



# MEETING AGENDA

February 8, 2019

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Michael J. Farrell, Chair

Jenny Allen

James Dailey

Diane Lewis

Dale Lowther

Andrew Payne

Donna Schulte

Steve Paine, Ed.D., Ex-Officio

Robert Brown, Ex-Officio

Carolyn Long, Interim Chancellor

# WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION MEETING

February 8, 2019 | 9:00 a.m.

9<sup>th</sup> Floor Conference Room  
Boulevard Tower  
1018 Kanawha Boulevard, East  
Charleston, West Virginia

## AGENDA

- I. Call to Order
- II. Approval of Minutes (*Pages 3-9*)
- III. Chairman's Report
- IV. Chancellor's Report
- V. Council of Presidents' Report
- VI. Updates from Constituent Groups
  - A. Advisory Council of Classified Employees
  - B. Advisory Council of Faculty
  - C. Advisory Council of Students
- VII. West Virginia Regional Technology Park Report
- VIII. Approval of Revisions to Series 25, Procedural Rule, Residency Classification for Admission and Fee Purposes (*Pages 10-13*)
- IX. Presentation of 2018 Health Sciences and Rural Health Report Card (*Pages 14-15*)
- X. Presentation of 2018 Higher Education Report Card (*Pages 16-18*)
- XI. Presentation of New Program Post-Approval Audits (*Pages 19-24*)
- XII. Legislative Update (*Page 25*)
- XIII. Additional Board Action and Comment
- XIV. Adjournment

**DRAFT MINUTES**

**WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION  
Work Session**

**November 7, 2018**

**I. Call to Order**

Vice Chairman Andrew A. Payne convened a work session of the Higher Education Policy Commission at 3:30 p.m., in the 9<sup>th</sup> Floor Conference Room at 1018 Kanawha Boulevard, East, Charleston, West Virginia, and by conference call. The following Commission members participated: Jenny Allen, by phone; Diane Lewis, by phone; Dale Lowther, by phone; and Andrew A. Payne. Also in attendance were Interim Chancellor Carolyn Long and staff, state college and university presidents and staff, and others.

**II. Review of November 16, 2018 Agenda**

Commission staff provided an overview of the items on the agenda for the November 16, 2018 meeting.

**III. Adjournment**

There being no further business, the meeting was adjourned.

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Michael J. Farrell, Chairman

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Andrew A. Payne, Secretary

## **DRAFT MINUTES**

### **WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**

**November 16, 2018**

#### **I. Call to Order**

Chairman Michael J. Farrell convened a meeting of the Higher Education Policy Commission on November 16, 2018, at 9:00 a.m. in the David K. Hendrickson Conference Center of the West Virginia Regional Technology Park, 2000 Union Carbide Drive, South Charleston, West Virginia. The following Commissioners participated: Jenny Allen, (by phone); Michael J. Farrell; Diane Lewis; Dale Lowther, (by phone); Andrew A. Payne; and Donna L. Schulte, (by phone). Absent were Commissioners Robert L. Brown, (Ex-Officio), James W. Dailey, and Steven L. Paine, (Ex-Officio). Also in attendance were Interim Chancellor Carolyn Long; institutional presidents and their staff; higher education staff; members of the faculty, classified staff and student councils; and others.

#### **II. Chairman's Report**

Chairman Farrell welcomed Commission members and the audience to the meeting. He focused his report on the mission of the West Virginia Higher Education Policy Commission, as mandated by the West Virginia Legislature. He stated that the Commission is a think-tank that looks out for the good of the whole system while serving the individual student. It manages the ship of education with 68 staff members who do a magnificent job of providing services to the institutions, secure grants, disburse financial aid to thousands of students, and administer federal programs, these among many other functions. He asked the institutions to contact Interim Chancellor Carolyn Long if the Commission can be of further service.

#### **III. Chancellor's Report**

Ms. Carolyn Long, Interim Chancellor, reported that she attended meetings of the Board of Education; presented a flat budget to the Department of Revenue for Fiscal Year 2019, requesting \$10 million for capital projects; attended meetings of the West Virginia Climb, the Commission's attainment initiative; presented awards to WVNET staff for their years of service; and attended meetings of the WV Jobs Investment Trust Fund and the West Virginia Regional Technology Park, among others. Ms. Long additionally reported on past and upcoming events organized or attended by the Commission staff. She shared the untimely passing of recently retired staff member Daniel Crockett, commenting on his dedication and long service to higher education and, particularly, the students.

#### **IV. Council of Presidents' Report**

Dr. Kendra Boggess, Chair of the Council of Presidents, reported that the

presidents discussed the possible recommendations of the Blue Ribbon Commission on Four-Year Higher Education. She emphasized the need for the institutions to work collaboratively to better serve the students. She thanked Chancellor Long for her advocacy with the Legislature to provide capital funding to the institutions. Dr. Boggess expressed the hope that the Legislature will restore the monies that have been removed from the higher education budget.

## **V. Updates from Constituent Groups**

### **A. Advisory Council of Classified Employees**

Ms. Amy Pitzer, Chair of the Advisory Council of Classified Employees, thanked the Commissioners for allowing the Council to share the concerns of statewide classified staff. She reported that the Council has been following closely the meetings of the Blue Ribbon Commission on Four-Year Higher Education. She further reported that the Council is endorsing the adoption of a recalibration methodology and funding formula for the institutions; the inclusion of the community and technical colleges in an overall permanent funding formula; and the need for the regional institutions to have an equal voice at the Blue Ribbon Commission as well as at legislative and executive levels. She asked the Commission to advocate for the employees regarding permanent funding for PEIA and expanded benefit coverage. Ms. Pitzer expressed the Council's support of the Commission, stating that the services it provides are invaluable, and that it must continue to exist in order to ensure accountability and unbiased oversight of higher education.

### **B. Advisory Council of Faculty**

Dr. Mary Beth Beller, Chair of the Advisory Council of Faculty, reported that the Council continues to work with faculty statewide on the implementation of an information system based on the use of open educational resources to save students the cost of textbooks and other materials that can be accessed free of expense. She shared the names and links to several open textbook websites. Dr. Beller provided a review of an informational pamphlet she distributed to the audience entitled Building Momentum. It contained the Advisory Council of Faculty's mission and membership, its priorities for the current year, its work with the legislature, statistics regarding degree attainment and funding allocation, and the various services offered by the faculty for the betterment of the students and local communities. Dr. Beller expressed the Council's support for the work of the Commission.

### **C. Advisory Council of Students**

Mr. Hunter Barclay, Chair of the Advisory Council of Students and President of the Marshall University Student Body, reported on issues of interest to the students statewide. He related that students at various institutions are spearheading projects to improve their higher education communities such as the recycling initiative at West Virginia University, the mental health awareness campaign at Concord University, food drives at Fairmont State University, and

Faculty-Student Feud at WVU at Parkersburg, among others. Mr. Barclay indicated that the cost of textbooks and other educational materials continue to be of great concern to students. He mentioned the possibility of offering incentives to faculty so they migrate from costly books to other platforms that are more affordable without sacrificing quality. Mr. Barclay stated that the Council has met to discuss the Blue Ribbon Commission on Four-Year Higher Education. It will be meeting with legislators during the upcoming legislative session to increase their awareness of higher education.

## **VI. West Virginia Regional Technology Park Report**

Dr. Russell Kruzlock, Chief Executive Officer of the West Virginia Regional Technology Park, briefed the Commission on activities at the Park. He reported that there are 43 buildings in use, and negotiations are underway for more land development. He mentioned that an important goal at the Park is to attract companies created by West Virginians, grown and run by West Virginians, and that they remain in West Virginia. He hopes that by the year 2020 there will be one thousand jobs at the Park. Dr. Kruzlock further reported that he and other Park officials have had successful meetings with the Department of Defense to move the Rare Earth Element project forward. They are also meeting with Department of Energy representatives to help create a rare earth element industry in West Virginia.

## **VII. Consent Agenda**

Commissioner Payne moved approval of items A to D as listed on the consent agenda. Commissioner Lewis seconded the motion. Motion passed.

- A. Approval of minutes from the November 7 and November 16, 2018, Higher Education Policy Commission meetings.
- B. Approval of the reappointments of Georgette George, David Hendrickson, Steve Hedrick, and Kevin DiGregorio to the West Virginia Regional Technology Park Board of Directors for a new three-year term ending on June 30, 2021.
- C. Approval of the 2018 Research Trust Fund Annual Report for submission to the Governor and Legislature.
- D. Approval of the Master of Science in Athletic Training at West Liberty University for full implementation in fall 2020.

## **VIII. Access**

- A. Approval of Degree Programs at Out-of-State Location

Dr. Corley Dennison, Vice Chancellor for Academic Affairs, presented an overview of Fairmont State University's proposed degree programs offering.

Commissioner Lewis moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves Fairmont State University to partner with The American Campus in Mauritius, Africa to confer certain degrees.

Commissioner Payne seconded the motion. Motion passed.

B. Approval of Revisions to Series 21, Procedural Rule, Freshman Assessment and Placement Standards

Vice Chancellor Dennison provided an overview of the proposed revisions to Series 21.

Commissioner Lewis moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the revisions to Series 21, Procedural Rule, Freshmen Assessment and Placement Standards to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received that the Commission extends its final approval.

Commissioner Payne seconded the motion. Motion passed.

C. Approval of Revisions to Series 41, Procedural Rule, Health Sciences Service Program

Ms. Laura Boone, Senior Director of Health Sciences, presented an overview of the proposed revisions to Series 41.

Commissioner Payne moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the revisions to Series 41, Procedural Rule, Health Sciences Service Program, to be filed with the Secretary of State for a thirty-day public comment period, and if no substantive comments are received, that the Commission extends its final approval.

Commissioner Lowther seconded the motion. Motion passed.

D. Presentation of 2018 Financial Aid Comprehensive Report

Mr. Brian Weingart, Senior Director of Financial Aid, provided an in-depth overview of the 2018 Financial Aid Comprehensive Report. He stated that it describes changes and policy recommendations for West Virginia aid programs, and longitudinal data about recipients of state financial aid and outcomes of these recipients. The report along with its two supplements on institutional aid at public institutions, and federal aid and student loans provide a comprehensive view of the principal sources of financial aid at West Virginia colleges and universities. Mr. Weingart noted that the data presented are for

the 2016-17 academic year.

**IX. Success**

**A. Report on Fall 2018 Enrollment**

Dr. Chris Treadway, Senior Director of Research and Policy, presented a thorough analysis of current enrollment data collected from the Fall Census 2018 institutional submissions. The presentation included historical enrollment trends, college-going rate, fall-to-fall enrollment trends, headcount enrollment, and FTE enrollment.

**B. Report on Program Review**

Dr. Mark Stotler, Director of Academic Programming, reported on the academic program reviews the institutions conducted during the 2017-2018 academic year. The institutions reviewed 97 programs and none were recommended for termination. He gave a summary of program enrollments and graduates, and highlighted the programs that were identified with concerns or a need for follow-up.

**X. Approval of Fiscal Year 2019 Capital Project Priorities**

Dr. Edward Magee, Vice Chancellor of Finance and Facilities, presented an overview of the Fiscal Year 2019 capital project priorities for approval.

Commissioner Payne moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the prioritized capital project list for Fiscal Year 2019 and directs staff to report the capital project priorities to the Legislative Oversight Commission on Education Accountability in January as statutorily required.

Commissioner Lewis seconded the motion. Motion passed.

**XI. Approval of Fiscal Year 2018 Consolidated Audit Presentation**

Vice Chancellor Magee provided an overview of the Fiscal Year 2018 Consolidated Audit report.

Commissioner Payne moved approval of the following 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, 2018.

Commissioner Lewis seconded the motion. Motion passed.

**XII. Approval of Sole Record-Keeper Model for West Virginia Higher Education**

## **Retirement Plan**

Ms. Patricia Humphries, Vice Chancellor of Human Resources, presented an overview of the proposed Sole Record-Keeper Model for West Virginia Higher Education Retirement Plan.

Commissioner Payne moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves changing plan administration for all sponsored retirement savings options of the West Virginia Higher Education Retirement Plan to a sole record-keeper model.

Commissioner Lowther seconded the motion. Motion passed.

### **XIII. Approval of West Virginia Regional Technology Park Deed Conveyance**

Ms. Candace Kraus, Interim General Counsel, provided an overview of the proposed West Virginia Regional Technology Park Deed Conveyance.

Commissioner Payne moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves execution of the Deed which conveys to the City of South Charleston certain roadways of the West Virginia Regional Technology Park, and delegates authority to the Chancellor to approve the final documents and execute said Deed.

Commissioner Lewis seconded the motion. Motion passed.

### **XIV. Additional Board Action and Comment**

There were not additional actions items or comments offered.

### **XV. Adjournment**

There being no further business, Commissioner Payne moved to adjourn the meeting. Commissioner Lewis seconded the motion. Motion passed.

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Michael J. Farrell, Chairman

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Diane Lewis, Secretary

**West Virginia Higher Education Policy Commission  
Meeting of February 8, 2019**

**ITEM:** Approval of Revisions to Series 25, Procedural Rule, Residency Classification for Admission and Fee Purposes

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the revisions to Series 25, Procedural Rule, Residency Classification for Admission and Fee Purposes, to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received, that the Commission extends its final approval.

**STAFF MEMBER:** Candace Kraus

**BACKGROUND:**

Federal Public Law No: 115-251, The Department of Veterans Affairs Expiring Authorities Act of 2018, was signed into law on September 29, 2018. This law amends Title 38 USC 3679 to require all public institutions nationwide to offer in-state tuition and fee rates to any student using US Department of Veterans Affairs Vocational Rehabilitation benefits for any terms beginning after March 1, 2019. These benefits are for veterans that have a service-connected disability. Our institutions were notified in January to accommodate this requirement pending a proposed change to Series 25, Procedural Rule, Residency Classification for Admission and Fee Purposes, to mandate compliance with the federal law.

Suggested revisions to Series 25, Section 6.3, are proposed to bring the rule in compliance with the recent federal amendments.

It is recommended that the Commission approve the rule for filing with the Secretary of State for a formal thirty-day public comment period and staff be instructed to final file the rule with the Secretary of State at the conclusion of the comment period if no substantive comments are received.

**TITLE 133  
PROCEDURAL RULE  
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**

**SERIES 25  
RESIDENCY CLASSIFICATION FOR ADMISSION AND FEE PURPOSES**

**§133-25-1. General.**

1.1. Scope. -- Rule regarding residency classification of students for admission and fee purposes.

1.2. Authority. -- West Virginia Code §§18B-10 and 18B-2B-6.

1.3. Filing Date. – ~~May 9, 2017~~.

1.4. Effective Date. – ~~June 9, 2017~~.

1.5. Repeal of Former Rule. -- Repeals and replaces Title 133, Series 25 which had an effective date of ~~January 20, 2017~~ June 9, 2017.

**§133-25-2. Classification for Admission and Fee Purposes.**

2.1. Students enrolling in a West Virginia public institution of higher education shall be assigned a residency status for admission, tuition, and fee purposes by the institutional officer designated by the President. In determining residency classification, the issue is essentially one of domicile. In general, the domicile of a person is that person's true, fixed, permanent home and place of habitation. The decision shall be based upon information furnished by the student and all other relevant information. The designated officer is authorized to require such written documents, affidavits, verifications, or other evidence as is deemed necessary to establish the domicile of a student. The burden of establishing domicile for admission, tuition, and fee purposes is upon the student.

2.2. If there is a question as to domicile, the matter must be brought to the attention of the designated officer at least two (2) weeks prior to the deadline for the payment of tuition and fees. Any student found to have made a false or misleading statement concerning domicile shall be subject to institutional disciplinary action and will be charged the nonresident fees for each academic term theretofore attended.

2.3. The previous determination of a student's domiciliary status by one institution is not conclusive or binding when subsequently considered by another institution; however, assuming no change of facts, the prior judgment should be given strong consideration in the interest of consistency. Out-of-state students being assessed resident tuition and fees as a result of a reciprocity agreement may not transfer said reciprocity status to another public institution in West Virginia.

**§133-25-3. Residence Determined by Domicile.**

3.1. Domicile within the state means adoption of the state as the fixed permanent home and involves personal presence within the state with no intent on the part of the applicant or, in the case of a dependent student, the applicant's parent(s) to return to another state or country. Residing with relatives (other than parent(s)/legal guardian) does not, in and of itself, cause the student to attain domicile in this State for admission or fee payment purposes. West Virginia domicile may be established upon the completion of at least twelve (12) months of continued presence within the state prior to the date of registration: Provided, That such twelve (12) months' presence is not primarily for the purpose of attendance at any institution of higher education in West Virginia. Establishment of West Virginia domicile with less than twelve (12)

months' presence prior to the date of registration must be supported by evidence of positive and unequivocal action. In determining domicile, institutional officials should give consideration to such factors as the ownership or lease of a permanently occupied home in West Virginia, full-time employment within the state, paying West Virginia property tax, filing West Virginia income tax returns, registering of motor vehicles in West Virginia, possessing a valid West Virginia driver's license, and marriage to a person already domiciled in West Virginia. Proof of a number of these actions shall be considered only as evidence which may be used in determining whether or not a domicile has been established. Factors militating against the establishment of West Virginia domicile might include such considerations as the student not being self-supporting, being claimed as a dependent on federal or state income tax returns or on the parents' health insurance policy if the parents reside out of state, receiving financial assistance from state student aid programs in other states, and leaving the state when school is not in session.

#### **§133-25-4. Dependency Status.**

4.1. A dependent student is one (1) who is listed as a dependent on the federal or state income tax return of his/her parent(s) or legal guardian or who receives major financial support from that person. Such a student maintains the same domicile as that of the parent(s) or legal guardian. In the event the parents are divorced or legally separated, the dependent student takes the domicile of the parent with whom he/she lives or to whom he/she has been assigned by court order. However, a dependent student who enrolls and is properly classified as an in-state student maintains that classification as long as the enrollment is continuous and that student does not attain independence and establish domicile in another state.

4.2. A nonresident student who becomes independent while a student at an institution of higher education in West Virginia does not, by reason of such independence alone, attain domicile in this state for admission or fee payment purposes.

#### **§133-25-5. Change of Residence.**

5.1. A person who has been classified as an out-of-state student and who seeks resident status in West Virginia must assume the burden of providing conclusive evidence that he/she has established domicile in West Virginia with the intention of making the permanent home in this State. The intent to remain indefinitely in West Virginia is evidenced not only by a person's statements, but also by that person's actions. In making a determination regarding a request for change in residency status, the designated institutional officer shall consider those actions referenced in §133-25-3 of these rules. The change in classification, if deemed to be warranted, shall be effective for the academic term or semester next following the date of the application for reclassification.

#### **§133-25-6. Military**

6.1. An individual who is on full-time active military service in another state or a foreign country or an employee of the federal government shall be classified as an in-state student for the purpose of payment of tuition and fees: Provided, That the person established a domicile in West Virginia prior to entrance into federal service, entered the federal service from West Virginia, and has at no time while in federal service claimed or established a domicile in another state. Sworn statements attesting to these conditions may be required. The spouse and dependent children of such individuals shall also be classified as in-state students for tuition and fee purposes.

6.2. Persons assigned to full-time active military service in West Virginia and residing in the state shall be classified as in-state students for tuition and fee purposes. The spouse and dependent children of such individuals shall also be classified as in-state students for tuition and fee purposes.

6.3. Any student living in West Virginia and receiving education or vocational rehabilitation benefits

~~provided under Chapter 30 or Chapter 33~~ from the U.S. Department of Veterans Affairs shall be charged in-state tuition and fees to attend a West Virginia public institution of higher education so long as such student is considered a “covered individual” as described in 38 U.S.C. §3679, as in effect at any time.

#### **§133-25-7. Aliens.**

7.1. Students who meet the domiciliary requirements noted in Sections 3, 4, and 5 of this policy, and who are U.S. Permanent Resident Aliens, Political Asylees or Political Refugees, or who hold an A, E, G, H, I, L, O, P, R, TD, TN, U, or V visa, may apply to be reviewed for in-state residency for tuition purposes.

7.2. Students who hold B, C, D, F, J, K, M, or Q visas are not eligible for establishing in-state residency for tuition purposes.

7.3. Students who meet the domiciliary requirements and who are the beneficiary of a pending I-485 application to adjust status to permanent resident may apply to be reviewed for in-state residency for tuition purposes.

#### **§133-25-8. Former Domicile.**

8.1. A person who was formerly domiciled in the State of West Virginia and who would have been eligible for an in-state residency classification at the time of his/her departure from the state may be immediately eligible for classification as a West Virginia resident provided such person returns to West Virginia within a one (1) year period of time and satisfies the conditions of §133-25-3 of these rules, regarding proof of domicile and intent to remain permanently in West Virginia.

#### **§133-25-9. Appeal Process.**

9.1. Each institution shall establish procedures which provide opportunities for students to appeal residency classification decisions with which they disagree. The decisions of the designated institutional official charged with the determination of residency classification may be appealed in accordance with appropriate procedures established by the president of the institution. At a minimum, such procedures shall provide that:

9.1.a. An institutional committee on residency appeals will be established to receive and act on appeals of residency decisions made by the designated institutional official charged with making residency determinations.

9.1.a.1. The institutional committee on residency shall be comprised of members of the institutional community, including faculty and at least three, in any event, an odd number. The student representative(s) shall be appointed by the president of the institutional student government association while the faculty representative(s) shall be selected by the campus-wide representative faculty organization.

9.1.a.2. The student contesting a residency decision shall be given the opportunity to appear before the institutional committee on residency appeals. If the appellant cannot appear when the committee convenes a meeting, the appellant has the option of allowing committee members to make a decision on the basis of the written materials pertaining to the appeal or waiting until the next committee meeting.

9.1.b. The residency appeal procedures will include provisions for appeal of the decision of the institutional committee on residency appeals to the president of the institution.

9.1.c. Residency appeals shall end at the institutional level.

**West Virginia Higher Education Policy Commission  
Meeting of February 8, 2019**

**ITEM:** Presentation of 2018 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:**

Pursuant to West Virginia Code §18B-16-9(c), the *2018 West Virginia Health Sciences and Rural Health Report Card* was presented to the Legislative Oversight Commission on Education Accountability on January 7, 2019.

The *2018 West Virginia Health Sciences and Rural Health Report Card* includes admissions data, licensure exam data, and student debt data from the state's three medical schools; graduation data from other health professions programs; Health Sciences Service Program and Medical Student Loan Program data; and, Rural Health Initiative program profiles.

The full report is available at the following link:

[http://www.wvhepc.edu/wp-content/uploads/2019/01/HealthSciencesReportCard\\_Final\\_7Jan2019.pdf](http://www.wvhepc.edu/wp-content/uploads/2019/01/HealthSciencesReportCard_Final_7Jan2019.pdf)

**Highlights**

- The state's three medical schools collectively enrolled 391 students in their first year classes. Of these 391 students, 161 were in-state students.
- In-state tuition at West Virginia medical schools is among the most affordable in the nation, with all three medical schools setting in-state tuition below \$32,000 per year.
- All three medical schools had licensure exam (COMLEX Level 3 or USMLE Step 3) passage rates on first attempt at or above 90 percent.

- For the graduating classes of 2008 through 2013, 26 percent of West Virginia medical school graduates with completed training were retained for practice in West Virginia; 16 percent were retained for practice in primary care in West Virginia; and 7 percent were retained for practice in rural areas of West Virginia. These percentages are a decrease from the most recent prior years. Some of this decrease is due to the class of 2007 falling out of the reported cohort this year. The class of 2007 had extra strong performance in terms of retention in state, for primary care, and for rural practice.
- For 2013 graduates of West Virginia medical schools, 209 graduates went on to complete primary care residency programs. Upon completing residency, 48 of the 55 graduates completing in-state primary care residencies were retained to practice in the state, while only five of the 154 graduates who completed out-of-state primary care residencies returned to West Virginia to practice.
- Over the last decade, West Virginia has experienced sizeable growth in the number of health profession degree programs offered. This growth is important in meeting the healthcare needs of the state, but should be monitored to ensure sufficient clinical training opportunities for trainees exist, all graduates wishing to work in West Virginia can secure employment, and that the programs produce graduates interested in serving in all areas of the state.
- The report includes an overview of the Rural Health Initiative. The Commission makes grants to the state's three academic health centers who design programming aimed at increasing the recruitment of healthcare providers to rural areas, increasing the retention rate of healthcare providers in rural areas, developing pipeline programs to enhance student interest in healthcare careers, and supporting the involvement of rural areas of the state in the health education process.

**West Virginia Higher Education Policy Commission  
Meeting of February 8, 2019**

**ITEM:** Presentation of 2018 Higher Education Report Card

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** Information Item

**STAFF MEMBER:** Chris Treadway

**BACKGROUND:**

West Virginia Code §18B-1D-8 statutorily mandates the West Virginia Higher Education Report Card. This annual accountability report provides year-end higher education statistics for the Commission and the West Virginia Council for Community and Technical College Education (Council). Many of the enrollment, retention, graduation, and financial aid statistics found throughout this publication are reflective of the individual master plans approved by the Commission (Leading the Way Access. Success. Impact. 2013-2018) and the Council (Fulfilling the Vision 2015-2020). This edition of the West Virginia Higher Education Report Card primarily focuses on the 2017-18 academic year.

The 2018 Higher Education Report Card is available for download using the following link: [http://www.wvhepc.edu/wp-content/uploads/2019/01/ReportCard\\_FINAL\\_8Jan2019.pdf](http://www.wvhepc.edu/wp-content/uploads/2019/01/ReportCard_FINAL_8Jan2019.pdf)

**DATA HIGHLIGHTS:**

***Statewide Data***

**College-Going Rates**

The overall college-going rate increased 0.3 percentage points from 54.7 percent to 55.0 between 2015 and 2016. The in-state college-going rate increased slightly from 47 to 47.2 percent between 2015 and 2016. The overall and in-state college going rates have decreased 1.4 and 1.1 percentage points, respectively, since 2012.

**Degrees/Certificates Awarded**

The total number of degrees and credentials awarded at West Virginia public institutions during the 2016 academic year was 18,573, which is 0.3 percent greater than 18,521 awarded in 2015. Over the ten-year period from 2007 to 2016, the total number of degrees and credentials has increased by 23.5 percent from the 2007 level of 15,040.

## **Higher Education Policy Commission Data**

### **Enrollment**

- The number of undergraduates enrolled in for-credit classes at four-year institutions increased 1.2 percent, from 52,462 in 2016 to 53,111 in 2017.
- Undergraduate Full-Time Equivalent (FTE) enrollment increased from 47,908 to 48,062 between 2016 and 2017, an increase of 0.3 percent.
- The number of graduate students enrolled in for-credit classes decreased by 3.9 percent, from 12,432 in 2016 to 11,952 in 2017. For-credit graduate enrollment declined by 355 students since 2013, representing a 2.9 percent decrease.
- Graduate FTE enrollment decreased 2.2 percent, from 9,693 in 2016 to 9,475 in 2017. Total graduate FTE enrollment has increased 1.2 percent (108 FTEs) since 2013.
- Annualized FTE decreased 0.7 percent from 59,686 in 2016 to 59,276 in 2017. Over the five-year period, annualized FTE decreased 5.2 percent from 62,530 in 2013.

### **Tuition and Fees**

- The change in tuition and fees from 2016 to 2017 ranged from a \$2 decrease at Glenville State College, to an increase of 9.0 percent at Marshall University.
- Over the five-year period from 2013 to 2017, the increases varied from a low of 15.0 percent (\$937) at Glenville State College to a high of 28.0 percent (\$1,830) at West Virginia University.
- Ten-year increases varied from a 40.2 percent increase of \$1,996 at WVU Institute of Technology to a 65.4 percent increase of \$2,996 at Concord University.

### **Developmental Education**

- The percentage of students completing English/Writing remediation in the form of stand-alone developmental education courses or corequisite courses within the first two years decreased 3.1 percentage points from 80.2 in 2015 to 77.1 percent in 2016. The percentage of students passing English/Writing remediation increased 2.1 percentage points compared with the 2012 rate of 75.0 percent.
- The proportion of students completing math remediation within the first two years increased by 1.9 percentage points from 68.8 percent in 2015 to 70.7 percent in 2016. When compared to passing rates in 2012, the proportion increased 1.4 percentage points.
- The proportion of first-time freshmen who took developmental education in English/Writing and then passed the subsequent college level course within two years increased 4.4 percentage points from 68.3 in 2015 to 72.7 percent in 2016 and has increased since 2012 by 16.4 percentage points.
- The proportion of freshmen who took developmental education in math and then passed the subsequent college-level course within two years increased by 9.7 percentage points from 60.9 percent in 2015 to 70.6 percent in 2016, and has increased since 2012 by 39.0 percentage points.

## **Retention Rates**

- From 2015 to 2016, the one-year retention rate for all institutions decreased slightly by 0.3 percentage points from 76.4 percent in 2015 to 76.1 in 2016.
- The largest gain from 2015 to 2016 was at West Virginia State University, with an increase of 8.2 percentage points. The largest gain over the five-year period from 2012 to 2016 was at West Virginia State University, with an increase of 9.0 percentage points.

## **Graduation Rates**

- Statewide, four-year graduation rates have increased 1.0 percentage point from 30.2 for the 2013 cohort to 31.2 for the 2014 cohort. There was a five-year increase (from 2010 to 2014) of 7.7 percentage points from the 23.5 percent reported for the 2010 cohort.
- The largest one-year increase in graduation rates was at Concord University and West Liberty University, increasing 4.7 percentage points from the 2013 cohort graduation rates. West Liberty University also saw the largest five-year increase (16.2 percentage points), increasing from 20.9 percent for the 2010 cohort.
- Statewide, six-year graduation rates increased 1.7 percentage points at four-year public institutions from 49.9 percent for the 2011 cohort to 51.6 for the 2012 cohort.
- Bluefield State College and WVU Institute of Technology saw the greatest one-year increases at 10.9 percentage points. The largest one-year decrease occurred at Glenville State College, with a decline of 11.3 percentage points.

## **Degrees and Credentials**

- The total number of degrees and credentials awarded at West Virginia colleges and universities in academic year 2017 was 13,665, which was 0.6 percent higher than the 2016 figure of 13,582.
- Over the five-year period, the number of degrees and credentials has increased by 2.6 percent from the 2013 level of 13,316.
- From 2013 to 2017, Glenville State College saw the greatest five-year increase of graduates at 62.8 percent. Five institutions (Bluefield State College, Concord University, Potomac State College of WVU, Shepherd University, and West Virginia State University) saw decreases over the five-year period in degrees and credentials awarded.

**West Virginia Higher Education Policy Commission  
Meeting of February 8, 2019**

<b>ITEM:</b>	Presentation of New Program Post-Approval Audits
<b>INSTITUTIONS:</b>	Shepherd University, West Liberty University, and West Virginia State University
<b>RECOMMENDED RESOLUTION:</b>	Information Item
<b>STAFF MEMBER:</b>	Mark Stotler

**BACKGROUND:**

Series 11, Procedural Rule, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs, provides that “all proposals approved by the Higher Education Policy Commission shall be reviewed via a post-approval audit three years after the initial approval was received.” The reports submitted by the institutions are reviewed in relation to the original proposal approved by the Commission. Highlights for the four post-approval audits are provided below.

Shepherd University

***B.S. Health Promotion and Exercise Science***

- An enrollment of 116 majors in year three exceeds the original projection of 80.
- The original proposal included a capstone course with a 400-hour career-related internship. This course was not evident in the curriculum included with the audit.
- Actual program costs for year three were \$972,490, which is significantly higher than the projected \$125,420.

West Liberty University

***M.S. Criminology***

- Program delivery was originally through a traditional residential format. Student feedback influenced a decision to offer the program 100 percent online. This decision resulted in an increase in enrollment.
- Enrollment and programs costs are consistent with projections.
- There are plans to seek accreditation through the Academy of Criminal Justice Science.

***M.B.A. Business Administration***

- The program is a revision of an earlier approved International Master of Business Administration that was never implemented.
- The program is 100 percent online with courses being offered in an accelerated format of seven-week courses.

- Concentrations are offered in Management and Accounting (replaced original concentration in Entrepreneurship).

### West Virginia State University

#### ***B.F.A. Music Performance***

- The program relies heavily on partnerships developed with the West Virginia Symphony Orchestra. Many professional musicians serve as adjuncts.
- The original proposal indicated the enrollment levels of 15 students was a conservative estimate. The audit indicated there were six majors in fall 2019.
- Most resources were already in place to support the existing Music Education program.

Post-audit summaries are provided below for all of the institutional programs up for review.

### ***Shepherd University***

#### ***Bachelor of Science – Health Promotion and Exercise Science***

Commission approved on March 13, 2015.

**Program goals/mission:** The program provides a professional baccalaureate experience in applied health and exercise and is designed for students whose intent is to work in the health and fitness industry. The program provides students with the knowledge and required skills to be successful in a variety of graduate programs in health, exercise and allied health care professions. Students will be prepared for advanced certifications from health organizations such as the American College of Sports Medicine and the National Strength and Conditioning Association.

**Curriculum:** As provided in the original proposal, the curriculum consists of 120 hours, including 42 hours of general education. There are 66 hours of core coursework and 12 hours of elective credit. Most courses are offered in a traditional lecture format. A few courses are offered in an online format. A capstone course with a 400-hour career-related internship was part of the original curriculum. This course was not evident in the curriculum presented with the audit.

**Faculty:** The original proposal indicated that the program would start with current faculty serving in the Health, Physical Education, Recreation and Sport Department. Originally, six full-time faculty members were identified along with two additional Shepherd University professionals serving as adjuncts. It was anticipated that a full-time position would be needed for the program coordinator and satisfy accreditation requirements. The audit provided vitae for five full-time faculty. There was no evidence that an additional faculty member had been hired to serve as program coordinator.

**Assessment:** The program utilizes the WEAVE online assessment and planning management system. Reports are uploaded into the WEAVE assessment program to generate departmental, programmatic and/or unit reports. Faculty have developed learning outcomes which have been aligned with the curriculum. Every outcome is required to have at least two means of assessment. An emphasis has been placed on literacy and writing and literacy in technology.

**Accreditation:** The program will be submitted for the initial program review process beginning in the fall 2018 semester. At the completion of this process, it will be determined which accreditation process to be pursued in 2019-2020.

**Enrollment:** The original proposal anticipated that in year three, the program would have an enrollment of 80 majors. Graduates were not anticipated until year four. The audit reveals that the program enrolled 116 majors in 2017-2018 and produced six graduates.

**Finance:** The original proposal indicated that the program would be supported through tuition revenues and from the institutional budget when needed. In the third year it was anticipated that program costs would total \$125,420. The actual cost for 2017-2018 as provided in the audit was \$966,405. The difference can be primarily attributed to personnel costs which totaled \$122,420 in the proposed year three budget and \$927,490 in the budget presented in the audit. With increased enrollment, the program will work through the budget process to request additional resources for a full-time, tenure-track faculty line or full-time lecturer.

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## ***West Liberty University***

### ***Master of Science - Criminology***

Commission approved March 13, 2015.

**Program goals/mission:** The program was designed to provide educational opportunities for three distinct groups in the state and most notably the northern panhandle. Those benefiting from the program include 1) criminal justice practitioners seeking advance in their field, 2) those wishing to further their education and pursue a doctorate, and 3) non-traditional and traditional students seeking to complete a master's degree in criminology.

**Curriculum:** As provided in the original proposal, the program requires a total of 30-hours for graduation. The program includes two concentrations – law enforcement and courts, and corrections. The program was originally offered in a traditional residential format. Following student input gathered during exit interviews, the program is now being offered 100 percent online. In order to graduate, students must successfully complete the written and oral portion of a comprehensive exam or successfully defend a graduate thesis. The curriculum

has extensive writing requirements supported by the belief that communication is imperative to career success in the field.

**Faculty:** The original proposal indicated that the program would be served by three current full-time faculty members serving in the undergraduate program with additional support coming from a new hire and one adjunct faculty member. The audit indicates that the program is currently served by four full-time faculty members and one adjunct member who is a lawyer and is responsible for teaching law related courses.

**Assessment:** The program has developed a myriad of assessment instruments including, 1) pre-post test to assess critical thinking, 2) portfolio assessment, 3) student evaluation for individual courses, 4) thesis and comprehensive exams, and 5) writing and oral rubrics and course assessment. Data collected through these assessment measures has allowed the chair to make changes in course content and aided in the determination to move toward an online delivery format.

**Accreditation:** ACJS (Academy of Criminal Justice Sciences) accreditation is available but has not yet been pursued. There are plans to move in this direction in the near future.

**Enrollment:** The original proposal anticipated that in year three, the program would have a headcount of 24 majors and would produce 12 graduates. The audit reveals that the program enrolled 20 majors in 2017-2018 and produced the first nine graduates. Enrollment doubled after moving to online delivery.

**Finance:** The original proposal indicated that in the third year it was anticipated that program costs would total \$97,019. The actual costs for 2017-2018 as reported in the audit were \$81,550. Tuition revenue is sufficient to support the program.

### ***Master of Business Administration - Business Administration***

Commission approved April 3, 2015.

**Program goals/mission:** West Liberty University originally received approval to offer an International Master of Business Administration (IMBA) in 2012. Due to personnel changes and a shift in focus of the program content, the IMBA program was never implemented. A revised needs assessment indicated that the target market was interested in an online, traditional MBA with specializations in management and entrepreneurship. Rather than entrepreneurship, enrollment and data suggested the addition of a concentration in accounting.

**Curriculum:** As provided in the original proposal, the program requires a total of 30 hours for graduation. The program includes 15 hours in shared courses between the two concentrations. The program is offered 100 percent online and

consists of 10 courses. Each course is offered in an accelerated format of seven-week classes. A prescribed course sequence starts in January, March, May, August, and October. During the first term after admission, all students are enrolled in a no-credit, four-week orientation course titled Social Responsibility and Business Ethics. Prior to beginning the program, students are evaluated for core knowledge through an entrance exam administered by Peregrine Academic Services. Identified deficiencies in core knowledge must be corrected through designated Peregrine Academic Services online academic leveling modules. This element was not identified in the original proposal. A capstone course is a primary feature of the curriculum.

**Faculty:** The original proposal indicated that the College of Business had identified 12 faculty qualified to teach in the program. The audit provided vitae on 21 faculty members including six full-time and 11 adjuncts with doctorate degrees.

**Assessment:** Embedded learning outcomes within each course are aligned with key assessments used to monitor student learning and inform courses/program modifications. The capstone courses include a computer simulation that allows comparison of students learning to program outcomes and outcomes at peer institutions. Each student also completes an outbound assessment administered by Peregrine Academic Services. As part of the monitoring process for student persistence, the program director, with instructor support, reviews all students' activity and contacts students identified as struggling or not enrolled for the upcoming semester.

**Accreditation:** IACBE (International Assembly of Collegiate Business Education) accreditation was received in December 2017.

**Enrollment:** The original proposal anticipated that by year three, the program would have a headcount of 56 majors and would produce 34 graduates. The audit reveals that the program enrolled 89 majors (75 in Management and 14 in Accounting) in the 2018 academic year and had produced 23 Management graduates. There were no accounting graduates, but it should be noted that the accounting concentration must be taken at a slower pace over a 20-month schedule.

**Finance:** The original proposal indicated that in the third year it was anticipated that program costs would total \$337,503. The actual costs for 2017-2018 as reported in the audit were \$179,507. Faculty costs were significantly lower than anticipated. As indicated in the original proposal, program costs are fully supported by tuition revenue.

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***West Virginia State University***

***Bachelor of Fine Arts - Music Performance***

Commission approved May 29, 2015.

**Program goals/mission:** The purpose of the degree is to develop the artistic endeavors of its students to the highest degree of performance, preparing students for the rigors of a career in the realm of professional music-making and/or the audition process for admission to graduate music performance study. The degree enables students to move at once into the work force of professional music in the Kanawha Valley and beyond, relying heavily upon the music department's partnerships with the West Virginia Symphony Orchestra.

**Curriculum:** The program offers two majors – Vocal and Instrumental. The program requires a total of 120 hours for graduation including 35-40 hours in general education. A senior recital course serves as a capstone performance. Students enrolled in applied music must be enrolled in a major ensemble each semester and further must enroll in chamber ensembles in four semesters over the course of their studies. The original proposal indicated that students must audition for acceptance into the program. That requirement was not evident in the audit.

**Faculty:** The original proposal identified four full-time faculty members employed in the music department. The program would also be served by professional musicians from the West Virginia Symphony Orchestra. The audit indicates the program currently being served by five full-time faculty members with three holding tenure status.

**Assessment:** The program has developed six program level outcomes. Each course in the curriculum is mapped to at least one of the outcomes and appropriate assessment measures have been identified. Data gathered during the first five-year assessment process will guide programmatic revisions needed to facilitate the accreditation process. Assessment measures include the following: 1) common exam component, 2) common performance expectations, 3) completion of core courses, 4) student feedback, and 5) annual faculty review.

**Accreditation:** The program is working toward the five-year data collection and preparation goals in order to apply for member status in the National Association of Schools of Music.

**Enrollment:** The original proposal anticipated that by year three, the program would produce 10 graduates and have headcount enrollment of 35 majors. The proposal narrative indicated that faculty believed that a conservative estimate on annual enrollment into the program would be 15 students. The audit reveals that the program enrolled six majors in fall 2019 and produced 14 graduates.

**Finance:** The original proposal indicated that the program would be supported by a reallocation of current funds. Significant resources were already in place to support the existing B.A. in Music Education degree program. In the third year, it was anticipated that program costs would total \$281,000. The actual cost was \$187,098.

**West Virginia Higher Education Policy Commission  
Meeting of February 8, 2019**

**ITEM:** Legislative Update

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** Information Item

**STAFF MEMBER:** Matt Turner

**BACKGROUND:**

Executive Vice Chancellor for Administration Matt Turner will provide an overview of legislative activity related to higher education.