students will
- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

10 c. Intervention (Educational Policy 2.1.10(c))

Students will
- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

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10 d. Evaluation (Educational Policy 2.1.10(d))

- Students will critically analyze, monitor, and evaluate interventions.

Educational Policy M2.2 Advanced Practice -- Demonstrate a practice expertise in working with rural populations using an advanced generalist model.

42. Understand the unique aspects and contexts of rural settings
43. Understand forms of rural oppression
44. Advocate for human rights & social & economic justice in rural settings
45. Analyze, formulate and advocate for policies that enhance social well being in rural settings
46. Engage, assess, intervene and evaluate with rural individuals, families, groups, organizations and communities

A table illustrating the MSW Program goals/objectives and where they are delivered and assessed within the CSWE competency accreditation standards can be viewed in Appendix E.

B. Program Identification

 # 44.0701 Social Work. A program that prepares individuals for the professional practice of social welfare administration and counseling, and that focus on the study of organized means of providing basic support services for vulnerable individuals and groups. Includes instruction in social welfare policy, case work planning, social counseling and intervention strategies, administrative procedures and regulations, and specific applications in areas such as child welfare and family services, probation, employment services, and disability counseling.

C. Program Features Summary

The Master of Social Work degree is designed to prepare graduates for advanced generalist social work practice. The Program includes two tracks; a Standard 2 year Degree Program (57 credit hours) and a 1-year Advanced Standing Degree Program (33 credit hours) for students with a BSW who meet other specified admission criteria. The Standard 2 year program will include the following: the first year foundation curriculum (24 credit hours) and the second year advanced curriculum (33 credit hours). The Advanced Standing Program will include the advanced curriculum (33 hours). This is the second year of the Standard 2 year program. All students will take course work in the following curriculum areas: Human Behavior in the Social Environment, Policy, Research, Methods, Field, and Electives and all students will demonstrate proficiency in the ten (10) core competencies. After the second year, the University will offer both the Regular Standing curriculum and Advanced Standing curriculum each year.

1. Admissions and Performance Standards

The Standard 2 Year Full-Time or Part-Time MSW Program Admission Criteria are as follows:

Applicants must:

- have a baccalaureate degree from an accredited college or university;
- have a 2.5 or higher GPA overall;
- have a 2.75 GPA in the last 60 hours;
- submit three letters of reference (two from the student's academic program and the third from someone who knows the candidate well, preferably in a work or volunteer setting and is/was in a supervisory role with the candidate);
- submit a personal statement that includes the student's background and why he/she chooses to obtain an MSW degree;
- submit a résumé of work and related volunteer experience.

Preference given:

- to applicants with a background in liberal arts with courses in the social, behavioral, biological, and social sciences. Applicants with other backgrounds may be asked to take additional coursework prior to admission to the Program or prior to matriculation from the Program;
- to applicants with work experience, especially in the human services field. (While work experience is recognized for the admission process, CSWE does not allow academic credits to be given for previous life and/or work experience).

Other information:

- The GRE is *not* required.

Students transferring from another CSWE accredited MSW program may ask to have foundation year credits transferred. In order to be considered, the courses must have been completed within the last two years previous to application to the Concord University MSW Program. The courses will be reviewed by the faculty as to appropriateness for the Concord MSW Program and determinations will be made on an individual basis. Only courses with a grade of a "B" or "A" will be considered. Credits will not be accepted for the advanced year of course work.

The Advanced Standing MSW Program Admission Criteria are as follows:

Applicants must:

- have a bachelor of social work degree from an accredited CSWE undergraduate social work program;

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- have a 2.75 or higher GPA overall;
- have a 3.0 GPA in the social work classes; (in rare cases a provisional status may be granted, this will be determined on a case by case basis)
- indicate application to the Advanced Standing Program on the application;
- submit three letters of reference (two from the student's academic program including one from a social work faculty member and the third must be from the undergraduate agency field supervisor);
- submit a personal statement that includes the student's background and why he/she wants to obtain an MSW degree; and
- submit a résumé of work and related volunteer experience.

Preference given:

- to applicants with work experience in the social work profession. (While work experience is recognized for the admission process, CSWE does not allow academic credits to be given for previous life and/or work experience).

Other information:

- The GRE is *not* required.

2. Program Requirements

MSW PROGRAM

(57 semester hours are required for graduation: 24 to be earned in foundation curriculum and 33 hours to be completed in the advanced curriculum)

Foundation Curriculum Content – 24 hours required

Fall	Credit Hours
* SOWK 501 - Foundations of Generalist Practice	(3)
* SOWK 511 - Foundations of Human Behavior in the Social Environment	(3)
* SOWK 521 - Foundations of Policy	(3)

Spring	
* SOWK 531 -Foundations of Practice	(3)
* SOWK 541 -Foundation of Research	(3)
* SOWK 660 - Elective (Rural Focus)	(3)

Summer	
* SOWK 551- Foundation Field Practicum	(6)

Advanced Curriculum – 33 hours required (to be completed by students in both the Standard Program and the Advanced Standing Program)

<u>Summer</u>   <u>Credit Hours</u>
     * SOWK 613 - Advanced Human Behavior in the Social
       Environment in Rural Settings   (3)
     * SOWK 660 - Elective (Advanced Rural Focus)   (3)

<u>Fall</u>
     * SOWK 633 - Advanced Rural Practice with Individuals,
       Families & Groups   (3)
     * SOWK 642 - Advanced Rural Research   (3)
     * SOWK 653 - Advanced Field Practicum a,b,c
       (Psychopathology will be offered as a standing elective for those students planning on engaging in clinical practice. Similarly, for students planning on advancing their education a thesis option is available. The thesis may be completed in lieu of taking the electives in the advanced year.

<u>Spring</u>
     * SOWK 634 - Advanced Rural Practice with Communities
       & Organizations   (3)
     * SOWK 622 - Advanced Policy in Rural Practice   (3)
     * SOWK 653 - Advanced Field Practicum a,b,c   (3)
     * SOWK 660 - Elective (Advanced Rural Focus)   (3)

<u>Summer</u>
     * SOWK 653- Advanced Field a,b,c   (3)
     * SOWK 660-Elective (Advanced Rural Focus)   (3)

Electives will rotate and include issues relevant to Rural Advanced Generalist Social Work practice that can change to respond to changing contexts. Psychopathology will be offered as a standing elective for those students planning on engaging in clinical practice. Similarly, for students planning on advancing their education a thesis option is available. The thesis may be completed in lieu of taking the electives in the advanced year.

Majors & Specializations

All graduates will receive a Master of Social Work with a specialization in "Rural Advanced Generalist Practice".

Conceptual Framework of MSW Curriculum

The curriculum is organized in terms of a conceptual framework that is built upon the following components. Professional social workers are change agents guided by: (1) a human behavior in the social environment practice perspective that draws upon social systems and ecological

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perspectives, and (2) a strengths orientation toward practice that assumes social work intervention processes are effective only when they are responsive to contexts, diversity and difference in practice and address issues of oppression, social and economic justice, human rights, and social and economic well-being. The human behavior in the social environment/person-in-environment component of the conceptual framework, its supporting systems and ecological perspectives, assume that client systems are dynamic, open systems in interaction with other systems in their environments; including their biological, social, psychological, cultural, economic, and political contexts. The client systems are examined contextually at all levels: individual, groups, families, organizations, and communities, for the purposes of social work interventions.

Often social work practice addresses reciprocal transactions of client systems with their environments. Environmental transactions can be sources of discriminatory and oppressive pressures particularly for oppressed clients and clients who are members of minority groups. It is a purpose of social work practice to promote environmental transactions that support the functioning of individuals, groups, families, and communities in ways that alleviate oppressive and discriminatory transactions and promote enhanced social and economic well being and empowered functioning. This is true at all levels of practice.

The strengths orientation component of the conceptual framework assumes that effective social work interventions must carefully seek out sources of resilience and coping in client systems and embracing diversity and difference. This is particularly important in working with oppressed client systems such as (but not limited to) those experiencing human rights violations, social and economic injustices, and at-risk clients. The strengths orientation emphasizes valuing human diversity and exercising caution against judging client systems against white, middle-class, patriarchal, and heterosexist patterns that often have been presumed to be normative. Rather than automatically viewing cultural and minority group behavioral variations as deviations from so-called mainstream norms, the strengths orientation calls for inclusion of diversity as normative and the starting point for understanding and practice. Allied with this need is an understanding of power issues, the ways in which oppressive forces have impacted client systems, and the avenues available to social work practitioners to work for alleviation of oppressive forces, with the pursuit of client system empowerment being of great importance in this regard. Social work intervention, direct and indirect, is intended to build upon diverse strengths to empower client systems in the pursuit of enhanced, self-directed functioning. Education for social work practice is to complement these themes.

A table illustrating how the CSWE Standards are delivered and assessed within the MSW curriculum can be found in Appendix E.

Requirements for Research Paper, Thesis or Dissertation

A thesis will not be required of all students but will be an option for students. Students who wish to pursue doctoral education will be strongly encouraged to choose the thesis option. Students wanting to complete a thesis will take 9 hours of Thesis Research as electives.

Field Work/Education

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge, and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

Field Education will be accomplished in practicum that will consist of 15 credit hours depending on whether a student is in the Standard 2 year program (15 credit hours) or the Advanced Standing Program (9 credit hours).

Advanced Curriculum Content

The master's curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content areas are addressed in greater depth, breadth, and specificity, and support the Program's conception of advanced practice (CSWE 2008).

This conceptual framework is used to structure the Concord University MSW Program. The foundation year of generalist practice will be followed by Rural Advanced Generalist Practice. Fifty seven (57) credit hours will be required for graduation, 24 of which will be earned in the foundation curriculum. The conceptual framework comports with CSWE Accreditation Standards. The CSWE standards require students demonstrate the core competencies described in Section 3.9.1 of this document and at the completion of the Program all students will demonstrate competency in all of the areas.

D. Program Outcomes

The Program will:

- o Prepare social workers who will be able to conduct advanced practice with multiple client populations from the micro level individuals to the mezzo level families and groups through the macro level communities and organizations.
- o Provide social workers with a program that will advance their ability to utilize multiple intervention techniques to meet the needs of a wide variety of populations (to include but not be limited to such populations as those experiencing issues of substance abuse, domestic violence, mental health, and disabilities).
- o Provide social workers with a program in which they can advance their critical thinking skills by demonstrating their practice interventions.
- o Develop social workers who will conduct advanced research in the community.
- o Prepare social workers for further doctoral education.
- o Enhance students' abilities to utilize the latest technology in all areas of social work practice and academic endeavors.

- o Provide the skills necessary for social workers to create their own lifetime learning initiatives.
- o Students will demonstrate the ten core competencies and practice behaviors required for social work practice.

E. Program Delivery

The MSW Program will be delivered using an online/hybrid format. The primary mode of delivery will be online with minimal face-to-face traditional classroom instruction. On site agency practicum experiences will be used for field practicum. Concord University currently utilizes the Blackboard 9.1 Learning System as the online course management system. The MSW will be offered through online (SN or AS) or hybrid (HW) delivery. Online courses, whether synchronous (SN) or asynchronous (AS), will be delivered through Blackboard 9.1 using a variety of asynchronous (e.g. threaded discussion, e-mail, weblogs, and wikis) and synchronous (e.g. chat, videoconferencing, and voice over internet protocols (VOIP) such as Skype) methods of delivery. Courses identified as hybrid (HW) involve blended learning through a combination of online and face-to-face meetings.

This method of delivery will enhance access to students in remote areas of southern West Virginia and other geographic localities. Technology options will be utilized for all courses as appropriate to the content of the courses and curriculum. Concord University currently supports Blackboard courses and many faculty are utilizing this method of course delivery. These will be funded through lab fees and graduate tuition.

Part II – PROGRAM NEED AND JUSTIFICATION

A. Relationship to Institutional Goals/Objectives

The objectives of the MSW Program fit well within the Mission of Concord University. The primary educational objective of the Master of Social Work Program is to prepare graduates for rural advanced generalist social work practice. Master level social workers for southern West Virginia will be best served by a concentration in rural advanced generalist practice. It will prepare them for the wide variety of issues they will face. In a rural setting, professionals must be well versed along a wide spectrum. The Master of Social Work Program will be built upon a systems approach and strengths perspective. Augmenting the service orientation of the institution, the Master of Social Work Program will provide the education needed to advance the skills of social work practitioners in southern West Virginia as well as prepare those entering the field for advanced generalist social work practice.

Moreover, the Master of Social Work Program will undertake research activities in an effort to better understand the psychosocial issues confronting southern West Virginia and to develop strategies to ameliorate those issues creating barriers to independence while simultaneously strengthening opportunities for advancement. Thus, the research component of the Master of Social Work Program further advances the mission of the school.

Additionally, Concord University's goals include the development of Master's degree programs in the academic areas of greatest need in this region, such as Education, Business, and Social Work. Therefore, as described above, the objectives of the Master of Social Work Program serve to strengthen and advance the mission of the institution.

B. Existing Programs

Only West Virginia University currently offers an MSW program. Most classes are offered in Morgantown. A periodic cohort is offered in Charleston with selected classes offered in Beckley. Concord University, which is located in southern West Virginia, would be desirable for an MSW Program for the following reasons:

- The Concord University BSW Program has had a long history of providing social work education. In serving this region, Concord University has been an integral part of service learning in southern West Virginia.

- Graduates of Concord University's BSW Program can be found in almost all social service settings in the region, creating an excellent mentoring network for the Master of Social Work Program.

- The BSW Program exists within the region it serves. Thus, the faculty is an integral part of the social work community, serving on boards and committees, and providing ongoing in-service training to employees who have received their professional training at Concord University or other accredited schools or who have related degrees.

C. Program Planning and Development

Approximately ten years ago, Concord University began discussions with Marshall University, West Virginia State University, and West Virginia University to develop a collaborative MSW program. The program was conceptualized as utilizing the faculty and resources of all the universities to offer accessible graduate education to social workers in southern West Virginia. Early in the process, West Virginia University indicated they were not interested in participating in this effort and during the next couple of years, Marshall University and West Virginia State University decided not to pursue the collaborative MSW program.

During this period of time, Marshall University, West Virginia State University, and Concord University have periodically surveyed their students, graduates, and community agencies to ascertain the need and demand for an MSW program. On each occasion, the research indicated a clear need and demand for an MSW program in southern West Virginia. Various needs analysis tools were used. For example in 2002, 2004, and 2006 a standard survey and administration protocol was administered to graduates, employers, and students. The data reinforced the need and demand for an MSW program in southern West Virginia. Short form surveys and focus groups followed in every successive year. In fact the Social Work Program Advisory Council has not only continuously supported the development of an MSW Program at Concord University but has directed Concord to advance the MSW in 2005, 2006, 2007, 2008, 2009, 2010, and 2011. In their calculus the Social Work Advisory Council considered the following analysis:

> ➢ A preference by students in southern West Virginia to have access to a full-time comprehensive MSW program.
> ➢ A percentage of students would not continue their education in an itinerant or cohort program.
> ➢ Some students would prefer not to have to leave the area as they may not have the opportunity to return to this region to practice.
> ➢ The response frequencies indicate a demand that fits nicely into the anticipated demand for the MSW program.
> ➢ Employers overwhelmingly express a need for an MSW program with many offering support to current employees who would want to attend.
> ➢ Graduates who did not attend graduate school stated they did not attend a graduate program due to access, geography, and the reliability of previous offerings. These same students stated they would attend an MSW program developed by Concord University.

Moreover, leaders in the primary practice fields were asked if they had determined a need for an MSW program in southern West Virginia and if they had done so does Concord University, Department of Social Work, have the capacity to develop and implement an MSW program. The responses yielded letters of support that may be found in Appendix I.

The primary fields that employ social workers are: children and families, disabilities, aging, corrections, and mental health/clinical community. Also, social workers are in both public and

private settings. Letters were received from the below listed leaders in each of the primary areas of practice.

John J. Najmulski
Commissioner
Bureau for Children and Families
Commissioner's Office
350 Capitol Street, Room 730
Charleston, WV 25301-3711
Phone: 304-356-4521 Fax: 304-558-4194

Dennis W. Sutton, MSW
Chief Executive Officer
Children's Home Society of West Virginia
1422 Kanawha Boulevard, East P.O. Box 2942
Charleston, WV 26330
Phone: 304-346-0795 Fax: 304-346-1062

Steven A. Wiseman
Executive Director
West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard, East, Suite 700
Charleston, WV 25301-2800
Phone: 304-558-0416 Fax: 304-558-0941

Shawn Allen, MSW, LGSW
ADRC Coordinator
1460 Main St.
Box 8
Princeton, WV 24740
Phone: (304) 425-2040 Fax: (304) 425-2066

Steven L. Collins
Regional Executive Director
Southern Regional Community Corrections
108 South Walker Street
Princeton, WV 24740

Robbin Durham MSW, L.I.C.S.W.
Licensed Independent Clinical Social Worker
Board Certified in Clinical Social Work
Past President of West Virginia Chapter of the National Association of Social Workers
PO Box 123
Flat Top, WV 25841
Phone: 304-787-4318

Based on community support, this analysis, and the projected need, Concord University submitted Intent to Plan a Master of Social Work Program to HEPC. The Higher Education Policy Commission approved this plan on January 31, 2006. A Program Proposal was developed in 2007 and approved by the Division of Social Sciences, the Academic Affairs Executive Council, and the Faculty Senate of Concord University. The prior Administration of the University chose to postpone the program until a later date.

At this point in time, an online/hybrid MSW program in southern West Virginia would attract students nationwide interested in studying and perhaps practicing in a rural area. Additionally, due to the high potential for MSW employment, students in closely related fields of study previously stated they would apply to the proposed MSW program.

D. Clientele and Need

The Master of Social Work Program will serve not only undergraduates of Concord University but also current practitioners in the surrounding communities. Not only will graduates of Concord University's Bachelor of Social Work Program be able to matriculate into the Masters program, but undergraduates in related disciplines such as Sociology and Psychology will as well. The Program will also serve graduates from other nearby institutions, such as Mountain State University, Bluefield State College, and Bluefield College.

Additionally, the Program will serve social work practitioners who are unable to geographically leave the area in order to obtain an MSW. Many of the social workers who would attend the Program part-time have family and employment commitments that prohibit them from relocating. The Program will allow them to either continue working and attend graduate school part-time or attend full-time if they are not employed.

E. Employment Opportunities

In 2008, social workers held about 642,000 jobs in the United States. Most were employed in the health care field, social service assistance industries, and government agencies (Workforce West Virginia, 2010). According to the US Bureau of Labor Statistics (U.S. Government, 2011), employment of social workers is expected to increase by 16 percent during the 2008-18 decade, which is faster than the average for all occupations. The growth in our elderly population due to the aging of the baby boomer generation will create new employment opportunities in the health and social services, resulting in a dramatic increase for gerontological social workers (20 percent increase over the 2008-18 decade which is much faster than the average). Also, employment of child, family, and school social workers is expected to grow by about 12 percent, which is as fast as the average for all occupations (US Government, 2011).

U.S. News and World Report states in its 2011 Career Guide that Social Work is in one of the best occupational careers. A list of the 50 Best Careers of 2011 includes Marriage and Family Therapists, Mediators, and Medical and Public Health Social Workers. A Master of Social Work would gain entry into each of these career areas. The increasing comfort with which Americans are seeking therapy brings with it an increased demand for counselors. Social work counselors provide many therapy services, treating patients battling conditions such as depression,

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alcoholism, and anorexia. Also, the increase in veterans returning from war with Post Traumatic Stress Disorder and adjustment needs has increased the need for Master level social workers in the fields of mental health and Veterans Affairs. The Occupational Outlook Handbook, 2010-2011 Edition reports that job prospects for social workers will grow faster than average for all occupations and are particularly favorable for social workers who work in rural areas (U.S. Government, 2011).

Increasing numbers of elderly; increased crime and juvenile delinquency; services needed for the mentally ill, mentally retarded, and AIDS patients, plus individuals in crisis, all portend the need for more and better educated social workers. Fields of practice are expected to grow due to hospitals increasingly emphasizing early discharge of patients, producing a greater need for medical and social services after discharge, which fosters an increased demand for social workers trained in home health services; growth of private social service agencies caused by the contracting out of services by government agencies; the aging of our society creating a need and expectation for increased gerontology services, and demand for school social workers, which is expected to grow in response to rising rates of teen pregnancy and teen violence, adjustment problems of immigrants and children from single-parent families, along with the emphasis on integrating disabled children into the general school population are all considered contributing factors to the need. Of course, many of these projections depend upon the amount of government funding made available over the same time period. All sources support a need for social workers in rural areas to fill openings in all areas of specialization (*Social Work Careers*, 2004; *Social Work Speaks,* 2005).

According to *Social Work Speaks* (2005), "Recruitment and retention of social workers for rural practice is a major problem for the profession, leading to declassification, resistance to legal regulation, and the siphoning of social work jobs to those with little professional training" (p. 1). Social workers in rural communities must have an array of professional skills to meet the needs of communities. Ethical issues frequently arise due to the physical properties of rural communities that sometimes results in dual relationship issues (*Social Work Speaks,* 2005).

Over the past two years a Social Work Licensing Task Force has met to discuss the need for social workers in the State of West Virginia and revisions to the licensing law in relation to meeting these needs. The impetus behind this task force was an inability of agencies to fill social work positions with the current level of graduates from the current social work education programs. An article published in *The State Journal* (Ford, 2010) reiterates this need for social workers in our state. During this legislative session (January 2011) a bill has been introduced to revise the licensing law to accommodate this need.

Another continual indicator of the need for an MSW program in southern West Virginia is the voice of the Social Work Program Advisory Council, referenced above. The Council consists of representatives from a broad range of agencies in our area and they consistently express a need for graduate level social workers and strongly advocate for Concord to develop an MSW. This expressed need continues to reflect the results of previous surveys conducted by Concord University indicating that the majority (88.1%) of all agencies expressed a need for an MSW program. Additionally, most agencies stated they offer complete or partial assistance for workers obtaining an MSW degree. Although the above analysis indicate a clear need for an

MSW at Concord, the attached letters from the primary agencies that employ social workers makes the clear need even more convincing.

F. Program Impact

The undergraduate Social Work Program began at Concord University in 1974. The Program has continually received accreditation from the Council on Social Work Education (CSWE). The Bachelor of Social Work received reaffirmation of accreditation in February 2011 for eight years, until 2019. The Program had no deficiencies and was noted as having many strengths. Therefore, Concord University has a long history of offering a quality social work program. One of the major impacts of having a Master of Social Work Program will be the positive impact it will have on the growth of the Bachelor of Social Work Program. The current social work faculty has been and will continue to be greatly involved in the development of the Program.

Currently, the undergraduate social work program greatly impacts many other programs at Concord University as the degree requires completion of courses from other disciplines, especially social sciences. Likewise, the graduate social work program will equally impact programs by providing one possible avenue for their graduates to pursue further education.

G. Cooperative Agreements

All social work programs accredited by CSWE require a field (internship) component. In our current BSW Program, we work with many agencies in southern West Virginia to provide these educational opportunities. These social services agencies are from a wide spectrum of social work fields, including but not limited to, child welfare, health care, nursing home care, mental health care, hospitals, and community organizations. The social work program obtains cooperative agreements between Concord University and the agencies outlining each entities responsibility. Once approval is given by the HEPC, this process will also be completed for the MSW Program.

H. Alternatives to Program Development

As noted in Section 4.3 describing program development, Concord University has worked in the past with Marshall University and West Virginia State University to develop a collaborative MSW Program. These efforts were unsuccessful as the other schools chose not to participate in a collaborative program.

Part III – PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS

A. Program Administration

Concord University has a Director of Graduate Studies and support staff. The Master of Social Work Program will utilize this Administrative staff for admissions procedures (see Appendix A for Administrative Organizational Chart). The Master of Social Work Program will require a Director who is a member of the Social Work faculty. The Director of the Program must have

full-time appointment to the social work program and sufficient assigned time (at least 50%) to provide educational and administrative leadership (CSWE standard).

B. Program Projections

Concord University expects to graduate approximately 150 students in the Master of Social Work Program by the fifth year (2017-2018) (see Financial Forms Narrative and Form 1).

C. Faculty Instructional Requirements

The Master of Social Work Program requires the addition of faculty. The Council on Social Work Education (CSWE) requires a total of six faculty whose principal assignment is to the master's program; three (3) faculty during the first year, two (2) new hires during the second year, and one (1) additional new faculty during year three. One of these six faculty members is the Director of the MSW Program with 50% release time for administrative functions. In addition, one of these six faculty members is the Field Coordinator who must have 50% release to coordinate field (see Form 2 FTE Positions). Faculty will have terminal degrees in their area of expertise (see Appendix F).

D. Library Resources and Instructional Materials

The J. Frank Marsh Library has been actively building its ability to support graduate-level research since the 1998-99 academic year. Directed by a faculty/staff/student Library Advisory Committee, this preparation has taken five major thrusts:

1. Revision of the Marsh Library Collection Development Policy
2. Review and strengthening of the monograph collection
3. Review and strengthening of the serial collection
4. Review and acquisition of appropriate bibliographic data bases
5. Provision for remote information search, retrieval, and document delivery

The Library's written collection development policy is annually reviewed and approved by the Library Advisory Committee, a sub-committee of the Faculty Senate. With faculty, student, and library staff representation, this committee has foreseen the needs of graduate program support and has provided for a deliberate policy of electronic information acquisition and delivery to Concord University students. The emphasis on graduate program development was reviewed and approved by full Faculty Senate and President of the University in 1999 with the most recent revision being completed in October 2010.

Each academic year, a special collection development allocation of $10,000 is designated for one of the six academic divisions of Concord University. Since a Master's Degree in Social Work had been proposed to be initiated, the Division of Social Sciences was moved from its regular special allocation rotation into the 2007-2008 academic year. With its usual headcount library budget allocation of approximately $6,000 per academic year, the Social Sciences Division will receive $16,000 immediately to purchase graduate-level library materials. Following the 2007-2008 fiscal year, Social Sciences will receive its usual head count allocation and the every-sixth

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year special allocation. The primary databases currently available to support this degree program are Infotrac, PsyIndex and PsyArticles, and Westlaw. The Marsh Library is also in the first year of a four-year capital project to "Build a University Library". Funds are being sought to increase the monograph collection from 154,000 to 200,000 and to greatly increase the number of online databases made available for student and faculty research. The Social Sciences Division is represented on the capital development committee and is scheduled to receive additional library resources from this capital project.

The J. Frank Marsh Library of Concord University presently provides undergraduate and graduate students with access to eleven vendor-provided index/databases as well as paper subscriptions to over 200 serials. The Library provides 30 in-house computer terminals and free printing facilities so that on-site students may readily search and retrieve these resources. At present, over $45,000 per year is allocated in the Marsh Library budget to the provision of electronic data resources, and electronic terminal equipment is replaced on a rotating, three-year cycle.

Since graduate coursework at Concord University is aimed at working professionals, the Library Advisory Committee has recognized that off-site search and retrieval as well as document delivery are important issues. Therefore, databases have been acquired and provided to students in an IP-specific mode. The databases are mounted to the library's website (library.concord.edu) so that the online catalog, online databases, and online research web links may be utilized by any remote users who have access to the worldwide web and the Concord passwords to the databases. A non-traditional graduate student may call up this web site 7 days a week, 24 hours per day, search the site and locate first-class, graduate-level resources, and print the results of their research at their search terminal. Where IP access is not permitted by the vendors, the Library has made arrangements with the vendors for a limited number of remote passwords for the use of home-bound students. For documents not available by web delivery to the user, the Library may transmit web-based faxed documents to researchers. Online reference access to professional librarians has been set up, as has a materials request form, which will permit graduate students to request acquisition of specialty materials in an expedited manner.

In summary, over 12 years ago, the Concord University Library set in motion a deliberate program designed to foresee what information resources would be necessary to support graduate programs in education at the University. An ambitious capital development program has raised $3 million to improve the physical plant, increase the monograph collection and increase remote access to full text research databases. The Marsh Library is confident that its planning has provided a current ability to support graduate research in the field of Social Work, and the library's strategic planning is designed to further enhance both general research and Social Work scholarly resources.

E. Support Service Requirements

Concord University presently has most of the needed support services to support an MSW Program. The divisions within the University all have computer labs and students have access to laptops and computers in the library. The Library and the Center for Academic Technologies and the Computer Services and Institutional Research Office all have worked to provide

excellent support for students living both on and off campus. Those living off campus can easily access academic and research resources from home and other remote locations. This is integral to the MSW Program as many of the candidates will be non-traditional students.

Concord University also provides services to students with disabilities and academic needs through the Office of Student Support Services. Additionally, there is an Office of Multicultural Affairs which addresses the needs of students from a wide variety of cultures and backgrounds. Career Services has worked closely with the Social Work Department to help prepare and link social work majors with appropriate employment opportunities. The only area of identified possible need will be secretarial/clerical support.

F. Facilities Requirements

The MSW Program will require no or minimal additional space. Current buildings and technology are appropriate for the program and can meet classroom needs as the Program will be delivered online with some face-to-face instruction occurring in the late afternoon and evenings or possibly weekends. The only additional possible space requirements will be for offices for the MSW faculty hired to support the Program and secretarial/clerical office space.

G. Operating Resource Requirements

    See Form 2

H. Source of Operating Resources

    See Form 2

Part IV – OFFERING EXISTING PROGRAMS AT NEW LOCATIONS

Concord University intends to offer this program in an online/hybrid delivery format.

Part V – PROGRAM EVALUTION

A. Evaluation Procedures

The MSW curriculum will build upon the continuous quality assessment and improvement program of the Bachelor of Social Work Program. Partial lists of the steps that will be taken to maintain and improve program quality include:

- Meet or exceed North Central's accreditation requirements.
- Meet or exceed the Council on Social Work Education's (CSWE) requirements for accreditation. The last two CSWE reaccreditation visits found no program deficiencies and many areas of program strength resulting in full reaccreditation for eight years. The Program was notified in February 2011 that they received full reaffirmation of accreditation for 8 years. The site visit report found no deficiencies and many strengths.

- Meet or exceed national standardized graduate social work test measures.
- Survey the satisfaction of graduates and employers on a periodic basis.
- Seek recommendations of the Advisory Board of Community Organizations, regarding knowledge base required for their organizations and preparation for advanced practice.
- Continually survey those students completing their last semester to ascertain their perception of program quality and preparation for practice.
- Opportunities for improvement will be gathered from all relevant data and used to suggest contemporaneous corrective actions.
- A Graduate Student Social Work Organization will be established to represent students' interests in improving program quality.
- Employment rates will be monitored as an indicator of program need and successful licensure.

B. Accreditation Status

Concord University is currently accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) through 2017-2018. Concord University will submit the Master of Social Work (MSW) proposal and seek program approval by the West Virginia Higher Education Policy Commission in November 2011. Upon approval from HEPC, Concord will complete the appropriate procedure/process to seek accreditation from the Council on Social Work Education (CSWE). MSW programs remain in Candidacy for Accreditation from CSWE for four years. Students who graduate from a program in Candidacy are considered as graduating from an accredited program.

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Financial Forms
Narrative

General Information

The administration of Concord University has planned this program based on the need for Masters of Social Work (MSW) professionals in southern West Virginia. West Virginia University (WVU) is the only other state four-year institution that currently offers the MSW program. Since WVU is located in the northern part of the state, this program offering will assist those students in the southern part of West Virginia and the northern part of Virginia to obtain an MSW degree. Those students currently wishing to obtain the MSW must enroll in either WVU or Radford University located in Radford, Virginia.

The current student FTE majoring in Social Science classes at Concord University have increased by 10.06% or 32 FTE over the last five years, bringing the total student FTE to 350. Student graduating with a major in Social Sciences totaled 45 for the fiscal year ended June 30, 2010. The program administrators expect that 15 of these 45 students will enroll in the first year of the MSW program.

Additional FTE are expected to enroll who have obtained their undergraduates degrees from Marshall University, Bluefield State College, Radford University, Mountain State University and other institutions located near the southern part of the state. Students are expected to be drawn from Radford University since Concord is located approximately 90 minutes from Radford and, the out-of-state tuition for Concord is less than the instate tuition at Radford University.

Professional students who have previously graduated and have a license in Social Work have annual continuing professional education requirements that must be met in order to maintain their license. The financial projections include these students as part-time FTE enrolled in the Foundation Program each year. The projections also assume that prior graduates with a degree in Sociology and Social Work will enroll in the MSW program in order to obtain a license in Social Work as they are already employed in the field.

The projections have been prepared based on information provided by the program administrators of the Social Science Division at Concord University. The student headcount is considered to be reasonable given the available sources from which the student FTE may be drawn. The number of full time faculty used in the estimates is the total required for the program to obtain the necessary accreditation.

The following explains the financial assumptions used in completing Forms 1 and 2 included in this report. These assumptions relate to student FTE, Faculty FTE, operating resources, and operating expenses.

Student Headcount and Enrollment Assumptions:

The Master of Social Work (MSW) Program will consist of two different tracks; the Standard Program and the Advanced Standing Program. The Standard Program (both full-time and part-time) will require the completion of 57 academic credit hours. This track is designed for students entering the MSW Program who do not have a Bachelor of Social Work (BSW) degree or meet the requirements for the Advanced Standing Program. The first year of the Standard

Program will consist of the foundation content (24 credit hours) and the second year will consist of the advanced content (33 credit hours). The Advanced Standing Program will require the completion of 33 academic credit hours and will consist of the second year of advanced study course content. The Advanced Standing Program is for students entering the MSW Program with a BSW degree and who meet specific GPA requirements.

The Foundation Content (24 hours) classes include the following:

1. SOWK 501-Foundations of Generalist Practice - 3 credit hours
2. SOWK 511-Foundations of Human Behavior in the Social Environment - 3 credit hours
3. SOWK 521-Foundations of Policy - 3 credit hours
4. SOWK 531-Foundations of Practice - 3 credit hours
5. SOWK 541-Foundations of Research - 3 credit hours
6. SOWK 551- Foundation Field Practicum - 6 credit hours
7. SOWK 660 -Elective (Rural Focus) – 3 credit hours

The Advanced Standing Program (33 credit hours) will consist of the following classes:

1. SOWK 613-Advanced Human Behavior and Social Environment in Rural Settings - 3 credit hours
2. SOWK 633-Advanced Rural Practice with Individuals, Families, and Groups - 3 credit hours
3. SOWK 660 - Elective (Advanced Rural Focus) - 3 credit hours
4. SOWK 634-Advanced Rural Practice with Communities & Organizations - 3 credit hours
5. SOWK 622-Advanced Policy in Rural Practice - 3 credit hours
6. SOWK 642-Advanced Rural Research Methods for Social Work - 3 credit hours
7. SOWK 653-Advanced Field Practicum a,b,c - 9 credit hours
8. SOWK 660-Elective (Advanced Rural Focus) - 6 credit hours

The following chart shows the total headcount for what each MSW program is expected to achieve for the first five years based on estimates supplied by the faculty developing the Masters of Social Work program and are based on information drawn from research related to anticipated student enrollment in the MSW Program:

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STUDENT HEADCOUNT				
Year	Foundation Content	Advanced Standing	Non-matriculating Foundation	Total
1	15	15	3	33
2	26	22	3	51
3	29	29	6	64
4	30	30	6	66
5	32	30	6	68

Year	Student FTE	Headcount	Credit Hours Produced
1	43	33	777
2	65	51	1,164
3	81	64	1,461
4	85	66	1,536
5	86	68	1,542

Year one financial projections are based on the assumption that the students obtaining their social work undergraduate degree in the preceding spring semester will enroll in the Advanced Standing Program during the next fall term as shown in the studies conducted by the Social Work Department.

The students enrolling in Advanced Standing Program will graduate at the end of year one. The students enrolled in the Foundation Content section of the Program are expected to proceed to the Advanced Standing section in year two. Students entering the Foundation Content section will be drawn from sources outside the university or from students who have graduated during previous years. The charts show the pattern that is expected to continue throughout the first five years of the Program.

The projections assume a beginning head count of 33 and it is anticipated that the program will attract students from Concord University, Mountain State University and Bluefield State College in West Virginia and Radford University located in Virginia.

The full-time-equivalent student totals are substantially higher than the student headcount due to the number of credit hours required for the first and second summer terms in both sections of the Program. Total student participation was provided by the Program administrators.

Detailed schedules are attached showing how the student full-time-equivalencies, tuition and fee revenue, credit hours and total revenue were calculated.

Operating Resource Assumptions:

Revenue projections are calculated by applying the current graduate tuition and fee rates for both instate and out-of-state students to estimated enrollment totals. The financial projections are based on the assumptions that 90% of the students enrolled in the classes will be in-state residents and that 10% of the students enrolled will be drawn from out-of-state. No rates for clinical graduate degrees have been used in this projection.

The Program Investigator for the Public Service Grant, a Title IV grant program administered by the West Virginia Department of Health and Human Services will be requesting additional funding under this Title IV grant program to provide financial assistance to student planning to enroll in these classes. This assistance increases the ability of the Program to achieve the desired results since some of the financial burden for the cost of attending these classes can be borne by the grant program. The number of student FTE that will be eligible for these funds is dependent upon the State's Penetration Rate, the University's ability to increase cost share, and the student's willingness to work in the child services area upon graduation.

Tuition increases of 3% are projected after the year one. The following chart shows the estimated gross revenue projected for the first five years of the program.

Year	Instate	Out-of-State	Total Projected Revenue
1	227,972	44,444	272,416
2	351,763	68,578	420,341
3	455,061	88,634	543,695
4	492,660	96,032	588,692
5	508,879	99,266	608,145

FTE Positions:

Accreditation of the Program will require the Social Work Department to hire five additional faculty members and transfer one of the existing faculty members from the undergraduate program in order to meet the standards established by the CSWE accrediting agency for this MSW graduate degree.

The new faculty positions reported in the total salary and benefit costs shown on Form 2, page 2 include in year one a program administrator with 50% instructional time and 50% release time, two new faculty members, including a field coordinator with 50% instructional time and 50%

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release time. During the second year two additional full-time faculty are to be added and in year three, an additional faculty member would be hired. This equates to a faculty size of six full-time faculty members by year three. The faculty FTE is calculated using an equivalent full-time faculty load of 18 credit hours per year. Faculty salaries are estimated at $60,000 per year in year one for a full professor and $50,000 per year for an assistant professor. The projections include the cost of two professors and two assistant professors by the end of year three. One faculty member, a full professor, will be drawn from existing faculty in the Social Science Division.

 In addition, the projections include the cost of a full-time secretarial position beginning in year one. The administrator and field coordinator's salary is estimated at $60,000 per year. The total benefit rate applied to the estimated salary costs is 27.50%. The projections include pay increases for salaries after year one in the amount of 3% per year.

A detailed analysis of employee FTE and related costs is included in this report.

Operating Costs:

Current expenses include those expenses normally encountered by the instructional departments in higher education. These expenses include marketing, office expense, travel, supplies, and other related expenses. The cost of obtaining the necessary accreditation for the Program has been included based on the latest available information. See the detailed costs shown on page 2 of Form 2. Items included as current expense are shown as a detailed schedule attached to this section of the report.

Increase in Resources:

The Program is expected to generate small but positive cash flows for the first three years and with increases in year four and five as the program grows in student attendance.

Projected Cash Flow			
Year	Income	Expense	Net
1	272,416	267,176	5,240
2	420,341	402,211	18,130
3	543,695	502,719	40,976
4	588,692	517,290	71,402
5	608,145	532,299	75,846
	2,433,289	**2,221,695**	**211,594**

FORM 1

FIVE-YEAR PROJECTION OF
PROGRAM SIZE

	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Number of Students Served through Course Offerings of the Program:					
Headcount	33	51	64	66	68
FTE	43	65	81	85	86
Number of student credit hours generated by courses within the program (entire academic year):	777	1164	1461	1536	1542
Number of Majors:					
Headcount	33	51	64	66	68
FTE majors	43	65	81	85	86
Number of student credit hours generated by courses within the program (entire academic year):	777	1164	1461	1536	1542
Number of degrees to be granted (annual total):	15	23	35	35	40

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FORM 2

FIVE-YEAR PROJECTION OF

PROGRAM SIZE

	First Year	Second Year	Third Year	Fourth Year	Fifth Year
FTE POSITIONS					
Administrators	1.00	1.00	1.00	1.00	1.00
Full-time Faculty	2.00	4.00	5.00	5.00	5.00
Adjunct Faculty	-	-	-	-	-
Graduate Assistants	-	-	-	-	-
Other Personnel:	-	-	-	-	-
a. Clerical Workers	1.00	1.00	1.00	1.00	1.00
b. Professionals	-	-	-	-	-
Note: Include percentage of time of current personnel					
	4.00	**6.00**	**7.00**	**7.00**	**7.00**
OPERATING COSTS (Appropriated Funds Only)					
Personal Services:					
a. Administrators	66,938	68,946	71,014	73,144	75,339
b. Full-time Faculty	149,813	281,807	378,183	389,529	401,215
c. Adjunct Faculty	-	-	-	-	-
d. Graduate Assistants	-	-	-	-	-
e. Non-Academic Personnel:	-	-	-	-	-
Clerical Workers	34,425	35,458	36,522	37,617	38,745
Professionals		-	-	-	-
Total Salaries	251,176	386,211	485,719	500,290	515,299

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PROGRAM SIZE

		First Year 2010	Second Year 2011	Third Year 2012	Fourth Year 2013	Fifth Year 2014
2	Current Expenses	3,500	3,500	3,500	3,500	3,500
3	Accrediation Costs	5,000	5,000	5,000	5,000	5,000
4	Equipment:					
	Educational Equipment	3,000	3,000	4,000	4,000	4,000
	Library Books	1,000	1,000	1,000	1,000	1,000
5	Nonrecurring Expense					
	Marketing	3,500	3,500	3,500	3,500	3,500
a.	Clerical Workers					
b.	Professionals					
	Sub-total	16,000	16,000	17,000	17,000	17,000
	Total Costs	267,176	402,211	502,719	517,290	532,299

C. **SOURCES**

1 General Fund Appropriations

(Appropriated Funds Only)

_____Reallocation   _____New Funds

2 Federal Government

(Appropriated Funds Only)

3 Private and Other

Grant Program - Foster Care

a	Tuition & Fees					
	In-State FTE	227,972	351,763	455,061	492,660	508,879
	Out-of-State FTE	44,444	68,578	88,634	96,032	99,266
	Total	272,416	420,341	543,695	588,692	608,145
	Total All Sources	272,416	420,341	543,695	588,692	608,145
	Net Increase in cash	**5,240**	**18,130**	**40,976**	**71,402**	**75,846**

NOTE: Total costs should be equal to total sources of funding.

*Explain your Method for Predicting the Numbers. (Use additional sheet if necessary.)

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Listing of Classes included in the MSW Program:			Program	Headcount Faculty	FTE Faculty	CH
CRN						**CH**
		Class Name				
		Summer				
SOWK	613	Advanced Human Behavior in the Social Environment in Rural Settings	AS	1	0.25	3
SOWK	660	Elective (Advanced Rural Focus)	AS	1	0.25	3
				2	0.50	6
		Fall Semester				
SOWK	501	Foundations of Generalist Practice	FC	1	0.25	3
SOWK	511	Foundations of Human Behavior in the Social Environment		1	0.25	3
SOWK	521	Foundations of Policy		1	0.25	3
				3	0.75	9
SOWK	633	Advanced Rural Practice with Individuals, Families & Groups	AS	1	0.25	3
SOWK	642	Advanced Rural Research	AS	1	0.25	3
SOWK	653	Advanced Field Practicum a, b, c	AS	1	0.25	3
				3	0.75	9
		Spring Semester				
SOWK	531	Foundations of Practice	FC	1	0.25	3
SOWK	541	Foundation of Research		1	0.25	3
SOWK	660	Elective (Rural Focus)		1	0.25	3
				3	0.75	9
SOWK	634	Advanced Rural Parctice with Communities & Organizations	AS	1	0.25	3
SOWK	622	Advanced Policy in Rural Practice	AS	1	0.25	3
SOWK	653	Advanced Field Practicum a, b, c	AS	1	0.25	3
SOWK	660	Elective (Advanced Rural Focus)	AS	1	0.25	3
				4	1.00	12
		Summer Term - I				
SOWK	551	Foundation Field Practicum		1	0.25	6
				2	0.50	6
		Summer Term - II				
SOWK	653	Advanced Field Practicum a, b, c	AS	1	0.25	3
SOWK	660	Elective (Advanced Rural Focus)	AS	1	0.25	3
				2	0.50	6
				18	**4.5**	**57**
		AS = Advanced Standing Classes (Green)		**11**	**2.75**	**33**

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Year One

No		Hdct*	Average CH Taken	Total CH	FTE	Instate CH	Out-of-State CH	Instate Tuition & Fee Revenue	Out-of-State Tuition & Fee Revenue	Total Revenue
	Column	a	b	c	d	e	f	g	h	i
	Formula			col. a x b	col. c/18	col. c x 90%	col. c x 10%	col. e x line 1(g)	col. f x line 1(h)	
1	**Rates**					**90%**	**10%**	**$326**	**$572**	
2	Foundation Part-time	8	12	96	5.33	86.40	9.60	28,166	5,491	33,658
3	Foundation Full-time	7	24	168	9.33	151.20	16.80	49,291	9,610	58,901
4	New Foundation Part-time									
5	New Foundation Full-time									
6	Advanced From Foundation Pr Yr	15	33	495	27.50	445.50	49.50	145,233	28,314	173,547
7	New Advanced									
8	Non-matriculating Foundation	3	6	18	1.00	16.20	1.80	5,281	1,030	6,311
9	**Total**	33	75	777	43.17	699.30	77.70	227,972	44,444	272,416

Year Two

No		Hdct*	Average CH Taken	Total CH	FTE	Instate CH	Out-of-State CH	Instate Tuition & Fee Revenue	Out-of-State Tuition & Fee Revenue	Total Revenue
	Column	a	b	c	d	e	f	g	h	i
	Formula			col. a x b	col. c/18	col. c x 90%	col. c x 10%	col. e x line 1(g)	col. f x line 1(h)	
1	**Rates**					**90%**	**10%**	**$336**	**$589**	
2	Foundation Part-time	8	12	96	5.33	86.40	9.60	29,011	5,656	34,667
3	Foundation Full-time	-	-	-	-	-	-	-	-	-
4	New Foundation Part-time	9	12	108	6.00	97.20	10.80	32,638	6,363	39,001
5	New Foundation Full-time	9	24	216	12.00	194.40	21.60	65,276	12,726	78,001
6	Advanced From Foundation Pr Yr	7	33	231	12.83	207.90	23.10	69,809	13,610	83,418
7	New Advanced	15	33	495	27.50	445.50	49.50	149,590	29,163	178,753
8	Non-matriculating Foundation	3	6	18	1.00	16.20	1.80	5,440	1,060	6,500
9	**Total**	51	120	1,164	64.67	1,047.60	116.40	351,763	68,578	420,341

Year Three

No		Hdct*	Average CH Taken	Total CH	FTE	Instate CH	Out-of-State CH	Instate Tuition & Fee Revenue	Out-of-State Tuition & Fee Revenue	Total Revenue
	Column	a	b	c	d	e	f	g	h	i
	Formula			col. a x b	col. c/18	col. c x 90%	col. c x 10%	col. e x line 1(g)	col. f x line 1(h)	
1	**Rates**					**90%**	**10%**	**$346**	**$607**	
2	Foundation Part-time	9	12	108	6.00	97.20	10.80	33,639	6,552	40,191
3	Foundation Full-time	-	-	-	-	-	-	-	-	-
4	New Foundation Part-time	10	12	120	6.67	108.00	12.00	37,377	7,280	44,657
5	New Foundation Full-time	10	24	240	13.33	216.00	24.00	74,753	14,560	89,313
6	Advanced From Foundation Pr Yr	9	33	297	16.50	267.30	29.70	92,507	18,018	110,525
7	New Advanced	20	33	660	36.67	594.00	66.00	205,572	40,040	245,612
8	Non-matriculating Foundation	6	6	36	2.00	32.40	3.60	11,213	2,184	13,397
9	**Total**	64	120	1,461	81.17	1,314.90	146.10	455,061	88,634	543,695

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Year Four

	Hdct*	Average CH Taken	Total CH	FTE	Instate CH	Out-of-State CH	Instate Tuition & Fee Revenue	Out-of-State Tuition & Fee Revenue	Total Revenue
Column	a	b	c	d	e	f	g	h	i
Formula			col. a x b	col. c/18	col. c x 90%	col. c x 10%	col. e x line 1(g)	col. f x line 1(h)	
1 Rates					90%	10%	$356	$625	
2 Foundation Part-time	10	15	150	8.33	135.00	15.00	48,111	9,378	57,489
3 Foundation Full-time	-	-	-	-	-	-	-	-	-
4 New Foundation Part-time	10	12	120	6.67	108.00	12.00	38,489	7,503	45,992
5 New Foundation Full-time	10	24	240	13.33	216.00	24.00	76,978	15,005	91,983
6 Advanced From Foundation Pr Yr	10	33	330	18.33	297.00	33.00	105,845	20,632	126,477
7 New Advanced	20	33	660	36.67	594.00	66.00	211,690	41,264	252,954
8 Non-matriculating Foundation	6	6	36	2.00	32.40	3.60	11,547	2,251	13,797
9 Total	**66**	**123**	**1,536**	**85.33**	**1,382.40**	**153.60**	**492,660**	**96,032**	**588,692**

Year Five

	Hdct*	Average CH Taken	Total CH	FTE	Instate CH	Out-of-State CH	Instate Tuition & Fee Revenue	Out-of-State Tuition & Fee Revenue	Total Revenue
Column	a	b	c	d	e	f	g	h	i
Formula			col. a x b	col. c/18	col. c x 90%	col. c x 10%	col. e x line 1(g)	col. f x line 1(h)	
1 Rates					90%	10%	$367	$644	
2 Foundation Part-time	10	12	120	6.67	108.00	12.00	39,601	7,725	47,326
3 Foundation Full-time	-	-	-	-	-	-	-	-	-
4 New Foundation Part-time	11	12	132	7.33	118.80	13.20	43,562	8,498	52,059
5 New Foundation Full-time	11	24	264	14.67	237.60	26.40	87,123	16,995	104,118
6 Advanced From Foundation Pr Yr	10	33	330	18.33	297.00	33.00	108,904	21,244	130,148
7 New Advanced	20	33	660	36.67	594.00	66.00	217,808	42,488	260,295
8 Non-matriculating Foundation	6	6	36	2.00	32.40	3.60	11,880	2,318	14,198
9 Total	**68**	**120**	**1,542**	**85.67**	**1,387.80**	**154.20**	**508,879**	**99,266**	**608,145**

Notes:

1 Student headcount, full-time equvalencies, and credit hours was provided by the Social Science Department in the *"Calculation of Tuition & Fee Revenue,"* Excel report, 2006. Changes were made to better reflect the anticipated headcount enrollment. Student FTE calculations were then calculated based on the headcount detail and related estimated credit hours.

2 The allocation of instate and out-of-state students was estimated by the Social Science Department in the "*Calculation of Tuition & Fee Revenue*," Excel report, 2006.

3 The tuition and fee rates used are based on the current graduate tuition and fee rates for Concord University as approved by the Higher Education Policy Commission and effective as of July 1, 2011.

4 The tuition and fee costs per semester for instate graduate students is $2,928 and $5,143 for out-of-state graduates. A full-time equivalent graduate student is calculated at nine credit hours per semester. The cost per credit hour for instate and out-of-state graduate students is $326 and $572, respectively.

5 The total credit hours required to complete the MSW program is 57 credit hours. The Foundation Program contains 24 credit hours and the Advanced Program requires 33 credit hours to complete. Part-time Foundation students are projected to complete 10 credit hours per year.

6 A fee increase of 3% per year is included in the above calculations.

*Headcount

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PROJECTED FACULTY FTE & RELATED COST

Title	Year 1			Year 2			Year 3			Year 3			Year 5		
	FTE	Salary	Total	FTE	Salary	Total	FTE	Salary	Total	FTE	Salary	Total	FTE	Salary	Total
ADMINISTRATION:															
Adminstrator Release Time	0.50	60,000	30,000	0.50	61,800	30,900	0.50	63,654	31,827	0.50	65,564	32,782	0.50	67,531	33,765
Field Co-ordina	0.50	45,000	22,500	0.50	46,350	23,175	0.50	47,741	23,870	0.50	49,173	24,586	0.50	50,648	25,324
Administration	1.00		52,500	1.00		54,075	1.00		55,697	1.00		57,368	1.00		59,089
CLERICAL:															
Clerical 1	1.00	27,000	27,000	1.00	27,810	27,810	1.00	28,644	28,644	1.00	29,504	29,504	1.00	30,389	30,389
FACULTY:															
Administrator Instructional Time Field Co-ordinator	0.50	60,000	30,000	0.50	61,800	30,900	0.50	63,654	31,827	0.50	65,564	32,782	0.50	67,531	33,765
Instruction	0.50	45,000	22,500	0.50	46,350	23,175	0.50	47,741	23,870	0.50	49,173	24,586	0.50	50,648	25,324
Professors	1.00	65,000	65,000	1.00	66,950	66,950	2.00	68,959	137,917	2.00	71,027	142,055	2.00	73,158	146,316
Asst Professors	0.00	-	-	2.00	50,000	100,000	2.00	51,500	103,000	2.00	53,045	106,090	2.00	54,636	109,273
Total Faculty	2.00		117,500	4.00		221,025	5.00		296,614	5.00		305,513	5.00		314,678
	4.00		197,000	6.00		302,910	7.00		380,956	7.00		392,384	7.00		404,156
Benefits @ 27.50%			54,176			83,301			104,763			107,906			111,143
Total Compensation Costs			**251,176**			**386,211**			**485,719**			**500,290**			**515,299**
Total Salary & Benefit Cost Per Classification:															
Administra	1.00		66,938	1.00		68,946	1.00		71,014	1.00		73,144	1.00		75,339
Clerical	1.00		34,426	1.00		35,459	1.00		36,521	1.00		37,617	1.00		38,746
Faculty	2.00		149,813	4.00		281,807	5.00		378,183	5.00		389,529	5.00		401,215
Total Cost			**251,176**			**386,211**			**485,719**			**500,290**			**515,299**
Cost Per Credit Hour: *(Total Credit Hours of the Foundation and Advanced Standing Programs)*															
Administration			1,174			1,210			1,246			1,283			1,322
Clerical			604			622			641			660			680
Faculty			2,628			4,944			6,635			6,834			7,039
			4,407			**6,776**			**8,521**			**8,777**			**9,040**

Includes administrator at 50% release time, field co-ordinator at 50% release time and a full-time clerical employee

Benefits calculated at 27.50% of salary costs.

All faculty included are projected to be new hires.

Includes administrator and field co-ordinator at 50%, net of noninstructional time.

	Year 1	Year 2	Year 3	Year 4	Year 5
Concord University					
Other Operating Costs					
As of November 28, 2011					
Marketing Costs	3,500	3,500	3,500	3,500	3,500
Office & Printing Supplies	1,000	1,000	1,000	1,000	1,000
Travel Expense	1,500	1,500	1,500	1,500	1,500
Miscellaneous	1,000	1,000	1,000	1,000	1,000
Library Upgrade	1,000	1,000	1,000	1,000	1,000
Technology	3,000	3,000	4,000	4,000	4,000
Accreditation	5,000	5,000	5,000	5,000	5,000
Total	**16,000**	**16,000**	**17,000**	**17,000**	**17,000**

NOTES:

1. Title IV-E grant that the department has planned to apply for additional funding to provide scholarships for those graduate students enrolled in the program.

2. MSW programs are better able to obtain additional funding from varied sources.

3. Technology can be used to reduce instructional costs without sacrificing quality.

4. Other than BSW graduates, students in other fields and from other schools and states may apply.

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West Virginia Higher Education Policy Commission
Meeting of February 17, 2012

ITEM: Approval of Bachelor of Arts in Art

INSTITUTION: Glenville State College

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher
                                       Education Policy Commission approves the
                                       Bachelor of Arts in Art at Glenville State
                                       College, effective August 2012.

STAFF MEMBER: Kathy Butler

BACKGROUND:

Glenville State College proposes a Fall 2012 implementation of a new program, Bachelor of Arts in Art. The Bachelor of Arts in Art degree program proposed by Glenville State College offers majors in two areas: (1) Studio Art which includes Painting, Drawing, and Ceramics; and (2) Graphic and Digital Design, an interdisciplinary program which includes Digital Photography, Web Design, Audio Recording, and Video Engineering.

The Glenville State College Fine Arts Department intends to deliver a sound curriculum that will integrate business, music, marketing, and computer science courses into the art program, preparing graduates for additional employment opportunities. Building upon the foundation of an existing art minor, this program provides students with skill sets that can complement each other in today's business environment.

The 120-hour program is designed so that it can be completed within eight (8) semesters and includes a foundation of art courses that serve as a core for the two majors available in the degree program: Studio Art and Graphic and Digital Design. In designing this program, the Glenville State College Fine Arts Department utilized both personnel and programmatic resources currently available at the college to develop the foundation for the program.

Glenville State College intends to offer this program through a traditional delivery system of lectures, demonstrations, hands-on experiences, discussion, individual and group projects and other assignments. There are currently no plans to offer this program off-campus or online. However, aligned with Glenville State College's mission, this program provides additional opportunities for student involvement in a variety of community–oriented activities and initiatives.

A primary objective of this program is to provide students in central West Virginia with the opportunity to complete a baccalaureate degree in art that offers specialized training in Studio Art and Graphic and Digital Design. The closest institution to offer a Bachelor of Arts in Art is 65 miles away. Currently, Concord University, Fairmont State University, Marshall University, Shepherd University, West Liberty University, West Virginia State University, and West Virginia University offer similar degree programs. Yet, Glenville State College's program is unique in that it provides students with options of two different majors within the program. According to www.workforce.com, studies indicate that employment opportunities in the areas of graphic design, photography, painting, and web design will continue to increase through 2018, with increases to be anticipated statewide in West Virginia.

It is the intent of Glenville State College to seek accreditation of this program at the earliest possible time. The proposed curriculum and resource allocation model have been designed to meet the accreditation standards of the National Association of Schools of Art and Design. The college seeks to have this program accredited once fully operational within five years of its implementation.

The institution expects that at least eight (8) students will complete the program during the first five (5) year period. Because many of the required courses are currently being offered within other programs at the institution, it is anticipated that several students will select to complete this program in addition to their other selected major prior to graduation.

Glenville State College will leverage current faculty/staff resources to offer this new program with the addition of one full-time faculty member and limited adjunct faculty support. It is expected that increased enrollment and subsequent student tuition and fee generation will support the program. Program operating costs will be absorbed into already existing departmental operating costs.

In the 2015-16 academic year, the Commission will conduct a post-audit review of the new program to assess progress toward successful implementation.

GLENVILLE
STATE COLLEGE

New Program Proposal

Bachelor of Arts in Art

Endorsed by
Curriculum Committee on 24 March 2011
College Leadership Council on 31 March 2011
Board of Governors on 8 June 2011

Proposed Effective Date:

Fall 2012

GLENVILLE STATE COLLEGE

September 2011

Category of Action Required:

HEPC Approval of New Program

Title of Degree: Bachelor of the Arts in Art

Location: Glenville State College

Effective Date: Fall 2012

Summary statement: Glenville State College seeks approval of a Bachelor of the Arts degree in Art. This degree program builds on the existing minor in art by allowing students to select from a wider array of course offerings in the art field. The program will specifically benefit students with an interest in Studio Art and/or Graphic and Digital Design. The BA in Art with a major in Studio Art provides an excellent grounding for professions as diverse as law, medicine, and business. Completion of the major will prepare students for advanced study in art history, architecture, and cultural studies. It also serves as the foundation for careers related to teaching, arts administration, museum curator, gallery work, historic preservation, art libraries, publishing, journalism, advertising, art conservation, and art investment. The major in Graphic and Digital Design prepares students to become content creators in a world that is constantly being shaped by technology. This preparation includes the cultivation of analytic and critical thinking skills as well as the ability to work and communicate with others on complex interdisciplinary projects integrating digital music, digital art, web-based technologies, and computer programming skills. This course of study will also prepare students to pursue an advanced degree in art and related fields.

Bachelor of Arts in Art Proposal
Glenville State College

Table of Contents

A DEGREE PROPOSAL
BACHELOR OF ARTS IN ART

PROGRAM DESCRIPTION:

3.9.1 _**Program Objectives**_: _**State the program objectives so that they can be related to the criteria in the evaluation plans.**_

Glenville State College currently does not offer a major in Art. The Bachelor of the Arts in Art degree program proposed by Glenville State College (GSC) offers majors in two areas: (1) Studio Art which includes Painting, Drawing and Ceramics; and (2) Graphic and Digital Design, an interdisciplinary program which includes Digital Photography, Web Design, Audio Recording, and Video Engineering.

Students enrolled in professional undergraduate degrees in art and design are expected to develop the knowledge, skills, concepts, and sensitivities essential to the professional life of the artist/designer. In any of many possible roles, the professional must exhibit not only technical competence, but also broad knowledge of art/design, the ability to integrate art/design knowledge and skills, and special insight into the role of art/design in intellectual and cultural life.

While each major field has area specific objectives (see below), they share a commitment to preparing students to work from: (1) differing perspectives of technology as a tool, a medium, and/or an environment; (2) concepts and applications in other art/design practices or as a freestanding endeavor; (3) various goals for producing two-dimensional communication, three-dimensional products and environments, including time-based and interactive considerations; and (4) differing viewpoints of users/audiences, clients, and/or artists and designers.

Program Objectives:

Students completing the core requirements of the four-year program in art will demonstrate:
- An understanding of basic design principles, concepts, media, and formats used in the visual arts.
- A basic competency in drawing and related ability to apply the principles of design and color.
- A working knowledge of processes and aesthetic issues essential to the conceptualization and development of works of art.
- An understanding of the relationships among the various areas of the visual arts.
- Experience with and/or exposure to the various specializations and media of the visual arts.
- Experience with or exposure to the various specializations in art.
- Artistic works in at least one area of the visual arts.
- The ability to address culture and history through their artistic endeavors.

See Matrix I in Appendix A for a listing of the courses in which these objectives will be addressed and assessed.

Students completing the requirements for the major in Studio Art will demonstrate:

- A functional knowledge of the history and theory of two-dimensional and three-dimensional art.
- An understanding of basic design principles of two-dimensional or three-dimensional works of art.
- The ability to apply these design principles to a specific aesthetic intent.
- An ability to apply design principles and color in various artistic mediums.
- An understanding of the possibilities and limitations of various artistic materials.
- Knowledge of and skill in the use of essential tools and techniques required in working from the conception of to the completion of an art project.
- Artistic work(s) using a broad range of concepts, techniques, and materials.

See Matrix II in Appendix A for a listing of the courses in which these objectives will be addressed and assessed.

Students completing the requirements for the major in Graphic and Digital Design will demonstrate:

- Knowledge of concepts related to the visual, spatial, sound, and motion elements of digital media.
- An understanding of narrative and other information structures for time-based and interactive media.
- Knowledge of the capabilities and applications of various technologies and their influence on individuals and society.
- An understanding of processes essential for the development and coordination of digitally-based art - such as storyboarding and concept mapping.
- The ability to organize and represent content in ways responsive to social, cultural, and technological systems. Knowing what is effective and desirable for audience-centered communication.
- The ability to analyze and synthesize aspects of human behavior for digital media presentations.
- The ability to organize and/or work in teams on a digital media project.
- Completion of digital media project(s) of professional quality.

See Matrix III in Appendix A for a listing of the courses in which these objectives will be addressed and assessed.

3.9.2 *Program Identification***: *Each proposal shall include an appropriate program identification as provided in the Classification of Instruction Programs (CIP) developed and published by the U.S. Department of Education Center for Education Statistics.*

50.0701 - Art/Art Studies, General: A general program that focuses on the introductory study and appreciation of the visual arts. Includes instruction in art, photography, and other visual communications media.

3.9.3   Program Features: *Summarize the importance of the program.*

Glenville State College requests approval of a new baccalaureate degree, Bachelor of the Arts in Art, effective 2012 fall semester. The intent in the implementation of this degree is to offer a broad-based undergraduate four-year art program in addition to the current minor in art. The Glenville State degree program in art will include a general core of art courses and other required courses leading to a major in either Studio Art or Graphic and Digital Design.

There are a number of BA Art degrees offered in West Virginia, but the closest college to offer a BA in Art is 65 miles from Glenville. Thus, Glenville State College, by building a strong art program, will better serve the residents of the central part of the state. One of the unique strengths of this program is that Glenville State will be the only college in West Virginia to deliver a BA in Art with a interdisciplinary major in Graphic and Digital Design.

Enrollment projections are sufficient to warrant the addition of a BA in Art program. The college anticipates five graduates per year by the third year of the program and eight graduates annually by the fifth year.

Additionally, the offering of a four-year degree in art aligns with the College's commitment to the liberal arts, reflected in its vision to be and to be recognized as one of the best small public liberal arts colleges in the country.

3.9.3.1   Admissions and Performance Standards: *Describe admissions and performance standards and their relationship to the program objectives.*

At Glenville State College, all interested students will be admitted to the BA in Art program who meet GSC admission requirements to the four-year program. These admission requirements are in accordance with Series 23 of the West Virginia Higher Education Policy Commission.

Once enrolled in the program, all students will participate in a portfolio review that will take place as a mid-program assessment at the end of their sophomore year. If the portfolio is unacceptable, the student will be advised to resubmit his/her portfolio or consider other degree options. All students will be required to successfully complete the capstone assessment which involves producing a quality exhibition in the gallery or comparable work in the graphic and digital design field. Students will be required to maintain a 2.0 overall cumulative grade point average (GPA) and a 2.0 GPA in the content area while in the four-year Art program.

Like all other academic programs at Glenville State College, the Bachelor of Arts in Art program will undergo a program review every five years, beginning five years after implementation of the program. Central to this review will be documenting student performance in terms of the learning objectives presented in this proposal for the program overall (see Section 3.9.1) and for specific courses (see Appendixes A and B).

3.9.3.2 Program Requirements: Describe course requirements (indicating new courses with asterisk), majors and specializations, credit-hour requirements and requirements for a capstone course. Also, include field work or similar requirements and any other information that helps to describe the program of study.

All students majoring in the BA in Art program must complete the 43 credit hours of general education required for all four-year degree programs (see below). These requirements ensure basic competencies in written and oral communication and mathematics, familiarity with diverse modes of analysis from the fine arts to the sciences, and appreciation of personal health.

Students pursuing a degree in art are required to complete a common art core comprised of 34 credit hours (see page 6). The core of the Art program will consist of foundational courses in drawing, painting, and design. It will also include the capstone senior exhibition or internship.

Additionally, each student will select and complete the requirements for at least one of the following majors: Studio Art or Graphic and Digital Design. Each major requires the completion of 27 credit hours of specified courses (see pages 6-7).

Each student will also take 16 hours of courses from a multi-disciplinary listing of program related course electives (see pages 6-7).

Thus, both major programs will meet the minimum number of hours (120 hrs) required for a baccalaureate degree (see below).

General Education Requirements	43 hours
Art Core Requirements	34 hours
Studio Art or Graphic and Digital Design Requirements	27 hours
Studio Art or Graphic and Digital Design Electives	16 hours
Total hours	120 hours

The majors also include through required courses and elective courses sufficient upper level (300 and 400 level) courses to satisfy the degree minimum of 45 hours of upper level credits.

General Education Requirements: 43 hours required for all baccalaureate degree programs

GSC 100	The First-Year Experience	1 hour
ENGL 101	Critical Reading and Writing I	3 hours
ENGL 102	Critical Reading and Writing II	3 hours

One of the following courses:

ENGL 203	Survey of English Literature I	3 hours
ENGL 204	Survey of English Literature II	3 hours
ENGL 205	Survey of American Literature I	3 hours
ENGL 206	Survey of American Literature II	3 hours

CART 101   Introduction to Public Speaking   3 hours

Two of the following courses:

ART 200	Survey of Art*	2 hours
CART 200	Survey of Theatre	2 hours
MUSC 200	Survey of Music	2 hours

*Note: Students pursuing a degree in art must take ART 200.

MATH 102   College Algebra (or higher math course)   3 hours

Two of the following courses with labs:

BIOL 101	General Biology I	4 hours
BIOL 102	Introduction to Cellular Biology	4 hours
CHEM 100	Introductory Chemistry	4 hours
ENVR 101	Environmental Science	4 hours
PHYS 201	General Physics I	4 hours
PHYS 209	General Geology	4 hours
SCNC 101	Earth Science	4 hours

Two of the following courses:

HIST 201	History of World Cultures I	3 hours
HIST 202	History of World Cultures II	3 hours
HIST 207	U.S. History to 1877	3 hours
HIST 208	U.S. History since 1877	3 hours

Three of the following courses:

ECON 201	Principles of Microeconomics	3 hours
GEOG 203	World Regional Geography	3 hours
SOCL 205	Principles of Sociology	3 hours
SOCS 225	Introduction to Global Studies	3 hours

PED 101	Personal Health	1 hour
PED 201	First Aid and Safety	1 hour
PED 301	Lifelong Wellness	1 hour

CSCI 101   Contemporary Computer Applications   3 hours

Art Core Requirements: <u>34 hours</u> required for both majors (studio art and graphic & digital design)

ART 200	Survey of Art	2 hours
ART 201	Representational Drawing	3 hours
ART 202	Color and Design	3 hours
ART 293	Fourth Portfolio Jury (Gateway Course)*	2 hours
ART 305	Antiquity to the Renaissance*	3 hours
ART 306	Ceramics	3 hours
ART 307	Introductory Oil Painting	3 hours
ART 350	Digital Photography*	3 hours
ART 401	Art History, 19th Century	3 hours
ART 402	Art in the 20th Century*	3 hours
ART 493	Senior Exhibition (Capstone Course)*	3 hours
MRKT 203	Introduction to Graphic Design	3 hours

Note: Students majoring in graphic & digital design may take ART 497: Art Internship in place of Art 493.

Studio Art Major Requirements: <u>27 hours of required courses, plus 16 hours of electives.</u> The required courses are as follows.

ART 301	Intermediate Drawing*	3 hours
ART 308	Watercolor Painting	3 hours
ART 326	Intermediate Ceramics*	3 hours
ART 340	Sculpture	3 hours
ART 341	Intermediate Sculpture*	3 hours
ART 405	Advanced Drawing*	3 hours
ART 406	Intermediate Oil Painting*	3 hours
ART 420	Advanced Oil Painting*	3 hours
ART 426	Advanced Ceramics*	3 hours

Studio Art Major Electives: <u>16 hours</u> selected from among the following courses. At least nine of these hours must be in Art courses.

ART 351	Intermediate Digital Photography*	3 hours
ART 399	Special Topics in Art	1-3 hours
ART 407	Advanced Water Color Painting*	3 hours
ART 497	Internship II*	3 hours
ART 499	Individual Research Problems	1-3 hours
BIOL 309	Human Anatomy and Physiology I	4 hours
CSCI 305	Web Design	3 hours
ENGL 335	Introduction to Film	3 hours
MRKT 379	Advertising and Sales Promotion	3 hours
NRMT 351	Flora of West Virginia	3 hours

Notes: ART 399 may be repeated for credit if topics vary.   [*Indicates new course]

Graphic and Digital Design Major Requirements

General Education Requirements are the same as above (see page 4-5): <u>43 hours</u>

Art Core Requirements are the same as above (see top of page 6): <u>34 hours</u>

Graphic and Digital Design Requirements: <u>27 hours</u> composed of the following courses.

ART 351	Intermediate Digital Photography*	3 hours
CSCI 201	Introduction to Computer Programming	3 hours
CSCI 305	Web Design	3 hours
CSCI 381	Database Management (OR)	
CSCI 405	Web Application Development	3 hours
MRKT 201	Principles of Marketing	3 hours
MRKT 303	Intermediate Graphic Design*	3 hours
MRKT 379	Advertising and Sales Promotion	3 hours
MRKT 398	Publication Design*	3 hours
MUSC 209	Recording and Engineering II	3 hours

Graphic and Digital Design Major Electives: <u>16 hours</u> from among the following courses. At least nine of these hours must be in Art courses.

ART 301	Intermediate Drawing*	3 hours
ART 340	Sculpture	3 hours
ART 399	Special Topics in Art	1-3 hours
ART 406	Intermediate Oil Painting*	3 hours
ART 497	Internship II*	3 hours
ART 499	Individual Research Problems	1-3 hours
ENGL 335	Introduction to Film	3 hours
JOUR 420	Media in the Information Age	3 hours
MRKT 385	Global Marketing	3 hours
MRKT 390	Consumer Behavior	3 hours

[*Indicates new course]

3.9.4 _Program Outcomes_**:** _Indicate the expected results of the program and, if this is a proposal for an expanded or modified program, specify how the proposed change may achieve results different from those produced by the current program._

The specific intended learning outcomes of the proposed degree in art are presented in Section 3.9.1. These outcomes are broader in educational experiences and require more in depth study of multiple areas of the art field then is possible within the existing minor in art. The addition of a graphic and digital design component to the offerings and requirements of the art program is an example of the enhancement of the program built into this proposal. Further examples follow.

Upon graduation, students majoring in studio art or graphic and digital design will have developed a visual sensitivity beyond what is possible within the existing minor in art. More specifically, they will have developed:

(1) Greater familiarity with the works and intentions of major artists/designers and movements of the past and the present, both in the Western and non-Western worlds.

(2) The technical skills, perceptual development, and understanding of principles of visual organization sufficient to achieve basic visual communication and expression in one or more media.

(3) The ability to translate ideas into words and visual images in ways that have audience appeal and thus influence.

(4) Significant experience in their area of specialization within the arts.

(5) An advanced understanding of the contributions of other disciplines to the art field.

(6) An extensive portfolio of their creative works and designed and conducted a public showing of selected works.

(7) The professional knowledge and experience leading to graduate study and/or a career in art or a related field.

(8) An enriched life-long commitment to the promotion of the arts.

3.9.5 _Program Delivery_**:** _Describe any instructional delivery methodologies to be employed, such as compressed video, World Wide Web, etc. Indicate costs associated with distance education or technology-based delivery._

Instructional delivery methodologies include but are not limited to lectures, demonstrations, hands on experiences, group discussions, individual and group projects, and reading and writing assignments. There are no plans currently to offer the program off-campus or online.

The Fine Arts Center is currently equipped with the resources needed for the major in studio art. See Sections 5.5 and 5.6 for additional information on the resources currently available or soon to be available for the major in graphic and digital design.

4.1 Relationship to Institutional Goals/Objectives: Relate this program to the institution's goals and objectives and the objectives of the statewide master plan.

Glenville State College's commitment to the creative arts and cultural enrichment is reflected in its mission statement, strategic goals, and support of the fine arts (visual and performing arts), as well as its vision of being and being recognized as one of the best small public liberal arts colleges in the nation.

> Mission Statement:
>
> Glenville State College provides: a tradition of high quality education through innovation in the design, delivery, and evaluation of programs and services, workforce development, and comprehensive student services; a community of active learners dedicated to lifelong learning, effective teaching, applied scholarship, creative activities, and services; leadership that promotes excellence in learning, teaching, cultural vitality, and economic development in a global community.

The College's mission will be furthered by the educational objectives of the proposed BA in Art presented in Section 3.9.1 as the program will:

- Educate creative innovators and visual problem solvers in areas of theory and practice.
- Support the development of graduates who are broadly educated, articulate, scholarly, visually sophisticated, and capable of active participation in all phases of the creative process.
- Provide art students with the knowledge, skills, and attributes needed to pursue advanced study and/or to pursue careers of their choosing.
- Develop students who understand that learning is a lifelong process and technology is always evolving.

In addition to the Glenville State College mission statement, the college has adopted eight overarching strategic planning goals for 2005-2015. Among these eight goals, four are specifically applicable to the proposed BA in Art. They are:

- Transform Glenville State into a truly student-centered culture that brings quality students who stay to achieve success.
- Restructure and deliver Glenville State educational programs and services in innovative ways that are responsive to an interdependent, ever-changing world and that reflect excellence in every way.
- Expand and enhance the Glenville State learning, living and working environments.
- Extend Glenville State capacity and reach through collaboration and strategic partnering.

Building upon Glenville's tradition of high quality education, the proposed BA in Art will provide students of central West Virginia with the opportunity to complete a baccalaureate degree in art that offers advanced training in Studio Art and Graphic and Digital Design. The closest college to offer a BA in Art is 65 miles away. One of the unique strengths of this program is that Glenville State will be the only college in West Virginia to deliver a BA in Art with an interdisciplinary major in Graphic and Digital Design.

In addition to the obvious value of the availability of a four-year art program to Glenville State College students, this new program will meet Glenville State College's mission to involve students in creative activities and service to the community. Moreover, art students will use their new-found creative and technical skills to impact economic development in central West Virginia. The program will involve the students in workforce development and guide them as they become a community of active learners dedicated to lifelong learning.

A Bachelor of Arts in Art at Glenville State College will fulfill and enhance the goals and objectives of the College in many other ways. First and foremost, offering a Bachelor of Arts in Art at Glenville State College will advance the student centered aspect of the institution's mission and strategic goals. In other words, the proposed program in art is in response to the expressed interest of many students for a degree program in art, especially one with an emphasis in graphic and digital design. With this in mind the faculty of the College has been working diligently to create an educational opportunity for students who wish to pursue a professional career in art or related fields.

Secondly, students will be able to benefit from a variety of resources within our educational community. Students in this program will be receiving a high quality education from talented and dedicated faculty with experience in designing, delivering, and evaluating degree programs in various fields of art. The state and nationwide contacts of the faculty will give students a wealth of work force opportunity while pursuing their degree as well as after graduation.

Thirdly, the faculty within the Department of Fine Arts will continue the tradition of responsiveness to student needs. Students will be held to high standards, including the belief that learning and service are lifelong endeavors. The professional development opportunities made available to faculty and staff will allow them to model all of these attributes to students, as well as help them to create comprehensive and systematic assessments that will allow Glenville State College to improve upon its programs and services.

Additionally, students will be encouraged to take on leadership roles that espouse democratic principles within and beyond the campus community, such as respect for human rights and cultural, ethnic, and economic diversity. These principles will also enable students to use their knowledge and skills effectively to solve problems with evaluative judgments while preparing them to be thoughtful, productive, engaged, and responsive citizens. Students will develop critical thinking skills and real world experience by learning basic art making techniques, current technological skills, and how art has an impact on cultures around the world.

Finally, students pursuing the Bachelor of Arts in Art will receive the preparation and confidence necessary to function effectively in an array of creative industries. Many of the graduates of the BA in Art will continue with further study, while others will move on to curatorial roles and areas of related employment in cultural industries. Art students are prepared to make connections between the art disciplines through rigorous studio practice, fostering imagination and transformation; students bring this knowledge to their careers. Art is a language that speaks to all and differently to each individual. Students will have an opportunity to expand and share their own art ideas while learning about those of others. They will become actively engaged in the art world with their work regionally, nationally and globally. They will be supported in their art endeavours individually and as a team. Combining the vision, mission, and values put forth by Glenville State College the students will obtain an education that builds the art career and success that they strive to obtain.

*4.2   Existing Programs***: *List similar programs (and their locations) offered by other institutions (public or private) in West Virginia. State why additional programs or locations are desirable.*

To be competitive with other higher institutions in the state of West Virginia, it is imperative that Glenville State College offer a Bachelor of Arts in Art. The following institutions offer a Bachelor of Arts in Art in the State:

Concord University:	Bachelor of Arts in Art in Studio Art
	Bachelor of Science in Art Education
	Bachelor of Arts in Advertising and Graphic Design
Fairmont State University:	Bachelor of Arts in Art in Studio Art
	Bachelor of Arts in Art Education
	Bachelor of Science in Fine Arts Technology
Marshall University:	Bachelor of Arts in Art Education
	Bachelor of Arts in Fine Arts
Shepherd University:	Bachelor of Arts in Art Education
	Bachelor of Fine Arts in Art
West Liberty University:	Bachelor of Arts in Art Education
	Bachelor of Science in Graphic Design
	Bachelor of Science in Digital Media Design
West Virginia State Univ.:	Bachelor of Arts in Art
West Virginia University:	Bachelor of Art in Art History
	Bachelor of Fine Arts in Studio Art
	Bachelor of Science in Design and Merchandising
University of Charleston:	Bachelor of Arts in Art

These institutions are not easily accessible to the students from the region served by Glenville State College and none of them currently offers an art-based major in graphic and digital design.

4.3 *Program Planning and Development:* ***Indicate the history to date of the development and submission of this program proposal. What resources (e.g., personnel, financial, equipment) have already been invested in this program? What planning activities have supported this proposal?***

The development of this program began in the fall of 2007 in response to the overwhelming interest from students who wanted to develop their creative skills further within a BA program at Glenville State College. Later that academic year, in consultation with the Office of Admissions, it was determined that a four-year program in art could aid the recruitment and retention efforts of Glenville State.

Subsequently, the College examined the resources needed to implement a BA in Art. Start-up costs were determined to be relatively modest in terms of facilities and equipment. The Fine Arts Center is currently equipped with a ceramics, painting and drawing studio, and woodworking area. These facilities are equipped with the resources necessary for the offering of the courses required for the studio art major. The Fine Arts Center also houses the recording and technology resources of the music program. These resources meet the primary needs of the major in graphic and digital design, but will be supplemented by the computing resources available to all academic programs.

A strong Art Minor already exists and the development of a BA program could be built on this foundation with the addition of upper level art courses, which would complement the current program. These additional courses are identified in this proposal. Any increased cost in course materials is expected to be substantially covered by a slight increase in art course fees.

It was determined early in the planning process that the College will need to hire an additional (a second) full-time faculty member in art to fully implement the proposed program of study. The search for this colleague will begin immediately following final approval of the program. The projected starting date for this member of the art faculty has been set for fall 2012.

4.4 *Clientele and Need:* ***Describe the clientele to be served and state which of their specific needs will be met by the program. Indicate any special characteristics, such as age, vocation, or academic background. Indicate manpower needs, interest on the part of the industry, research, and other institutions, governmental agencies, or other indicators justifying the need for the program.***

This new BA in Art offers Central West Virginia students the opportunity to build a strong foundation in the fields of Studio Art and/or Graphic and Digital Design. In a curriculum based around these two fields of study, the Art degree will also incorporate course offerings in business, music, marketing, and computer science. Thus, the addition of the BA in Art should not only increase enrollment within the art program, but also within a number of programs

outside the fine arts department. Though the proposed program offers a major in studio art, the graphic and digital design major is expected to be a much sought after degree program. The BA in Art with a major in Graphic and Digital Design opens the door for several categories of good paying jobs, and other benefits to the Glenville area and the State of West Virginia.

Additionally this degree will serve the interests and needs of a wide array of current and potential students, including the following:

- Non-traditional students with an interest in art
- Students who wish to pursue an advanced degree in art
- Students who wish to pursue employment as artists can obtain a job as a graphic designer, web content specialist, photographer, video engineer, advertising specialist, filmmaker, motion picture artist, printing designer, audio visual artist/designer, layout artist, brand identity designer, logo designer, photo editing/photoshop artist, multimedia designer, and prepress technician
- Students wishing to pursue further education in art history to obtain jobs as curators, museum attendees, educational directors/assistants, restoration specialists, and exhibition assistants.
- Students wishing to combine a business degree with training in digital media
- Students pursuing Studio Art to obtain employment as private studio teachers, creative/art directors, professional artists, semi professional artists, and mural artists.

4.5   *Employment Opportunities: Present a factual assessment of the employment opportunities that are likely to be available to program graduates. Indicate the types and number of jobs for which such a curriculum is appropriate.*

The proposed Bachelor of Arts in Art will significantly enhance and expand the career preparedness and opportunities of students with an interest in art and related fields of study. These outcomes are most obvious in the case of students taking advantage of the new major in graphic and digital design, but is no less the case for students with additional training in studio art.

Among the wide array of career options for graduates of the BA in Art are positions in:

Graphic Design	Prepress Technician
Web Content Creation	Gallery Owner
Photography	Art Director
Video Engineering	Mural Artist
Advertising	Museum Curator
Filmmaker	Display Artist
Motion Picture Artist	Freelance Artist
Printing Designer	Art Critic
Audio Visual Artist/Designer	Studio Assistant
Creative/Art Director	Logo Designer
Layout Artist	Photo Editing/Photoshop Artist
Brand Identity Designer	Multimedia Designer

The BA Art program can contribute to the economic grow of the Glenville area and beyond. According to www.workforce.com, studies show that by the year 2018, employment in graphic design, photography, painting, web design, is on the rise. It is estimated that more than 2,500 new jobs in these fields will be available in the immediate vicinity of Glenville State College (WV Area 6) by 2018. Job growth in these fields is projected to be somewhat higher statewide. Wages in these fields currently average about $30,000, ranging from around $25,000 for graduates in the field of photography to around $40,000 for graduates in graphic design. Employees with an M.F.A. often start in the $40-50,000 range.

Thus, the proposed program is designed in such a way that a student can complete a major in an area of interest that will ultimately impact employment opportunities. Additionally, economic opportunities will be enhanced as the program showcases students' original work to the surrounding area and nationally. Students will become competitive with local and national artists and sell and exhibit their work bringing attention to central WV, which in turn could make Glenville a center for the arts. This new generation of artists may show and sell their work in well known organizations such as the Clay Center, Tamarack, The Art Store in Charleston, and local venues such as the Folk Festival.

4.6   *Program Impact*: *Describe the impact of this program on other programs that it will support or that will be supported by it.*

The four-year degree in art is expected to draw students to Glenville State that might otherwise enroll at out-of-state institutions with offerings in graphic and/or digital design. These students will add to the enrollment in those fields represented in the College's general education requirements.

The interdisciplinary nature of the art degree will add to the enrollment in selected courses in music, marketing, and computer science. It is expected, therefore, that some of the students majoring in art will pursue additional study or a minor in one or more of these disciplines.

The degree in art is also expected to improve the retention of students who must now leave Glenville State after a year or two to pursue an undergraduate degree in art. Retention of these students will further add to the enrollment in art and related fields.

A more vibrant program in the art field will also enhance the cultural life of the campus and thereby contribute to the recruitment and retention efforts of the College in all fields of study.

In other words, the implementation of an art program would keep Glenville State competitive in studio art with other in-state and out-of-state institutions and would put it ahead of many of these colleges in the area of technology-based art, i.e., graphic and digital design.

4.7 *Cooperative Arrangements*: *Cooperative Arrangements: Describe any cooperative arrangements (including clinical affiliations, field placement opportunities, personnel exchanges, and equipment sharing) that have been explored.*

Though not designed to be a cooperative program, the Bachelor of Arts in Art program will build upon the cooperative relationships that are established statewide. The vast network of contacts established by our faculty extend to galleries, museums, retail stores, colleges and cafes both in West Virginia and nationwide; directors of graduate study at various colleges and universities both in West Virginia and nationwide; directors of galleries both in West Virginia and nationwide. The need for clinical affiliations, internship opportunities, personnel exchanges, and equipment sharing with aforementioned contacts will be evaluated and determined on a case-by-case basis, as need arises.

4.8 *Alternatives to Program Development*: *Describe any alternatives to the development of this program that have been considered and why they were rejected.*

At this time, the Glenville State College Department of Fine Arts offers a minor in Art. Significant enhancement of the educational and career opportunities of Glenville students in art and related fields requires the offering of the proposed four-year degree. With the implementation of the Bachelor of Arts in Art program, Studio Art and Graphic & Digital Design will become majors within this degree program. We will continue to make the existing minor in art available to serve students who wish foundational knowledge and experience in the art field.

5.1 *Program Administration*: *Describe the administrative organization for the program and explain what changes, if any, will be required in the institutional administrative organization.*

The BA in Art will be, as is the current minor in art, part of the offerings of the Department of Fine Arts. The art faculty report to the chief academic officer of the College through the department chair. An administrative assistant is assigned to the department. No changes in these administrative arrangements are anticipated at this time.

Many of the courses in the Bachelor of Arts in Art curriculum are already offered as part of the requirements for the Art Minor and degree programs in Marketing and Music. The addition of the BA in Art will not require changes in the structure of any of these programs. Because of this nearly seamless transition, there will be few new duties to be performed administratively. What few changes may occur (this will be fully determined after implementation of the program) will be in regard to scheduling of classes and advising assignments within the new program of study so that students can graduate in a timely fashion.

5.2   Program Projections: Indicate the planned enrollment growth and development of the new program during the first five years (Form 1). If the program will not be fully developed within five years, indicate the planned size of the program in terms of degrees and majors or clients served over the years to reach full development of the program.

The four-year program in art is expected to graduate five students a year within three years and eight graduates per year within five years of implementation. It is concurrently expected that this program will attract annually a similar number of new students desiring to major in art. These enrollment and graduate estimates are incorporated into the table on page 20 (Form 1).

5.3   Faculty Instructional Requirements: Indicate the number, probable rank, experience, and cost of faculty required over the five-year period.

Glenville State College expects to implement and conduct the proposed BA in Art with two full-time faculty members. Presently, the College employs one faculty member with full-time teaching responsibilities in art. Thus, Glenville State will hire an additional full-time faculty member in art upon approval of this proposal. If the program grows beyond current enrollment projections, the College will employee qualified part-time art faculty.

The current faculty member in art is well qualified in the areas of studio art and digital photography. She holds an MFA degree in art and is committed to the implementation of the Bachelor of Arts in Art. Her curriculum vita is included in Appendix C. She currently holds the rank of assistant professor, but will be up for tenure in a year as well as promotion to associate professor.

With program approval, the College will conduct a search for a tenure-track faculty member with a terminal degree in art, with an emphasis in graphic and digital design. Candidates with prior teaching experience at the college level will be given preference in the hiring process. The initial appointment is expected to be at the rank of assistant professor and at a starting salary of around $45-47,000, plus benefits.

5.4   Library Resources and Instructional Material: Evaluate the adequacy of existing library resources and instructional materials for the proposed program. Estimate the nature and probable cost of additional resources necessary to bring the proposed program to an accreditable level.

In preparation for the approval of this program, the Fine Arts Department completed a comprehensive search of all library resources pertaining to Art. Library resources were defined as professional hard-copy journals, online full text journals, books, e-books, videos, CDs (CD-ROMS), MCDs (art CD-ROMS), DVDs, recordings, and other media sources.

The search found a total of 2,540 books in the main library; 248 e-books and 83 online full text journals; 165 hard-copy journals; 175 videos, 30 CDs and DVDs. For the current school year, $1,000 has been allocated for book and media purchase within the Fine Arts Department. Future allocations will be based upon available funds and will be applied to the area of greatest need within the department.

Expenditures for library resources beyond the current level are not anticipated as a condition of offering a program consistent with the standards of the National Association of Schools of Art and Design. Additional expenditures for instructional materials are expected to be modest. They will be covered by an anticipated slight increase in the course fees currently applicable to studio courses in art.

The cost of additional instructional resources for graphic and digital design courses is also projected to be modest. Applicable course fees for technology-based courses in art, music, and business (computer science) are projected to substantially cover anticipated expenses.

5.5   *Support Service Requirements*: *Indicate the nature of any additional support services (e.g. laboratories, computer facilities, equipment, etc.) likely to be required by the proposed program. Include the expected costs and describe how such expansions will be incorporated into the institutional budget.*

No additional support services are required other than those noted in the following section.

5.6   *Facilities Requirements*: *Indicate whether the program will require the addition of new space or facilities or the remolding or renovation of existing space. If so, provide a statement detailing such plans and space needs and their estimated funding requirements. Describe the impact of this new program on space utilization requirements.*

The space currently allocated to the art program in the Fine Arts Building is adequate for existing courses offerings. However, additional space will be needed with the approval of the proposed four-year program in art. Work is already underway to convert space in the Fine Arts Center no longer used by the theatre program into two additional classrooms/studios and one additional office for the art program. This additional space is expected to meet the needs of the art program for an extended period of time. These rooms are to be equipped primarily with existing resources with the exception of a limited number of additional computers. The cost of these computers or any other additional resources will be covered by studio and computer lab fees.

In sum, the College anticipates that only a modest investment in support services or facilities will be required to offer the proposed degree in art. It also anticipates that this investment will be covered by studio and computer lab fees.

5.7 *Operating Resource Requirements:* *Using Form 2, provide a summary of operating resources requirements by object expenditure.*

See tables on pages 21-22 (Form 2).

5.8 *Source of Operating Resources:* *Indicate the source of operating resource requirements if service levels are to reach those projected in FORM 1. Describe any institutional plans to reallocate resources to the program each year of the five-year period. Describe the supplemental resource needs that are beyond the usual or expected institutional allocations that are derived through the regular budget request process.*

Additional operating resources sufficient to cover increased program expenditures are expected to be generated by increased enrollment in the art program. In other words, the College will cover the cost of converting the art minor into a four-year program through budget (re)allocations as part of the annual budget-building process. These allocated funds will come from the tuition and course fee revenue generated by the program.

6.1 *Offering Existing Program at New Location:* *Institutions planning to offer an existing degree program primarily through distance delivery must notify the chancellor at least three months prior to the date of intended implementation.*

Glenville State College does not intend to offer the Bachelor of Arts in Art degree through distance learning or at off-campus sites.

6.3 *Offering Existing Program Out of State*

Glenville State College does not intend to offer the BA in Art degree at locations outside the state of West Virginia.

7.1 *Evaluation Procedures:* *Indicate the evaluation or review guidelines, procedures, schedule, and assessment measures that will be used for this program. Criteria and standards for program evaluation will vary according to the level and purpose of the program. The evaluation should address the viability, adequacy, and necessity of the program in relation to the mission of the institution. Both qualitative and quantitative indicators are important. Among the measures may also be the value of the program to the state and its people, its roles in contributing to human development, and its social utility in contributing to the further development of West Virginia.*

All academic programs at Glenville State College are evaluated every five years in accordance with the program review policies of the HEPC and Glenville's Board of Governors. The review of the art program will be additionally conducted in accordance with the guidelines of the National Association of Schools of Art and Design.

Among the assessment data used in the required periodic review will be the results of:
- Student evaluations of instruction and course content conducted each semester in each art course
- Student art portfolios evaluated mid-way through the art program (gateway assessment)
- Student performance on required senior projects (capstone assessment)
- Program evaluations completed by graduating students majoring in art
- Information collected on graduate school attendance and career path of students completing the degree program in art.
- When practical the art program will also be periodically assessed by an external evaluator.

The mid-program (gateway) assessment of student performance will focus on student progress towards meeting the learning objectives set in courses composing the art core and specific major field which the student has completed. Student work in these courses and in the juried Fourth Portfolio will be used as the basis of this assessment.

The capstone assessment of student performance will be based on successful completion of a statement of intent, the works of art proposed in the statement, and an artist statement on the completed works. It will also be based on successful completion of the promotion and holding of a public presentation of the works. When possible an external evaluator will attend these presentations.

7.2 *Accreditation Status*: *Indicate the accrediting agency for the proposed program, the schedule for initiating and receiving accreditation, and the costs of each stage of the process. Attach to the proposal the statement of standards used by the accrediting agency for such a program.*

The BA degree in Art has been designed in accordance with the guidelines of the National Association of Schools of Art and Design. While Glenville State does not intend to pursue accreditation by NASAD immediately upon approval of the program, it will likely do so once the program is fully operational, which is expected to take three to five years.

a. Schedule for initiating and receiving accreditation.
Nine to twelve months are required for initiating and receiving accreditation following the NASAD 17 point overview of the accreditation and timelines given for degree granting institutions.

b. Costs for each stage of the accreditation process are as follows.
Application fee $400.00, Consultant fees $5,000.00, Yearly Membership dues $1,065.00

c. Statement of Standards used by the accrediting agency.
See Appendix C for the "Standards for the Liberal Arts Degree with a Major in Art" presented in the 2009-10 NASAD Handbook.

FIVE YEAR PROJECTION OF PROGRAM SIZE

FORM 1

Number of students served through course offerings of the program	First Year FY 2013	Second Year FY 2014	Third Year FY 2015	Fourth Year FY 2016	Fifth Year FY 2017
Headcount	200	210	220	230	240
FTE	50	52	55	57	60
Number of student credit hours generated by courses within the program (entire academic year)	600	630	660	690	720

Number of Majors					
Headcount	7	10	12	15	18
FTE Majors	5	7	9	11	13
Number of student credit hours generated by major in the program (entire academic year)	50	70	90	110	130
Number of degrees to be granted (annual total)	2	4	5	6	8

Note: Three current students completing a minor in art have indicated their intention to pursue a degree in art if this proposal is approved. Other first year students have also inquired about the prospect of a major in art being offered. Additionally, the Office of Admissions continues to receive a significant number of inquiries from perspective students about pursuing a degree in art at Glenville State.

The addition of a program in graphic and digital design is expected to further increase the number of current and new students with an interest in a degree in art.

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FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIRMENTS

FORM 2

A. FTE POSITIONS	First Year FY 2013	Second Year FY 2014	Third Year FY 2015	Fourth Year FY 16	Fifth Year FY 2017
1.Administrators	.25	.25	.25	.25	25
2. Full-Time Faculty	2.0	2.0	2.0	2.0	2.0
3. Adjunct Faculty	0	.25	.25	.50	.50
4. Graduate Assistants	0	0	0	0	0
5. Other Personnel	0	0	0	0	0
a. Clerical Workers	.25	.25	.25	.25	.25
b. Professionals	0	0	0	0	0
B. OPERATING COSTS (Appropriated Funds Only)					
Personal Services					
1. Administrators	12,000	12,480	12,979	13,498	14,038
2. Full-Time Faculty	124,200	129,168	134,335	139,708	145,296
3. Adjunct Faculty	0	4,200	4,200	8,400	8,400
4. Graduate Assistants	0	0	0	0	0
5. Non-Academic Personnel:					
a. Clerical Workers	4,750	4,892	5,039	5,190	5,346
b. Professionals	0	0	0	0	0
Total Salaries	140,950	150,740	156,553	166,796	173,080

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS

FORM 2 (Continued)

	First Year FY 2013	Second Year FY 2014	Third Year FY 2015	Fourth Year FY 2016	Fifth Year FY 2017
Current Expenses	3,000	3,000	3,200	3,400	3,600
Repairs and Alterations	0	0	0	0	0
Equipment	0	0	0	0	0
Educational Equipment	750	750	1000	1000	1,000
Library Books	1,000	1,200	1,200	1,400	1,400
Nonrecurring (specify)	0	0	0	0	0
Total Cost	4,750	4,950	5,400	5,800	6,000

C. SOURCES					
General Fund Appropriations					
(Appropriated Funds Only)					
X Reallocation □ New Funds	145,700	155,690	161,953	172,596	179,080
(check one)					
Federal Government					
(Non-appropriated funds only)					
Private and Other (specify)					
Total All Sources	145,700	155,690	161,953	172,596	179,080

*Note: Actual additional costs are limited to a second full-time faculty position in art, incremental increases in annual operating costs, and with sufficient growth in the program a part-time faculty member. These additional costs are expected to be covered in part by increased tuition and course fee revenue generated by the projected enrollment growth in the art program.

West Virginia Higher Education Policy Commission
Meeting of February 17, 2012

ITEM: Approval of Bachelor of Science in Athletic
                                       Training

INSTITUTION: West Liberty University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher
                                       Education Policy Commission approves the
                                       Bachelor of Science in Athletic Training at
                                       West Liberty University, effective August 2012.

STAFF MEMBER: Kathy Butler

BACKGROUND:

West Liberty University proposes a fall 2012 implementation of a new program,
Bachelor of Science in Athletic Training. The degree program will be designed for
students who are interested in careers in athletic training or related fields, or further
study at the graduate level. Broadening the degree offerings of the Department of
Health and Human Performance at West Liberty University, students will have the
option of a Bachelor of Arts degree in Health Education and/or Physical Education, a
Bachelor of Science degree in Exercise Physiology, or a Bachelor of Science degree in
Athletic Training.

After the program obtains accreditation from the Commission on Accreditation of
Athletic Training Education (CAATE), students will be eligible to take the National
Athletic Trainers Board of Certification exam upon successful completion of the
undergraduate curriculum. With a passing score on the exam, the student can practice
as a nationally Certified Athletic Trainer.

Reflective of the goals of the National Athletic Trainers Association as well as the
Commission on Accreditation of Athletic Training Education, the curriculum is designed
to promote critical thinking skills, effective writing, clear articulation and presentation,
and analytical skills that transcend the factual and conceptual mastery of the study of
sports medicine that the program provides. Students will be equipped with the skills
necessary to succeed in graduate school and/or professional fields of study.

The Bachelor of Science in Athletic Training at West Liberty University is a 120 credit
hour course of study and is designed for completion in approximately four academic
years. In addition to the completion of general studies courses and other core
requirements, the program requires a minimum of 49 credit hours in athletic training and
12 credit hours of restricted electives. Clinical education experiences are an integrated
component of the program.   Coursework for the undergraduate degree in athletic

training is divided into two two-year phases. During the freshman year and the first semester of the sophomore year, students follow the pre-admission curriculum. During the second semester of the sophomore year and through the last two years of the program, students follow the professional curriculum.

According to the Bureau of Labor Statistics, employment of athletic trainers is projected to grow much faster than most occupations. A growth rate of 37 percent is projected from 2008 to 2018. Depending on the student's interests, a graduate of the program may find employment in multiple areas of health care, fitness and exercise, and public health. Career opportunities are available in professional, collegiate, secondary, clinical, and industrial settings.

At the present time, there are seven colleges/universities in West Virginia that offer an Athletic Training program. Of the institutions with programs in West Virginia, only Wheeling Jesuit University is in close proximity. West Liberty University would be the only four-year public university in the northern panhandle of the state to offer the program. The following colleges and universities located in West Virginia offer a Bachelor of Science in Athletic Training: Alderson-Broaddus College, Concord University, Marshall University, University of Charleston, West Virginia University, West Virginia Wesleyan College, and Wheeling Jesuit University.

All of the "pre-admission" curriculum requirements are courses that are already taught by faculty in the Department of Health and Human Performance. The addition of the Athletic Training program will prompt some additional instructional needs for the professional phase of this program that can be covered in part by the university's three certified athletic trainers. Additional faculty will be added as the demand for courses increases.

It is anticipated that the cost of the Athletic Training program will be supported by tuition and fee revenue. No additional funding is requested. The institution expects to enroll fifteen (15) students each year of the five-year implementation period.

Evaluation of the Bachelor of Science in Athletic Training program will be conducted in accordance with requirements of the West Liberty University Board of Governors and Commission on Accreditation of Athletic Training Education (CAATE). The program will be evaluated using methods compatible with other programs in the Department of Health and Human Performance and will receive national, state, and institutional review as well as a department program review. The Department of Health and Human Performance will begin the CAATE accreditation process immediately upon approval so that the program will be accredited upon graduation of the first class.

In the 2015-16 academic year, the Commission will conduct a post-audit review of the new program to assess progress toward successful implementation.

Proposal to Add New Degree Program

Bachelor of Science

Athletic Training

West Liberty University

December, 2011

Brief Summary Statement: This document supports our request for approval to offer a Bachelor of Science in Athletic Training Degree Program at West Liberty University as outlined in Title 133 Procedural Rule of the West Virginia Higher Education Policy Commission, Series 11. Approval of our Intent to Plan was documented in a letter from Chancellor Noland in May 2011. The proposed implementation date is August 2012.

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§133-11-6.2. PROGRAM DESCRIPTION

The educational objective of this program is to provide a curriculum leading to a Bachelor of Science degree in Athletic Training. The degree will be designed for students who are interested in careers in this or related fields, and further study at the graduate level.

This degree will broaden the degree offerings of the Department of Health and Human Performance at West Liberty University. Students will have the option of a Bachelor of Arts degree in Health Education and/or Physical Education, a Bachelor of Science degree in Exercise Physiology, or a Bachelor of Science degree in Athletic Training.

Upon successful completion of the undergraduate curriculum, the student will be eligible to sit for The National Athletic Trainers' Board of Certification (BOC) exam once the program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). When passed, the student can practice as a nationally Certified Athletic Trainer (ATC).

6.2.a. Program Objectives:
State the program objectives so that they canbe related to the criteria in the evaluation plans (See Section 6).

Graduates of the Athletic Training program at West Liberty University will:

1. Possess the ability to develop a body of knowledge and seek additional knowledge independently and efficiently in all domains of athletic training as determined by CAATE and the BOC.
2. Demonstrate and possess the ability to utilize clinical skills in the process of injury prevention, assessment, and evaluation.
3. Demonstrate the ability to educate the community in a variety of healthcare settings and work collaboratively with other healthcare professionals while successfully delivering quality services to patients/athletes.
4. Reach their fullest potential and be prepared for life after graduation by fully understanding and appreciating the WLU mission with regards to life, leadership and service to others, developing an appreciation for the field of athletic training, and becoming critical thinkers and self-directed learners and problem solvers.

6.2.b. Program Identification
Each proposal shall include appropriateprogram identification as provided in the Classification ofInstructional Programs (CIP) developed and published by the U.S.Department of Education Center for Education Statistics.

The following program identification is provided in the Classification of Instructional Programs (CIP) developed and published by the U.S. Department of Education Center for Education statistics.

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CIP Code 51.0913

Title: Athletic Training/Trainer.

Definition: A program that prepares individuals to work in consultation with, and under the supervision of physicians to prevent and treat sports injuries and associated conditions. Includes instruction in the identification, evaluation, and treatment of athletic injuries and illnesses; first aid and emergency care; therapeutic exercise; anatomy and physiology; exercise physiology; kinesiology and biomechanics; nutrition; sports psychology; personal and community health; knowledge of various sports and their biomechanical and physiological demands; and applicable professional standards and regulations.

6.2.c. Program Features

The goal of the Athletic Training program at West Liberty University is to reflect those of the National Athletic Trainers' Association (NATA) as well as the Commission on Accreditation of Athletic Training Education (CAATE), while providing students with a solid foundation in factual and conceptual mastery of the study of sports medicine.

The curriculum is designed to promote critical thinking skills, effective writing, clear articulation and presentation, and analytical skills that transcend the subject matter. Students are also encouraged to participate in, and learn to appreciate the application of scientific research to real world problems and/or service for the benefit of the community, with consideration of the moral and ethical issues involved. The program aims to develop well rounded individuals.

Students will be equipped with the skills necessary to succeed in graduate school and/or professional fields of study, including the national certification exam, and will have a diverse array of options upon graduation.

6.2.c.1. Admissions and Performance Standards

Describeadmissions and performance standards and theirrelationship to the program objective.

The following will be outlined in the University Catalog/Bulletin and will be available in a student handbook that will be available to all Athletic Training students online through the Department of Health & Human Performance website.

Admission Requirements

Applications to the AT program will be reviewed after a student completes the Introduction to Athletic Training course and minimum of 45 credit hours, with a minimum grade of C in all core classes. Students will be admitted to the program at the end of the first semester of the sophomore year.

Application Requirements

Application requirements will be completed within the Introduction to Athletic Training class.

All applicants currently enrolled at West Liberty University must:

- Complete the online application form.
- Submit an essay—a brief statement discussing when and how you became interested in the field and program to which you are applying, any work or volunteer experience you have that will demonstrate your awareness of the field, and your long-term professional goals.
- Submit one letter of recommendation: This reference must be from outside of the West Liberty University faculty or staff.
- Submit official transcripts. Students must have a minimum GPA of 2.75.
- Complete an interview with AT staff during the first semester of their Sophomore year.
- Students transferring from another school must also complete the application and pay the application fee.

Applicants will be evaluated and ranked based on a rubric that assigns points to the admission criteria.

To remain in the Athletic Training program students mustmaintain a 2.5 cumulative grade point average with at least a C average in all required coursework in the AT core and major components.

Transfer Students

All admissions criteria apply for transfer students in the same way as students enrolled at West Liberty University.

Students with prior athletic training experience seeking to transfer to West Liberty University for admission to the Athletic Training Education Program must complete the same prerequisite requirements as all other candidates including Introduction to Athletic Training (AT 100) and all observation hours. If admitted to the program, all students must complete West Liberty University core athletic training courses. In some instances, credit may be given for other coursework taken at another institution and will be evaluated on an individual case basis.

Please note this program will require students to complete clinical education experiences at facilities external to the University, and such facilities will or may require a criminal background check, an Act 33/34 clearance, and perhaps a drug screen to determine qualification to participate in clinical education. Additionally, in order to become licensed, many states will inquire as to whether the applicant has been convicted of a misdemeanor, a felony, or a felonious or illegal act associated with alcohol and/or substance abuse.

6.2.c.2. Program Requirements

Describe course requirements(indicating new courses with asterisks), majors andspecializations, credit-hour requirements, research-toolrequirements, examination procedures and requirementsfor a research paper, thesis, or dissertation. Also includefield work or similar requirements and any otherinformation that helps to describe the program of study.

The Bachelor of Athletic Training Degree Program at West Liberty University will be a 120 credit hour course of study. The course work includes a common core of 44 credit hours of general studies courses (the 4 hour Wellness requirement is waived for this major), 15 credit hours in the core requirements, 49 credit hours for Athletic Training requirements, and 12 credit hours from a list of restricted electives to total 120. The general studies portion of the curriculum follows those for the Bachelor of Science at West Liberty University. The core requirements are summarized in Table 6.2.c.2.A, the Athletic Training requirements are shown in Table 6.2.c.2.B, and the list of restricted electives is shown in Table 6.2.c.2.A C. This program curriculum is designed to address the goals and objectives described in section 6.2.a.and to comply with accreditation requirements. Syllabi for new courses are included in Appendix A.

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Table6.2.c.2.A. Bachelor of Athletic Training Program

Curriculum: Core Courses (15 hours)

PE 240 3 cr.	**Anatomy & Physiology** A study of basic body organs and their functions. The functions and structures that are stressed or modified by physical activity will be emphasized.
PE 345 3 cr.	**Exercise Physiology I** A lecture and laboratory class in which the effects of exercise and sport upon body systems will be investigated. Reviews knowledge concerning physiological mechanisms which relate to improvements of physical performance. Prerequisite: PE 240 or BIO 212.
SDE 232 or SDE 252 3 cr.	**SDE 232 First Aid & Emergency Services** Immediate care of the sick and injured with an emphasis on the use of emergency techniques and equipment. Laboratory involves demonstration of competencies in first aid, CPR and AED techniques. American Red Cross Certification available. **SDE 252EMERGENCY MEDICAL TECHNICIAN** This course is an extension of the Community CPR, Professional Rescuer and First Aid and Emergency Services curriculum. Individuals will gain knowledge and practical experience related to emergency medical technology. National Registry Exam. Offered spring semester only.
PE 395 3 cr.	**Kinesiology** This course is a detailed study of the skeletal and muscular systems to include identification of the origin, insertion and action and inaction of the major muscles. The students will become proficient in the use of directional and movement terminology and be able to classify movement levels and identify the plane/axis as well as the agonist and antagonist in a movement. Prerequisite: PE 240 or BIO 212.
HE 300 3 cr.	**Nutrition & Fitness** Exploration of factors involved with the relationships in physical fitness, nutrition, and optimum health.

Table 6.2.c.2.B. Bachelor of Athletic Training Program

Athletic Training Courses (49 hours)

AT 437* 2 cr.	**Administrative Aspects of Athletic Training** Introduction to organizational and administrative aspects in athletic training. Topics include training room facility design, medical record keeping procedures, personnel and program management, budget planning, drug testing, and legal aspects.
BIO 212 4 cr.	**Anatomy & Physiology** Fundamental structure and function of the human body, emphasizing the major systems. Three Lectures and one three hour laboratory per week. Primarily for students in the health professions.
AT 320/321* 4 cr.	**Athletic Training/Lab** An overview coursecovering the basic components of Athletic Training including the prevention, recognition, and evaluation of athletic injuries, risk management, protective devices and taping techniques, therapeutic programs, and drug use recognition. Prerequisite:PE 240 or equivalent applied anatomy course, AT 100. **321 LAB** Develops basic athletic training skills for the beginning and intermediate athletic training student.Co-requisite:AT 320.
AT 440* 3 cr.	**Athletic Training Capstone** Designed for Senior students in Athletic Training. Emphasis is on professional development and employment preparation.This includes preparation and taking the BOC Exam.
AT 330* 2 cr.	**Athletic Training Clinical Practicum I** An introduction to basic clinical experiences under the supervision of a certified clinical instructor. Prerequisites**:** SDE 232 or 252
AT 340* 2 cr.	**Athletic Training Clinical Practicum II** Application of basic and the introduction to intermediate clinical experiences under the supervision of a certified clinical instructor. Prerequisite**:** AT 330
AT 420* 2 cr.	**Athletic Training Clinical Practicum III** Application of intermediate and the introduction to advanced clinical experiences under the supervision of a certified clinical instructor. Prerequisite: AT 340
AT 430* 2 cr.	**Athletic Training Clinical Practicum IV** Application of advanced clinical experiences under the supervision of a certified clinical instructor.

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	Prerequisites**:** AT 420
EP 299 3cr.	**Basic Strength & Conditioning Principles** Scientific principles, theories and practical applications of strength and conditioning in athletic development, program and facility design and individual and group technique.
EP 450 3 cr.	**Biomechanics** Advanced application of muscle mechanics and physiology in identification and analysis of factors that influence human and sport object movement patterns and the physical forces acting upon them, to include problem solving as it relates to the biomechanics of human movement, i.e. the analysis of kinematics and kinetics, linear and angular kinetics and kinematics, etc. Prerequisites: BIO 212 or PE 240.
AT 335[*] 2 cr.	**General Medical Conditions in Athletic Training** The recognition, assessment, and treatment of medical conditions in sports and the physically active, including those with disabilities.
AT 100* 2 cr.	**Introduction to Athletic Training** This course will preface perspective students in the profession of Athletic Training, the requirements and objectives of the AT program at West Liberty University, as well as the preparation necessary to become an athletic trainer. Requires a 30 hour observation.
AT 370* 3 cr.	**Orthopedic Assessment of the Upper Body** The study and practice of techniques used when assessing athletic injuries to the upper extremities, head, thorax, and abdomen. Additionally, competencies and psychomotor skills taught in the course will be reinforced through structured laboratory/practical experiences.Prerequisites: PE 345, AT 320/321
AT 380* 3 cr.	**Orthopedic Assessment of the Lower Body** The study and practice of techniques used when assessing athletic injuries to the lower extremities and lumbar spine.Additionally, competencies and psychomotor skills taught in the course will be reinforced through structured laboratory/practical experiences. Prerequisites: PE 345, AT 320/321
PE 365 **2 cr.**	**Psychology and Sociology of Physical Education** The application of psychological and sociological factors to physical activity and sports as they pertain to performance, education, and the culture. Offered spring semester only.
AT 425* 2 cr.	**Rehabilitation of Lower Extremity Athletic Injuries** The practice of therapeutic rehabilitation programs for athletic injuries to the lower extremities and lumbar spine. Prerequisites**:** AT 380
AT 434* 2 cr.	**Rehabilitation of Upper Extremity Athletic Injuries** The practice of therapeutic rehabilitation programs for athletic injuries to the upper extremities, head, thorax, and abdomen. Prerequisites**:** AT 370

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AT 360* 2 cr.	**Seminar in Athletic Training** The discussion of contemporary issues in Athletic Training including current research and implications and technological advances. A research project and presentation will be required. Prerequisite:AT 320/321
AT 365* 4 cr.	**Therapeutic Modalities/Lab** An introduction to the use of therapeutic modalities and their application for athletic injuries. Modality experience includes thermotherapy, hydrotherapy, and ultrasound. Pharmacology will also be addressed. Prerequisite:320/321

*Indicates new course.

Table 6.2.c.2.C. Bachelor of Athletic Training Program

Curriculum: Restricted Electives (12 Hours)

HE 360 3 cr**.**	**Community Health** A study of health-related agencies, official and voluntary; health delivery systems; consumer health, health careers; environmental health. Offered fall semester only.
PE 371 2 cr.	**Compliance** This course will provide students with a basic overview of the athletic compliance process relative to the NCAA as a whole and Division II, including the areas of recruiting, eligibility, and financial aid.
PE 354 2 cr.	**Facilities Management in Sports & PE** The course will survey the terminology, operations, functions, liability issues, and design features of local athletic, recreation, and physical education facilities. Spring semester, even years
EDUC 207 3 cr.	**Foundations of Education** An examination of the historical, cultural, philosophical, and sociological foundations of education as they apply to the characteristics of an effective school. Special emphasis is given to cultural pluralism in education. **Thirty (30) hour field experience in an approved school setting included.** Minimum grade of "C" required. (The field experience will be waived for AT majors)
EDUC 201 3 cr.	**Human Development** Interdisciplinary study of life span and development from conception to death with application of principles and skills. Special emphasis on birth through early childhood, birth through middle childhood, birth through adolescence, birth through young adulthood, and life span. Minimum grade of "C" required.
SPED 241 3 cr.	**Introduction to Exceptionalities** A study of all recognized categories of exceptionalities emphasizing prevalence, etiology, prevention, syndromes, past and present attitudes toward exceptional individuals. Minimum grade of "C" required.
EP 455 3 cr.	**Modification of Exercise** This course will encompass the development of exercise programs and exercise management for persons with chronic diseases and disabilities, i.e., cardiovascular, pulmonary and metabolic diseases, and orthopedic diseases and disabilities. An overview of the disease pathophysiology, the effects on the exercise response, training and medications; as well as recommendations for exercise testing will also be discussed. Prerequisite: PE 345 or EP 325/326
PE 258	**Motor Development** Analyze the factors affecting the acquisition of fundamental and fine motor skills, then examine how these factors interact with the motor development

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3 cr.	process across the lifespan, with emphasis on physical growth, physiological changes, and the domains of human development - cognitive, social, and motor.
PE 355 2 cr.	**Sport Law** The course will provide background related to current legal issues surrounding sports and athletics. Content will include contracts, liability, the American court system, legal theory, and a review of pertinent case law. Fall semester of odd years.
PE 326 2 cr.	**Tests, Measurements, & Research Design** A review of basic statistical procedures. Emphasis is on the application of instruments, tests, and statistical procedures within a research design.

6.2.d. Program Outcomes
Indicate the expected results of the programand, if this is a proposal for an expanded or modified program,specify how the proposed change may achieve results differentfrom those produced by the current program.

Please refer to Table 6.2.d.1 for an illustration of the specific program outcomes for each program objective and where each will be assessed.

Table 6.2.d.1 Program Outcomes and Assessment

PROGRAM OBJECTIVE Graduates of the Athletic Training program at West Liberty University will:	PROGRAM OUTCOMES The student will:	ASSESSED
Possess the ability to develop a body of knowledge and seek additional knowledge independently and efficiently in all domains of athletic training as determined by CAATE and the BOC.	1) Recognize the clinical signs and symptoms of general medical conditions. 2) Identify and demonstrate competent use of therapeutic modalities. 3) Utilize appropriate psychosocial intervention techniques.	AT 320/321 Athletic Training/Lab AT 335 General Medical Conditions in Athletic Training AT 365 Therapeutic Modalities/Lab AT 370 Orthopedic Assessment of the Upper Body AT 380 Orthopedic Assessment of the Lower Body AT 425 Rehabilitation of Lower Extremity Athletic Injuries AT 434 Rehabilitation of Upper Extremity Athletic Injuries
Demonstrate and possess the ability to utilize clinical skills in the process of injury prevention, assessment, and	1) Employ clinical reasoning skills to formulate a clinical diagnosis. 2) Design and implement	AT 330 Athletic Training Clinical Practicum I AT 340 Athletic Training Clinical Practicum II

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evaluation.	therapeutic exercises and strength conditioning training programs, and apply protective devices based on the clinical diagnosis. 3) Utilize the results of the ongoing clinical examinations to determine if the interventions should be continued or modified.	AT 420 Athletic Training Clinical Practicum III AT 425 Rehabilitation of Lower Extremity Athletic Injuries AT 430 Athletic Training Clinical Practicum IV AT 434 Rehabilitation of Upper Extremity Athletic Injuries EP 299 Strength & Conditioning
Demonstrate the ability to educate the community in a variety of healthcare settings and work collaboratively with other healthcare professionals while successfully delivering quality services to patients/athletes.	1) Describe the role of Athletic Trainers within the context of the healthcare system. 2) Understand how AT principles are applied in a variety of clinical environments including diverse populations. 3) Identify and refer clients in need of mental healthcare.	AT 330 Athletic Training Clinical Practicum I AT 335 General Medical Conditions in Athletic Training AT 360 Seminar in Athletic Training AT 420 Athletic Training Clinical Practicum III AT 437 Administrative Aspects of Athletic Training SDE 232 First Aid & Emergency Services
Reach their fullest potential and be prepared for life after graduation by fully understanding and appreciating the WLU mission with regards to life, leadership and service to others, developing an appreciation for the field of athletic training, and becoming critical thinkers and self-directed learners and problem solvers.	1) Abide by all standards established by the BOC and West Liberty University, and all state laws governing the practice of Athletic Training. 2) Participate in local, state, and regional Athletic Training professional activities. 3) Maintain membership in the NATA.	AT 100 Introduction to Athletic Training Clinical Practicum I AT 340 Athletic Training Clinical Practicum II AT 420 Athletic Training Clinical Practicum III AT 425 Rehabilitation of Lower Extremity Athletic Injuries AT 430 Athletic Training Clinical Practicum IV AT 440 Athletic Training Capstone

6.2.e. Program Content.
The proposed educational programs shall becompatible with the institutional mission. The relationship shall bedescribed in documents provided to the Commission.

6.2.e.1.

The content and length of the proposed academicprogram shall follow practices common to institutions ofhigher education. The commonly accepted programlength is: 60 semester credits for associate's degrees, 120semester credits for bachelor's degrees, 30 semester credits beyond the bachelor's degree for master'sdegrees, 30 semester credits beyond the master's degree for doctorates.

The curriculum consists of 120 credit hours and is designed for completion in approximately four academic years. Course work for the undergraduate degree in athletic training is divided into two two-year phases. During the freshman year and the first semester of the sophomore year, students follow the pre-admission curriculum. During the second semester of the Sophomore year and the last two years, students follow the professional curriculum. Please see **TABLE 6.2.e.1.A**

The following courses are to be completed during the Freshman year and first semester Sophomore year:

Anatomy & Physiology/Lab (PE 240) - 3 hrs
Biomechanics (EP 450) - 3 hrs
Exercise Physiology (PE 345) - 3 hrs
First Aid & Emergency Services (SDE 232)**OR** SDE 252 EMT- 3 hrs
Introduction to Athletic Training (AT 100) - 2 hrs
Kinesiology (PE 395) - 3 hrs
Nutrition & Fitness (HE 300) - 3 hrs

The following courses are to be completed in the second semester Sophomore year, third and fourth years:

Administrative Aspects of Athletic Training (AT 437) - 2 hrs
Anatomy & Physiology (BIO 212) - 4 hrs
Athletic Training/Lab (AT 320/321) - 4 hrs
Athletic Training Capstone (AT 440) - 3 hrs
Athletic Training Clinical Practicum I (AT 330) - 2 hrs
Athletic Training Clinical Practicum II (AT 340) - 2 hrs
Athletic Training Clinical Practicum III (AT 420) - 2 hrs
Athletic Training Clinical Practicum IV (AT 430) - 2 hrs
General Medical Conditions in Athletic Training (AT 335) - 2 hrs
Orthopedic Assessment of the Upper Body (AT 370) - 3hrs
Orthopedic Assessment of the Lower Body (AT 380) - 3hrs
Psychology and Sociology of Physical Education (PE 365) - 2 hrs
Rehabilitation of Lower Extremity Athletic Injuries (AT 425) - 2 hrs
Rehabilitation of Upper Extremity Athletic Injuries (AT 434) - 2 hrs
Seminar in Athletic Training (AT 360) - 2 hrs
Strength & Conditioning (EP 299) - 3 hrs
Therapeutic Modalities/Lab (AT 365) - 4 hrs

Restricted Electives: 12 Hours
Compliance (PE 371) – 2 hrs

Facilities Management in Sports & Physical EducationPE (354) – 2 hrs
Foundations of Education(EDUC 207) – 3hrs
Human Development (EDUC 201)– 3hrs
Intro to Exceptionalities (SPED 241)– 3 hrs
Modification of Exercise (EP 455) – 3hrs
Motor Development (PE 258)– 3hrs
Tests, Measurements, & Research Design (PE 326) – 2 hrs
Sport Law PE (355)– 2 hrs

TABLE 6.2.e.1.A Typical Course of Study for a Bachelor of Science in Athletic Training

Fall – Freshman	Spring- Freshman
*BIO 124/125- Biological Principles (4) ENG 101 (3) PSYCH 101- Introduction to Psychology (3) PE 240 Anatomy & Physiology (3) FA/ART/MUS (3) 16 hrs.	MATH 160- Statistics (3) ENG 102 (3) COM 101- Communications (3) PE 345 Physiology of Sport & Exercise I (3) SDE 232- First Aid and Safety or SDE 252 EMT (3) 15 hrs.
Fall- Sophomore	Spring -Sophomore
*CHEM 110/111 (4) PE 395- Kinesiology (3) EP 450- Biomechanics (3) AT 100- Introduction to Athletic Training (2) HE 300- Nutrition and Fitness (3) 15 hrs.	*AT 320/321- Athletic Training/Lab (4) *AT 330- Athletic Training Clinical Practicum I (2) *AT 335- General Medical Conditions (2) GEO 205/206 (3) *PE 365- Psych &Soc of PE (2) BIO 212- Anatomy & Physiology (4) 17 hrs.
Fall- Junior	Spring -Junior
*AT 340- Athletic Training Clinical Practicum II (1) *AT 370- Ortho Assessment of the Upper Body (3) *AT 380- Ortho Assessment of the Lower Body (3) *AT 437- Org & Ad for Athletic Trainers (2) EP 299- Strength & Conditioning (3) **AT Elective- (3/2) 14/15 hrs.	*AT 365- Therapeutic Modalities/Lab (4) *AT 420- Athletic Training Clinical Practicum III (2) *AT 425- Rehab of Lower Ext Athletic Injuries (2) HIS 103/104/210/211 (3) Any literature course with ENG prefix (3) **AT Elective- (3/2) 16/17 hrs.
Fall- Senior	Spring -Senior
*AT 360- Seminar in Athletic Training (2) *AT 430- Athletic Training Clinical Practicum IV (2) *AT 434- Rehab of Upper Ext Athletic Injuries (2) **AT Elective (3/2) **AT Elective (3/2) GBUS 140- Introduction to Business (3) 13/15 hrs.	*AT 440- Athletic Training Capstone (3) **AT Elective (3/2) **AT Elective (3/2) PHIL/REL/or foreign language (3) SOC 150- Introduction to Sociology (3) 13/15hrs.

* Fall/Spring class only
** Elective hours to total 12 credits

6.2.e.2.
All proposed undergraduate degree programs shallinclude a coherent general education component that isconsistent with the institution's mission and appropriateto its educational programs. The undergraduate generaleducation component shall be documented.

General Studies: 48 Hours (specific requirement for Athletic Training)

Communications – 9 hours
Mathematics – 3 hours (Math 160)
Natural Sciences – 8 hours (BIO 124/125, CHEM 110/111)
Fine Arts/Humanities – 9 hours
Social & Behavioral Sciences – 12 hours
Wellness/Physical Education – 4 hours (waived for this major)
Business & Economics – 3 hours

6.2.e.3.
The minimum requirement for general education for allundergraduate programs delivered through the traditionaldistributed curricula is 15 semester credits for technicalassociate's degrees, 24 for transfer associate's degrees,and 30 for bachelor's degrees. If the general educationcomponent is delivered through integrated, embedded,interdisciplinary, or other accepted models, institutionsmust demonstrate that the program meets minimumrequirements equivalent to the distributed model.

Please see **TABLE 6.2.e.1.A**for dissemination of General Studies requirements.

6.3. Program Need and Justification

6.3.a. Relationship to Institutional Goals/Objectives
Relate thisprogram to the institution's goals and objectives and the statewidemaster plan.

The Bachelor of Athletic Training Degree Program relates exceptionally well to the goals and objectives of West Liberty University and to the statewide master plan. The goals listed in the "Institutional Master Plan for West Liberty University 2008-2013" under Academic Plan Outline: 1. Economic Growth include three which are particularly well aligned with this program and correspond to the statewide master plan. These goals state that West Liberty University will produce:

1.1. Goal: Students prepared to participate in a knowledge-intensive global economy

Athletic Training is a knowledge intensive profession wherein evidence-based, current, and accurate information and diagnoses must be disseminated to an injured athlete, the doctor and the coach to determine when it is the correct time for the athlete to begin practicing and competing in athletic competitions. They also utilize their knowledge of anatomy, pathology and

biomechanics to create athletic injury prevention and treatment programs.Athletic trainers have an important role in the diagnosis, assessment, management, treatment and rehabilitation of injuries and illnesses. They are recognized by the American Medical Association (www.ama-assn.org - Education & Careers) as allied health professionals. Under the supervision of a doctor, an athletic trainer provides emergency and follow-up care to athletes and other clients.

1.2. Goal: Students qualified in high demand fields

Employment of athletic trainers is projected by the Bureau of Labor Statistics (www.bls.gov - occupational handbook) to grow 37 percent from 2008 to 2018 which is much faster than average for all occupations. Please see Table 6.3.a.1 for actual projections data.

Table 6.3.a.1 Projection Data.

Projections data from the National Employment Matrix							
Occupational Title	**SOC Code**	**Employment, 2008**	**Projected Employment, 2018**	**Change, 2008-18**		**Detailed Statistics**	
				Number	**Percent**		
Athletic trainers	29-9091	16,300	22,400	6,000	37	[PDF]	[XLS]
NOTE: Data in this table are rounded. See the discussion of the employment projections table in the *Handbook* introductory chapter on *Occupational Information Included in the Handbook*.							

1.4. Goal: Students prepared to transition from school to work.

Students completing the undergraduate athletic training program earn a Bachelor of Science degree in athletic training. Depending on preparation and interests, graduates of the program may find employment in multiple areas of health care, fitness and exercise, and public health. Career possibilities in athletic training include:

- Secondary schools
- Colleges and universities
- Professional sports
- Hospitals
- Physician offices
- Sports medicine clinics
- Military and law enforcement
- Industrial and commercial work sites
- Performing arts
- Fitness and training centers

The following stated in the "Institutional Master Plan for West Liberty University 2008-2013" underPart 1: Strategic Platform also relates exceptionally well with the proposed Athletic Training program:

In an increasingly competitive academic environment, the key to sustainability lies in the ability to achieve distinction and distinctiveness by demonstrating (1) our competitiveness with our peer institutions and (2) our ability to achieve remarkable results based upon our size and our commitment.

At present, there are seven colleges/universities in West Virginia that offer an Athletic Training degree. Of the universities having programs in West Virginia and nearby Ohio and Pennsylvania, only Wheeling Jesuit University is in close proximity. West Liberty University would be the only four year public university in this area to offer this degree.
Please refer to the following section (6.3.b) for further discussion on number 1.

The Department of Health & Human Performance prides itself on the programs that are offered and the caliber of professionals that are produced. We receive high praise from educators in the public schools that our Physical/Health Education majors "are the best prepared of anyone coming to them from the local Universities/Colleges". Our Exercise Physiology program was recently accredited by the American Society of Exercise Physiology. Dr Boone from the ASEP stated in the exit interview he was "very impressed with the quality of the program". The accolades for these accomplishments go to the outstanding faculty within the department. The majority of the faculty will be involved in teaching a portion of the new Athletic Training curriculum, as well as the highly qualified Athletic Trainers that are on staff at West Liberty University. The new Athletic Training degree is expected to become a well respected and high quality program adding to the excellence of West Liberty University.

6.3.b. Existing Programs
List similar programs (and their locations)offered by other institutions (public or private) in West VirginiaState why additional programs or locations are desirable.

The following colleges and universities in West Virginia have a Bachelor of Science degree in Athletic Training:

Alderson Broaddus, Philippi
Concord University, Concord
Marshall University, Huntington
University of Charleston, Charleston
West Virginia University, Morgantown
West Virginia Wesleyan College, Buckhannon
Wheeling Jesuit University, Wheeling

At present, there are 350 colleges/universities nationwide out of approximately 2,500 public and private four year institutions that offer an Athletic Training degree. West Liberty University strives to provide valuable educational programs to residents of the northern panhandle,

statewide, and to the neighboring counties in Ohio and Pennsylvania. As stated previously, West Liberty University would be the only four year public university in this area to offer this degree. Also, because the program is within the Department of Health & Human Performance, another advantage WLU offers over some existing programs is that if students are not admitted to the AT program, the first two years also lay the foundation for a degree in Exercise Physiology.

6.3.c. Program Planning and Development
Indicate the history to dateof the development and submission of this program proposal. What resources (e.g., personnel, financial, equipment) have alreadybeen invested in this program? What planning activities havesupported this proposal?

Planning for this program began in Fall of 2010. A committee was formed to develop the Intent to Plan and the Plan was submitted in January 2011. The Intent to Plan was approved by the HEPC in May, 2011. Since approval, efforts have been ongoing to collect information from a variety of sources relative to evaluation of the need for the program and to accreditation.

The major elements of this program, including the curriculum and individual courses, were approved by the Department of Health & Human Performance, the Curriculum Committee (meeting Oct 11, 2011) and the Faculty Senate of West Liberty University (meeting Oct 18, 2011), and the West Liberty University Board of Governors for approval this program for submission to the West Virginia HEPC on December7, 2011. The minutes for each committee are posted on the WLU website, and included in Appendix B. Program needs have been evaluated and a commitment has been made by the administration to ensure sufficient funding to allow for the hiring of one additional faculty member, as required by the accrediting body, for ongoing program expenses as outlined in Section 6.4, and for accreditation expenses.

6.3.d. Clientele and Need:
Describe the clientele to be served and statewhich of their specific needs will be met by the program. Indicateany special characteristics, such as age, vocation, or academicbackground. Indicate manpower needs, interest on the part ofindustry, research and other institutions, governmental agencies, orother indicators justifying the need for the program.

The clientele for the proposed Bachelor of Science in Athletic Training is undergraduate students seeking careers in Sports Medicine. It is expected that the majority of these students will come from the northern panhandle of West Virginia and surrounding counties in Pennsylvania and Ohio. Once accredited, upon successful completion of the undergraduate curriculum program, the student is eligible to sit for the BOC certification examination. Once the student passes this examination, he or she can practice as a nationally Certified Athletic Trainer (ATC), and seek job opportunities at the professional, collegiate, secondary, clinical, or industrial setting. Students may also pursue a Master's Degree from another institution following graduation or additional education in a related allied health profession such as physical therapy, physician assistant, or medical school.

As stated in section 6.3.b, there are 350 colleges/universities nationwide out of approximately 2,500 public and private four year institutions that offer an Athletic Training degree and employment of athletic trainers is projected by the Bureau of Labor Statistics to grow 37 percent from 2008 to 2018 which is much faster than average for all occupations. Please see Table 6.3.a.1.

Job growth may be concentrated in the healthcare industry including hospitals and health practitioners' offices. New jobs may also be provided by fitness and recreation sports centers. The salary of athletic trainers varies by their job responsibilities, job setting and experience. In 2008 the median annual salary for athletic trainers was $39,640. (www.bls.gov)

6.3.e. Employment Opportunities

Present a factual assessment of theemployment opportunities that are likely to be available to program graduates. Include data and references supporting thisassessment. Indicate the types and number of jobs for which sucha curriculum is appropriate.

Nationally, the Bureau of Labor Statistics reports a total of 16,290 employment opportunities. Locally, Ohio and Pennsylvania rank in the top five states for employment of athletic trainers (refer to Table 6.3.e.1). Together with West Virginia, these three states account for 1970 employment opportunities. Currently, indeed.com jobs shows approximately 210 job openings available in Ohio, Pennsylvania, and West Virginia in Athletic Training.

Table 6.3.e.1 States with the highest employment level in this occupation:

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
Texas	1,560	0.16	1.21	(4)	$50,460
Pennsylvania	1,030	0.19	1.46	(4)	$38,260
California	870	0.06	0.48	(4)	$47,860
Ohio	840	0.17	1.33	(4)	$44,390
New Jersey	810	0.22	1.68	(4)	$48,690

Bureau of labor stats may 2010

In cooperation with physicians and other allied health personnel, the athletic trainer, as described by CAATE, can function as an integral member of the athletic health-care team in secondary schools, colleges and universities, sports medicine clinics, professional sports programs and other health-care settings:

- High Schools- athletic trainers work to prevent and treat athletic injuries, which may happen during practice or competition. Athletic trainers may also teach at the high school during the day.

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- Sports medicine clinic- Athletic trainers work with patient treatment and rehabilitation, provide athletic training coverage for a high school or college and conduct coaches' workshops and other sports medicine educational programs.
- College level - athletic trainer covers practice sessions and home and away competitions, supervises the educational experiences of student trainers, and may teach sports medicine classes.
- Professional level-athletic trainers work year-round with male and female professional sports teams, including football, basketball, baseball, and hockey.
- Other Health Care- athletic trainers provide service to company employees. Employment can also be found in the armed forces, dance companies, sales and as physician extenders.

6.3.f. Program Impact
Describe the impact of this program on otherprograms that it will support or that will be supported by it.

The most significant impacts resulting from the creation of this program will be within the Department of Health & Human Performance. The proposed Athletic Training degree will give students the opportunity to experience cross-discipline studies in Physical Education, Health Education, Exercise Physiology, and Athletic Training. The education component incorporated in the degree is vital because according to the Bureau of Labor Statistics, approximately forty percent of athletic trainers work in public and private educational services, primarily colleges, universities, and high schools. Also, the degree will work closely with the Athletic Department taking full advantage of the ASR Complex including the recently updated Exercise Physiology lab, the athletic training facilities, and the certified athletic trainers on staff.

The College of Sciences will also be impacted by this program because of the Biology, Chemistry, and Anatomy & Physiology requirements for accreditation.The Department of Health and Human Performance is working with the College of Sciences to arrange course schedules appropriately for the predicted increases in student number.

6.3.g. Cooperative Arrangements
Describe any cooperativearrangements (including clinical affiliations,internshipopportunities, personnel exchanges, and equipment sharing) thathave been explored.

The program requires students to complete various clinical experiences in the WLU athletic training rooms, local sports medicine clinics, high schools, junior highs, and general medical rotation. At present, no cooperative arrangements have been established. Please see Appendix Dfor examples of initial letters of support from local facilities willing to provide clinical experience.

6.3.h. Alternatives to Program Development
Describe any alternativesto the development of this program that have been considered and why they were rejected.
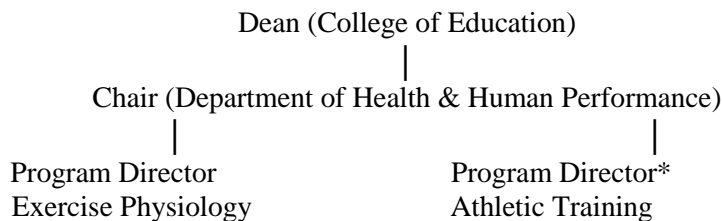
The Department of Health & Human Performance currently offers a Bachelor of Science degree in Exercise Physiology. The course work for this degree provides students with the background to be admitted to graduate school to pursue a Master's degree in Athletic Training. By providing students the opportunity to earn a Bachelor's degree in Athletic Training, we will be enabling them to sit for the BOC certification examination immediately rather than waiting until the Master's is earned. Once the student passes this examination, he or she can practice as a nationally Certified Athletic Trainer (ATC), and seek job opportunities sooner.

6.4. Program Implementation and Projected Resource Requirements

6.4.a. Program Administration
Describe the administrative organizationfor the program and explain what changes, if any, will be requiredin the institutional administrative organization.

The Bachelor of Athletic Training Program will be housed within the College of Education and the Department of Health & Human Performance, which also offers degrees in Exercise Physiology, Health Education and Physical Education. The following is the proposed administrative organization for the program based on the requirements of the Commission on Accreditation of Athletic Training Education (CAATE):

<div align="center">

Dean (College of Education)
|
Chair (Department of Health & Human Performance)

Program Director	Program Director*
Exercise Physiology	Athletic Training

</div>

*indicates addition

6.4.b. Program Projections
Indicate the planned enrollment growth anddevelopment of the new program during the first five (5) years(FORM 1). If the program will not be fully developed within five(5) years, indicate the planned size of the program in terms ofdegrees and majors or clients served over the years to reach fulldevelopment of the program. Include a plan for sustainability ofthe program after the initial five (5) year start-up.

The addition of the Athletic Training major program will undoubtedly have a positive impact on the number of students in several courses offered within the department of Health & Human Performance. Based on a survey of other Athletic Training programs by the development

committee, it is expected that the program could attract a minimum of 15 majors in the first academic year with the potential to grow significantly in the first five years. The Commission on Accreditation of Athletic Training Education (CAATE) requires a competitive admission process. The Department is planning to admit 15 new majors to the program each year. It also seems realistic to assume some increase in the number of majors as the program becomes established and its availability becomes known in the region. While there will certainly be some attrition in the program it can also be assumed that there will be transfer students entering the program at various points. For purposes of constructing Table 6.4.b.B, students are grouped in classes assuming a four year program of study.

The tuition and fees from the predicted number of majors will cover all costs and upgrades past the five-year start-up period. Additionally, the Department of Health and Human Performance will continue to work with the Department of Athletics sharing the costs of equipment replacement and upgrades.

Initial plans are to offer Athletic core courses on an annual cycle, with adjustments to be made as required.

Table 6.4.b.A. Bachelor of Athletic Training Degree Program Credit Sequence

Term	First Year	Second Year	Third year	Fourth Year
Fall	0 credits	2 credits	9 credits	9 credits
Spring	0 credits	11 credits	11 credits	6 credits

Table 6.4.b.B. Bachelor of Athletic Training Degree Program Student Credits by Class for Five Yea

FALL					
Class of 2016	15 x 0	15 x 2	15 x 9	15 x 9	15 x 9
Class of 2017		15 x 0	15 x 2	15 x 9	15 x 9
Class of 2018			15 x 0	15 x 2	15 x 2
Class of 2019				15 x 0	15 x 0
Class of 2020					
SPRING					
Class of 2016	15 x 0	15 x 11	15 x 11	15 x 6	15 x 6
Class of 2017		15 x 0	15 x 11	15 x 11	15 x 11
Class of 2018			15 x 0	15 x 11	15 x 11
Class of 2019				15 x 0	15 x 0
Class of 2020					

Table 6.4.b.C Program Student Credit Hours Generated by Majors Based on Figures in Table 6.4.b.B

TERM	Year 1	Year 2	Year 3	Year 4	Year 5
Fall	0	30	165	300	300
Spring	0	165	330	390	390
Fall/Spring FTE	0	6.5	16.5	23	23

FORM 1

FIVE-YEAR PROJECTION OF PROGRAM SIZE

	First Year (2012)	Second Year (2013)	Third Year (2014)	Fourth Year (2015)	Fifth Year (2016)
*Number of Students Served through Course Offerings of the Program:					
Headcount:	15	30	45	60	60
FTE:	0	6.5	10	24	24
Number of student credit hours generated by courses within the program (entire academic year):	0	195	495	720	720
Number of Majors:					
Headcount:	15	30	45	60	60
FTE:	0	6.5	10	24	24
Number of student credit hours generated by courses within the program (entire academic year):	0	195	495	720	720
Number of degrees to be granted (annual total):	0	0	0	15	15

*Estimated number of students in major. Non-major students will not be allowed entrance into AT classes.

To maintain the quality of the Athletic Training degree, the number of students will remain constant at approximately 60.

6.4.c. Faculty Instructional Requirements
Indicate the number, probablerank, experience, and cost of faculty required over the five (5) yearperiod.

CAATE, the accrediting agency for this program, requires the following:

POSITION	NUMBER	QUALIFICATIONS
Program Director	1	Hold current national certification and be in good standing with the Board of Certification (BOC), Have a minimum of five years experience as a BOC-certified athletic trainer, Possess a current state athletic training credential for those states that require professional credentialing for athletic trainers. See Appendix C for job description.
Instructional Faculty	There must be sufficient faculty and instructional staff to: advise and mentor students, provide oversight of program clinical education and experiences, provide instruction and supervision on a regular planned basis, and maintain student to faculty and instructional staff ratios to allow for educational classroom and laboratory instruction and evaluation as consistent with institutional practice.	All faculty and instructional staff members assigned and responsible for the instruction of required coursework must be: qualified through professional preparation and experienced in their respective academic areas as determined by the institution, recognized by the institution as faculty or instructional staff, and familiar with and incorporate the *Athletic Training Educational Competencies* as they pertain to their respective teaching areas
Clinical Faculty		
Clinical Instructor Educator (CIE)	1	A CIE must be: recognized and designated by the institution as the CIE for the educational program, BOC credentialed for a minimum of three years, designated and authorized

		by the institution to oversee Approved Clinical Instructor (ACI) training, and knowledgeable in the content areas required for the training of Approved Clinical Instructors (ACI).
Approved Clinical Instructor (ACI)	1	An ACI must: be credentialed in a health care profession, be an ATC ® or appropriately credentialed health care professional for a minimum of one year, and ACI training must include the following content areas: learning styles and instructional skills, review of the *Athletic Training Educational Competencies*, evaluation of student performance and feedback, instructional skills of supervision, mentoring, and administration, program/institution-specific policies, procedures, and clinical education requirements, legal and ethical behaviors, communication skills, appropriate interpersonal relationships, and appropriate clinical skills and knowledge. be trained/re-trained by the institution's CIE at least once every three years, not be currently enrolled in the entry level athletic training education program at the institution
Clinical Instructor (CI)	1	A CI must: be a credentialed health care professional be appropriately credentialed for a minimum of one year. If a CI is credentialed for less than one year, the program must develop and document the implementation of a plan for supervision of that CI by an experienced

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			credentialed CI that ensures the quality of instruction provided to the athletic training students, not be currently enrolled in the athletic training education program at the institution
Medical and Other Health Care Personnel	4		There must be involvement of various medical and other health care personnel in formal classroom settings on a planned, annual, and continuing basis. A minimum of two physicians (MD, DO) with differing specialties must participate in formal, scheduled classroom instruction that is a component of a required course(s). A minimum of two allied health care professionals other than physicians, with differing specialties, with professional credentials other than, or in addition to, Certified Athletic Trainer must participate in formal, scheduled classroom instruction that is a component of a required course(s).
ATEP Medical Director			The medical director must: be an MD/DO who is licensed to practice in the state housing the ATEP, and in coordination with the program director, act as a resource and expert for the medical content of the ATEP in both formal classroom and supervised clinical experiences.

All of the Pre-Admission requirements are existing classes taught by professors in the Department of Health & Human Performance.

The Department of Athletics currently employs three certified Athletic Trainers who will be involved with the instruction of the requirements of the Professional Phase, and filling the CIE, ACI, and CI positions. At this time, no designations have been made.Please see Table 6.4.c.1 for the qualifications of the current Athletic Training staff.

Table 6.4.c.1 Current Athletic Training staff

STAFF MEMBER	EDUCATION	CERTIFICATIONS
Herb Minch	**West Virginia University** MS in Athletic Training, June 1990 **West Liberty State College** BS in Physical/Health Education	National Athletic Trainers' Association (NATA) - Certified Athletic Trainer (ATC) West Virginia State Registered Athletic Trainer American Red Cross Professional Rescuer Instructor (2009-present) West Virginia Athletic Trainers' Association (WVATA) NREMT – Paramedic (2009-present) Approved Clinical Instructor (2011)
Amber (Herback) Helphenstine	**West Virginia University** BS in Athletic Training, May 2008	Approved Clinical Instructor (2011) BOC Certified Athletic Trainer (2009-present) American Red Cross Professional Rescuer Instructor (2009-present) West Virginia Athletic Trainers' Association (WVATA)
Michael Welgosh	**Bloomsburg University,** Bloomsburg, PA Entry-Level M.S. in Athletic Training, December 2010, GPA 3.85 M.S. in Exercise Science, December 2008, GPA 3.84 **The Pennsylvania State University**, University Park, PA B.S. in Animal Science, minor in Agronomy, May 2002, GPA 3.0	National Athletic Trainers' Association (NATA) - Certified Athletic Trainer (ATC) West Virginia State Registered Athletic Trainer North Dakota State Licensed Athletic Trainer National Strength and Conditioning Association (NSCA) - Certified Strength and Conditioning Specialist (CSCS) American College of Sports Medicine (ACSM) - Certified Health Fitness Specialist (HFS) College Athletic Trainers' Society (CATS) West Virginia Athletic Trainers' Association (WVATA) Public Safety Athletic Trainers' Society (PSATSociety) International Society of Sports Nutrition (ISSN) American Red Cross - Certified First Aid & CPR/AED for the Professional Rescuer

The addition of one full time faculty member will be needed to fill the Program Director position.Please see Appendix C for the job description for the Program Director. The Athletic

Department already has plans to hire an additional Athletic Trainer because of the increase in the number of sports at West Liberty University.

The team physician for the West Liberty University Athletic Program can be used as the Medical Director, and contacts in the community will be asked to serve in the Medical and Health Care Personnel positions.Please see Appendix D for letters from medical professionals willing to serve as clinical sites for the Athletic Training program.

6.4.d. Library Resources and Instructional Materials
Evaluate theadequacy of existing library resources and instructional materialsfor the proposed program. Estimate the nature and probable costof additional resources necessary to bring the proposed program toan accreditable level.

The CAATE requirements for library and informational sources states "Students must have reasonable access to the information resources needed to adequately prepare them to be entry-level professionals. This includes current editions of books, periodicals, and other reference materials in contemporary formats related to the programmatic goals. At all distance or remote education sites, all library and other information resources used for classroom and laboratory instruction and student assessment must be comparable and equally accessible to all students regardless of location."

Currently the Elbin Library at West Liberty University provides adequate resources for all students and is willing to provide any additional resources that are needed.

6.4.e. Support Service Requirements:
Indicate the nature of anyadditional support services (e.g., laboratories, computer facilities, equipment, etc.) likely to be required by the proposed program.Include the expected costs, and describe how such expansions willbe incorporated into the institutional budget. Describe any studentsupport services that will be put into place to enhance studentretention and successful program completion for this new program.

CAATE requires:

Therapeutic Modalities and Rehabilitation Resources

- The therapeutic modalities and rehabilitation equipment, identified in the psychomotor and clinical proficiency sections of the *Athletic Training Educational Competencies*, must be available for formal instruction and practice.
- Therapeutic modalities and rehabilitation equipment appropriate for clinical use must be available for clinical education purposes.
- At all distance or remote education sites, all therapeutic modalities and rehabilitation equipment used for classroom and laboratory instruction and assessment must be comparable and equally accessible to all students regardless of location.

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First Aid and Emergency Care Equipment

- The first aid and emergency care equipment, identified in the *Athletic Training Educational Competencies,* must be available for formal instruction and practice.
- First aid and emergency care equipment, appropriate to the emergency action plan of the clinical setting, must be available for clinical education purposes
- At all distance or remote education sites, all first aid and emergency equipment used for classroom and laboratory instruction and assessment must be comparable and equally accessible to all students regardless of location.

The Athletic Training facilities at West Liberty University provide the required therapeutic modalities and first aid equipment. Additional modalities and equipment may have to be purchased based on enrollment, thus a budget line will be created for upkeep and replacement of equipment used for educational purposes. Initially upkeep and replacement of equipment is estimated to be $8000 for the first year, and $5000 each year afterwards.

6.4.f. Facilities Requirements
Indicate whether the program will requirethe addition of new space or facilities or the remodeling orrenovation of existing space. If so, provide a statement detailingsuch plans and space needs and their estimated fundingrequirements. Describe the impact of this new program on spaceutilization requirements.

CAATE requires allPhysical facilities must include:

- classrooms that are consistent in size and quality with classrooms used for similar academic programs at the sponsoring institution,
- laboratories that are consistent in size and quality with laboratories used for similar academic programs at the sponsoring institution,
- clinical facilities that are consistent in size and quality with clinical facilities used for similar academic programs at the sponsoring institution, and
- administrative offices must be provided for program staff and faculty on a consistent basis similar to other academic programs at the sponsoring institution.

An athletic training facility and other clinical settings must provide the primary setting(s) in which the clinical portion of the athletic training educational program is conducted.
The educational facilities for all instructional sites used for classroom and laboratory instruction must be equitable for students at each site; this includes distance or remote education sites.
Classroom and laboratories must have seating, lighting, heating/cooling, and ventilation that will provide an atmosphere to facilitate the learning process.
There must be designated space for confidential counseling of students by ATEP faculty.
There must be secure, private storage space for student files and records.
The facilities present in the Academic, Sports, and Recreation Complex (ASRC) at West Liberty University meet the requirements stated above. In addition to the Athletic Training room, there are two classrooms, a computer lab, a rehab room, and the Exercise Physiology lab which

contains equipment that can be used for the Athletic Training component. Plans are in place if additional space is required. Also, with the construction of the new science building, the department plans to request to acquire space in the old building to expand.

6.4.g. Operating Resource Requirements
Using FORM 2, provide a summary of operating resource requirements by object of expenditure.
FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

	First Year (2012)	Second Year (2013)	Third Year (2014)	Fourth Year (2015)	Fifth Year (2016)
A.FTE POSITIONS					
1. Administrators* (Program Director)	0.25	0.25	0.25	0.25	0.25
2. Full-Time Faculty*	0	0.45	0.75	0.75	1.75
3. Adjunct Faculty	0	0.25	0.75	0.75	0.75
4. Graduate Assistants	0	0	0	0	0
5. Other Personnel					
a. Clerical Workers	0.1	0.1	0.1	0.1	0.1
b. Professionals	___	___	___	___	___

* CAATE requires the Program Director also be a full time faculty member so the Full Time Faculty member will also be the Administrator
Note: Include percentage of time of current personnel
B. OPERATING COSTS (Appropriated Funds Only)

	First Year (2012)	Second Year (2013)	Third Year (2014)	Fourth Year (2015)	Fifth Year (2016)
1. Personal Services:					
a. Administrators	21250	21887	22544	23220	23917
b. Full-Time Faculty	0	20857	35805	36880	82986
c. Adjunct Faculty	0	4200	12600	12600	12600
d. Graduate Assistants	0	0	0	0	0
e. Non-Academic Personnel:					
Clerical Workers	3400	3502	3607	3715	3827
Professionals	0	0	0	0	0
Total Salaries	24650	50446	74556	76415	123330

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

	First Year (2012)	Second Year (2013)	Third Year (2014)	Fourth Year (2015)	Fifth Year (2016)
1. Salaries	24650	50446	74556	76415	123330
2. Current Expenses	11300	9050	7550	7550	7550
Marketing/promotion	5500	3750	2500	2500	2500
Assessment	2500	2000	1750	1750	1750
Correspondence	750	750	750	750	750
Phone	550	550	550	550	550
Miscellaneous	2000	2000	2000	2000	2000
3. Repairs and Alterations	0	0	0	0	0
4. Equipment:					
Educational Equipment	8000	5000	5000	5000	5000
Library Books	0	0	0	0	0
5. Nonrecurring Expense CAATE	500	0	0	0	0
Total Costs	**44450**	**64496**	**87106**	**88965**	**135880**

C. SOURCES

	First Year (2012)	Second Year (2013)	Third Year (2014)	Fourth Year (2015)	Fifth Year (2016)
1. General Fund Appropriations (Appropriated Funds Only) ___Reallocation ___New funds	0	0	0	0	0
2. Federal Government (Non-appropriated Funds Only)	0	0	0	0	0
3. Private and Other (Tuition & Fees)	81000	162000	234000	324000	324000
Total All Sources	**81000**	**162000**	**234000**	**324000**	**324000**

Note: Total costs should be equal to total sources of funding

*Explain your Method for Predicting the Numbers (use additional sheet if necessary)

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Budget Narrative

For the purpose of budget predictions, a base salary of $45,000 and a three percent annual salary increase was used for the full-time faculty position (doubles as Program Director) calculations. This position will receive an additional $10,000 for the Program Director's responsibilities with a three percent annual increase. The addition of a second full-time faculty member (need-based as determined by program growth) is noted in year five (2016). A flat fee of $700 per credit hour was used for the adjunct faculty cost calculations. The courses to be offered during the fall and spring terms each year were reviewed to determine the number of courses to be taught by full-time faculty during the fall, spring, and summer academic terms and those which will be taught by adjuncts for each year. FTEs were calculated from those determinations. Pre-admission courses are in the normal course loads of the faculty/staff currently in the Department of Health & Human Performance.

The clerical work, to be provided by the Department's administrative assistant, will be 0.10 of her workload each year and is based on $34,000 salary and a three percent annual increase. Other personnel-professional are medical personnel that will serve as consultants for the Athletic Training Program.

Funding for the program is based heavily on tuition and fees but West Liberty has made a commitment to support the program in all ways. Tuition from an enrollment of 15 in-state students adjusted for AT majors (please see section 6.4.h) of $5400 for the first year was used for calculations. We anticipate enrollment from out-of-state students but have not used this higher tuition fee for the purpose of predicting program revenues. The program enrollment will include attrition so enrollment figures for budget purposes are based on enrollments of 15, 30, 45, 60 for the first five years respectively.

After the initial five year start up, the program will continue to be sustained through student tuition and fees. The Department of Health and Human Performance will continue to work with the Department of Athletics sharing the costs of equipment replacement and upgrades.

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6.4.h. Source of Operating Resources:
Indicate the source of operatingresource requirements if the service levels are to reach those projected in FORM 1. Describe any institutional plans toreallocate resources to the program in each year of the five (5) yearperiod. Describe the supplementary resource needs that arebeyond the usual or expected institutional allocations that arederived through the regular budget request process.

West Liberty University is not seeking any new financial support for this program.

The Athletic Training program will be supported by tuition and fees revenues, and the proposed Athletic Training student fees.

As with other clinical based degrees at West Liberty University, the Department of Health & Human Performance will request a tuition increase for AT majors to cover the additional costs.

FULL YEAR COSTS 2011-2012	In-State	Metro	Out of State
(Full-time)	**$5,266**	**$10,500**	**$13,140**
Nursing/Dental Hygiene Majors	$6,116	$11,350	$13,990
College of Business Majors	$5,466	$10,700	$13,340
Graphic Design/DMD Majors	$5,466	$10,700	$13,340
Broadcasting Majors	$5,466	$10,700	$13,340
College of Sciences Majors (other than Nursing/DH)	$5,516	$10,750	$13,390
RN to BSN Program	$4,880	$4,880	$4,880

Proposed additional costs related to the Athletic Training Education Program assessed to each student:

$40.00	Required/Approved Uniforms (minimum of one uniform shirt)
85.00	NATA Membership Annual Dues (includes NATA, MAATA, WVATA)
10.00	WLU Athletic Trainers' Association Annual Dues
35.00	Athletic Training Student Liability Insurance Annual Fee
50.00	Laboratory Fees (Approximate)

*All costs are subject to change.

6.5. Program Evaluation

6.5.a. Evaluation Procedures
Indicate the evaluation or reviewguidelines, procedures, schedule, and assessment measures thatwill be used for this program. Criteria and standards for programevaluation will vary according to the level and purpose of theprogram. The evaluation should address the viability, adequacy,and necessity of the program in relation to the mission of theinstitution. Both qualitative and quantitative indicators areimportant. Among the measures may also be the value of theprogram to the State and its people, its roles in contributing tohuman development, and its social utility in contributing to thefurther development of West Virginia.

Evaluation of the Bachelor of Athletic Training Degree Program will be conducted in accordance with requirements of the West Liberty University Board of Governors and CAATE (the accrediting agency). The program will be evaluated using methods compatible with other programs in the Department of Health & Human Performance and will receive national, state, and institutional review as well as a department program review.

CAATE guidelines provide the following assessment requirements:

Programs must routinely secure qualitative and quantitative data to determine the outcomes and effectiveness of the program. These outcomes must relate to the program's stated educational mission and goals and include measures related to didactic and clinical instruction, student learning (both clinical and didactic), and overall program effectiveness. The specific volume and nature of outcome information is influenced by the individual character of the institution and should be in keeping with other academic programs within the institution.

There must be a comprehensive (master) assessment plan to evaluate all aspects of the educational program. Assessments used for this purpose may include, but are not limited to, clinical site evaluations, clinical instructor evaluations, completed clinical proficiency evaluations, academic course performance, employer and/or alumni surveys, senior exit evaluations, and BOC examination passing rates.

The evaluation plan must include, minimally, assessments that are designed to evaluate:
achievement outcomes relative to the educational mission and goals of the program,
effectiveness of learning,
quality of didactic instruction, and
quality of clinical instruction.

The ATEP must provide data that demonstrates effectiveness as related to:
achievement of the programs educational mission and goals,
effectiveness of learning,
quality of didactic instruction, and
quality of clinical instruction.

The program must document an ongoing plan for obtaining the outcome data delineated above.

Department-level assessment of the program will begin in the first year of the program and will comply with the institutional assessment plan. Data relative to the attainment of program goals and objectives, as described in Section 3.9.1 of this plan, will be collected each term and evaluated annually by a program assessment committee. The committee will then recommend program changes as appropriate. The annual report generated by this review will be reviewed by the institutional assessment committee. Assessments used in this process are outlined in Table 6.5.a. Required student evaluations of each class will also be included in the data.

Table 6.5.a. A. LIST OF PROGRAM ASSESSMENTS for Bachelor of Athletic Training Degree Program

	Name of Assessment	Type or Form of Assessment	When the Assessment is Administered
1	**Course Grades**	Based on key assignments; determines mastery of course objectives. Students must earn at least a "C' in all AT coursework.	Ongoing monitoring of objectives in each course; final documentation at program completion
2	**Research Project**	Results of clinical-based project presented in writing and orally.	AT 440 Athletic Training Capstone
3	**Clinical Placement Evaluations**	Evaluation forms completed by student, clinical supervisor and program directorweekly and evaluated by a rubric.	AT 330 Athletic Training Clinical Practicum I AT 340 Athletic Training Clinical Practicum II AT 420 Athletic Training Clinical Practicum III AT 430 Athletic Training Clinical Practicum IV
4	**Clinical Skills Evaluations**	Evaluation rubrics completed by instructor and/or clinical supervisor weekly.	AT 100 Introduction to Athletic Training AT 330 Athletic Training Clinical Practicum I AT 340 Athletic Training Clinical Practicum II AT 365 Therapeutic Modalities/Lab AT 370 Orthopedic Assessment of the Upper Body AT 380 Orthopedic Assessment of the Lower Body AT 420 Athletic Training Clinical Practicum III AT 430 Athletic Training Clinical Practicum IV AT 425 Rehabilitation of Lower Extremity Athletic Injuries AT 434 Rehabilitation of Upper Extremity Athletic Injuries
5	**BOC passing rates**	National Certification Test	Upon completion of the program or during the last academic semester.
6	**Graduate Survey**	Survey of recent graduates to determine success rates in admission to graduate programs, employment and continuing education.	Administered at regular intervals following completion of program

6.5.b. Accreditation Status
Indicate the accrediting agency for theproposed program, the schedule for initiating and receivingaccreditation, and the costs of each stage of the process. Attach tothe proposal the statement of standards used by the accreditingagency for such a program and how each accreditation standardwill be addressed within the proposed program.

The accrediting agency for this program is the Commission on Accreditation of Athletic Training Education (CAATE). The following are the accreditation guidelines:

Accreditation
Initial or continuing accreditation actions occur on cycles that are no longer than five years for initial accreditation and seven years for continuing accreditation. The initiation of an accreditation cycle requires a comprehensive review to determine compliance with the Standards.

Application for Accreditation Currently-accredited programs or those requesting initial accreditation review must apply for a comprehensive review for accreditation on or before June 1st or September 15th of the year preceding the end of their accreditation cycle. Application materials must include:
> CAATE Application for Accreditation Services,
> $500 application fee, and
> Comprehensive self-study report.

Accreditation Process
Self-study documents submitted by an ATEP are reviewed by a designated Site Visit Team consisting of two qualified evaluators.
Failure to submit the required self-study documents within the designated time period will result in first a warning (30 days past deadline) for required submission, then revocation of accreditation at the end of the ATEP's accreditation cycle.

- A site visit team is identified by CAATE and assigned to the accreditation review for the ATEP.
- The site visit team, consisting of at least two member representatives of the professional groups comprising the accreditation commission, will be forwarded the self study materials to review and compare to the Standards in advance of the site visit.
- The site visit team will coordinate a two or three day on-site visit that includes an agenda for visit on dates agreeable to both parties. In the event that not all courses have been or are being taught and/or not all clinical components implemented by the time of the site visit, the request for a comprehensive accreditation review will be denied.
- Following the site visit, the Site Visit team will submit a preliminary report to a Review Committee team for review and assistance in consistent formatting.
- The ATEP will receive a formal copy of the site visit team report

and have 30 days to submit a rejoinder in response to the site visit team's findings to comment and provide clarification and/or additional data and correct factual errors.

- The site visit team and the Review Committee will review the rejoinder and make comments and recommendations to CAATE for action.
- Final accreditation action will be determined by CAATE, and the ATEP will be notified of that action.

The Department of Health & Human Performance will begin the accreditation process immediately so the program will be accredited upon graduation of the first class.

CAATE also requires that Athletic Training Educational Competencies (see Attachment 2) established by the National Athletic Trainers' Association (NATA) be mastered by students enrolled in an Athletic Training degree program. Please refer to Table 6.5.b.1 for the content areas and where each will be assessed in the program.

Table 6.5.b.1 NATA Competency Content Areas

CONTENT AREA	ASSESSED
Evidence-Based Practice (EBP) Evidence-based practitioners incorporate the best available evidence, their clinical skills, and the needs of the patient to maximize patient outcomes. An understanding of evidence-based practice concepts and their application is essential to sound clinical decision-making and the critical examination of athletic training practice.	AT 320/321 Athletic Training/Lab AT 330 Athletic Training Clinical Practicum I AT 340 Athletic Training Clinical Practicum II AT 370 Orthopedic Assessment of the Upper Body AT 380 Orthopedic Assessment of the Lower Body AT 420 Athletic Training Clinical Practicum III AT 425 Rehabilitation of Lower Extremity Athletic Injuries AT 430 Athletic Training Clinical Practicum IV AT 434 Rehabilitation of Upper Extremity Athletic Injuries
Prevention and Health Promotion (PHP) Athletic trainers develop and implement strategies and programs to prevent the incidence and/or severity of injuries and illnesses and optimize their clients'/patients' overall health and quality of life. These strategies and programs also incorporate the importance of nutrition and physical activity in maintaining a healthy lifestyle and in preventing chronic disease (diabetes, obesity, CV disease).	AT 100 Introduction to Athletic Training AT 330 Athletic Training Clinical Practicum I AT 335 General Medical Conditions in Athletic Training AT 360 Seminar in Athletic Training HE 300 Nutrition & Fitness EP 299 Strength & Conditioning
Clinical Examination and Diagnosis (CE)	AT 320/321 Athletic Training/Lab

Athletic trainers must possess strong clinical examination skills in order to accurately diagnosis and effectively treat their patients. The clinical examination is an on-going process, repeated to some extent each time the patient is treated. The development of these skills requires a thorough understanding of anatomy, physiology, and biomechanics. Athletic trainers must also apply clinical-reasoning skills throughout the physical examination process in order to assimilate data, select the appropriate assessment tests, and formulate a differential diagnosis.	AT 330 Athletic Training Clinical Practicum I AT 340 Athletic Training Clinical Practicum II AT 370 Orthopedic Assessment of the Upper Body AT 380 Orthopedic Assessment of the Lower Body AT 420 Athletic Training Clinical Practicum III AT 425 Rehabilitation of Lower Extremity Athletic Injuries AT 430 Athletic Training Clinical Practicum IV PE 240 Anatomy & Physiology SDE 232 First Aid & Emergency Services EP 450 Biomechanics BIO 212 Anatomy & Physiology
Acute Care of Injuries and Illnesses (AC) Athletic trainers are often present when injuries or other acute conditions occur or are the first healthcare professionals to evaluate a patient. For this reason, athletic trainers must be knowledgeable and skilled in the evaluation and immediate management of acute injuries and illnesses.	AT 100 Introduction to Athletic Training AT 320/321 Athletic Training/Lab AT 330 Athletic Training Clinical Practicum I AT 340 Athletic Training Clinical Practicum II AT 420 Athletic Training Clinical Practicum III AT 430 Athletic Training Clinical Practicum IV SDE 232 First Aid & Emergency Services
Therapeutic Interventions (TI) Athletic trainers assess the patient's status using clinician- and patient-oriented outcome measures. Based on this assessment and with consideration of the stage of healing and goals, a therapeutic intervention is designed to maximize the patient's participation and health-related quality of life.	AT 100 Introduction to Athletic Training AT 330 Athletic Training Clinical Practicum I AT 340 Athletic Training Clinical Practicum II AT 365 Therapeutic Modalities/Lab AT 370 Orthopedic Assessment of the Upper Body AT 380 Orthopedic Assessment of the Lower Body AT 420 Athletic Training Clinical Practicum III AT 430 Athletic Training Clinical Practicum IV AT 425 Rehabilitation of Lower Extremity Athletic Injuries AT 434 Rehabilitation of Upper Extremity Athletic Injuries
Psychosocial Strategies and Referral (PS) Athletic trainers must be able to recognize clients/patients exhibiting abnormal social, emotional, and mental behaviors. Coupled with	AT 100 Introduction to Athletic Training AT 320/321 Athletic Training/Lab AT 330 Athletic Training Clinical Practicum I AT 340 Athletic Training Clinical Practicum II

recognition is the ability to intervene and refer these individuals as necessary. Additionally, athletic trainers appreciate the role of mental health in injury and recovery and use interventions to optimize the connection between mental health and restoration of participation.	AT 420 Athletic Training Clinical Practicum III AT 430 Athletic Training Clinical Practicum IV PE 365 Psychology & Sociology of Physical Education & Sport
Healthcare Administration (HA) Athletic trainers function within the context of a complex healthcare system. Integral to this function is an understanding of risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management.	AT 330 Athletic Training Clinical Practicum I AT 335 General Medical Conditions in Athletic Training AT 360 Seminar in Athletic Training AT 420 Athletic Training Clinical Practicum III AT 437 Administrative Aspects of Athletic Training SDE 232 First Aid & Emergency Services
Professional Development and Responsibility (PD) The provision of high quality patient care requires that the athletic trainer maintain current competence in the constantly changing world of healthcare. Athletic trainers must also embrace the need to practice within the limits of state and national regulation using moral and ethical judgment. As members of a broader healthcare community, athletic trainers work collaboratively with other healthcare providers and refer clients/patients when such referral is warranted.	AT 100 Introduction to Athletic Training AT 440 Athletic Training Capstone
Clinical Integration Proficiencies (CIP) The clinical integration proficiencies (CIPs) represent the synthesis and integration of knowledge, skills, and clinical decision-making into actual client/patient care.	AT 330 Athletic Training Clinical Practicum I AT 370 Orthopedic Assessment of the Upper Body AT 380 Orthopedic Assessment of the Lower Body AT 340 Athletic Training Clinical Practicum II AT 420 Athletic Training Clinical Practicum III AT 430 Athletic Training Clinical Practicum IV

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West Virginia Higher Education Policy Commission
Meeting of February 17, 2012

ITEM: Approval of Appointment to the West Virginia
                               Regional Technology Park Board of Directors

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher
                               Education Policy Commission approves an
                               appointment to the West Virginia Regional
                               Technology Park Board of Directors.

STAFF MEMBER: Paul Hill

BACKGROUND:

On March 12, 2011, the Legislature approved Senate Bill (SB) 484, which provided for a new corporation to be established for operation and development of the West Virginia Regional Technology Park, a 258-acre property located in South Charleston. SB 484 authorized the appointment of a Board of Directors. In order to complete the incorporation process, the board appointments were approved by the Commission at the April 29, 2011 and June 22, 2011 board meetings, and initial by-laws were established.

Current board membership includes: Matt Ballard, Bruce Berry, Ellen Cappellanti, Georgette George, Henry Harmon, David Hendrickson, Paul Hill, and Charles Patton. Due to the departure of Dr. Brian Noland, a vacancy exists on the board. At the meeting, Dr. Paul Hill, Chancellor, will provide the recommendation of an individual to replace former Chancellor Noland.

ITEM: Approval of Presidential Search Procedure

INSTITUTION: Bluefield State College

RECOMMENDED RESOLUTION: *Resolved,* That the West Virginia Higher
                                      Education Policy Commission approves the
                                      Presidential Search Procedure adopted by the
                                      Bluefield State College Board of Governors.

STAFF MEMBER: Paul Hill

BACKGROUND:

Pursuant to Series 5 of the Commission's rules, an institutional governing board must adopt a search procedure when it undertakes a search for a new President. The Commission must approve the procedure before the search begins.

During the meeting, Dr. Paul Hill, Chancellor, will provide an overview of the presidential search procedure as adopted by the Bluefield State College Board of Governors on January 27, 2012 and for which it seeks Commission approval.

Bluefield State College Presidential Search Procedure

POSITION DESCRIPTION

President-Bluefield State College

Bluefield State College (BSC) is a historically black college with a rich and diverse history nestled in the terraced hills of Southern West Virginia. The College's student body represents a cross section of "cultures, races, and ethnicity, but also of age, gender, and socioeconomic, family, and employment status" (Bluefield State College Institutional Compact 2007 – 2012, p.6). The College offers baccalaureate and associate degrees and has an enrollment of approximately 2,000 students. Instructional programs are offered in engineering technology, business, teacher education, arts and sciences, and nursing and health science professions. The College has 14 accredited programs and plans to begin offering programs online. The Institution is accredited by the North Central Association and The Higher Learning Commission. BSC is a member of the NCAA Division II and the West Virginia Intercollegiate Athletics Conference.

1)   Position Summary

Reporting to the Board of Governors (BOG), the president is the chief executive of the Institution, defining its educational commitments and its standard of excellence and securing all necessary resources for the fulfillment of its mission. The president will lead BSC to success through inspirational and purposeful leadership. The president will be expected to articulate the mission, vision statement and core values of the college, and to work with each of the Institution's constituents to enable them to achieve the mission.

The president is the executive agent of the BOG and shall, as educational and administrative head of BSC, exercise such powers as are inherent in the position in promoting, supporting, and protecting the interests of the school and in managing and directing its affairs. The president shall be the spokesperson for the College and shall bring such matters to the attention of the BOG as are appropriate to keep the Board fully informed in meeting its policy-making responsibilities.

2)   Specific Areas of Responsibility and Accountability for the President

- Exercise effective leadership in a joint effort to implement the mission of the institution, as delineated in the Mission Statement, planning documents of the institution, and any other role and scope statements approved by the BOG;

- Develop and oversee the annual operating and capital budgets;

- Demonstrate effective leadership skills and the capacity to promote academic and collegial excellence;

- Demonstrate a record of excellence and vision in senior level leadership positions, maintain strong relationships with community/business leaders and public officials;

- Provide effective leadership and support for an academic program that is consistent with the institutional mission and the needs of those being served;

- Lead faculty, staff and administrators to pursue goals in a clear, purposeful way, including objectives that address student needs, initiatives in teaching, aspirations in academic scholarship, programs of service and leadership, and the professional development of faculty and staff;

- Provide effective leadership and support for a program of student life that complements the academic program and recognizes as an institutional priority the diverse interests and needs of the student body;

- Lead by example to promote and encourage full participation of faculty, staff, and administrators in campus wide activities;

- Develop a competent administrative organization and staff to ensure effective and efficient management of the institution;

- Maintain lawful, equitable, and efficient personnel programs, including appointment of qualified persons to the faculty and staff and promotion, retention, or dismissal for cause of the same, with due regard for the best interests of the College;

- Communicate, in coordination with the BOG, the needs of the college to the governor, legislators, other state and local officials, and the citizens of the state;

- Interact with appropriate external bodies to achieve the mission of the institution in a manner consistent with BOG policy, statutory and regulatory provisions, and sound academic principles;

- Implement assignments requested by the Board;

- Secure external funding from individual donors, government agencies, corporations, and foundations.

3) **Desired Experience and Credentials**

- An earned doctorate degree;

- A minimum of five years of senior executive and/or management level experience in higher education;

- College level teaching experience;

- An appreciation for and sensitivity to the uniqueness of the Appalachian people;

- An understanding of the importance and roles of historically black institutions;

- Experience interacting with state legislators and state governing bodies;

- Outstanding communication skills;

- Capacity to attract and maintain diverse students, faculty, and staff;

- Involvement in external fund raising.

4) Search Committee

The full Bluefield State College Board of Governors will be designated as the Presidential Search Committee with Chancellor Paul Hill serving as an ex-officio, non-voting member.

5) Search Chronology

Projected Date	Action	Update/Comments
January 26, 2012	BSC BOG will approve the presidential search procedure and statement of desired presidential characteristics at Special Meeting of the BOG. Full Board will be designated as the Search Committee. Chancellor Paul Hill will serve as ex-officio.	
January 27, 2012	BSC BOG approved presidential search process will be presented to HEPC for approval.	
February 8, 2012	Recruitment ad, application instructions, and complete position description will be posted on the BSC Website.	
February 8, 2012	Recruitment ad will run in newspapers/publications in accordance with media announcement plan.	
February 2012	Search Committee will meet to discuss interview strategies and develop interview questions.	

February 8-March 15, 2012	HEPC will provide assistance to manage the search process.	
March 15, 2012	Deadline for presidential nominations and application submissions.	
March 16-30, 2012	Search Committee will review all applications and select those candidates that meet qualifications approved by the BOG and HEPC.	
April 2012	Sub-Committee of the Search Committee appointed by the BOG Chair will contact selected candidates and setup interviews for up to 10 semi-finalists. Time and place to be determined.	
May 2012	The Sub-Committee will meet and interview candidates.	
May 2012	Sub-Committee will identify and present to the Search Committee the top three (3) candidates for in-depth background checks prior to inviting for a second round of open interviews which will be expanded to the campus and local community.	
June 2012	After the open forums the Search Committee will meet to develop a list of strengths and weaknesses for each of the finalists. The Search Committee will present a ranked list with recommendations to the BSC BOG.	
June 2012	The BSC BOG will schedule a special meeting to make the final selection for BSC's next president.	

6)   Media Announcement Plan

Full position announcement for the BSC presidential search will be posted on the BSC Website. This position will also be advertised in the Beckley Register Herald, Bluefield Daily Telegraph, Bristol Herald Courier, Charleston Gazette, Chronicle of Higher Education, Dominion Post, Huntington Herald-Dispatch, Lexington Herald, and Roanoke Times. Online advertisements will be posted in Diverse Education, Black Issues in Higher Education, Inside Higher Education, HigherEdJobs.com, Chronicle of Higher Education (online), and Inside Higher Ed.

7)   Position Announcement

The Board of Governors will invite letters of application (letter of interest addressing position criteria, complete curriculum vita, transcripts, and at least five professional references). This announcement will include a brief statement announcing the start of a search for President of BSC and the specific areas of responsibilities and accountability as well as the desired experience and credentials. All applications must be submitted prior to the March 15, 2012 deadline.

8)   Selection Process

a. The Search Committee shall review the applications received and determine which candidates will move forward in the search process by majority vote.
b. The Search Committee shall select the candidate who best meets the presidential requirements as delineated in the desired experience and credentials by majority vote.
c. The BOG shall hold a special meeting in accordance with the WV Open Governmental Proceedings Act to discuss the selection of the Search Committee and vote to extend an offer to the selected applicant by majority vote.
d. The BOG through its Chair shall negotiate the terms of a contract and benefits package, dependent on the final approval by the Commission.
e. The BOG shall submit the candidate's credentials and the proposed initial contract to the HEPC for approval no later than the day following the special BOG meeting.

9)   Pending Commission Approval

After the Commission has approved the hiring of the candidate and the proposed contract, the BSC BOG Chair, and the Presidential Selectee will sign and finalize the contract.